



**The Impact of Using Technology on Teaching English as a Second Language**

Research Project

Submitted to the department of English in partial fulfillment of the requirements for the degree of B.A in English language and linguistics

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# Certification

I certify that this study was prepared by students (Omer Aram Jasm & Diman Mushir Karim) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

**Signature**

Prof. Dr.

Anjuman M. Sabir

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 All praises and thanks are due to Allah for all the blessings He had

showered on me and for bound fasting my heart when it became empty of all

else but my weaknesses.

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 Last but not the least, we would like to thank our friends and family for their support and encouragement they have provided us during conducting this study.

# Abstract

 This paper aims to highlight the role of using technology in teaching English as a second language. In order to diagnose the real level of technology usage on Teaching English as a Second Language at university from students’ viewpoints. As a result technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner. A questionnaire has been used to measure the range of technology usage in English department - Colleges of Education at Salahaddin University. The results have shown that the reality of using technology is still at a low level.

**Key Words: English Language Teaching, Technology, educational technology**

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# Section One: Introduction

##  **The Title**

 In this technological age, integration of multimedia technology with traditional teaching methods is considered as a key promoter of creating effective teaching and learning atmosphere across the globe. Comprehending its importance, this study, titled The Impact of Using Technology on Teaching English as a Second Language, discusses the advantages of technology and how it affects teaching process.

## **The Aim of the Research**

 This study aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills through using technology.

##  **Significance of the Research**

 This study leads instructors in better understanding for technology, improving classroom usage and teaching quality. It also presents how technology can affect teaching and learning and offers essential information concerning its incorporation in education. It aids educators in encouraging students to learn outside the classroom and expand their horizons of knowledge.

**1.4 Scope and Limitation of the study**

 The present study is limited to fourth year students / department of English during the academic year (2022 – 2023) college of education at Salahuddin university.

# Section Two: Theoretical background

## **2.1. Technology and its appearance in classrooms**

 Technology first entered the American educational system as a necessity for preparing digital future and as a means of competing in the Cold War. America shifted much of its educational emphasis to math and science. Technology in schools was funded by the Vocational Education act of 1963. Students began to learn programming languages. As a result, Personal computers began to appear in some classrooms. (Mumtaz, 2000)

Educators took two approaches to incorporating computers into classroom instruction:

 The first approach was less prevalent. Seymour Papert, a mathematician and professor, was the first to introduce microcomputers into the classroom in the early 1980s by teaching basic programming. His Logo program taught students programming fundamentals. The plan was to create student-centered learning activities that would necessitate hands-on experimentation. They were taught the language commands that would generate graphic shapes. Papert's instructional program is based on a constructivist theory he called "bricolage," a strategy in which students assemble the learning building blocks themselves.

 By the mid-1980s, Apple computers had also gained a foothold in classrooms, it was considered the common approach to technology integration that had gained popularity. To drill students, teachers used software solutions such as electronic programs. The Internet connected computers all over the world ten years later. The rapid expansion of the World Wide Web had given rise to e-mail, video, and other forms of digital media. More importantly, communication platforms were possible with anyone, at any time and from any location. This link had transformed not only business and relationships, but also education. New forms of education have gained popularity since the early 2000s.

 According to Hinkel (2011) " technology is the application of scientific knowledge to the practical aims of human life". Technology in education refers to the technological movement in education in which every teacher in the classroom and school has a device to manipulate and teach with as a tool. The use of technology in the English language classroom benefits both teachers and students.

## **2.2. Benefits of technology in the process of teaching**

 Teachers and students have typically interacted in the school setting. Classrooms serves as the environment for institutional teaching and learning. According to Nomass (2013), one of the most important ways for teachers and students to share and access resources for learning is through the Internet which is an outcome of technology. Different studies have observed that the use of multimedia technologies has a positive impact in increasing student engagement and interaction, both among themselves and with the language teacher. David Crystal (2018) argues that new technologies function to facilitate new pursuits by developing new styles of the English language.

 for Crystal, a comparatively temporary phenomenon that it takes a really very long time to be actually recognized as a prominent change. Ideally, the purpose of both the traditional and computer-assisted cooperative language leaning classrooms is to provide a space in which the facilitation of learning. Technology provides numerous opportunities for everyone, such as teaching, assessment, planning, and administration, as well as involving everyone.

**2.2.1 Promotion of interactivity and collaboration within learning**

 Collaboration is a very powerful learning tool. Students collaborate cooperatively to either produce projects or read the work of their peers in order to learn from one another (Keser, Huseyin, & Ozdamli, 2011). Students can be much more creative and participatory in the classroom. Multimedia teaching emphasizes students' roles and emphasizes the importance of interaction between teachers and students. A key component of multimedia instruction is training and improving students' ability to listen and speak, as well as developing their communicative competence. Using multimedia in context creation provides a good platform for teacher-student interaction while also providing a language environment that improves on the traditional classroom teaching model. As a result, teachers in the classroom no longer input information blindly and force students to receive it passively.

**2.2.2 Managing and monitoring student progress by technology**

 Technology has become an integral part of life. Making and maintaining lists of student groups, managing levels, evaluating students with tests and exams, and a variety of other administrative tasks are now managed for educational platforms with a wide range of features designed with educational institutions. It provides educational institutions with the best and most effective control over activities such as activating student accounts, creating groups, sending communications and automatic notification.

 Technology works for completing crucial tasks, such as using specialized software to track students' progress. to get real-time reports on how each course, lesson, or objective is doing. This makes it possible to evaluate whether objectives have been attained and to suggest activities or exercises to practice in class.

**2.2.3 Technology creates a unique experience as much for the teacher as the students**

 English classrooms are being changed into a place that fosters sharing, debating, creating, and forming opinions, a space that is much more creative and participatory, due to Educational technology that is being used in language learning. English classes become much more active in all senses, rather than being boring and bland with a teacher simply explaining something at a blackboard. With virtual whiteboards, students are much more engaged, and online exercises and interactive multimedia content are motivating for them.

# Section Three: Methodology

**3.1 Procedure and sample**

 Fourth year students in the department of English /College of Education at Salahuddin University during the academic year (2022 – 2023) participated as the samples of the study and their total number was 25 to collaborate their responses for conducting the study.

**3.2 Instrument**

 In order to assess how typical English language classroom students can take benefits of technology to learn English as a second language, a questionnaire form has been presented for this purpose ( see appendix1).

**3.3 Description of the questionnaire**

 There are 30 items total in the questionnaire, which is divided into four categories (preparing assignments, presentations, communication, attitudes toward technology, and availability). Twenty-five students were randomly selected from the fourth year of the department of English at the College of Education, University of Salahuddin, and the questionnaire were given on February 27, 2023. It took between 10 and 15 minutes to complete all of the questions. The questionnaire had a five-point scale: Strongly agree, agree, agree neutral, disagree, disagree strongly. According to how strongly respondents agreed with each statement, responses ranged from 1 to 5. Two assistant professors in the English department reviewed the questionnaire for face validity and made additions, deletions, and changes to both the question formats and the questionnaire's items.

 **3.4 Results and Discussion:**

 Table (1) depicts the actual use of technology by twenty-five students studying English as a second language. The results were obtained by computing the frequencies and percentages of the students' responses to the questionnaire items. According to the statistics in this table, the researchers discovered that:

**For Preparing assignments**

1. A)

% 32 of male students continuously use Google while % 24 of female students do.

% 24 of male students rarely depend on Google while % 8 of females do.

% 8 of male students never use Google while % 4 of female students do.

B)

% 20 of male students regularly use YouTube for their assignments whereas % 16 of females do.

%16 of both genders often use YouTube for their assignments whereas.

% 12 of male students sometimes use YouTube while % 8 of females do.

% 8 of male students never use YouTube while % 4 of females do.

C)

% 12 of male students always use Yahoo while % 4 of female students do.

% 12 of male students often use Yahoo while % 8 of female students do.

% 8 of male students hardly ever use Yahoo while % 4 of female students do.

% 24 of male students never use Yahoo while % 20 of female students do.

D)

% 20 of male students always use PDF while % 12 of female rarely students do.

% 28 of male students usually use PDF while % 8 of female rarely students do.

% 8 of male students seldom use PDF while % 4 of female rarely students do.

% 8 of male students never use PDF while % 12 of female rarely students do.

 **For Communication**

1. A)

% 12 f male students always use Viber for their Communication whereas % 8 of females do.

% 20 of male students often use Viber whereas % 16 of females do.

% 12 of male students occasionally use Viber whereas % 4 of females do.

% 4 of male students seldom use Viber whereas % 4 of females do.

% 12 of male students never use Viber for their Communication whereas % 8 of females do.

B)

% 8 of male and % 16 female students are always use WhatsApp.

% 8 of male students are occasionally use WhatsApp whereas % 12 of females do.

% 12 of male students hardly ever use WhatsApp whereas % 20 of females do.

% 12 of both genders never use WhatsApp for their Communication.

C)

% 28 of males and % 8 of females students always use Facebook.

% 12 of males and 16 of females students often use Facebook.

% 8 of males and % 4 females students frequently use Facebook.

 % 4 of males and females students occasionally use Facebook.

% 12 of males and % 4 of females students never use Facebook.

D)

% 24 of male students always use Telegram whereas % 12 of females do.

% 12 of male students are frequently use Telegram whereas % 8 of females do.

% 4 of male students rarely use Telegram whereas % 16 of females do.

% 4 of male students never use Telegram whereas % 20 of females do.

**For Presentation**

1. A)

% 28 of male students always use College Data show for presenting their Seminars whereas % 20 of females do.

%12 of male students usually use College Data whereas % 8 of females do.

% 16 of male students sometimes use College Data show whereas % 4 of females do.

%4 of male students never use College Data show whereas % 8 of females do.

B)

% 8 of both genders prefer Personal data show.

% 16 of male students frequently use Personal data show whereas % 4 of females do.

% 24 of male students sometimes use Personal data show whereas % 8 of females do.

% 12 of both genders prefer Personal data show occasionally.

% 8 of females never prefer Personal data show.

C)

% 44 of male students always use Personal Computer whereas % 28 of females do.

% 8 of male students hardly ever use Personal Computer whereas % 12 of females do.

% 4 of male students never use Personal Computer whereas % 4 of females do.

D)

 % 56 of male students actively suggest college Computer whereas %16 of females do.

% 16 of male students prefer hardly ever college of Computer while % 14 of females do.

**Attitudes Toward Technology**

1. A)

Both genders confirm that technology strongly saves their time and effort at % 44 for males % 24 for females % 20.

Some of Male students admit that Technology saves their time and effort at % 20 while for Females % 12.

% 20 of Male students never think technology saves their time and effort while Female students % 4.

B)

Few of Female students think that technology has no encouragement at % 4 in contrast male students % 36 do.

% 24 of female students find technology no encouragement while % 20 of males do.

% 8 of both genders find technology no encouragement.

C)

Some of Male students considered that technology is a source for their limiting imagination at % 24 while % 12 of female students do.

For some Male students technology is not a source for their limiting imagination at % 16 while % 12 of female students do.

Technology for both genders rates at % 8 for limiting imagination.

Few of male students never think that Technology limit their imagination at % 12 while % 8 females do.

D)

Many Male students agree at % 52 for their time consuming on using technology while % 36 while of female students do.

Few Male students admit that Technology takes their time consuming at % 8 while % 4 of female students do.

 The study's findings indicated that most of the students prefer to use technology, particularly computers, to improve their second-language abilities. However, it appears that their college's technical capabilities are almost nonexistent, and there was little encouragement given to students to use technology in the lessons they were taught in the classroom.

Add a paragraph here which one (whats upp ,ggoole ,you tube ---etc is used most strongly and which one is rarely

**Table (1) Students’ Responses on the Questionnaire Items**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statements** | **Always** | **Usually** | **Sometimes** | **Rarely** | **Never** |
| **Freq** | **%** | **Freq** | **%** | **Freq** | **%** | **Freq** | **%** | **Freq** | **%** |
| **Availability of Technology**  |  |
| 1. English language learning web sites make me feel connected to what’s going on at the college/ university.
 | 9 | 36 | 13 | 52 | 3 | 12 | 0 | 0 | 0 | 0 |
| 1. listening to CD-players will improve listening skills
 | 10 | 40 | 10 | 40 | 4 | 16 | 1 | 4 | 0 | 0 |
| 1. Receiving alerts about course information (e.g. timetable changes, the release of new learning resources, changes in assessment, results) are more effortless with technology
 | 4 | 16 | 6 | 24 | 9 | 36 | 6 | 24 | 0 | 0 |
| 1. Online computer assisted language learning programs motivates me to explore many topics I have not seen before.
 | 8 | 32 | 11 | 44 | 4 | 32 | 2 | 24 | 0 | 0 |
| 1. chatting and email messaging programs, allows me to collaborate with others easily, both in and outside campus.
 | 6 | 28 | 10 | 44 | 7 | 16 | 2 | 8 | 0 | 0 |
| 1. vocabulary, grammar and pronunciation programs will help me get better results in my subjects.
 | 14 | 56 | 5 | 28 | 5 | 20 | 0 | 0 | 1 | 4 |
| 1. spelling check utilities Requires software-skills training that is too time consuming
 | 5 | 20 | 10 | 40 | 9 | 36 | 1 | 4 | 0 | 0 |
| 1. I am aware that technology exists, but have not used it – perhaps I’m even avoiding it.
 | 0 | 0 | 3 | 12 | 11 | 44 | 9 | 36 | 2 | 8 |
| 1. I am sometimes frustrated using computers and I lack confidence when using them.
 | 2 | 8 | 6 | 24 | 4 |  16 | 8 | 32 | 5 | 20 |
| 1. I am gaining a sense of self -confidence in using the technologies for specific tasks.
 | 7 | 28 | 7 | 28 | 7 | 28 | 2 | 8 | 2 | 8 |
| 1. Using a computer in the classroom promotes communication skills
 | 9 | 36 | 7 | 28 | 4 | 16 | 5 | 20 | 0 | 0 |
| 1. using data show in the classroom increases students' interaction with learning.
 | 7 | 28 | 13 | 52 | 2 | 8 | 1 | 4 | 2 | 8 |
| **Preparing assignments:** |  |
| 1. Google
 | 15 | 60 | 7 | 28 | 3 | 12 | 0 | 0 | 0 | 0 |
| 1. You tube
 | 8 | 32 | 8 | 32 | 3 | 12 | 2 | 8 | 3 | 12 |
| 1. Yahoo
 | 4 | 16 | 3 | 12 | 4 | 16 | 3 | 12 | 11 | 44 |
| 1. Pdf
 | 8 | 32 | 9 | 36 | 3 | 12 | 1 | 4 | 4 | 16 |
|  **Communication** |  |
| 1. Viber
 | 5 | 20 | 9 | 36 | 4 | 16 | 2 | 8 | 5 | 20 |
| 1. WhatsApp
 | 6 | 24 | 7 | 28 | 6 | 24 | 0 | 0 | 6 | 24 |
| 1. Face book
 | 9 | 36 | 10 | 40 | 3 | 12 | 1 | 4 | 2 | 8 |
| 1. Telegram
 | 9 | 36 | 10 | 40 | 5 | 20 | 1 | 4 | 0 | 0 |
|  **Presentation**  |  |
| 1. College data show.
 | 12 | 48 | 5 | 20 | 4 | 16 | 3 | 12 | 1 | 4 |
| 1. Personal data show
 | 4 | 16 | 5 | 20 | 8 | 32 | 7 | 28 | 1 | 4 |
| 1. Classroom screen
 | 6 | 24 | 8 | 32 | 4 | 16 | 5 | 20 | 2 | 8 |
| 1. Persona laptop
 | 9 | 36 | 5 | 20 | 10 | 40 | 1 | 4 | 0 | 0 |
| 1. College computer
 | 1 | 4 | 9 | 36 | 6 | 24 | 5 | 20 | 4 | 16 |
| **Attitudes** |  |
| 1. Save time and effort
 | 11 | 44 | 8 | 32 | 4 | 16 | 0 | 0 | 2 | 8 |
| 1. No encouragement
 | 1 | 4 | 7 | 28 | 9 | 36 | 7 | 28 | 1 | 4 |
| 1. Limiting imagination
 | 4 | 16 | 7 | 28 | 9 | 36 | 3 | 12 | 2 | 8 |
| 1. Time consuming
 | 3 | 12 | 12 | 48 | 7 | 28 | 0 | 0 | 3 | 12 |
| 1. Distracting
 | 5 | 20 | 0 | 0 | 16 | 64 | 3 | 12 | 1 | 4 |

**6. Conclusions**

Using technology in learning a second language has become a real necessity nowadays. This paper has reviewed briefly how technology can be utilized in developing the language skills of the learner. The results show that the students had a positive attitude towards computer use stating that access to authentic English content and YouTube made their teaching better and had a positive effect on their students’ learning process. Furthermore, they use computers for practicing writing, presentations and listening. They consider computers effective both for writing and as a complement for students’ presentations. Listening practice is done with the use of YouTube, which made it possible for students to listen to authentic spoken English. Nonetheless, the previous research of this study indicate that computer use is effective for practicing writing, listening and oral presentation tasks and should be used by more English teachers, hence this study suggests that computer use increases students’ motivation to learn languages, so it would be interesting to see if that is the case in the other subjects as well.

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Appendix 1

**Questionnaire**

We would highly appreciate your corporation for participating in the research project entitled **“The Impact of Using Technology on Teaching English as a Second Language”** in the Fourth stage at English Department, College of Education, Salahuddin University-Erbil. Your answers will be kept strictly confidential and used only for the purpose of this study.

Researchers: Supervisor

Omer Aram Jasm Prof. Dr. Anjuman. M. Sabir

Diman Mushir Karim

Could you rate the following statements by ticking only **one appropriate box** on the side of each question which best corresponds with your opinion:

Male ( ) Female ( )

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statements** | **Strongly agree** | **Agree** | **Neutral** | **Disagree** | **Strongly disagree** |
| 1. English language learning web sites make me feel connected to what’s going on at the college/ university.
 |  |  |  |  |  |
| 1. listening to CD-players will improve listening skills
 |  |  |  |  |  |
| 1. Receiving alerts about course information (e.g. timetable changes, the release of new learning resources, changes in assessment, results) are more effortless with technology
 |  |  |  |  |  |
| 1. Online computer assisted language learning programs motivates me to explore many topics I have not seen before.
 |  |  |  |  |  |
| **Statements** | **Strongly agree** | **Agree** | **Neutral** | **Disagree** | **Strongly disagree** |
| 1. chatting and email messaging programs, allows me to collaborate with others easily, both in and outside campus.
 |  |  |  |  |  |
| 1. vocabulary, grammar and pronunciation programs will help me get better results in my subjects.
 |  |  |  |  |  |
| 1. spelling check utilities Requires software-skills training that is too time consuming
 |  |  |  |  |  |
| 1. I am aware that technology exists, but have not used it – perhaps I’m even avoiding it.
 |  |  |  |  |  |
| 1. I am sometimes frustrated using computers and I lack confidence when using them.
 |  |  |  |  |  |
| 1. I am gaining a sense of self -confidence in using the technologies for specific tasks.
 |  |  |  |  |  |
| 1. Using a computer in the classroom promotes the development of communication skills (e.g. writing and presentation skills)
 |  |  |  |  |  |
| 1. using data show in the classroom increases students' interaction with learning.
 |  |  |  |  |  |
| **Preparing assignments:** |  |
| 1. Google
 |  |  |  |  |  |
| 1. You tube
 |  |  |  |  |  |
| 1. Yahoo
 |  |  |  |  |  |
| 1. Pdf
 |  |  |  |  |  |
|  **Communication** |  |
| 1. Viber
 |  |  |  |  |  |
| 1. WhatsApp
 |  |  |  |  |  |
| 1. Face book
 |  |  |  |  |  |
| 1. Telegram
 |  |  |  |  |  |
|  **Presentation**  |  |
| 1. College data show.
 |  |  |  |  |  |
| 1. Personal data show
 |  |  |  |  |  |
| 1. Classroom screen
 |  |  |  |  |  |
| 1. Persona laptop
 |  |  |  |  |  |
| 1. College computer
 |  |  |  |  |  |
| **Attitudes** |  |
| 1. Save time and effort
 |  |  |  |  |  |
| 1. No encouragement
 |  |  |  |  |  |
| 1. Limiting imagination
 |  |  |  |  |  |
| 1. Time consuming
 |  |  |  |  |  |
| 1. Distracting
 |  |  |  |  |  |

# Abstract in Kurdish language