UNDERGRADUATE RESEARCH PROJECT

Exploring the role of technological advancements in teaching English at Secondary and high Schools

Submitted to the salahadin University College of Education Department of English

Prepared by:

Sawin Haji Hmad

Raz Khdhr Mustafa

Supervisor by lecture:

Haitham H Bapeer

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Abstract

This study found out about the effectiveness of using technology in learning English. However, few studies have been shown the effectiveness of technology in all English skills: Speaking, listening, reading, and writing skills. Students at Zand School and Muhammad Majidi School participated in this study for two days. The questions revolved around learning English and using technology in learning English. The researchers collected all the responses. The goal of using technology in learning English brings a strong potential to enhance learners' language skills and promote the process of learning English quickly. After using technology in learning English, we examined the impacts of the teaching on the four skills.

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Section One

1.1 introductions

This research paper is entitled Exploring the role of technological advancements in teaching English at Secondary and high Schools it presents the role of technology in secondary and high School. The use of technology has become an important part of the learning process in and out of the Class technology has been used to both help and improve language learning. technology cautions ta grow in importance as a tool to help Teachers facilitate language Learning, to Support English language learners to increase heir learning Skills through using technologies .When we talk about technology in teaching and learning the word integration is used with technology being Part of our everyday lives .It is time to rethink the idea integration that is to say technology become a part of the learning experience and significant issue for teachers in secondary and high school. Technology in Secondary school is of great Importance to Students and Teacher. School management teams Focus on insuring The learners have access to Computer during the high School .example of Technology in Seconder and high School.(smart board, smart table, projector cell phone, computer).

1.2 Problem

Using technology has become popular with everybody in every area. However, many students and teachers have some difficulties using technology to learn English. For instance teachers and students hardly connected together, pace of change and Increase Coast and Sometime government never Care about Technology for Schools and they think that Secondary Schools never need it.

And about technology we have some different ideas from the writers, Socrates said "This discovery of yours will create forgetfulness in the learners souls become they will not use their memories". While Aristotle said "Technology not only imitate nature, it is also capable of creating what nature can not bring forth on it is own ".

1.3 Aim

In my research i want to mention the problems gaps to put a solution and refill the gaps.

. To find out teachers familiarity in implementing technology in classroom.

. To investigate the challenges faced by teachers in using technology in classroom.

. To find out teachers opinion in using technology in classroom.

1.4 Significant

Large numbers of research papers have provided advantages from the use of technology in language learning. Technology helps educators and learners have more options for English learning. This below is how technology brings benefits for students and teachers.

. Students can use educational apps such as Elsa, Duo lingo, etc., to improve their vocabulary and pronunciation.

. In the Covid-19 pandemic, technology allows students to connect to teachers while away from class.

. Technology gives teachers a lot of software to create more life-like lessons for students.

Section two

Literature Review

2.1 Technology in education

What is technology? Technology is the invention, change, use, and knowledge of tools, machines, techniques, professional skills, systems, and organizational methods, to solve a problem, improve an existing solution, achieve a goal, or perform a specific function. Using technology in learning English uses software or applications on phones or computers that can assist in learning.

Application software is used, such as Duolingo, Elsa Speaking, Oxford's Dictionary, etc.

2.2 Brief history of technology in education

The vocational education act in 1963 funded technology use in schools as a result students learned programming languages like basic and personal computers gradually made their way into some classrooms. The first was less common Mathematician and professor Seymour Paper first introduced micro computers in the classroom by teaching basic programming in the early 1980s. A mere decade later the internet connected computers wild wide the dramatic grows of the world wide web introduced email , video and a variety off digital media . It enabled two way communication between anyone , anywhere and anytime .Mobile devices and learning apps are probably some of the first things that spring to mind , but although technology has brought major changes to educational over the past decade. Humans have been looking for ways to advance collective knowledge since long before the internet or even computer exists .Imagining future possibilities for technology in education is something we do all the time , but what about where it all started ?

Some examples of old education technology:

1. Hieroglyphics: hieroglyphics are believed to be the earliest form of writing and back to 3300 BC.

2. The abacus: counting and calculating may seem like un impossible task without numbers it was first used by Greeks around 300 BC. Abacus today comes from China.

3. First analog computer: believe it or not the first analog computer appeared before pens and pencils, designed by the Greeks around 150 BC.

4. Quill pen and pencil: before pens and pencils where invented writing had to be done by carving letters into thin sheets of wax. The first quill pen introduced around 700 AD and used feathers from live birds like turkeys, eagles … pencil invented in 1795, an officer Napoleon's army discovered that.

5. The calculator: first calculator appeared in japan in 1903, it was different from the electronic calculator that found in 1970.

6. First tablet: tablets are typically invention in 21 century, the first tablet called Grid pad (touch sensitive on screen), keyboard, hand writing.

2.3 Advantages and disadvantages of using technology in teaching.

2.3.1 Disadvantages of technology in teaching:

1. Technology causes lack of interest in studying: most of the important thing for the students is their ambitions and their goals which they have to achieve and study for, but too extensive use and addiction to technology, they lose interest in the study they always use computers, mobile phones, tablets … etc.

2. Waste the precious time of the students: students waste their times in searching to get the ready information, they don't depend their minds.

3. Waste money of the students: they buy unnecessary technological materials.

4. Carless of the teachers: when teachers want to analyzing and showing something to the students, they do not try to bring the things to the classroom

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and showing them directly touching and see nearly, they show it in the data show.

 5. Technology cause health problems: technology also effects on our health for example damage eyesight, damage hearing, brain cancer, asthma problems, skin cancer.

2.3.2 Advantages of technology in teaching:

 1. Technology use for education: technology makes studying and teaching very easy for the students and teachers.

 2. Technology make your cv better : we have some websites that students can get benefit from them by doing some quiz or some test about English language, if they succeed, it will be wright on your cv.

 3. Make students more engaged to retain information: if the teachers for each important topic or lessons show the students different types of countries, accents or dialects from the data show, they will be engaging easer.

 4. Encourage collaboration: students can work together and sharing ideas and opinions by using personal computers and tablets for sharing files or images can be transported digitally.

2.4 Different types of technology in teaching and learning.

 1. Projector: the projector is hooked up to the teacher laptop and projects the screen form the laptop to the whiteboard in front of the room, it shows the students a big view that connected with their eyes.

 2. Smart technologies: smart technologies make interaction between students and teachers, smart boards are a fantastic way that can store lessons is an interactive whiteboard that allows the teacher to project an image from a laptop.

3. Classroom personal computers: some schools are lucky enough to have individual personal computers for every student in the classroom. Personal computers can store a student's work. If every students have an own personal computers, the classroom can be organized and friendly.

2.5 Current trends in technology integration in secondary and high school education.

High school teachers have enormous problem with technology nowadays in the schools, because they have not enough materials to use in the classroom. Especially for the practical lessons like computer lesson and science lesson, they need a propitiate materials also government will not helpful for them. Students in high schools need much more technology than the students in secondary schools, because they have to feel that they are in a high level of teaching and they are in ready age or appropriate age to use technology. But luckily high schools is better than secondary schools about using technology, because in the secondary school students in (6-12) ages, it will not appropriate age to using technology and some of teachers and government think that students in secondary school never need technology, they just need a simple materials like whiteboard or showing them directly.

Section three

This chapter describes the design and the procedures of collection information of this research. The first section of this chapter discuss about the method applied in this study of the research design. The second section describes the participants taken in the study. The third section list of the instrument used in the study then the data collection and technique are described.

3.1 Methodology

In term of research method to answer the research question as it was found necessary to utilize several constructed items which necessitated the use of mixed with methods (both qualitative and quantitative) . Research a assert that mixed/method usage in quiet and effective.

3.2 participants

The participants of the study are the English teachers from different schools in Kurdistan. The teacher's response to the question is via face to face. The participant of questionnaire or three male teachers and five female teachers. They answered 10 questions about importance of technology in schools. And about the students, there were 30 students, all of them or female. Also they answered all of the questions.

3.3 Research instrument

Researches intend to use some materials such as questionnaire:

Questionnaire:

Our questionnaire consists of 10 questionnaires that answer by 8 teachers and 30 students. The question is about the importance of technology in high school and secondary school, do they have enough technology was helpful? Does it make works easy? Do government and economy were helpful? It will be a good partner for teacher? All the answers were Yes, no and not sure. Answers show different points of view of the students and teachers.

3.4 Population and sampling method

We choose a convenient method to make completely sampling methods.

First step: we listed each class that we studied to know the population in every single class.

Second step: we printed the research paper in every class exact population and checked the question again.

Third step: we gave the paper to the students and we asked them to fill into finish research question.

3.5 Data collection

We collected data by questionnaires at (Zand school) and (Muhammad Majidi high school) during two days, we gave them questionnaires to (7 grade) students in Zand school, and (11 grade) in (Muhammad Majidi high school).

Section four

Finding

In this section it has been clarified in What manner the data has been collected and various research instruments are included such as questionnaire for teacher and students for point of views.

Teacher's point of view:

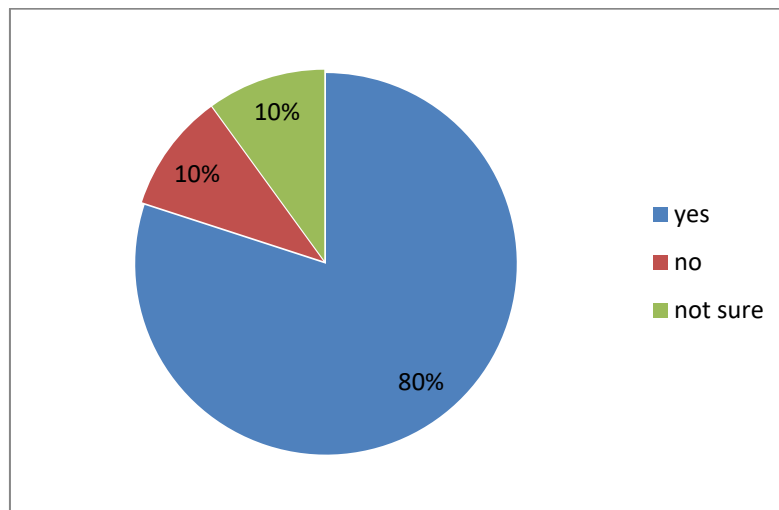## Chart1. Does technology is a good partner for teachers?

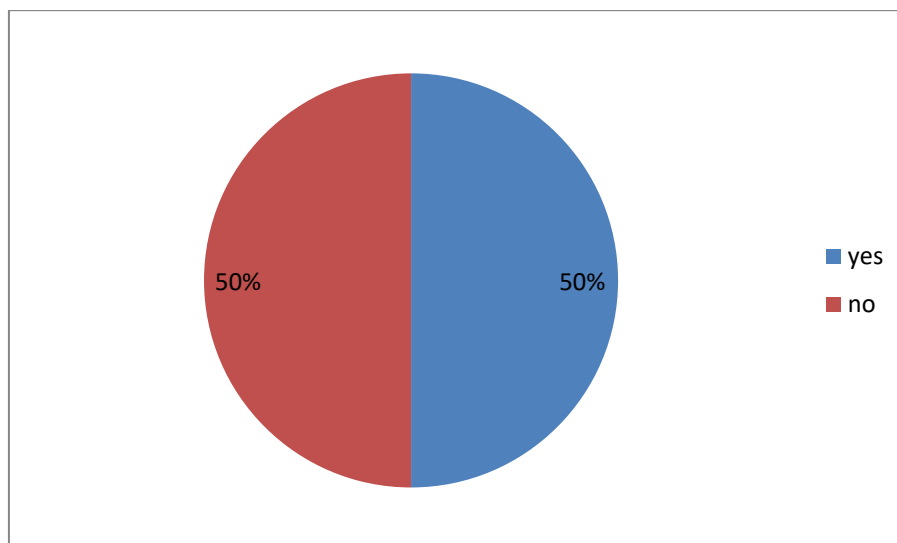## Chart2. Do you use a data show in the classroom?
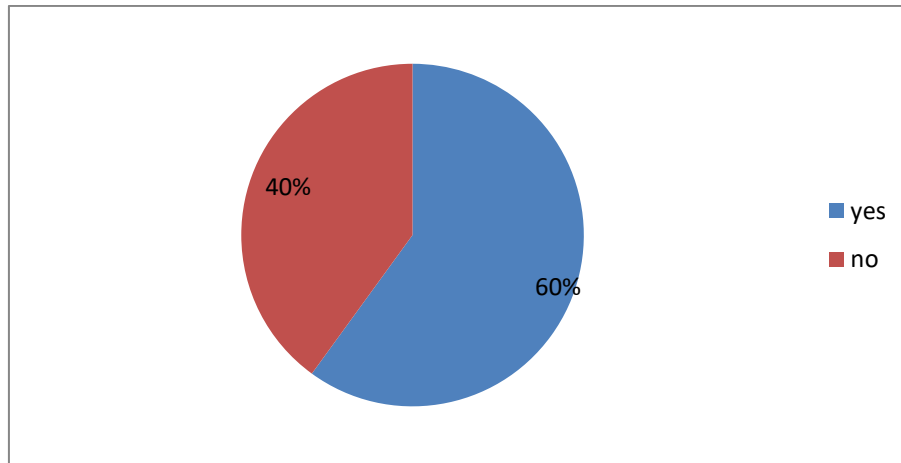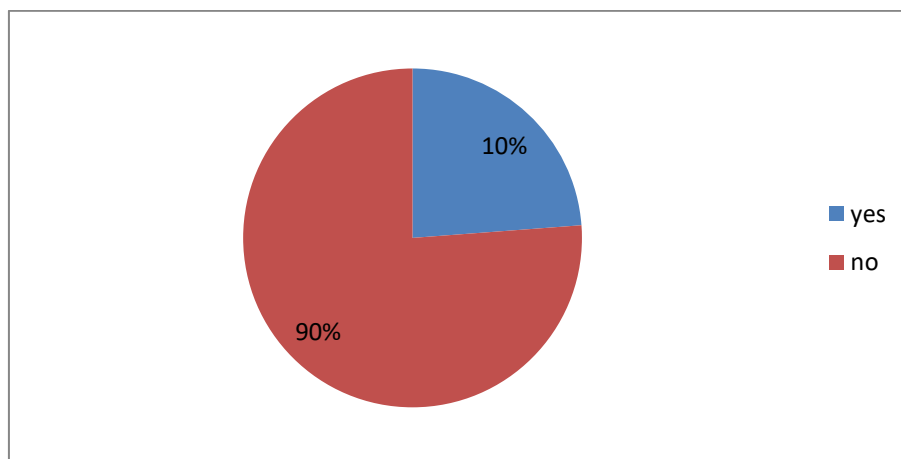
Chart3. Does technology make the students lazy?

Chart4. Does government will solve the problems?

Student's point of view:

Chart1. Do you have your own mobile or computer?
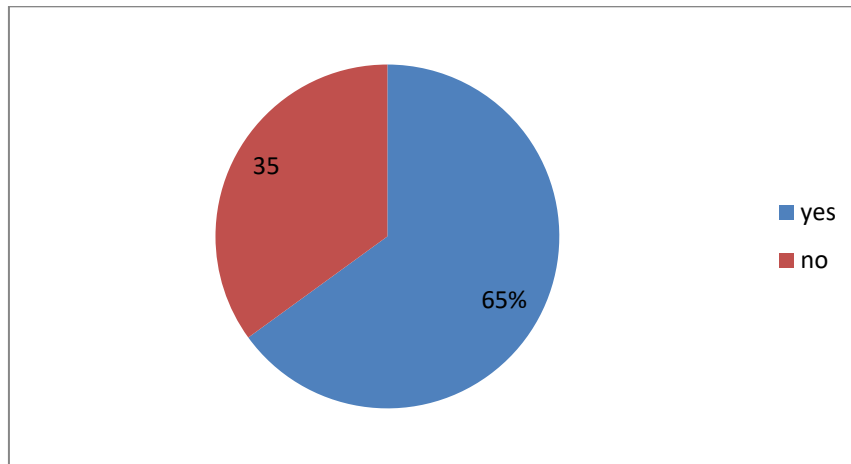

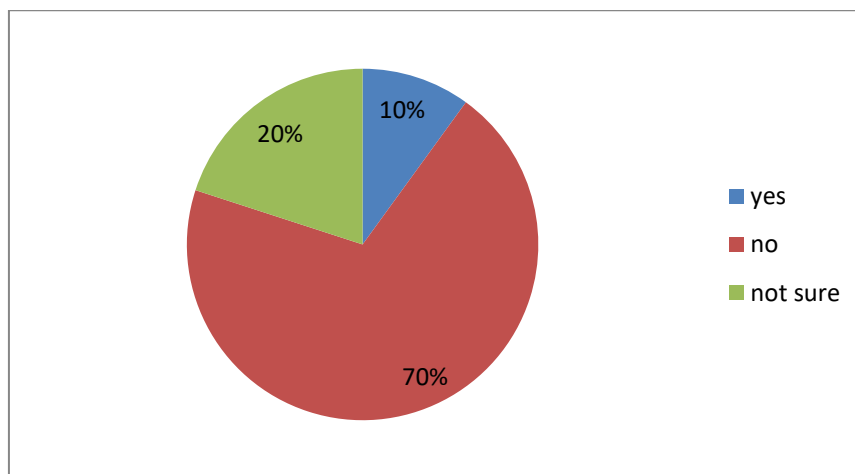**Chart2. Does technology has disadvantage more than advantage?**

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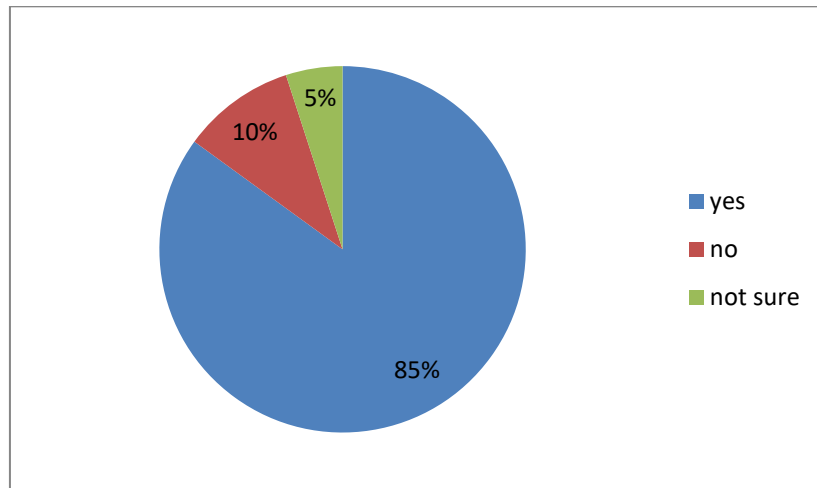**Chart3. Do you think it's important for students to know how to use a mobile or computer to learning?**
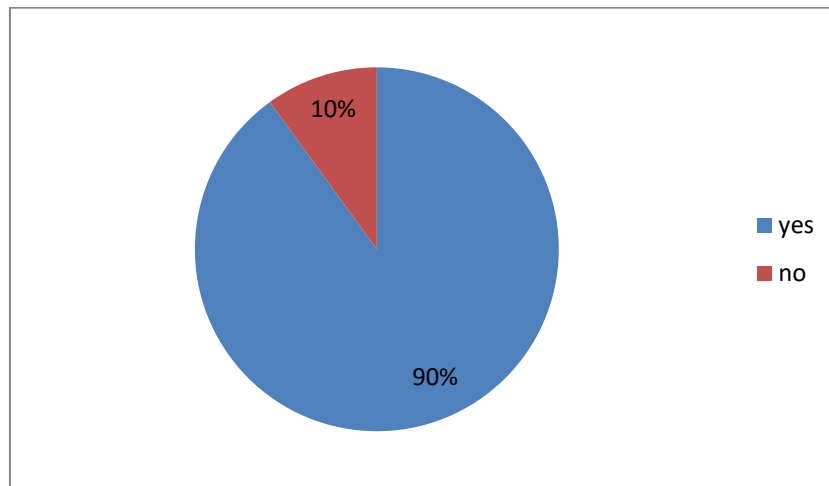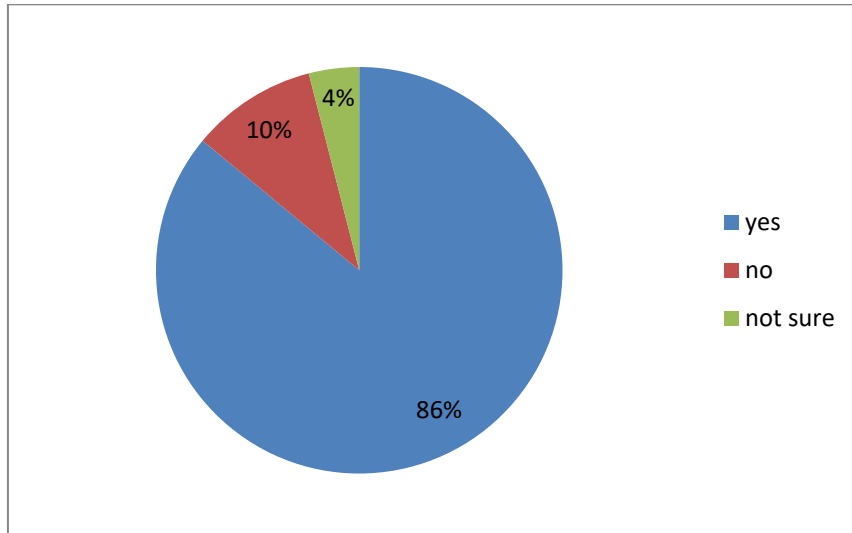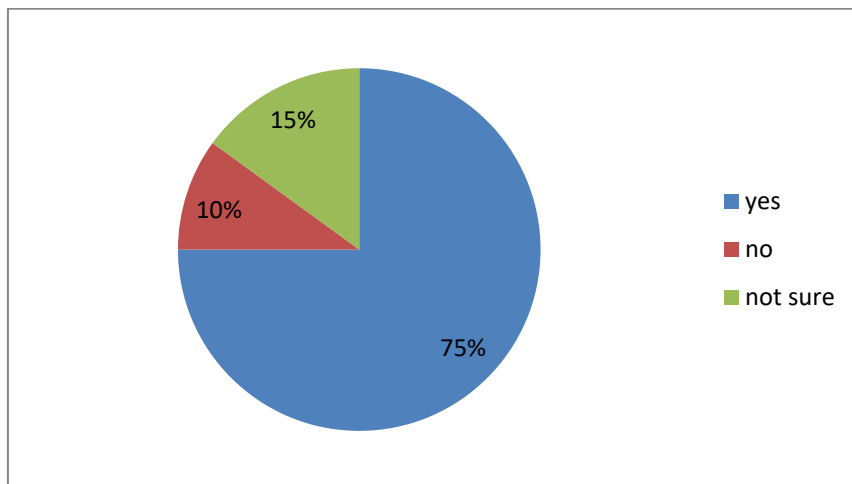

Chart4. If you have used a mobile or a computer to learning English was it helpful?

5. Should there be more opportunities for students to use devices for learning English?

6. Does economy has influence on devices?

Section five

Discussion

5.1 comparison of literature review

Most of the research papers in the literature review have studied a small part of the English language. On the other hand, our study focuses on English skills, including listening, speaking, reading, and writing.

There are several different methods between our research and the article "The Effectiveness of Using Technology in English Language Classrooms in Government Primary Schools in Bangladesh* wrote by Parvin and Salam (2015). The first thing, the participants of our topic will focus on students more. Nevertheless, the research paper on Google scholar concentrated on teachers more. On the other hand, our methods aim at collecting the rate of developed skills after using technology in learning English. In contrast the author's research investigates how some devices (audio-visual content) affect education. The research paper "Technology-enhanced language learning: A case study" from Yang and Chen (2006) clearly shows the differences with our group's topic.

Our research illustrates technology that will have more opportunities to develop our English skills. On the other hand, the authors' study reveals that video conferencing promotes English communication skills. In the study "Using Facebook in English foreign language Writing Class:

Its Effectiveness from Students' Perspective" by Fithriani (2019), Facebook is social media that the participants of this study use the most, with a total of 52 users. By contrast, we just focus on smartphones and computers because we think that Facebook is on smartphones and computers. In the literature review, Tarsiers (2018) study has shown the advantages and disadvantages of using information communication technologies in the classroom. Comparative with our study, the participants of his study have just focused on teachers. However, the information communication technologies tools that help students improve

listening, speaking, reading, and writing skills are computer, YouTube, dictionary online, Duolingo, etc. It is a similar result to our research paper.

5.2 Implications of the findings for practice and future research

In our research we suggest for all the schools in Kurdistan to use technology in a wide way to improving English language in order to motivate students and to improve their communicative language , and researchers find out , if the government help the schools in a economic way it make their works easier.

5.3 limitation of the study

All research has limitations associated with the process involved and this applies to this study as well. There are a number of limitations that have been identified and considered as constraints in the study. Firstly, the challenge was to take permissions from the teachers, because our questionnaire was via face to face. Secondly, was that we don't know the validity of teachers responses, we don't sure that all of them are read our questions and understand of it. Finally our sample size was limited and because some of the schools didn't give us permission.

Section six

Conclusion:

In our research suggest that the use of technology in learning English is becoming increasingly widespread and productive for learners. Besides, knowledge also can learn from technology more easily. Due to its usability, certain kinds of technology such as educational apps, smartphones, and tablets are often used by learners. A very important role is played by searching and analyzing data. It is not easy to acquire the data.

Researchers have to ask questions and collect them afterward ,The results shows that using technology in learning English is very important , surely it's more important in our area and schools to use technology for improve English language in high schools and secondary schools , specially in secondary schools because they are ready for learning. . Finally, the remaining two skills have been strengthened (speaking and reading skills). By studying with technical devices, all for English skills are greatly improved.

Section seven

Appendix

Exploring the role of technological advancements in teaching English at Secondary and high Schools

Items	Yes	No	Not sure
1. Do you own or have access to a mobile device or a computer?			
2. Does technology for students has disadvantage more than advantage?			
3. Do you think it is important for students to know how to use a mobile device or a computer for learning?			
4. If you have used a mobile device or a computer to help study, was it helpful?			
5. Should there be more opportunities for students to use mobile devices or computers for learning?			
6. in your class room , Do teachers use data show ?			
7. Does technology is a good partner for teachers?			
8. Does technology make the students lazy ?			
9. Does economy has influence on devices?			
10. Does government help the schools to solve the problems about technology?			

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