



FACULTY OF ENGLISH LANGUAGE

MASTER THESIS:

**THE USE OF INFORMATION AND COMMUNICATION
TECHNOLOGIES (ICT) IN TEACHING ENGLISH AS A SECOND
LANGUAGE IN SECONDARY SCHOOL “ANDREA DURRSAKU” IN
KAMENICE**

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TABLE OF CONTENTS

	Pages
Abstract	
CHAPTER 1 INTRODUCTION	
1.1 Introduction.....	5
1.2 The definition of information and communication technology.....	8
1.3 Statement of Problem.....	9
1.4 Purpose of the study.....	9
1.5 Research Questions.....	10
1.6 Objectives of the study.....	10
1.7The ideas of importance of ICT in the English Language Teaching.....	10
1.8 The role of technology in education	12
1.9Information Communication Technology in Kosovo.....	13
1.10 The use of ICTin ESL classes	14
CHAPTER 2 LITERATURE REVIEW	
2.1 Introduction.....	14
2.2 Place of ICT in Curriculum.....	15
2.3 E-Learning.....	15
2.4 Challenges of implementing ICT in Education.....	17
2.5 ICT in teaching	18
CHAPTER 3 METODOLOGY	
3.1 Introduction.....	20
3.2 Research Design.....	20
3.3Objective and design.....	21
3.4Data Gathering Procedure.....	22
3.5 Participants.....	24
3.6 Data collection Instruments.....	24
3.6.1 The Questionnaire.....	24

3.6.2 The Interview.....25

CHAPTER 4 CONCLUSION

4.1 Results and Analysis.....25

4.2 Data analysis and the student’s questionnaire results25

 4.2.1 Overview of respondents.....26

 4.2.2 I like speaking English.....27

 4.2.3 English is a hard subject to learn.....29

 4.2.4 Is it important to know English30

 4.2.5 Writing on the computer or by hand.....31

 4.2.6 Using programs such as PowerPoint, Photostory, and Excel are useful during presentations by teachers32

 4.2.7 Using the computer in free time.....33

 4.2.8 Using the computer to actively learn English at home34

 4.2.9 What web pages are used in learning English by students35

 4.2.10 Using the computer or technological aids to learn in school.....36

 4.2.11 Using the computer when students learn English.....37

 4.2.12 Feeling motivated in English classes using technology.....38

 4.2.13 Knowledge of English in the future.....39

4.3 The interview results.....40

 4.3.1 Participants basic Information.....40

 4.3.2 Teachers’ Training in ICT Integration in teaching ESL.....42

 4.3.3 The use of ICT tools in language classrooms44

 4.3.4 Rate of ICT use.....45

 4.3.5 Teachers’ communication by websites with their students.....46

CHAPTER 5

5.1 Conclusion.....50

5.2 Recommendations.....51

5.3 References.....53

5.4 Appendices.....55

Abstract

This thesis investigates the advantages and challenges facing teachers in the process of applying ICT (Information and Computer Technologies) in teaching English as a second language.

The purpose of this study is to examine the necessity of ICT and emphasize its importance as teaching and learning space in the contemporary digitalized day to day teaching of English language in schools.

The study describes the situation of teaching English as a second language in Secondary School ‘‘Andrea Durrsaku’’ in Kamenice and additionally discusses the possibilities of improving the state ICT in general in the process of ESL education in relation to the national curriculum.

Four English teachers teaching from grades X to grade XII participated in the study. The main aim of the study was to investigate the using of ICT in teaching English as a second language and challenges faced by teachers when integrating ICT into their lessons. The study analyses the results of the survey and interviews in the context of theoretical background about the use of Information and Communication Technology (ICT) in teaching English as a second language.

A questionnaire and interview questions will be used to collect data from English language teachers and ESL students as well. Descriptive statistical techniques will be used to analyze the questionnaire data, while interview questions will be thematically analyzed. This research shows the results, discussions, and recommendations.

Keywords: Information and communication technology (ICT), English language teaching, internet, computer, ICT teaching tools, methods.

CHAPTER 5

5.1 Conclusion

The analysis of previous research about the use of ICT in teaching ESL has shown that a number of factors such as: teachers' trainings in ICT programs, access to computer labs, support of school administrator to English teachers to integrate more ICT into the process of teaching , can contribute to teachers to use ICT in teaching.

The teaching of English is not limited to using the textbook and other approaches that are teacher-centered. Educationists over the years have advocated the use of methods that make students active in the teaching-learning process.

The availability of different varieties of modern-day technologies increases the pedagogical options of teachers and utilizing them carefully can contribute significantly to making the teaching and learning of English more interesting.

Moreover, English teachers' low support of technology in lessons can be attributed to the challenges they face. Even though the unavailability of technological tools or devices appear to be the greatest challenge teachers face, other barriers such as insufficient time and lack of administrative support equally ruin teachers' efforts towards technology integration. Such challenges gradually damage teachers' desire to employ technologies in their lessons.

As the Internet and the information and communication technologies (ICT) have become the central means of communication and information retrieval in the 21st century, schools should adjust to the situation by revising the teaching methods and trying to integrate more ICT into the process of teaching.

This study has presented the data analysis and results of the findings of the study, according to the research questions using the appropriate statistical analyses on the data captured from survey questionnaire and interview from respondents in the use of ICT in English teaching in the secondary school.

This thesis focused on the situation of the use of ICT in the secondary school "Andrea Durrsaku" in Kamenice with the emphasis on teaching English as a second language.

The purpose of this thesis was to assess the schools' current use of information and communication technologies in teaching English as a foreign language.

The sample of the survey consisted of 3 secondary school teachers who responded to the interview and a questionnaire consisted of 30 students. The study analyzed the school's technological infrastructure as well as the teachers' competence.

The final objective of the study was to evaluate the language teachers' general attitude to using information and communication technologies in instruction.

The thesis revealed that the teachers' overall assessment of their schools' ICT infrastructure is not satisfactory, because all conducted teachers do not have a teacher's computer, only one or 33.33% of teachers has a teacher's computer. The teachers cannot use a presentation device (video projector, TV/monitor, interactive whiteboard) because they do not have access in the computer labs.

According to students answers through questionnaire, over 86.66% of respondents answered that ESL is important to know English, over 53.33% of respondents use the computer in their free time, over 43.33 % of respondents like using the computer when they learn ESL, over 60% of respondents think they feel motivated in English classes using ICT.

In order to raise ICT standards in schools, the government should first substantially increase investment in ICT infrastructure for schools and to offer good conditions in teaching for teachers and students as well. Secondly, it is important to organize ICT training programmes for teachers so that they are able to work with digital platforms. Thirdly, it is about time to start working out digital courseware for the student tablet computers.

Lastly, the projected ICT reform in basic and secondary schools should be laid out in the form of an agenda and action plan that is supervised and carried out by the Ministry of Education and Science with the clear division of responsibility for each stage of the process.

5.2 Recommendations

Based on the thesis results, we tried to give recommendations specified in order to increase the quality integrated teaching through ICT. In order to encourage the use of Information Technology in teaching of English Language as a Second Language (ESL) environment, the following recommendations are made:

1. English Language teachers should be encouraged to learn the use of Information Communication Technology (ICT) in language teaching.
2. School administrator should be encouraged to purchase computer and other Information Communication Technology equipment for the teaching and learning of English in the Secondary School ‘Andrea Durrsaku’ in Kamenice.
3. Parents should also be encouraged to be computer literate in order to assist their children and wards at home.

Both the Ministry of Education and the Teachers' Training sectors should play an active role in collaboratively conducting relevant ICT courses. Partnership can be encouraging between schools to conduct relevant seminars, workshops and other ICT related trainings. These trainings have to be thoroughly planned and put into operation.

To further enhance the usage of ICT, these courses could be extended to students as it was discovered that using computers can improve students' grammar and the four language skills. Adequate number of computers should be made available for the perusal of teachers and students as availability and accessibility to these facilities would encourage teachers and students to use ICT in the teaching-learning process.

To keep up with the fast rhythm of technology, internet access should be made available in all schools and the school administration should encourage and support the use of ICT in the teaching of ESL.

Finally, all the secondary school teachers and students should have access to the use of Information Communication Technology gadgets in the school and use them regularly.