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The Impact of Technology on Teaching and Teaching English to Elementary School Students

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Abstract---This study reveals the impact of technology on teaching and teaching English to elementary school students, and shows how technology can help the process teaching and learning. The aim of the study is to show the importance of technology and to present the main points of teaching with technology. To have a wider understanding about the topic a survey and the overall observation is conducted in three elementary schools. The data are collected by using qualitative and quantitative research methods, using questionnaires with 400 elementary school students and the observations in the classrooms. The study was completed using primary data which were the questionnaires and the secondary data which were books, journals, articles and different websites. This study provides important information about teaching English with technology and how to integrate technology in everyday teaching. It helps teachers and educators understand technology and improve teaching.

Keywords---education, elementary school students, English, teaching, technology impact.

Introduction

This study analyzes the impact of technology on teaching and teaching English to elementary school students and provides valuable information about it. The impact of technology on education is shown in a wide prospective and intends to show how technology can help teachers ameliorate teaching. The study examines basic problems and effects of technology toward teaching English with technology.

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The study reveals that technology has a great impact on teaching and teaching English language to elementary school students and shows that technology helps the teachers have a better teaching. The teachers use different techniques and ways to widen the students understanding about the importance of technological tools to learn English. In education, technology plays a great role and it brings new elements to improve teaching. In this study, different matter about the impact of technology on teaching English will be discussed, information collected from different scholars and results obtained from the questionnaires and observation (Carreira et al., 2013; Guan et al., 2018).

Problem statement

- The integration of technology on everyday teaching requires an appropriate education infrastructure, resources to have technological tools and the teachers' training to assist students using technology which are not always taken seriously. The impact of technology on teaching is not yet seen as a key factor on a better teaching and learning.
- The use of technology on teaching English must have the attention needed to have a better teaching and effective teaching strategies.
- The use of technology on teaching has many sceptics about its advantages and the positive impact on teaching. The teaching with technology facilitates teaching and increases the value of education.

Purpose statement

The purpose of this study is to reveal the impact of technology on teaching and teaching English to elementary school students and show how technology can support students in their achievements. This study aims to show the importance of technology on education and presents some of the main points of teaching with technology.

Importance of study

This study helps teachers and educators comprehend technology, have a better usage of it in classrooms and ameliorate teaching. Also, this study provides important information about the integration of technology in education and shows how technology can effect teaching and learning. This study will assist teachers to widen learning beyond school and motivate students in their learning.

Theoretical framework

It is widely accepted that everyone who tries or wants to learn a foreign language should go along particular phases of language development (Erben et al., 2008). New technologies have extremely affect education system, so it should change the way of teaching to accomplish the needs of a child (Jolls, 2008). "Technology helps teachers improve their classroom practice by expanding their opportunities for training and by fostering collegial work with other teachers and professionals" (Riley et al., 1996). Many studies have shown that technology plays a very important role in ameliorating student writing (Riley et al., 1996).

Research questions

- What's the impact of technology in nowadays classrooms?
- What are some problems that teachers and students face towards the use of technology in classroom?
- What are some effects of technological tools on teaching?
- What's the impact of technology on students' achievement?
- How can instructors teach using technology in their classrooms?
- Why is it important to teach through technology?
- How to use technology in beneficence of the students?

Limitations

This research is not extended in many field of education or explores the impact of technology in different sectors. It is a research concentrated on a specific level of education, defining the impact of technology in it.

Organization of study

The study consists of five parts: The first part introduces some of the main points about the study. The second part includes the Literature Review that is an overview of different books, articles, journals, reports and researches of many scholars related to the impact of technology on teaching English using different methods. The third part is the Methodology which is used to conduct the study and also this part gives an explanation in details of the data collected. While, the fourth part is the Presentation of data analyses from "The Impact of Technology on Teaching English to Elementary School Students", which are obtained from questionnaires with students and from the overall observation (Prayoga et al., 2015; Kumar et al., 2016). Lastly, the Conclusion and a sum up of the most important findings which are arrived through data analyzed in the study.

Literature Review

Technology and education

Technology has many definitions varying from "the application of the scientific method to solve problems as in 'the technology of space exploration' to "the things or processes which embody knowledge or craft within a culture as in the technology of writing" (Reeves, 1998). According to Thomas C. Reeves, half a century study on education shows that media and technology has a great impact on education (Reeves, 1998).

As the U.S. Department of Education explains, technology can improve and increase learning based on these five main points:

- "Technology can enable personalized learning or experiences that are more engaging and relevant" (King & South, 2017).
- "Teachers as the Technology can help organize learning around real-world challenges and project-based learning – using a wide variety of digital

learning devices and resources to show competency with complex concepts and content.”

- “Technology can help learning move beyond the classroom and take advantage of learning opportunities available in museums, libraries, and other out-of-school settings.”
- “Technology can help learners pursue passions and personal interests.”
- “Technology access when equitable can help close the digital divide and make trans-formative learning opportunities available to all learners” (King & South, 2017).

These five main points mentioned above indicate that technology can help teachers create the path for students to work in the way they like, and have a better learning. Teachers can improve the way of teaching using different kinds of digital tools, open a wider window for the students to explore knowledge besides school and enjoy the opportunities that technology gives. According to the U.S. Department of Education technology can help teachers in their work and support them to widen their area of learning. Educators may form learning groups of students, “fellow educators in schools, museums, libraries, and after-school programs; experts in various disciplines around the world; members of community organizations; and families”, to expand teaching and learning areas which was possible using technology while finding all the information needed using it (King & South, 2017). The author of Byron Review Byron (2008), has suggested, “Having considered the evidence, I believe we need to move from a discussion about the media ‘causing’ harm to one which focuses on children and young people, what they bring to technology and how we can use our understanding of how they develop to empower them to manage risks and make the digital world safer” (Byron, 2008).

As the U.S. Department of Education concludes in its report stating that “We now know - based on decades of use in schools, on findings of hundreds of research studies, and on the everyday experiences of educators, students, and their families - that, properly used, technology can enhance the achievement of all students, increase families' involvement in their children's schooling, improve teachers' skills and knowledge, and improve school administration and management” (Riley et al., 1996). It is widely accepted that everyone who tries or wants to learn a foreign language should go along particular phases of language development (Erben et al., 2008).

The cooperation of all us to achieve technology goals will be a challenge in the near future. A lot of schools have significantly achieve these goals with the help of private founding's and the support of the governments. Below are listed the four goals discussed until nowadays:

- “All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway.”
- “All teachers and students will have access to modern multimedia computers in their classrooms.”
- “Every classroom will be connected to the information superhighway.”
- “Effective software and on-line learning resources will be an integral part of every school's curriculum” (Riley et al., 1996).

The impact of internet on teaching English language

According to Singhal, technology and English language are linked with each other (Singhal, 1997). More than half a century ago technology was interfering in English language teaching by using cassettes, microphones and headphones while the teachers were monitoring the process. A great advantage of this early process of using technology was that the students were improving and festering their learning of the second learning language because of speaking the new language (Singhal, 1997). The internet has come as a very important tool of teaching and learning, because the teachers have more opportunities to teach and the student is more motivated to learn. Teachers should have the appropriate training to assist the students how to use the internet in their beneficence. It should be included in classroom learning and integrated in the curriculum education (Cabansag, 2013).

The use of social media in English teaching and learning

The birth and use of social media has developed the dimensions of traditional media by giving it the power of the fifth estate, alongside the fourth. Thanks to the possibilities of internet access, individuals of all ages are exposed in front of numerous contents, wherever and whenever they want. In addition to virtual communication between individuals of different nationalities, there are various videos in internet, mostly in English, which are watched millions of times by children of different age groups. This has helped in the creation of online communities. "Human society is organized in social structures, which interact with each other through different social behaviors. Recent technological developments, the internet and social media have given a whole new dynamic to this social interaction" (Chauhan, 2017). Christian Fuchs, in his book "Social media" says that communication is certainly an important aspect of a society free of domination. "Communication is not pure and left untouched by structures of domination; it is antagonistically entangled into them" (Fuchs, 2021).

In this context, Timothy Baldwin raises the question 'Social Media: Friend or Foe of Natural Language Processing?' "If we look beyond the immediate text content of social media, we quickly realise that there are various non-textual data sources that can be used to enhance the robustness and accuracy of natural language processing (NLP) models, in a way which is not possible with static text corpora (Baldwin, 2012), Baldwin argues through the examples, such as of simple information on the author of a post which can be used to develop author adapted models based on the previous posts of the same individual, links, URLs, hashtags and the content of other similarly-tagged posts, threading structure in web user forums, etc. According to Fuchs, social media enable the convergence of the three modes of sociality (cognition, communication, cooperation) in an integrated sociality. "This means, for example, that on Facebook an individual creates a multimedia content like a video on the cognitive level, publishes it so that others can comment (the communicative level) and allows others to manipulate and remix the content" (Fuchs, 2021).

Based on this approach, virtual space users socialize in this new environment, making it easier to communicate in their own languages, as well as in common

ones, which mainly is English. “Linguistically speaking, the influx of linguistic output on social media represents a myriad of opportunities for language learners to process language and receive input as young users of social media networks spend more than half of their days using and interacting on these networks using their language and communication skills” (Al Jahromi, 2020). “Language learning through socialization is in excess of a trade of significant and syntactically stable discussions in social media site. It profoundly includes different social angles also”. On the other side, “Comparing with the other learning activities, sharing and obtaining materials (i.e. materials exchange) are perhaps, the most consistent students’ activities in their learning practice through the means of social media” (Li, 2017), Fuchs stresses that the integration of different forms of sociality and social roles on social media means that there are myriad possible social purposes that any single platform can serve (Fuchs, 2021).

Integration of technology in curriculum education

Technology serves as facilitator and gives a good effect on education while technology tools help in the integration of new ideas. New technologies have extremely affect education system, so it should change the way of teaching to accomplish the needs of a child (Jolls, 2008). A lot of people agreed in the integration of “computer-based technologies” into the classroom for characteristically working students. A few people know the value and the benefits that “computer-based technologies” may provide to children with disabilities (Hasselbring & Glaser, 2000). Giving sufficient financial support for staff improvement in the efficient integration of information and communication technology into the curriculum is necessary to offer students with the education chances they seek (Carreira, 2012).

The use of technology in support of students with special needs

According to Ted S. Hasselbringin, these last year’s students with disabilities are growing in number in a continuity that shows that its increase is more rapid that was thought. In many countries especially in the United States for a large number of students such as one in six, it is impossible to benefit from traditional teaching as they have disabilities that prohibit them to take part in classroom. So, these students with special needs have a need of particular education to express their capacity (Hasselbring & Glaser, 2000). The U.S. Department of Education writes that “Studies of students with disabilities show that technology can expand access to educational resources and enhance students’ ability to process and remember information” (Riley et al., 1996). The most important points of teaching a foreign language are seen as communicative ability. Using technology new ways and new methods of teaching and can help the education process. Nowadays many computer programmes intended for use in studying English, has been created, among which there are rather successful ones but in the majority, however, they are useless and do not give any advantages of use of the information technologies” (Molchanova, 2015).

21st century English teacher and technology

The 21st century being an era of globalization in which many languages are spread worldwide specially the English language. The importance of English language teaching continues to be developed and helped by the means of Internet (Shyamlee & Phi, 2012). To be competitive in the 21st century and create a hardworking society, the schools should use their power and knowledge during learning. This consists of with the “development of critical thinking, complex problem solving, collaboration,” and the use of multimedia communication in the traditional way. Moreover, the students must have the chance to build up positive sense of learning and the idea that they will be successful in school (King & South, 2017).

Technology offers many chances for everyone as in “teaching, assessment, planning and administration” and in including everyone to be engaged. The study shows that technology may be very helpful to:

- motivate learners and keep them engaged in learning
- improve attainment levels and raise standards
- personalize learning and give learners a voice
- make difficult and abstract concepts easier to explore
- save time and be more efficient
- open up dialogue with parents and extend learning
- make learners partners in their formal learning
- reach the hard-to-reach (Boholano, 2017).

These above mentioned points direct the teachers toward new ways or techniques of teaching English and give the opportunity to understand the way the English learners can be successful. Technology can help teachers to provide learners with many chances and ways of learning English. Many new kind of assessments can enrich teaching and learning, and provide new way to work the exercises and the tasks given by the teacher (Fareh, 2010; Soliman, 2016; Lin, 2015).

Tools of 21st century English teacher

Teachers need help to understand what technological tools are and how these tools can help them to be better teachers for the 21st century. The way of integration technology in classroom used by the teachers is changing. In order to improve the use of technology, there are many technological tools that teachers can use to teach English. “These tools can be used independently, in collaboration with students, or in collaboration with other educators” (Purcell et al., 2013). The use of technology to teach English in the 21st century is really necessary.

There is a good chance that once you begin to integrate these tools, you will start to integrate some more. It is important to use them not only to say that you use them. Finding new ways to work will be useful for learners. Many teachers declare that combining these three impacts of digital technologies make writing more significant and less unapproachable to many students, although encouraging better application towards themselves. Furthermore, “some Advanced Placement

(AP) and National Writing Project (NWP) teachers worry that rather than encourage greater understanding of and appreciation for different audiences; digital tools actually blur the boundaries between formal and informal audiences and discourage student sensitivity to these distinctions” (Purcell et al., 2013).

Teaching English with technology

Teachers are facing many challenges with the coming of the new era. The way of teaching has extremely changed with the extraordinary use of technology. Technology brings up many opportunities as transforming the teaching and making it more exciting and dynamic in the way of improving it. Technology is very important which makes a big change in social and linguistic aspect (Shyamlee & Phi, 2012). More teachers use the traditional way of teaching. It is very important to mention that technology offers many chances particularly for the ESL students that learn English language for academic purposes (Shyamlee & Phi, 2012).

Technology can have a close relationship with teaching English. With the coming of new technologies, teachers should comprehend it and use it in the classroom, and during the process technologies carry on to take shape (Them, 2009). Technology provides many opportunities for teachers, help them to ameliorate teaching and expand their chances for preparation and development of interconnected works with their colleagues (Riley et al., 1996).

As Tony Erben, Ruth Ban & Martha Castañeda came up with five principles for creating effective second language learning environments:

- It gives ELLs many opportunities to read, to write, to listen to, and to discuss oral and written English texts expressed in a variety of ways.
- It draws attention to patterns of English language structure.
- It gives ELLs classroom time to use their English productively.
- It gives ELLs opportunities to notice their errors and to correct their English (pp. 16-18).
- It constructs activities that maximize opportunities for ELLs to interact with others in English (Erben et al., 2008).

English language being a second language should have the appropriate environments to be comprehended by the learners and make possible the conditions for teachers to have an effective teaching. “Schools have also turned to videodiscs and multi-media software which can store and play back extensive collections of multimedia images to strengthen students' basic skills. Video and audio technologies bring material to life, enhancing students' ability to remember and understand what they see and hear” (Riley et al., 1996).

The impact of technology on student's achievement

According to United States Department of Education, if technology is correctly used it can “increase students' learning opportunities, motivation, and achievement”, it provides the students with all the needed information which are necessary in the future place of work, and “it breaks the barriers of time and

place”, giving to the students’ the opportunity to navigate in every area besides of the faced difficulties, to be able of having great instructions (Riley et al., 1996). Many studies have shown that technology plays a very important role in ameliorating student writing (Riley et al., 1996).

As the United States Department of Education suggested that technology has great positive effects on learning and student achievement.

- “As an instructional tool, technology helps all students including poor students and students with disabilities master basic and advanced skills required for the world of work.”
- “As an assessment tool, technology yields meaningful information, on demand, about students’ progress and accomplishments and provides a medium for its storage.”
- “As a motivational tool, technology positively impacts student attitudes toward learning, self-confidence, and self-esteem” (Riley et al., 1996).

Technology as presented above has many positive effects on learning and students achievement because; it brings new methods of teaching and learning. It is very helpful for every student besides their opportunities and it can also help the students with disabilities get the needed skills. Technology provides endless information and can motivate learners to learn (Pinto-Llorente et al., 2017; Keung & Ho, 2009).

Methodology

The aim of this study is to reveal the impact of technology on teaching and teaching English, and show the importance of technology in education. With the aim of developing this study, research questions are focused to bring a clear view of the topic. The data are collected by using qualitative and quantitative research methods, using questionnaires with students and the observations in the classrooms. Furthermore, the study is focused on three elementary schools which give the real description of the schools observed. 400 students participated from the schools. The third, fourth and fifth grade students were observed during their lessons in terms of technology usage (Ronau et al., 2011; Suryasa et al., 2019).

Questionnaire as a tool of data collection

The questionnaire has 10 questions related to students’ knowledge about technology, the use of technological tools, the way of teaching with technology, and the importance of technology in everyday teaching and learning. The questions were built up to provide the real impact of technology on teaching and measure the students’ perception about technology. Each question will be explained to have a clear understanding of it as below:

The 1st question examines the students’ knowledge in using computers. The purpose of this question is to show if students know how to use a computer. The 2nd question gets the students’ opinion about technology related to their success. The 3rd question related to the different kinds of digital tools. The 4th question focused on the use of the internet. The 5th question gets students’ opinion if the

internet use will be helpful to learn English. The 6th question is also related to the internet, but in this question the students are asked if they search English sources in the internet. The 7th question related to the usage of digital tools by the teachers and their usage to teach English. The 8th question deals with the tasks that teachers give to students by using computer. The 9th question related to extra materials brought by teachers to the classroom. The 10th question is about the use of technology in the classroom (Sholihah et al., 2021; Kumar et al., 2021).

Observation as a way of data collection

The observation was conducted at 3 schools while the teaching and learning process were occurring. The way the observation conducted brought a real situation of the use of technology on teaching English on everyday classroom. The observation brought out many answers about the impact of technology on teaching English to elementary students.

The checklist used during observation is as below:

- Student' level of English language.
- Computer use by students.
- The students' process of learning while using different technological tools.
- Students' interest to use technology to learn English.
- The use of technology in classroom by the teachers.
- The impact of technology on teaching English in classroom.
- Difficulties while teaching English through technology.
- Teachers engagement students to learn English using technology.
- The strategies used by teachers to teach English.
- 10.The results of teaching English with technology.

These kinds of data were very helpful, because it was possible to see how the teaching process was developed and how technology was used to teach English. The difficulties and challenges of teaching with technology and the students' reaction toward it was seen while observation the classes. This kind of observation is very valuable, especially for the new teachers.

Presentation of data analysis from “the impact of technology on teaching English to elementary school students”

The results obtained from students' questionnaires

The use of technology to teach English language provides many benefits for the teachers and the students. The questionnaire has ten questions which will be analyzed below, using charts and percentages to have a clear view of the answers taken from the questionnaire. The participants were 400 students from 3 public Albanian elementary schools which show the effect of technology on teaching and learning as well. What it makes this survey interesting is that the students that participated in the questionnaire are in the third, fourth and fifth grade and gave interesting answers which made possible this study (Cai, 2012; Kane, 2020; Gibbs, 1997).

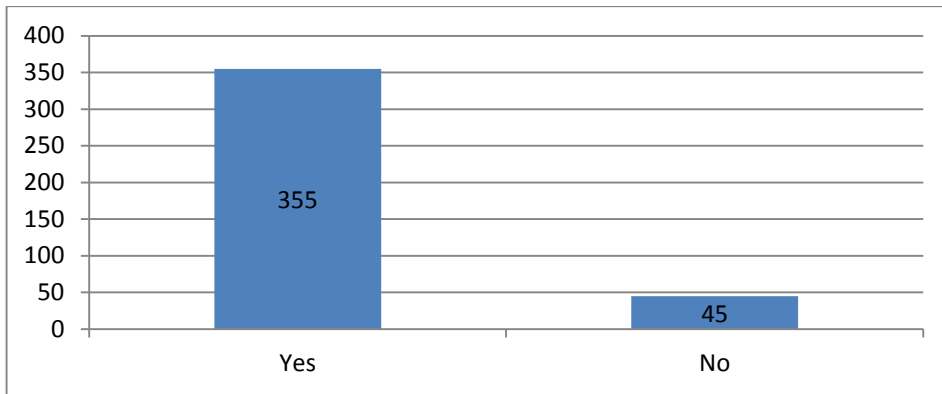


Figure 1. Do you know how to use a computer?

According to the survey results in the first question 88.75% of the participants stated that they know how to use a computer, and only 11.25% stated that they don't know how to use a computer. The 11.25% negative answers on using a computer were mostly from the third grade, because these students are younger than the others of fourth and fifth grade. This chart shows that the technology is very important for the students and obviously has a great impact on teaching and learning English.

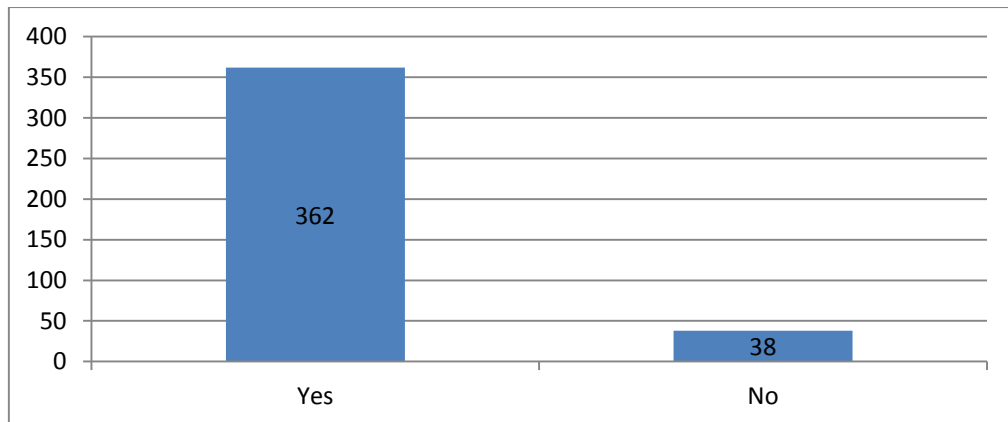


Figure 2. Do you think technology can help you for your success?

It is clearly seen in figure no. 2 that 90.5% of the students answered that they think technology can help them in their success of learning English, and 9.5% answered that they don't think technology can affect their success. The answers of this question show that the students evaluate the use of technology in their English achievements.

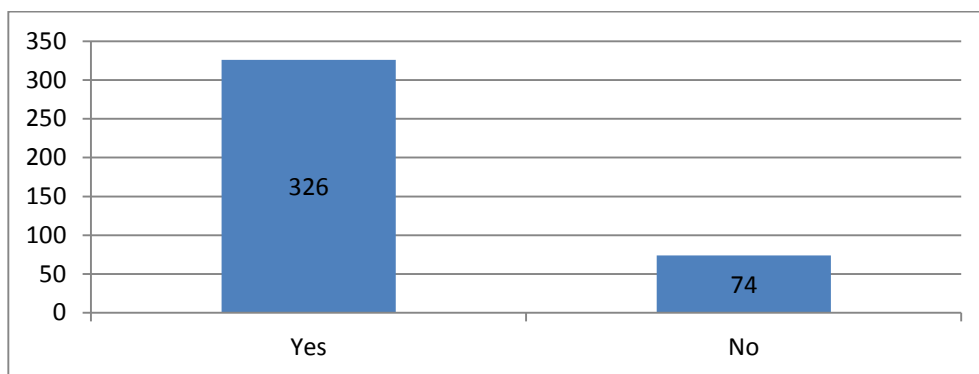


Figure 3. Would you like to learn English using different kinds of digital tools in your classroom?

As shown in figure no. 3, 81.5% of the students stated that they would like to learn English using different kinds of digital tools, and 18.5% of them stated that they would not like it. It is to be pointed out that the digital tools would be very helpful for the teaching of English language.

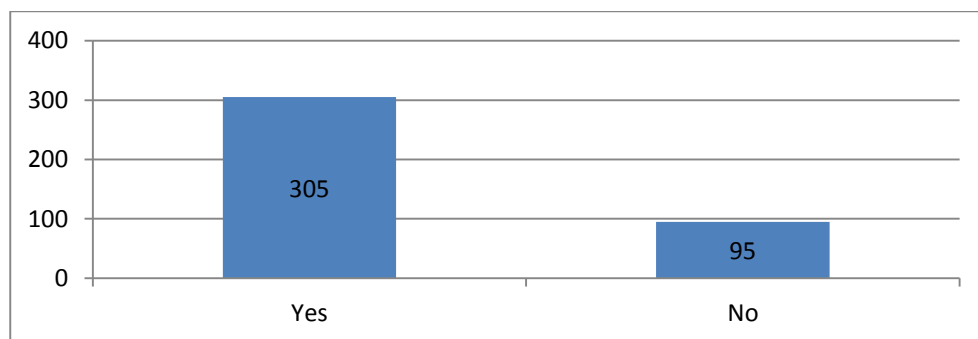


Figure 4. Do you think that internet can help you improve your English ?

Regarding to the fourth question, 76.25% of the students stated that internet can improve their English, and 23.75% stated the opposite. This shows that internet has its impact on learning English, and technology is very helpful. Internet has given the opportunity to the teachers to find new strategies of learning English, and to the students it has opened a window of endless information about English.

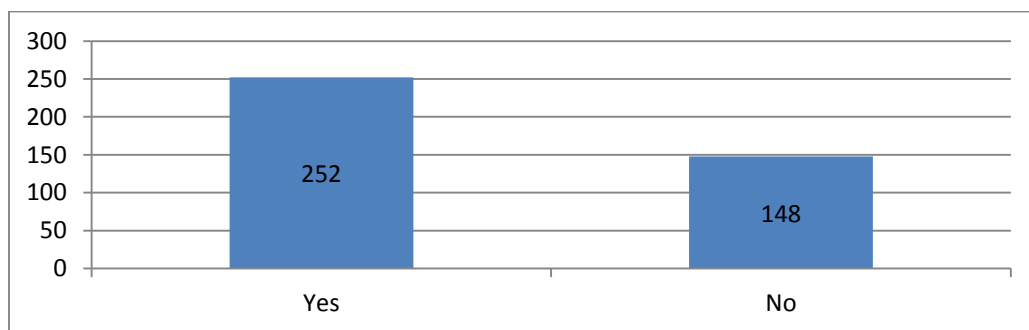


Figure 5. Do you use internet to learn English?

In this question 63% of the students stated that they use internet to learn English, and 37% of them stated that they don't use it. These negative answers came up as a result of not having access to internet and the difficulties of using computers, as shown in the first question that 11.25% don't know how to use a computer, and fourth question that 23.75% of students don't think internet can help them improve their English.

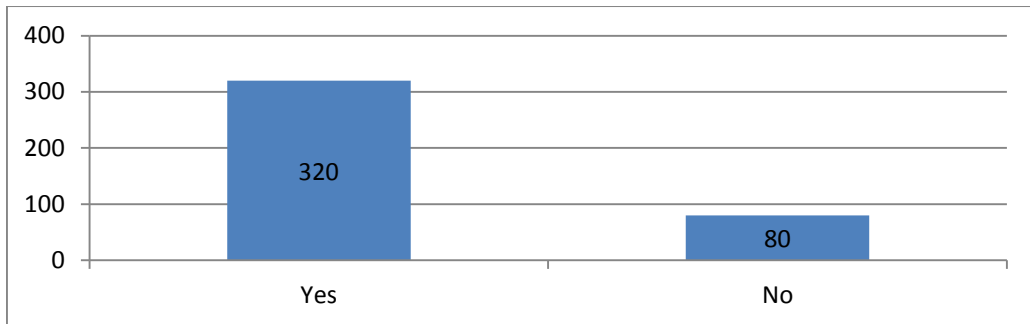


Figure 6. Do you search English sources in the internet?

These answers show that 80% of the students stated that they search English sources in the internet, and 20% stated no. This question shows that the internet is used to get materials from it and that's how technology has its impact on the process of teaching and learning English language.

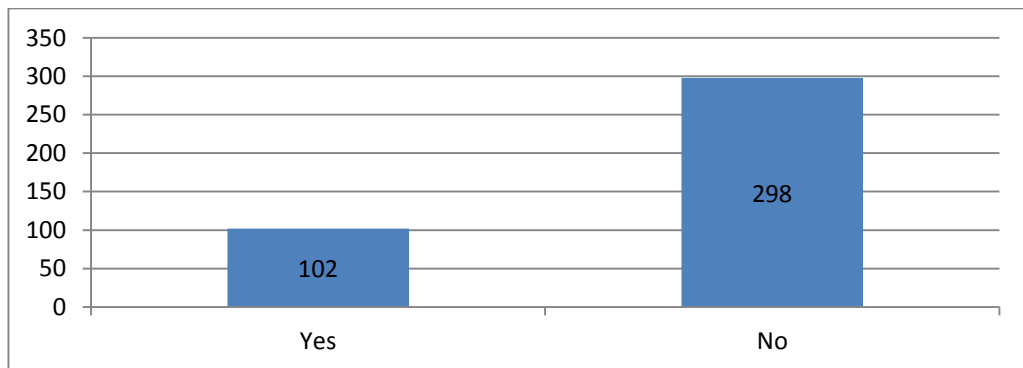


Figure 7. Does your English teacher use any kind of digital tools to teach you English?

The chart shows that 25.5% students declare that their English teachers use different kinds of digital tools to teach them English, and 74.5% of the students declare the opposite answers. These results mean that the teachers have not the conditions to use digital tools and instead they use alternative ways to teach using technology.

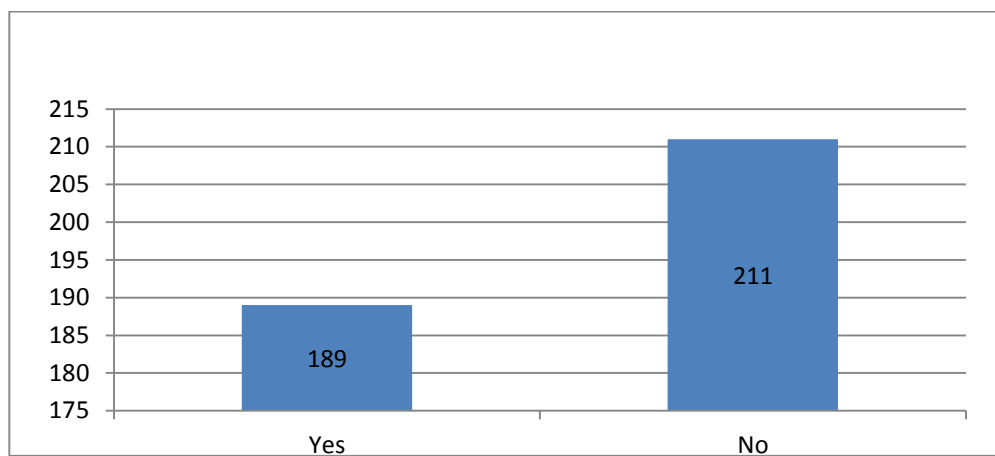


Figure 8. Does your English teacher give you tasks to work in computer?

47.25% of the students stated that the English teachers give tasks to work in the computer, and 52.75% stated that their English teachers do not give assignments to work in the computer. This shows that each teacher has their own strategy of teaching English in different schools.

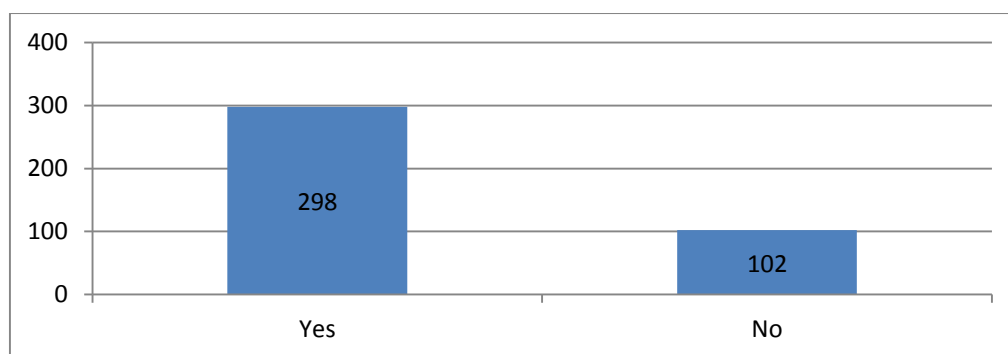


Figure 9. Does your English teacher bring extra materials to class taken from internet?

Regarding this question, 74.5% of the students stated that the English teachers bring extra materials in the classroom, and 25.5% of them stated no. The result shows that the teachers use this technique to ameliorate teaching and provide important information for the students to foster learning. It is to be pointed out that the teachers use different strategies to engage students to learn English and use technology for a better learning and teaching. In some cases it is not noticed but the impact of technology on teaching English is really helpful.

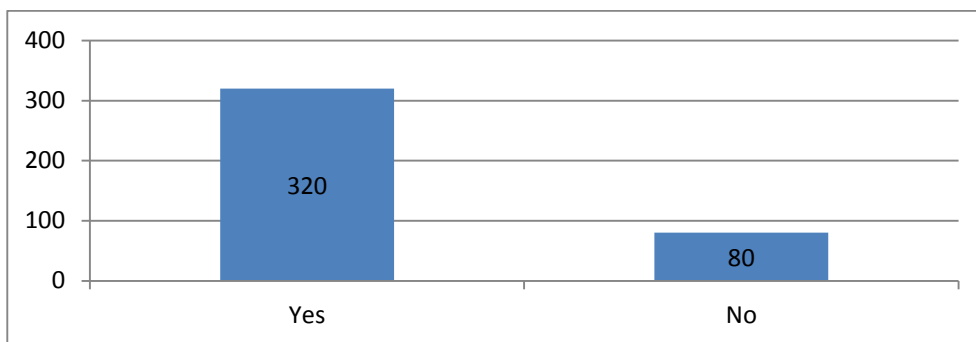


Figure 10. Would you like to use technology in your classroom?

In the final question, 80% of the students stated that they would like to use technology in their classroom, and the remaining of 20% stated no. It is shown that the will to use technology is great, so it is important to create the conditions for every classroom to use technology and its benefits. This study shows how technology has its impact on teaching English to elementary school students, and how teachers use different techniques and strategies ameliorate teaching and learning as well. The result obtained from the survey with the students of 3rd, 4th and 5th grade shows that in a way or another technology has a great impact on teaching English. It is a study based on students' answers and it provides the real situation of these three schools.

The result provides a great source of information about the use of technology, computers, internet, new sources taken from internet, and the will to be taught using technology. The answers were very interesting, showing that the students know how to use computers, the technology is very helpful, the internet helps them to improve English, the students search English materials in the internet, the teachers bring extra materials from the internet and they would like to use technology in their classroom.

The results obtained from the observation

The observation helps especially the new teacher comprehend the way of teaching, see techniques used in teaching and also see the defects or problems encountered during teaching. The purpose of the observation was to detect the impact of technology on teaching English language to elementary school students. As explained before the observation was held in three schools. The observation was focused on ten important points, which were revised while the teaching and learning process was occurring. During the observation notes were taken towards the process of teaching by the teachers and the process of learning by the students. It is very important to be very vigilant during the observation and be focused on every technique or strategy used by the teacher to teach English language.

The observation came up with a lot of information about the way the teaching and learning was occurring. The teachers used different strategies to teach English to the elementary school students, such as using games, giving exercises to be worked at home using the internet, and bringing new materials to enrich the

teaching of the English language in classroom. The teachers engaged the students to learn English by giving them different works to prepare in the computer and present it in the next lesson. The students were motivated by the teachers to work in groups to create projects in English language about different kinds of topics, while the work was completed by taking information or materials from the internet. The teachers were very supportive towards students by helping them in everything they didn't understand. Different activities were used in the classrooms such as: computers, tape recorders, some digital tools and these motivated students to learn English through technological tools. The observation of the study and its results brought valuable information about the use of technology in teaching and learning process.

Observing students' language level

The level of the students was "Beginner", because the students were in the third, fourth and fifth grade but it was obvious the impact of technology on their language achievements. The students had difficulties to express and communicate freely but the techniques used by the teachers were very promising. They had problems writing accurately the exercises given by the teachers and also they had problems in listening to different reading parts.

Observing students' impression about the use of technology on teaching English

The observation made it clear that the students had a good impression about the technology use in everyday teaching and learning. While the teachers were teaching using a computer or setting a tape recorder the students were motivated and then they engaged in the lesson, listening carefully, communicating in English with each other and with the teachers. The students loved the idea of using technology, and the use of different digital tools, but also there were a few that were not interested in technology. The students were very interesting when the teachers used new materials taken from the internet or when they were given assignments to work in the computer.

Observing teachers' techniques and strategies of teaching English

The teaching process was observed carefully while the teachers were teaching the lesson using different techniques to foster learning. The teachers used different techniques and strategies to engage the students, to attract their attention and to make learning more interesting and attractive. While observing, games as a way of fostering learning were used with the aim to attract the students and make them learn English. The tape recordings were used to help the students hear the pronunciation of the words and foster communication. Computers and other tools were used as well to help the students learn English and develop their skills.

The techniques and strategies of teachers were adapted to the actual situations and conditions of the schools to make possible teaching on the era of the 21st century. The students were asked by the teachers to develop different projects related to the topic of the lesson by taking information and materials from the internet and present it to the class. The new materials brought by the teachers to

the class were very helpful because they helped the students with new information about the English language. The internet is an endless information window so the teachers used it to engage students to learn English and to find English sources. Also, a lot of programs and dictionaries were suggested to the students so they could learn new words at home. The techniques and strategies used to teach English using technology were very effective inside the contours of possibilities offered.

Observing students work using technology

Students' knowledge about technology were really unexpected, because they knew how to use a computer, mobile phones, search sources in the internet, use internet to learn English and work different exercises and projects. The students used the computers to work projects, taking different kinds of information and put it into the project. A lot of exercises were worked in the internet and new words meaning were found using online dictionaries. The students love being in the internet so they were able to learn new words and expression enriching their vocabulary. While using technology the students had many difficulties to understand the subject or topic they were searching because they didn't understand the English language well, and this phenomenon brought many other problems. The teachers were very supportive during any question or something the students didn't understand.

Observing the impact of technology on teaching English

The impact of technology on teaching English in the three schools during the observation period of time was noticed in many levels of English language. The teachers were using different techniques and strategies to help the students understand clearly the lesson. The students were very attracted by technology and worked different kinds of exercises and projects. The impact of technology on teaching was noticed as below:

- The computers have a direct impact on teaching because it gives the teacher many opportunities to teach and it fosters learning. The computers motivate the students to learn and support them to find information needed. The teachers use the computer to enrich teaching and provide easier ways to learn English.
- The teachers used tape recordings, and this was very helpful for the students because it helped them to hear how the words were pronounced. The students begin to communicate with each other and with the teacher.
- The internet is very important because the teachers take extra materials and make possible for the students a lot of English sources that helps them learn English. The students use internet for a lot of reasons such as: taking English sources, using online dictionaries, complete different exercises and work on different projects.
- The technology helps the students in their English language achievements because it gives them many opportunities to explore new ways of learning and having a better teaching.
- The teachers engaged the students to work in project using technological tools and this widens their understanding about the English language.

- The teachers used games to attract student's attention so they were motivated to learn English and have better results. While using the games the students learned new words and new expressions.
- The technology changes the traditional teaching because it brings new methods of teaching in classroom. The English language is taught more easily from the opportunities the technological tools offer. Teachers explain the lesson in a more attractive way and the students can easily understand the lesson being taught.

Conclusion

As a conclusion technology serves as a facilitator for teaching and teaching English and gives the teachers the opportunity to have a better teaching. In this study the main findings collected from the data analysis show the real impact of technology on teaching English to elementary school students. The main reason of this research is to discover the effect of technology on teaching English to elementary school students.

According to many scholars and writers or departments of education mentioned above, studies have shown that media and technology has a great impact on education. Technology can help organize learning, engage students to learn and help learning beyond classroom. Technology can offer many chances and make many sources available but also we should be very careful about the risks of digital world. The teachers should have the appropriate training to explain using technological tools and have the sufficient financial support for their improvement. Technology can have a close relationship with teaching and can motivate learners improve attainment and rise standards. Also, technology can personalize learning, make easier learning and save time. The 21st century technology offers many new opportunities and new technological tools that can help the teachers and the students to teach and learn English.

The data collected from the questionnaires show that the majority of the students know how to use a computer and think that technology can help them to learn English. The students use the internet to learn English, to find different sources that help them learn English, and their impression is that the internet is very helpful for their English achievements. It is stated that the teachers don't use many technological tools in the classroom, but they bring many extra materials taken from the internet that help the students understand English. Lastly, the students declared that they would like to use technology to learn English.

The findings show the importance of technology on learning English language and how teachers were managing or integrating technology in their classes. Based on the observation the teachers engage the students to learn English by giving them different works to prepare in the computer, and the students were motivated by the teachers to work in groups to create projects in the English language about different kinds of topics. Different activities were used in the classrooms such as: computers, tape recorders, some digital tools and these motivated students to learn English through technological tools. While observing it is noticed the "Beginner" level of students and how technology is helping to ameliorate teaching. The impression of the students towards the use of technology to learn English

was positive and helpful. The majority of the students knew how to use computers and other technological tools. Also, the teachers used different techniques to attract students to learn English language such as: using games develop different project using internet and computer, finding English sources in the internet, suggesting a lot of programs and dictionaries to learn English and use tape recordings so students can hear the pronunciation of new words. The result shows that the teachers engaged students to learn English through technological tools to help them and motivate them to learn English language more easily.

The study detects that the computer and the internet have a direct impact on teaching because it makes possible the access of every student into the endless information that internet has. The computers are very supportive for the students to learn English and provide the information needed. The internet helps the teachers and the students to achieve their goals toward the English language. The technology changes the way of the traditional teaching because it brings new ways and new methods of teaching. The impact of technology on teaching and on education in general is obvious, and it has a great effect on how the teaching and education is being transformed. The English language is being taught more easily and it is more attractive for the students to learn.

Recommendations

The educators should know the importance and beneficence of technology and use it in their everyday classrooms. The teachers should use technology to achieve their goals as teachers, to have a better teaching and give the students the opportunity to acquire more from teaching. Schools should have the appropriate conditions to develop teaching with technology, assuring the internet in every school, computers and other necessary materials. Technology should be integrated in the curriculum education and create the appropriate conditions to be beneficial for the teachers and for the students as well.

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