The impact of technology on EFL Kurdish students in learning English language

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Abstract---This study is focused on the impact technology on English Foreign Language Kurdish students in Learning English. Even though the already title has a few studied displaying on technology and in all English skills. The world technology has invaded huge spaced in daily life. The result of the paper has studied like foreign language between EFL Kurdish students so as to how to impact technology on learning English Language. This study has created some disturbing questions and replying to understand learning levels through technology. In addition to, destringing questions and data have analyzed by google form and a few tables. The impact of technology on EFL Kurdish Students in Learning English Language due to computer software, mobile and Internet access be able to big an effective on learning English foreign language directly has relationship with students and gather information.

Keywords---EFL Kurdish students, foreign English skills, impact technology, using technology.

Introduction

The majority of technology users can get benefit from technology to learn English especially developing countries like EFL Kurdish students. It can be said that technology as a new tool for collecting time management and collecting information through internet access. (Himmelsbach, 2019). EFL Kurdish students have used daily and just like new methods of learning. The researcher showed engaging students due to this new ways of learning English language. According to Arifah (2014) internet accessing. According to (Alsied and Pathan, 2013), Improving the language is the long-term process and EFL Kurdish students by some technology as smartphone, computer can practice all English Language skills and communicate with foreign students by internet access.

Learning to program is this new kind of skill. Formal learning is learning that takes place within a teacher-student relationship, such as in a school system. The
term formal learning has nothing to do with the formality of the learning, but rather the way it directed and organized. In formal learning, the learning or training departments set out the goals and objectives of the learning. (Bell, J., and Dale, M.). The result of this paper, EFL Kurdish students has used technology to learn English Language as a new methods of learning nowadays.

**The Purpose of the Study**

The findings of this research as a whole announced technology how to engage and enhance EFL Kurdish Students for learning English Language not only to the students and also for academics.

**Technology as a new methods of learning English**

Technology as a new key of finding learning-methods of English Language. The growing access to the Internet and technology has led the transformation from traditional classroom to e-learning. E-learning includes online teaching and learning which engage the learners in the learning process through Internet and digital media (Stephenson, 2018). The modern technology is focused on internet access to use all English skills for students because machine learning capabilities are just rising. Researchers are conducting promising experiments on the type called deep Education. From now on, Technology is often a consequence of science and engineering, although technology as a human activity precedes the two fields. For example, science might study the flow of electrons in electrical conductors by using already-existing tools and knowledge. This new-found knowledge may then be used by engineers to create new tools and machines such as semiconductors, computers, and other forms of advanced technology. In this sense, scientists and engineers may both be considered technologists; the three fields are often considered as one for the purposes of research and reference. (Intute.)

Globalization has enhanced the stature and significance of English all over the world. Consequently, the importance of ELT continues to grow, stimulated partially by the internet revolution. A study by Graddol (2000) indicates that there were about a billion English learners in the year 2000; but a decade later the numbers doubled. Naturally, there would be a further surge of English learners in the future. The study mentioned above also reveals the fact that 80% of information stored in the internet is in English. Compared to native users, there are now more nonnative users of the language. Consequently, a wide diversity of context in terms of learners’ age, nationality, social, cultural, educational background and so on, has become a striking characteristic of ELT in the contemporary world.

**The significance of the study**

Technology will focus on internet access to the students and teachers. Students can get benefit from apps, mobile devices and software creators and also to the teachers. For example pandemic covid-19 students could go on learning English Language through E-learning and easily and quickly all lessons past on to all of them.
Literature Review

At the beginning of appearing Technology has combined with educational system learning. Students can also engage with the new methods of learning and even teachers can also use of technology as new ways of teaching English language. An early Era, since 2015 researchers are using technology for learning English Language especially in developing countries.

Research Methodology

Research design

We choose eleven questioners and interview to survey this study: all the questions require students how technology will impact on them.

Procedure

We have chosen two principles about this article. The first one is based on eleven questions on impact technology on EFL Kurdish students and how to get benefit from technology to learn English Language. Secondly, it is based on the positive results about learning English language through technology from nowadays. There are nine charts provide and show the results of the data.

Data Collection

We collected data at the University of Raparin and gave survey to the other institutions due to Covid-19 we could not give students face to face only due to survey to answer the questioners. The results of the charts are nine only. We survey 92 questioners to varies students from any levels or departments and obtained 92 responses for this survey. I also interviewed some students to response the questioners orally. We reached to summery and categorizing data. Then, by the graph is analyzed the questions and also descriptive statistics is used to describe data.

Data analyze

the data has been recorded and explained to the paper. After collecting evaluating data on this study. Now the nine charts are starting from the questioning about age until the last question about using technology while students in the classroom.

Results

The demographic data of participants are 92 students surveyed to respond the questioners. The first demographic has shown the gender of the participants.
Based on the above circle the gender has divided into three section colours; the blue colour is the majority female students which means 65 percent of students attended this paper, the orange colour is the decrease male students which means that more than thirty one students attended this paper and the last colour is prefer not to say. It means the minimum rate of the participants. The total participant students are ninety-one students which filled the google form and responded the questions.

The second question is about the age. The decrease orange colour is Male students. The average year students are between eighteenth to twenty years old. The second blue colour is Female students. The average students are between twenty-one to twenty-five college students. The other brown colour is the minimum students which is the average years are between twenty-six to above. All the participants were responded their ages frankly.
The useful technology has responded by ninety-one students. The highest participants are using technology and they use to get benefit from technology. The most average students are 78%. 9 male students using technology to learn English language skills by using cellphone which is having more active-users. But the lower rate students will use laptop and computer to get useful in order to learn and improve English language skills which means 17.8 % participants can use the laptop device as technology to enhance the foreign English language skills. Generally, students is using mobile for learning and daily life.

![Pie chart showing technology use]

Time management for students are the most significant methods for learning process and do not let them waste the time with the technology. That is the reason the schedule plan and mention time using because using technology is divided into five categories (Morning, afternoon, Evening, Different times and most of the time). The most average time is green colour which means the majority students use technology in different times. The rate of participants are 82.4% and the lowest rate of participants are evening time which is 9.9%.

![Pie chart showing time management]

Technology has used for the purpose of study as mentioned blue colour. The above circle of wasting time is between 1 to 2 hours daily which the rate is 50.5%. But the orange colour is between 3 to 5 hours wasting time on the internet access so as to achieve and gather information by using technology to learn English Language. the rate of orange colour is 33%. The green colour has showed lowest rate which is 8.8% . The lowest rate means students do not use and wasting time on the internet.
In the above circle, the response of the question are analyzing through percentages of total participants. The orange color is the highest 60.4% average students can use technology to improve English Language which means the answer is Sometimes. But the second color is brown 9.9% participants do believe not helpful for improving English Language. The partisans who want to use technology to improve English is 27.5% participants. Generally, it can be said that students will not focus technology on learning and improving English Language.

In the above circle, the response of the question are analyzing through percentages of total participants. The orange color is the highest 45.1% average students can use technology to improve English Language which means the answer is Sometimes. But the second color is brown 13.2% participants do believe not helpful for improving English Language. The partisans who want to use technology to improve English is 41.8% participants. Generally, it can be said that students will not focus technology on learning and improving English Language.
In the above circle, the response of the question are analyzing through percentages of total participants. The orange color is the highest 66.3% average students can use technology to improve English Language which means the answer is Sometimes. The partisans who want to use technology to improve English is 24.7% participants and the blue color is announced. Generally, it can be said that students will not focus technology on learning and improving English Language. In this result of data, it shows improve learning English Language immediately. Technology skills are divided into some sections which means Listening, Reading, writing and speaking. The first section is Listening 26% students can get benefit from listening to improve learning English language. Secondly, Reading is 35% students can get benefit from technology to learn English Language. Thirdly, writing is 13% students can get benefit from assignment and article to learn English language. The last one is speaking 57% students can get benefit from text talks, films, documentary and drama to learn English language.
The final circle is about understanding students in the classroom easier than lesson. The orange color is 43% students is agree on understanding in the classroom easier than the lesson. The brown color 13.3% students is agree on understanding in the classroom. The second majority blue color is 41.1% students is accept on understanding in the classroom is easier than lesson.

**Conclusion**

This paper studied the technology how to impact on EFL students to learn English as a second language. It has huge impact on students nowadays to learn English because this paper came to the result of using and impact on learning English Language.

**Disturbing Questions**

Some interesting Questions about the Impact of Technology on English Foreign Language Kurdish Students in Learning English Language

- Do you think technology is controlling teaching methods in learning English Language? How?
- How do you get benefit from Technology as a tool for improving English Language and enrich knowledge?
- What is the best choice of items technology for enhancing skills and learning the Language quickly, easily?
- Does the technology make students more enjoyable in learning English Language?
- Do you think technology have only positive in methods of learning English?
- Have you ever challenged technology for learning English Language?
- Has technology changed your life through using it daily?
- What is the best kind of technology who needs in learning English Language?
- Do you think teachers/lecturers are using technology in the classroom? or just sent it email while you are at home?
- What is the weakest disturbing technology in learning English?
- What is the strongest positive technology in learning English?
References


