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The Impact of Technology on EFL Kurdish Students in Learning English Language

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Abstract--This study focuses on the impact of technology on Kurdish students who are learning English as a foreign language, even though the title is among the few studies showing technology's impact on all English language skills. The world technology has invaded huge spaced in daily life. This study has created and distributed the questionnaire and replying through technology to understand learning levels and data analysed by google form. The impact of technology on English Foreign Language (EFL) Kurdish students due to computer software, mobile and Internet access affects learning English foreign language has a direct relationship with students gather information for Learning English language.

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

Introduction

Most users can benefit from technology to learn English, especially in developing countries and a growing number of EFL Kurdish students. Technology is 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 these new ways of learning English language through internet access (Arifah, 2014). According to (Alsied and Pathan, 2013), improving language is a long-term process, and EFL Kurdish students, by some technology such as smartphones, a computer

can practice all English Language skills and communicate with international students via 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 is directed and organised. In formal learning, the learning or training departments set out the goals and objectives of the learning (Bell, J., and Dale, M.,). As a result of this paper, EFL Kurdish students have used technology to learn the English Language as a new method of learning nowadays.

The Purpose of the Study

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

Technology as a new method of learning English

Technology represents a new key to finding learning methods for English Language. The growing access to the Internet and technology has transformed from traditional classrooms to e-learning. E-learning includes online teaching and learning, which engage learners in learning through the Internet and digital media (Stephenson, 2018). 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. 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. Engineers may then use this newfound knowledge to create new tools and machines such as semiconductors, computers, and other forms of advanced technology.

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 that 80% of information stored on the internet is in English. Compared to native users, there are now more nonnative users of the language. Consequently, a wide diversity of contexts in terms of learners' age, nationality, the social, cultural, and educational background has become a striking characteristic of ELT in the contemporary world.

The significance of the study

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

Literature Review

In the beginning of appearing, technology has combined with educational system learning. Students can also engage with new learning methods, and even teachers can use technology as a new way of teaching English language. Since 2015, researchers have been using technology in the early Era, especially in developing countries.

Research Methodology

Research design

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

Procedure

We have chosen two principles for this article. The first one is based on eleven questions on the impact of technology on EFL Kurdish students and how to benefit from technology to learn English Language. Secondly, it is based on the positive results of learning English through technology nowadays. Nine charts provided and showed the results of the data.

Data Collection

We collected data at the University of Raparin and gave the survey to the other institutions. We could not give the questionnaire to students face-to-face due to Covid-19. Ninety-two students were surveyed from any level or department and obtained 91 responses for this survey. We also interviewed some students to respond to the questions orally. We reached out to summery and categorising data. Then, the questions are analysed by the graph, and descriptive

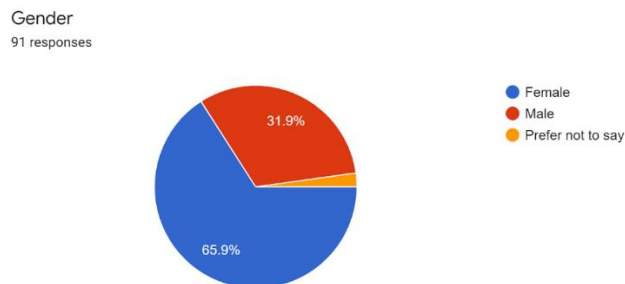
statistics are used to describe the data. The results represent in nine charts only.

Data analyse

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

Results

The participants were 91 students who responded to the questionnaires. The first question was about the demographic (gender) of the participants.

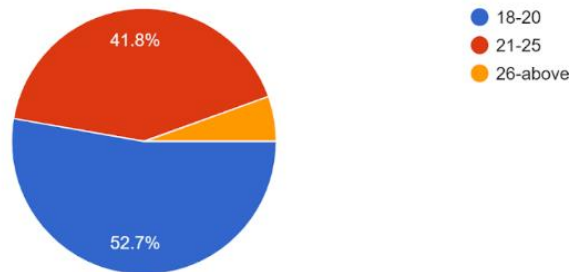


Based on the above chart, the gender is divided into three sections. The blue colour is the majority of female students, which means 65 per cent of students participated, and the orange colour is the decrease of male students, which means that more than thirty-one students participated. The last colour is preferred, not to say. It means the minimum rate of the participants. The total participants were ninety-one students who filled out the google form and responded to the questions.

The second question was about the age in the below chart. Most participants are from eighteenth to twenty years old, representing 52.7%. Followed twenty-one to twenty-five years old represents 41.8%. The minority of the students were between twenty-six years old and above. All the participants responded their ages frankly.

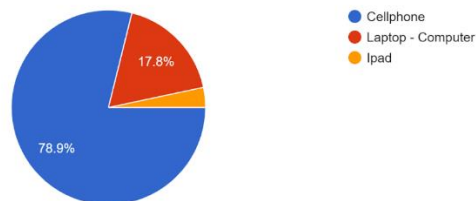
Age

91 responses



Which one is the most useful technology to enhance English Language skills?

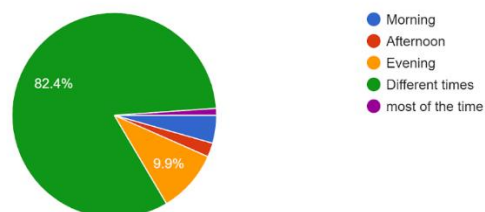
90 responses



Ninety-one students have responded to the valuable technology. The highest participants are using technology, and they use it to get benefits from technology. The most average students are 78%. Nine male students use technology to learn English language skills using a cellphone with more active users. However, at a lower rate, students will use laptops and computers to get useful in order to learn and improve their English language skills which mean 17.8 % of participants can use laptop device as technology to enhance their foreign English language skills. Generally, students use mobile for learning in their daily life.

When do you use technology for improving English Language mostly?

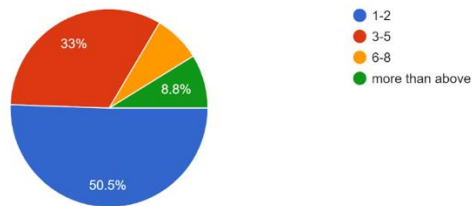
91 responses



Students' time management is the most effective learning method, and a question about (do not let them waste time with the technology). That is why the schedule plan mentions time using because using technology is divided into five categories (Morning, afternoon, Evening, Different times and most of the time). Most

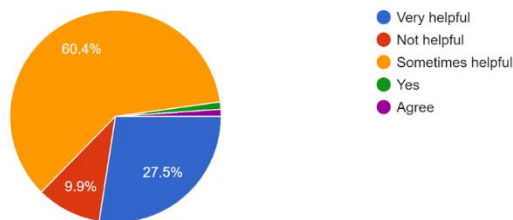
students use technology at different times, 82.4%, and the lowest rate of participants, 9.9%, use technology in the evening time.

How much time is wasting of using technology for the purpose of study?
91 responses



Technology has been used for study as mentioned blue colour. The above circle of wasting time is between 1 to 2 hours daily, and the rate is 50.5%. However, the orange colour is between 3 to 5 hours, wasting time on internet access to achieve and gather information by using technology to learn English. The rate of orange colour is 33%. The green colour showed the lowest rate, which is 8.8%. The lowest rate means students do not use and waste time on the internet.

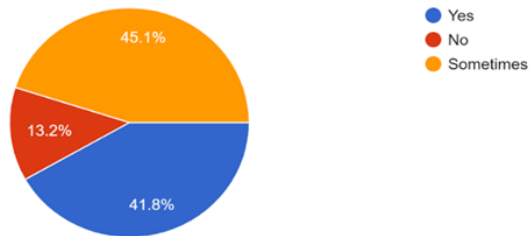
Imagine.Kurdish Students only use technology in the class so as to improve English Language.
91 responses



The above chart analyses the response to the question through percentages of total participants. The orange colour is the highest 60.4% average students can use technology to improve their English Language which means the answer is Sometimes helpful. However, the second colour is brown 9.9% of participants do believe not helpful for improving the English Language. The partisans who want to use technology to improve their English are 27.5% participants. Generally, it can be said that students will not focus technology on learning and improving the English Language.

Knowing extra languages enrich mindset and self-development, especially learning English Language. Does technology bring happiness to our lives ?

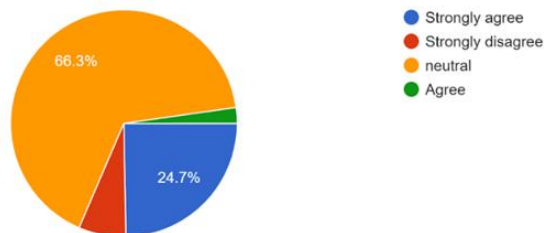
91 responses



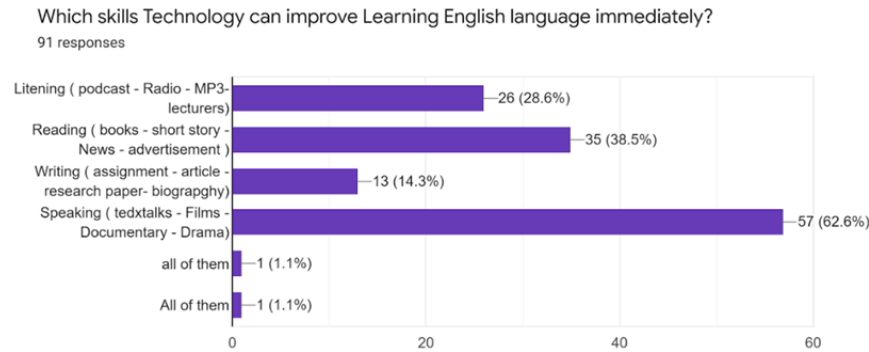
In the above chart, the question responses are analysed through percentages of total participants. The orange colour is the highest 45.1% average students can use technology to improve their English Language which means the answer is Sometimes. Nevertheless, the second colour is brown 13.2% of participants do believe not helpful for improving the English Language. The partisans who want to use technology to improve their English are 41.8% participants. Generally, it can be said that students will not focus technology on learning and improving the English Language.

Imagine, Teaching Technology methods substitute for disused English language teaching methods.

89 responses

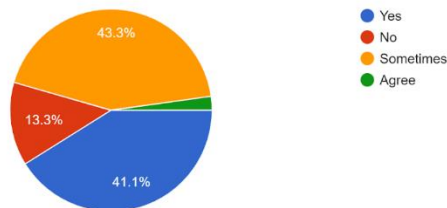


In the above chart, the question responses are analysed through percentages of total participants. The orange colour is the highest 66.3% of average students can use technology to improve their English Language which means the answer is Sometimes. The partisans who want to use technology to improve English are 24.7% participants, and the blue colour is announced.



Generally, in the above chart, it can be said that students will **not** focus technology on learning and improving the English Language. This result data show improved learning of the English Language immediately. Technology skills are divided into some sections: Listening, Reading, writing and speaking. The first section is Listening 26 % of students can benefit from listening to improve their learning English language. Secondly, Reading is 35% of students can get benefit from technology to learn the English Language. Thirdly, writing is 13 % of students can benefit from assignments and articles to learn the English language. The last one is speaking 57% of students can benefit from text talks, films, documentaries and drama to learn the English language.

While Students are using technology in the classroom it is easier to understand the lesson.
90 responses



The final chart is about understanding students in the classroom easier than the lesson. The orange colour is 43% of students agree that understanding in the classroom is easier than the lesson. The brown colour, 13.3% of students, is agreed on understanding in the classroom. The second majority blue colour is 41.1% of students accept that understanding in the classroom is easier than the lesson.

Conclusion

This paper studied the technology's impact on EFL students to learn English as a second language. This paper concluded that using technology has an impact on learning the English Language and has specifically a significant impact on students nowadays learning English.

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