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The effect of technology on the acquisition of English by young learners

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Abstract

This case study is aimed at measuring the effects of educational technology on the acquisition of English by young learners. 166 participants, young learners aged 8 to 11 years old from a primary school in Kosovo, were selected as a sample for this case study. After selection, they took a pre-test and then divided into two groups, into technology and non-technology group. With the technology group a laptop, sound system and LCD projector (often called PowerPoint Projector) were used for teaching purposes, lessons were organised based on the students' books and PowerPoint presentations were used to deliver classes, contrary to the non-technology group where English classes followed the traditional methods, using only the English course book and a blackboard often called 'chalkboard'. This study lasted for two months, during which four periodical tests were administered with both groups, and a post-test at the end of the research. After analysing and comparing the results, it was found that the technology group performed better in all tests administered during the whole period of the study and thus achieved better results compared to the non-technology group. In addition, when analysing the findings critically, it was found out, that the older the students, the greater the effect of technology on language acquisition.

Keywords: *educational technology, young learners, powerpoint presentations in english classes*