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Faculty of Education – Bitola, North Macedonia

Address:
Faculty of Education
ul “Vasko karangelevski“ b.b.
7000 Bitola, North Macedonia
Tel/Fax. ++ 389 47 253 652; 203 385

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INTERNET SAFETY AND ATTITUDE OF STUDENTS WORKING ON A COMPUTER IN LOWER SECONDARY SCHOOLS

Betim Ismajli
Hight school "Eqrem Çabej"
"Kolevica" nr. 5, 10000, Prishtina – Kosovo
betimismajli792@gmail.com

Milena Pejchinovska-Stojkovikj
"St. Kliment Ohridski" University - Bitola
Faculty of Education - Bitola
milena.pejcinovska@uklo.edu.mk

Abstract

The use of the Internet and students addiction of Internet has become very actual and inevitable issue, thus the interest in protection of the students and gaining knowledge about safety use of Internet are indispensable.
The aim of this paper is to inform and raise children's/students awareness of Internet safety and the potential risks they may be exposed to while using the Internet; then to give insight of the students' behavior and their success at school, according to the perception of the students themselves and their parents, as well as to show their opinions regarding the frequency of Internet use while working with a computer.
Population consists of students of lower secondary schools in the municipality of Pristina, bearing in mind that students of this age spend a lot of time on the computer using the Internet, that can be harmful for the physical development at their age.

The instrument that is used for data collection is questionnaire, and instruction guide is distributed on how students of this generation should access the Internet, how they should protect themselves from the Internet, the way they use the computer and the time they should spend on the Internet. The methods for processing the data and gaining scientifically based conclusions were analysis, comparison and synthesis.
The results in this paper show that students generally do not have enough knowledge about the safety risks of the Internet use and have underestimated the time they spend on the Internet. The vast majority of them think that sitting in front of the computer has no, or has little effect on their physical problems during their physical development.

Keywords: Internet, security, computer, children/students, school, etc.

1. Introduction

The word Internet meaning "International Network", is a global WAN network that communicates through mediums, telephone lines and satellites.

The Internet is a mean of communication and entertainment used worldwide. The Internet is no longer a novelty for children/students and young people but a necessity for their needs at school and at home. All children have a number of rights that must be respected, even online. They have the right not to be disturbed, offended or harassed by other users. They have the right to communicate and also have fun. On the other hand, children have the right to receive information with suitable content for their age, and we can say that technological developments have generated new opportunities for them that includes the right to produce information, to express themselves and to generate ideas. Now they are protagonists of the Internet, and not just passive consumers. The rapid development of technology in recent years is simultaneously accompanied by the exposure of children/students to the risks that appear as a result of students unsafe browsing on the Internet. Therefore we as a society must take measures so that children/students are safe while using the computer and using the Internet.

The Convention of the Council of Europe for the Protection of Children against Exploitation and Abuse contains provisions that criminalize the use of new technologies, and in particular the Internet, that can to harm or abuse children.

It is the only international treaty that makes abuse and misuse a criminal offence, with criminal penalties for:

- Those who recruit children into abuse
- Production, supply, distribution and possession of child pornography and access online in it;
- Encouraging children in chat rooms, or online gaming sites for the purpose of abuse.

As a preventive measure, the convention recommends that primary school children be informed about the dangers of using the Internet without control.

2. Previous research in the field

Many of the students do not have adequate knowledge about their safety on the Internet and do not have knowledge about the later consequences that they can face during the stay when they work in front of a computer, as well as the length of the time they spent in front of the computer. That’s why this research is very important.

Equipping schools with information and communication technology equipment is usually the first step they wish to advance the school in achieving quality education, enabling quality learning for all. Equipping schools with computers and the way they are used is a factor that affects the interaction and cooperation of students, therefore the teacher must take into account the organizing the classes while designing activities that are carried out with the help of information technology. Since the teaching process is not only the acceptance and distribution of knowledge, but also a multi-dimensional process which is realized with different activities. The placement of computers can be done in different ways, by placing them in computer cabinets to classrooms with one and many computers.

2.1. Studies on children's Internet addiction conducted in different countries of the world

Lisa Hawker, UK National Association for the Prevention of Violence against Children, author of a UK study, also gives the good news that comes out of this report and insists on another aspect of this research, which shows that as far as traditional risks are concerned, today's toddlers are safer. Last year in Great Britain, 21,500 cases of sexual molestation of minors were

verified and 6,000 of them ended in rape. But despite these alarming data, violence against children in the long term has decreased (Hawker, L, 2010)**.**
Children are generally attracted to the Internet for many reasons: shortening the time span of messages, simplicity and recognition of situations, clarity and fascination of proposals, repetition of contents, etc. But let's not forget that on many web pages, even for children, there are many advertisements and publicity and is not a surprise why these sites are offered for free, and these advertisements in most cases tend to divert the purpose of accessing the Internet. While for adults who are even more balanced, advertising is just a series of propositions, often vague, for impulsive children, eager for "everything and immediately" - this becomes a kind of order, an infallible promise. If the parents do not give answer positively the unreasonable demands of the child, he protests, rebels; and if he normally gets what he claims, he becomes dissatisfied, starts on the path of consumerism and conformity (Hawker, L, 2010).

Children's exposure to the computer is becoming more and more widespread and inappropriate. Its extraordinary utility of internet in the production sectors, in social organizations and in the families themselves, is undeniable. Precisely for this reason, its use is taught in primary school and a little earlier. For children, the computer is logically a tool for having fun, to access video games. Patrician Greenfield writes: “online video games develop parallel thinking capacity and reaction speed, but tend to suppress reflection. However, the real danger lies in the variety and attraction of video games. An over-exposure to their fantasy world can produce impatience and an inability to endure the complicated world of real life." Children are more comfortable with computers than with parents and teachers. The typical goal of a computer is to keep it connected all day. Children fall madly in love with computers. Even children who grow up with the opportunity to use the computer to the maximum will have less desire to engage in anything that resembles, even slightly, what we have called elementary school. The fact that very few schools in the United States have shared the joy of the computer as a teaching tool, and that in most American schools the use of the computer is explained as a business tool, it cannot help but encourage you to consider the computer as "a tool for learning, which certainly does not replace the spoken and written language, the direct connection with reality, the book, the game, the complicated event, the interpersonal relationships that characterize the school, even the methodologically advanced one" (Hawker, L, 2010).

In order to prevent the aggravation of the situation and to guarantee children a safe Internet, international and local actors in Kosovo are undertaking initiatives and awareness activities. One of these activities is the project organized by Word Vision Albania [The project entitled "Children's online safety", December 2013-January 2014] which, in cooperation with the Ministry of Education, has "prepared a package with interactive CDs, brochures and posters that were given to children/students, parents and teachers, in 11 regions of Albania.

2.2. Studies done by a Kosovo sociologist on the use of the Internet by children

According to sociologists, the consequences of staying for too long time in front of the screens are huge. Professor of sociology, Fadil Maloku, tells Radio Free Europe that in a study conducted by the Association of Sociologists of Kosovo, it turned out that the new generations who use the Internet a lot have a lot of information, but they lack the knowledge. "The studies that have been done outside and inside Kosovo, by the Association of Sociologists of Kosovo, regarding the use of the Internet among children, show that they are exposed to some kind of radioactivity, which makes them sluggish, anemic, and the children are actually the ones who will have problems in the future". "The Association of Sociologists of Kosovo has conducted a research regarding the use of the Internet among preschoolers and teenagers. The overall

results are that prolonged use of electronic devices is harmful. Children are exposed to radioactivity which is very harmful and for children it will generate generations that will be addicted and lazy and they will not have a normal perception that other children could have". According to this study, there is no data on how many hours a day children are allowed to be exposed to the screen, but according to the data, Kosovo is in the first place in the region in terms of internet use, taking into account the young age, where the average age is 23.4 for women, 23.3 for men. So, a new Internet population, compared to the generation of the 80s, they are a slower generation with more information, but not with more knowledge and knowledge than the generation of the 80s (Maloku, 2016).

Today, almost every child spends a lot of time exposed to screens, TV, iPad, or any other electronic devices, and I think it can't help in fact it'll be harmful if they spent too long exposed to those devices. Then, the other problem is that the games as well as the various films for children are now not very controlled and also not adequate for certain ages, the children do not choose but they do watch them", says Mentor Kastrati, a parent. Excessive exposure of children to technological tools has been a topic of debate in many countries around the world, often being evaluated as harmful (Kastrati, M, 2016).

World Organization Vision Albania and Kosovo [Study conducted by the non-governmental organization World Vision Albania in cooperation with World Vision Kosovo and Child Protect, Fact Albanian sheet, pdf. www.wvi.org/kosovo] and Child Protection and Participation Learning Hub, has conducted a study on "Safety of Children online". The survey was carried out in the period December 2019 - January 2020 through interviews of 900 children and with a geographical extension in several cities such as Pristina, Gjilan, Ferizaj, Peja, Mitrovica and Gjakova, The study showed that Albanian children use three main ways to have access to the internet. In 65% of cases, access to the Internet is provided by mobile devices, followed by PCs with 59% and laptops with 43%. Unlike the culture of other countries, Albanian families prefer to keep computers in their children's rooms, thus reducing the level of control over Internet consumption (Organizata World Vision Albania and Kosovo).

The study shows that 47% of them have been contacted online by unknown persons. Such a phenomenon is also evidenced by our study, where 43.8% of the respondents stated that contact with unknown and vulgar persons is a possible danger for them. Too many hours in front of the computer have a negative impact on the health of children. They make them grow up in a world disconnected from reality, addicted on computers, video games and chats. The situation is considered worrying. The data, although few, show that children are at risk from pornography, from offensive e-mails and from addiction to social networks. Also, the closest project is the design of a friendly reporting/referral Mechanism, which will be used directly by the children themselves, even by their most vulnerable part. An e-mail address that children themselves can use to report cases of online abuse has been put into operation. [Source: Ministry of Education and Sports www.arsimi.gov.al] show the approach to this problem. "The aim is to achieve a balance between the use of the Internet and Internet safety for children/students. The internet service offered in schools has content filtering and management through a central panel, based on the requirements of the school and the Ministry of Education and Science. Integration of ICT in teaching now starts in the first grade. In primary classes, teachers use modules, including e-safety. It is intended that the student be prepared with the necessary digital knowledge and skills for the 21st century, of European and international standards, where one of the standards is "digital citizenship". With the e-safety module, all primary school teachers will be trained" (Organizata World Vision Albania and Kosovo).

2.3. The family as the main environment of children's education

The family is not founded out of habit by the fact of standing next to others, but by the desire and joy of living together, in the growing ability to cooperate with love. It is a group, or a psychological reality, whose foundation is the mutual integration of individuals, where they belong and the interactions between members (Giuseppe, M, 1994).

In the perspective of the danger brought by the use of the Internet in the family, we are witness to the fact that many families have been destroyed due to the lack of time for relationships between family members, or the perception that what the virtual world offers is more beautiful than the situation or the climate within one's own family. But on the other hand, the Internet with its infinite world and different pages, just as it contributes to making the family experience a community life, where it also enables connections and approaches between relatives, within the country and emigration, as well isolates its members from each other, to the point of misunderstanding each other. This is how we can observe what happens willingly or unwillingly in our families, where sometimes the father is totally absorbed in the newspapers, so much so that he neglects the dialogue with his little one, the mother who is seduced by a television series, the children isolated in the room in front of the computer. The signals and sounds, already classic and familiar to us, that notify us of the arrival of a message in chat/sms/iphone or android, reach many times and prevent family conversation during meals, and are seemingly simple, but unfortunately frequent examples, of the misuse of the Internet/computer, which thus leads to the fragmentation of family life. Family warmth begins and fades when there is an individualistic use of various Internet sites, when there are unlimited scenes and events of sexuality without real love, when they broadcast infidelity between spouses as a necessary costume, even as an exemplary model (Giuseppe, M, 1994).

In the other perspective, the positive one, we can come across the fact without a doubt, that geographical, historical, scientific and artistic documentaries are not missing at all on various websites, including televisions that are already seen via the Internet, affects the increase of knowledge and contribution that well-informed parents can benefit from conversations with their children, but also in cases where the child asks them about homework needs, or issues of personal curiosity (Musai, B, 2011).

To set limits to the use of the Internet means to adapt rules, possibly "proposed", but also "imposed", if necessary. The first and most effective rule is the good example of parents. If they do not prioritize the Internet before dialogue and relationships within the family, if they are not "fascinated" by "favorite websites" and games, if they show critical skills in the face of all the messages of the small computer screen, they are practically teach children a basic truth:

Not to become addicted to the computer and the Internet is possible and beautiful (Musai, B, 2011).

2.4. Guidelines for Internet use

Up to 10 years of age children should be supervised to make sure they do not come across inappropriate content. Parents whose children are under the age of 10 should use internet safety devices/programs to limit access to certain content, websites and activities, and actively participate in the child's activities in internet. 11-14 years old children are the most resourceful

when using the Internet. However, they still need oversight to ensure their protection from inappropriate content. Internet safety devices should be used to restrict access to certain content and websites, as well as to receive reports on children's online activities. Also, children at this age should understand that private information should not be given out on the Internet. 15-18 years old children should have almost no restrictions in terms of content, websites and activities. Teenagers are quite adept at using the Internet. However, parents should set some basic safety guidelines for them too. They should be able to understand the inappropriate messages their children have received and show them how to avoid unsafe situations. It is not a bad idea to remind children what personal data should not be given out over the Internet (E-shkollor, 2006).

2.5. School and children's/students education towards the Internet

Education has the task of educating children/students, and this is already addressed in the curriculum level, since education is the result of subjective factors (genetic inheritance, individual temperament and commitment) and environmental influences. Physical development, sensory skills mainly depend on the first factors; from the second are strongly limited spoken language, thought and direction, direction in the sense of orientation, and critical orientation to the use of the Internet in school is essential and irreplaceable. Educating children/students in the critical use of the Internet is a primary duty of parents. Parents have the right and the duty to prescribe and prevent, but only according to those criteria of rationality and balance that can be faced in the moral conscience that is gradually formed in children. Authority really frees the child from impulsivity, contradictions, conformism, from addiction to the Internet, so it produces moral freedom, understood as internal consent to universal values, as habitual possession of oneself, as independence from socio-cultural conditions (Duun, R & Duun, K, 2000).

What forms the child in the family is not so much verbal learning, as the atmosphere he absorbs, the presence and behavior of parents, brothers and sisters, grandparents, etc. The indirect but continuous action of domestic life regulates the children's impulses and educates the personality in complete harmony and integration, if the family is firmly structured and morally healthy; otherwise, when family it is not united and lacks social ethics, children grow up emotionally unstable, unable to acquire a strong character and enter productively into society. Internet education should be positive. By exposing children/students to what is aesthetically and morally excellent, they are helped to develop their own judgment, prudence, and the ability to reason. And here, it is important to recognize the fundamental value of parental example and the advantages of introducing young people to the classics of children's literature, to the fine arts and to appropriate contemporary music. Beauty, a kind of mirror of the divine, inspires and enlivens hearts (Duun, R & Duun, K, 2000).

It is already indisputable the strong educational value of the computer and, at the same time, it is also accepted the contradiction and the problem that follows it, implied by the fact that the "Internet" - as such, is neither very good nor very bad. Seen from a pedagogical perspective, the Internet can be used for good or bad. Such an assessment, however, cannot be easy a priori, because many variables that interact in a particular situation contribute to its determination, but let's focus on a theoretical analysis that belongs in particular to the family context, which is always characterized by original aspects and always changing interpersonal dynamics. A pedagogical reflection on this topic includes the benefit of a research attitude or attitude and problematic understanding - not always common among educators themselves - that moves

away from the pursuit of easy diagnoses and treatments, from the temptation to simplify and reduce the problem of measurable, from empirical data. It should not be forgotten that the task of education is to promote the full potential of the educational subject and the human community, directing them in the best way in the directions of values and goals, in the route of being and what you should be. Education and pedagogy in a daily way are active actors in a demanding project to be involved in the highest degree and at different levels, of human formation, and which are put into operation to educate him with awareness, conscience and responsibility, which no pedagogy book can provide alone.

Plato proposes to look carefully at "everywhere", to become aware of its educational consequences, it is worth mentioning, for example, the need to exclude from the " polis " those artisans who with their works they are shown to be incapable of satisfying man's thirst for beauty and harmony. To compare this theory of Plato, so that we can be educated by relationships with others, we can bring as an example some suggestions present in the educational philosophy of the philosopher and pedagogue. Martin Buber. We can identify relationships as educational when talking about relationships interpersonal dialogue, in the experience of our original, as active participants in dialogue and interaction (Danilović, M, 1998).

It should also be said that, almost paradoxically, the meeting can become real and constructive even through moments of interpersonal difficulties, misunderstanding, conflict: "interpersonal and dialogical struggle" - as Martin would call it. Buber, - it can be fruitful and educational, it can help to find oneself and others in new ways, to redefine mutual relations in a direct and transparent way, respecting the difference: to erase the conflict is to deny the encounter , to cultivate an inappropriate atmosphere, which means indifference, the opposite of true educational relations" (Danilović, M, 1998).

Cyberbullying. "Cyber bullying" is when a child/student or teenager is threatened, abused, humiliated, mocked, insulted or deliberately targeted by another child/student or teenager. By leveraging the use of the Internet, interactive and digital technologies or mobile phones.

Cyber bullying is usually not a one-time communication, it can happen continuously.

There are many forms of cyber bullying, but these are the most common:

- E - mails, threatening, insulting, mocking, prejudicial messages, etc.;
- Ridiculous or offensive posts on social networks;
- Offensive labels (pseudonyms) through posts on social networks;
- Posting photos, videos of other people without their approval, with mocking and insulting intent;
- Creating fake profiles on social networks in the name of another individual with the purpose of mocking or insulting (Madison, O, 2013).

Computer systems in everyday life – Ergonomics. At first glance, working on a computer seems comfortable and easy. However, the design of the place of stay needs special care, in order to prevent health risks.

Ergonomics is the field that takes care of the adaptation of products and processes according to human anatomy in order to improve human well-being at work and optimize productivity.

Constant screen work causes muscle tension and pain as the back and body require movement.

Remember to take frequent breaks to stretch and use your lunch break to go for a short walk, and often rest your eyes by looking at a distant point beyond the screen (Mine, V, 2012).

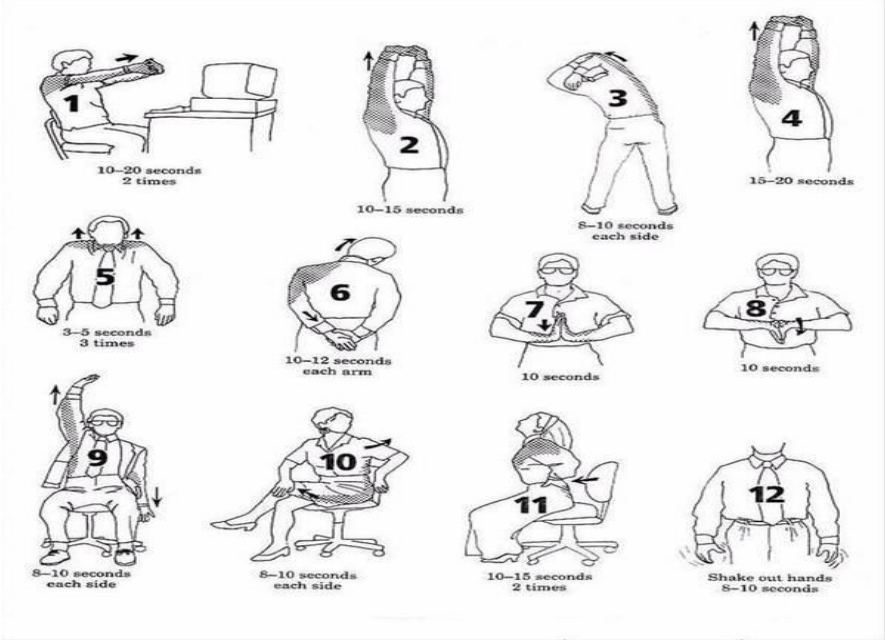


Figure 1. Exercises during a break from the computer

Room climate. Room climate affects work performance and should not be underestimated. In addition to all ergonomic considerations, workplace safety should not be overlooked. Careless distribution of cables can cause accidents.

In addition, the distribution of the electrical system must be planned to carry the load of all electronic devices. Bad climate in the room can cause allergies, premature fatigue and other health risks (Mine, V, 2012).

3. Methodological framework

The aim of this paper is to indicate that students should be aware of the impact that Internet has on them, as well as the effects it has on their physical health from staying to long in front of the computer while using Internet.

The purpose of this paper is to inform and raise students' awareness of Internet safety and the potential risks they may be exposed to while using the Internet; in the behavior and success of students at school, according to the perception of the students themselves and their parents, as well as their opinions regarding the frequency of Internet use they spend while working with the computer.

The object of this research is "Security on the Internet and their attitudes while working on a computer for students of lower secondary schools in the municipality of Pristina". During the research, we used research instruments and methods in order to collect the most accurate data and achieve reliability.

4. Methods, procedures and instruments for the research

The data in the research were collected through the qualitative and quantitative methods, also relying on the relevant instrument.

Quantitative data were obtained using anonymous student questionnaires, as a more convenient method of data collection, and for students to be more honest in their responses.

The qualitative method was used, that is, through which we clarified the case of the study and determined the objectives of the research, collecting data and information to derive the results of this research.

Research hypotheses:

Staying in front of the computer for a long time affect the development of physical health in children;

The use of the Internet has a positive effect and encourages critical and creative thinking in children.

Research questions:

What impact does the use of the Internet have on children?

How long staying in front of the computer affects health?

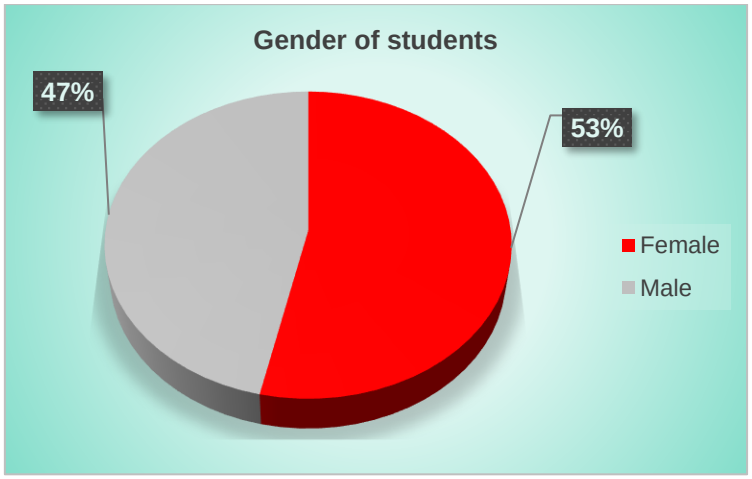
Population and sample. Population consists of children from lower secondary schools in the municipality of Pristina, because this age of children spends a lot of time on the computer and Internet and spends unnecessary and harmful time for their age. The sample consists of 220 students.

Research instruments. The instrument that is used for data collection is questionnaire for students from 6 to 9 grade, and a guide is distributed on how they access the Internet, how to protect themselves from the Internet, how to stay in front of the computer and the time they should spend on the Internet.

The *methods for processing the data and gaining scientifically based conclusion* were analysis, comparison and synthesis.

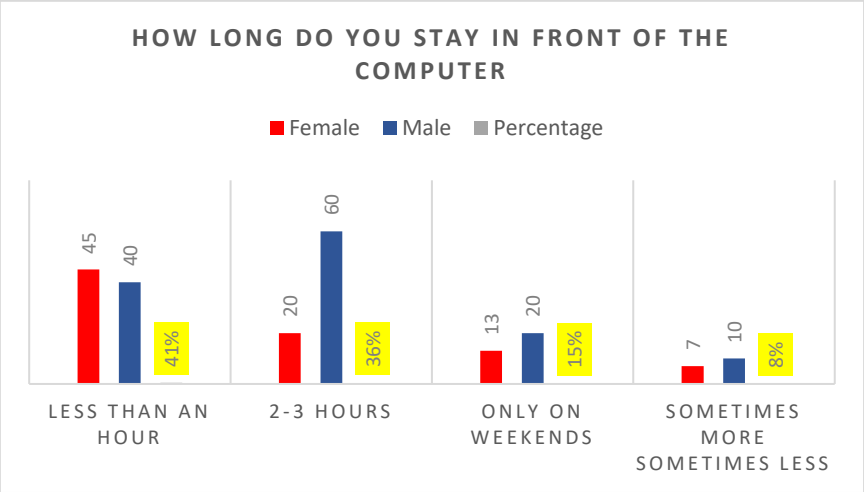
5. Results and discussion

In this research, 215 students of grades 6 to 9 in lower secondary schools in the municipality of Pristina were included, because this age of children spends a lot of time on the computer and the Internet and spends unnecessary and harmful time for their age. The data obtained from the questionnaire are presented in graphs according to the answers of the students.



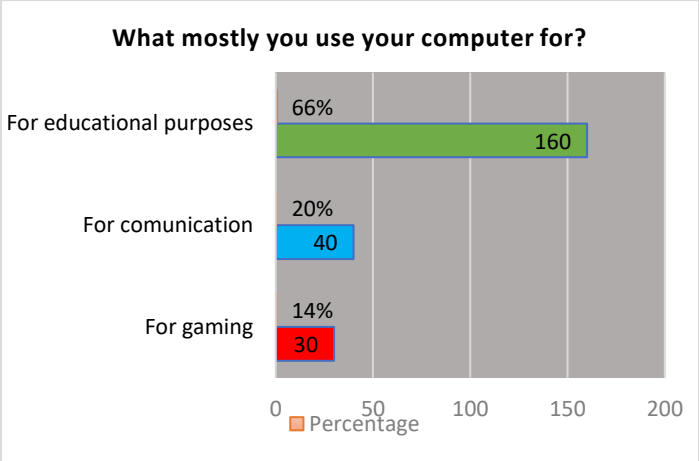
Graph 1. Gender of students

The gander of students that participated in the research is given in Graph 1. According to the shown results, from 215 students of 6 to 9 grade in the municipality of Pristina, appears that female gender dominates with 115 female students, or 53%, while 100 are male students, which is 47%.



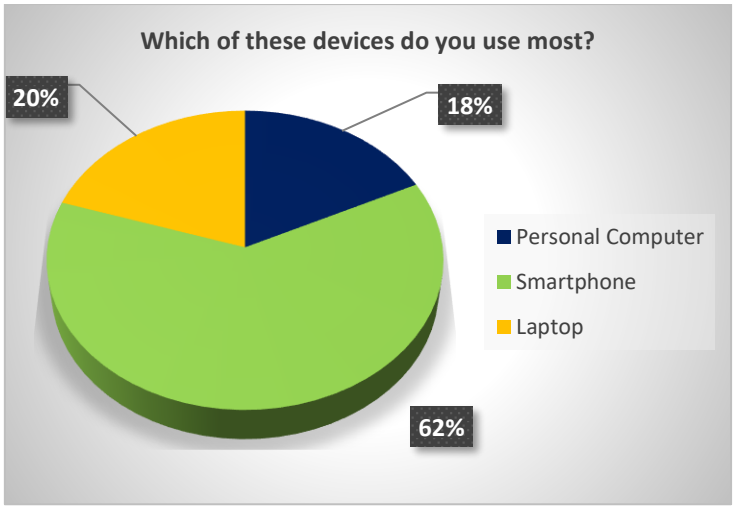
Graph 2. How long the students stay in front of the computer?

Graph 2, shows how long students' stay in front of the computer during the day. As can be seen, 41% of students stay less than one hour, 36% stay two to three hours, 15% stay only on weekends and 8% stay sometimes more and sometimes less, what is worth mentioning here is that the stay in front of the computer for the specified time, the gender also differs, as indicated in the graph.



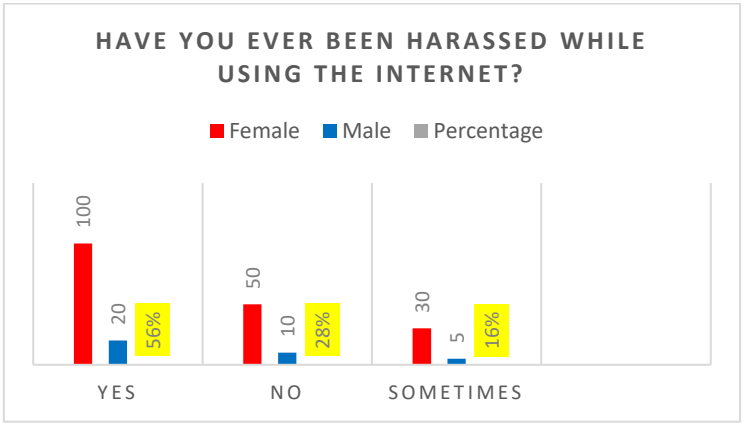
Graph 3. The purpose that is used computer for

In order to understand as accurately as possible for what purpose is mostly used the computer by the students', from the given answers it turns out that 66% of them use it for learning purposes, 20% for communication and 14% for games. This is according to the answers received, but it is our believe, bearing on mind that they receive the questionnaire in school where is expected from them to learn, that they use it more for communication than for other purposes, like for learning and for educational goals overall.



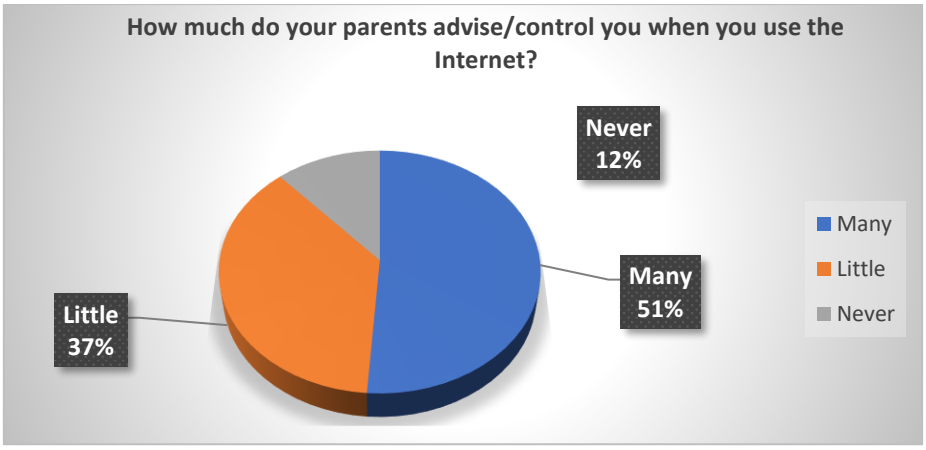
Graph 4. Devices that students use most

As can be seen from the Graph 4, it is obvious that students mostly use the smartphone for their own purposes with 62%, while there are also those who, in addition to the phone, also use personal computer with 18%, but in contrast to the personal computer students also use the laptop with 20%.



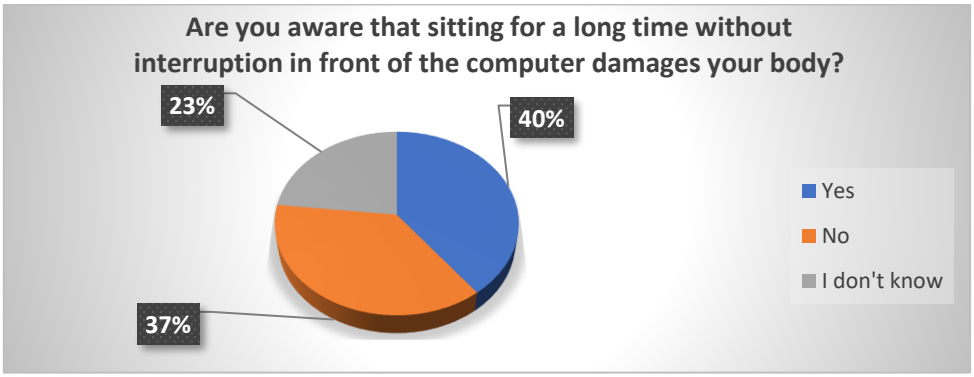
Graph 5. Harassment while using the Internet

Although students are not clear when they are bullied or when, they are not safe when using the Internet, from the answers that emerged, 56% are bullied, 28% have not been bullied and 16% sometimes have been bullied. It is indicative that female gender dominates over the male gender when speaking about harassment while using Internet.



Graph 6. Parents advice/control

Between Graph 5 and Graph 6 there is a correlation because parents who advise/control their children while using the Internet are less bullied, compared to those who do not deal with their children. According to the graph, it appears that 51% advise their children, 37% less deal with them and 12% do not deal with their children.



Graph 7. Time sitting in front of the computer without interruption, and opinion of the students about possible harm

According to the students' answers about the time sitting in front of the computer without interruption and the harm it might cose on their physical health, it turns out that only 40% of them are informed about the consequences, 37% are not informed and 23% do not have any knowledge about the consequences that they may have while sitting quietly in front of the computer for longer time without interruption.

6. Conclusions and recommendations

To confront the students with security while using the Internet, as well as their posture in front of the computer, must be challenged today's educational communities and parents, especially the society.

During this research, we prepared a leaflet to inform students about safety and the attitude they should be aware of when using the computer or other IT devices.

The research showed that, students do need explanations and help for safety use of Internet, and they need to be warned about consequences from long stay without interruption in front of the computer, or other IT device. Furthermore, research showed that this sometimes might not be enough, and the school as educational institution should do much more in safety and protection of the students, as well as the parents who need to be aware of the circumstances when Internet use is involved and thus will provide sufficient time and pay more attention to their children.

During the research, we have noticed that teachers in schools provide students with insufficient knowledge about internet safety and posture in front of the computer, or rather, very few teachers teach lessons related to this subject for pedagogical needs, because they lack teaching strategies with use of ICT. Furthermore, teachers instruct students to research on the Internet for educational purposes and that affects the correct use of ICT.

The research showed that students are aware they had developed addictions, in addition, they felt the need for ICT education. Thus, they were looking for help to free themselves from their dependence on ICT use, especially the Internet.

Therefore, educational institutions, parents and society should promote increased awareness and practices for computer safety and posture for students in their important stage of development to their physical and psychological being.

Based on the above mentioned, the recommendations that come from this research are: school personnel teaching IT subjects must have the appropriate qualification and be trained annually by Training should also be extended to kindergarten staff regarding the risk of child abuse in general and child abuse on the Internet more specifically;

School program regarding teaching IT should be regularly updated and expanded to include safety and protection of the students online;

Parents should be advised to talk to their children about the Internet use and safety, and sometimes try to share an online activity with them;

Students should be aware not to give information about their home address, school or phone numbers to people they don’t know;

Students should not download photos or videos sent from unknown sources;

To encourage the students to tell their parents or teachers immediately if they feel unsafe or threatened when using the Internet.

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Appendices

Questionnaire for students

Dear students, I have made this questionnaire for the purpose of research for a seminar paper of the third cycle of studies on the topic "Security on the Internet and their attitudes while working on a computer for students of lower secondary schools in the municipality of Pristina". Your answers will be anonymous.

(Please select one of the options)

Gender: Female (1) Male (2)

Age: _____ Grade: _____Location: _____

1. Are you an internet user?
    a) Yes
    b) No

2. How long do you stay in front of the computer?
    a) Less than an hour
    b) Two to three hours
    c) Only on weekends
    d) Sometimes more sometimes less

3. What do you use most the computer for?
    a) For games
    b) For communication
    c) For educational purposes

4. Which of these devices do you use?
    a) Personal computer
    b) Smart phone
    c) Laptop

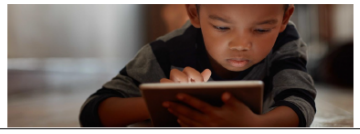
5. Have you ever been harassed while using the Internet on your device :
    a) Yes
    b) No
    c) Never

6. How much your parents advise/control you when you use the Internet?
    a) A lot
    b) A little
    c) Never

7. Are you aware that sitting for a long time without interruption in front of the computer damages your body?
    a) Yes
    b) No
    c) I don't know

Thank you for your cooperation!

What can you do?



Children's safety on the Internet age 11-15 and the way of standing in front of the computer

- If children and adults in your home share the same computer workstation, make certain that the workstation can be modified for each child's use.
- Position the computer monitor so the top of the screen is at or below the child's eye level. This can be accomplished by taking the computer off its base or stand, or having the child sit on firm pillows or phone books to reach the desired height.
- Make sure the chair at the workstation fits the child correctly. An ergonomic back cushion, pillow or a rolled-up towel can be placed in the small of the child's back for added back support. There should be two inches between the front edge of the seat and the back of the knees. The chair should have arm supports so that elbows are resting within a 70- to 135-degree angle to the computer keyboard.
- Your child's muscles need adequate hydration to work properly and avoid injury. Encourage your child to drink four 8-ounce glasses of water a day. Carbonated beverages, juices and other sweet drinks are not a substitute.
- Urge your child's school or PTA officials to provide education on correct computer ergonomics and to install ergonomically correct workstations.

⇒ Also get in touch with the child's school to make sure good workstations are in place and education on correct computer ergonomics is a priority.

⇒ Keeping your back strong and supple is the best way to avoid getting back pain. Regular exercise, maintaining good posture and lifting correctly will all help prevent future problems.

BETIM ISMAJLI

Primary Business Address
Address Line 2
Address Line 3
Address Line 4

Phone: 555-555-5555
Fax: 555-555-5555
E-mail: someone@example.com

Online safety advice

As children between the ages of 11 and 15 make the transition to a more independent stage with the move to secondary school, they become more confident internet users with more varied habits. Internet use can be hugely positive for children, but it's vital to continue discussing online safety with them.
Just because your child goes



online for school, it doesn't mean there still aren't potential dangers lurking. These best practices will minimize your child's exposure to online risks no matter what platform or software their school is usingplatform or software their school is using.

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KEEP IN MIND...

Have free and frank discussions

Encourage your child to talk to you about how they use the internet and show you what they do. Discuss with them the kinds of things they might come across. A good time to talk is when they get a new device or mention a new website.

Manage their devices

Encourage them to use their tech devices in a communal area such as the living room or kitchen and set up a user account for your child. If you think they aren't old enough to have a mobile phone or tablet, stay firm and explain the reasons why.



Put yourself in control

Activate parental controls on your homeb roadband, all devices including mobile phones and games consoles. Safe search settings can also be activated on Google (and other search engines), YouTube and on entertainment sites like iTunes and iPlayer.

Keep private information private

If your child does have a social networking profile, teach them to block or ignore people and how to set strict privacy settings. Request that you or someone you both trust becomes their 'friend' or 'follower' to check that conversations and posts are appropriate.

Children Need to Practice Good Computer Ergonomics, Too



"Emphasis needs to be placed on teaching children how to properly use computer workstations," stated Dr. Scott Bautch, a member of the American Chiropractic Association's Council on Occupational Health. "Poor work habits and computer workstations that don't fit a child's body during the developing years can have harmful physical effects that can last a lifetime. Parents need to be just as concerned about their children's interaction with their computer workstations as they are with any activities that may affect their children's long-term health," added Dr. Bautch.



To reduce the possibility of your child suffering painful and possibly disabling injuries, the American Chiropractic Association (ACA) and its Council on Occupational Health offer the following tips:

was organized by John McCarthy at Dartmouth College. In the proposal for the workshop, McCarthy introduced the term "artificial intelligence" for the first time in 1956. Defining AI as “Computers which perform cognitive tasks, usually associated with human minds, particularly learning and problem-solving”, Baker and Smith (2019), also note that AI should not be seen as only technology only, but as an umbrella term that envelops different types of computer learning.

Though there is an abundance of available research to do with AIEd, with recent developments in powerful chatbots such as ChatGPT, the pedagogical aspects of teaching, especially teaching English to speakers of other languages, need to be reexamined on a broader scale. And although there are significant advantages to using AI to aid in education, there are also new ethical concerns and potential hazards that arise as a result of its implementation.

As with any technology or tool, the use of AI models like the aforementioned ChatGPT in academic settings also raises the potential for academic dishonesty. One of the most significant concerns is the possibility of students using AI models to generate or plagiarize content for assignments, papers, or exams. Since AI models like ChatGPT are designed to generate text, they can easily produce content that resembles original work, making it difficult for educators to detect plagiarism.

2. Methodology

This paper follows the qualitative research design that involves a review of existing literature related to the use of artificial intelligence in English Language Teaching and the possible applications of AI in TESOL.

The sources of the literature review include various academic journals, books, and online articles. The review focused on identifying the current trends in AI application in ELT, and the advantages and disadvantages of using AI in teaching. In terms of its validity, this paper aims to include a comprehensive review of materials from a wide range of sources from reputable and diverse authors and publications.

In addition, the paper provides some examples of how AI can be used in different aspects of TESOL, such as conversation, vocabulary, and writing practice. The examples on the researcher’s own experience in teaching ESL.

Overall, this paper aims to contribute to the growing body of knowledge about the potential benefits of AI in TESOL and provide insights into the challenges and opportunities associated with integrating such technologies.

Note: The author declares that no funding was received for the data presented in this paper and that there are no conflicts of interest that could potentially bias the conclusions.

3. AI in Language Teaching: Literature Review

As technology advances, AI applications are being developed and implemented in various aspects of language education. By reviewing some of the notable studies published thus far, this paper aims to examine the current state of research on AI in language teaching, focusing on the noted benefits, challenges, and potential future directions for the integration of AI into language teaching and learning.

In a 2018 online webinar on “The Role of Artificial Intelligence (AI) in English Language Teaching, Learning and Assessment: Either Friend or Foe?” organized by Learning

Technologies SIG, multiple researchers presented their findings in the field. In a brief presentation, Prof. Gilbert Dizon discussed two recent studies that examined the use of Amazon's AI – Alexa in regard to Japanese EFL (English as a Foreign Language) learners. The first small-scale study mentioned, focused on four such students, at one university. The study found that Alexa's ability to understand L2 utterances was moderate, but EFL learners generally had positive views towards its use it being used in classes. The second, larger-scale study had 21 participants and aimed to research the differences between Alexa's and students' intelligibility of L2 speech. It also investigated whether the interaction with Alexa promoted improvements in learners' pronunciation skills. The findings showed that indeed, learners improved their L2 pronunciation through their interaction with Alexa.

A more recent, 2022 blog post by Brent Warner, discusses the potential of AI for language learning and the influence it can potentially have on ELT. Warner's focus is on ChatGPT – the most advanced AI language model to date, developed by OpenAI. Warner claims that ChatGPT's ability to create human-like responses to text-based inputs, could potentially make it a powerful educational tool for language learners. For example, he states that learners could practice their writing and reading skills by having "conversations" with the ChatGPT model in English.

British Council (2023) notes ChatGPT's potential use for automation for certain tasks teachers have could be transformative. Furthermore, according to them, AI has the potential to transform ELT by providing personalized learning experiences and improving the accuracy and efficiency of language assessments. Yet, they also highlight the potential challenges of successfully incorporating AI into the day-to-day teaching process. They mention concerns to do with privacy and data safety and the need for additional teacher training to ensure that AI-powered tools are used as intended.

Jiang's 2022 study on artificial intelligence in the EFL context also notes the same possible benefits to EFL, by using some of the six dominant forms of AI application, including Automatic Evaluation Systems, Neural Machine Translation Tools, Intelligent Tutoring Systems (ITSs), AI Chatting Robots, Intelligent Virtual Environment, and Affective Computing (AC) in ITSs.

A small 2018 study by Shin, put such findings into practice and found that using Artificial Intelligence through the Flipped Learning model had a positive impact on students' self-efficacy. The experimental group in the study, the author notes, showed statistically significant improvement in their speaking ability compared to the control group.

4. AI into Practise: How to use ChatGPT when Teaching

In combination with other teaching methods, ChatGPT can be a valuable tool for teachers to supplement their language teaching and provide students with additional practice opportunities.

4.1. Conversations

ChatGPT can be used as a conversational partner for students to practice their speaking and listening skills. This AI model can respond to students' questions and prompts, providing them with an opportunity to practice real-life conversations. Furthermore, ChatGPT can alter its writing style to fit different levels of knowledge. This, in turn, means that even students with lower language levels can potentially use it as a conversation tool. In addition, the model can

quickly define and translate any unknown words, which makes in extremely useful when trying to ensure full vocabulary understanding.

4.2. Writing Practice

By using ChatGPT to get additional writing practice, teachers can effectively provide students with personalized feedback and help them further improve their writing skills. ChatGPT can generate a multitude of writing prompts and can provide feedback on students' written responses within seconds. The model can analyze students' writing and provide suggestions for improvements, in terms of sentence structure and grammar, helping them improve.

Students can also work on bare-bones ChatGPT-generated essays, adding necessary descriptions, improving sentence structure to make it sound more human-like etc.

4.3. Vocabulary Practice

ChatGPT can also generate a plethora of varying vocabulary practice exercises. By imputing specific, target vocabulary words or phrases, teachers can use this AI to generate sentences or paragraphs that incorporate those words, allowing students to practice their understanding and usage in context. In addition, the model can create quizzes within seconds, including a variety of questions such as multiple-choice questions, fill-in-the-blank exercises, and other similar vocabulary-testing activities.

5. Conclusion

The possible integration of AI in TESOL offers a plethora of exciting possibilities to revolutionize language teaching and learning, as we know it. The use of AI-powered tools, such as ChatGPT, can provide students with much-needed personalized and engaging learning experiences that can help them improve their English language proficiency. By leveraging AI, teachers can offer their students more opportunities for practice, especially when in regard to vocabulary, writing, and conversation practice, and more meaningful feedback. Though AIEd offers an abundance of benefits, it is essential to recognize the possible challenges that can arise, such as issues related to academic dishonesty and the need to balance the use of technology with more traditional pedagogical approaches.

While the research in the particular area of ESL and AI is still limited, the initial studies available thus far indicate that AI can positively impact student outcomes. However, it is important to note that the adoption of AI must be done thoughtfully, with careful consideration given to the specific needs of the learners and the context of the classroom.

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