Technology in Education:
The Use of Relevant Instructional Technologies to ImproveTeaching and Learning English as a Foreign Language: The Case of Sumaiyah Preparatory School in Anbar Province

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Abstract:The modern application of technology represents an important evidence in contemporary English language teaching methods. Instructional technologies provided the educational system with unlimited various tools and options that enabled learners and teachers in the process of language development (Al-Abdali, 2016). Contemporary English language teachers should incorporate different kinds of technological aids to facilitate the delivery of knowledge. The current study tried to address different types of technology which should be utilized in English language teaching classrooms. For the purposes of this study, the relevant literature has been reviewed. In light of this, the researcher outlines the fundamental research problem, elucidates the significance of the research objectives, and presents the findings. The paper concludes by offering a number of recommendations which may further contribute to the improvement of teaching methods by advancing the widespread application of modern technology.

Keywords: modern, technology, teaching.

1. Introduction

Al-Abdali and Maniam (2020) at present, "English plays a key role in the world and it is known as an international language which enables people to connect all around the world and English can be called as a global language because it is helpful in the processes of globalization" (p.1015). To help EFL and ESL learners develop their language learning successfully, it is, thus, very necessary for them to study language with the help of technology. Technology has positively changed teacher's role, in teaching and learning became student-centered rather than teacher-centered (Bataineh& Al-Abdali, 2015). Furthermore, Ibrahim and Maniam (2020, p. 1065) argued that it is very necessary for EFL and ESL learners to start learning a language through technology. The use of modern technology in teaching English affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction (Mofareh, 2019). Hoven (1999) stated that "the use of ICT as a listening tool gives students the opportunity to learn independently and obtain instantaneous feedback" (p.15). According to Mujtaba (2013) the use of computers in English teaching and learning offers channels of communication between learners. Mujtaba (2013) also explained that technology changed teacher-centered approaches towards learner-centered ones.

In terms of students, they become more active when technology increased their autonomy. Al-Abdali (2017) expresses that "over the past few years, new different types of methods-technology based had brought into FL classes by many teachers depending on results of a number of researchers that emphasizing the important and the necessity of using technology in classrooms" (p.273).Mofareh (2019), stated that"According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results" (p.169). In the same vein, Abbas and Elttayef (2019) stated that adopting technology in education is vital to develop EFL learners' communicative language. Mobiles are the forms of the new teaching and learning methods.

It is essential that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way (Mofareh, 2019). Using technology in the classroom encourages EFL learners to raise their success in the English Language (Cutter, 2015). Cutter (2015) added that technology offers lots of opportunities for learning language than traditional teaching. Students, with the use of technology, "become more motivated when they work on computers and use modern devices than they are working with textbooks.

They are often less distracted, and the teacher can choose personal lessons for every learner based on their needs. Moreover, the students can complement their knowledge using their devices at home" (Cutter, 2015, p.11). The use of technology in English as a foreign language (EFL) learning and teaching included mobile phone technology, mobile assisted language learning (MALL), computer-mediated communication (CMC), CDs, DVDs, films, iPads, iPods, computer-assisted language learning (CALL), data shows, iPods, intranet, internet, multimedia, etc. These types of technology can be regarded as effective tools in the educational operation (Al-abdali, 2014). Using different kinds of technology opened the door for learners to get their learning outside and inside classrooms (Al-Abdali and Al-Temimi, 2018, p. 143).Shyamlee (2012), stated that with the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class.

Furthermore, Bataineh and Al-Abdali (2014) stated that "The new forms of communication is becoming an integral part of modern life finding their place in the language classroom, offering new exciting modes of communication for engaging learners in authentic language learning experiences" (p. 160). Basheer (2013) believes that "each technological tool has its specific benefits and application with one of the four language parts" (p.111). Consequently, Basheer (2013) has organized the technological tools around the learning skills: "a) Listening skills (Computers, broadcasting, CD-Players and Tap Recorders), b) Reading skills (Computer Reading-Based Programs, Multimedia software, Browsing the Internet, Electronic dictionaries), c) Writing skills (Computers, emails, Internet text-chatting), d) Speaking skills (Internet voice chatting, Speed Synthesis Programs)" (p.14). Teaching goals cannot be achieved alone without the help of technology (Al-Abdali, 2016). Shyamlee, (2012), added that "technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching

English language" (p. 151). According to Murray (2015) who explains the rationale for using technology in English language teaching as follows:
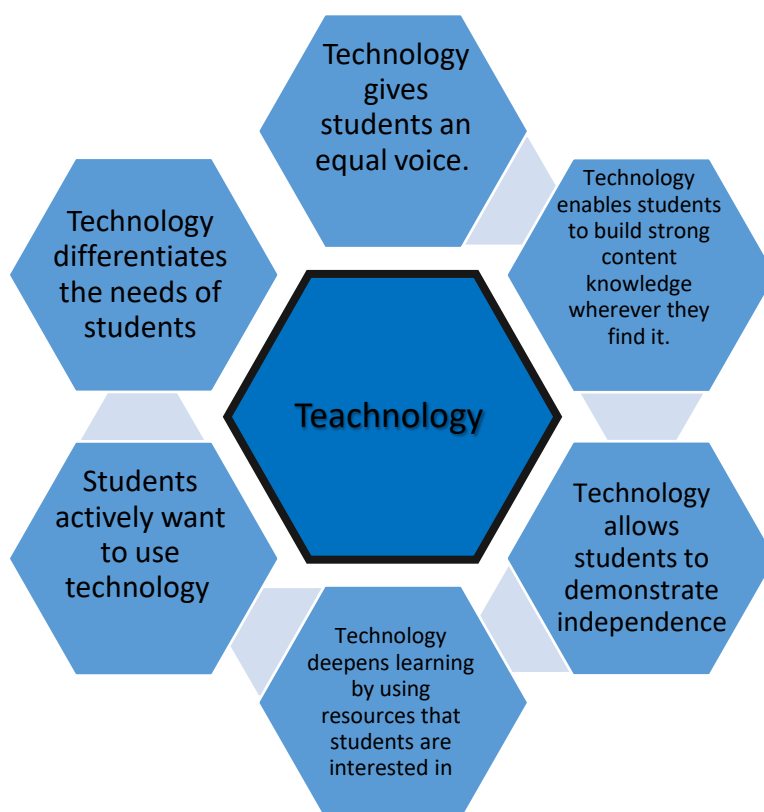
Nasser (2017 as cited in Mofareh, 2019, pp. 174-175) pointed out many benefits of using technology in English Language Teaching and learning. He added that students are highly implicated in and motivated by the use of the modern technology such as radio, TV, computers, the Internet, electronic dictionary, email, blogs, audio-visual aids, videos, and DVDs or VCDs as follows: "The use of technology in teaching English is deemed interesting and motivating as the student reacts with the subject. Technology plays an important role in the process of teaching English by enhancing timely understanding, and thereby enabling students more learn more efficiently. Teachers perform more effectively when using modern technology since they can communicate with the students through a variety of ways. The use of modern technology enables both teachers and students to access a wealth of books, publications, and references which are directly relevant to the English language curriculum. Modern technology encourages student self-sufficiency which better equips them for the future. Unlike traditionally passive teaching methods, modern technology teaching and learning aids incentivize both teacher and student".

Obstacles of Using and Applying Technology in English Language Teaching Classrooms

1. Most teachers and students have limited access to modern technology.
2. Teachers and students have limited training on how to function technology in the process of learning and teaching.
3. Limited programs provided by the Ministry of Education.

2. Previous Research

Technology-Assisted Language Learning

Stepp-Greany (2002 cited Mofareh (2019, p. 169) determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language through adopting a survey that applied on Spanish language classes. Results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. The researcher recommended a follow-up study to measure the effects of relevant technology on the learning process of foreign language acquisition.

Trasierra (2018) analyzed the advantages and disadvantages of using ICTs (Information and Communication Technologies) in EFL (English as a Foreign Language). A survey was used to determine the teachers' vision about ICT. The data obtained from the surveys helped me to analyze and draw conclusions about the use of ICT in English learning in Primary Education.

Bordbar (2010) investigated teachers' reasons behind using computer technology in the classroom. Results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of technology, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer technology.

Shyamlee (2012) analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other.

Celik(2012) investigated Turkish university level EFL instructors' perceptions and perspectives on the use of the Internet for pedagogical purposes. A total of 486 instructors from 11 universities located in Turkey participated in a survey and responded to the questions about what type of resources they utilize on the Internet, how they perceive and use Internet-assisted language instruction, and how they assess themselves in terms of language learning technology. The findings reveal that although EFL instructors utilize the Internet densely and with a positive perception in their teaching, the quality of that utilization varies and needs to be improved via professional development programs for Internet-assisted language instruction. Suggestions were made for further research.

Purpose of the Study

The purpose of the current study was to the use of technology in classrooms to improve third grade Iraqi EFL students' English language teaching and learning. It was investigate the case Sumaiyah preparatory school in Ramadi city in Iraq.

Research Questions

1. To what extent do English language learners and teachers use modern technology?
2. To what extent do using modern technological support a successful English language teaching in the Iraqi context?

Significance of the Research

Technology has become a main aspects in the contemporary life. Teaching process cannot be atomized from peoples' life, this study further tried to reveal the impact of technology as a recent English teaching trend as compared with traditional teaching. This study demonstrates that modern technological assistance yields timely learning progress and improved student proficiency across all English language communicative skills. Thus, the current study

provides key educative stake-holders and authorities with practical solutions to tackle the problems related to the use of modern technology in English language teaching for teachers and students alike.

Problem Statement

Teaching and learning English language has emerged as one of the central issues of contemporary educational debate. Contemporary studies have showed thatEFL student proved to be poor in achievement across all levels. Truly, using educational instructions have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods. Traditional methods failed to provide EFL students with up-to-date materials such as, clever boards, data shows, and computers-aided learning, etc., instead, traditional methods rely on outdated learning aids such as blackboards and textbooks. Teachers follow simple strategies that do not meet the purpose of learning or basic needs in the process of teaching. The role of students is to receive sounds and images as opposed to interaction and discussion with the teacher. In light of the above obstacles, the present study was undertaken to ring-fence the causes at the heart of the problem and attempt to resolve the issue by introducing a range of modern technologies into the context of English language teaching.

Objectives of the Study

1. To what extent that English language learners and teachers use modern technology to improve the process of learning and teaching.
2. To what extent do using modern technological support English language teaching in the Iraqi context.

3. Methodology

The researcher applied the descriptive method and experimental monitoring in order to fully interrogate the study questions and devise appropriate solutions. Based on the determination of time and spatial period, the application of historical methodology based on an analysis of the elements and reasons which gave rise to the basic research problem and the attendant challenges further assisted an evaluation of present and future developmental impacts. In addition, the collation, review and comparison of secondary data sourced from relevant records, reports and previous studies, were intrinsic to the design and scope of effective solutions. The researcher also applied experimental methodology which is based on studying the impact of changes placed on the research problem where one variable is fixed. The study the impact of its existence rests on several variables; namely the laboratory experimental methodology conducted in the laboratory under certain conditions, such as studying the impact of technology on teaching English and the non-laboratory experimental methodology applied to a group of volunteer students beyond the scope of study.

4. Results

The research results support the uselessness of traditional English language teaching methods. This is evident in the studies conducted, where it was found that between 75% and 85% of students confirm these results and 62% to 81% of students are dissatisfied with the traditional methods. In contrast, more than 91%students are satisfied using modern technology to learn English. Statistical data confirm that a high percentage of those who learn English skills interact with modern technology means such as smart boards, computers and display screens compared to traditional teaching methods. According to statistics conducted on random samples of students who were surveyed on a number of students in the classroom and others volunteers outside the perimeter of the interaction of most students from both the results of the analysis of students' performance showed that 77% to 93% achieve high results in their attainment in

English, unlike those who are taught by traditional means, their achievement rates are very low. In addition, the study revealed that interaction with teachers and the overall response of students in the classroom has improved significantly when using modern techniques in teaching English as the interaction with teachers using modern media reached more than 91%, unlike those who are taught by traditional means have less than 52% interaction with teachers, thus it is clear that studies, surveys have shown that students are more inclined to learn from E-curriculum and English teachers prefer to use modern technology rather than traditional teaching methods due to the students fast response and their interaction and educational attainment with high statistically rates.

5. Discussion

Despite the fact that modern technology is increasingly ubiquitous across all aspects of modern life, the scope and utilization of appropriate technology within the education sector in general, and within English language teaching in particular, has remained conspicuously limited. Additionally, recent studies have shown that poor levels of student achievement to an inadequate use of technology in education which is compounded by the continued prevalence of traditional teaching methods (Tamimi, 2014; Salama, 1999). Modern technology enhances the efficacy, methodologies and interest level of teachers. Moreover, studies of teaching English with the addition of technological tools found it enabled students to be more pro-active and to learn in line with their particular interests and abilities (Roma, 2013). Studies revealed that English language instructors have no enough training in the use of relevant technological teaching aids.

The survey found greater student response and interaction with the use of modern technology than traditional methods. Studies confirm that up-to-date technology learning-aids devices are more effective in teaching English language skills due to their immediacy and user-friendly English content, which reflects real-life situations as opposed the traditional means that student find contrived and boring. Finally, the use of modern technology enhanced learner outcomes including better student motivation, improved achievement levels, and increased interaction between student and teacher. It also Improved student self-learning, self-reliance, positive self-talk were also observed, as were maximum utility of time and effort for both the teacher and student. Going forward, it is evident that the various modes and sources of modern classroom technology have proven their reliability and effectiveness in the comprehensive, relevant, and timely instruction of contemporary English language skills.

6. Conclusion

Despite frequent efforts to update traditional methods of teaching English, but it is time to confess thattraditional methods should be phased out and replaced by the use of recent technology on offer via computer, smart devices, display, audio-visual materials, and electronic approaches. This study revealed numerous benefits of technology in the language classroom, positive learning outcomes, encouraging teachers to overcome their anxieties around of teaching technologies, and students' satisfaction of using technology to develop their learning are the main findings of the current study. In conclusion, modern technology can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed it is evident that many routine learning issues that can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure which prioritizes the interests of effective learning.

Recommendations

The researcher recommended the use the more recent kinds of technology, i.e., computer-assisted language learning, computer- mediated communication, IPod, IPad, etc., in classrooms to develop and enhance teaching and learning English.

7.   References

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