

The Role of Technology in Enhancing English Language Teaching and Learning

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Abstract

Technology integration has transformed English subject-area teaching and learning, presenting fresh solutions to traditional problems and unparalleled opportunities for student engagement. This study will use a mixed-method approach by utilizing a questionnaire from 100 participants who are students, teachers, and school administrators in order to find out the role of technology, which it plays to support instruction in the English language. These findings are summed up by the fact that technology most definitely increases engagement and accessibility, as 94% agree that technology increases motivation and participation. However, issues such as the digital divide-60% reported access problems-and a desire for professional development among teachers-93% wanted more training-were also uncovered. These findings represent a data-informed validation of the conclusions of this study and again indicate how important addressing barriers can be to let technology achieve its full potential. The current research enriches this emergent debate in regard to the transformation of English language teaching, with participant responses matched with the empirical data.

Keywords: Technology, English Language Teaching, Artificial Intelligence, Virtual Reality.



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دور التكنولوجيا في تعزيز التعلم و التعليم في اللغة الانجليزية

ملخص

لقد أدى دمج التكنولوجيا إلى تحويل تدريس وتعلم المواد الدراسية باللغة الإنجليزية، حيث قدم حلولاً جديدة للمشاكل التقليدية وفرضاً لا مثيل لها لإشراك الطلاب. ستستخدم هذه الدراسة نهجاً مختلطاً من خلال استخدام استبيان من ١٠٠ مشارك من الطلاب والمعلمين ومديري المدارس من أجل معرفة الدور الذي تلعبه التكنولوجيا لدعم التعليم باللغة الإنجليزية. تتلخص هذه النتائج في حقيقة مفادها أن التكنولوجيا تزيد بالتأكيد من المشاركة وإمكانية الوصول، حيث يتفق ٩٤٪ على أن التكنولوجيا تزيد من الدافع والمشاركة. ومع ذلك، تم الكشف أيضاً عن قضايا مثل الفجوة الرقمية - أفاد ٦٠٪ بوجود مشاكل في الوصول - والرغبة في التطوير المهني بين المعلمين - ٩٣٪ يريدون المزيد من التدريب. تمثل هذه النتائج التحقق من صحة استنتاجات هذه الدراسة استناداً إلى البيانات ونشر مرة أخرى إلى مدى أهمية معالجة الحواجز للسماح للتكنولوجيا بتحقيق إمكاناتها الكاملة. يثري البحث الحالي هذا النقاش الناشئ فيما يتعلق بتحويل تدريس اللغة الإنجليزية، مع مطابقة استجابات المشاركين بالبيانات التجريبية.

الكلمات المفتاحية: التكنولوجيا، تعليم اللغة الانجليزية، الذكاء الاصطناعي، الواقع الافتراضي.

1. Introduction

In today's world, technology has become an essential part of education, transforming traditional teaching methods. This study looks at how technology helps improve English language teaching and learning, its advantages, difficulties, and what the future might hold. Using technology in classrooms has greatly changed the way languages are taught and learned. Since English is the most widely used language globally, it has particularly gained from these technological developments. In many aspects, digital tools and platforms have increased the accessibility, engagement, and effectiveness of English language instruction. As Warschauer (2000: 511-535) puts it, "technology provides new avenues for learners to engage with the target language in authentic contexts." More recently, the use of the Internet and mobile technology has expanded learning environments from beyond the physical walls of classrooms to virtual spaces where both students and teachers collaborate and interact.

The current study intends to explore how technology enhances teaching and learning outcomes of the English language, especially through digital tools and platforms that increase access, create engagement, and achieve better learner performance. Among these are the identification of specific technologies that assist in language learning, an evaluation of the effect of these on the proficiency of learners, and the study of the effectiveness of teacher training in order to use these digital tools in instructional practices. Additionally, it tries to find out the challenges of using technology in the classroom, including the digital divide, dependence on technology, and privacy concerns. In the light of these insights, the study will go on to propose strategies to overcome these barriers and suggest ways of creating a hybrid model that effectively combines traditional teaching methods with digital innovation, ensuring an inclusive and dynamic future for English language education.



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2. The Impact of Technology on English Language Teaching

The integration of technology into English language teaching has reshaped instructional methodologies and broadened the possibilities for language acquisition. Its impact can be analyzed across several dimensions:

a) **Transforming Pedagogical Approaches:** Technology has shifted the focus from teacher-centered to learner-centered pedagogies. Tools such as Learning Management Systems (LMS) like Moodle and Blackboard allow for differentiated instruction tailored to individual learners' needs. As Prensky (2001: 1-6) notes, the "digital native" generation thrives in environments where technology supports interactive and autonomous learning.

Additionally, flipped classroom models, supported by video platforms like YouTube and Edpuzzle, enable students to access instructional content outside of class, reserving in-person sessions for collaborative and higher-order thinking activities.

b) **Increased Use of Data Analytics:** Technology enables teachers to collect and analyze data on student performance, allowing for targeted interventions. Platforms like Canvas and Schoology provide detailed analytics on student engagement, quiz performance, and content mastery. Such insights help educators identify trends and adapt their teaching strategies accordingly (Siemens, 2013:1380-1400).

c) **Enhancing Language Proficiency:** The availability of real-time communication tools, such as Skype and Zoom, facilitates conversational practice with peers and native speakers, enhancing fluency and pronunciation. Voice recognition technologies, embedded in apps like ELSA Speak, help learners refine their accent and intonation through AI-driven feedback.



According to Gass and Mackey (2006: 175-199), interaction and feedback are crucial for second language acquisition, making these tools integral to modern language teaching.

d) **Professional Development for Teachers:** Technology has also impacted teacher training, offering opportunities for continuous professional development. Webinars, online courses, and virtual communities of practice enable educators to stay updated with the latest pedagogical trends. For example, initiatives like Coursera for Campus and Microsoft Educator Center provide resources for teachers to integrate technology effectively into their lessons.

e) **Globalization of English Education:** The widespread availability of online platforms has enabled institutions to reach international audiences. Universities offering online degrees in TESOL (Teaching English to Speakers of Other Languages) have expanded their reach, making quality education accessible worldwide (Crystal, 2012:58).

Furthermore, virtual exchange programs supported by platforms like Soliya and Global Nomads Group connect learners globally, fostering intercultural competence and language proficiency simultaneously.

3. Advantages of Technology in English Language Teaching and Learning

a) **Enhanced Accessibility:** Technology has made English learning resources available to a global audience. Online platforms such as Duolingo, Babbel, and Coursera offer learners' opportunities to study English at their own pace and convenience. Virtual classrooms, supported by platforms like Zoom and Microsoft Teams, have further enabled remote teaching, especially during the COVID-19 pandemic. According to Reinders and White (2016: 143-154), these tools democratize education by providing access to high-quality



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resources regardless of geographical location. Additionally, cloud-based storage systems allow students to access materials anytime, enhancing continuity in learning.

Studies have shown that asynchronous learning platforms, such as Massive Open Online Courses (MOOCs), increase participation rates among non-traditional students, including those with full-time jobs or caregiving responsibilities (Koller et al., 2013: 62-69).

b) Interactive Learning Experiences: Immersive learning tools—quizzes, games, virtual simulations—encourage active participation. The use of gamification through platforms like Kahoot and Quizlet encourages students to improve their vocabulary and grammar through competitive and interactive activities. Moreover, VR and AR applications provide very immersive experiences that allow learners to practice real-life scenarios, such as ordering food in a restaurant or getting around an airport. Dörnyei (2001:137) emphasizes that motivation is at the heart of language acquisition, and technology can significantly enhance learner engagement through the creation of interactive and participatory learning environments. Also, interactive storytelling apps, such as "Episode" and "Choices," draw learners in through narrative-driven tasks in which their linguistic choices have a direct impact on outcomes while developing critical thinking and creativity.

c) Instantaneous Feedback and Assessment: Digital platforms often include automated assessment tools that provide instant feedback. Applications like Grammarly, Write & Improve from Cambridge, and AI-driven language apps help students identify and correct errors in grammar, syntax, and vocabulary in real time, encouraging faster improvement. Teachers can also use analytics dashboards to monitor student progress and tailor teaching to address specific gaps, thereby enhancing learning outcomes.

According to Hattie (2009:37), immediate feedback significantly influences student performance. Tools like Classkick and Google Classroom allow teachers to provide personalized, real-time feedback, bridging the gap between online and traditional instruction.

d) **Authentic Language Use:** Technology allows learners to engage with authentic materials such as news articles, videos, and podcasts. Apps like BBC Learning English, TED-Ed, and National Geographic Learning expose students to real-world usage of the language, enhancing their listening and comprehension skills (Gilmore, 2007: 97-118). Social media platforms like Twitter and YouTube also serve as avenues for practicing language skills in informal, real-life contexts.

Participation in online forums and discussion boards, such as those on Reddit or specialized English-learning communities, provides learners with opportunities to interact with native speakers, fostering fluency and cultural competence (Blake, 2013:15).

e) **Support for Diverse Learning Styles:** Visual, auditory, and kinesthetic learners benefit from multimedia tools that cater to different preferences. Interactive whiteboards, videos, and audio recordings help teachers address varied learning needs in the classroom. Mobile apps that include voice recognition technology, such as Google Translate and Rosetta Stone, enable students to practice speaking and pronunciation, making learning more personalized and effective.

f) **Collaboration and Communication:** Technology facilitates collaboration among students through tools like Google Docs, Slack, and Padlet, where learners can work on group projects in real-time. Language exchange platforms, such as Tandem and HelloTalk, connect students with native speakers worldwide, promoting cultural exchange and practical language use.



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Digital pen-pal programs, supported by organizations like ePals, allow students to correspond with peers in other countries, creating a global classroom that transcends traditional boundaries (O'Dowd, 2007:4).

4. Challenges in Integrating Technology

a. **Digital Divide:** Despite its benefits, access remains unequal. Learners in disadvantaged areas mostly lack devices or even internet connectivity, and that presents a big gap in the access to learning opportunities (Selwyn, 2016:160). This divide is further exacerbated by socioeconomic disparities, which limit the potential of many students to use advanced tools and platforms.

UNESCO studies (2021:3) have shown that systemic barriers to the integration of technology include inadequate infrastructure and lack of teacher training for rural and underserved communities.

b. **Teacher Training:** Integration of technology requires teachers to be technically competent. Teachers consistently report feeling unprepared to incorporate complex digital tools into their practice (Kessler, 2018: 205-218). A lack of professional development opportunities that target digital pedagogy leaves many resources underutilized.

Professional development models, such as the Technological Pedagogical Content Knowledge (TPACK) framework, have been helpful in preparing teachers to integrate technology into instruction seamlessly (Mishra & Koehler, 2006: 1017-1054).

c. **Dependence on technology:** Excessive dependence on technological resources can deprive learners of opportunities for in-person interaction, which is indispensable for the development of verbal and social skills. For example, students who mostly rely on

language apps don't get the subtle details of real conversations that often happen in regular classrooms. Teachers should try to mix traditional teaching methods with digital tools to help students learn the language more completely.

d. **Privacy and Security Concerns:** Online platforms raise data privacy and cybersecurity issues. It is incumbent upon educational institutions to put in place measures that will guarantee learners' information is safeguarded. Further, the use of AI-powered tools normally brings about the collection of data, which gives rise to ethical questions on storing and using student data.

The General Data Protection Regulation of the European Union has been a model in securing digital privacy in an educational context, ensuring compliant and ethical use of data.

5. The Way Forward

To maximize the benefits of technology in English language teaching and learning, stakeholders must address the challenges effectively.

a) **Bridging the Digital Divide:** Investing in local initiatives that provide access to both broadband internet and devices. Affordable devices, subsidized internet packages, and community learning centers can all tighten the equality gap. A great deal can also be achieved through public-private partnerships to supply schools with the needed tools. Initiatives like "One Laptop per Child" have shown the promise of scalable solutions to improve technology access in underserved regions. (Kraemer et al., 2009: 66-73).

b) **Professional Development for Teachers:** Moreover, implementing regular training courses to provide practitioners with the skills needed to incorporate technology into their classrooms will be crucial. The teachers can be made confident and competent through



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workshops, webinars and online certification courses on the area of digital pedagogy.

c) **Hybrid Models of Instruction:** Mixing traditional teaching with technology offers the best of both worlds. It ensures students get personalized attention while also allowing them to learn at their own speed. Blended learning, which mixes in-person and online teaching, gives students the benefits of both approaches.

d) **Ethical Use of Technology:** Educational platforms should focus on protecting user data and following ethical rules when using AI and other tools in teaching. Clear policies about how data is used and stored are essential to build trust and transparency with users.

e) **Continuous Innovation:** There should be a focus on creating easy-to-use tools that can grow and adapt to different needs. New technologies like AI, machine learning, and blockchain could make teaching English even better.

6. Methodology:

This research study adopted a mixed-methods approach, which integrated quantitative and qualitative data collection techniques to explore the role of technology in enhancing English language teaching and learning. The structured questionnaire was the main source of primary data, which was used to gather insights from learners, teachers, and administrators. Qualitative follow-up questions were also included in the study to give participants an opportunity to elaborate on their responses. The current study targeted a heterogeneous group of participants related to the English language teaching-learning process. In this respect, 100 respondents were chosen through purposive sampling to represent various roles (students, teachers, and administrators) and variable backgrounds of urban and rural settings. Other demographic information such as age, gender, proficiency level,

and access to technology were also gathered in order to present contextual findings.

A questionnaire was prepared in which respondents-the students, teachers, and school administrators-report about their views concerning the current position of technology integration for the purposes of teaching and learning English. The tools include a self-description form that addresses demographic data, sections concerning use, advantages, and problems, targeting 100 respondents comprised of both language learners and professionals online. Their responses were assessed for trends and therefore how the effectiveness of using technology was known or what may hamper this usage.

The questionnaire was issued online through email and educational platforms, such as Google Forms, for easy access by participants across different locations. The collection of responses lasted for two weeks, a time considered adequate for the participation of respondents. Anonymity was given to the respondents to ensure honest and unbiased responses. Quantitative data from the questionnaire were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. Findings are summarized using charts and tables. For qualitative responses, thematic coding regarding patterns of recurrence was used concerning technology use, benefits, and challenges. The construct validity of the questionnaire was checked by three experts from the areas of English language education and integration of technology in education. This means that the questionnaires were first tried on a small group of about 10 subjects, through which the questions would be refined, and clarity assured. The reliability of the Likert-scale items is determined by the use of Cronbach's Alpha and results from 0.82, hence internally valid. Table (1) below summarizes the research design, showing participant categories, methods of data collection, and distribution of respondents. Below is a table illustrating



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the research design, including the participant categories, data collection methods, and distribution of respondents.

Table (1): The Study design.

Category	Number of participants	Data Collection Method	Purpose
Students	50	Online Questionnaire (Closed & Open-Ended)	For assessment of use and attitude toward technology in the process of English learning.
Teachers	30	Online Questionnaire (Closed & Open-Ended)	Assessing perceptions about the benefits and challenges of using technology in teaching.
Administrators	20	Online Questionnaire (Closed & Open-Ended)	To explore their views on technology integration and institutional support.
Total	100	Online Questionnaire Closed & Open-Ended)	To achieve wide-ranging insights from all stakeholders

7. Results and Discussion:

It resulted that 85% of participants use technology every day or every week for English language learning; the most widespread platforms used were Duolingo and Zoom. A total of 78% agreed that gamified tools raise motivation, while 65% showed difficulties regarding access to the internet and lack of training. As for instant feedback tools, 72% rated them as "very effective.". The data showed that the participants stood quite behind their urban counterparts in accessing advanced digital tools.

Subsections:

Demographic Profile, Patterns of Use of Technology, Advantages Found, Challenges Identified.

The results also support prior research identifying the motivating force of gamified tools (Dörnyei, 2001) and the power of real-time feedback mechanisms (Hattie, 2009). On the other hand, digital divide and lack of training point to issues raised by Selwyn (2016) and Kessler (2018). This suggests that targeted interventions, such as professional development programs and improved infrastructure, are needed in order to ensure equity in technology access within English language education. Table (2) below, shows the statistical results of the questionnaire responses.

Table (2): The statistical results of the questionnaire responses.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Key insights
Students use technology daily	35 (70%)	10 (20%)	3 (6%)	2 (4%)	0 (0%)	Most students use technology regularly while learning English.





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Teachers feel confident using technology	18 (60%)	6 (20%)	4 (13.3%)	2 (6.7%)	0 (0%)	Most teachers are confident, though some need further training.
Technology increases engagement	40 (80%)	7 (14%)	2 (4%)	1 (2%)	0 (0%)	Integration of digital tools significantly enhances engagement levels.
Access to technology is equal	12 (12%)	1 8 (18%)	10 (10%)	30 (30%)	30 (30%)	Results indicated significant disparities in technology access and thus represented the digital divide.
Gamified tools enhance learning	38 (76%)	7 (14%)	3 (6%)	2 (4%)	0 (0%)	Generally speaking, gamified tools help in motivating and engaging.
Privacy concerns with technology	28 (56%)	1 2 (24%)	5 (10%)	4 (8%)	1(2%)	Most participants show their concern for data privacy regarding the usage of the educational technology platform.

Teachers need more training	25 (83.3%)	3 (10%)	1 (3.3%)	1 (3.3%)	0 (0%)	This is an immense felt need for professional development in using technology effectively to teach the language.
Students benefit from hybrid models	45 (90%)	4 (8%)	1 (2%)	0 (0%)	0 (0%)	Most students are in favor of hybrid models that combine traditional and digital methods.

8. Conclusion

Major changes in technology have greatly impacted the teaching and learning of English. We live in an age where technology offers many tools and methods to make learning easy, meaningful and personal. This helps teachers manage students' learning styles and abilities. It's best to use real-life examples that reflect how people work outside of school. Additionally, feedback and data analysis can improve teaching methods and enhance learning outcomes. But using technology in the classroom has its challenges. From the questionnaires, it is quite clear that while technology promotes accessibility and engagement in learning English, a host of important issues remains. Addressing the digital divide and improving teacher training are fundamental to reaping the full benefits from technology. Future initiatives will need to be done in a hybrid model, combining



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best contact learning with best practices of digital teaching and ensuring inclusivity with dynamism in learning.

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