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بالذكوات الربوات البيض الصغيرة المحيطة بمقام أمير
المؤمنين علي بن أبي طالب {عليه السلام}
شبهها لضيائها وتوهجها عند شروق الشمس عليها لما فيها
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وهي ثلاثة مرتفعات صغيرة نتوءات بارزة في أرض الغري وقد
سميت الغري باسمها، وكلمة بيض لبروزها عن الأرض. وفي رواية
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قال: يكون ملكه بالكوفة، ومجلس حكمه جامعها
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السهلة وموضع خلوته الذكوات البيض

تُعَدُّ مجلة الذكوات البيض مجلة علمية رصينة ومعتمدة للتحقيقات العلمية.

الذكوان البيضاوي



مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصْلِيَّةٌ مُحْكَمَةٌ تَصْدُرُ عَنْ
دَائِرَةِ الْبَحْثِ وَالدرَاسَاتِ فِي دِيَوَانِ الْوَقْفِ الشَّيْخِيِّ



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العنوان الموقعي

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دائرة البحوث والدراسات

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العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ - أيلول ٢٠٢٥ م

..... دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- أن تحتوي الصفحة الأولى من البحث على:
أ. عنوان البحث باللغة العربية .
ب. اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
ت. بريد الباحث الإلكتروني.
ث. ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥.٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢) أما فقرات البحث الأخرى، فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الإلكتروني (تعليقات ختامية) في نهاية البحث. بحجم ١٢.
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات اخضعين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمطالبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء ليبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فصلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مسئل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم)
أو البريد الإلكتروني: (hus65in@Gmail.com) (off reserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة
- ٢٢- لا تلزم المجلة بنشر البحوث التي تُخلُ بشرط من هذه الشروط .

مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصْلِيَّةٌ مُحْكَمَةٌ تَصْدُرُ عَنْ دَائِرَةِ الْبَحْثِ وَالدراسات فِي دِيوانِ الْوَقْفِ الشَّيْخِيِّ
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The Impact of Technological Tools on English Language Learning in Iraqi Secondary Schools

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Abstract:

This study investigates the impact of technological tools on English Language Learning (ELL) within Iraqi secondary schools. Even if technology's potential is acknowledged, its successful introduction is marred by serious barriers there. Relying on a descriptive methodology which compiles recent literature, this study intended to find out the tools used, evaluate the effectiveness on language skills, in addition to exploring teachers And students' attitudes and some of the challenges Facing them. A scan of studies (e.g., Al-Fahad, 2015; Al-Fatlawi et al., 2022; Algarawi, 2022; Al-Jubouri, 2020; Al-Obaidi, 2023a, 2025; Hassan, 2023; Hussain, 2018; Hussein, 2024; Kareem, 2017; Mohammed, 2022; Mukhlif, 2022; Stockwell, 2013) reveals minimal and inconsistent use of technology, despite major infrastructure and resource challenges, including limited teacher training, insufficient devices, unreliable internet, and electricity outages. Although technology is often welcomed by teachers and students, adoption by teachers seems cautious due to low perceived competence (TPACK), lack of professional development and access. Technology, such as CALL, MALL, and blended learning, is believed to be of moderate effectiveness, mainly for vocabulary and receptive skills, but not so much for productive skills, such as speaking. On the positive side, students access an otherwise inaccessible space (either academically or physically), are motivated, and have time flexibility; while on the negative side, there are technical problems, students are distracted, and it is costly. Important recommendations were to invest in infrastructure, provide in-service pedagogical training (TPACK) for teachers, offer technical support, develop appropriate digital resources, listen to learners, and realize blended environments. Responding to systemic barriers is essential in order to leverage the power of technology to improve ELL outcomes in Iraqi secondary education.

Keywords: (English Language Learning (ELL), Technological Tools, Blended Learning, Iraqi Secondary Schools, Educational Technology, Challenges).

المستخلص:

تناول هذه الدراسة تأثير ادوات التكنولوجيا الحديثة في تعليم اللغة الإنجليزية في المدارس الثانوية العراقية. فعلى الرغم من التأكيد من امكانيات التكنولوجيا الحديثة، إلا أن إدخالها بالتعليم يواجه عقبات كبيرة. حيث يعتمد على المنهج الوصفي، لتهدف هذه الدراسة إلى تحديد الأدوات المستخدمة في التعليم، وتقييم مدى فعاليتها في تطوير المهارات اللغوية لدارسي اللغة الإنكليزية، إلى جانب فهم موقف المدرسين والطلاب والتحديات التي تواجههم

في هذا التطور .

حيث تشير عدد من الدراسات إلى أن استخدام التكنولوجيا في التعليم لا يزال محدودًا جدًا ، وذلك نتيجة للتحديات المتعددة التي تتعلق بالبنية التحتية والموارد، مثل نقص دورات تدريب المدرسين ، وقلة الأجهزة الإلكترونية والحواسيب ، وضعف الإنترنت، وانقطاع الكهرباء. من جهة أخرى يُبدي المدرسون والطلاب ترحيبًا عامًا بالتكنولوجيا والتعليم الإلكتروني ، إلا أن تبني المدرسين لها يتم بشكل ضعيف ، غالبًا بسبب ضعف الكفاءة التربوية الرقمية ، نقص التدريب المهني، وصعوبة الوصول إلى الأدوات المناسبة .

تُعد تقنيات التعليم باستخدام الحاسوب، والتعلم عن بعد والتعليم المدمج، ذات فاعلية في تحسين المفردات والمهارات اللغوية ، لكنها أقل تأثيرًا على المهارات الإنتاجية مثل التحدث. لكن من إيجابياتها أن الطلاب يستطيعون الوصول إلى مصادر تعليمية جديدة وحديثة ، ويستفيدون من الوقت. أما السلبيات فتشمل المشكلات التقنية، وتشتت الانتباه، وارتفاع التكاليف.

توصي هذه الدراسة بالاستثمار في البنية التحتية ، وتقديم دورات تدريب تربوية للمدرسين، وتوفير الدعم الفني المناسب ، وتطوير موارد رقمية مناسبة، والاستماع للمتعلمين، واعتماد بيئات تعليمية مدمجة. فمواجهة العقبات أمر ضروري لتفعيل دور التكنولوجيا في تحسين تعلم اللغة الإنجليزية أو التعليم بشكل عام في المدارس الثانوية العراقية. الكلمات المفتاحية: تعلم اللغة الإنجليزية ، تكنولوجيا المعلومات والاتصالات التعليم عن بعد، التعليم المدمج، المدارس الثانوية العراقية، استخدامات التكنولوجيا، التحديات.

الكلمات المفتاحية: تعلم اللغة الإنجليزية، الأدوات التكنولوجية، التعلم المدمج، المدارس الثانوية العراقية، التكنولوجيا التعليمية، التحديات.

Introduction

Background

With the extensive change in the global world, English language has gained importance as a lead language for international communication, scientific development, technological progress, and economic contribution (Hammood, 2023). In Iraq, like most countries, the power to use English effectively is identified as "key to improving people's opportunities in life and country's development. Hammood (2023) stresses the fact that English language is the leading language in science and technology, and that the English language skills are necessary for Iraqi researchers and students to acquire knowledge from scientists in other parts of the world, interact with the international academic society and actively contribute scientifically. In turn, English Language Learning (ELL) has become academically important in the Iraqi education system, specifically at the secondary school level for university-preparation and embarking on labor career objectives.

There are, however, many challenges which the area of ELL in Iraqi secondary schools: Close Operation – Semantic retain it



faces. Conventional pedagogical methods typically prevail, while resource, infrastructure and teacher training issues remain in evidence (Hammood, 2023; Kareem, 2017; Algarawi, 2022). At the same time, rapid development of and exposure to educational technology is a reality. As regards the role of technology, the computer, the internet, personalized software, and applications for mobile devices (popularly known as Mobile-Assisted Language Learning – MALL) provide potentially transformative opportunities for changing the way in which we learn languages (Stockwell, 2013; Al-Fahad, 2015). Such tools may allow use of genuine materials, practice interactivity and individualized learning activities, promote students motivation, and assist the learning of different language skills (Mukhlif, 2022; Mohammed, 2022). Information and Communication Technology (ICT) and Computer-Assisted Language Learning (CALL) Integration Information technology integration CALL is considered as an effective global process to update the booting of education and to improve the learning processes (Mukhlif, 2022; Hussain, 2018). ICT training for teachers In the case of Iraq, although there have been governmental and institutional efforts to empower teachers within the country context with the skills necessary to use ICT (Mukhlif, 2022; Al-Obaidi, 2023b), the real use and integration of such tools in the Iraqi setting still need more investigation.

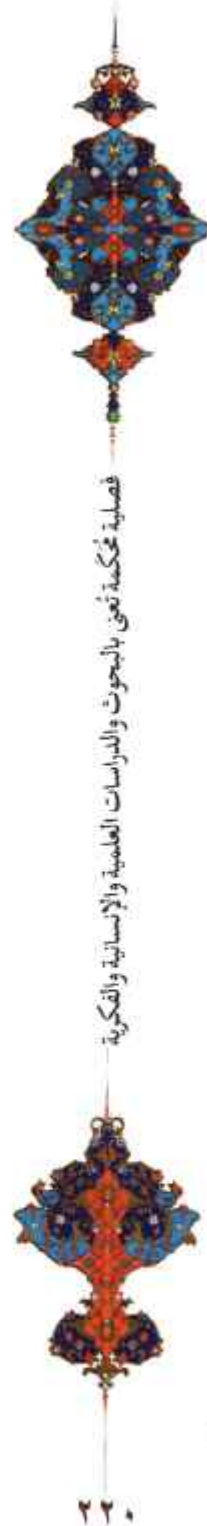
Statement of the Problem:

The potential of technology in education has long been established, but the integration and influence of technology on the learning of English as a Foreign Language (EFL) in Iraqi secondary schools is not well known and faces formidable challenges. The research problem covers a number of key issues. First, on the one hand, there is an enduring dearth of such data regarding the extent and nature of technology tools available and used by English teachers and students in this EFL context (Algarawi, 2022). Although research on MALL identified cellphones and laptops e.g., (Kareem, 2017) in Kurdistan and elsewhere explored the use of MALL among university students (Al-Fahad, 2015), the overall situation across secondary schools in Iraq remains marginal.

Second, there are major barriers to successful technology incorporation. These barriers may be characterized as infrastructural barriers, restricted access to gadgets and tools for both students and teachers, and the limited training provided for teachers to use technology in teaching (Hammood, 2023; Kareem, 2017; Mukhlif, 2022; Algarawi, 2022; Al-Jubouri, 2020). Furthermore, According to Al-Obaidi (2025), this issue persists in the teaching materials being used today in the field of ELT in Iraq where none of them incorporate digital tools in a direct manner or provide much guidance for the teachers in terms of integrating technology. Third, it is also the attitude and competence of the teacher which matters. Even if positive attitude can exist toward technology, there may be low perceived competence, a lack of TPACK professional development, and limited access to such technologies (Mukhlif, 2022; AlObaidi, 2023a; AlFatlawi, et al., 2022). And what is more, the real influence of these tools on the students' English language abilities as (reading, writing, listening, speaking, grammar, vocabulary) in the secondary Iraqi school system still needs to be continually accessed with regard to teachers and students' point of view (Kareem, 2017; Hassan, 2023; Hussein, 2024). These are the issues that any investigation should consider in order to comprehend how, or whether at all, technology is having an impact on ELL success in this important domain of education.

Importance of the Research:

This study of great value for various elements of Iraqi educational sectors. Better ELL student performance is necessary to ensure that students have access to a better future in terms of educational and professional opportunities, and that the country of Iraq receives a greater social and economic benefit from an educated populous (Hammood, 2023). Knowing what role technology does play, or may play, is essential to providing effective education. As such, this review of the literature is of significant immediate relevance for educators in Iraq by seeking to provide a summary of recent advances and evidence in terms of CALL, MALL, blended learning, TPACK and other relevant findings that will enhance more engaging and effective language instruction in the country (Al-





Obaidi, 2023a; Stockwell, 2013; Al-Fatlawi et al., 2022). For school leaders and decision makers, the results highlight the logistical issues that must be addressed (infrastructure, access, training) in order to create opportunities for meaningful technology integration (Algarawi, 2022; Al-Jubouri, 2020). Evidence-based considerations can inform resource distribution, curriculum development, and structure of focused teacher professional development initiatives (Hammood 2023; Kareem, 2017; Algarawi, 2022). It is also hoped that this study will add up to the literature on CALL/MALL in general and in the under-investigated Iraqi context in specific. By documenting the processes, attitudes (both teachers and students), and challenges in Iraqi secondary schools, the study contributes to the general body of knowledge on technology in language education providing points of comparison, differences, and generalizable data to and from other areas (Mohammed, 2022).

Research Objectives

The primary objectives of this research synthesis are:

1. To identify the types of technological tools (including CALL, MALL, and blended learning approaches) currently available and utilized for English Language Learning (ELL) in Iraqi secondary schools, based on recent literature.
2. To assess the perceived impact and effectiveness of these technological tools on various aspects of students' English language proficiency (e.g., reading, writing, listening, speaking, vocabulary, grammar) from the perspectives of teachers and students, as reported in relevant studies.
3. To explore the attitudes of Iraqi secondary school English teachers and students towards the use of technological tools and approaches like blended learning for ELL.
4. To identify the primary challenges and barriers (infrastructural, pedagogical, training-related) hindering the effective integration and use of technology for ELL in Iraqi secondary schools.
5. To formulate evidence-based recommendations for enhancing the effective use of technological tools to improve ELL outcomes in Iraqi secondary schools.

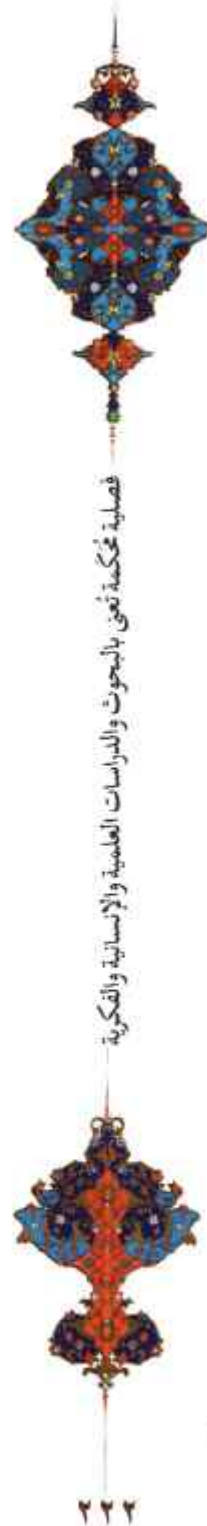
Research Questions

This study seeks to answer the following specific research questions through a synthesis of recent literature:

1. What technological tools (CALL, MALL, ICT) and approaches (e.g., blended learning) are reported as available and utilized for ELL purposes by teachers and students in Iraqi secondary schools?
2. What is the perceived effectiveness of these technological tools on students' language skills, according to recent studies involving Iraqi teachers and students?
3. What are the general attitudes of Iraqi secondary school English teachers and students towards integrating and using technological tools, including blended learning, in English language classrooms?
4. What are the main challenges identified in recent literature that impede the effective use of technological tools for ELL in Iraqi secondary schools?
5. Based on the synthesized findings, what practical recommendations can be made to educators, administrators, and policymakers to improve the integration and impact of technology on ELL in this context?

Scope and Limitations:

The study further makes a synthesis of other recent literature work, on the impact of technology tools on ELL within Iraqi secondary schools, and related educational levels including preparatory, college EFL where it applies. The conception of 'technological tools' further includes a variety of devices and software relevant to schools such as computers, laptops, projectors, internet access, CALL software, MALL applications, social media, and blended learning, etc., (Kareem, 2017; Mukhlif, 2022; Al-Fahad, 2015; Hassan, 2023; Al-Fatlawi et al., 2022). The synthesis is mainly based on studies that involved Iraqi teaching and learning. Although efforts were made to keep the findings as generalizable as possible by drawing from as many diverse samples and contexts as possible (e.g., Kurdistan, Al-Anbar, Duhok, Baghdad) we are aware that it may not hold for all Iraqi secondary schools. Implications for research Methodological short-comings of original studies (e.g. based on self-report data, sampling biases) are transferred into this synthesis. Syntheses of studies rather than studies per se are the primary focus.





Literature Review:

Theoretical Framework:

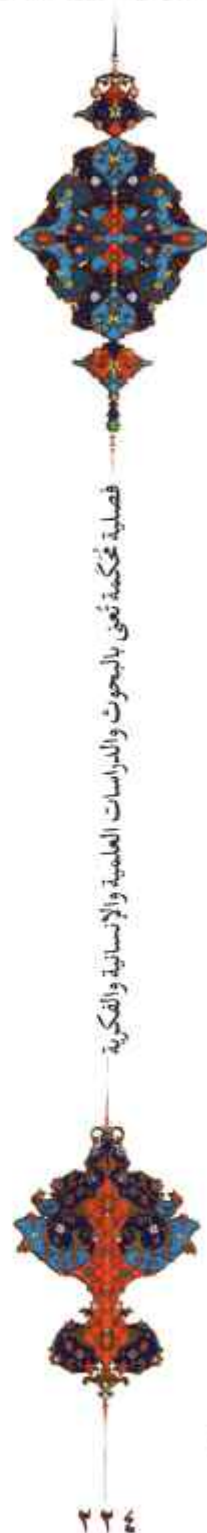
The embedding of technology within language is informed by several theoretical paradigms within the domain of second language acquisition as well as in educational technology. Theories of Second Language Acquisition (SLA) Inform how Learners Learn a Language and how Technology Could Support This process. For example, Krashen's (1981) Monitor Model, including the Input Hypothesis (i+1), claims that learners learn language from input that is just a little above their current level. Technology could serve as an effective medium for delivering diverse, authentic, and leveled input via multimedia materials, online texts, and interactive activities (Mohammed, 2022). Vygotsky's SCT gives a special importance to the social interaction in the process of learning. Technology, by the means of communication tools, such as discussion forum, collaborative writing platform, social media, and video conference, can form virtual Zones of Proximal Development (ZPD) where learners interact with peers and more knowledgeable others (teachers or native speakers) to co-constructed knowledge, and to develop language skill (Mukhlif, 2022; Hassan, 2023).

From an educational technology standpoint, frameworks serve to organize thinking around how technology can be used in teaching. CALL has developed markedly from simple drill and practice tasks to use of such sophisticated tools as multimedia, hypermedia and internet-supported communication (Mukhlif, 2022; Stockwell, 2013). Mobile-Assisted Language Learning (MALL) is a sub-class of CALL and mobile learning (m-Learning) that takes advantage of the omnipresence and mobile devices features, providing the potential for learning ,anywhere, any time (Stockwell, 2013; Al-Fahad, 2015; Hussain, 2018). The potential of blended learning, the integration of face-to-face teaching and an online approach, is a hybrid model, which combines the advantages of two modes (Al-Fatlawi et al., 2022). Models such as SAMR (Substitution, Augmentation, Modification, Redefinition) by Puentedura provide a scale for judging technology integration. More

specifically the (TPACK) model is important, which indicates that teachers need to have an intersection of technology, pedagogy and content knowledge to be able to use technology effectively for desired learning processes within their subject areas (Al-Obaidi 2023a). Slicker integration cannot be achieved merely through provision of tools; pedagogical change and teachers with TPACK are a necessity, as highlighted by the research in Iraqi EFL teachers' competencies (Al-Obaidi, 2023a).

Technology in Language Learning: Global Benefits and Challenges
The literature has catalogued widely both the prospective rewards and natural complexities of integrating technology into language learning on an international scale. Furthermore, technology has the power to create an environment where students are fully engaged –experiencing, achieving, and enjoying–such as with the technology that can provide students with interactive and multi-media-rich content, and personalised learning path (Mohammed, 2022). It offers the possibility to learners to engage with a heterogeneous variety of original stimuli (newspapers, news, videos, podcasts.s.) allowing them to be in touch with how Spanish is used in the real world and not confined to traditional textbooks (Algarawi 2022). Technology, can facilitate learner autonomy, helping learners to learn at their own pace, to use materials autonomously and to assume responsibility for their own learning (Hussain, 2018). Private games focus on specific areas of language learning such as language learning applications (vocabulary, language structures) (Al-Fahad, 2015), writing practice and feedback, business tools like email, chat, video calls and social networking sites to develop interactive competence (Hassan, 2023) multimedia tools for the enhancement of listening and reading (Kareem, 2017 and Mukhlif, 2022). E-learning and blended learning environments have also been found to enhance the students' attitudes and learning performance (Mohammed, 2022; Al-Fatlawi et al., 2022).

It is no roses elsewhere, though, when it comes to technology rollout across the world. One of the main challenges is the digital divide (unequal access to hardware, software, and stable internet (Hammood, 2023; Kareem, 2017; Mukhlif, 2022; Algarawi, 2022)).





Where technology is accessible, infrastructural challenges, such as the lack of electricity can limit its use (Kareem, 2017; Algarawi, 2022). Another important challenge is ensuring that teachers are properly trained and continued professional development is an ongoing process. Teachers need, not only technical skills, but also pedagogical knowledge (TPACK) if they plan to effectively integrate technology in their teaching beyond substitution (Mukhlif, 2022; Al-Obaidi, 2023a). When teachers are not adequately trained, they may display hesitancy, low self-efficacy, and lack to the fullest extent of the available tools (Mukhlif, 2022; Al-Obaidi, 2023a; Algarawi, 2022). In addition, the search for quality pedagogically sophisticated digital materials and their successful integration in the school curriculum can burden the teacher (Al-Obaidi, 2025). Issues of distraction (Hassan, 2023), the possibility of the technology separating learners if not engaged interactively, and provision for adequate technical support are also challenges commonly reported (Algarawi, 2022).

Technology in the Iraqi Educational Context: Specific Findings

Although Iraq has acknowledged the significance of ICT and taken steps toward incorporating it into the educational system (Mukhlif, 2022; Algarawi, 2022), the on-the-ground situation in schools is complex, given the contextual particularities. Research done in Iraq is especially valuable given its contextual-specific nature.

Availability and Use: Technology use has been reported but availability of technology has been reported to vary. Interest in ICT in Kurdistan was described by Kareem (2017), with mobile phones and laptops being quite prevalent, but access remains a problem. An overview of the situation is also given by Algarawi (2022) who points out that although there has been technology trends of use, especially as a result of the necessity of the pandemic, the technology integration presents problems since the historical underdevelopment continues and they are in the grip of current struggles. Hussain (2018) examined the possibility of "anywhere, anytime" learning made possible with the help of CALL tools in Kurdistan. Al-Fahad (2015) examined the use of MALL by Iraqi EFL college learners and discovered favorable attitudes towards it but identi-

fied hindrances as well. Social media is also utilized, and has its positives and negatives (Hassan, 2023). Blended learning methods are also being investigated and responded positively by college lecturers and students (Al-Fatlawi et al., 2022).

Challenges: Nowhere is the challenge of the cases reported across the world more grave than in Iraq. Inadequate infrastructure (electricity, and internet), limited devices, and the absence of technical support are often cited as significant challenges (Kareem, 2017; Mukhlif, 2022; Hammood, 2023; Algarawi, 2022; Al-Jubouri, 2020). Al-Obaidi (2025) notes that official ELT textbooks of even have not done enough to integrate technology or support teachers which leads to systemic gap. Then there are the security issues and high costs of devices and internet (Algarawi, 2022, Al-Fahad, 2015).

Teacher Factors (Attitudes, Training, Competence): Iraqi teachers usually have a positive attitude about the potential of technology (Mukhlif, 2022; Al-Fahad, 2015; Al-Fatlawi et al., 2022). Nevertheless, large discrepancy exists between attitudes and action (Mukhlif, 2022; Algarawi, 2022). This is typically due to insufficient and strategic training and professional development targeted to TPACK vs. mere computer skills (Mukhlif, 2022; Al-Obaidi, 2023a; Al-Jubouri, 2020; Algarawi, 2022). Research studies have revealed that Iraqi EFL teachers find it challenging to use technology and do not necessarily have the required components of TPACK (Al-Obaidi, 2023a).

Student Factors (Attitudes, Perspectives): Students, especially in college level, generally have an overall positive attitude in using digital technology, including mobile devices (MALL) and blended learning for learning (Al-Fahad, 2015; Al-Fatlawi et al., 2022). They value the flexibility, resources, and potential for greater motivation (Mohammed, 2022; Hassan, 2023; Al-Fatlawi et al., 2022). Yet, students have to encounter issues such as technological, etc., scarcity cost, and disruption (Al-Fahad, 2015; Hassan, 2023). It is also important to know what students think about particular practices, such as speaking assessments (Hussein, 2024).

Impact on Skills: Technology is viewed in a positive light when it comes to information-seeking and receptive skills enhancement,





and in terms of possible effects of technology on the speaking skill the use of technology is still a challenge (Mukhlif, 2022; Kareem, 2017; Hussein, 2024). Al-Jubouri (2020) looked into the impact of one particular Technology-Enhanced English Course or TEEC and implied that interventions can work as long as it is designed considerably to cater to existing problems.

Research Gap Revisited

This synthesis of the literature serves to support the ongoing importance of examining technology and Iraqi ELL. Although the literature has addressed various factors, such as teacher attitudes (Mukhlif, 2022), use of MALL (Al-Fahad, 2015), specific regional challenges (Kareem, 2017), TPACK levels (Al-Obaidi, 2023a), blended learning perceptions (Al-Fatlawi et al., 2022), or general overviews (Algarawi, 2022), an integrated summary of these findings in the secondary school setting is still needed. It is this paper's contention that, by drawing together such varied research strands, a more coherent picture may be created of the current situation, particularly in relation to the relation between tool availability/use (CALL/MALL/ICT/Blended Learning), perceived effectiveness and teacher/student factors (attitudes, competence and expectations) and the enduring systemic problems in Iraqi secondary education, and to provide more relevant, evidence-based recommendations.

Methodology:

Research Approach:

This study follows a descriptive synthesis method based on a systematic review of recent and related academic literature. The purpose of the study is to give an overall picture of the current status of technology integration for English Language Learning (ELL) in Iraqi secondary schools and to the similar environments. This process will include searching for, appraising and synthesising the findings of existing studies – qualitative, quantitative and mixed-methods – in relation to our research questions. This paper is a synthesis and interpretation of secondary data, data not collected by the researcher, but rather taken from information supplied from primary data of other researchers, which in this case

are peer-reviewed journals, theses and conference papers in the field of technology adoption in military organisations in Iraq from 2015 to be updated to reflect the contemporary experience in Iraq including the effect of the COVID-19 pandemic in technology adoption (Algarawi 2022).

Data Collection (Literature Search Strategy)

A systematic search was performed in the prominent academic repositories (including ERIC, Google Scholar, ResearchGate, Academia. edu), and Iraqi academic journal repositories like IASJ. The search terms employed were related to the following keywords: "English Language Learning," "EFL," "technology," "ICT," "CALL," "MALL," "blended learning," "teacher attitudes," "student perspectives," "challenges," "secondary schools," and "Iraq." Searching was supplemented with hand-searching for known relevant authors and the reference lists of key papers. The current review included third studies after 2015 which addressed the use of technology in EL for ELL in the Iraqi context (secondary schools or its close levels such as the preparatory/college EFL) and conducted in English. Studies that exclusively studied different country or educational level that were irrelevant with Iraq were also excluded. A total of 15 core works were selected to be synthesized in-depth, as they were either relevant or contributed to the research questions (Al-Fahad, 2015; Al-Fatlawi and et al., 2022; Algarawi, 2022; Al-Jubouri, 2020; Al-Obaidi, 2023a, 2025; Hammood, 2023; Hassan, 2023; Hussain, 2018; Hussein, 2024; Kareem, 2017; Mohammed, 2022; Mukhlif, 2022; Stockwell, 2013).

Data Analysis (Synthesis Method)

13The studies were thematically analyzed. Information of interest with respect to each of the research questions was coded: technology utilized, stated effects on language skills, views for teachers and students, the problems encountered, and the ways in which issues should be handled. Results Findings were organized by these themes. Narrative synthesis was conducted to combine results across studies to find patterns, convergences, divergences, and voids in the literature. Quotes and numerical statistics (to the extent possible and appropriate, e.g., percentages reporting per-





ceived effectiveness or attitudes) were included to provide support for the synthesis from the original studies. The study concentrated on discovering the main trends and key concerns related to the use of technology in the ELL in the Iraqi context, which were apparent from the review of available and most recent literature.

Results (Synthesized from Literature)

This section presents the synthesized findings from the reviewed literature, organized according to the research questions.

RQ1: Availability and Utilization of Technological Tools

The reports suggest that technology is known to be available and (to some extent), present in the Iraqi Secondary EFL classrooms, but its availability and use is limited and unequal. These devices are typically referred to as personal mobile phones (or smartphones) and laptops (usually not institutional but supplied by students or teachers themselves; Kareem, 2017; Al-Fahad, 2015). Institutional facilities such as computer labs, as well as OHPs, and a reliable internet connection are often insufficient or not available (Kareem, 2017; Mukhlif, 2022; Algarawi, 2022). The pandemic of COVID-19 made remote learning through platforms such as the Google Classroom a reality, but established the pre-existing infrastructure weaknesses (Algarawi, 2022). The use of CALL software seems restricted, with -MALL applications (apps on mobile phones) being more common, as penetration for mobile phones is higher, although the structured PED pedagogical use did not generalize (Al-Fahad, 2015). Social media (e.g. Facebook, WhatsApp) is also used informally by students and occasionally teachers to communicate and share resources, but is not consistently included as part of the pedagogy (Hassan, 2025). Blended learning models – combining classroom-based with online training modes – are increasingly being introduced, especially at the level of higher education, with overall perceptions of these models being positive, however, their use in secondary education has been less well described (Al-Fatlawi et al.2022).

RQ2: Perceived Effectiveness on Language Skills

Reports indicate an ambivalence about the benefits of technology. Technology is commonly viewed as helpful to enhance mo-

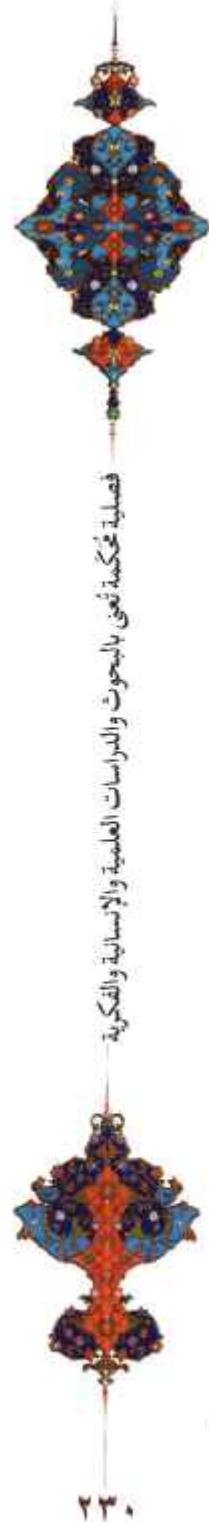
tivation and engagement (Mohammed, 2022; Hassan, 2023) and offer exposure to real-life materials and information (Algarawi, 2022). Its effects are most positively felt in vocabulary learning and in reading and listening skills development owing probably to the proliferation of vocabulary apps, and online dictionaries, as well as, multimedia texts (Kareem, 2017; Mukhlif, 2022). Nonetheless, the success in improving productive skills, in particular speaking, is widely doubted, or considered underdeveloped, possibly due to the absence of adequate learning tools, teaching approaches, or occasions for interaction (Hussein, 2024). In another study, teachers perceived technology as moderately beneficial to overall skills (Kareem, 2017). Al-Jubouri (2020) observed a positive impact of one particular TEEC course on college students' performance, which means an intervention can have an effect. Blended learning is favorably viewed for providing flexibility and leveraging strengths (Al-Fatlawi et al., 2022).

RQ3: Teacher and Student Attitudes

Overall, both teachers and students in Iraq have positive attitudes toward the use of technology for ELL (Mukhlif, 2022; Al-Fahad, 2015; Al-Fatlawi et al., 2022; Kareem, 2017). Teachers perceive both the motivational and the resources availability benefits (Mukhlif, 2022). Flexible, convenient (in particular the use of mobile devices), and well-received great ease of use are, for example, preferred by students when it comes to technologies and technology-laden ways of working (such as blended learning) in the teaching scene (Al-Fahad, 2015; Hassan, 2023; Al-Fatlawi et al., 2022). Nevertheless, there is often a discrepancy in teachers' attitude and the enactment of the attitude confidently in practice (Mukhlif, 2022; Algarawi, 2022). This gap strongly relates to perceived competence (TPACK) and lack of sufficient training (Al-Obaidi, 2023a). This may indicate that some teachers continue to favor traditional approaches because of habit or perceived complexity of technology (Algarawi, 2022).

RQ4: Main Challenges Impeding Effective Use

The literature consistently highlights a cluster of significant, interconnected challenges:





- **Infrastructural Deficits:** This is possibly the most referred to barrier, involving frequent power outages, weak or absent internet in schools and inadequate functional computer hardware (computers, projectors, smart boards) (Kareem, 2017; Mukhlif, 2022; Hammood, 2023; Algarawi, 2022; Al-Jubouri, 2020).
- **Lack of Teacher Training and Competence (TPACK):** The TPACK of teachers is one issue that remains a challenge as it relate to integrating technology in the teaching of language skills (Mukhlif, 2022; Al-Obaidi, 2023a; Al-Jubouri, 2020; Algarawi, 2022).
- **Insufficient Resources and Access:** The scarcity of devices for both teachers and students as well as the expense of personal devices and internet data result in issues of access and equity (Kareem, 2017; Al-Fahad, 2015; Algarawi, 2022).
- **Lack of Technical Support:** School systems and buildings typically do not have dedicated tech support staff for hardware, software, and connectivity support (Algarawi, 2022).
- **Curriculum and Material Gaps:** Many available EFL textbooks and curricula do not sufficiently include technology, nor lead teachers on how to guide it (Al-Obaidi, 2025).
- **Other Factors:** Other excuses such as time to prepare, trainee distractions (e.g., through social networking) and security concerns have also been reported to be mentioned (Hassan, 2023; Algarawi, 2022).

Discussion:

The results synthesized suggest that there is much unrealized potential for technology integration in the context of Iraqi secondary level EFL education. The positive attitude of students and teachers in Iraq towards CALL, MALL and blended learning has been given much attention globally; however, its implementation remains highly hindered due to structural and systemic problems. The ongoing challenges of infrastructure – erratic electric power and digital services, and institutional hardware – acts as an initial obstacle that overrides other considerations (Algarawi, 2022; Kareem, 2017; Mukhlif, 2022). This places reliance on personal technology inviting issues of equity (Al-Fahad, 2015).

The key role of the teacher becomes very clear. The discrepancy

فصلية مُحَكِّمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية
العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ أيلول ٢٠٢٥ م

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فصلية مُحَكِّمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية



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