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التحول الرقمي في المؤسسات التربوية نحو بيئة مرنة وآمنة بتاريخ ١١ -

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بسم الله الرحمن الرحيم

كلمة المؤتمر ومجلة الكلية...

يسرني ويشرفني ، بالأصالة عن نفسي ونيابة عن عمادة كلية التربية للبنات ، أن أرحب بكم أجمل ترحيب في مؤتمر التحول الرقمي في المؤسسات التربوية نحو بيئة تعلم مرنة وآمنة ، الذي نظمته كلية التربية للبنات الجامعة العراقية ، بالتعاون مع كلية التربية جامعة الإمام جعفر الصادق (عليه السلام) ، في إطار سعي المؤسسات إلى دعم البحث العلمي ، وتعزيز مسارات التطوير التربوي والأكاديمي .

إن هذا المؤتمر يأتي استجابة لما يشهده العالم اليوم من تحولات رقمية متسارعة ، فرضت نفسها على مختلف القطاعات ، وفي مقدمتها القطاع التربوي والتعليمي ، ولم يعد التحول الرقمي خيارا تكميليا ، بل أصبح ضرورة حتمية تقتضي إعادة النظر في أساليب التعليم ، وبناء بيئات تعلم حديثة تتسم بالمرونة ، وتضمن في الوقت نفسه الأمان الرقمي وحماية البيانات.

وانطلاقا من مسؤوليتنا الأكاديمية والعلمية ، حرصت اللجنة العلمية على تنظيم أعمال المؤتمر

ضمن أربع جلسات علمية ، ضمت أربعة محاور رئيسة ، جاءت على النحو الآتي :

المحور الأول : أثر التحول الرقمي على تطور الدراسات القرآنية والشرعية.

المحور الثاني : التحول الرقمي في تعليم اللغات.

المحور الثالث : استراتيجيات التحول الرقمي في مجال التربية وعلم النفس.

المحور الرابع : استراتيجيات التحول الرقمي في الدراسات التاريخية.

ويسعدنا أن نشير إلى أن البحوث المقبولة قدمت من جامعات متعددة ، ومن محافظات عراقية مختلفة ، مثل الأنبار وسامراء وغيرها ، الأمر الذي أسهم في خلق حالة من التفاعل العلمي البناء ، وأتاح تبادل الخبرات بين بيئات تعليمية وأكاديمية متنوعة ، بما يعزز التكامل العلمي ، ويثري النقاشات البحثية.

وفي الختام ، نقدم بخالص الشكر والتقدير إلى عمادتي كلية التربية للبنات _ الجامعة العراقية ، وكلية التربية جامعة الإمام جعفر الصادق (عليه السلام) ، وإلى اللجان التنظيمية والعلمية ، والباحثين المشاركين ، وكل من أسهم في إنجاح هذا المؤتمر . نسأل الله تعالى أن يكلل أعماله بالنجاح ، وأن تكون مخرجاته إضافة علمية فاعلة تسهم في بناء تعليم رقمي متطور ، يخدم حاضرنا ومستقبل أجيالنا.

وقد توصل المؤتمر إلى مجموعة من التوصيات ندرجها على النحو الآتي :

١. استحداث وحدات إدارية في المؤسسات الأكاديمية تحت مسمى (وحدة الحوكمة والأمن الفكري الرقمي لمراقبة جودة المحتوى الرقمي).

٢. تعزيز الوعي الأخلاقي الرقمي القويم وفق المنظور القرآني في المؤسسات التربوية والأوساط الأكاديمية من خلال المناهج الدراسية والبرامج الأكاديمية ووسائل الاعلام ودمجه بالقيم الإسلامية الحنيفة.

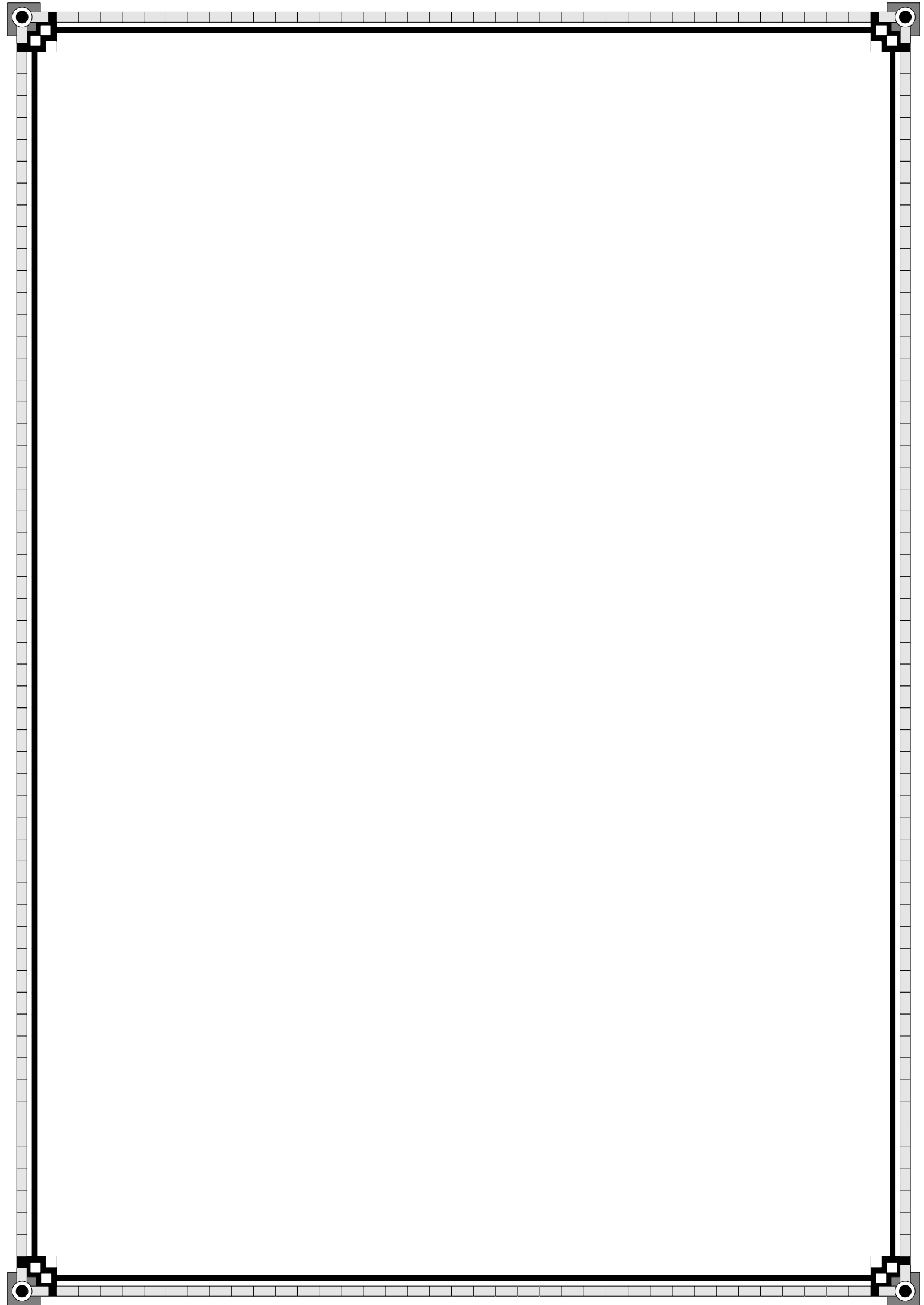
٣. تفعيل دور العلماء والدعاة والأئمة والخطباء ومدرسي المواد الشرعية في تفسير الظواهر الرقمية ونشاطاتها من منطلق قرآني ، لتقريب وتوضيح الفهم الشرعي للأجيال الرقمية.
- ٤ . تبني سياسات وطنية واضحة من قبل وزارة التعليم العالي والبحث العلمي لدعم التحول الرقمي في تعليم اللغات ، تتضمن أطرا معيارية لاعتماد المنصات الرقمية ، وضمان جودة المحتوى اللغوي الإلكتروني.
- ٥ . إعادة النظر في تصميم البرامج الأكاديمية بما يضمن توظيف تقنيات التحول الرقمي ، وتوسيع آفاق البحوث العلمية لمواكبة تطورات العصر بما يضع رؤى مستقبلية للإفادة منها في المجالات المختلفة.
- ٦ . إقرار برامج تدريب مهني مستدامة لتأهيل الموارد البشرية في المؤسسات التعليمية والأكاديمية من مدرسين وأساتذة ، موظفين ، وطلبة على الكفايات الرقمية ، واستراتيجيات التدريس الحديثة ، والاستخدام التربوي الآمن للتقنيات الرقمية ، بما يساهم في التعرف على إيجابيات التحول الرقمي ، ومخاطره ، فضلا عن رفع مستوى الأداء والإبداع بما يحقق مخرجات تعليمية كفوءة ذات جودة عالية.
- ٧ . تعزيز البنية التحتية الرقمية والأمن السيبراني في المؤسسات التعليمية والأكاديمية ، بما يضمن توفير بيئات تعلم رقمية مرنة وآمنة ، والعمل على تحديثها بما يتناسب ومتطلبات التحول الرقمي.
- ٨ . دعم البحث العلمي المشترك والشراكات الأكاديمية بين الجامعات العراقية والمؤسسات البحثية ، وتشجيع الدراسات التطبيقية التي تقيس أثر التحول الرقمي في تنمية المهارات اللغوية وتحسين مخرجات التعلم.
- ٩ . النظر إلى التحول الرقمي بوصفه فرصة للنمو ، تساعد على تحسين قدرة الموارد البشرية في المؤسسات التعليمية والأكاديمية على أداء المهام بكفاءة أكبر ، واتخاذ القرارات ، وحل المشكلات ، فضلا عن أنه فرصة لفتح آفاق جديدة ، تضمن القدرة على التكيف مع متغيرات سوق العمل.

هيئة تحرير مجلة كلية التربية للبات
كلية التربية للبات / الجامعة العراقية

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**وجهات نظر الاساتذة ومتعلمي اللغة الانكليزية من الاناث عن التحول الرقمي في
تعليم اللغة الانكليزية**

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الملخص

تتبع هذه الدراسة من وجهة نظر خاطئة في التعليم وذلك في انكار الدور الكبير للتكنولوجيا بمختلف تنوعاتها. اذ يسعى الباحثون الى تسليط الضوء على وجهات نظر كل من الاساتذة والطالبات بخصوص الدور المهم للتكنولوجيا في مساعدة العملية التعليمية وارشادها نحو طريقها الأكاديمي والاخلاقي. كانت طريقة العينة العشوائية البسيط هي المستخدمة من خلال ٢٠ فقرة ضمن استبانة باستخدام Likert scale questionnaire والتي تكون مقسمة الى جزئين A و B. وكل جزء احتوى على نوعين من الاسئلة. فكانت اسئلة الجزء الاول موجهة الى ٩ اساتذة من كادر قسم اللغة الإنجليزية كلية التربية للبنات في الجامعة العراقية، والذين يدرسون مواد اللغة الانجليزية حصرا. بينما الجزء الثاني توجه عشوائيا الى ١٠٣ اناث اختيرن عشوائيا من عدد ٣٤٣ طالبات المرحلة الثانية اللواتي ينتمين الى البيئة التعليمية نفسها في الكلية. قامت العمليات الاحصائية بقياس وجهات نظر كل من الاساتذة والطالبات في اقحام التكنولوجيا في التعليم، متضمنة آراءهم حول استخدام التكنولوجيا وافضل الادوات الداعمة لعمليتي التعليم والتعلم.

اشارت النتائج عن استجابة إيجابية من قبل الاساتذة مؤيدين قوة مساهمة التكنولوجيا في العملية التعليمية وتمكن الطالبات المعرفي. كما اشارت نتائج الطالبات المتنوعة مابين: موافق بقوة، موافق وحيادي الى تأييد تدخل التكنولوجيا في عملية تطوير واكتساب اللغة الانكليزية. كما كشفت النتائج ان اداة العرض والسبورة الذكية هما اكثر الوسائل التعليمية مناسبة واستخدام من قبل الاساتذة اما تطبيقات مواقع التصفح الإلكتروني هي اكثر الوسائل التكنولوجية مساعدة للطالبات .

بصورة عامة ، كانت النتائج ورغم ايجابيتها الظاهرة لكل من الاساتذة والطالبات، فانها لا تتوافق تماما مع التوقعات التعليمية المتعلقة بادماج التكنولوجيا في التعليم، اذ لايزال عدد من الاساتذة والطالبات في حالة من عدم القناعة، او التزام الصمت والحياد.

Abstract

From a quite wrong point of view in learning, denying blindly the myriad role of technology with its diverse techno-inventions in learning. The researchers attempt to shed the light on the teachers' and learners' perceptions concerning the crucial role of technology in assisting the pedagogical process to be on its academic and ethical path. Beside, investigating the most appropriate among technological tools or apps to both teachers and learners.

A simple random sampling technique was employed, utilizing a 20-items Likert-scale questionnaire, divided into Part A (teachers) and Part B (learners), each part with 10 questions across two sections. Part A was administered to 9 instructors in the English Language Department/College of Education for Women at Al-Iraqia University who teach English subjects exclusively for second stage with its morning and evening studies. While Part B targeted randomly 103 sophomores female EFL learners in the same college context. The instrument assesses teachers' and learners' views on integrating technology into pedagogy, including perceived attitudes, suitable tools that best supporters of teaching and learning.

Findings indicate that most teachers respond with positive agreement, supporting technology's potential enhancement the learning process and learners' ability of knowledge. Simultaneously, learners' responses are more diverse among strongly agree, agree and neutral. The results also find out that data show is the most appropriate techno-tool used by the teachers and websites Apps is the most helpful techno-tool to learners.

Overall, the findings and outcomes of the teachers' and learners results in spite their apparent positive agreement, do not meet the

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educational expectations about the intervention of technology in the learning process and still a number of teachers and learners are unsatisfied, keep silent and neutral.

Key words: technology, learning process, teachers' and learners' perceptions, integration.

1. Introduction

Inevitably, the world witnesses a huge techno-whirlpool that embraces and surrounds the individuals everywhere since Internet is ubiquitous and indispensable. Technological inventions invade the world. Unconsciously, impressing its users to addict its tools and applications. It has opened the doors for its employees especially learners to express their ideas, opinions, meet friends, debate freely and learning out and in classrooms, particularly females who are always embarrassed to express themselves freely in real life concerning learning or other aspects. They find that the disguised appearance behind keyboards is a vital chance to bare themselves and be what they actually want.

In the age of technology which creates challenges and opportunities, instructors like jewelry seekers always look for more appropriate and accessible pedagogical methods, tools and environments for better English learning in a way that motivates and customizes the learners to be more competent and creative individuals. Alsulami (2016, p.1) asserts that the newly invented methods they are inserted in education cannot be proven unless the insertion of them in the learning process as a complementary medium. In fact, some teachers find the resort to the technological platforms in teaching and learning process is not as efficient as face-to-face teaching process and if it is necessary to this integration,

it should adapt and happen within certain circumstances and conditions (Natalia. 2023, p.33).

Kieu (2021, p.1) asserts that technology has a great role in integrating learners to the learning process by providing the lectures with experienced technological methods. On the other hand, learners can improve their English out classrooms by watching films, listening to audios, surfing websites, using smartphones and chatting in social media discourses through groups in Facebook, Instagram and What's App which increase their social awareness and linguistic knowledge. Apparently, utilizing techno-methods in teaching and learning in general and particularly in the English Language nowadays makes the educational process an easier and more accessible task (Ghafar. 2023) for they provide its users a fertile background, rich with words and language usages

Actually, the educational members inside the educational process whether they are teachers or learners cannot separate themselves from the technological effects of the digital transformation on their lives in general and in the pedagogical process in particular.

Despite the unlimited benefits of integrating technology in teaching and learning, still the teachers' and students' perceptions to teach or gain knowledge throughout the technology and its applications are inapplicable and suspicious phenomena from the researchers' point of view depending on their experiences since they are among the staff members of the English Language Department/College of Education for Women at Al-Iraqia University.

Thus, the digital transformations in learning English consider two points of views that encompass teachers and learners: view that accepts, encourages and regards technology as an important pillar to real

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education and view that internally refuses, reduces and discourages the overuse of technology throughout teaching and learning process. These two perceptions of actual teachers' implementations and encouragements to this digital transformations and authentic learners' exposure and perceptions are going to be discussed in this paper.

2. Research Problem

Iraqi teachers and learners of English Language somehow in a way or another are traditional users of education when the focus is on the teachers approximately and the learners are almost listeners and watchers rather than real participants. Conversely, the learners' daily exposures to technology in their lives and the apparent quite positive benefits of integrating technology in teaching and learning process to improve EFL learners' outcomes and learning quality are still controversial issues to many learners and teachers who don't recognize and give the technological integration within education the real merit it deserves. This needs to be discussed and analyzed in practical and real educational environment.

3. Research Objectives

The researchers attempt to summarize the aims and goals of this paper as follows:

1. Finding out the teachers' and learners' perceptions in the Department of English Language at AL-Iraqia University-College of Education for Women concerning the effective influence of integrating technology in the teaching and learning process on learners' outcomes and performances.

2. Exploring the most influential technological tool or application used by teachers and learners while dealing with technology.

4. Research Questions

1. What are the teachers and students' perceptions of integrating technological tools and programs in teaching and learning English language?

2. What are the most appropriate applications and websites that are used by the teachers to motivate and attract students to their lectures aiming to improve the academic level and to students to be increase students' English knowledge?

5. Limitations of the Study

The study circled around teachers' and learners' perceptions of using technology in the learning process. It is also circled around the females only, not another gender. Besides, the study is on the teachers and learners of the second stage only among the all staff members of four stages in the Department of English Language at the College of Education for Women as a kind of specialization.

6. Methodology

The research is quantitative descriptive study. Muri Yusuf (2014) informs that quantitative descriptive study's objective is to propose facts and analyze a phenomenon in immersive way. This encourages the researchers to conduct the study, focusing on the teachers and students' perceptions about the effective role of using technology on teaching and acquiring good English. Also, finding out the most effective and applicable tool or application among diverse technological applications and tools.

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6.1. Population

The population of this study are: teachers and students. Sugiyono (2014) finds the population of a research as a general base which contains the subjects and object sharing some features and qualities which lead the researchers to draw their results and conclusions. From this point of view, teachers and females EFL learners in the same educational environment share a lot of features since, they are in the same English department and in the same college. it is supposed they share the same tendency and desire to receive best English acquisition.

6.1.1. Teachers

Thee teachers of English Language in the Department of English Language who teach the students English subjects specifically not Arabic ones. The sample of the learners are the sophomores, so that the teachers are those who teach the second stage exclusively.

Table 1. The number of the staff members of English Language

No	Stage level	Number of Teachers
1	1	7
2	2	9
3	3	8
4	4	9
	Total	33

6.1.2. Learners

The second chosen population of this study are females EFL learners in the second stage sophomores in the Department of English Language.

The choosing of this sample has many characteristic features: they are studying in the same department and college within the instructors in the same department which means they share the same educational environment and institutional capacities.

Table 2. The number of all students in English department

No	Groups	Number of learners
1	A	75
2	B	75
3	C	65
4	EA	64
5	EB	64
	Total	343

Creswell (2014) asserts that every member of population has equal chance to share. According to simple random sampling technique, the chosen number of the random chosen is 103 among 343 of the total number.

6.2. Sample

The researchers adopt simple random sampling technique for this study. The basic element for the study is wide especially the subjects are 343 the EFL female learners who have studied in the second stage/Department of English Language. The researchers use random number method to choose subset of sophomore learners who are 103 of morning and evening study of all groups: A, B, C and EA, EB. Thomas (2020) informs that, the researchers can pick a specific set randomly of the population and the results can be generated in numbers by using Microsoft Excel.

6.3. Instrumentation

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Creswell, J, W. (2012) asserts that in descriptive quantitative research data are needed to be collected. The researcher of this study prefers to use questionnaires to collect data, measure, analyze and finally conclude. A set of questions was delivered to the random chosen number 103 but the questions were chosen accurately to measure attitudes, opinions.

The researchers used Likert scale questionnaire with its five choices:

Strongly agree, agree, neutral, disagree, and strongly disagree

7. Data Collection and Analysis

Basically, the aim of this study is to collect, measure and analyze the teachers' and learners' perceptions about the importance of integrating technology in teaching and learning English language process. Also, the questions were about the most technological tool, application and program for teachers and learners to use in the teaching and learning journey.

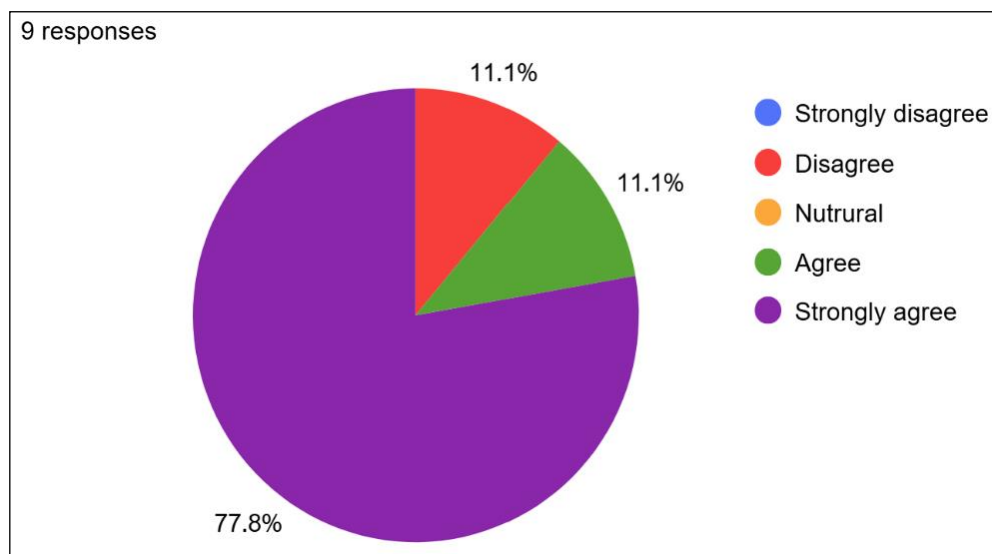
The questionnaire is of 10 questions which divided into two groups of questions. The first group of 5 questions are about the teachers' and learners' attitudes of using technology. The second group of 5 questions are about the most popular and useful websites or program they prefer in teaching concerning the teachers and learn concerning the students. The questions are distributed for both teachers and students.

-Part A/Section 1:

The results of the teachers' attitude about integrating technology in teaching explore that 77% of teachers' attitude about preferring modern methods of teaching on traditional ways. The percentage of the teachers with strongly agree was 77%, agree 11%. The results of teachers' replies concerning the second question about encouraging the students proposing their assignments by using technology are: 55%strongly agree, 22% agree, 11% neutral and 11% disagree. The percentages of the teachers' results about their actual using of technology are: 33% strongly agree, 22% agree, 22% neutral and 22% disagree. The fourth question's result are: 44% strongly agree, 22%agree, 22%neutral and 11%disagree. The fifth final's results concerning the teachers' attitude about their feeling to be less important if they approximately depend on technology in teaching are: 33%strongly agree, 11%neutral and 55% strongly disagree.

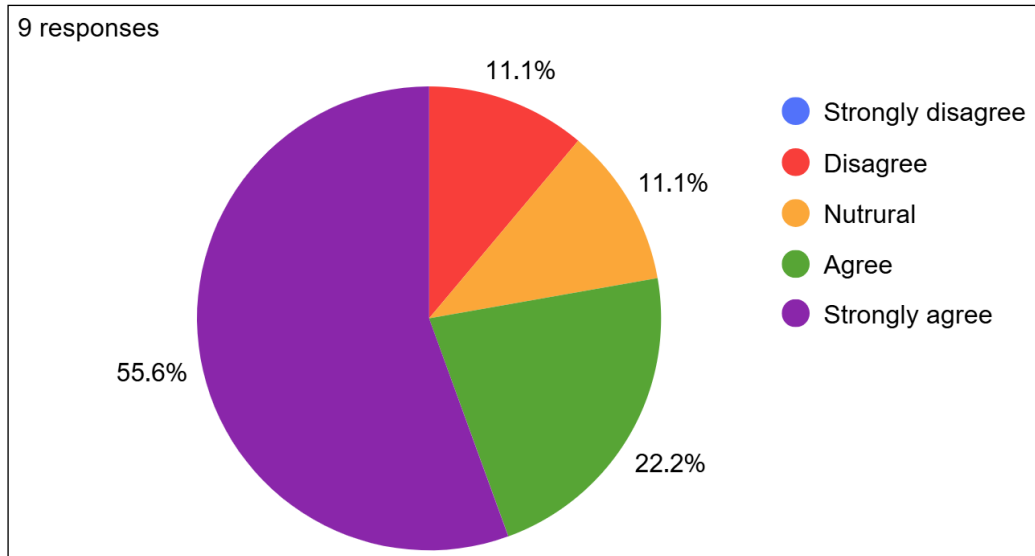
Below are the questions and percentage diagrams of Part A:

The first 5 questions are about the teachers' perception about Technology

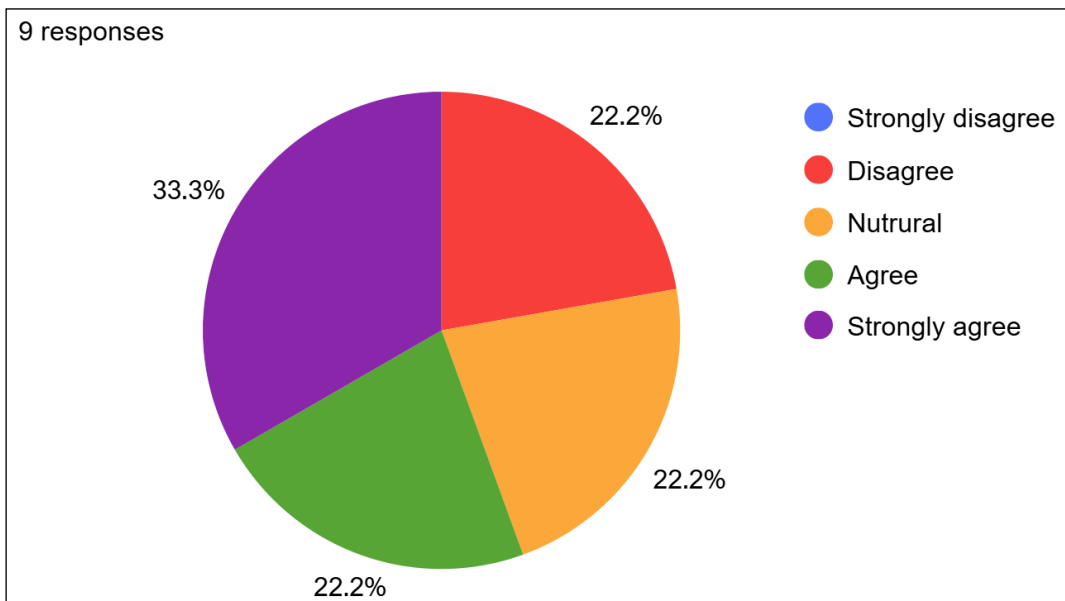


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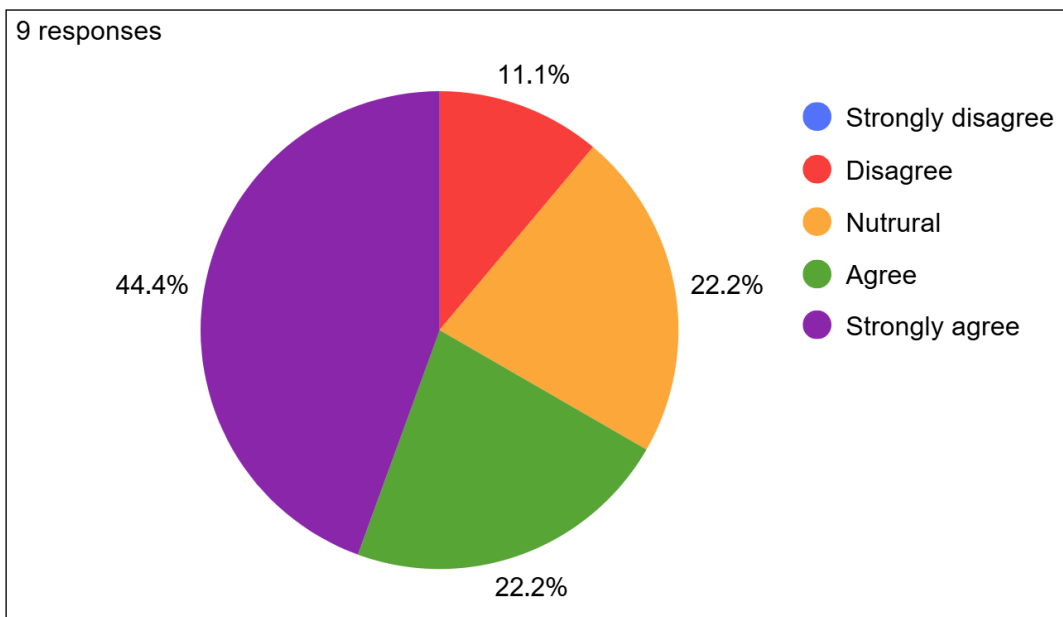
Question 1: The technological methods in teaching English are more effective than the traditional ones.



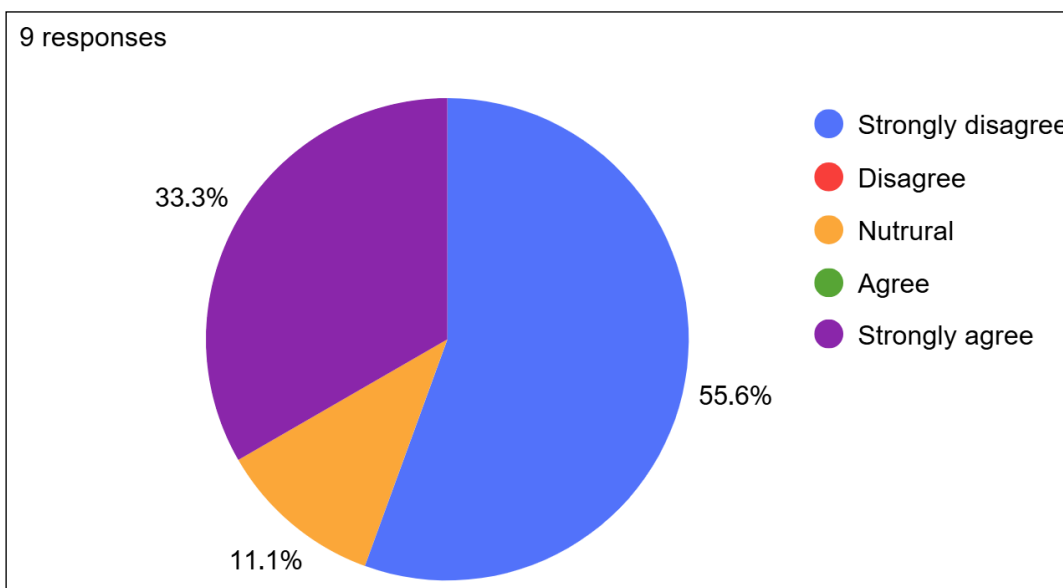
Question 2: Encouraging the students to propose their assignments through digital tools.



Question 3: Mixing teaching English with techno tools and programs.



Question 4: Using technology makes teachers closer to their students.



Question 5: The teacher's role as a leader is less influential while using technology.

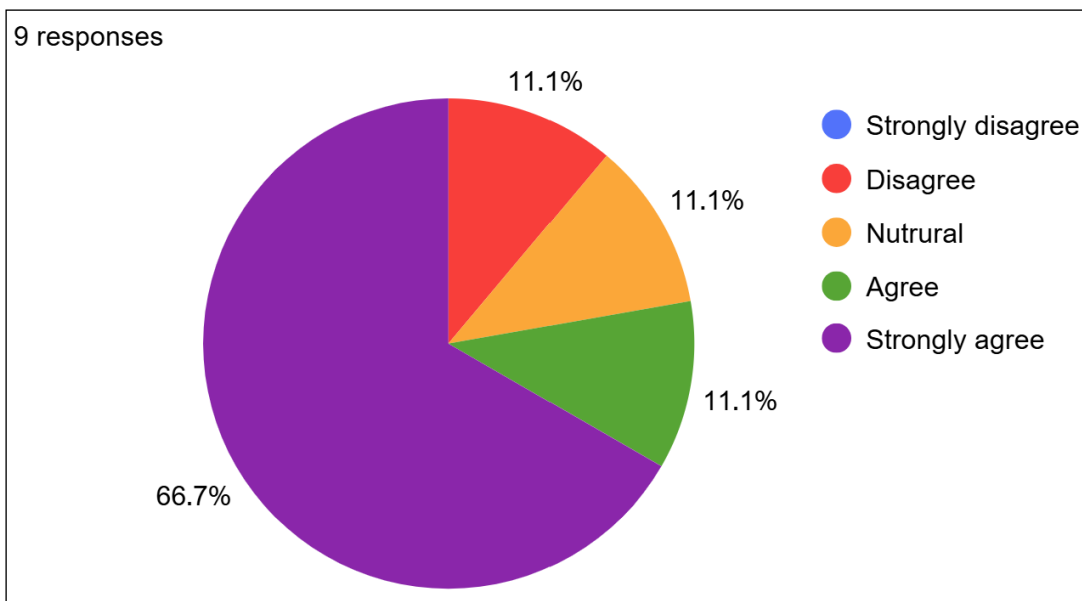
-Part A/Section 2:

The percentages and results of the second section concern the most appropriate techno-tools and applications the teachers use in teaching are as follow: 66% are strongly agree concerning using smartboard and data show, 11% are agree, 11% neutral and 11% disagree. The percentage of

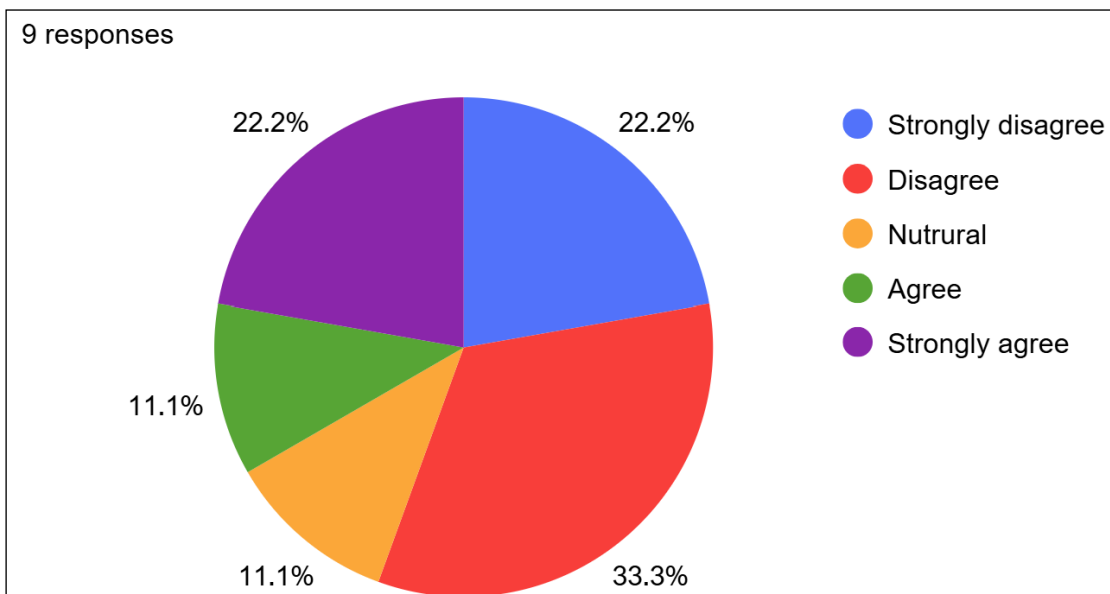
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the teachers' replies concerning using Google Dictionary for specific meaning and information are: 22% strongly agree, 11% agree, 11% neutral, 33% disagree and 22% strongly disagree. The reply of the third question concerning the teachers' perceptions of online lectures are: 22% agree, 11% disagree and 66% disagree.

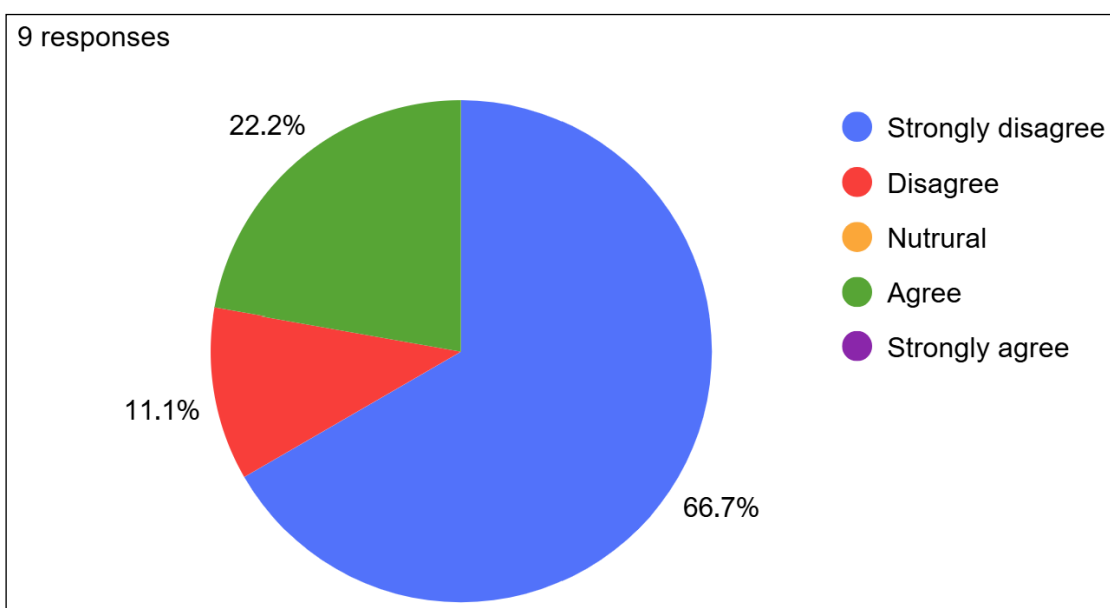
Below are the questions and percentages diagram of the second section Part A:



Q1: Preferring to use smartboard and data show to propose the scientific material to students.

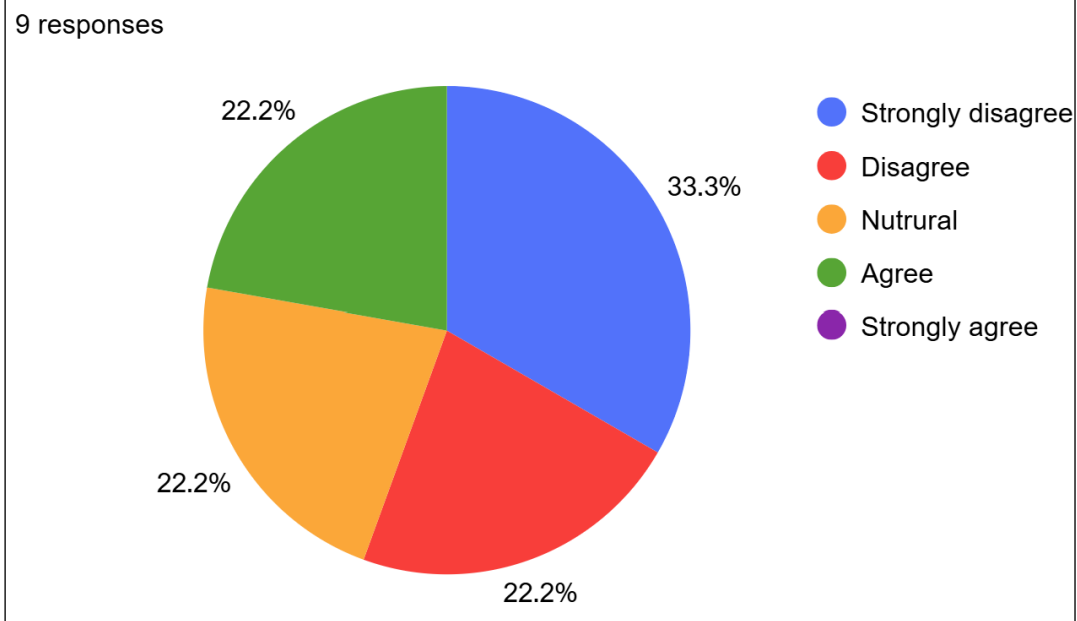


Q2: Using Google dictionaries in classrooms to look for words' meanings and listen to correct pronunciation for difficult words.

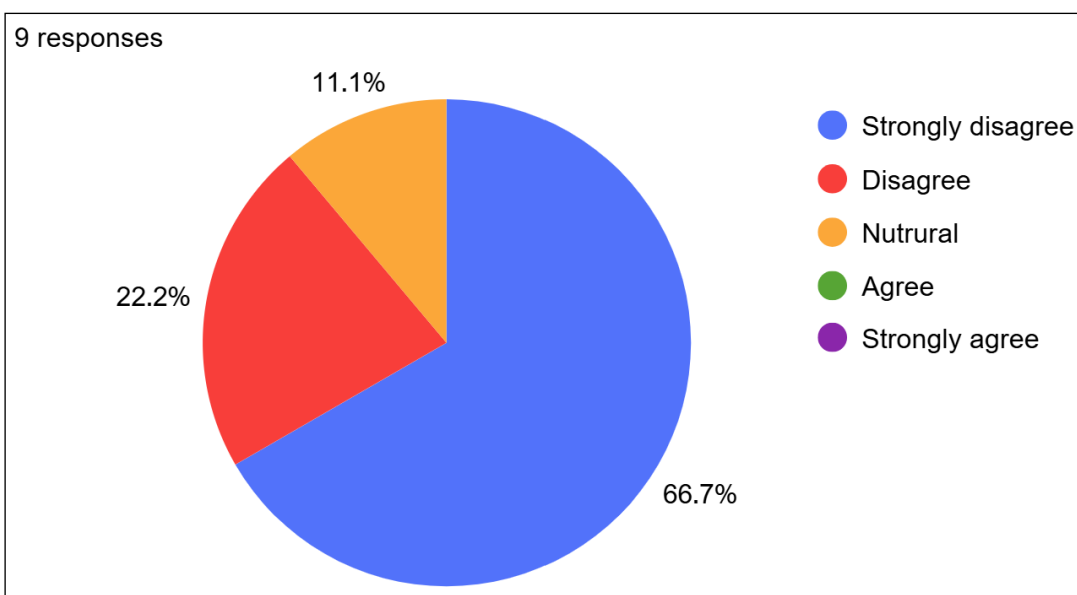


Q3: Online lectures are helpful in improving the students' English language skills.

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Q4: Use phone during the class to look for a specific information you are unsure about.



Q5: Using interactive educational programs such as: Kahoot, Quizizii, Mentimeter and engagement in the classroom.

-The Analysis of the Teachers' Responses

The results of the teachers' responses related to their impressions of integrating technology in learning English process find out a moderate level of realization among the staff members of the Department of English Language. This level may not be sufficient to provide the academic process with the necessary requirements in a way to align with the global education in the various developed countries. Also the results of the second section of part A reveal that the most appropriate technological tool that suits the most teachers is smart board and data show. This limited experience in dealing with the technological tools and programs shows a kind of deficiency and scientific limitation which needs to work on more. The neutral teachers reveal carelessness or neutralization toward technology as a whole.

-Part B\Section 1

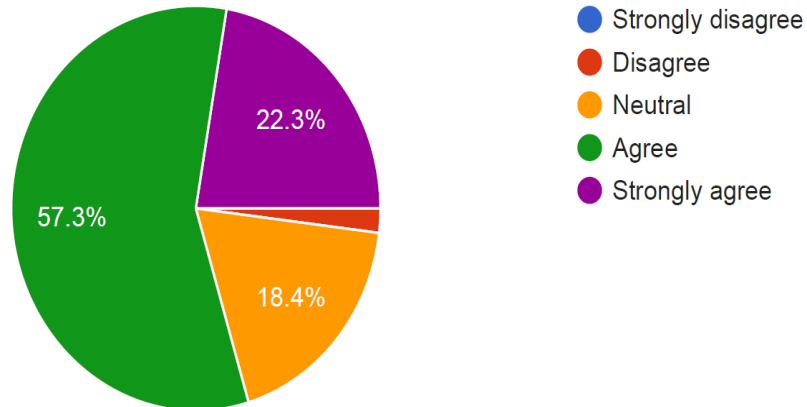
The second part of the work deals with the sophomore EFL learners' opinions about integrating technology to improve their English. They are divided into groups: A, B and C in the morning classes A, B in evening classes.

The percentages about the first part of five questions for the first question are: 57.3% agree, 22.3% strongly agree and 18.4% neutral. The second percentages are: 52.4% agree, 26.2% strongly agree and 16.5% neutral. The percentages of the third question are: 33% disagree, 27.2% neutral and 24.3% strongly disagree. The percentages of the fourth question are: 50% agree and 42% strongly agree. The percentages of the fifth question are: 62% agree, 26% strongly agree and 9.7% neutral.

Below are the questions and percentage diagrams about learners' attitude:

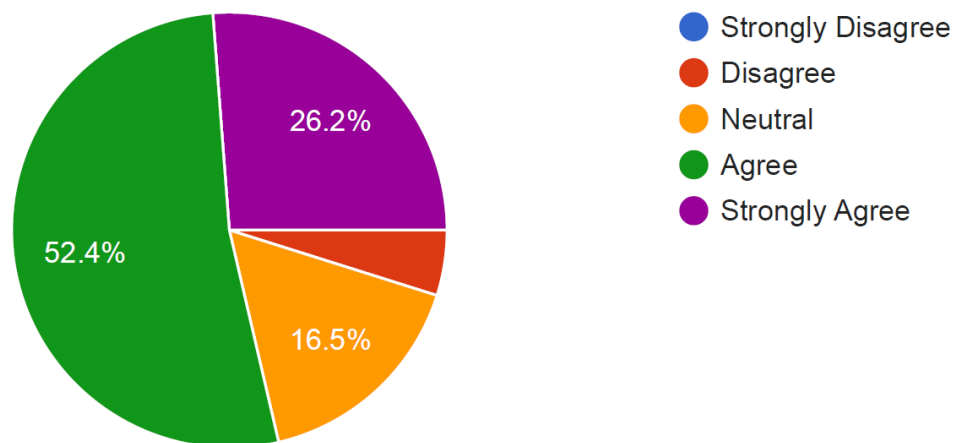
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103 responses

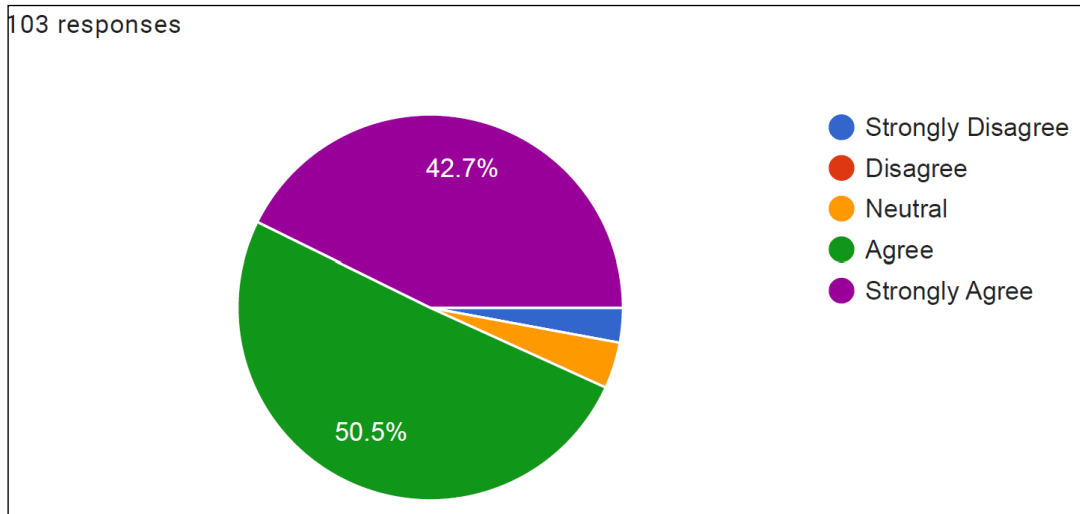


Question1: Entirely depending on books in learning English.

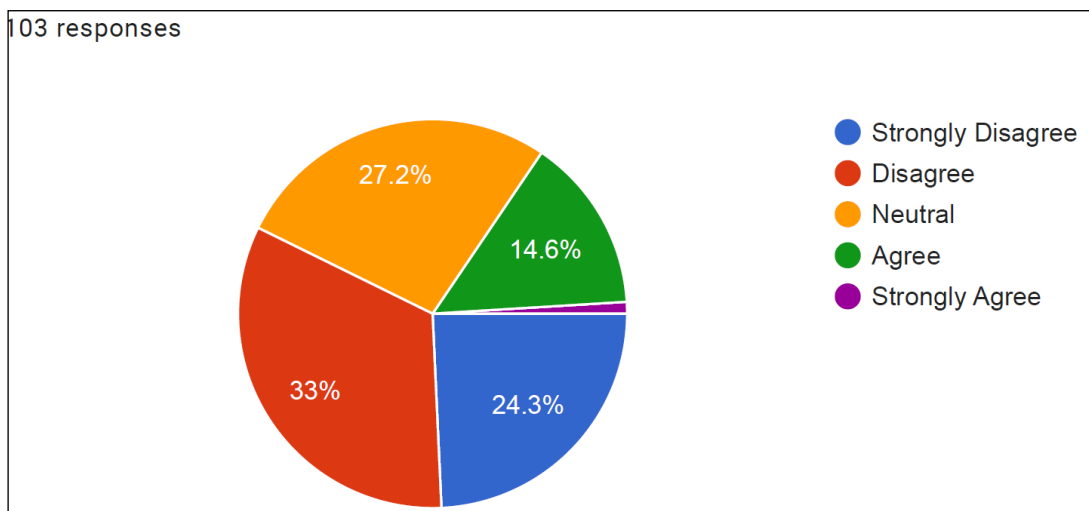
103 responses



Question 2: Caring about the using Internet daily.



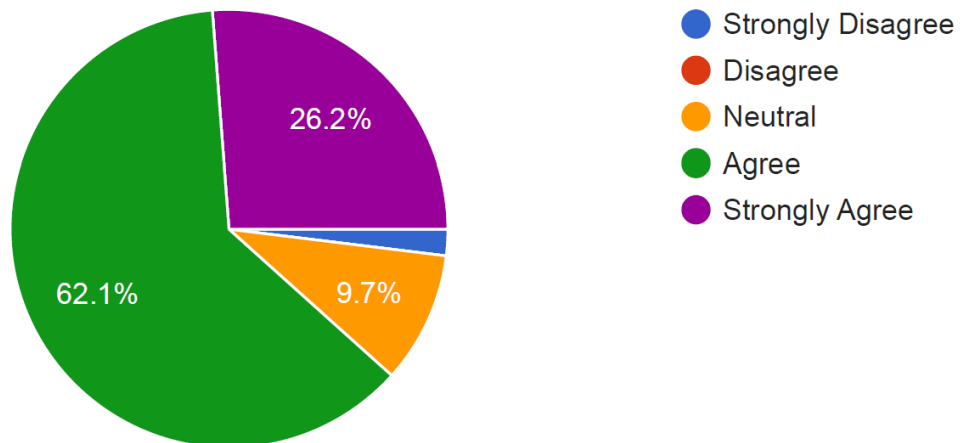
Question 3: Using the Internet for entertainment purposes only.



Question 4: Using Internet for improving your English Language.

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103 responses



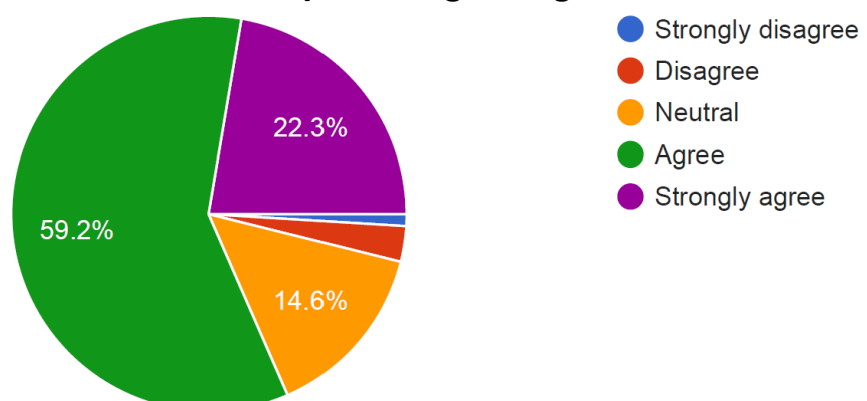
Question 5: Learning English through technological tools and applications is
an enjoyable task for me.

–Part B\Section 2

The second section of part B includes five question which distributed to the learners about the most helpful tool or application in learning and improving English Language. The percentages of the first question are: 59.2% agree, 22.3% strongly agree and 14.6% neutral. The percentages of the second questions are: 65% agree, 20.4% strongly agree and 13.6% neutral. The percentages of the third question are: 46.6% agree, 23.3% neutral and 20.4% strongly agree. The percentages of the fourth question are: 60.2% agree, 25.2% strongly agree and 12.6% neutral.

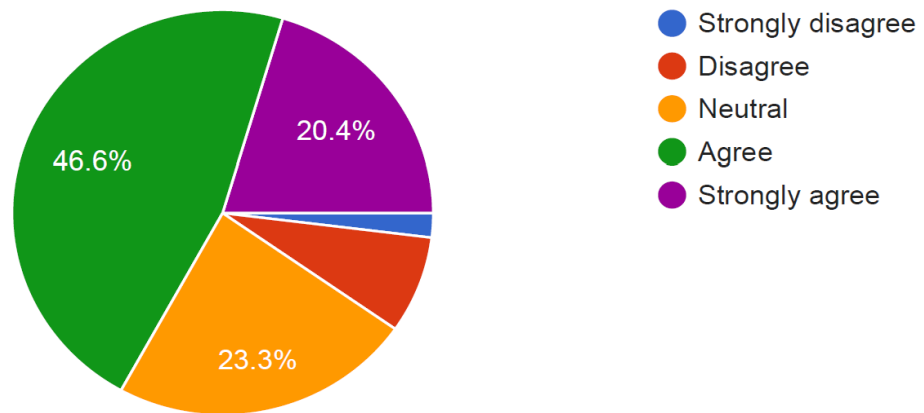
103 responses

Below are the questions and the percentage diagrams of second 2/Part B:



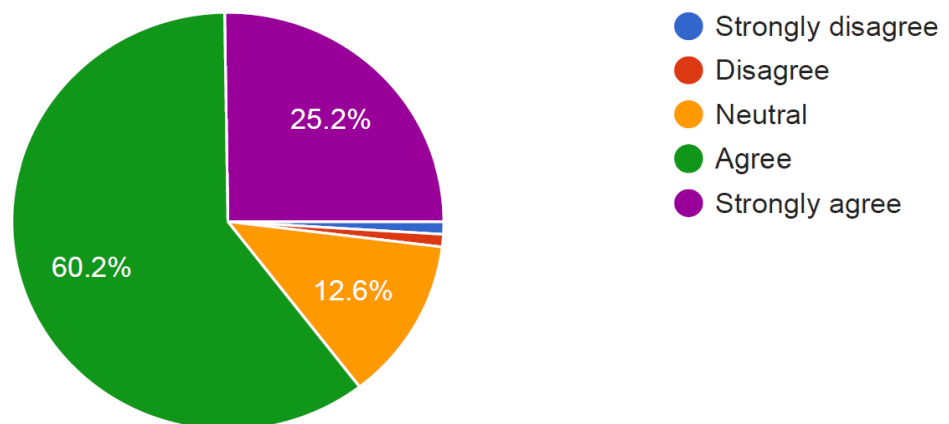
Question 1: Smartphones are the best way to improve your English.

103 responses



Question 2: Surfing educational websites or apps are helpful for improving my English.

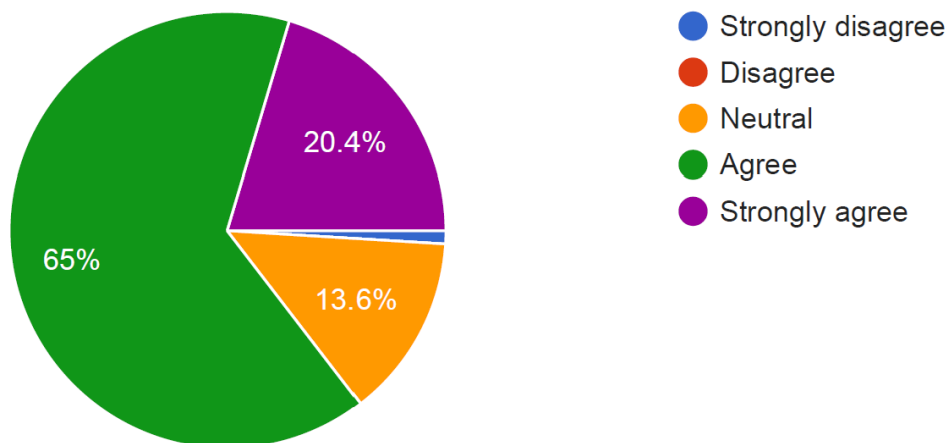
103 responses



Question 3: Chatting with foreign people in social media discourses is the best way to improve your English.

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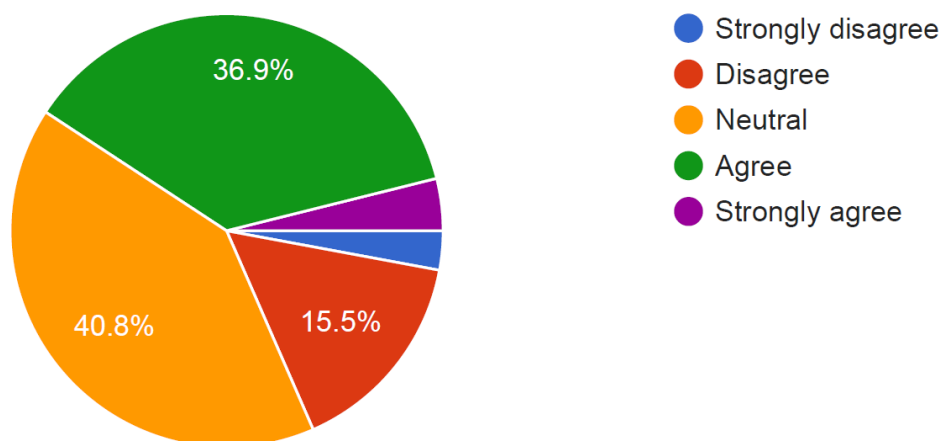
103 responses



Question 4: Watching contents on You Tube and similar platforms

helps English improvement.

103 responses



Question 5: Using computer and its program like: Microsoft Word and Excel

in improving my English.

The Analysis of the Learners' Responses

The results of the learners' answers concerning the two sections of part B reveal that most of them care about using technology in learning but their awareness is not enough to enhance their scientific knowledge. The EFL learners are still in need of trainings and instructions from experienced academic specialists to pursue their dreams of success and taking their roles in real life.

The results of second section of part B about the most helpful and useful technological tool and application, website apps are the best choice for the learners to improve their academic level of gaining better English.

It is worth to mention that here is a percentage of the students' responses is lost because the uncared students about the technology either they do not have the time and desire to overuse of technology in their daily life or they don't have the tendency to improve their English by using technological means and programs.

8. Conclusion and Recommendations

The results and findings of this research find out that the teachers are aware of the importance of using technological applications and programs in teaching. Simultaneously, the percentages of the students show that they are aware of the powerful impact of technology in enhancing and improving English acquisition by using technology. Their satisfactions are not ideal enough to cover the educational requirements nowadays with the rapid technological attacks. They both teachers and learners are in need for more training and experience to serve the pedagogical process as it deserves.

The researchers recommend that teachers are supposed to be satisfied with the benefits of using technology regularly by planning inside

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classrooms throughout their lectures. Technology if it is adopted in a healthy way, can provide its users especially the students enough competence to better understand language and analyze data effectively which increases their critical thinking, dealing cleverly with digital environment in an ethical and academic way.

Psychologically, integration technology within education in classrooms increases the students' interaction and interest in the lecture from one side and with the teacher from another side. Personalized interaction with technology strengthen the students' senses of independence. Thus, dealing with technology improves their proficiency in English and thinking critically.

Finally, the researchers recommend that educational institutions provide better educational environments with the proper techno-machines and equipment inside the classrooms to assist the teachers practice their technological satisfactions in giving the learners the best educational methods in learning process.

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