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The Effect of Using Technology-Enhanced English Course (TEEC) in Teaching English as a Foreign Language at Preparatory Schools

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Abstract*---This study aims to explore the impact of the Technology-Enhanced English Course (TEEC) in teaching English as a foreign language at Iraqi preparatory schools. The TEEC is a notable trend that integrates learning and teaching by combining traditional teaching methods with authentic materials. Teachers are consistently enabled to modify their teaching methods through the use of technology, which enables students to assume responsibility for learning in the target language. The sample was randomly selected and consisted of 44 enrolled English teachers to collect the necessary information. The findings showed that the majority of diverse teachers highlighted the significance of technology based on active learning in the classroom teaching of English as a foreign language. Implementing fresh information to enhance student engagement in the target language. The difference between traditional teaching and the technology-enhanced course was therefore significant at $p<0.05$ level. The independent sample t-test shows that scores are significantly higher for technology teaching ($M=3.45$, $SD=.474$) than for traditional teaching ($M=2.40$, $SD=.578$), $t(86)=5.92$, $sig=.000$, $p<0.05$. Besides, there is no correlation between the traditional teaching method and teacher performance scores $X^2=16.13$, $df\ 20$, $sig=.708$, $p<0.05$. Nevertheless, a very strong positive association between technology teaching method and teacher performance scores $X^2=77.81$, $df\ 19$, $sig=.000$, $p<0.05$.* The study highlights the vital significance of TEEC in improving the quality of the learning process. This is accomplished by employing interactive learning-based technology teaching aids to facilitate the mastery of a foreign language.

Keys Words---Active Learning, Blended Learning, and Technology-Enhanced English Course (TEEC)

1. Introduction

Technology has the potential to significantly improve the teaching and learning of English as a foreign language, particularly in the context of TEFL. Consequently, the TEEC trend underscores the expanding significance of hybrid classroom services that incorporate subject matter in the target language, providing students with a variety of learning opportunities. The accelerated advancement of technology has resulted in major transformations in a variety of societal aspects, particularly in the area of quality education. The integration of technology in the classroom can improve the student's learning experience

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and boost their curiosity in learning. In this regard, The launch of academic broadcasts from radio stations and instructional TV programs in the first decade of the twentieth century was a trigger for the expansion of technology in the classroom (Eden et al., 2024). Assisting teachers in fostering the social and emotional growth of students in the classroom. Research indicates that the integration of technology into teaching methodologies may be more successful in promoting technology-enhanced learning for students than traditional methodologies (Abedi, 2024). The educational experience can be improved through hybrid learning by focusing on student engagement and course evaluations. Teachers must prioritize the requirements of digital learners to achieve success in the academic environment. The focus is shifted from the technology itself to methodologies that facilitate deeper student learning withtechnology under the type of integration (Ertmer and Ottenbreit-Leftwich, 2013).

Authentic platform materials offer an online hub for students to access information and for teachers to share resources. Wang et al. (2022) assert that the process of transforming policy objectives into practices that promote powerful student learning is frequently intricate for a variety of educational facilities and classroom teachers. Furthermore, students can complete assignments remotely, as well as access digital textbooks and interactive materials on these active learning platforms. Additionally, Cross and Congreve (2021) note that authentic learning involves students' active engagement, collaboration with others, direct experience, and communication of their insights, all of which help expand their understanding of concepts.

Technology provides students with the ability to access, manage, and analyze information, which are essential skills for making informed decisions in the TEEC. When students develop their private tasks and projects, it is imperative to implement authentic teaching and learning practices (Engström and Lennholm, 2024). A heightened emphasis on websites that facilitate the effective performance of various responsibilities in the TEFL context. Therefore, websites and technologies have becomeindispensable in encouraging student engagement in education (Ramsey and Flanagan, 2019). Additionally, this tendency enables teachers to benefit from technology and improve productivity by enhancing student support and expanding learning opportunities.

In brief, the significance of technology in education is the role of providing students with a wide range of information, fostering collaboration, and providing adaptable educational opportunities. In this respect, digital tools have reshaped conventional classrooms, from classroom materials to modeling techniques used in teaching. This is the reason why the integration of technology in education provides an abundance of advantages that empower students as well as teachers to expand their knowledge, thereby fostering a more innovative, attractive, and enjoyable educational environment (Kalyani, 2024).

1.1. Objectives of the Study

Although the Iraqi Ministry of Education has launched a new strategy to develop the formal education system over the past thirteen years, there is more agreement that it is not sufficient to make the changes rapidly enough to improve English learning skills effectively. Therefore, the development of deeper

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learning in the field of learning English as a foreign language has been facilitated by the implementation of a novel communicative language teaching (CLT). In the same vein, education policymakers have initiated the installation of schools with contemporary technology that enables English teachers to actively engage students in academic achievement. In the formal setting, there are certain essential objects of interest that are necessary for technology-enhanced teaching:

1. To identify English teachers' methodologies to teach English as a foreign language in the blended learning classroom.
2. To determine the relationship between English teaching methods and authentic materials used in preparatory schools.

1.2. Research Questions

The study targets to focus on the following questions:

1. What are the English teaching methods satisfied by teachers in managing their EFL students in the blended learning classroom?
2. Is there a significant relationship between the English teaching method and the authentic materials used in preparatory schools?

1.3. Null Hypotheses

In addition to questions, the study seeks to test the following hypotheses:

$H_{(0)1}$: There are no English teaching methods satisfied by teachers in managing their EFL students in the blended learning classroom.

$H_{(0)2}$: There is no significant relationship between the English teaching method and authentic materials used in preparatory schools?

1.4. Problem of the Study

Technology has great potential advantages to enhance teaching and learning English as a foreign language, especially in Iraqi schools. This TEEC trend highlights the developing role of hybrid classroom services that integrate subject matter and setting, offering students diverse learning opportunities. It included developing comprehensive teaching methods and learning strategies to meet the needs of Iraqi EFL students in learning new information in the target language. This study aims to achieve the impact of technological services integrated with English language classroom teaching activities. Likewise EFL students are consistently capable of accomplishing more with the assistance of collaborative endeavors, guidance, and support than they might achieve independently. Unfortunately Iraq has not prioritised research on technology-based digital devices, projects, and other technical services. It is still not widely understood what effective methods of teaching English teachers should employ to engage their students with textbooks and encourage them to interact effectively with the materials by implementing several TEEC techniques. Therefore, the current study aims to identify

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aspects of the challenges in English language teaching and attempt to develop relevant recommendations that are necessary to increase learning progress successfully.

1.5. Limitations of the Study

There are three limitations in the study of Technology-Enhanced English Courses (TEEC) in Teaching English as a foreign language:

1. The teaching level was correlated with English teachers at preparatory schools.
2. This study was conducted with a sample size consisting of 44 English teachers from different preparatory schools in Thi-Qar province.
3. The procedures and results of this study were restricted to the TEFL context.

2. Literature Review

Technology has impacted how teachers access information and what they are required to teach in the blended learning classroom. These technologies have expanded the responsibilities of educational institutions to employ technological services in the teaching process. A combination of classroom technology and face-to-face teaching has become a modern method to handle such an authentic method of teaching effectively. The benefits of adopting contemporary Technology-Enhanced Educational Interaction (TEEC) in promoting collaboration between students and educators, particularly in remote or hybrid learning settings. Tools like discussion forums, collaborative documents, and video conferencing promote teamwork and communication skills such as Grant and Basye (2014), Skinner (2016), Ramsey and Flanagan (2019), Kiddle and Prince (2019), Wang and Zhu (2019), Deluca et al. (2019), and a vast amount of literature has illustrated to help teachers be able to influence students in the learning of a new language by incorporating technology into teaching methodology (Schröter and Grafe, 2020). In the same vein, Lazar (2015) highlights that technology provides an opportunity for a student to engage in the in-depth-learning thought cycle of further information by students in the formal setting. The question is whether schools and teachers themselves are ready for the use of technology in the academic cycle. Still, the central goal is how a student is more engaged in classroom learning activities to be more motivated to learn and discover the teaching materials independently.

Through building on the idea of technical support, Eady and Lockyer (2013) point out that the increasing variety and accessibility of technology has expanded the toolbox and the opportunities teachers have to use technology. Using such technology can successfully boost student esteem for improving learning skills. Therefore, several techniques provide the opportunity to integrate images and sound to process the teaching materials in the target language effectively. One element of TEEC in the education system is the capacity of data to effectively incorporate curriculum content through which achievements are reached by providing data, smart boards, computers, multi-media, digital libraries, language laboratories, and their use in education. Roy (2019) noted that the recent advancements in educational technologies have yielded positive results in the education sector. However, the core of these technologies is used by teachers only to facilitate the learning process based on the quality of education. Nevertheless, according to several studies in the field of language learning in L1 and L2, the

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use of TEEC in school has not received enough attention, especially in the developed communities, in terms of identifying the significant impact of TEEC for critical learning in the target language.

Anderson et al. (2007) reported that the technology's function was to incorporate exercises into the lecture so students could work with specific examples in the classroom while the teacher could collect and evaluate student work in real-time. So, in the target language, a student can learn and think independently. Therefore, their study notes that the use of networked pen-based computers improves the strategy and promotes the incorporation of activities into the interaction in the classroom in ways that would be difficult to do without the technology. Hoffman and Goodwin (2006) include an initial overview of an Audience Response System (ARS) as a clicker technology service for library instruction, as observed successfully in Texas A&M University Libraries.

The results show that three clickers are extremely easy to use and provide a fun way to transform conventional lectures in classrooms into active learning quickly. Shieh (2012) underlines constructivist-oriented teaching and learning through the introduction of the notion of Technology-Enabled Active Learning (TEAL) to offer courses. This study explores the effect of TEAL in one of the high schools on both student achievement and the teachers' teaching methods. These findings suggest that participants demonstrated interest in classes and were more involved in learning tasks, benefiting from advanced technical guidance. Roehl et al. (2013) noted that if the purpose of teaching is to generate understanding, teachers must move from the rotary memorisation of information and facts, known as "surface learning," to "deep learning," where knowledge is created through "active and productive processes.

3. Methodology

Quantitative research was employed to analyse variables impacting the sample population. Various numerical information was collected using multiple techniques and subsequently processed statistically to aggregate and compare the results, illustrating similarities and differences among the selected groups. In this respect, several descriptive tests and questionnaire were employed at preparatory schools in Thi-Qar province during the academic year 2024-2025.

3.1. The Sample Size

The whole population of the study consists of 50 English teachers who represent the entire community of Thi-Qar province, from which the current questionnaire and experimental tests were constructed. The sample size consists of 44 individuals, each aged 28 years, selected at random from preparatory schools. In this context, the chosen participants were allowed to engage in the study based on their individual written consent submitted to the researcher.

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Table 1: Demographic Background of the Respondents

No.	Age (years)	Gender		Teaching Level		
44	28-32	Male	Female	1st	2nd	3rd
		25	19	14	20	24

The current study is associated with the criteria by Krejcie and Morgan (1970), which was conducted to establish an adequate sample size for providing enough accuracy in the confidence of the research findings. All the participants belonged to various preparatory schools in Thi-Qar province. Therefore, the sample is limited to meet the purposes of a descriptive study.

3.2. Techniques and Procedures

This study intends to ascertain the different points of view and ideas on technology-enhanced teaching (TEEC) by computing the weighted average of the sample responses. In accordance with the fifth Likert scale, the Vocational Education Department (VED) devised a two-category questionnaire to achieve this goal. It consists of five responses, namely, Strongly Disagree=1, Disagree=2, No Opinion=3, Agree=4, and Strongly Agree=5. Moreover, the t-test was used to ascertain the difference in respondents' scores on traditional teaching compared to technology-enhanced teaching in the classroom. Assessing whether a substantial difference exists in the means of two groups and their relationship over time in the context of providing learning opportunities for students. Besides, the Chi-Square test was implemented in the scenario analysis to ascertain the discrepancy between the expected and actual scores of the two groups in relation to the performance of teachers in the formal setting. Relying on the concepts of these methodologies to determine what to teach and how to teach it in the class effectively.

3.3. Validity and Reliability of the Questionnaire

The research questionnaire aims to collect the most accurate data from the chosen sample. Thus, the accuracy and consistency of the questionnaire are essential factors of research methodology techniques represented by validity and reliability.

Table 2: Reliability Analysis Cronbach's Alpha of Traditional and Technology-Enhanced Teaching

Teaching Category	Cronbach's Alpha	Respondents	Items
Traditional	.736	44	1-15
Technology	.807	44	16-31

As seen in Table 2, the overall reliability of the instruments' measurements was evidenced by high Cronbach alpha scores calculated by SPSS to assess both English methodology categories. Cronbach’s alpha (coefficient α) is the standard statistic utilized by academics to evaluate the reliability of multi-item measurement instruments (Goodboy and Martin, 2020). The former is traditional teaching,

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consisting of fifteen items (1-15; α = .736), while the latter is technology teaching, comprising fifteen items (16-31; α = .807). Two months after the first attempt, the Cronbach alpha test showed that the items on the questionnaire had a higher accepted value for starting the study. The questionnaire was internally consistent, and the findings of this study were restricted to the TEFL context.

The study tool performed the validity by examining the questionnaire to the panel of experts of Thi-Qar University to match this questionnaire with the problem of the study directly, providing the required adjustments that were necessary to adapt it in the study. Regarding the stability factor, the test method employed was Cronbach alpha by using SPSS to test the stability of the instrument coefficient, which existed at .807. Nevertheless, this value is considered statistically significant for this descriptive investigation.

4. Data collection

The primary tool of data collection was the questionnaire of English teachers, which consisted of 31 items divided into two categories, namely traditional teaching (15) and technology-enhanced teaching (16), respectively. It investigates specific information regarding English teachers' attitudes toward the use of technology-enhanced English courses according to their accumulated experiences in teaching English at preparatory schools.

Additionally, the t-test was employed to compare respondents' results on traditional and technology-enhanced classroom teaching. Assessing if two groups' methods and relationships differ significantly over time in offering student learning opportunities. In addition, the scenario analysis used the Chi-Square test to determine the gap between the expected and actual scores of the two groups on teacher performance scores in formal settings. Using these approaches to decide what to teach and how to teach it effectively based on authentic materials used in the class.

5. Discussion of the Results

The use of technology-enhanced English courses was investigated by teachers' opinions about the role of technology in teaching English as a foreign language. In response to the first question, "*What are the English teaching methods satisfied by teachers in managing their EFL students in the blended learning classroom?*" The value of using technological techniques is to improve the teaching and learning process effectively as a modern technology that blends classrooms with digital educational materials to learn. Responses' panoramic views toward technology-enhanced schooling for foreign languages were compared using the t-test. Most rating scores were defined by plausible classroom activities that enable the teacher to endorse online learning to improve language skills, particularly listening and speaking skills. The variance from technology teaching strategies is slightly smaller in this group's range.

In particular, the t-test indicates the results are not equivalent between traditional and technological teaching, and the comparison between the two groups was consistent throughout. These results,

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however, show a statistically significant relationship between these two variables that may be associated with certain sample features. In this case, the relevant null hypothesis is rejected since the $p<0.05$.

Table 3: Independent Sample Test of Traditional Teaching and Technology-Enhanced Teaching

Teaching Method	N	Mean	SD	t	df	Sig.
Traditional	44	2.40	.578	5.92	86	.000
Technology	44	3.45	.474			

As shown in Table 3, the independent sample test was performed to examine the difference between teaching strategies and technology-enhanced teaching strategies. When $p<0.05$, the independent sample t-test indicates that scores are significantly larger for technology teaching ($M=3.45$, $SD=.474$) than for traditional teaching ($M=2.40$, $SD=.578$), $t(86) = 5.92$, $p<0.05$. According to the results, the advantage is associated with teaching technologies preferred by teachers. Teachers have acquired the skills to incorporate technology into their classrooms, resulting in increased student engagement in technology-enhanced teaching. The integration of technology in education has eliminated educational barriers, enabling both students and teachers through smart classroom resources, including data shows, smart boards, online class service, digital libraries, and language learning laboratories.

Furthermore, many teachers are dissatisfied with the conventional English teaching approach and are interested in alternative methods to guide their students through the rapid development of educational technologies. Nevertheless, some teachers opt to guide their students through a teacher-centered approach that emphasises the teacher's authority within the educational setting and involves the use of routines and the repetition of the learning process to facilitate memorising information in the learning task. However, memorisation and repetition techniques do not strengthen the problem-solving skills in the target language effectively.

Responding to the second question, " *Is there a significant relationship between English teaching methods and the authentic materials used in preparatory schools?*" The effect of technological technologies and materials used in preparatory schools to increase the achievement of EFL Iraqi students to learn English as a foreign language. Results are consistent with the adequacy of technology-enhanced English courses used to enhance the learning ability in the classroom. Besides, technology-enhanced teaching has a major influence on improving English learning compared to traditional methodologies. The value of the Chi-Square test indicates the 95 % confidence hypothesis of a $p<0.05$ (Sig). It demonstrates the correlation between the English methods of teaching and teacher performance scores based on authentic materials employed by two groups. The results show that traditional and technological methodologies differ statistically with authentic materials variables as specified in the following table:

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Table 4: The Chi-Square Test between Traditional Teaching and Technology-Enhanced Teaching

Teaching Method	Traditional	Technology	Observed N	Expected N
Chi-Square	16.13	77.81	44	44.0
df	20	19		
Asymp. Sig.	.708	.000		
Teacher Performance Scores	55	86		

As seen in Table 4, the Chi-Square value states that there is no strong evidence of the relationship between the traditional method of English teaching and teacher performance scores based on authentic materials, which are displayed as X^2=16.13, df 20, Sig=.708, p<0.05. It indicates that there is no statistically significant relationship between the authentic materials factor and the traditional method of English teaching. In this case, the relevant null hypothesis is accepted.

Nevertheless, the Chi-Square value of the technology-enhanced method of English teaching indicates a strong correlation with teacher performance scores derived from authentic materials utilised by the technology group. Given this, the respondents' scores indicate the contrary X^2=.708, df 20, Sig=.000, p<0.05. Furthermore, the result indicates a very strong positive correlation between the authentic materials factor and the technology teaching method. The null hypothesis cannot be rejected based on the substantial scores acquired from the teaching technology method.
The Descriptive Statistics Analysis reveals statistically significant features of the test scores for the two categories. to conduct comparisons and determine a common tendency, including the mean and standard deviation. These statistics offer a more comprehensive understanding of the scores of the participants in preparatory schools located in Thi-Qar province.

Table 5: Descriptive Analysis of Traditional and Technology-Enhanced English Teaching Methods

No.	**Traditional Teaching Items**	**M**	**SD**
1.	I can teach best when I adopt the active participant in the class	1.95	.987
2.	I felt comfortable asking questions out loud in class	2.52	1.19
3.	I like participating with students in group discussions in class	2.39	.970
4.	I think active learning strategies make the students imagine their problem-solving skills	2.45	1.19
5.	I think the printed textbook is better to teach the material in class perfectly	2.00	.964
6.	I enjoy teaching activities of the textbook performed in class directly	1.64	.780
7.	I feel active learning is essential for evaluating the individual differences in the class	2.25	.811
8.	I like integrating the direct teaching with the students in the class	2.41	.972

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9.	I enjoy face-to-face activities performed in class and participate with the students	2.48	1.48
10.	I feel confident I can do well in discussions with students in the class	2.18	.995
11.	I think the students concentrate fully on their tasks in the class	2.50	1.08
12.	I think most students can understand English skills by using data show presentation	1.82	.947
13.	I think that if the students are improved because I usually explain things well	2.59	1.18
14.	I participate in the online exercises that help the students to learn the material effectively	3.43	1.18
15.	I believe the multi-media applications are interesting to me in teaching English skills	3.00	1.34
Total Scores		**35.61**	**16.07**

Technology-Enhanced Teaching Items

16.	I enjoy online teaching-based network lessons for problem-solving materials	3.25	1.22
17.	I employ Web-enhanced courses regularly in teaching English	3.41	1.12
18.	I like participating in practices of Student Evaluation of Teaching (SET) in class	3.00	1.14
19.	I adapt some instructors that enhance the student's interest in the online courses in the class	3.36	1.12
20.	I use online examination scores to optimise comparability and consistency for all the students	3.02	1.37
21.	I explain more from blended teaching than from only speaking in the class	3.16	1.07
22.	I enjoy communicating with the students by technological devices for learning	3.02	1.19
23.	I like the think-pair-share activity to encourage all students to interact with the material	3.16	1.23
24.	I think the students learn more from hybrid learning than from traditional lecture learning	3.07	1.35
25.	I use active learning in blended courses to improve the learning process in class	2.95	1.160
26.	I like the Think-Pair-Share activity to encourage the students to interact with the materials	2.68	1.17
27.	I use the flipped textbook to teach the material in this class	2.89	.970

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	effectively		
28.	I explain more information by using the Web-enhanced course in the class	3.16	1.20
29.	I believe I can use Videos for Mini-Lessons to teach English skills in the textbook	3.16	1.07
30.	I often use the language lab and computers in teaching	3.27	1.18
31.	I always use digital portfolios with my students in the class	3.07	1.16
Total Scores		**49.63**	**18.72**

As illustrated in Table 5, the results of the table above suggest that English instructors employ a variety of methods when teaching foreign languages. It appears that the majority of teachers preferred instructional techniques using technology over traditional methods. Furthermore, the questionnaire category of information technology teaching is distinguished by a high mean score. Conversely, the first category of traditional teaching is associated with a lower mean score. For instance, the first category tends to be defined by a score of (1-3). There was a minimal degree of traditional teaching among the participants, as evidenced by the mean total score of 35.61.

In comparison, the mean score in the second category is defined by a score of (2-3). Moreover, The lowest mean score and standard deviation in traditional teaching exist in item No. 6 (M=1.64, SD=.780), which states: “I enjoy teaching activities of the textbook performed in class directly”. The highest mean score and standard deviation exist in item No. 14 (M=3.43, SD=1.18), which states: “I participate in the online exercises that help the students to learn the material effectively”. In the same vein, the lowest mean score and standard deviation in technology-enhanced teaching exist in item No. 26 (M=2.68, SD=1.17), which states: “I like Think-Pair-Share activity to encourage the students to interact with the materials”. While the highest mean score and standard deviation exist in item No. 19 (M=3.36, SD=1.12) , which states: “I adopt some instructors that enhance the student's interest in the online courses in the class”. Participants' maximal levels of technology-enhanced teaching were demonstrated by their mean total score of 49.63.

The descriptive analysis of the rating scores in this study illustrates that the teaching of active learning-based technology significantly impacts the learning cycle in the class. Consequently, there is a significant opportunity to employ the improved English language method in a more effective manner than the traditional language in the classroom. In other words, the advantages of technological support in education appear to be distinct from the conventional teaching method that the teachers in the current study exemplify. However, the significance of a technology-enhanced English method for boosting students' proficiency in the target language is underscored in this particular analysis.

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6. Conclusion and Recommendations

Based on the findings of the study, the Iraqi Ministry of Education should rely on a technology-enhanced English course embedded in various devices in teaching materials. Educational technology services employ contemporary pedagogical approaches both within and beyond the classroom, actively involving all students in genuine active learning activities. Blended learning endeavours are noteworthy for their ability to provide the benefits of both traditional and virtual learning. As a result, the classroom is the focal point of the preponderance of technological advancements in the educational environment.Furthermore, students can receive immediate feedback on their academic performance by employing a digital learning platform. By employing a digital learning platform, educators can gain access to effective knowledge regarding the efficacy of their students' practice activities in a virtual classroom at home.

The integrated learning approach combines online educational materials and opportunities for interaction with concrete tasks in the classroom. This learning model can be implemented in a variety of unusual manners by employing the integration of multiple devices and techniques, such as computers, laptops, tablets, and smartphones, of the hybrid learning structure. To raise awareness of the increasing presence of these beneficial tools in the classroom, teachers, therefore, combine the most advantageousfeatures of traditional classroom learning and e-learning to facilitate a teacher-assigned course on a mobile device or computer, succeeded by self-directed student learning.

The study recommends targeted answers to the issues of digital teacher training integrating various technologies and services in classroom teaching. Moreover, it is essential to enhance English education courses that include technology to immerse students in authentic English contexts:

1. The study suggests that English teachers should pay attention to the management of a hybrid classroom and technology services used in teaching to communicate with students who suffer from negative English learning experiences.
2. The study recommends using English language labs and digital libraries in the blended learning classroom effectively.
3. The study highlights the necessity for additional research to explore recommendations derived from the findings of the present study in the TEFL context.

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