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 Technology-Enhanced English Course (TEEC) in teaching English as a foreign language at preparatory schools in Iraq. The sample was selected randomly, and its size consisted of 44 English teachers enrolled in the study. The findings showed that the majority of the different teachers highlighted the importance of active learning-based technology in teaching English as a foreign language to learn and process new things to make students more likely to engage in the target language. Therefore, the relationship between the traditional teaching and the technology-enhanced course was significant: p < 0.09), t.test is 6.859, df is 86 with a mean of 3.06 and sd .474 for technology teaching and a mean of 2.22 and SD 6.66 for traditional teaching at preparatory schools in Iraq. The study recommends that English teachers should use active learning-based technology services to foster the learning process and widen their students' knowledge by adopting the technology-enhanced courses in the class by the technological requirements to learn a new language. The findings of this study have several important implications for further studies in teaching English as a foreign language.

Keywords--- Active Learning, Learning, Learner's Independency, Technology-Enhanced, and English Course (TEEC).

I. PROBLEM OF THE STUDY

Technology has excellent potential advantages to enhance both the teaching and learning processes of learning English as a foreign language, specifically in Iraqi school. This tendency examines the emerging role of technological services in the context of the target language. It has included the comprehensive development of teaching methods and learning strategies to meet the needs of Iraqi EFL students in learning new information in the target language. This study seeks to achieve the impact of technological services integrated with teaching activities in the English language classroom. Vygotsky (1987) notes that with collaboration, direction, and support, students were always able to do more and solve more difficult tasks than they could do independently. Unfortunately, studies in the field of technology used in education have not received sufficient attention in Iraq, since few studies are available concerning identifying the technology-based services in school. It is still not widely understood what the effective methods of teaching English teachers should employ to engage their students with the textbooks and encourage them to interact with the materials effectively by adopting several TEEC techniques. Therefore, the current study aims to identify the aspects of the challenges in English language teaching and try to develop the relevant recommendations that are essential to increase the learning progress effectively.

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Importance of the Study

Although the Ministry of Education in Iraq has started a new strategy to develop the formal system of education over the past few years since 2007. In general, therefore, it seems to pay attention to the schools' infrastructure of all stages, and it has great support that is represented by new buildings, maintaining and equipping schools with the requirements to manage the educational policy. Besides that, developing the students' learning skills of different levels and some schools have been linked to a unified internet network. Moreover, the Ministry has tried to provide training courses for teachers and students. All these procedures are supposed to improve the development of the teaching and learning process in Iraq. Therefore, the study seeks to investigate the impact of technology used on EFL Iraqi students' achievement to learn English as a forging language regarding other progress communities that have employed TEEC in education according to several considerations:

1. It seeks to identify English language teachers' attitudes of technology use in teaching English as a foreign language.
2. It aims to identify the barriers to use the technology in teaching and learning libraries' trends in Iraqi schools.
3. It makes useful recommendations that can contribute to the development of formal education based on technology.
4. It identifies the views and experiences of the English language teachers who are currently engaged in the principles of technology in their pedagogies.

Limitations of the Study

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

1. The teaching level was associated with the preparatory levels in the province of Thi-Qar province in Iraq.
2. This study was conducted with a sample size consisted of 44 English teachers from different preparatory schools of Thi-Qar province.
3. The procedures of data collection were limited to the online survey and the constructed interviews.

Overall, there seems to be some generalizations related to the findings, a larger population of English language teachers, and other levels of teaching that should be adopted in further studies.

II. LITERATURE REVIEW

Technical developments have increased the responsibilities of educational institutions in employing technological services in the teaching process. A considerable amount of literature has highlighted the advantage of technology employment in modern pedagogy such as Grant (1996), Schrum (1999), Anderson and Ronnkvist (1999), Roblyer (2000), Christensen and Knezek (2001), Howery (2001), and Christensen (2002) have the urge to help teachers being able to influence students in acquiring a new language by integrating technology in teaching materials in the class. Bonwell and Eison (1991) found that technology provides a student with the opportunity to engage in the thought cycle of in-depth-learning further information by groups in the class. This philosophy does not consider how a student can get high marks in exams. Still, the central aim is how a student is more engaged in

learning activities in the classroom to be more motivated for the teaching materials to be learned and discovered independently. By drawing on the concept of technological support, Johnson and Johnson (1986) point out the notions of this learning that technology has a significant impact on student's achievement longer with the comparison with those students who have been engaged in the learning process individually. A key aspect of technology is to overcome the learning problems, especially in learning English as a foreign or second language. One aspect of TEEC in technical education is the ability to integrate curriculum content effectively into the student's cognition by providing data, smart boards, computers, multi multimedia, digital libraries, language laboratories and its use in educational networks. Wingard (2004) notes the impact of using the internet in traditional education has not received enough attention, as there are only a few studies in intellectual production, especially concerning identifying the nature of this effect on the quality of education. However, using TEEC in school has not received enough attention according to several studies in the area of language learning in L1 and L2, especially in the developed communities in terms of identifying the essential impact represented by TEEC for critical learning in the target language.

Anderson et al. (2007) report that the role of the technology was to integrate activities into the lecture so that students have the opportunity to work with concrete examples in class, while the instructor can collect and review student work in real-time. So, a student can learn and think independently in the target language. Therefore, their study, states the use of networked pen-based computers changes the logistics and facilitates the integration of activities into the classroom discussion in ways that would be difficult to achieve without the technology. Hoffman and Goodwin (2006) provide an initial assessment of an Audience Response System (clicker technology) for library instruction as experienced at Texas A&M University Libraries. The findings show that three Clickers are reasonably easy to use and provide a fun way to turn traditional classroom lectures into interactive learning experiences quickly. Shieh (2012) highlights constructivist-oriented teaching and learning by adopting the Technology-Enabled Active Learning TEAL notion to deliver courses. This study examines the impact of TEAL on both student performance and teachers' methods of teaching in the context of one of the high schools. These results indicate that participants expressed interest in engaging in lessons and being more active in learning activities, benefiting from modern technological instructions.

Roehl, Reddy, and Shannon (2013) state if the goal of teaching is to engender understanding, educators must move from rote memorization of knowledge and facts; known as "surface learning," toward "deep learning," where understanding is developed through "active and constructive processes. Therefore, both teachers and students are interacted and exposed in a wide range of information obtained from different sources other than traditional materials given in classrooms. Primarily, it is essential to achieve the aim of the curriculum and the educational policy-makers in the area of learning English as a forging language. In brief, technology-enhanced modern technology helps teachers to provide the flexibility of great learning styles where students can engage with the new educational environment fostering their critical thinking and creativity in the target language as complementary tools of self - learning skills.

III. METHODOLOGY

The study used the descriptive approach for investigating the research questions from the selected sample of preparatory schools in Iraq. A questionnaire was designed as a tool to gather sufficient information from the participants concerning using technology in English teaching in the second semester of the academic year 2019-2020.

3.1 The Sample Size

The total population consisted of 50 English teachers who represented the whole community in preparatory schools, and the sample size was 44 calculated to be a randomly selected sample to fulfil the accuracy and confidence in the current study.

Table 1: Demographic Background of the Respondents (your sample mismatches with the total population in the tabulation, please check yourself)

N	Age (years)	Gender		Teaching Level		
44	26-45	Male	Female	1st	2nd	3rd
		25	19	14	15	15

The current study is associated with the criteria by Krejcie and Morgan (1970), which was conducted to establish the adequate sample size for providing enough accuracy in the confidence of the research's 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 Questions of the Study

The study targets to focus on the following questions:

1. Is there a difference between traditional teaching English (TTE) and technology-enhanced English course (TEEC) in teaching English as a foreign language at the preparatory stage?
2. Is there a significant relationship between gender and the method of teaching English as a foreign language at the preparatory stage?

3.3 Null Hypotheses of the Study

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

H $_{(0)1}$: There is no difference between traditional teaching and technology assisted teaching of Englishlanguage as a foreign language at the preparatory stage.

H $_{(0)2}$: There is no significant relationship between gender and the method of teaching English as a foreign language at the preparatory stage.

3.4 Techniques and Procedures

To achieve the objective of the study, the research methodology adopted was the Likert-scale to investigate the participants' beliefs and views about technology by calculating the weighted average of the sample responses to the questions organized for the Likert scale. It consists of five responses, namely, Strongly Disagree=1, Disagree=2, No

Opinion=3, Agree=4, and Strongly Agree=5. Chi-Square was used to separate the sample responses to a questionnaire related to the use of technology in teaching English as a foreign language.

3.5 Validity and Reliability of the Questionaire

Table 2: Total Item of Correlation in Cronbach Alpha Reliability

Reliability Statistics		
Cronbach's Alpha	Respondents	Items
.736	44	20

As seen, the overall reliability of the instruments' measurement existed in the vale of.736 However; the Correlation value denotes the correlation between each question within the questionnaire. Therefore, the obtained value of the reliability score of the questionnaire is accepted.

The research tool performed the validity by examing the questionnaire to the panel of experts of Thi-Qar University to match this questionnaire with the problem of 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.736. However, this value is appropriate for this descriptive study.

IV. DATA COLLECTION

The primary tool of data collection was the questionnaire of English teachers which consisted of 20 items divided into two groups, namely: traditional teaching and technology teaching. It investigates specific information regarding English teachers' attitudes toward the use of technology-enhanced English learning English as a foreign language according to their accumulated experiences in teaching English.

V. DISCUSSION OF THE RESULTS

The use of technology enhanced English language learning and teaching, which indicates the teachers' answers about the role of technology-enhanced English course that was used in teaching English as a foreign language. As shown, the items of technology-enhanced English course used by English teachers have a significant impact on students to improve their skills in the target language effectively. According to the first question: "Is there a difference between traditional teaching and teaching English as a foreign language at the preparatory stage with the help of technology?" To identify the reality of using technology services in teaching English as a foreign language. T.test was conducted to obtain the difference based on the attitudes of respondents towards technology used in teaching English as a forging language. The majority of the rating scores were represented by the practical activities in the classroom that encourage the teacher to support online tests for improving language skills, especially listening and speaking skills. The deviation of technology teaching strategies is slightly smaller in the range of this group.

In particular, the analysis of the two groups was problematic, and findings of the t.test show, there is no association between traditional teaching and technology teaching. However, these findings show there is a statistically significant relationship between these two variables that may be related to certain features.

Table 3: Independent Sample T.Test of Traditional Teaching and Technology Assisted Teaching

Independent Samples Statistics						
Samples	Group	N	Mean	Std. Deviation	T.Test	Sig. (2-tailed)
Technology Teaching	1	44	3.06	.474	6.859	.009
Traditional Teaching	2	44	2.22	.666		

As seen above, the t.test was conducted to analyze the difference between teaching strategies and technology assisted teaching strategies. Therefore, the results showed that a significant difference between traditional teaching and technology assisted teaching (values in the Sig. column are >.05). Most of the respondents rated the technology assisted teaching as a popular choice in the questionnaire of 58% percent with a mean of 3.06 through the processing of technology used in teaching such as data show, smart board, online class service, digital libraries , and language learning laboratories. In contrast, the participants' scores in traditional teaching were low as 42% percent, with a mean of 2.22.

On the other hand, the second question was designed to investigate: Is there a significant relationship between gender and the method of teaching English as a foreign language at the preparatory stage? The impact of technological techniques and equipment used in preparatory schools to increase the EFL Iraqi students' achievement to learn English as a foreign language. Findings are consistent with the effectiveness of technology-enhanced English courses used in improving the ability to develop the learning skills in the classroom. The results were confirmed that active learning based on technology assisted teaching has a significant impact on the improvement of English learning skills compared to the traditional method. The Chi-Square test indicates the hypothesis with 95% confidence of the p-value (Asymp. Sig), and it should be less than.05. The results state that traditional and technology teaching are not independent variables of each other. Therefore, there is a statistical difference between the values of these two variables.

Table 4: Chi-Square Tests of Traditional Teaching and Gender Association

Traditional Teaching			Affective	Not Affective	Chi-Square	df	Sig.
Gender	Male	Count	9	16	.170[a]	1	.680
		Expected	9.7	15.3			
	Female	Count	8	11			
		Expected	7.3	11.7			

The Chi-Square value is presented above, and there is strong evidence of a relationship between gender and traditional teaching due to the value of both items, namely "Affective, Not Affective" in teaching showed by the scores of the respondents. chi-square is.170[a], df 1, P.680<0.5. Male and female showed different beliefs that using traditional teaching in pedagogy are not equal; the results are (9-16, 8-11), respectively. Therefore, the obtained result of Chi-Square, the first null hypothesis was rejected.

In the same vein, there is clear evidence of a relationship between gender and technology teaching due to the value of items, namely "Affective, Not Affective" in teaching showed by the scores of the respondents in technology teaching.

Table 5: Chi-Square Tests of Technology Teaching and Gender Association

Technology Teaching			Affected	Not Affected	Chi-Square	df	Sig.
Gender	Male	Count	15	10	.239[a]	1	.625
		Expected	14.2	10.8			
	Female	Count	10	9			
		Expected	10.8	8.2			

As shown above, the Chi-Square value is.239[a], df 1, and P.625<0.001. It does not satisfy the second null hypothesis of the study, which indicates there is no association between gender and method of teaching English as a foreign language. However, male and females showed different beliefs related to the technology used in pedagogy is significant; the results are (15-10, 10-9), respectively. Thus, these two variables are not independent of each other and that there is a statistically significant relationship between these methods of teaching and gender. Nevertheless, these two values of teaching methods are different, and p.value of Technology teaching is significantly higher than traditional teaching due to the views of the respondents in the questionnaire. Male and female respondents showed different beliefs that using traditional teaching in pedagogy is not equal; the results are (9-16, 8-11), respectively.

In Table 6, the comprehensive descriptive analysis of the rating scores of both methods of teaching English at preparatory classes in the selected schools of Thi-Qar province.

Table 6: Descriptive Analysis of Traditional Teaching and Technology-Enhanced English Course

Part (A) Traditional Teaching

	Items	M	SD
1	I felt comfortable asking questions read out-loud in the class.	2.52	1.191
2	I teach my students English skills by repetition and memorizing information.	2.39	1.262
3	I think traditional learning strategies make the students imagine the problem-solving skills.	2.45	1.190
4	I consider the printed textbook is better to teach in the class.	2.00	.964
5	I use chalk and talk with students in teaching the information in the textbook.	2.41	1.019
6	I enjoy teaching activities of the textbook performed in class directly.	1.64	.780
7	I feel the traditional teaching method is essential for evaluating the individual differences in the class.	2.25	.811
8	I feel confident when I do well in discussion with students in the class	2.18	.995
9	I think the students concentrate fully on their task during the lecture.	2.50	1.089
10	I think most students can learn English skills by using cooperative teaching with students, followed by feedback.	1.82	.947
11	I think most students improve because I usually use Blended- Teaching in English learning	2.59	1.187
12	I enjoy online teaching based network lecture for problem-solving materials.	3.25	1.222
13	I like participating in practices of Student Evaluation of Teaching (SET) in class.	3.00	1.141
14	I adapt some instructions that enhance the students' interest in the online courses in the class.	3.36	1.123
15	I use online examination scores to optimize comparability and consistency for all the students.	3.02	1.372
16	I think the students learn more from hybrid learning than from traditional lecture learning.	3.07	1.354
17	I use active learning into blended courses to improve the learning process in class.	2.95	1.160
18	I use the flipped textbook to teach the material in this class effectively.	2.89	.970
19	I always use digital portfolios with my students in the class.	3.07	1.169
20	I use think-Pair-Share activity to interact with students with the material in the class.	3.41	1.168

According to the descriptive results of the questionnaire, question No. 20, which states (I use think-Pair-Share activity to interact with students with the material in the class) got the highest mean that is (3.41). The majority views of English teachers highlight the role of using technology in teaching and saving time and efforts through increasing the communication between teachers and their students in an active learning environment. While question No. (6), which states (I enjoy teaching activities of the textbook performed in class directly.) got the lowest mean of (1.64), this view is a clear due to the lack advantages concerning included in the traditional teaching for attracting students to learn in the target language effectively.

In this study, the researcher attempted to defend the view that considering active learning-based technology has a definite impact on the learning development in the target language. The results are an important opportunity to better understand the technology assisted English language course are better than the traditional language learning. In other words ,the advantages relied on linking this method with positive participation on the students' progress, unlike the traditional method of teaching through lectures based on the teacher-centred method of teaching. Besides, the current study emphasizes the importance of technology-enhanced English course as a method that develops a positive attitude towards learning new things by promoting the students' perception of learning skills in the target language.

VI. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the Iraqi Ministry of Education should rely on technology-enhanced English course (TEEC) as an essential mean of university education. The University should exercise it by providing all the technological services that help students in active learning activities to learn English as a foreign language effectively. The vital role of using computers ,projectors and language labs in teaching English in the class should be highlighted.

The study recommends the training of English language teachers through exchanged programs with the teachers of native English speaking countries. There is also a need to intensify English teaching courses that integrate with technology to expose students into real- life situations of English learning inside and outside the classroom. However, there are some essential changes that should be given to pave the way for critical thinking in the target language effectively as in the following recommendations:

1. The study recommends paying attention to teachers in the use of technology in active learning to communicate with students who have had negative experiences in learning English.
2. The study proposes that language labs and digital libraries should be enhanced in the educational environment with modern technology in education.
3. The study recommends further studies that might seek the views and suggestions based on the findings of the current study for the adoption of technology in teaching.

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