

**AN OVERVIEW OF THE TECHNOLOGY USE IN IRAQI EFL CLASSROOMS:
LESSONS LEARNED, CHALLENGES TO OVERCOME**

by

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DEDICATION

This is proudly dedicated to the people who were an inspiration to make this happen, especially my beloved wife and my daughters Tabarak and Rodina. It's a great achievement after two years of hard work. Thank you for providing me with constant support and encouragement. It would be very hard for me to complete this degree without such emotional support.

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This study covered the topic of technology adoption by Iraqi EFL classrooms between 2003 and 2021. Iraq is one of the first Middle Eastern countries to have very basic technology use but never upgraded it. The current study explored the adoption of technology for language learning because technology became a powerful tool for language learning. This research investigated the reasons that prevented Iraq from developing technology and using it to enhance foreign language learning. Researchers provide some recommendations to overcome the challenges that Iraqi education suffers from. This current study also provided some recommendations as well to resolve some of the challenges found throughout the research. For example, this study discusses suggestions such as applying blended learning, using authentic speaking, using social media tools, training educators and showing the advantages of technology to both teachers and students. Also, teachers and students' attitudes were explored to see their readiness for technology integration. Iraq was forced to adopt e-learning throughout the spread of COVID-19 and some of the studies were explored and cited in this current study. The pandemic has helped the English language teaching field around the world to overcome some of the challenges; thus, Iraqi classrooms can also benefit from the new good practices of e-learning.

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CHAPTER 1: INTRODUCTION

1.1 Statement and Justification of the Problem

Teaching English as a foreign language in Iraq has many challenges. One of the challenges is the instructors' lack of technology information alongside the infrastructure such as lack of electricity, internet connection and technology tools. Previous research has noted these challenges. For example, in Abdul Razak, Saeed, & Alakrash, (2020) study about an EFL classroom, they found out that teachers were not familiar with using technology, so they recommended that teachers must receive technology training in regard to e-learning as well as the technology tools such as computers, mobile applications, software, and hardware. The researchers argued that when teachers received such training, teachers would be able to deliver the content in a better way, and they could develop their students' skills of using technology as well. In another study, Fayadhm, Salih, & Mohammed (2021) appealed to increase interaction between teachers and students which can be done through e-learning, but the authors mentioned that 95% of the educational staff preferred face to face traditional classes, which typically have less activity. From this study we can find that the instructors either are not familiar with technology use in the classrooms or they are not particularly interested in a pedagogy that they never received training for. Similarly, Bashitialshaer, Alhendawi, & Lassoued (2021) investigated the obstacles and barriers that prevent improving e-learning. The authors' study was conducted on the universities' professors and students in some Arabic-speaking countries including Iraq. The authors found out when the educational system was forced to shift to e-learning, one of the challenges was the poor infrastructure and inappropriate visual learning content. This means that virtual learning faces real challenges under the poor infrastructure that include poorly equipped classrooms, unstable internet connection and unstable electricity.

Technology has changed our lives by making obtaining information a lot easier. Education is one of the fields that is largely enhanced by technology. Countries vary in adoption technology. Alalgawi et al. (2014) mentioned that the quality of learning is dependent on the teaching tools such as computers, mobile devices and application in teaching and learning. It is important for technology to be involved in language teaching and learning. The technology tools are more effective in enhancing learning than the basic tools with the traditional way of learning. It may be easier with technology to show the real use of language through the inclusion of examples from speakers across borders. Videos, pictures, animation, social media and mobile applications are effective tools especially for foreign language learning. Shammari, (2021) mentioned that the online tools became fundamental tools for learning and it will go ahead even when the pandemic stops. Technology tools have become fundamental tools for having more detailed and realistic descriptions for the material. Recording the class also gives the students more opportunities to understand the content better.

By studying the challenges that have kept the use of technology basic, Iraqi schools can purposefully use technology to improve language learning and provide students with opportunities to grow.

Overall, challenges that the authors claimed are poor infrastructure, lack of technology information and educators' attitude towards integration of technology in the classroom and online learning. Infrastructure challenges became clear after the Iraqi education system was forced to adopt e-learning through the COVID 19 pandemic in 2020. Lack of technology information is evident by teachers' unfamiliarity with technology which they considered as a complicated task, and as a result they preferred traditional learning for ease. However, the current study addressed the Iraqi EFL teachers to allow the students to use their own portable devices and that will help to

cover the challenge of a poorly equipped classroom and the electricity shortage. Cell phones and computers can be used for hours without being connected to the power. Also, this current study appealed to decision makers to create a classroom technology environment through supplying the classroom with projectors, computers, smart boards and all tools that help learning foreign languages.

1.2 Background and History

There are two different educational systems in Iraq, since there are two official different languages. The governorates of Kurdistan in north of Iraq speak Kurdish language, while the other governorates speak Arabic. The teaching strategies adopted in Kurdistan for language learning are different from those found in the rest of Iraq. The adoption of technology in language learning between the two educational systems is different based on language and culture which impacts the decision-making process. Despite these differences, both contexts have faced the need to integrate technology in the classrooms as well as strategies to use technology effectively for the development of English as a foreign language.

According to UNESCO 2003, Iraq preceded Middle Eastern countries in introducing basic computer and programming subjects into their governments (Alalgawi, Sulaiman, Aziz, Rosanfisah & Norshakirah, 2014). Despite this early acquisition of technology, such technology tools were not included in educational institutes. Although Iraq adopted technology early, they never maximized their use of technology. This lack of technology use was in part because of lack of electricity, internet connection, and the infrastructure that stand as barriers for technology adoption to this day. The use of portable devices and laptops could potentially ameliorate the infrastructure and the electricity issues as happened during the COVID 19 pandemic. For example, Ahmed, Salman, Abbas, Alkaisy, & Kathem, (2020) mentioned that the Iraqi government enforced

a curfew on March 17, 2020 to prevent the pandemic spread. Four weeks later, MOHESR (Ministry of Higher Education and Scientific Research) declared to move all classes to virtual learning. The authors also mentioned that google classroom was adopted for distance learning, which instructors were supposed to create for student's use in the classrooms. Initially teachers and students did not accept the idea of virtual learning because of the unexpected teaching transition. But after they overcame some of the challenges by creating formal communication platforms, organizing classes virtually, and training educators, the authors mentioned that it was a good start and the first semester was successful. The survey showed that 60% of the students prefer to do the second semester virtually. This means that the students were unprepared to be involved in e-learning in the first semester but with knowledge and experience their opinions changed. Based on the authors study and from the student's reaction it is showing that Iraq was not using online learning before COVID-19 but after they were involved in a way or another, they saw advantages which spiked their interest.

The infrastructure and the challenges mentioned above may affect the integration of technology processing. However, the studies showed that Iraq does have a good disposition to employ technology in teaching and learning. Because Iraq used virtual learning through the pandemic, now, institutes are less hesitant and less unprepared for using technology, especially that virtual learning applied recently.

CHAPTER 2: CONCEPTUALIZING THE REVIEW

The purpose of the current study is to explore how technology is useful for learning English as a foreign language. This chapter includes information about CALL and its role in developing EFL classrooms generally, and in Iraq specifically. Also, it is reviewing the challenges that Iraqi education suffers from.

2.1 CALL Overview

Technology shaped our life in a different way than before. It changes how people think and develops the fields of life with the technology assistance. Computers became a fundamental tool to run our lives because of the importance of the role that computers play in processing our daily life needs, especially with the spread of COVID-19 pandemic. The occurrence of acquiring information and processing it has changed the world and inspires researchers and educators. Computer assisted language learning (CALL) came early into the 20th century. Involving CALL was a very special addition for learning. Many of the educators accomplish their work depending on technology, especially the new generation who are considered as digitized learners. Prensky (2001) stated that students nowadays grew up with technology, they are using computers, cell phones and all kinds of technology applications all day long. They are using technology for study and for entertainment as well. The author called today's students 'digital natives' and described that digital natives are very fast at receiving information. They accomplish their work and function way better with using technology.

Technology increases sources of information and makes them accessible, and it makes it possible to provide more feedback to the language learners. The use of CALL made language learning more feasible, effective, and motivating. Walker & White (2013) mentioned that CALL is impactful on foreign language learning components. CALL activities promote the learners and

foster participation inside and outside the class. The researchers noted a positive result in the mid-1990s out of using it which allowed the learner better control of their learning, interaction and enhanced writing. The distance learning and CALL are found to create participation opportunities for unpretentious students to participate. The students reported that the use of CALL developed their thinking through the interaction with each other. Based on the authors study, CALL creates a learning environment that is helpful, motivated, developing ideas, interaction encouragement and allowing full participation for shy students. Walker and white (2013) showed that digital technology creates opportunities for interaction in which language use occurs. They also mentioned that language learners were provided with rich resources with digital interaction. Technology provides students with a chance to improve their skills at home on their own time. Technology allows them to access multiple tools that improve their needs. At the same time such tools will provide support from a wide range of the online audience rather than relying only on teachers. Such support can be considered as a great feedback and source. The authors stated that virtual learning also creates 'strong weak ties' among learners; that is, this allows them to engage frequently online as if they know each other within a short time space. Walker and White (2013) well explained how CALL fosters and encourages foreign language learners and how it creates an atmosphere that motivates the students. It was the teachers' job to create such motivation but technology makes it a lot easier and possible to achieve. It's true that the involvement of technology develops the thinking of learners and increases the interest for learning.

2.2 How CALL Plays a Role in ELT

What makes us believe in technology is the success that it has made in all fields of life, specifically its role in the teaching and learning of a second language learning. The questions may

arise here, in which sense does technology impact foreign language learning? How does it help or develop the educators? And how does it make such success?

The 21st century experiences a rapid interest in technology. Foreign language learning is better to be improved with technology because it offers tools which facilitate the process of learning. The long traditional process of learning was causing the loss of concentration especially with young learners. One of the most important opportunities for learners is the time pressure in the classroom with the traditional style while technology allows access all day long to the learners. Furthermore, technology tools are providing learners with knowledge, motivation and interest.

The development of technology shaped and leveraged all the fields of our life. (Warni, Aziz, & Febriawan, 2018; Hafner, 2019) mentioned that education is one of those fields that is influenced by technology. Technology expanded the opportunities and gave the students a chance to study and collaborate independently. In regard to how technology helps and develops the educators, Warni et al., (2018) mentioned that the students are considered as a big factor in the learning success. With the technological development and the significance of the students' role, teachers need to change the teacher-centered learning to create a better classroom environment. Researchers, teachers and students all play a role in computer assisted language learning. Hafner (2019) believes that the way that people read, write and communicate has changed with the development of the use of technology. The change was into providing new forms on how to present context digitally. Such development made the educators rethink the curriculum and task. The author explored digital literacies of learning English language to study reading, writing and communication that widened beyond the traditional notion. Walker and White (2013) mentioned that all people can read and write digitally through internet connection using websites with a common interest. Warni et al., (2018) mentioned that e-learning is convenient for student self-

dependents because of the pliancy, time extension that the students will have with technology. E-learning provides an opportunity for students to do activities in a valuable way at home with flexibility rather than with the time pressure at the classroom. Egbert & Petrie (2006) encouraged all educators to find their way to understand and explore CALL. The authors mentioned that it is important to look at CALL whether separately or alongside with other SLA research because it presents tasks with internet and computer tools differently from other tools. (Warni et al, 2018; Hafner, 2019; Egbert & Petrie, 2006) answered the questions mentioned above on how technology impacts language learning and how it helps and develops the educators. Throughout their studies they showed the influence of technology on the teachers and the students.

In regard to technology success in language learning, the value of technology can be measured from the teachers and students' perspective. In an attempt to estimate the effect of its use into the language learning institutes. The success can be seen from the profit of technology programs, computers, cellphone implications which enhanced the quality of learning.

2.3 CALL in the Middle East

Within the revolution of technology use, its use in the Middle East may vary between Middle eastern countries. Some of them are strongly involved and some are hesitant and shy. There are challenges faced with the use of technology across the Middle East countries. Such challenges are the teachers and students' attitude toward technology and the infrastructure. First, teachers and students' attitudes will be discussed in countries such as Saudi Arabia, UAE, Jordan, Yemen, Egypt and Iraq. The reason behind selecting such countries is to choose Saudi Arabia, and UAE because they have adopted technology but they may still have a teacher/ student's negative attitude, while Yemen, Egypt and Iraq are not yet adopted technology and they are struggling from some sort of challenges including negative attitude. (Al-Maini, 2011; Alkamel, & Chouthaiwale, 2020; Mustafa

Radif, 2019; Al Noursi, 2013; Aldowah (2016); Essam, 2021; Al-Azawei, Parslow, & Lundqvist, 2016) investigated the first challenge of technology use in EFL classrooms. Al-Azawei et al (2016) evaluated the integration of e-learning by revealing that the leading position countries of the Middle East in regard to the use of e-learning are UAE, Jordan and Saudi Arabia. The authors mentioned that many of the teachers are not accepting the idea of technology implementations. One of the Saudi Arabia English teachers informed Al-Maini (2011) that he didn't believe that using technology will lead to any improvement in his students' performance. But when interviewing another teacher, the case was the opposite, the other teacher mentioned that with the use of technology my students were more active and enjoyable and that raised awareness for my students who were bored with the traditional way. Alkamel & Chouthaiwale (2020) studies conducted in Yemen show that the students do not spend more than two hours a week using information communication technology (ICT) in education due to lack of training and once a month in English learning. The authors appealed to the teachers to use theories for employing the tools of technology for teaching. The authors stated that qualified teachers should be used to facilitate the ICT used in English learning. Yemen is not encouraging the employment of technology use in EFL classrooms. Aldowah, H., Ghazal, S., & Muniandy, B. (2015) showed that individuals in Yemen, especially the parents, see that traditional learning is more effective than e-learning. Mustafa (2019) study showed that teachers are not acting enough with technology tools although they are aware of the e-learning efficacy. Also mentioned that appreciating the use of e-learning is not enough while they find it complicated to fully adopt it for English learning and teaching. Al Noursi (2013) study which was conducted in the UAE showed that one of the causes for UAE students' attainment in English is related to the negative attitude toward learning English as a foreign language but at the same time he found that many of the students have a positive

attitude. Even those who have a negative attitude, they believe that learning English has a crucial importance in academic life. Essam (2021) study showed that teachers in the Middle East are still resistant to the technology used in English teaching although the technology used has proven that it is notable widely. From the authors' studies across some of the Middle East countries, the case of English learning is somehow affected by the negative attitude of both teachers and students. And the cause is either the lack of information and lack of training or the complication of technology use. Some of the teachers and the students are really connected to the traditional way, considering it as a simple way for learning but some consider it as substantial in life.

Second, infrastructure is another important challenge that some of the Middle East countries are facing, especially Iraq and Yemen. Both countries are suffering from lack of electricity, poor internet connection and providing the classrooms with technology equipment. Al-Azawei et al (2016) found that the issues affected e-learning integration in the Iraqi universities are the unstable internet connection and the unavailability of wireless network. They mentioned that the internet is a real challenge to move from the traditional way of teaching and learning to technology as an advanced education approach. Aldowah et al (2015) showed that downloading the content is slow due to the poor internet connection which may affect e-learning and in turn will lead to student frustration. What can be seen here in regard to the internet connection is a real challenge to EFL classes because the internet is a key ingredient for e-learning. The quality of connectivity plays an essential role in virtual learning to motivate and facilitate the transformation from the traditional style to the virtual style of learning. Creating a technology environment in the class will raise the student's interest and otherwise students will prefer the traditional style better. Al-Azawei et al (2016) mentioned a list of challenges and the electricity shortage was a prominent challenge into e-learning integration. (Cities, Coalition, & Militias, 2020; Qasem, 2018) reported that the lack of

electricity affects all Iraqi communities. Electricity does have the same situation in Yemen, Qasem (2018) study showed the great shortage of electricity in Yemen, the power dropped in 2011 and it became worse in 2015. The researcher also mentioned that due to the geographical nature that Yemen has 75% of the population living in rural areas, the problem is more complicated and he considered the lack of electricity is a great challenge. Such rural areas are only provided with 23% of power.

From the author's investigation it becomes clear that some of the Middle East countries are facing real infrastructural challenges to integrate technology into education. Although the study showed that most of the students and teachers are aware of technology use and they are interested in technology implication, at the same time there are infrastructural challenges that can stand as barriers for technology integration. The decision makers need to step forward and address such difficulties and facilitate the integration of technology. The readiness of many education faculty and the students will help the decision makers to adopt e-learning successfully. Overall the power shortage issues must be resolved in regard to Iraq and Yemen and make more efforts to show and train teachers and students on the use of technology and raise their interest on technology across the Middle East countries.

2.4 Description of Challenges of Technology Use in Iraqi Classrooms:

2.4.1 Infrastructure

Traditional education setting may be easier than technology involvement setting. Traditional classroom needs no more than a classroom for the teachers and students to meet. The situation is different with the technology involvement. The classroom with technology can be classified as poorly equipped or may be fully equipped with technology tools. Some studies above explained what technology does for education in general and language learning in particular. Although

technology is adopted worldwide, some countries still have difficulties to do so. The current study's focus is on Iraq, and how infrastructure may affect technology adoption for learning. The current study investigated the infrastructure difficulties in the educational institutes. Mjhood et al. (2021) study was conducted to identify the challenges which e-learning faces in Iraqi universities which may lead to technology adoption failure. The political conflict, economic difficulties and the wars that Iraq experienced had a considerable impact on the infrastructure. Education is one of the fields that has been affected by infrastructure. The lack of electricity has been the major issue and still has not been resolved yet. Mjhood et al. (2021) mentioned that e-learning basically depends on the IT system and internet. Fast internet access is needed for students to use e-learning. Electricity shortage and poor internet directly affect e-learning on both students and the institutes. According to the UN reports "Internet usage jumped from 2.21 million in 2012 up to 19 million users in 2017 in Iraq. The current expected internet users are more than 29.8 million (75% penetration in 2020) with 40.89 million mobile connections" (Mjhood et al., 2021, p.1408) In fact Iraq is not meeting the regulation of internet speed. According to the Ministry of Communication (MOC) the traffic is about 850-1000 Gbps. The reason behind such slow service is that internet providers are using the free licensed wireless services. Such services as they call it 'last mile accesses are used because it is low cost with knowing the fact that it is a low-quality service.

2.4.2 Hardware

Iraqi society in general uses cell phones more than relying on computers, because they are easy to use, serve multiple services and the priority of using them is for personal issues. The reason behind that is the technology devices are not required at the classrooms or even may not be allowed to be in the classrooms. The relevance of turing to virtual learning may have flipped the case and now all educators are required to use electronic devices in the distance learning. Ameen & Willis

(2017) stated that only 12% of the people have personal computers and 78% of people use mobile phones. The authors investigated mobile learning and found that mobile phones can be used in e-learning and it is possible to be successful in education. Previous studies found that mobile learning can be used successfully in education because younger learners are really connected to mobile phones more than computers. Elameer (2019) mentioned that 95% of the Iraqies have cell phones according to an ITE statistical report and 70% of them are smart phones. The author believes that such numbers indicate that Iraqies can be an electronic society. The Iraqi educational system did not take a step into technology adoption. The author suggested that blended learning would be the solution. The author here emphasized the idea of interest and readiness for technology adoption. Most recent authors talked about such interest with the need for training on technology tools.

2.4.3 Teacher Preparation and Training

Teachers' attitude is a significant factor in technology integration. There are many barriers and difficulties that the teachers face with the use of technology in the classroom. Although a lot of teachers received training for technology use, but, the training was very basic. Training without providing technology equipment will keep the problem unsolved. (Alalgawi et al., 2014; Abbood, & Dakhil, 2021) study showed the Iraqi teachers' attitude, interest and preparation of using technology in EFL classrooms. Alalgawi et al. (2014) summarized in their study findings in regard to the teacher's attitude and preparation. Most of the teachers received ICT training and they were good but not proficient at word application and needed to develop more. The authors showed that the majority of them had not mastered ICT skills yet. They need to be cultivated more in computers and ICT applications. Because of their familiarity with such implications, it is going to be easier to develop them. In regard to other applications they need to improve their skills especially those used in teaching the language. Abbood & Dakhil (2021) study showed that the older teachers have

more anxiety and they were more hesitant about using technology in the EFL classroom than the younger teachers. The author suggested that teachers' performance need to be assessed in using technology and that will help and motivate them to use computers. As a result, teachers need to be interested in technology use and every teacher has to know technology. For the fact that eventually in the future, all educational institutes will be provided with technology tools and that will make it necessary for teachers to know how to use it especially in language learning. At the same time most, English teachers have characteristics that help them to be interested in technology use in the classrooms. Also, the positive teachers' attitude and their awareness of technology use is important for integrating it. The author mentioned that the Iraqi EFL teachers' attitude and interest was confirmed positively about technology use. Overall, the authors study showed that most of the teachers received technology training but still some of them are hesitant and anxious from using technology. Although all teachers are aware of technology use and they realized that technology is a contemporary means to achieve the goal in language learning, Younger teachers have more interest and are more knowledgeable than the older teachers.

2.4.4 Students' Attitude

Students' attitude is wildly considered with the use of technology because students are a significant factor of technology success. Their attitude may vary across countries and cultures. Also, their attitude toward technology may be affected by how technology spread, used or considered in their society and the current study considered the Iraqi students' attitude. (Dell, & Hakeem, 2012; Ameen, & Willis, 2017) conducted their study to test the technology acceptance by students in Iraqi institutions, and how technology motivates the students in learning. Ameen & Willis (2017) found that the students were aware of the technology benefits and they were preferring to use mobile phones rather than relying on the computers because they are easy to use,

available all the time and multiple usage. The main point of the authors study is to investigate the challenges facing virtual learning from the student's perspective. The authors appealed to the decision makers to understand the students because that will help them in planning of using virtual learning. The authors mentioned that recent studies showed that Iraqi universities are interested in e-learning but they lack experience. There is a positive point that helps e-learning to be successful such as the students' interest. Dell and Hakeem (2012) explored the way of integrating technology through the use of WiKi (What I Know Is) which started from informal participation with encouragement and motivation. Wiki allows access to interaction between instructors and learners and between learners with each other inside and outside the classroom. The study showed that wiki gave more opportunities for discussion to blend online learning with face-to-face classroom. Students wanted to see more technology and they were excited to use wiki. Also, they revealed that wiki motivated them to be more interested in the English language. This means that the students will learn the language if it is presented to them in a more effective way. Wiki was explored back in 2010 based on the author's paper and technology tools have developed more since then. Using nowadays tools will motivate students more and make them extra more interested in language learning.

CHAPTER 3: METHODOLOGY

3.1 Method of Review

The purpose of this study is to investigate the following questions:

1. What are the characteristics of the selected studies that examine technology integration in Iraqi EFL classrooms?
2. What are the major theme(s) of key findings throughout the empirical research on technology use in Iraqi EFL classrooms?

The current study followed a systematic process to investigate those questions to select and analyze the studies. The aim of this study is to maintain trustful methods throughout the research by searching for a substantial number of articles, which are directly connected to the topic. To answer those questions criteria has been followed (a) The design of this paper is a qualitative research (b) keep the articles that deal specifically with technology use in Iraqi EFL classrooms.

3.2 Selection Criteria

This study includes various steps for the selection process:

1. This study includes empirical articles from peer-reviewed journals published after the U.S invasion in 2003 to 2021 which explain methodologies and frameworks for technology use.
2. The selected studies will focus on all EFL students elementary to college. The studies must focus on all schools including private schools.
3. The selected studies' findings needed to identify and report the technology use challenges in the EFL classroom. Some studies are also needed to report the classroom conditions and technology

supplies. Studies must report the students' skill of using technology and identify the preferred method of using it.

4. The selected studies needed to show students' type of study which include EFL students, those who are proficient and non-proficient in English as a second language, English department students. Additionally, this paper will include private schools' students.

5. The selected studies needed to report findings focused on technology transition from traditional study. Also, the studies needed to present findings on the type of technology tools that had been used or suggested to be using. This paper included the comparison between traditional ways of teaching (e.g., books, paper writing and white board) and technology use (e.g., computers, smart phones, phone applications, and projectors) in the classrooms. Some of the selected studies needed to report the finding of online teaching through the pandemic and the educational institutes readiness.

The procedure to select the compatible studies used the following strategies: First, I conducted an electronic search and reviewed 400 published peer-reviewed journals through UTSA online library's Google Scholar search engine. The keywords that were used in the database search include: Iraqi EFL classrooms, online teaching and learning, English as a second language, and English language learning.

Second, to narrow down this number I used three criteria (a) all the articles have to contain Iraqi students or Iraqi setting (b) all the articles have to be in between 2003 and 2021 (c) all the articles have to talk about technology. This step helped me narrow the list to 70 articles that met

the criteria for the thesis. After a close reading of the 70 articles I further narrowed them to 38, all which included the following criteria: focus on technology use, language teaching and learning, teaching transition from traditional to technology. These 38 articles also fall between 2003 and 2021.

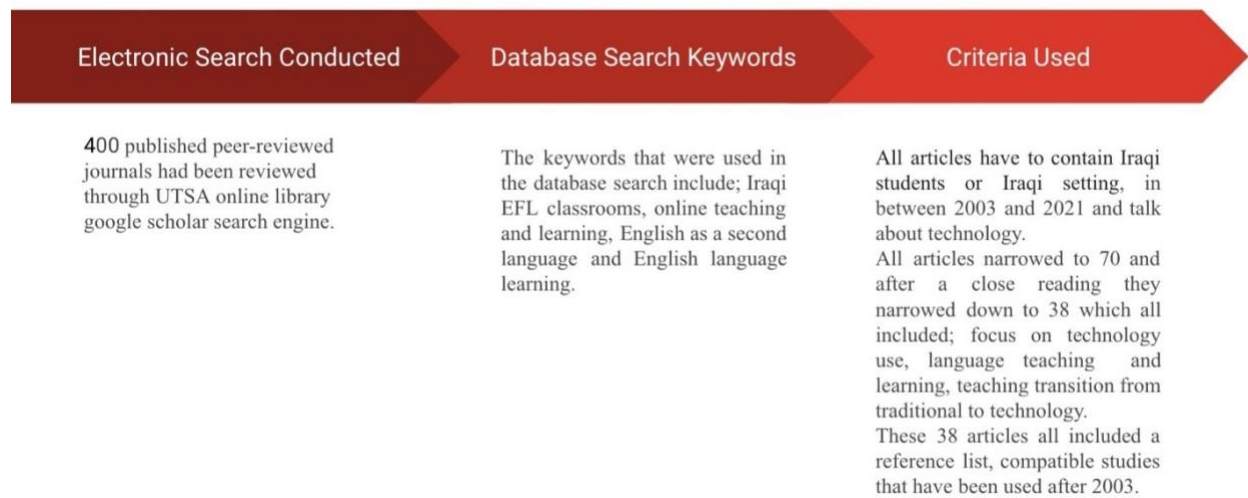


Figure 1. Flow Chart

3.3 Data Analysis

3.3.1 Study Characteristics

To explain research question 1 regarding the characteristics of research for examining technology integration in Iraqi EFL classrooms, the current study selected 38 articles based on connected ideas that are related to the current study. The current study included throughout the characteristics study the publication year of the articles, the authors' study designs, participants' levels and the technology contents in the Iraqi EFL classrooms. Each study's characteristics were taken from a specific article and reviewed by another article. Since the study characteristics were

subjective, it showed some contradictions especially in regard to the agreement and disagreement of using technology over the traditional ways of teaching. The contradiction of agreement and disagreement were reviewed throughout the articles on both teachers and students.

3.3.2 Themes in Study Findings

The second question is to examine the main theme findings throughout the involved studies, the main reason for exploring the findings of the selected studies is to find out how and why technology must be used in Iraqi EFL classrooms.

First, I used an iterative analytic approach in this paper. Studies had been coded to extrapolate their main theme. Those involved articles had been explored to show their main theme findings and they were taken independently (see table 1). The reason behind that is to extract and summarize the findings. Up to this point the extracted finding is reviewed and presented based on what the study shows without analyzing and interpretation. After completing articles, I discuss the key findings of each independently and identify each property and organize them as codes.

Second, I process the key findings codes independently and work on emerging the applied categories into the selected studies and check whichever is not well presented. Throughout comparing the codes, if any contradictions may be found, I review the studies with my interpretation to have a common code. To ensure the reliability of coding my supervisor Dr. Christiansen reviewed all coding to confirm accuracy. In this way the process of code distinctions will be meaningful and developed. I twig in the processing of the discussions a type of findings of the codes that is well reassembled and emerged into the main findings. Third, the final step is the analysis of the two selected studies for coding with the overall finding's themes. Furthermore, I started to refine the themes and make sure that the summary is suitably recapped with the categories of findings mentioned. For example, the theme of renewing methods of teaching by

blended teaching which focused on using technology in teaching and learning. I applied the blending code with the examples mentioned in the study (see Table 1) which showed a comparison of the scores acquired between two groups of participants. The results, for example, found that the blending strategy of teaching is more effective and useful in comparison to the traditional strategy. The literature review section of each study was not included in the review of the present research because the focus was on the findings section of empirical studies. Finally, the theoretical codes will be applied to cover all other codes and categories, the finding of the main theme will initially be integrated with the central category which “consists of all the products of analysis condensed into a few words that seem to explain what this research all about” (Strauss & Corbin, 1998, p. 146). In that way all categories are systematically connected and linked with the central category in theoretical coding. Theme developed through collecting initial coding from articles that share the same ideas, then axial coding created from narrowing initial codes and finally those axial codes emerge to create one major theme that serves technology use processing in EFL classroom.

Table 1: Development of the Themes

Initial Coding	Axial Coding	Selective Coding
<p>Blended learning</p> <p>Use e-learning & traditional learning</p> <p>Involving Native speakers in the classroom</p> <p>Smartphone responses vs conventional teaching</p>	<p>Practice technology with traditional & apply blended learning,</p> <p>Involve authentic speakers in EFL classroom</p>	<p>Apply blended learning and involve authentic speakers</p>
<p>Social media for motivation</p> <p>Online network and videos</p> <p>Movies as a learning material</p> <p>Use CALL theories to develop the level of competence and performance</p>	<p>Involve social media tools in learning</p> <p>Involve technology theories in learning</p>	<p>Use online media tools and apply technology theories in learning</p>
<p>Teachers and students' attitude toward using technology</p> <p>Lecturers attitude toward using technology</p> <p>Instructors' agreement and disagreement of using technology</p> <p>Instructors' age and technology anxiety</p> <p>Technology build interest in EFL classroom</p>	<p>Improving educators' attitude with e-learning and communicative competence</p> <p>Improve educators' skills of technology applications</p>	<p>Measure acceptance of technology and develop educators' skills</p>
<p>Teacher training</p> <p>Online training courses</p> <p>Instructors' orientation toward virtual learning</p> <p>Instructors' practices in using online tools</p>	<p>Train educators on technology use</p> <p>Provide opportunities to practice technology tools in teaching</p>	<p>Improve educator knowledge of technology with training courses</p>
<p>Advantages of using mobile application for learning</p> <p>Advantages and limitation of mobile devices</p>	<p>Show the benefit of technology use</p> <p>Show the devices and implications used in learning</p>	<p>Recommend the devices and the implications need to be involved in pedagogy</p>

CHAPTER 4: FINDINGS

A total of 38 studies have been reviewed and conducted in the current study, all the studies are published between 2003 and 2021. 36 of the studies examined Iraqi participants, 1 study examined Libyan participants and 1 study examined Indonesian participants. Table 2 is showing the type of publication, year of publication and participants' country.

Table 2: Type and Year of Publications' Studies

AUTHOR NAME	YEAR OF PUBLICATION	PARTICIPANTS IN THE STUDY
Abbood, H. M., & Dakhil, T. A.	2021	Iraq
Abdul-Ameer, M. A.	2014	Iraq
Abdulhussein, S. H., & Alimardani, E.	2021	Iraq
Ahmed, H. R.	2019	Iraq
Al-Atabi, F. K. T. E., & Alsalihi, H. D.	2020	Iraq
Al-Azawei, A., Parslow, P., & Lundqvist, K.	2016	Iraq
Abdul Razak, N., Saeed, H., & Alakrash, H.	2020	Iraq
Almadhady, A. A.	2021	Iraq
Al-Mofti, K. W. H.	2021	Iraq

AUTHOR NAME	YEAR OF PUBLICATION	PARTICIPANTS IN THE STUDY
Celik, B.	2020	Iraq
Denham, S. H.	2021	Iraq
Dirjal, A. H., Ghapanchi, Z., & Ghonsooly, B.	2020	Iraq
Elttayef, A. I., & Hussein, N. O.	2017	Iraq
Habeeba, L. S., & Muhammedb, M. R.	2020	Iraq
Hamza, H. A., & Saadalla, F. J.	2021	Iraq
Hasan, A.	2019	Iraq
Hassan, R. F.,Dzakiria, H., Abdulraheem, M. H., & M Idrus, R.	2015	Iraq
Hussein, M. H., Ow, S. H., Ibrahim, I., & Mahmoud, M. A.	2020	Iraq
Jabir, A. C., & Ali, A. J.	2020	Iraq
Jebur, M. S.	2020	Iraq
Kadhim, G. J.	2017	Iraq

AUTHOR NAME	YEAR OF PUBLICATION	PARTICIPANTS IN THE STUDY
Kadhim, S. H.	2014	Iraq
Karam, H. G.	2021	Iraq
Meteab, A. L. S. A. A., & Alquraishy, S. W.	2021	Iraq
Mezaal, A. K.	2021	Iraq
Mukhlif, Z., & Amir, Z.	2017	Iraq
Mussa, I. H., & Sazalli, N. A. H. =(2021).	2021	Iraq
Mustafa Radif, N. A. M.	2019	Iraq
Nesrallah, O., & Zangana, I. M.	2020	Iraq
Hadi, A. A. A., Dehham, S. H., & Akbar, N. A.	2020	Iraq
Radif, M., Fan, D. I. S., & McLaughlin, D. P.	2016	Iraq
Razak, N. A., Saeed, H. K., & Alakrash, H. U. S. S. I. E. N.	2019	Iraq
Sidgi, L. F. S., & Shaari, A. J.	2017	Iraq
Taher, Y. M.	2020	Iraq

AUTHOR NAME	YEAR OF PUBLICATION	PARTICIPANTS IN THE STUDY
Wakil, K., Qaisar, N., & Mohammed, C.	2017	Iraq
Almoswai, F. R., & Rashid, B.	2017	Iraq
Yaseen, B. H., & Shakir, H.	2015	Iraq
Al-Abdali, A. I. E., & Alzayadi, A. D. N.	2020	Iraq

4.1 Apply Blended Learning and Involve Authentic Speakers

4.1.1 Practice Technology with Traditional & Apply Blended Learning

With the circumstances that the education in Iraq faces, the educators are still connected to the traditional way of teaching. Thus, no doubt using technology for learning proved successful, but in a country like Iraq with the circumstances the education faces, technology needs to be blended with traditional learning. To understand the language learning in Iraqi EFL classroom better, many of the researchers investigated technology use, traditional learning and blended learning. Some of the researchers such as (Abbood, & Dakhil, 2021; Abdul Razak et al., 2020; Abdulhussein, & Alimardani, 2021; Wakil, Qaisar, & Mohammed, 2017; Al-Abdali & Alzayadi, 2020; Al-Mofti, 2021; Almadhady, 2021; Denham, 2021; Kadhim, 2017) studied the blended learning from the instructors and the student's point of view. Abbood & Dakhil (2021) reported that "English language teachers might think that using educational technology could facilitate learning language, and could be applied in different domains of knowledge, and various activities related to language learning, especially beginning learners who study a foreign language" (Abbood & Dakhil, 2021, p. 148). The researchers added that through the experience of the teachers with the technology use, they may consider technology is better than the method of conventional way

of teaching. They may find it more useful, easy, practical and available, at the same time it provides knowledge that improves learning. Abdul Razak et al. (2020) mentioned that the instructors who were involved in their study expressed their positive opinions regarding the usefulness of online learning through the use of computers and technology tools, they explained that technology tools are encouraging students to work collaboratively. One of the instructors who participated in the study stated that “Blended learning is one of the most useful methods which can be used in teaching language learning. I prefer it because it allows me to use both traditional and online instructions” (Abdul Razak, Saeed, & Alakrash, 2020, p. 84). Wakil et al. (2017) affirmed that students are learning better with technology in the classroom through measuring the passing rate of 87.5% passing students with technology, while the rate of 62.5% passing students in the traditional classroom. Abdul Razak et al. (2020) also stated “When the specific conditions of the country (Iraq) are taken into consideration, it can be clearly argued that almost all of these instructors have come from an educational system, which is too mechanical and instructor- centered” (Abdul Razak, Saeed, & Alakrash, 2020, p. 84). The researchers explained that the instructors are still connected strongly to the conventional way of teaching. Abdulhussein & Alimardani (2021) study explored Iraqi EFL students’ point of view and they found that they grasped vocabulary meaning and the words that they are unfamiliar with through video games and digital stories. Al-Mofti (2021) mentioned that online learning will give access to the students all day long and the restrictions of the classroom are no longer available. Activities will be in a wider range with online learning. Al-Abdali & Alzayadi (2020) confirmed the same idea by stating that “Despite the fact that e-learning does not replace teachers’ roles, but, it can help learners to stay-at-home and stay connected with classes, classmates, and instructors.” (Al-Abdali, & Alzayadi, 2020, p. 1425). In Almadhady (2021) study a respondent stated that “Being away from the traditional way of learning

English like being inside a class and being asked to do daily homework, this application motivates us to learn English without being under pressure.” (Almadhady, 2021, p. 2481). Al-Abdali & Alzayadi (2020) explain that online learning is necessary for Iraqi EFL classrooms and it must be applied in education schools and also universities. Applying online teaching will fill gaps that the traditional teaching does have. Denham (2021) explained that such learning will raise awareness of the learners in the materials they are having in their study. The researchers appealed to apply technology and online learning in education. Mezaal (2021) study results “concluded that blended strategy in teaching English language is more effective than the classic teaching methods used by teachers in the classroom” (Mezaal, 2021, p. 2821).

Kadhim (2017) reported that applying blended learning in Iraqi EFL classroom will facilitate learning and teaching process which can be seen in the following aspects: “time management and consuming, learning from different and far places, using technology, using communicative approach, exploring the self-study method by the learners, experiencing the idea of Student-centered approach in which it helps the learners become autonomous learners.” (Kadhim, 2017, p. 17). The researcher explained that using (Learn English Pathways) program will make the Iraqi students be connected and love to work on their English language learning. Such experience will allow them to explore knowledge specially that technology develops their communication through collaborative work and learning strategies.

The researchers explain blended learning based on experiments and investigations which showed that both instructors and students are highly motivated and prefer to involve technology in the classroom. Participants who are involved in the above studies are willing to have blended learning in the classroom. The findings conducted showed that blended strategy is effective in the classroom and the students can develop their learning skills with technology.

4.1.2 Involve Authentic Speakers in EFL Classroom

There are many ways to acquire a foreign language, involving native speaking is one of the prominent ways to improve language learning. Technology would make it easy and bring authentic speaking into the classroom. Videos, YouTube, Movies, Instagram, Cake application and more social media applications are available for learning. (Abdul Razak et al., 2020; Almadhady, 2021; Hassan, Dzakiria, Abdulraheem, & M Idrus, 2015; Sidgi, & Shaari, 2017; Yaseen, & Shakir, 2015) investigated the possibility of bringing native speaking into the classroom through technology. Almadhady (2021) used Cake application to see how well native speaking will improve the learning. One of the participants in the study mentioned that “Cake offers the materials for different learning levels and situations, whereby the learners can customize the learning activities based on their needs” (Almadhady, 2021, p. 2480). Some other participants reported that the learner can learn a foreign language by listening with some sort of application to a native speaker then try to speak the same way. Improving listening skill is important and useful and that all comes with practice. One more participant stated that "The application provides audios and videos by native speakers speaking about variety of subjects. Learners could listen and imitate; in such a way I could speak fluently and correctly like a native speaker" (Almadhady, 2021, p. 2480). Another participant preferred Cake application to practice English with because it does have multichannels and videos which connect them with people from countries where native speakers are. In the same study of Almadhady (2021) another participant stated that ESP “helps to improve the speaking skills with native speakers and conversation as everyday situations with affluent application” (Almadhady, 2021, p. 2484). One more participant prefers ESP because it is found engaging and interesting for the topics it offers. The most interesting thing for the participants is the authentic speaking that the application offers. Almadhady (2021) reported that

a participant mentioned that listening to a native speaker is enjoyable because it motivates them to learn the language. Almadhady (2021) mentioned that “All respondents confirm the usefulness of ESP application to improve the speaking skills of EFL learners through listening and learning from the conversations between native speakers.” (Almadhady, 2021, p. 2484). Sidgi & Shaari (2017) also confirmed the importance of native speaking involvement into the classroom, they stated that “Fifty-five percent of the students said that practicing similar sounds and comparing their own recorded pronunciation with the native English pronunciation was very useful in improving their pronunciation.” (Sidgi, & Shaari, 2017, p. 224). Abdul Razak et al. (2020) suggested that using labs of phonetics/ phonology would be useful, so students will be given sounds which must be said by native speakers and explain the patterns and let learners practice it. Yaseen & Shakir (2015) have a different suggestion in regard to improving foreign language by using movies which improve the students’ pronunciation, vocabulary and communication because “Native language learners in the movies use native words which are not usually seen in books. Students can capture such words; Pronunciation is enhanced along with their vocabulary” (Yaseen, & Shakir, 2015, p. 34). The researchers explained that the students who are watching, for example, American movies, will improve their accent with American pronunciation and the same goes with other accents. The language of the movies is really useful in the students' lives which are not available in the written texts.

The researchers found that all of the findings are positive and motivating to use the native speakers in Iraqi EFL classrooms. All the students involved in the studies found that involving native speaking through applications is helpful, motivated, and developed their skills and pronunciation.

4.2 Use Online Media Tools and Apply Technology Theories in Learning

4.2.1 Involve Social Media Tools in Learning

Social media became an essential part for learning because it is considered as self-directed learning, learners can independently use it for learning. Social media does have a wide range of applications which allow students to collaborate, search and connect worldwide. Many researchers explored online media to find out how significantly it is useful for learning, for example (Abbood, & Dakhil, 2021; Abdul Razak, et al., 2020; Abdulhussein, & Alimardani, 2021; Ahmed, 2019; Al-Atabi, & Alsalihi, 2020; Celik, 2020). Explored videos and other social media applications effectiveness on learning foreign languages. Abbood & Dakhil (2021) claimed that the use of videos is effective and useful for students to engage with their teacher and peers, the researchers stated that “the integration of novel technology has a significant role in the student's engagement by increasing their participation in learning activities and discussions with their teacher as well as other students in the class” (Galbraith and Rodriguez as cited in Abbood, & Dakhil, 2021, p. 148). Abdul Razak et al. (2020) confirmed that videos are effective and powerful to create collaborative work in the classroom. They mentioned that an instructor showed that technology and online learning is very important to create collaborative work among students. In regard to the online classes Al-Atabi & Alsalihi (2020) reported that the instructors at the university are vary in platforms use, some are using FCC (free conference call) and some are preferring Zoom or Meet but some other instructors show interest of using social media in teaching such as Telegram and Whats up.

For social media Ahmed (2019) mentioned that the results confirmed social media is an effective support for language learning. It is considered as an important tool for EFL classrooms. At the university level the researcher reported that facebook is a powerful tool to help students in acquiring foreign language. Ahmed (2019) also stated that “based on these findings, the researcher

recommended that teachers should give more emphasis to the use of Facebook in teaching English Language and cooperate with other teachers to create groups of more students from different places (schools and universities)” (Ahmed, 2019, p. 298). The researchers also recommend that the students should learn from the mistakes they are committing in the facebook group rather than to be worried about. One of the participants in Al-Mofti (2021) study explained that technology allows access to learners anywhere anytime so learners can meet people from other places through social media and share knowledge easily. The same participant stated that “When I log into my Facebook account, I receive different messages from people who want to make friendships with me, mostly native English speakers. Thus, sometimes I stumble not knowing the right culturally accepted expressions to respond” (Al-Mofti, 2021, p. 492). Abdulhussein & Alimardani (2021) reported that games are an important tool for learning because they build motivation and confidence to the students as well as bring fun to the students and the class. Nesrallah & Zangans (2020) stated that “In general, the obtained results asserted that social media is really helpful and effective in improving vocabulary” (Nesrallah, & Zangana, 2020, p. 447). Celik (2020) reported that “learning or developing a foreign language, doing research, doing homework, following the news, reading newspapers, playing games, communication, and chat, following social media like Instagram, Facebook, or similar ones.” (Celik, 2020, p. 167).

The researchers explained the usefulness of online learning and social media into the EFL classroom. Facebook, Telegram, Youtube, Whatsapp appeared as a common application to the students. Social media is highly recommended by all researchers, and students are highly motivated and all are having a positive attitude to use social media as a means of learning.

4.2.2 Involve Technology Theories in Learning

Using technology for learning should be in a certain way, theorists suggested many theories and approaches for educators to use technology in an appropriate way for learning. CALL and MALL are the most prominent theories to cultivate language learning with technology. (Abdul Razak, et al., 2020; Elttayef, & Hussein, 2017) investigated the theories that could be useful for language learning. Abdul Razak, et al. (2020) reported that the finding of their study confirmed the importance of the use of CALL activities which are facilitating learning and engaging learners with their instructors into the classroom. The researchers stated that “instructors should carefully select suitable tools, task and activities, which involve the principles of behaviorism (drill and practice), cognitivism (cognitive and critical thinking), and constructivism (for constructing meaning using social networks providing social context for language learning)” (Abdul Razak, et al., 2020, p. 85). The researchers also reported that CALL activities are providing learners with their needs, furthermore, the computer should not be used as a tool for only saving files or transferring material but it should be used as a medium to serve learning in the classroom where students can share knowledge, discover and communicate. Elttayef & Hussein (2017) stated that “Curriculum designers should take into (sic) their account the importance of technology use, and cartoon pictures and linked pictures which play the vital role in students’ motivation” (Elttayef, & Hussein, 2017, p. 6). Instructors always can conduct procedures in their classroom and use their own philosophy and techniques to find out which one is working better. Elttayef, & Hussein (2017) also stated that “Attention should be paid to the integration of instructional technology into learning and teaching Environments. (Elttayef, & Hussein, 2017, p. 6).

4.3 Measure Acceptance of Technology and Develop Educators Skills

4.3.1 Improving Educators Attitude with E-Learning and Communicative Competence

Attitude toward language teaching and learning is an important part of the education process. Students who are involved in language learning should really want to learn the language not because it is in their curriculum. Technology is one of the biggest tools that bring motivation to the classroom. Teachers also need to be positive, knowledgeable and excited in their profession. This study explores the educator's attitude toward technology involvement in the classroom. (Abbood, & Dakhil, 2021; Abdul Razak, et al., 2020; Al-Atabi, & Alsalihi, 2020; Al-Mofti, 2021) reported findings in regard to attitude for both teachers and students. Abbood & Dakhil (2021) study findings showed that "female students showed high attitude and to use technology than the male students. The improvement of girls was more significant than males. Also, it was proved the view of nowadays youth generation copied with the updated technologies" (Abbood, & Dakhil, 2021, p. 148). The researchers also reported that the majority of teachers were highly positive of using technology specifically using technology in language learning. Abbood & Dakhil (2021) suggested in their study that teachers have to be interested and practice technology because without practice they won't learn about it and this may affect their interest. They researchers also mentioned that no doubt that all future schools will have technology tools in the classroom like smart boards. Furthermore, the researchers appealed that all teachers need to be provided with knowledge that is necessary for integration of technology for teaching English language. The researchers also mentioned that the study percentages showed positive attitudes from both instructors and students, instructors were using technology in their pedagogy and students are using computers and dictionaries electronically. One of the instructors involved in Abdul Razak et al. (2020) study claimed that: "Computer technology allows to develop teaching strategies, thus helped to support good knowledge and teaching program" (Abdul Razak, et al., 2020, p. 83). Al-Atabi & Alsalihi (2020) mentioned that the result of the study showed that the education through

the use of online platforms can allow students to participate in the class better than the anxiety and stress that they have in the traditional classroom. In regard to the students' attitude Al-Mofti (2021) stated that "Almost, 95 % of the students were positive towards online learning even before the intervention. The only exception students who expressed their negative attitude towards online learning were novice with technology and they wanted a longer period to learn technology" (Al-Mofti, 2021, p. 496). In regard to instructors' attitude Al-Atabi & Alsalihi (2020) explained that all the responses of EFL classroom teachers through the interview showed a high positive attitude about technology and online teaching. Also explained that teachers reported the benefits of online teaching from their point of view. Teachers see that online will motivate and develop students, technology is available for all learners with no time restriction.

The studies being conducted in this current study showed a high positive attitude and educators believe that technology will enhance the way of teaching in Iraqi EFL classrooms. Most of the educators who have a negative attitude need more experience and training in technology use. Educators who have a negative attitude need more time to know more about technology, they refuse it because they find it difficult for them to use.

4.3.2 Improve Educators Skills of Technology Applications

Technology not only makes learning easy and always reachable for students but also can develop teacher critical thinking and skills. Students need to communicate, collaborate and be able to solve problems. Acquiring those kinds of skills is necessary and technology is the best way to acquire such skills. The current study explores the studies that are done investigations and experiments of students' skills for technology applications use. (Abdul Razak, et al., 2020; Hadi, Dehham, & Akbar, 2020; Abdul-Ameer, 2014; Al-Atabi, & Alsalihi, 2020; Al-Azawei, et al., 2016; Almadhady, 2021; Kadhim, 2014; Karam, 2021).

Abdul Razak, et al (2020) showed that the instructors are interested in using computers and the internet for teaching English language. Majority of them are looking forward to having technology in their classroom, and some of them revealed that their experience with technology is basic which is not enough for them to run the class with. Hadi et al. (2020) stated that “The use of communication devices such as mobile phones, tablets, and laptops for Internet access has often been used as a means of connecting the teaching and learning process indirectly.”(Hadi et al., 2020, p. 5642). Abdul-Ameer (2014) study results showed that “students in the experimental group managed not only to comprehend new vocabulary throughout the experiment and provide correct answers in the test, but also improve the four basic language skills especially listening comprehension and performed the control group” (Abdul-Ameer, 2014, p. 208). Kadhim(2014) mentioned that “Iraqi instructors are interested to participate in online courses to develop their skills in learning and teaching process” (Kadhim, 2014, p. 256). The researcher also stated that “students believe their language skills improved throughout using Facebook, and further, their confidence, motivation, manner relating to language learning and improved through their previous experiences” (Karam, 2021, p. 471). Al-Atabi & Alsalihi (2020) stated that “the results state the possibility of using online educational platforms to teach language skills and language areas.” (Al-Atabi, & Alsalihi, 2020, p. 2571). All respondents in Almadhady (2021) revealed that Cake application offered practical activities for learning which are helpful to develop and improve speaking skills. Al-Azawei et al. (2016) stated that “Successful implementation of e- learning cannot be achieved without developing individual skills.” (Al-Azawei, et al., 2016, p. 140). Almadhady (2021) showed through the respondents to the study “In the context of the usefulness of English Speak Practices (ESP) application, all respondents agreed that this application is useful to improve the speaking skills of EFL learners” (Almadhady, 2021, p. 2484).

The researcher also explained that based on the feedback of the respondents' perception of LaSE application, results showed that LaSE application provides no effective feedback for most respondents to assess speaking skill improvement.

The researcher explained that technology greatly contributes in developing learners' skills especially the applications that have audio and videos. Learners skills are an important element that needs to be improved for a successful learning. All researchers found that technology and learning implications are useful to improve and achieve better language learning.

4.4 Improve Educators Knowledge of Technology with Training Courses

4.4.1 Train Educators on Technology Use

In order to have a successful technology classroom, teachers and students must be able and knowledgeable of using it properly. Also, they must learn how powerful technology is. In order to improve the quality of teachers, courses of training need to be provided. The current study explored many studies such as (Abdul Razak, et al., 2020; Al-Abdali, & Alzayadi, 2020; Al-Atabi, & Alsalihi, 2020; Al-Azawei, et al., 2016; Elttayef, & Hussein, 2017; Hussein, Ibrahim & Mahmoud, 2020) who investigated the possibility of how to train the teachers and students. Abdul Razak, et al. (2020) stated that "Training offered to the educators on the use of computer technology will ensure that they are well equipped with adequate knowledge to take advantage effectively of the system to provide effective teaching in this era of digitalisation." (Abdul Razak, 2020, p. 85). The researchers claimed that teachers must receive training on the use of online learning as well as technology tools. They stated that "The study also shows that the instructors are aware of the importance of computer-mediated tasks and online tools for cooperative and collaborative language learning; however, they need to be trained in order to utilise them efficiently" (Abdul Razak, et al., 2020, p. 85). They also appealed that students also in need of training, their study

finding also showed that “similar to the instructors, most of the English language students are not sufficiently trained to use computer technology in learning situations” (Abdul Razak, et al., 2020, p. 85). Al-Azawi et al. (2016) found out in their experiments that “most lecturers (54.05%) and students (62.5%) pointed out that intensive training programs are required in order to enhance user skills towards computer and e-learning technologies.” (Al- Azawei, et al., 2016, p. 138). Elttayef & Hussein (2017) said that “The ministry of education should train teachers of English to deal with computer and Internet applications like chat rooms” (Elttayef, & Hussein, 2017, p. 6). Al-Abdali & Alzayadi (2020) also appealed to MOE and MOHESR to train teachers and learners and work on shifting the educational system to apply technology learning instead of conventional learning which can be done through training programs for teachers and learners. Al-Atabi & Alsalihi (2020) stated that “Taking the instructors’ orientations towards online educational platforms into considerations will enhance and motivate EFL university instructors to adopt and imply online educational platforms for their classes” (Al-Atabi, & Alsalihi, 2020, p. 2571). Hussein et al. (2020) stated that educators must be provided with computers and technology devices to allow the educators an access to e-Learning. Hussein et al. (2020) reported that “instructors and students should be offered comprehensive training to improve their ICT and e-Learning literacy, help them recognize the potential benefits of online learning and improve their commitment to this teaching method.” (Hussein, et al., 2020, p. 395).

Studies have been conducted showing that most Iraqi EFL teachers and students in need for training on technology use, some of the researchers appealed MOE and MOHESR to provide training courses for educators as well as provide them with equipment and supplies to allow them access for e-Learning.

4.4.2 Provide Opportunities to Practice Technology Tools in Teaching

For smooth involvement of technology into the classroom, it must be provided with the right teaching tools and allow teachers the opportunities to practice technology. Researchers investigated the Iraqi EFL classroom environment. (Abdul Razak, et al., 2020; Elttayef, & Hussein, 2017; Mussa, & Sazalli, 2021; Abbood, & Dakhil, 2021). Abdul Razak et al. (2020) stated that the findings of their study “highlights the importance of computer technology to create a conducive learning environment. Despite facing some challenges, which range from the needs for intensive training and technical know-how, limited skills of using technology” (Abdul Razak, et al., 2020, p. 86). Furthermore, the researchers explained that most of the participants who had been interviewed agreed that computer technology has an effective way to create a great contributory environment for learning. They also stated that “52.6% of the participants agreed that they need more websites they can use to teach. Besides, 49.1 % indicated that they needed technical support to keep computers /internet working” (Abdul Razak, et al., 2020, p. 82). Elttayef & Hussein (2017) mentioned that “The ministry of education should focus on Monthly workshop for new teachers, in order to know where weakness or strengths” (Elttayef, & Hussein, 2017, p. 6). Mussa & Sazalli (2021) recommended the education decision makers to provide what a better education needs such as a good internet and technology supplies. Such improvement will make schools, teachers and students ready to achieve better education through online technology learning. Abbood & Dakhil (2021) mentioned about technology use that “Teachers were encouraged to use it and to facilitate students' learning. Its views might provide teachers with more information regarding technology and curricula, and encourages them to go ahead in using technology” (Abbood, & Dakhil, 2021, p.148). Furthermore, the researchers mentioned that performance of teachers needs to be assessed for using technology and they claimed that will motivate them to use computers in education.

Researchers investigated the use of computers and technology tools and how it may enhance learning. The findings showed that providing a better classroom environment and supplying the classroom with better equipment and fast internet will motivate instructors and they will present a better teaching quality. Technology has a great potential to enhance student achievement and teacher learning, but only if it is used appropriately with a better environment.

4.5 Recommend the Devices and the Implications Need to Be Involved in Pedagogy

4.5.1 Show the Benefit of Technology Use

Students and teachers need to be aware of the power of technology in learning. Technology will develop educators' skills, allow access to learning foreign languages inside and outside the classroom and develop students' perception and collaborative work. Similar studies conducted by (Al-Atabi, & Alsalihi, 2020; Al-Mofti, 2021; Almadhady, 2021; Mustafa, 2019; Celik, 2020; Dirjal, Ghapanchi, Ghonsooly, 2020; Hamza, & Saadalla, 2021; Hassan, et al., 2015) reported the importance and the benefit of technology in Iraqi EFL classrooms. Al-Atabi & Alsalihi (2020) mentioned that the result of the study affirmed by interviewed instructors' responses that the platform of online teaching does have advantages way more than the disadvantages. Also, the results showed that the four skills of language are possible to be taught with the platform of online implementations. Responses in Mustafa (2019) study reported that teachers were aware of e-learning effectiveness and would like to use it as a tool in pedagogy. Teachers also revealed that e-learning will enhance learning and support students.

Al-Atabi & Alsalihi (2020) stated that "The students can recall the already recorded lectures of the online educational platforms at any time they like. Therefore, this will give a chance for the absent students to compensate and following up with their classmates" (Al-Atabi, & Alsalihi, 2020, p. 2573). Al-Mofti (2021) claimed that an eight-week course was conducted, the finding

showed that there is a noticeable change that can be shown in the perspectives and perceptions of the learners about the course of ICCT. Al-Mofti (2021) stated that “Students’ knowledge about ICC before the intervention (the course) was limited to knowing that there are different cultures others from their native one” (Al-Mofti, 2021, p. 492). The researcher explained that the ICC course influences the learners’ perceptions positively in regard to culture at the same time, the course is given to teach English language. Al-Mofti (2021) claimed that “from the obtained results of this study, it can be concluded that the ICCT model can change the Iraqi EFL learners’ perceptions towards learning ICC” (Al-Mofti, 2021, p. 497). In regard to the benefit of technology use, one of the candidates involved in Celik (2020) study stated “I can only say that the computer education we received in high school during the basic education period has some benefits” (Celik, 2020, p. 167). Dirjal et al. (2020) suggested that more efforts need to be devoted to develop and involve technology in teaching and learning language. Almadhady (2021) showed the benefit of technology use from another view which is the ease and accessibility by stating “from the Play store. The size of this application is small, which is easy to download using low mobile internet facilities” (Almadhady, 2021, p. 2480). Almadhady (2021) added that the application being used for learning has the feature of saving the things that are considered as important and can be viewed later on through the application library. Furthermore, the applications are small in size which can be quickly downloaded. Hamza & Saadalla (2021) said that “using mobile applications and technological resources enables learners to have a comprehensive scope for the learning process in the language classroom, as they expedite a multidisciplinary perception on learning and open new opportunities for learners” (Hamza, & Saadalla, 2021, p.3513). Dirjal et al. (2020) claimed that students who are unable to attend the classroom can enjoy the Skype platform since it does have audio and visual features. This will

allow them to engage with their peers and be updated about their material and instructions. Hamza & Saadalla (2021) study revealed that “mobile applications are likely to present an additional valuable outcome on learning in this challenging, yet fascinating, and motivating learning environment” (Hamza, & Saadalla, 2021, p.3513). Hasan (2019) study also confirmed that the use of technology and computers will create interactions in the class for students.

The researchers discussed the benefit of technology use, they took the benefit from many sides: they discussed the ease of technology and how it is accessible to the learners. They discussed how technology can develop the learners’ perceptions and perspectives as well as developing learners’ skills. And they explained how technology allows learners to gain knowledge when it is not possible to attend the class.

4.5.2 Show the Devices and Implications Used in Learning

The power of technology is in the variety of tools and applications it has. Educators have a different interest in the type of technology implications and their interest came out of the kind of learning they are seeking. Foreign language learners show that they are interested in implications that develop their listening and speaking skills such as digital stories, Cake application, google translate, spellchecker and more. Some researchers like (Habeeba & Muhammed, 2020; Abdul-Ameer, 2014; Almadhady, 2021; Hamza, & Saadalla, 2021; Almoswai, & Rashid, 2017; Jebur, 2020; Meteab, & Alquraishy, 2021; Taher, 2020) explored the devices and implications being used to develop language learning. Habeeba & Muhammed (2020) reported that the data of their study showed that “the students could write English sentences better and learn grammar and structure with the assistance of Google Translate. The findings showed that Google Translate does not make the students lazy in their effort in both reading and writing” (Habeeba, & Muhammed, 2020, p. 110).

Abdul-Ameer (2014) said “the use of digital stories might have motivated the children and promoted their concentration which in turn focused children's attention on their received input” (Abdul-Ameer, 2014, p. 208). In Almadhady (2021) study, all respondents reported that using Cake for learning into the organization of teaching foreign language is because it is smooth and motivated which allows learners an easy way to learn. They also mentioned the reliability of ESP because it is easy and smooth and works fast. ESP application works for them with no problem or crash, the size of the application is small which quickly can be downloaded. They also mentioned that the LaSE application used is reliable and has the advantages of learning due to freetime restriction. Some respondents mentioned that “Another support method is by using search option to find good online support while accomplishing the learning activities of this application” (Almadhady, 2021, p. 2481).

In Almadhady (2021) also the respondents mentioned individually or a small group about the application that they are using for learning, one of them reported that Cake and LaSE applications made his pronunciation better and can pronounce bigger words. Another respondent reported that Cake is very helpful for the nonnative speakers in a way to develop the learner’s skills. Another respondent argued that the structure of Cake is "so simple, easy to use as well as the quality of contents is very good” (Almadhady, 2021, p. 2482). Some other respondents claimed that ESP gives them a lot of information that is used in the language about daily life which allows them to use it and practice it every day. Almoswai & Rashid (2017) claimed that “YouTube is used for varying purposes, to exposure the authentic English as well as to promote a learning style that is more autonomous learning; to provide an opportunity for freedom of expression; to serve as a vehicle for collaboration.” (Almoswai, & Rashid, 2017, p. 393).

Another group of respondents stated “We use mobile most of the time, so to have an app on your mobile is something good” (Almadhady, 2021, p. 2484). Some respondents also reported that those applications provide them a good learning environment for learning the English language. And ESP provides them with conversations that are rich in activities and situations that they found helpful. Another respondent stated that the applications “encourages the learner to speak what appears on the screen and read them that help the learner to be more fluent and confident.” (Almadhady, 2021, p. 2481). One more respondent stated that “All the contents in this app are presented clearly and logically to the learners” (Almadhady, 2021, p. 2482). “Mobile devices have become an accessory that almost every person in the world uses. Its ubiquitous characteristics allow using it everywhere and anytime. This is a great opportunity to facilitate education to people all around the world” (Gafni, et al as cited in Almadhady, 2021, p. 2480). Taher (2020) mentioned that Instagram will develop the student’s skills through collaboration and engagements between them. Meteab & Alquraishy (2021) stated that “YouTube videos help to motivate them to interact with the content of the lexical items presented, to be more engaged and consequently to retrieve the information from memory in an automatic way” (Meteab, & Alquraishy, 2021, p.2500). Jebur (2020) explains that mobile devices are considered as a good source of information for language learning because they are available for most of the students and they can use it all day long inside or outside of the classroom. Hamza & Saadalla (2021) stated that “The results showed that most of the learners used mobile phone applications because of easiness of accessibility and flexibility which helped them in the teaching and the learning process” (Hamza, & Saadalla, 2021, p.3513).

The researchers discussed the importance of the application which allows the language learners to engage through the activities of such applications. The result shows that the applications

offered learners good practices to improve foreign language, good material including native speaking to improve pronunciation and learners' skills. The researchers also refer to the ease of using mobile applications and availability for learning English language.

Discussion

The current study goal is to explore technology use in Iraqi EFL classrooms. This study demonstrated technology use and online education, how technology can be integrated in language learning or may use it alongside traditional learning and use blended learning. The current study explored 38 studies in the hopes that findings would elucidate decision makers into making decisions to adopt technology in the Iraqi EFL classroom. The focus was on the challenges that may make technology hard to be integrated and find the way for technology to effectively be involved.

Majority of the studies I chose were published between 2017 and 2021 because recently technology was given more attention. All the selected studies were qualitative researches involving teachers and students' participants. The study was focused generally on Iraqi EFL classrooms from elementary schools to university. Twenty- two of the studies were taking place inside the classrooms while sixteen studies were selecting participants whether teachers or students and then interviewed separately or individually. To examine technology use, the majority of the studies used applications such as Facebook, Youtube, Instagram, Telegram, Cake, LaSE, Whatsapp, Meetand Zoom.

Throughout the research five themes emerged from the conducted studies:

First, studies explored the usefulness of applying blended learning and the possibility of authentic speaking involvement. Nineteen of the studies showed that teachers are aware of

technology use in the classroom but they preferred blended learning, technology use alongside traditional learning and that for two reasons: because of unfamiliarity with technology use and most of the teachers are still connected with traditional ways of learning. Blended learning will allow students to use their own devices, computers and cell phones since the classrooms are not equipped with technology tools. Blended learning also allows collaborative work between the students outside the classrooms. Second, almost all of the studies confirmed that online media tools and technology theories enhance learning. Thirteen of the studies explored Facebook, Videos, YouTube, Instagram, Movies, Meet and Zoom and confirmed that they are effective for language learning. Eleven of the studies affirmed the importance of CALL theories in pedagogy. Videos are useful and effective for collaborative work and student engagement in the class because they allow students to discuss and ask each other. Facebook and other communication applications allow students to meet people online and share knowledge anytime anywhere. Games are also a good technology tool which bring fun for students and build confidence, motivation at the same time. Third, all of the studies emphasized acceptance of technology for learning and confirmed their highly positive attitude. All 38 studies confirmed that educators are interested and believe that technology will develop their skills of learning. Educators in general are aware of technology use and most of the educators are in need for practice to be more familiar with technology. The positive attitude is encouraging to apply technology in Iraqi EFL classrooms. With this kind of interest in technology use, learning foreign language will be successful because technology is a powerful learning tool.

Fourth, twenty-four of the studies appealed to decision makers to apply training courses for both students and teachers. Seven of the studies confirmed that educators need to be more knowledgeable about technology application and should be given opportunity to practice. Lack of

technology information is one of the challenges explored in the current study and training will help overcome this challenge. Training will have educators more excited about technology use because training will show the way of using applications and that will build motivation to explore more knowledge. Finally, eleven of the studies confirmed that using computers and technology applications are necessary for learning the English language and they must be integrated in teaching pedagogy.

With all the conducted studies situated with Iraqi EFL students and teachers, the current review suggests support for applying technology for learning the English language. Technology use will fill gaps that traditional learning has, for example, without technology it is not possible to improve pronunciation because pronunciation can be improved with Videos, Movies, Cake and more technology applications but it is not possible with books. Another example, collaborative work cannot be done without technology outside the classroom.

In the following, I discuss the implication and provide recommendations for research in the future about integrating technology in EFL classrooms.

Implications

The current study affirms that the purposeful integration of technology in Iraqi language classrooms will enhance language learning and develop students' skills. Technology will encourage students' collaborative work because technology offers students learning and interest. For example, Abbood & Dakhil (2021) stated that "learning English with video not only achieves personal instructive needs: it can also make the process of learning more interesting." (González Contreras as cited in Abbood, & Dakhil, 2021, p. 148). Although half of the studies encouraged using technology for learning to substitute traditional learning and nearly half of the studies suggested blended learning, doing so is not easy to do without fixing the challenges that Iraqi

education suffers from and going through training courses for both teachers and students. Since classrooms are not equipped with technology tools, students should be allowed to bring their own computers and cell phones to the classroom, in the same way when the educational system in Iraq was forced to apply online education through the pandemic. In regard to internet connection, either to use cell phones data or provide the classroom with wifi. Computers also can be used offline, it does have saved programs that can be used for language learning. I would recommend that all educators should have a personal computer and use programs that can improve language learning, some of which can be saved for offline use in case the school does not have internet connection. Abdul Razak et al. (2020) stated that “both instructors and students also need to be trained to benefit from both online and offline computer technologies for language teaching and learning more effectively. (Abdul Razak, et al., 2020, p. 85). The majority of the studies were conducted sharing a common theme which is the high level of positiveness and interest. The majority of the studies affirmed that teachers find technology useful, easy, practical, available and provides knowledge better than traditional learning but few of teachers are strongly connected to traditional learning. This can be for two reasons: first, some of the teachers are unfamiliar with technology and for this reason they preferred the traditional way of teaching. Second, some teachers do not need to be involved in more complex activities. To overcome this, blended learning will allow unfamiliar teachers to practice technology inside their traditional class and for those teachers who do not need to be involved in more complex activities, blended learning also would give a chance to the students to learn technology inside the classroom and practice it outside the classroom.

Many of the researchers shared that technology is more accessible for students, and students can use it inside and outside the classroom with no time pressure or classroom restrictions. Some of the researchers encouraged blended learning considering the traditional learning has a gap which

must be filled by technology use. Technology tools are important to improve language learning, technology will allow students to have authentic speaking, meet people to practice the language with, available all day long, motivated and fun.

Recommendations for Iraqi Education Department, Schools, and Teachers

Allow students to use their own computers and cell phones and increase training of teachers on how to purposefully use these personal devices for the teaching and learning of language. Encourage students to work collaboratively outside and inside the classroom with teachers' direction on a given topic through creating groups on facebook, whats app, Telegram and other social media applications. Teachers should move away from simply relying on the book's contents and include and give students assignments to be accomplished and submitted online. This will develop students' thinking, creativity, and digital literacy. Christiansen (2017) stated that using social media, cell phones for texting and sharing knowledge through messaging become popular, then such communication practices need to be involved in the classroom.

Recommendations for Future Research

Do a comparison study of technology use before and after COVID-19 to find out the progress of learning that the e-learning made. And also compare the preparedness of teachers before and after, as well as students' attitudes before and after. There are studies that show that some types of learners thrive in online environments while others lag behind. Do a comparison study of technology use between Iraq and one of the countries that have a successful technology use to copy their experience. A comparison study could be conducted between Iraq and similar places that have successfully adapted technology post-pandemic times.

Conclusion

This study showed that teachers and students' point of view in Iraqi schools and institutes have a positive attitude toward technology in foreign language learning. According to the data collected, the spread of technology, all technology tools and applications are available for Iraqi teachers and students but it's used for personal use rather than for learning. In fact, the study showed that teacher candidates and students have computers and cell phone devices as well as internet access and the majority of them are using technology for different purposes. The findings also revealed that almost all students are interested in using mobile applications for learning, considering it as a good source of information and developing their speaking skills through practicing their English with authentic speaking. Some of the researchers affirmed that the use of technology can change the Iraqi EFL learners' perceptions towards foreign language learning. Based on the result of many studies, Iraqi teachers and students need to be trained for technology use in learning. Teachers should consider technology in their teaching and involve technology in the classroom, focusing on social media and applications that contain authentic speaking to develop speaking and listening skills. More are required to equip the classroom with smart devices, computers and the internet as well. Creating such an environment will motivate students more and allow a better learning process in Iraq but also in ELT classrooms in general.

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