

# The Reality of Using Modern Education Method and Technology the English Language

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## Abstract

This study aimed to know the reality of using educational methods and modern techniques to teach the English language in Maysan schools and to identify the most important difficulties facing the use of educational methods and modern techniques in teaching the English language.

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## Introduction:

The world in general, and the Arab society in particular, are facing increasing challenges and accelerating fields, as a result of rapid developments in various fields and in particular the field.

The scientific and technological that the world witnessed during the quarter

The last of the last century, which is expected to continue with great acceleration. This scientific and technical progress, which dominated all walks of life, which accompanied the development of education and the renewal of methods and methods of teaching, caused the entry of God and the medium in the field of education, as it became a necessity and a basic pillar in the educational process and not a kind of perfectionism and luxury. Faced with this tremendous knowledge explosion.

The great technical incursion has become necessary for institutions to reconsider the use of educational means and modern technologies in order to improve educational outcomes and raise its efficiency. International and regional conferences have urged the necessity of developing educational curricula and employing technology in the service of education in the first period, as UNESCO emphasized that in the last period. Technical and vocational in Berlin, Germany in 1987 AD and in the international project for technical and vocational

education in 1992 AD and in its five regional conferences held in 1998 in Australia, Greece, the United Arab Emirates, Ecuador and Kenya.

## Problem of the Study

The study problem in the study is determined in the educational reality and modern educational technologies related to curriculum, education and modern educational technologies in schools. What are the difficulties that face teachers in using educational methods and modern technologies and the extent of the ability to produce and develop the educational aids used in teaching the English Language?

## Aim of the study

### This study aims to:

- 1- Identifying the availability of educational devices and laboratories for the means and techniques for teaching English in Maysan schools.
- 2- Exposing the difficulties of using modern educational methods and techniques in teaching English
- 3- Providing recommendations and proposals that would develop the use and production of educational means and technologies in school.

## The Importance of Studying

It is no longer a secret that the educational methods and technologies pose the importance of the educational process success. So that the positive effects of using those means and techniques in teaching in general and teaching

the English language in particular have become among the educational axioms that have been proven useful by studies and proven by the tested reality.

## The Importance of the Current Study is as Follows: -

1- The current study is consistent with recent trends in defining the importance of using educational aids and modern technologies in the educational process

2- This study contributes to uncovering the difficulties facing the use of educational methods and modern techniques in teaching the English language, and thus officials in the Ministry of Education can benefit from this study.

3- The current study offers some suggestions and recommendations aimed at overcoming the difficulties facing schools and impeding the use of educational methods and modern technologies in them.

4) The current study emphasizes the role of modern technologies, which are considered computers at the top of their pyramid, in improving the educational process.

5) The current study is in line with the findings of scientific studies in the field of learning regarding the necessity to take into account the differences through the use of educational means and modern technologies that make learning more enjoyable and more useful and maintain an impact.

### **Terminology of study**

#### **1- Teaching Aids:**

It is known as the educational devices, tools and materials that the teacher uses in the classroom to facilitate the transfer of educational experiences to the learner easily and clearly (Adams and Hamm, 2000 :13).

#### **The Researcher Defines it procedurally as:**

Whatever is used inside or outside the classroom to assist the teacher in providing the learner with experience, knowledge, and educational skill easily and easily is considered an educational method

#### **Education technologies**

It refers to the organized interaction between each of the human components involved in the educational process, equipment, equipment and educational materials with the aim of achieving specific educational goals or solving educational problems ( Das B.C. 2003:22).

#### **The Researcher Defines it Operationally as: -**

Employing modern technology to transfer experiences to learners according to teaching and learning theories, in order to achieve the desired educational goals and add effectiveness and success to the educational process.

#### **The limits of the study :**

This study was limited to the use of teaching techniques and modern learning methods of the English language.

### **Review**

#### **The First Topic" Educational Aids"**

The teaching aids are one of the important elements in the school curriculum, if the teacher uses them to clarify an idea or embody just highlighting precise preferences and in general terms, it can be said that teaching aids are everything that is used to achieve an educational goal inside the classroom, and in this research it will be presented

Researcher the concept of educational aids and their educational importance, and what is related to them in the educational process( Bitter, 1992: 44)

#### **The Concept of Instructional Aids:**

##### **Adams and Hamm 2000 Defined Them as Matter**

The educational provision that provides adequate conditions for education and helps the learner to achieve the goals with a high degree of proficiency.

On the other hand, sees them as the tools that provide means for conveying the contents of the learning subject in the educational situations.

( Copland, 1998: 23)

The breeders were included in the designation of the educational aids and had several names, including:

Illustrations, visual aids, aural aids, related media, and the media

Pedagogical, and its most recent name, teaching techniques, which means the science of applying knowledge for scientific purposes in an organized

manner. In its comprehensive sense, it includes all the methods, tools, devices and organizations used.

In an educational system with the purpose of achieving specific educational objectives.

In light of the foregoing, the need arises for a vision of the concept of educational means that takes into account what was stated from the previous definitions, which we summarized as follows:

The educational aids are containers of knowledge. They may be traditional and known vessels for a long time, such as (blackboards for models, (trips, expressive movements) or modern containers as a result of scientific progress and their applications, such as devices, display devices, and their applications, such as) (Das B.C. 2003:35)

2- Most educational aids can be used inside the classroom, such as

Drawings, maps, and samples, as well as some of these methods whose use extends outside the classroom, such as educational trips and representations.

### **Teaching Media Classifications**

There are many common classifications of teaching aids; Some of them classify the senses according to the senses, some of them depend on their classification on experiences, and some of them take multiple criteria such as height

Low cost, difficulty in use, ease and so on (Gagne, 1985: 12-14)

#### **• The first senses based on Classification.**

**1-** Hearing aids: They depend on the sense of hearing, such as radio, recorder, telephone, and language laboratories.

**2-** Visual means: They are the means that depend on the sense of sight, such as: maps, illustrated paintings, silent films, books, magazines, etc.

**3-** Audiovisual means: These are the means that depend on the hearing and sight senses, such as cinema and television

There are other classifications of educational aids, including:

1- Classification according to contemporary, which are:

Traditional and modern means

2- Classification where the training is: simple means, and complex means.

3- A classification in terms of movement, which are: mobile devices, and fixed means.

4- Classification in terms of use: means used without display devices, means used with display devices, and means used with display devices

Classification in terms of the category directed to it, namely: individual means, collective means, and public means.

Classification according to the source of the means, which are: natural means from the environment, and manufactured means.

7- Classification in terms of cost, which are: expensive means, and cheap means, and one method may fall into more than one division( Grabe and Grabe C,2001:45)

### **Criteria for choosing the educational medium:**

#### **Appropriateness of the medium to the characteristics of the students:**

By it, we mean that the method is compatible with the level of the students, taking into account the individual differences between them, so it is not too easy and weak.

Or difficult beyond their level of awareness and understanding; They are unable to understand it, so it is better for it to be a little higher than their level until it arouses their interest and enthusiasm for the lesson. ( Hawisher, 1999: 87)

2- Appropriateness of the method to the objectives and topic of the curriculum:

If the method must be compatible with the goals of the curriculum and its plan, then the method that does not take into account the achievement of the objectives of the curriculum becomes useless, and for the method to be

appropriate, it must be compatible with the objectives, content and activities of the curriculum to achieve the desired goals.

### 3- The teacher and using the medium:

By this, we mean the extent of the teacher's conviction, tendencies and trends towards the educational method

Through the application of this study, the researcher found that some teachers have a great confusion between educational equipment and their names, and this means the wrong names for these means and devices, which leads to the exacerbation of the problem and its complexity.

### 4- The method should take into account the technical characteristics, and perhaps this requires the following:

#### **Simplicity of the educational method:**

- Quality design and the element of suspense: (One of the important factors in stimulating students and drawing their attention towards the topic of the lesson)

Scientific accuracy and flexibility

(The information provided by the media must be truthful and accurate)

- The time period is appropriate with the appropriate allotted time for the session

Meditation and observation: The method must increase students' ability to meditate, observe, think and scientific discovery.

There are some considerations that must be taken into account when choosing an educational medium, which are:

#### **Instructional methods and techniques in teaching English:**

Computer: where the use of the computer as a means and educational technology has an effective impact on the educational process in general and in teaching the English language in particular due to its role in saving time and effort in explaining the academic subject, and in developing the course.

1. Availability of the means in a timely manner, and due technical consideration:

Such as color, size, shape, imaging quality, sound quality, line clarity, and dictation integrity.

2- Taking into account the simplicity of the design, ease of use and specification of the period of time.

To use.

3. Take into account the individual differences between the learners.

4- Taking into account the extent to which learners are familiar with how to use the method and be proficient in

(Van den Akker, 2005:16-30)

#### **Principles of Using Educational Equipment**

Effective use of educational equipment requires the identification of the requirements of the projection and the operating methods of the overhead projectors, the most important of which are the overhead projector, the dark material projector, the stationary film projector, the television and motion video projector 16 mm, in addition to training devices, computer audio and accessories. Labs educational technologies easily in a short period.

Educational devices, such as presentation tools, educational materials of various kinds, including simple and complex, including what is used for display only, what is used for production, and what is used for display and production together.

( Howe and Romioszowski ,2000: 88-90)

Among the most important advantages of computers in education:

It saves time and hassle in getting information in a short time as it is

This information is presented in various forms, which will make it easier for the learner to learn the language.

Well.

- It is characterized by its ability to interact with the user through the educational program; By providing him with feedback that increases his motivation to learn.
- Assists in obtaining the self-evaluation process; through feedback

At the same moment, this helps the learner to reveal his educational level.

Preventing and making errors.

Learners can be dealt with in a way that takes into account individuality their differences.

And that by giving the learner the opportunity to control over time, learning and the possibility of Bifurcation into the program material.

- The introduction of it as an educational tool increases the spirit of vitality and participation among the learners, including the information, pictures and drawings that it contains that help the learner to obtain an element of interest and participation on the one hand and consolidate the information on the other hand (Nunan,2000: 44).

### **Previous Studies**

#### **(Erisit and Kurt, 2012) Study**

Effective use of technology in educational environments and its successful integration increases the productivity of instructional processes. Constant and good-quality support supposed to be provided for teachers is quite important for technology use in educational environments. Thus, it is necessary to find answers to the question of what kinds of activities could be used to provide teachers with constant support for technology integration in educational environments. In this respect, the present study aimed at determining teachers' views and their suggestions about the process of technology integration into educational environments and about the problems experienced in the process. In the study, the research sample included a total of 21 teachers teaching at Tepebasi Resat Benli Elementary School in the city of Eskisehir. Of all the participating teachers, 11 of them were elementary school teachers, and 10 of them were field teachers. In order to find answers to the research

questions directed in line with the overall purpose of the study, the qualitative research method was applied. The research data were analyzed with the help of thematic analysis. The research data were collected via the focus-group interviews held with the teachers, observations and researcher journals. The data collected in the study were gathered under two main themes depending on the open-ended questions directed to the teachers regarding technology use and on the related literature. These themes were „Problems experienced by teachers regarding technology use in class“ and „Suggestions for effective use of technology“

#### **(Alawi and Almaamari, 2021) Study**

The study aimed at identifying the reality of using learning-in- nature approach in teaching social studies education in Muscat Governorate in Oman from the viewpoints of teachers. A related purpose was to examine the impact of gender, teachers' qualification, years of experience and grade level on teachers' perspectives. The researchers developed a questionnaire consisting of three domains: teachers' knowledge about learning in nature; the benefits of learning in nature; and the challenges that teachers encountering in teaching according to this approach. A total of 85 social studies teachers' responded to the questionnaire. The results of the study revealed that teachers' knowledge and practices of learning in nature approach was rated as high while their rating of the benefits of the approach was very high. Yet, they believed that the challenges encountering them in using this approach is moderate. The results also showed no statistically significant effects of gender, teachers' qualification, years of experience, and the grade level on teachers' perceptions related to using the approach. The researchers recommended the necessity of using the learning-in-nature approach in all stages of schooling in addition to provide training for teachers to help them implement it in their subject

### **Field study**

#### **First: Methodology of the study**

The descriptive and analytical approach, which represents the approach related to a specific phenomenon, was used

in order to develop and explain it through a survey of the study sample.

### Study Tools

#### The open closed resolution is divided into 3 axes

1- The use of English language teachers of educational methods and techniques

2- Obstacles to English language teachers' use of educational tools and techniques

3- Production and development of educational tools and technologies

#### Statistical methods:

The following statistical methods were used:

1. Calculate frequencies and percentages for the sample description of the study.

2 Calculate arithmetic means and standard deviations.

3- T-Test for analysis. Alphasbach to calculate the stability of the study instrument. T-Test to analyze the final results

#### The Answer to the First question:

To what extent do English teachers use modern teaching aids and technologies?

To answer this question, the researcher calculated the frequencies, percentages, arithmetic means, and standard deviations as shown in the following:

| N | The axes                                                                                                                        | Degree of use |      |    |      |           |      |                    |
|---|---------------------------------------------------------------------------------------------------------------------------------|---------------|------|----|------|-----------|------|--------------------|
|   |                                                                                                                                 | Always        |      | NO |      | Sometimes |      | standard deviation |
| 1 | The teacher uses educational aids and techniques continuously in the classroom                                                  | T             | %    | T  | %    | T         | %    |                    |
|   |                                                                                                                                 | 31            | 32,3 | 20 | 20,8 | 45        | 46,9 | 12,5               |
| 2 | Teachers' use of educational aids and technologies varies according to their level                                              | 60            | 62,5 | 12 | 12,5 | 24        | 25,0 | 20,50              |
| 3 | The teacher is fluent in using modern educational technologies from computers, laboratories and others                          | 10            | 10,4 | 40 | 41,7 | 46        | 47,9 | 19,3               |
| 4 | The teacher employs modern educational techniques in the classroom in a manner that achieves the behavioral goals of the lesson | 30            | 31,3 | 21 | 21,9 | 45        | 46,9 | 12,1               |
| 5 | The teacher uses the method at the right time and place                                                                         | 26            | 27,1 | 15 | 15,6 | 55        | 57,3 | 20,7               |
| 6 | The teacher's adoption of one teaching method, which causes boredom with the learning method and material                       | 15            | 15,6 | 36 | 37,5 | 45        | 46,9 | 15,4               |



|    |                                                                                                                                                        |      |      |      |      |      |      |      |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|------|
| 7  | Teachers' access to training courses on how to use teaching aids and techniques in teaching                                                            | 24   | 25,0 | 20   | 20,8 | 52   | 54,2 | 17,4 |
| 8  | All teaching aids that a teacher needs in the classroom are subject to periodic maintenance                                                            | 23   | 24,  | 52   | 54,2 | 21   | 21,9 | 17,3 |
| 9  | The teacher's use of educational technology in the classroom is smooth and easy                                                                        | 6    | 6,3  | 37   | 38.5 | 53   | 55,2 | 23,9 |
| 10 | Teaching aids are suitable for students' growth characteristics                                                                                        | 22   | 22,9 | 30   | 31,3 | 44   | 45,8 | 11,1 |
| 11 | Encouraging teachers to use educational aids and modern technologies in teaching English                                                               | 21   | 21,9 | 48   | 50,0 | 27   | 28.1 | 14,2 |
| 12 | Teaching aids increase the pupils' ability to comprehend the lesson, gain access to facts and concepts, and acquire the required skills and attitudes. | 55   | 57.3 | 10   | 10.4 | 31   | 32.3 | 22,5 |
| 13 | The teacher always use the computer to display pictures and drawings                                                                                   | 31   | 32,3 | 45   | 46,9 | 20   | 20,8 | 12.5 |
| 14 | Feeling of the insignificance of the teacher's use of means and computer technologies                                                                  | 27   | 28.1 | 50   | 52,1 | 19   | 19.8 | 18,4 |
| 15 | The appropriate climate teacher is for the use of means and computer techniques, such as darkness of the place for some devices, for example           | 24   | 25,0 | 19   | 19.8 | 53   | 55,2 | 18,4 |
| 16 | Training teachers to use the PowerPoint program to produce meaningful educational programs                                                             | 35   | 36.5 | 20   | 20,8 | 41   | 42.7 | 10,8 |
|    | <b>SMA</b>                                                                                                                                             | 27,5 |      | 29,7 |      | 38,8 |      |      |

Through the previous table, we find that (32,3) of the sample individuals think that English language teachers use methods and techniques continuously, while (20,8) think that teachers do not acquire the means and techniques, while (46.9%) think that they use them sometimes, which means Most of the sample members

believe that teachers do not use educational aids in the classroom to mainly teach the English language

- We find that (62.5%) of the sample members believe that teachers use modern teaching aids and technologies according to their level, while (12.5%) do not believe this and see that this happens sometimes, which means that

the majority of the sample members see that the teachers 'use of modern methods and techniques differs. According to their level

- Regarding the English language teachers 'proficiency in using modern technology from computers, laboratories, etc., we find that (10.4%) of the sample individuals think that they do not use it, while (41.7%) believe that they do not use it, (47.9%) that is, most of the sample members believe that they are currently using it

- In terms of employing modern technology, we find that (31.3%) believe that teachers use technology in a way that achieves behavioral goals, while (21.9%) do not see that, and the majority of the sample (46.9%) believe that teachers sometimes employ modern technology. In a way that achieves the behavioral goals of the lesson.

- Regarding the teacher's use of the method at the appropriate time and place, we find that (27.1%) of the sample members believe that the teachers use the method at the appropriate time and place, while (15.6%) do not see that, and the majority of the sample (57.3%) believe that they use it in The right time and place

- On the one hand, the teacher's reliance on one teaching method, which causes boredom with the method, the material, and the teacher, we find that (15.6%) of the sample individuals find that the teachers use the same method throughout the semester. While (37.5%) believes that the teacher does not use the same method throughout the year, while the majority of the sample (46.9%) believe that teachers may sometimes fall in the line of using the same method throughout the year, which causes boredom.

- Regarding teachers' access to training courses, we find that (25.0%) of the sample members confirm that teachers have obtained this type of course, while (20.8%) do not see that teachers have received training courses on how to use educational aids and techniques while the majority of individuals The sample, whose percentage was (54.2%), believed that teachers might sometimes get this type of course

- Regarding the teaching aids that the teacher needs inside the school for regular maintenance, (24.0%) of the sample

members answered yes, while (21.9%) answered (sometimes), while the majority of the sample members, whose percentage was (54.2%), answered b (No) any educational aids are not subject to periodic maintenance inside the school

- In order to answer the second question: which stated what are the difficulties for female teachers of using educational aids and modern technologies?

In order to answer the question, the researcher used the method of comparing averages as a statistical method to determine the difficulties of using educational methods and techniques. The averages were arranged in descending order to know the effect of the difficulty that teachers face in using educational aids and modern technologies

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 2 |
| h | 7 | 4 | 2 | 7 | 9 | 1 | 8 | 8 | 3 | 0 | 2 | 9 | 6 | 5 | 0 | 1 | 4 | 3 |
| r |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| a |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| s |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| e |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| S | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| M | , | , | , | , | , | , | , | , | , | , | , | , | , | , | , | , | , | , |
| A | 8 | 5 | 5 | 4 | 3 | 3 | 2 | 1 | 1 | 0 | 0 |   | 9 | 8 | 6 | 5 | 2 | 1 |

From the previous table, we note that the difficulty of technical maintenance of educational equipment and aids inside the school is difficult. The most difficulties facing teachers were from the viewpoint of the sample members, with an average of (2.8).

The third question states to what extent teachers are able to produce and develop learning aids and techniques.

In order to answer this question, the averages were compared as a statistical method to know the extent of the teachers 'ability to produce and develop the means and educational techniques. The averages were arranged in descending order, and the order of the terms and averages was in the following table:

|               |      |      |      |    |    |      |      |      |      |      |
|---------------|------|------|------|----|----|------|------|------|------|------|
| <b>Phrase</b> | 41   | 37   | 40   | 39 | 43 | 36   | 35   | 42   | 38   | 44   |
| <b>SMA</b>    | 2,24 | 2.15 | 2.11 | 2  | 2  | 1.97 | 1.83 | 1,79 | 1.77 | 1.72 |



From the previous table, it becomes clear that the phrase (teachers are aware of all that is modern in the field of educational means and techniques is the most frequent statement with an average of (2.24), followed by the phrase teachers use the computer in the school to produce educational tools and techniques with an average of (2.15), while the phrase used The teacher specializes in the field of producing the means, techniques and educational programs in the school is the lowest of these phrases with an average capacity (1.72%), which indicates that English language teachers lack the assistance of those with experience in the field of educational means and techniques, which helps in preparing these means and techniques as well as preserving and maintaining them.

#### **The Researcher Concluded through This Study:**

1) Cassette recorder and audio devices are the most available devices, while transparencies are the least available educational devices in schools.

2) The degree of teachers' use of educational methods and modern technologies is average.

3) One of the most important obstacles is the lack of technical maintenance for educational equipment and aids inside the school.

#### **In light of these Results, the Researcher Recommends the Following:**

1) Providing educational aids of all kinds in schools, and providing teachers with the opportunity to use them.

2) Holding training courses for female teachers to train them in the use of educational aids, equipment and modern technologies.

3) The interest of the principals in following up on female teachers; To urge and encourage them to use educational methods and modern technologies, such as devices and laboratories.

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