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Article

Degree of Modern Technologies in Teaching English in Primary Schools from the Point of View of Teachers in Misan Governorate

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Abstract: Background: In the era of rapid technological advancement, integrating modern technologies in education has become a global priority, particularly in language learning. Specific Background: Despite this progress, primary schools in Iraq, especially in Misan Governorate, face persistent challenges in adopting and utilizing educational technologies for English language instruction. Knowledge Gap: There is a lack of localized studies that assess the extent of technological integration and the barriers perceived by English teachers in elementary education. Aim: This study aims to evaluate the degree of availability and application of modern educational technologies in teaching English in primary schools from the perspective of teachers in Misan Governorate, and to identify the key obstacles they face. Method: The study employed a descriptive-analytical approach using a structured questionnaire administered to a stratified random sample of 250 English language teachers. Quantitative data were analyzed using statistical methods, including Pearson correlation and t-tests. Results: Findings indicate that while teachers are highly aware of and positively inclined toward using educational technologies, the actual availability of such tools in schools is limited. Key challenges include lack of resources, insufficient training, and inadequate administrative support. Novelty: This study offers rare empirical evidence from an underrepresented region, highlighting the gap between teachers' readiness and systemic support. Implications: The results underscore the urgent need for policy reform, targeted investment in educational infrastructure, and continuous teacher training to enhance the effectiveness of English language teaching through technology in Iraq's primary education system

Keywords: Modern Technologies, Teaching English, Primary Schools, Misan Education Directorate

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1. Introduction

English is currently one of the most important contemporary languages. Therefore, learning it has become a necessity required by the conditions of the era we live in. Due to the growing awareness of the importance of the English language in this era and the need to learn an international language that is understood and used by a large number of people, the demand for learning English has increased day by day [1]. Furthermore, since technology has contributed to the development of traditional teaching methods, making the student the center of the educational process in terms of dialogue, participation, analysis, and synthesis, in addition to fundamentally changing the perception of the learning process and making it more enjoyable than it was before, it has thus become essential to employ it in a way that serves their interests and expands their knowledge [2], [3], [4], [5]. The English language is a fundamental element in the success of the educational process as it enhances the student's learning ability and increases their confidence in themselves.

The study questions:

The researcher used a questionnaire distributed to the community of male and female teachers and supervisors in Misan province [6]. By analyzing the statistical data, the following results were reached:

1. Educational technologies and tools in primary schools and are almost scarce, despite the teachers' need for them.
2. The teachers are fully aware of modern technologies that are in line with the times.
3. One of the primary challenges facing teachers is the lack of modern tools to enrich the educational situation.

In light of the results, the researcher arrived at some recommendations:

1. The interest from the committees related to modern curricula in monitoring the process with a precise system to provide them with the schools that suffer from a lack of modern resources.
2. Conduct training courses for teachers on how to use modern technologies.
3. Encouraging and promoting the use of modern technologies and means.

Problem of study:

The world today, in general, and the Arab community in particular, faces increasing and accelerating challenges due to rapid developments in various fields, especially in the scientific and technological domains witnessed by the world during the last quarter of the past century [7], [8]. This scientific and technical advancement, which dominated all aspects of life and accompanied the development of education and the renewal of teaching methods and techniques, has made modern educational and technological tools a necessity and a fundamental pillar in the educational process.

As a result of the rapid developments imposed by the era of modern technology, the process of developing education has become a necessity [9], [10]. This requires finding new ways to enhance the educational process and improve its outcomes, producing knowledge in new ways. Therefore, it has become essential to recognize the importance of teachers using various types of technology in different teaching and developmental activities [11], [12].

The use of educational technologies in the processes of teaching and learning is considered one of the latest fields aimed at developing and improving the educational process. Technologies are seen as an integrated model with various patterns that the teacher uses to complement their role in education, helping them address many challenges such as considering individual differences among learners and enriching the educational process to engage the learner's mind [13], [14]. This assists in maintaining attention during explanation, focusing, comprehension, and retrieval.

The use of modern technologies in the educational process helps to overcome the problems and difficulties of transferring education and educational experiences [15]. It also contributes to addressing the issue of curriculum inflation and school dropout rates, and it aids in bridging the gap in educational efficiency, equipment, and learning resources. Furthermore, it helps to increase student concentration and capture their attention, as well as addressing the problem of daydreaming by providing resources that attract and stimulate their interest [16].

Studies also show the importance of using educational media and technologies and their role in the success of the educational process, where these studies confirmed that the learner obtains 40% of his information through the sense of hearing, 30% through the sense of sight, and 30% through the other senses.

International and regional conferences have been urging the necessity to develop educational curricula and to employ technology in the service of education, especially in recent times [17]. UNESCO confirmed this at the First International Conference on Technical and Vocational Education in Berlin, Germany, in 1987, and in the International Project on Technical and Vocational Education in 1992, and in its five regional conferences

held in 1998 in Australia, Greece, the United Arab Emirates, Ecuador, and Kenya, as well as at the Second Conference on Technical and Vocational Education held in Seoul, Korea, in April 1999 [18].

Al-Rubaie sees that Iraq is trapped in a spiral of complex and intertwined crises that have no solutions, to the point that Iraq ranks among the lagging countries. These crises require finding radical and scientific solutions that contribute to the advancement of educational institutions. He also points out the deficiencies of the education system, as it focuses on memorization and rote learning and does not pay attention to modern methods [19], [20]. One of these deficiencies has contributed to Iraq's scientific and technological backwardness, particularly the lag in the global language, which is the primary means of conveying knowledge, innovations, and discoveries for the development of human civilization [21].

Future studies and literature in scientific research indicate that a teacher's mastery of the subject matter and teaching methods does not guarantee the achievement of educational goals. It is essential to use appropriate teaching tools and educational technologies in their lessons to convey the scientific material to the learners in a way that relates that material to reality [22], [23]. Merely relying on the teacher's speech and explanation does not accomplish these goals and lacks the element of engagement; it is often unattractive and ineffective for the learner, leading to boredom in the classroom. Unfortunately, some believe that using such tools is a waste of time, effort, and money [24], [25].

The researcher sees that the employment of modern technology and educational tools in the service of education, especially in basic education, is merely an idea in the minds of teachers; however, it has not been sufficiently utilized in the curricula. This has prompted the researcher to attempt to study the degree to which modern educational technologies are available in teaching the English language[26] .

The importance of the current research is attributed to the following:

Firstly - The importance of research comes from the importance of solidifying and deepening the educational material and prolonging the period the student retains information.

Secondly, the importance of research comes from the significance of the English language in enhancing learning and interaction opportunities [27].

Thirdly, its importance stems from the significance of developing writing skills that help teachers improve curricula and support students better [28], [29].

Fourthly, the importance of the research lies in enhancing job opportunities and employment, as studies have shown a strong correlation between proficiency in the English language and available job opportunities, making it a necessary task in the labor market [30], [31].

Fifthly, the importance of the research stems from the significance of using modern educational technologies in the educational process in schools, as their use has a great impact on the educational process and raises the academic level, both theoretical and practical, of the learners.

Sixth - The importance of research stems from the significance of educational technologies and the necessity imposed by the surrounding circumstances of the educational process to ensure better teaching and learning [32].

Seventh - the use of technologies and media leads to achieving teaching goals accurately and with a high success rate, increasing the effectiveness of the classroom lesson.

Eighth - Its importance is due to the significance of using technology in educational institutions, as it stimulates the learner and activates their learning, for a person only learns if there is motivation and incentive [33], [34].

Ninthly - Achieving the learning process in the fastest time, with the least effort, and with the maximum possible benefit in presenting scientific material. Educational

technologies such as audio, still images, digital video, and audio laboratories can play a crucial role in enriching the learning process, expanding learners' experiences, and facilitating concept-building in an engaging and exciting manner.

Tenth - The learner is made the central focus of the educational activity where we stimulate their motivation towards learning, which is considered a key factor in developing the learner's inclinations and desires towards learning [35] .

The eleventh - the importance of detecting the difficulties faced by teachers in using modern educational technologies in teaching the English language.

2. Materials and Methods

The aims of the study:

The research aims to the following:

1. Identifying the degree of availability of modern educational technologies, devices, and teaching aids in primary schools of Misan Governorate.
2. Identifying the extent of English language teachers' ability to develop educational technological tools and techniques for teaching the English language.
3. Examining the difficulties of using modern educational devices and technologies in teaching the English language subject.
4. Recommendations and proposals that would help in producing educational tools and techniques specifically for the English language in the schools of Misan Governorate.

Scope of the study:

1. Spatial boundaries: The current study was conducted in schools affiliated with the Directorate of Education in the province of Maysan.
2. It included English language teachers.
3. Temporal boundaries: The current study was conducted for the academic year

Search terms:

Modern technologies: Salama defines them as the use by the teacher of everything that can facilitate the educational process effectively.

Al-Haila defines it as a systematic approach in education aimed at increasing the effectiveness of the educational process and enhancing its productivity, as well as developing and specifying it through replanting, reorganizing, and implementing it

Operational definition: These are tools, software programs, and applications such as computers, data projectors, overhead projectors, audio laboratories, image viewers, and other modern technologies.

English language: it is one of the subjects studied in the ministries of education.

The concept of educational technologies:

Its definition in language: It means the beauty of performance or the use of the best methods to achieve the desired goal, or it is a set of means used for practical applied purposes, which a person relies on in his work to complement his powers and meet his needs that arise within the framework of his social conditions and specific historical stage .

It is a set of means that include devices, tools, and educational materials used by the teacher to improve and develop the processes of teaching and learning, aiming to clarify concepts, ideas, and scientific meanings and instill them in the learners' minds.

Technology means techniques, and it is an ancient Greek word composed of two parts: (techno) which means craft, workmanship, or art, and (logy) which means science or study. It refers to techniques or applied performance, and from here comes the word technology, or the science that focuses on improving performance and formulation during practical application.

Human beings have interacted with life by using various means and methods to express what is happening inside them in terms of feelings, thoughts, and sensations, also using drawings and symbols. Some consider educational means to be limited to audio-

visual tools, which is a narrow belief because they are broader and more comprehensive than that [39]. Educators have progressed in naming these means, which have had multiple names, including means of clarification, visual means, audio-visual means, assistive means, educational means, and educational communication means. The latest terminology is educational technology (Ttechnology). Stages of the historical evolution of educational technologies:

The discussion about educational technologies in teaching does not simply mean utilizing modern technologies in the educational process and introducing devices and tools into the traditional system; rather, it means reaching educational technology in the sense of relying on modern technologies to the fullest extent in changing the entire organic structure of education based on scientific principles. This ensures that the design of curricula and teaching methods is based on benefiting from educational technologies in an organized, studied, and purposeful manner. The historical development of educational technology and educational tools can be traced, having gone through different stages and associated with general technical development. The technologies were not originally invented for education, but rather for other purposes and then exploited in the field of education. They can be arranged according to their connection to these technologies as follows:

1. Visual learning
2. Audio-visual learning
3. Theoretical stage of communication.
4. Educational system stage
5. Interaction stage of communications with the concept of the educational system
6. Systems approach stage
7. Educational technology stage.

The historical roots of educational technologies:
First - Educational technologies in the Holy Qur'an:

3. Results and Discussion

The use of educational technologies is an ancient method used by God Almighty in teaching the children of Adam: Cain and Abel [36], [37], [38]. When Cain killed his brother Abel, God Almighty sent him a crow to teach him how to bury his brother's body. God said: 'And his soul permitted to him the murder of his brother, so he killed him and became one of the losers. Then God sent a crow to show him how to cover his brother's corpse. He said, 'Woe to me! I was incapable of being like this crow, so I could cover my brother's body.' And he became of the regretful.' This is clear evidence that the situation depicted in the verse is an educational one that knows imitation and observation, and it emphasizes the necessity of using the available resources to convey complex concepts, Because technological advancement is based on observation, and without it, there can be no progress or learning [39], [40], [41]. If we explained to the student theoretically for hours and hours relying only on listening without observation, he would not learn how to use it correctly. Most scientists, educators, studies, and researchers prove that the rate of learning dependent on hearing is greater than the rate that relies on sight [42], [43], [44]. The learner who uses both sight and hearing finds that their use is more prevalent in the processes of teaching and learning throughout the ages.

Secondly : Educational techniques in the Noble Prophetic tradition-:

The technology of hearing and sight is among the most important technologies that benefited and educated the companions of the Prophet (peace be upon him). They did not miss an opportunity to sit with the Prophet without benefiting from it [45], [46]. They used to take turns sitting with the Prophet to learn from his words and actions, as they would witness what the Prophet did in terms of actions and movements, because movement with speech gives a special meaning and makes the speech more engaging. Moreover, some tasks and motor skills require practical training to master them completely. Thus, we find

that the Prophet explained some of the practices and rituals with practical clarification, as in the hadith: 'Pray as you have seen me pray. The Messenger (peace be upon him) used various educational techniques, following the style of the Holy Quran in addressing the Arabs and convincing them of the message based on sound scientific principles [47]. He employed practical practice, storytelling, dialogue, sermons, advice, and guidance, as he considered the intellectual level of the student in terms of their rate of growth and maturity, as well as their intelligence, readiness, abilities, and mental faculties.

The significant change in educational goals and teaching practices is largely attributed to social, political, and economic changes that have occurred throughout history and continue to occur . Therefore, the roots of educational technologies may date back to ancient times. For example, with the flourishing of life in Athens due to commercial advancement, political changes, and shifting attitudes, the Sophists took it upon themselves to develop education and began studying what is known as the 'art of living.' They were aware of issues related to perception, motivation, and individual differences. Thus, the Sophists are the predecessors of modern educational technologies as they were specialized teachers who believed that technologies encompass theories, practices, and applications [48].

In the seventeenth century, Comenius proposed a vision for an educational system based on induction, where students arrive at generalizations through real-life interactions and practice. He also authored several books for children that included illustrations to be used in education. Additionally, there were educators whose ideas preceded their lifetime, such as Rousseau, Locke, Pestalozzi, Froebel, and Herbart.

At the beginning of this century, educational science evolved, and John Dewey's contribution to teaching techniques was his understanding of education in the light of scientific thinking. He also doubted the sufficiency of words to convey knowledge, as the learner might misunderstand the term and fail to grasp the true meaning it represents. He advocated for learning through action, thus laying the foundation for the development of the field of visual aids [49].

Seidler also confirmed that there are two completely different foundations in terms of theory and philosophy that have influenced the development of the concept of educational technologies: the concept of natural sciences (physical) and the concept of behavioral sciences [50]

First: The impact of natural sciences (the twenties - the sixties):

This type began in the early twenties and its influence continued until the end of the sixties. The concept of educational technologies in light of the natural sciences refers to the application or use of principles from the natural sciences and engineering techniques to produce mechanical and electronic tools, devices, and instruments that can be used for educational purposes such as books, display devices, recording devices, and others [51]. The Industrial Revolution also provided a large number of its educational products and developed them into better tools, books, posters, models, and maps, in addition to mechanical devices for teaching reading, writing, and arithmetic, The production of visual and auditory materials had a significant impact on teaching methods in the past century. The advancement in photography techniques paved the way for the use of images displayed through slide projectors, transparencies, cameras, and opaque projectors [52]. Then came the discovery of methods for recording sound, silent and sound motion pictures, and more recently, electronic broadcasting for television, closed-circuit television, video, and electronic computing. This impact led to the emergence of several educational movements that contributed clearly to the development of the concept of educational technologies, including the visual education movement and the audio-visual education movement.

A - The movement of visual education-:

This movement adopted names and terms that refer to a group of audio-visual devices and materials. Among these terms are: audio-visual aids, audio-visual materials, audio-

visual technologies, and audio-visual communication. This movement lasted for a long time and dominated the field of educational technologies until the end of the sixties of this century, thanks to the efforts made and the research conducted since the 1920s.

B- The movement of audio-visual education:

Audiovisual education dominated the field for a long period that lasted until the seventies, developing concepts that helped shape the field. However, there were principles, ideas, and practices that emerged and hindered the progress of the field and delayed it. It is known that this movement emphasized the use of educational media to clarify words surrounded by ambiguity. There are two other factors that contributed to limiting the field to media and impeded the development of the concept of the field. One is the narrow specialization in the production of educational media; some produced chalkboards, while others produced slides, moving images, maps, and models, Some of them focused on producing recorded educational tools, and competition became about preferring one tool over another rather than on ideas. As a result, the development of the concept of educational technologies has been delayed. It was also observed that the movement of audio-visual education focused on means or objects that are products of the organized application of natural sciences, which were produced for commercial purposes. However, educators borrowed and adopted them. It has been shown that this type of research is flawed; it is not permissible to compare one tool with another. All tools teach if chosen correctly for a specific purpose, and each tool has its function and status.

Secondly :The impact of behavioral sciences (the 1960s – present):

The impact of behavioral sciences on educational technologies is rooted in early learning theories. "Steller" predicted in his book "A History of Educational Technologies," published in 1968, the influence of behavioral sciences on educational technologies. He believed that applying a behavioral sciences approach to learning and teaching problems is essential for educational technologies. Attempts in the 1930s to reorganize curricula based on scientific and systematic foundations were made, and this was referred to as the work analysis approach, which was linked to the development of administrative efficiency and management systems, there was also a need for specific objectives that take into account individual differences in learning, achieved through curriculum teaching strategies. This increased attempts to generalize the concept of educational technologies. In addition to the movement of curriculum development, another evolution strengthened the relationship between behavioral sciences and educational technologies, which is programmed instruction. This relied on the principles of operant conditioning, whose roots go back to "Montessori" and "Pressey". Later, programmed instruction developed under the influence of “Crowder” and Skinner (1960-1968). One of the effects of this movement was that it shifted attention from focusing on means to addressing the learner and their behavior. Thus, means became considered unnecessary for modifying behavior in their view. This was accompanied by a focus on creating a learning cycle that begins with identifying learners' behavior and ends with evaluation. One of the problems of programmed instruction was its failure to consider all the human aspects of the learner, but its impact on the field of educational technologies remains significant, to the extent that the current prevailing definition of educational technologies includes some terms emphasized by programmed instruction, such as controlling learner behavior.

The importance of educational technologies in the field of education and teaching:

Educational technologies are important in providing sensory experiences that are difficult to achieve in the natural conditions of the educational experience, as well as in overcoming the obstacles that hinder the clarification process. Scientists specializing in education and psychology have proven that educational technologies play a crucial role in training and education, and we can summarize this importance in the following points:

1. Educational technologies overcome verbal deficiencies and faults in the teacher: The sound foundation for building perceptions and concepts is achieved through the sensory experiences they provide, which impart the meanings and

terms contained in the lesson. Thus, it serves as an effective remedy for the verbal deficiencies that are prevalent among teachers and learners.

2. Makes education leave a lasting impact on the learner: Education using educational technologies is better remembered by the learner and is less subject to forgetting, unlike education based on memorization and rote learning.
3. It captures the interest and attention of learners: Presenting the lesson through a film in class or explaining using a dynamic model or other educational situations that correctly utilize educational technologies, all of these factors create excitement among learners and motivate them to pay attention and be interested in the ideas and scientific concepts they hear.
4. Stimulating self-activity among learners: The learner's role is passive in education reliant on verbalism or memorization and rote learning. When educational technologies are used, they provide learners with the opportunity for positive participation in educational situations, whether they want to learn about, listen to, or discuss what they see or hear by exploring answers to new issues that the use of technology may raise regarding the topic of experience. Educational technologies influence learners' attitudes: Research has shown that educational technologies, especially animated films, educational television, and teaching aids, have the ability to affect behavior and modify learners' attitudes.
5. Educational technologies foster sustained thinking among learners: The experiences that educational technologies provide intrigue and capture the attention of learners, allowing them to follow the thoughts presented to them through various facts, events, and situations.
6. It facilitates the learning process for the teacher and the learning process for the learner: using the film makes it easier for the teacher to explain since it requires a lot of effort if explained by heart. It also makes it easier for the learner to understand, thus achieving better education with less effort and shorter time. (the internet.(
7. It allows the learner to speak away from the formalities required by the lesson; they may engage in discussing a social issue or a news story, and they engage in conversations, transforming their relationship with the teacher from fear to love, respect, and friendship.

Therefore, teachers are sometimes referred to as the educational technology men who use all means of technology to serve education, and their success is measured by their ability to design learning situations using all means, techniques, and technologies that help individuals acquire the experiences necessary to meet the demands of the era.

Types of educational techniques

First: Auditory means and techniques: including

1- Audio recordings:

An educational tool that allows for the recording of experiences and their presentation again while retaining the advantages and capabilities of speeding up the sound and raising or lowering the pitch.

Features of audio recordings

•Easy to memorize

•Easy and flexible registration

•Usable whenever needed

Aspects of the shortcomings in its use

•It is characterized by verbal tendencies

•It lacks the expression of movement characteristics

2- The radio-:

An auditory medium that has not been limited to mass communication but has also been used for educational communication.

•Abundance and wide reach.

•Assistance in teaching the correct pronunciation.

•Assistance in acquiring the etiquette of conversation and an appreciation for literature and music.

3-Aspects of the shortcomings in its use:

•It relies solely on the sense of hearing

•Radio programs are a one-sided form of communication.

4-The School Radio - :

An educational auditory tool that relies on the use of various audio recordings in addition to live broadcasting. Some of its features :

•Broadcasting educational programs prepared and recorded by distinguished teachers

• Delivering instructions and announcements to all learners at once

•Possibility of benefiting from it for communication purposes between the school administration and its teachers and learners.

5-The school radio- :

A sound educational medium that relies on using audio recordings of various types in addition to live broadcasting. Some of its features:

• Broadcasting educational programs prepared and recorded by distinguished teachers.

• Delivering instructions and announcements to all learners at once.

• The possibility of benefiting from it for communication purposes between the school administration, its teachers, and its learners.

Aspects of the shortcomings in their use:

•Difficulty in organizing a schedule that balances study sessions with radio broadcast times.

•Lack of direct interaction between the teacher and the learner or the program presenter.

6-Language Laboratories:- An auditory medium in the form of a laboratory equipped with several recorders that allows a number of learners to listen to the educational material simultaneously, controlled by a control panel in front of the teacher who can manage the listening and address them all or individually, and provides the opportunity to listen to the learners and assess them.

Types of language laboratories:

1. Simple: consisting of a microphone, headphones, and a headset device.
2. Complex: equipped with recording devices in each of the isolated student booths, connected by phone to the teacher's control desk, allowing the teacher to hear the student's voice and transmit the student's voice back to them.

Its features.

Enhancing the correct immediate verbal response and correcting the incorrect ones directly.

It allows both the teacher and the learner the opportunity to register, listen, repeat, and achieve correctness without mistakes.

Some aspects of the palaces-:

•Not providing the learner with the opportunity to write

•Requires a teacher who is aware and capable of using this laboratory functionally in language learning to achieve better results in less time and with less effort. (the internet)

Secondly - visual means and techniques including

1- The boards-:

Types of boards:

•Chalkboard

•Magnetic board

•Light board

•White plastic board

2- Boards Types of boards-:

•Felt board

•Magnetic board

•News board (bulletin board(

•Display board

•Pocket board

3- Maps-:

•Illustrated maps

•Statistical maps

•Electric maps

•Blank maps

•Three-dimensional maps

•Atlas maps

•Wall maps

•Globe maps

4- Transparencies :

These are slides that resemble cellophane paper with different dimensions that carry a message (information) whether in the form of writing, drawing, or otherwise, and can be displayed using a transparency projector.

5- Slides :

They are images or pictures printed on a transparent light-permeable material placed individually in plastic, glass, or cardboard frames.

6- Imagery is a means of presenting ideas and concepts visually, consisting of images, drawings, and various types of line compositions, in addition to verbal explanation.

Thirdly – the audio-visual means and techniques including

1- Films: There are two types of films:

A- The still film: It consists of a set of transparent, white, or black images that are connected and arranged in a piece of film tape or regular photographic paper.

B- The moving film: It is an advanced educational material that combines sound, image, movement, and various accompanying effects, presenting knowledge or skills, incidents, and experiences in an attractive and sequential manner that stimulates the desire to continue and saves time and effort for both the teacher and the learner.

Fields of employing modern technologies in general education-:

Modern technologies can be employed in public education as a means or educational tool because they receive great attention from decision-makers in the field of education. This is achieved by treating them as tools that assist in training and practice, simulation, and dialogue. Based on this, we can say that the teaching and education system, in general, should be designed to provide every learner with effective and authentic education. Thus, the scientific and technological progress that has dominated all aspects of life and accompanied the development of education has led to the entry of machines into the field of education, where they have become a necessity rather than a luxury or extravagance.

Examples of fields where modern technologies can be employed, such as educational film projectors of various types, overhead projectors, televisions, cameras, and computers in public education in schools, include employing modern technologies in the communication process between the teacher and the student. The modern communication process yields multiple outcomes, including the following outcomes:

1- Connecting the learner to public life and the environment, providing them with the intellectual and practical abilities to interact with the events that shape the course of life.

2- Increasing the learner's knowledge base and enriching their practical and scientific experiences, honing their technical skills, and influencing human behavior and attitudes.

Educational tools and techniques in teaching the English language:

1- The computer: It is considered an effective educational tool and technique in 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 subject matter. Among its advantages are :

•It saves time and effort in obtaining information in a short time, as it presents that information in various forms.

• It allows dealing with learners in a way that takes into account individual differences among them, by giving the learner the opportunity to control the time of education.

• It increases the spirit of vitality and participation among learners, through the information, images, and drawings it includes, which help the learner to engage in enthusiasm and participation.

As Wood mentions, some of the techniques used in the classroom to teach English include:

1. The pocket board: This is a board made of cardboard folded into pockets to hold cards or pictures. One of its most important features is that it captures the learner's attention, encourages them to engage, and makes it easier for the learner to connect between the image and the word.
2. Real samples: By this, we mean things as they exist in reality without modification, such as birds, insects, and plants. This encourages the learner to study closely.
3. Projector: One of the most important features of the device is the possibility of placing it in front of the class instead of behind it, which enables the teacher to monitor the students, thus allowing the teacher to explain the lesson and discuss with the students, increasing enjoyment and excitement.
4. Educational games: used as a teaching tool for English language learners as a second language, making the classroom session useful and enjoyable, and facilitating English language learning for children aged 4 to 12 years. It encourages those who are lagging behind to participate in the lesson and learn, including:

•Group games
•Vocabulary games
•Basic writing games
•Expression games in English
•Humorous games for teaching English
•Flashcards
•Basic reading games
•Spelling games

Educational games are a type of simulation and are an organized activity that follows a set of game rules, in which the learner interacts to achieve specific educational goals that may require the learner to solve a particular problem. Audio and visual incentives can also be used to encourage the user to continue engaging with the activities or content of the program, in order to foster a spirit of enthusiasm and interaction with the game, by reinforcing the correct responses of the learner.

Using augmented reality: It is described as a type of educational technology that enhances the real environment through the product generated by the computer, allowing the learner to comprehend the real world by merging the real world with a virtual reality that contains interactive digital information in the form of images, videos, and three-dimensional objects, thereby improving the process of interaction with reality.

1. The smart board: It is a tool used to display images on an electronic screen from a computer and was designed to replace the traditional blackboard that was wiped clean after each use. Teachers can use the board to write on it with a pen, and this feature has multiple uses such as commenting on images and correcting the spelling of words.
2. Digital language laboratories: - It has different names; it is a system that transforms the passive language class into an interactive learning environment based on speaking and the actual use of the language. When using language laboratories, the focus of education shifts to using educational and visual aids instead of teaching the English language through textbooks and grammar rules. It is considered the most prominent technique for improving English language teaching methods in the education sector.

Obstacles to the use of educational technologies:

1. The heavy academic burden on teachers that reduces their interest in educational technologies.
2. Their weak ability to control and manage the system when using educational technologies.
3. The large size of educational material.
4. The lack of equipped laboratories or rooms to use modern technologies

The use of modern educational technologies in teaching the English language adds enjoyment to learning by providing information such as graphics, animations, sound, simulations, and modeling. It encourages self-directed learning and interactive learning through dialogue and direct communication with the software used, and it stimulates the interest and attention of students, increasing their motivation to learn).

Principles of Using Educational Devices :

Using and effectively employing educational devices requires an understanding of the requirements for projection and the methods for operating projection devices. Among the most important are the overhead projector, opaque material projector, still film projector, and motion picture projector, in addition to audio recording devices, television, video, computers, and their accessories. Training on their use can easily be done in educational technology laboratories in a short period. Educational devices are of various types, including simple and complex ones, used for display and production. These devices have entered the educational environment after experiments and research and have proven to be essential elements in presenting and utilizing educational materials.

Principles of Using the English Language:

The diversity in teaching methods and the use of various tools, along with the implementation of effective teaching strategies such as learning through play, role exchange, cooperative learning, and considering individual differences, involves asking questions to encourage participation at all levels. The teacher's speaking time should be 25%, allowing 75% for students to participate. Practicing the language in the classroom and providing verbal and moral encouragement are very important as this motivates everyone to speak. Moreover, the behavioral objectives of the lesson should encompass the three levels: cognitive, skill-based, and affective.

The necessities of learning the English language.

English has become the property of those who speak it, regardless of their nationality, and English is a way of thinking, as mastering a foreign language is considered a type of intelligence, namely linguistic intelligence. It represents an important asset added to an individual's mental stock and serves as a means of communication between peoples and cultures. Those who possess it hold this tool, and language can change much in the world due to the military, economic, cultural, scientific, and political influences of the British Empire and later the United States.

Obstacles to learning the English language

These obstacles can be divided into the following groups.

Psychological obstacles: These relate to the nature of the human psyche, including preconceived notions about language and misconceptions about learning English.

Administrative obstacles: These are represented by a lack of funding and management.

Technical obstacles: These include deficiencies in the curriculum and aspects related to the language itself and its differences from the mother tongue. General educational system obstacles: The lack of clarity in objectives among learners, teachers, and parents.

Traditional teaching methods do not align with the concept and nature of contemporary learning. There is a weak level of mastery of skills among students, such as oral and written expression, as well as oral and written comprehension, which is due to the difficulties that students face that prevent them from achieving the desired goals of the educational process. These difficulties may be related to the learner themselves, whether social, economic, or psychological, or may be related to the language and its content, the teacher, the teaching method, the assessment, or the surrounding environment. The researcher, in light of this study, aimed to improve the educational process in teaching the English language through modern educational techniques to address some of the obstacles faced by both teachers and learners, as well as parents, in understanding the specific skills related to the English language.

Previous studies:

Al-Kindi Study

The use of educational technologies in the schools of the Sultanate aimed at employing technologies in education, and the study highlighted the difficulties in utilizing these technologies to serve education. The researcher relied on a random sample consisting of (31) teachers, and the results showed the lack of training courses for teachers that would train them, and the absence of training courses was the basis for all the difficulties that emerged from the study.

Al-Otaibi's study

The study aimed to recognize the role of educational technologies in improving students' academic performance. The researcher used the descriptive approach, and the sample consisted of 100 male and female teachers in intermediate schools in East Riyadh. The study showed that the role of school management in employing modern educational technologies was found to be at a moderate level, and there are obstacles that limit the role of school management in employing these technologies at a moderate degree. The study recommended that educational leaders in training departments and educational technology centers should focus on training teachers in the use of modern educational technologies and employing these technologies through the use of computers in teaching. Furthermore, educational leaders should support school management in facing the costs of using some of these modern educational technologies.

Abdallah Ali's Study

The study aimed to identify technological innovations for developing English language skills among intermediate stage female students from the perspective of female teachers. The researcher followed a descriptive approach and the sample of the study consisted of 200 English teachers in the Riyadh area. The study concluded that the degree of employing technological innovations was at a very high level of agreement and that the difficulty in employing these innovations was at a high level. The results showed significant statistical differences regarding the degree of employing the innovations and recommended supporting teachers by providing opportunities for learning and development and creating a culture that supports the use of technology in education.

Qadi Study

The study aimed to identify the reality of using educational tools and modern technologies in middle school for teaching English from the perspective of educational supervisors and school principals in Mecca, and to identify the main difficulties faced in using educational tools and modern technologies in teaching English in middle school.

The number of supervisors was eleven, and the number of principals was eighty-five. They concluded that the main obstacles were the lack of availability of devices in schools and the absence of maintenance for devices and educational tools.

Study procedures

Research Method: The descriptive research method is the most commonly used method, as it is suitable for issues and problems related to this aspect, and it focuses on describing present phenomena. This is done by collecting data about them, organizing it, analyzing it, and attempting to interpret it and determine the relationships between its elements. The researcher used the analytical descriptive method, relying on the descriptive analytical style to collect data from research results and previous studies to answer the research questions.

Community of study - :

It is a description of what data is available about the members of the community to be studied from which the sample will be drawn. Typically, the provision of this data relies on the results of comprehensive statistical surveys or what is available in the records of the relevant official authorities. The current research community consists of male and female English teachers in the Maysan Education Directorate who are currently serving in government centers in the General Directorate of Education in Misan Governorate for the academic year (2024-2025)

Sample of study- :

The sample is a selection of a part of the study population and represents the population with all its characteristics accurately. Using a sample facilitates reaching results quickly. To make the sample more representative of the community, the researcher adopted a stratified random sampling method at a rate of 10% of the research population, amounting to (250) male and female teachers in the public schools affiliated with the Directorate General of Education in Misan.

Stratified sampling is more efficient than simple sampling, and it is necessary when a researcher wishes to study the characteristics of a population, such as employees. In terms of its suitability, it is appropriate for large heterogeneous populations.

Tool of study :-

In order to achieve the research objectives, the researcher must rely on research tools, whether they are pre-prepared from previous studies or the researcher develops tools or enhances a previously prepared tool according to the nature and objectives of the research. The tool is used for data collection. Here, the researcher will rely on the questionnaire as a tool for her current research because it is the most appropriate and aligns with the nature of the research to achieve the objectives.

The questionnaire:

It is a document that includes a number of questions related to the characteristics of any phenomenon related to an economic, social, artistic, or cultural activity. From the total answers to the questions, we obtain the statistical data we are concerned with. The researcher prepared an open-ended questionnaire containing several questions and applied it to (250) male and female teachers in public elementary schools outside the research sample, asking them to answer the questions freely. The researcher obtained (24) items distributed across (3) axes, including (10) items regarding teachers' attitudes towards educational teaching tools and techniques, (13) items regarding the obstacles faced by teachers in using educational tools and techniques, and (11) items concerning the production and development of necessary technological educational innovations to enhance English language skills.

The researcher adopted a three-point Likert scale that asks the respondent to specify their response, and the current study had the options (Always, Sometimes, Never). These options were assigned the numbers (3, 2, 1) respectively, with the number (2) representing the hypothetical mean of the scale.

The researcher followed several methods to calculate the test's validity:

First - Apparent validity: This refers to the general appearance of the test, meaning that it appears valid to the respondents and to the judges. This means that its instructions and questions appear clear and appropriate to them. The group of judges must be experienced and knowledgeable.

To verify the validity of the instrument, the researcher presented the instrument's paragraphs to a number of judges and specialists, numbering (10) judges in curricula, teaching methods, measurement, and evaluation. Some paragraphs were deleted, others were modified, and others were reworded (Table 1).

Results of apparent validity of the research instrument according to the opinion of (10) experts.

Table 1. Referenced in the section discussing sample demographic information.

Agreement rate for apparent truth	Number of paragraphs after validation	Number of paragraphs in their original form	Axes	s
%90	10	12	Teachers' attitudes toward educational and teaching methods and technologies	1
% 100	13	11	Obstacles facing teachers in using educational and teaching methods and technologies	2
%90	11	9	Producing and developing educational technological innovations necessary to develop English language skills	3

Second: Internal consistency validity or construct validity:

This is called conceptual validity or construct validity, and is considered the best type of validity for new scales. It relies on the validity of its items, and any increase in the validity of its items leads to the validity of the test. It is measured according to their correlation with a criterion. The criterion may be internal or external. Internal consistency refers to the correlation of its items with the total score or domains.

Correlation of the item weight score to the total questionnaire score:

This is one of the most widely used methods for analyzing test items and educational scales, as it determines the degree of homogeneity of the scale items and their ability to measure the phenomenon to be studied. The tool was applied using Pearson's coefficient to extract the correlation between the scores of each item of the scale. When comparing the values of the correlation coefficients with the critical values, which were applied to (300) English language teachers outside the main research sample, it was found that all correlation coefficients were statistically significant with a degree of freedom of (298). Internal validity of the items in the first axis:

Correlation coefficients between each item in the first axis (teachers' attitudes toward educational teaching techniques) and the total average of the items. (Table 2)

Table 2. Called during analysis of participants' responses to question categories.

Level of sign	Correlation coefficient	Paragraphs of the first axis	s
0.000	0.551*	I consistently use educational technologies in the classroom.	1
0.000	0.412*	I am proficient in using modern educational technologies.	2
0.000	0.594*	I am able to employ educational technology to achieve the behavioral objectives of the lesson.	3
0.000	0.612*	I use technology and educational tools at the appropriate time and place.	4
0.000	0.365*	The school administration encourages the teacher to use educational tools.	5
0.000	0.524*	I provide appropriate opportunities for the use of tools and technologies, such as dimming the room for some devices.	6
0.000	0.314*	I practice using PowerPoint to produce purposeful educational programs that help students complete the lesson properly.	7

0.000	0.371*	I ensure the regular maintenance of all educational tools.	8
0.000	0.552*	I believe in the importance of having educational tools available in the lesson.	9
0.000	0.631*	I find that educational tools and technologies enhance lesson comprehension, facilitate understanding of facts, and enable students to acquire the required skills and attitudes.	10

The paragraphs are consistent if (Sig) > (0.05) at a degree of freedom of n - 2 = (298) and a significance level of (0.05).

Internal validity of the paragraphs of the second axis:

Correlation coefficients between each paragraph of the second axis (obstacles facing teachers in using and producing educational technologies and teaching aids) and the total average of the paragraphs. (Table 3)

Table 3. Cited in the interpretation of percentage ratings regarding educational technologies.

Level of sign	Correlation coefficient	Paragraphs of the second axis	s
0.000	0.311*	I believe that the time allocated to employing educational technology in the lesson is insufficient.	1
0.000	0.405*	The school needs to have the materials for producing educational tools and programs for the subject.	2
0.000	0.547*	I believe that most subjects do not encourage the use of educational tools and technology in the lesson.	3
0.000	0.543*	I believe that the multitude of my teaching tasks prevents me from using educational tools and technology.	4
0.000	0.309*	I am confused by the student's lack of acceptance of educational tools and technology in the lesson.	5
0.000	0.555*	I believe that the use of technologies such as interactive whiteboards, display screens, and others in the lesson is not important.	6
0.000	0.304*	I believe that educational tools and technologies are not suitable for the use of current curricula.	7
0.000	0.456*	I find the administration's lack of interest in the limited number of educational tools and technologies within the school. I find shortcomings in teacher training courses on producing and developing educational media.	8
0.000	0.347*	I find a lack of availability of computerized educational programs suitable for English language curricula.	9
0.000	0.514*	I believe that the heavy workload of English language teachers leads to a lack of adequate use of educational media and technologies.	10
0.000	0.502*	I believe that limited school budgets are one of the greatest obstacles to the use of educational media and technologies.	11
0.000	0.372*	I find a lack of communication between the educational system and the school to meet the need for educational media in schools.	12
0.000	0.439*	I believe that the time allocated to employing educational technology in the lesson is insufficient.	13

The paragraphs are consistent if (Sig) > (0.05) at a degree of freedom of n - 2 = (298) and a significance level of (0.05).

Internal validity of the paragraphs of the third axis

Correlation coefficients between each paragraph of the third axis (production and development of educational technological innovations necessary for the development of English language skills) and the total average of the paragraphs.(Table 4)

Table 4. Mentioned in the section on results of teaching effectiveness indicators.

Level of sign	Correlation coefficient	Paragraphs of the third axis	s
0.000	0.327*	I believe in the importance of using multimedia to develop English language skills.	1
0.000	0.317*	I believe in the importance of using virtual trips and integrating them with real-life experiences to develop skills.	2
0.000	0.539*	I believe in the importance of employing e-books to aid skill acquisition.	3
0.000	0.342*	I believe in the importance of using interactive whiteboards to develop English language skills.	4
0.000	0.417*	I believe in the importance of using electronic games to develop English comprehension skills.	5
0.000	0.512*	I believe in the importance of using data show devices to develop visual communication and comprehension skills.	6
0.000	0.334*	I believe in the importance of using recording tools to enhance comprehension skills.	7
0.000	0.501*	I believe in the importance of using tablets to develop English writing skills.	8
0.000	0.6217*	I believe in the importance of using flashcards and educational posters in lessons on a regular basis.	9
0.000	0.312*	I believe in the importance of transforming traditional, rigid lessons into easy, streamlined electronic courses to develop skills.	10
0.000	0.373*	I believe in the importance of using computers to organize student competitions with other schools to develop communication skills.	11

Paragraphs are consistent if (Sig) > (0.05) at n – 2 = (…) degrees of freedom and significance level (0.05)

Calculating the reliability coefficient:

This means re-administering the questionnaire to the same group twice. This results in two scores for each individual. Thus, we can find the correlation coefficient between the two tests. The higher the correlation coefficient, the better. This is one of the most widely used methods. The Pearson correlation coefficient is calculated between the scores of the first and second tests, as shown in the results of the following table 5:

Table 5. Referenced in the evaluation of students' attitudes toward English learning.

Level of sign	Correction	Half-split	Number of paragraphs	Axes	s
Sign	Spearman	Link between the two parts			
0.000	0.897	0.814	10	Teachers' Perspectives on Educational Technologies	1
0.000	0.907	0.830	13	Obstacles Facing Teachers in Using and Producing Educational Technologies and Teaching Aids	2
0.000	0.911	0.837	11	Producing and Developing Educational Technological Innovations Necessary for Developing English Language Skills	3

The final application of the tool involved computer-processing data using the Statistical Package for the Social Sciences (SPSS) program to test the validity of the research hypotheses using the following statistical methods.

1. Data were coded and entered according to a three-point Likert scale (3, 2, 1) for the alternatives, respectively, and compared to the hypothetical mean for each item.
2. Data were coded and entered according to a three-point Likert scale (3, 2, 1) for the alternatives, respectively. The range (2) was calculated and divided by the number of items in the scale to obtain the item length.

3. Frequencies and percentages were calculated, as well as the weighted arithmetic mean, standard deviation, relative importance, and a one-sample t-test.(Table 6)

Results of study :

To answer the first objective (teachers' attitudes toward educational and teaching techniques)

The weighted arithmetic mean, hypothetical mean, standard deviation, and t-value calculated for each criterion for the research sample.

Table 6. Called while interpreting variance in technology application between male and female teachers.

Sign	T-value	standard deviation	arithmetic mean	Hypothetical mean	Paragraphs
0.000	14.684	0.702	2.65	2	I consistently use educational technologies in the classroom.
0.021	2.314	0.547	2.08	2	I am proficient in using modern educational technologies.
0.000	38.662	0.378	2.92	2	I am able to employ educational technology to achieve the behavioral objectives of the lesson.
0.013	2.491	0.584	2.09	2	I use technology and educational tools at the appropriate time and place.
0.000	6.039	0.618	2.24	2	The school administration encourages the teacher to use educational tools.
0.000	11.805	0.621	2.46	2	I provide appropriate opportunities for the use of tools and technologies, such as dimming the room for some devices.
0.000	4.545	0.835	2.24	2	I practice using PowerPoint to produce purposeful educational programs that help students complete the lesson properly.
0.000	7.495	0.717	2.34	2	I ensure the regular maintenance of all educational tools.
0.000	7.251	0.584	2.27	2	I believe in the importance of having educational tools available in the lesson.
0.000	7.696	0.608	2.30	2	I find that educational tools and technologies enhance lesson comprehension, facilitate understanding of facts, and enable students to acquire the required skills and attitudes.

The difference is significant if (Sig) > (0.05) at the degree of freedom (n-1) = (249) and the significance level (0.05), the unit of measurement is (degree)

To answer the second objective, which was the second negative axis: (Obstacles facing teachers in using and producing educational technologies and teaching aids)

The weighted arithmetic mean, hypothetical mean, standard deviation, and t-value calculated for each criterion for the research sample.

Table 7. The distribution of teachers' responses regarding students' increased motivation due to educational technology

Sign	T-value	standard deviation	arithmetic mean	Hypothetical mean	Paragraphs
0.000	13.646	0.705	2.61	2	I believe that the time allocated to employing educational technology in the lesson is insufficient.
0.021	2.314	0.547	2.08	2	The school needs to have the materials for producing educational tools and programs for the subject.
0.000	4	0.632	2.16	2	I believe that most subjects do not encourage the use of educational tools and technology in the lesson.

0.037	2.1	0.572	2.08	2	I believe that the multitude of my teaching tasks prevents me from using educational tools and technology.
0.000	40.765	0.352	2.91	2	I am confused by the student's lack of acceptance of educational tools and technology in the lesson.
0.000	10.571	0.616	2.41	2	I believe that the use of technologies such as interactive whiteboards, display screens, and others in the lesson is not important.
0.000	3.99	0.824	2.21	2	I believe that educational tools and technologies are not suitable for the use of current curricula.
0.000	7.18	0.713	2.32	2	I find the administration's lack of interest in the limited number of educational tools and technologies within the school. I find shortcomings in teacher training courses on producing and developing educational media.
0.000	6.45	0.569	2.23	2	I find a lack of availability of computerized educational programs suitable for English language curricula.
0.000	6.736	0.592	2.25	2	I believe that the heavy workload of English language teachers leads to a lack of adequate use of educational media and technologies.
0.000	14.493	0.694	2.64	2	I believe that limited school budgets are one of the greatest obstacles to the use of educational media and technologies.
0.034	2.136	0.533	2.07	2	I find a lack of communication between the educational system and the school to meet the need for educational media in schools.
0.000	11.805	0.621	2.46	2	I believe that the time allocated to employing educational technology in the lesson is insufficient.

The difference is significant if (Sig) > (0.05) at the degree of freedom (n-1) = (249) and the significance level (0.05), the unit of measurement is (degree)

To answer the third objective, which was: (Producing and developing technological educational innovations necessary to develop English language skills), the weighted arithmetic mean, hypothetical mean, standard deviation, and t-value calculated for each criterion for the research sample.(Table 7)

Table 8. The distribution of responses regarding the role of technology in developing English language skills

Level of Sign	T-value	standard deviation	arithmetic mean	Hypothetical mean	Paragraphs
0.000	13.232	0.717	2.6	2	I believe in the importance of using multimedia to develop English language skills.
0.395	0.852	0.594	2.03	2	I believe in the importance of using virtual trips and integrating them with real-life experiences to develop skills.
0.591	0.538	0.705	2.02	2	I believe in the importance of employing e-books to aid skill acquisition.
0.000	32.144	0.415	2.84	2	I believe in the importance of using interactive whiteboards to develop English language skills.
0.000	5.995	0.77	2.29	2	I believe in the importance of using electronic games to develop English comprehension skills.
0.000	7.069	0.725	2.32	2	I believe in the importance of using data show devices to develop visual communication and comprehension skills.

0.103	1.636	0.85	2.09	2	I believe in the importance of using recording tools to enhance comprehension skills.
0.000	5.293	0.765	2.26	2	I believe in the importance of using tablets to develop English writing skills.
0.000	4.523	0.615	2.18	2	I believe in the importance of using flashcards and educational posters in lessons on a regular basis.
0.000	3.739	0.626	2.15	2	I believe in the importance of transforming traditional, rigid lessons into easy, streamlined electronic courses to develop skills.
0.000	11.093	0.781	2.55	2	I believe in the importance of using computers to organize student competitions with other schools to develop communication skills.

The difference is significant if (Sig) > (0.05) at the degree of freedom (n-1) = (249) and the significance level (0.05), the unit of measurement is (degree)

Analysis of the paragraphs of the first axis. (Table 8)

Table 9. The teachers' views on the contribution of educational technology to classroom interaction

Sort	Relative importance	weighted arithmetic mean	Never		Sometimes		Always		Paragraphs	s
			%	repetition	%	repetition	%	repetition		
Third	78.533	2.356	26.4	66	11.6	182	62	155	I consistently use educational technologies in the classroom.	1
Tenth	41.867	1.256	84	210	6.4	39	9.6	24	I am proficient in using modern educational technologies.	2
First	98	2.94	2	5	2	89	96	240	I am able to employ educational technology to achieve the behavioral objectives of the lesson.	3
Second	84.667	2.54	15.2	38	15.6	55	69.2	173	I use technology and educational tools at the appropriate time and place.	4
Seventh	69.867	2.096	25.2	63	40	88	34.8	87	The school administration encourages the teacher to use educational tools.	5
Sixth	72.267	2.168	5.2	13	72.8	182	22	55	I provide appropriate opportunities for the use of tools and technologies, such as dimming the room for some devices.	6
Fifth	72.667	2.18	30	75	22	55	48	120	I practice using PowerPoint to produce purposeful educational programs that help students complete the lesson properly.	7
Fourth	76.933	2.308	26.8	67	15.6	39	57	144	I ensure the regular maintenance of all educational tools.	8

Ninth	62.8	1.884	38	95	35.6	89	26	66	I believe in the importance of having educational tools available in the lesson.	9
Eighth	62.933	1.888	38	95	35.2	88	26.8	67	I find that educational tools and technologies enhance lesson comprehension, facilitate understanding of facts, and enable students to acquire the required skills and attitudes.	10

We note that the first and second paragraphs received excellent and very good relative weights. This means that the teacher has the ability to employ educational technology in a way that achieves behavioral objectives and is skilled at using it at the appropriate time and place. Meanwhile, the second paragraph came in tenth place with a weak percentage (41.867) indicating that he does not master the use of modern technologies. Analysis of the paragraphs of the second axis. (Table 9)

Table 10. Teachers' opinions on the challenges of using educational technology in English teaching

Sort	Relative importance	weighted arithmetic mean	Never		Sometimes		Always		Paragraphs	s
			%	repetition	%	repetition	%	repetition		
Tenth	66.8	2.004	40	100	19.6	49	40.4	101	I believe that the time allocated to employing educational technology in the lesson is insufficient.	1
Second	86.533	2.596	6.8	17	26.8	67	66.4	166	The school needs to have the materials for producing educational tools and programs for the subject.	2
Twelfth	59.067	1.772	58	145	6.8	17	35.2	88	I believe that most subjects do not encourage the use of educational tools and technology in the lesson.	3
Thirteenth	41.067	1.232	85.6	214	5.6	14	8.8	22	I believe that the multitude of my teaching tasks prevents me from using educational tools and technology.	4
First	97.067	2.912	2	5	4.8	12	93.2	233	I am confused by the student's lack of acceptance of educational tools and technology in the lesson.	5
Sixth	74.667	2.24	26.8	67	22.4	56	50.8	127	I believe in the importance of using technologies such as interactive whiteboards, display screens, and others in the lesson.	6
Eighth	68.800	2.064	38	95	17.600	44	44.4	111	I believe that educational tools and technologies are not suitable for the use of current curricula.	7

Seventh	74.533	2.236	30.8	77	14.800	37	54.4	136	I find the administration's lack of interest in the limited number of educational tools and technologies within the school. I find shortcomings in teacher training courses on producing and developing educational media.	8
Eleventh	63.067	1.892	39.2	98	32.4	81	28.4	71	I find a lack of availability of computerized educational programs suitable for English language curricula.	9
Third	78.4	2.352	6.8	17	51.2	128	42	105	I believe that the heavy workload of English language teachers leads to a lack of adequate use of educational media and technologies.	10
Fifth	76.667	2.3	32	80	6	15	62	155	I believe that limited school budgets are one of the greatest obstacles to the use of educational media and technologies.	11
Fourth	77.733	2.332	24	60	18.8	47	57	143	I find a lack of communication between the educational system and the school to meet the need for educational media in schools.	12
Ninth	66.533	1.996	32	80	36.4	91	31.6	79	I believe that the time allocated to employing educational technology in the lesson is insufficient.	13

We note that the fifth paragraph came in first place with a relative weight of (97.067). This is evidence that the teacher feels confused about whether his teaching of the method is not effective if the student does not understand and accept the educational method. This causes difficulty in conveying the scientific material well. While the second paragraph came in second place, which is that schools need to provide new methods and programs that contribute to enriching the educational material, while the fourth paragraph came in second place with a weak relative weight of (41.067), which is that educational tasks do not prevent the use of the educational method inside the classroom.

Analysis of the paragraphs of the third axis

Table 11. Teachers' opinions on the challenges of using educational technology in English teaching

Sort	Relative importance	weighted arithmetic mean	Never		Sometimes		Always		Paragraphs	s
			%	repetition	%	repetition	%	repetition		
Eighth	66.533	1.996	42	105	16.4	41	41.6	104	I believe in the importance of using multimedia to develop English language skills.	1
Second	86.533	2.596	6.8	17	26.8	67	66.4	166	I believe in the importance of using virtual trips and integrating them with real-life experiences to develop skills.	2

Eleventh	38.400	1.152	90.4	226	4	10	5.6	14	I believe in the importance of employing e-books to aid skill acquisition.	3
First	98.800	2.964	1.6	4	0.4	1	98	245	I believe in the importance of using interactive whiteboards to develop English language skills.	4
Fifth	72.267	2.168	40	100	3.2	8	56.8	142	I believe in the importance of using electronic games to develop English comprehension skills.	5
Sixth (repeated)	71.867	2.156	38.8	97	6.8	17	54.4	136	I believe in the importance of using data show devices to develop visual communication and comprehension skills.	6
Tenth	59.600	1.788	48	120	25.2	63	26.8	67	I believe in the importance of using recording tools to enhance comprehension skills.	7
Sixth	71.867	2.156	26.4	66	31.6	79	42	105	I believe in the importance of using tablets to develop English writing skills.	8
Ninth	69.200	2.076	28	70	36.4	91	35.6	89	I believe in the importance of using flashcards and educational posters in lessons on a regular basis.	9
Third	80.267	2.408	16.4	41	26.4	66	57.2	143	I believe in the importance of transforming traditional, rigid lessons into easy, streamlined electronic courses to develop skills.	10
Fourth	73.467	2.204	36	90	7.6	19	56.4	141	I believe in the importance of using computers to organize student competitions with other schools to develop communication skills.	11

We note from the table 11 that the fourth paragraph received a relative weight of (98), which means that the teacher believes in the use of interactive whiteboards to develop English language skills, while the third paragraph received a percentage of (38), which indicates that the use of e-books does not help in acquiring skills, to reach a conclusion about the degree of availability of modern technologies in teaching English in primary schools from the perspective of teachers in Misan Governorate, the researcher relied on comparing the arithmetic mean of the respondents' scores on the college questionnaire with the hypothetical mean using a one-sample t-test at a significance level of (0.05) and a degree of freedom of (n-1), as shown in the following table 12:

Table 12. The effect of using educational platforms on students' academic achievement

statistical significance	Sign	T-value	Average Difference between means	standard deviation	arithmetic mean	Hypothetical mean	Total score of the questionnaire	Total number of paragraphs	Number of sample members
Sign	0.000	32.383	6.176	54.18	250	48	72	24	250

The difference is significant if (Sig) > (0.05) at the degree of freedom (n-1) = (249) and the significance level (0.05), the unit of measurement is (degree)

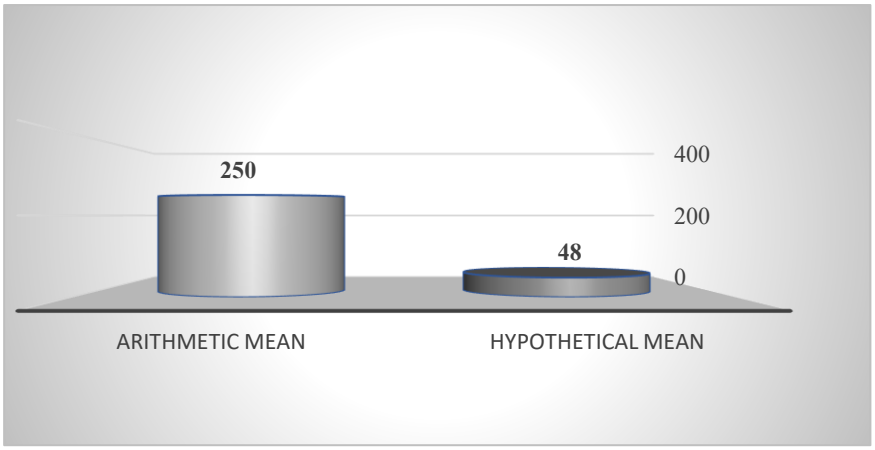

Figure 1. Introduced during the conceptual framework description.

Figure 1 shows the arithmetic mean and hypothetical mean for the questionnaire.

4. Conclusion

1. Provide primary schools with modern equipment and technologies, as these are essential for the continuity of the educational process.
2. Encourage each school to establish a dedicated English language classroom equipped with the latest educational technologies, giving teachers the opportunity to enrich the educational material.
3. Hold training courses and workshops for English language teachers on how to use modern educational technologies.
4. Provide material and moral support and encourage English language teachers to use modern learning technologies.
5. Attention to teachers by focusing on their technical, material, and moral needs.

Suggestions:

1. Conduct further studies on the obstacles that prevent the use of modern technologies in teaching.
2. Conduct a similar study on modern technologies in teaching English at all educational levels.
3. Conduct a comparative study between the technologies and educational methods used in teaching English, both past and present.

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