



Empowering learning English by using teaching digital approaches

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Abstract

In the world we live in today, technology is both ubiquitous and essential. The widespread use of technology has also had a significant impact on English teaching methodology. An important development in the current English language teaching and learning process is the use of modern technologies. The majority of English language instructors nowadays actively use a variety of technology tools intended to support the best possible delivery of instruction. Digital media is becoming a part of language learning and teaching in the classroom. In general, today's teaching and learning seemed to be more interesting due to the technology arena. They created an image of being creative, and above all, innovative in approach. The phrase "e-Learning" or "Technology in Education" has become a significant word in every educational environment. The 21st-century learners cater to the need for technology with the education system. The traditional methods are mainly based on lecturing but the present learning systems are interactive based. Recent technologies like Blogs, the Internet, Interactive Boards, Mobile Phones, Skype, Twitter, YouTube, and many more have added not only stimulus but also learners' engagement and true interactivity within the classroom. The present paper aims at establishing various elements of the technology used in English teaching and learning that brings innovative technique and promote to ensure effective and quality teaching.

Keywords: Technology in Education, English Language Teaching, e-Learning, Interactive Learning, Digital Tools

1. Introduction

English Language Learners (ELLs) require assistance in building digital literacy in the context of a fast-evolving technological landscape and a more global society in order to get ready for a time when picking up new technologies will come naturally to them. The creation, transmission, and interpretation of information are all constantly changing due to technological advancements. In the classroom of the twenty-first century, the Internet and digital environments have provided a wider range of opportunities for literacy practices to take place than in the previous century, when teachers and students relied on tangible tools to access information and practise reading, writing, speaking, and listening. The way that stakeholders

view what it means to be literate in the twenty-first century has been impacted by this new phenomenon.

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The conflict between emergent multilingual pupils and the public education system has received widespread attention, notwithstanding immigrants' attraction to the US (Gándara, 2015). Data show that, on standardised test scores, there is a persistent achievement disparity between ELLs and their counterparts who are not ELLs (NCES, 2017a). Many sociocultural and critical theorists attribute this to systemic inequity, noting that the status quo of ELLs is influenced by a number of interconnected factors, including the lack of teachers of colour, slowly responding teacher education programs, and "white privilege pedagogy" (Margolin, 2015, p. 1), all of which are dynamically interwoven (Haddix, 2016).

A more suitable teaching methodology is required, one that values ELLs' cultural identities and encourages them to be active information producers and consumers. Despite its complexity, the authors support looking at this problem from an asset (Hakuta & Garcia, 1989) as opposed to a deficiency (Eller, 1989) lens. In light of this, this paper suggests digital teaching pedagogies that emphasise digital literacies as being especially important and required for ELLs. This study intends to identify and conceptualise English Language Learners (ELLs), build a common understanding of digital literacies, and examine the research on how digital literacies practices enable ELLs to become active learners. It does this by utilising critical theory and the sociocultural viewpoint on learning. Implications and potential avenues for further study are discussed in the last section to help researchers.

English Language Learners (ELLs) require assistance in building digital literacy in the context of a fast-evolving technological landscape and a more global society in order to get ready for a time when picking up new technologies will come naturally to them. Technological developments over the last few decades have changed the ways in which knowledge is generated, shared, and understood. There are now more chances for literacy practices to occur thanks to the Internet and digital settings. Technology has changed how people define and practise literacy in society, which has profound effects on the learning settings and instructional strategies that ELLs must navigate.

The conflict between emergent multilingual pupils and the public education system has received widespread attention, notwithstanding immigrants' attraction to the US. A more suitable teaching methodology is required, one that values ELLs' cultural identities and encourages them to be active information producers and consumers. The authors argue that, notwithstanding this issue's complexity, an asset perspective should be used instead of a deficit lens to analyse it. This study intends to identify and conceptualise English Language Learners (ELLs), build a common understanding of digital literacies, and examine the research on how digital literacies practices enable ELLs to become active learners. It does this by utilising

critical theory and the sociocultural viewpoint on learning. Implications and potential avenues for further study are discussed in the concluding section to advance digital literacy.

The landscape of modern teaching methods has completely transformed as a result of the enormous advancements in information and communication technologies. Additionally, teachers in the twenty-first century should abandon antiquated ideas and methods of instruction and switch to cutting-edge, modern methods. The ability of English teachers to teach the language depends on their aptitude, competencies, and current knowledge. The contemporary English teaching landscape has witnessed significant transformations due to a multitude of variables, including global advancements in social, cultural, economic, and technological spheres. At this level, teaching English covers a wide range of topics, and there are many challenges for the instructor. The world is changing quickly due to globalisation, thus educators need to stay up to speed on cutting-edge methods in order to meet the needs of a modernising world. Teachers of English must possess in-depth topic knowledge, be creative, inventive, and resourceful, and embrace new methods in order to improve the nation's socioeconomic standing.

2. Literature Review

According to Yoon et al. (2012), Jay Cross originally suggested digital learning, or E-Learning, in 1999. Different terminologies and explanations have emerged with the advancement and development of technological instruments, including online learning, network learning, remote learning, and Internet-based training. According to Doris Holzberger et al. (2013), digital learning is the delivery of digital media—such as texts or pictures—through the Internet. The instructional strategies and learning materials offered were intended to help students learn more effectively and to advance their own knowledge and abilities. In order to overcome schedule, location, and time constraints and achieve learner-centred, individualised learning, computers and network technology media were applied to learning settings, including synchronous and asynchronous network learning (Kaklamanou et al., 2012).

The use of digital learning spans many sectors and businesses in this fast-moving age of knowledge and information. The meanings vary because of differing stances or perspectives. The definition put forward by the American Society of Training and Education (ASTD) is the most representative. E-learning is described as the process by which students use digital media for their education. The Internet, business networks, computers, satellite transmission, interactive television, audio and video cassettes, and compact discs are examples of digital media. Virtual classrooms, computer-based learning, network-based learning, and digital cooperation are all included in the program. According to Anttila et al. (2012), digital learning is the use of wired or wireless networks to get digital teaching resources for use in online or offline learning activities (Hockly, 2012).

As a result, several domestic and foreign researchers' interpretations of digital learning are revealed in the current literature. Four components of digital learning might be identified by thoroughly examining the perspectives of several academics (Keane, 2012):

1. Digital teaching resources : It highlights the possibility of learning through the extraction of certain contents from digital teaching materials. E-books, digitised data, and contents presented via various digital means are all considered to be part of the so-called contents of digital instructional materials.

2. Digital tools : It emphasises how students use devices like smartphones, tablets, desktop computers, and laptop PCs to continue their study.
3. Digital delivery : It highlights the possibility of using the Internet, including intranets, the internet, and satellite broadcasting, to offer instructional activities to students.
4. Autonomous learning : This method centres on students using digital learning to independently complete an online or offline learning task. It emphasises individual autonomous learning and calls for learners to engage in autonomous learning prior to learning activities.

Teachers used to be the source of everything in the classroom in the conventional way of teaching, which included teaching English as a foreign language in India, while students were merely the recipients. Students were the mute, passive objects, and teachers were the centre. Today, this idea has evolved. The focus of the teaching and learning process is now the pupils. Teachers support learning within the classroom and, perhaps, outside the formal learning setting by working tirelessly in their responsibilities as the director, The wide definition of current technology usage in English language instruction is the creative application of techniques, instruments, supplies, equipment, systems, and tactics that are directly relevant to English language teaching and lead to the achievement of the desired goals. In light of this, technology is now widely acknowledged as a valuable auxiliary and educational tool in a variety of teaching and learning contexts. This is especially true for English language instruction, as technology presents a number of opportunities to improve the pedagogies and content that are traditionally associated with traditional English language instruction. This is mostly accomplished by giving the instructor and/or student the opportunity to go over difficult material again until it is completely absorbed and comprehended. The idea of employing modern technology extends beyond the usage of contemporary appliances and gadgets and includes the introduction of creative teaching systems and methodologies that enable a quicker and more thorough learning development.

Per prevalent educational ideas, learners may acquire and refine language knowledge and abilities more effectively by using the learning potential of technology. By attaining the necessary outcomes, the integration of technology into English language instruction allows students to benefit from an integrated picture of the current means of system and relationship with other components. Thus, the use of contemporary technology in teaching English has become essential, particularly in light of the extraordinary advancements that have occurred in a wide range of sectors and disciplines.

3. Digital Learning and Teaching Approaches

Many contemporary, cutting-edge, and complex digital techniques are available for teaching, learning, and mastering the English language. These methods help students become more proficient in terms of memorisation, comprehension, conversation, and listening, as well as gaining more literary and scientific knowledge in the sciences and English language specialisations in the areas of English grammar and English language literature. These are a few of the crucial techniques. Time is saved, pupils' awareness is increased quickly, intended outcomes are attained, and they receive good marks on their monthly and quarterly tests. This chapter will cover a number of techniques that have been accepted for use in everyday life and drawn from a number of earlier research projects.

Computer Assisted Language Learning:

First language learning software was developed in 1960; concordance began in 1969; and in 1976, an artificial intelligence program with a focus on language learning was introduced. 1988

saw the emergence of computer games for language learning, and by 1988, email projects were being used. The first reports of online information resources date back to 1974. In postsecondary English language instruction, computer-aided language learning is essential. Even if computers are now more capable and multimedia is more integrated, CALL primarily focuses on receptive skills. The primary uses of the internet are for reading and watching audio and video files. Despite CALL's restricted access, it fulfilled its full potential.

1. Blogs

Classroom Outside the Classroom:

Weblog is the source of blog. It is an online journal or a series of op-ed pieces. A diary entry is posted on a blog by the author for others to read and comment on. Weblogs are for the independence of learners. There are two primary applications of blogs in English language instruction. First, instructors should encourage students to create and publish on their blogs. It is appropriate to assess students' writing skills in the classroom if they are learning to keep journals or are involved in other forms of extended writing. To reach a larger and more engaged audience for their work, the students are invited to write on personal blogs.

2. Social Networking

Founded in 2003, social networking websites are the most widely used method of networking. For example, MySpace, a social networking site, garnered more visits in July 2006 than Google (Gupta, 2005). A few more well-known social networking sites include YouTube, Friendster, Facebook, and Bebo. There are specialised social networking sites in addition to the common ones. For example, English language teachers may network on MyTep. The majority of social media platforms offer group creation tools that educators may utilise to create an atmosphere for discussion outside of the classroom. Additionally, platforms like YouTube and Flicter offer chances to enhance language learning and communication abilities. For instance, students might be urged to record a video of their lecture and upload it on YouTube in the public domain. Students can then utilise sharing sites to find and exchange resources with other learners.

3- Wikis

Wikis are web-based writing tools that facilitate group collaboration. It is utilised for collaboration in both public and private domains. Wikis' key feature—a record of all drafts—is very useful for language acquisition. This highlights and concentrates on both written goods and the writing process. Mak et al. (forthcoming), who detail a wiki-based initiative to generate a school brochure for parents at a Hong Kong secondary school inside the public domain, provide an example of a private wiki used for language acquisition. Students may be instructed to work together as a class to create a Wikipedia entry. Such a project encourages peer-to-peer cooperation, boosts motivation, gives students the tools they need to create their own knowledge, and allows progress assessment (Nunan, 1991).

4- Mobile Phone Assisted Language Learning

Because of its extra features, which include messaging, gaming, email, and recording, mobile phones are regarded as little computers. PDAs, iPods, and wireless computers are all included in mobile phone assisted language learning. The MPALL applications comprise brief grammar point lessons, closed-ended tests or games that assess discrete language points that can be accessed via SMS, the internet, or downloads; vocabulary lessons; brief word definitions with

usage examples; recorded lectures for enhanced comprehension; dictionaries; and communicative language learning games that use 12 actions. Mobile phone assisted language acquisition is characterised by several key aspects, including social interaction, context portability, sensitivity, connectedness, uniqueness, and immediacy.

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USE OF E-LEARNING TOOLS IN TEACHING ENGLISH

Because of its extra features, which include messaging, gaming, email, and recording, mobile phones are regarded as little computers. PDAs, iPods, and wireless computers are all included in mobile phone-assisted language learning. The MPALL applications comprise brief grammar point lessons, closed-ended tests or games that assess discrete language points that can be accessed via SMS, the internet, or downloads; vocabulary lessons; brief word definitions with usage examples; recorded lectures for enhanced comprehension; dictionaries; and communicative language learning games that use actions.

Mobile phone-assisted language acquisition is characterised by several key aspects, including social interaction, context portability, sensitivity, connectedness, uniqueness, and immediacy. An increasing amount of language learning is probably happening outside of the classroom due to the increased options provided by computer-assisted language learning with time, as we get hooked to smartphones, tablets, etc.; these devices now have an important place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime (Kemp, 1985).

INTERNET

The most practical piece of modern technology is the internet, which benefits us both personally and professionally. It is frequently used in education to collect data, conduct research, and broaden understanding of a variety of topics. The Internet is becoming a vital resource for both learning and efficient instruction. By sharing their lesson plans, which include notes and videos, on the school's website or forum, teachers may utilise it.

as an instructional tool. With the aid of lesson videos and notes, learning becomes engaging and varied. To grab students' attention, teachers might employ animation, PowerPoint presentations, and pictures in their lessons.

YOUTUBE

YouTube videos may be utilized in a language classroom to improve pronunciation, vocabulary, accents, voice modulation, and a host of other language skills. The main benefit of utilizing YouTube for English language instruction is that it provides real-world samples of English spoken by regular people.

SKYPE

Teachers and students may work together virtually from anywhere in the globe with Skype. Students in foreign language programs have a plethora of possibilities to practice their language abilities by connecting with classes in different nations. Teachers can advise students or assist them with their schoolwork via Skype. Students can work together on writing or research

projects as well as read, perform, or present for other students. Additionally, they are able to take part in both inside and outside the company professional development events.

TWITTER

Twitter is a social networking tool that is a gift from technology that has the potential to significantly improve pupils' English. Twitter is a technological tool for online education that has an infinite potential to engage students in learning topics. A teacher may employ a dozen different exercises to get students involved in classroom activities that will help them grasp subjects better by utilizing an online education technology platform.

MOBILE PHONES

There are many different uses for mobile phones as educational tools. Online instruction is beneficial anytime, anyplace. It is comfortable to handle and lightweight.

PODCASTING

A podcast is a collection of digital media files that are streamed over the Internet via syndication feeds and may be played on computers and portable media players. It's really simple to use podcasts in the classroom. Today's kids use the Internet to watch videos, listen to music, and watch news segments.

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