International Journal Of English and Studies(IJOES)

_____

Integrating Technology into English Language Teaching: Strategies and Innovations

_____

Ghaith Salih Mahdi[1],ghaith.s@uokerbala.edu.iq, Department of Accounting, Administration and Economic College, University of Kerbala, Iraq
Mahmood Shakir Sabbar[2],mahmoodsabar8@gmail.com,Thi Qar University, Department of Cultural Affairs
Dhuha Fadhil Abbas [3],University of Babylon, College of Education for Humanities, Department of English Language, Iraq,hum.dhuha.fadhil@uobabylon.edu.iq

_____

Abstract

Technology integration into English Language Teaching (ELT) has revolutionized traditional educational paradigms, providing innovative strategies to improve language acquisition and learner engagement. This paper examines the theoretical foundations and practical applications of digital tools to investigate the multifaceted ways in which technology can be integrated into ELT. Utilizing multimedia resources, online platforms, mobile applications, and interactive software to establish dynamic and interactive learning environments are among the primary areas of emphasis. The research also examines the opportunities and challenges linked to integrating technology, including the necessity of ongoing professional development for educators, digital literacy, and access disparities. This paper endeavors to offer an exhaustive overview of the effective utilization of technology to enhance language proficiency and cultivate a more inclusive and engaging educational experience by examining current research, case studies, and best practices. The results underscore the potential of technological advancements to transform ELT by providing new opportunities for personalized learning and increased accessibility for a wide range of student populations.

1. Introduction to Technology Integration in English Language Teaching

Language education has always been an interface of change and innovation for teaching and learning activities. Technology for teaching, whether it be mobile, Web 2.0, or social networking sites, is a powerful tool that students should not neglect

_____

or undermine. in the preface of the South Asian Conference on Language and Literacy, affirms that integrating technology into language teaching has become a major reason for challenges and opportunities in the fast-changing landscape of English language teaching from primary to tertiary levels.

Traditionally, teachers were the purveyors of knowledge, resulting in an extended authority. They stood up in front of the class with chalk and a duster in their hands, while learners sat silently taking notes in copybooks. Students had no freedom to explore, ask questions, or project themselves in the classroom. Only at the end of the semester were learners expected to participate viva voce, submitting memorized lessons.

In today's digital age, English as a Foreign Language (EFL) learners have changed drastically. The majority of them have good connections and own advanced smartphones. Conducting class activities with digital tasks and resources that the students prefer makes the class worthy and interesting. Many teachers today see that integrating technology into the ESL classroom will attract students, minimize their burden with English, and increase their speaking ability.

2. Historical Overview of Technology Use in Language Education

The use of technology in language education is neither new nor is it limited to English language teaching. The two digital phenomena are themselves products of years of research, and language educators have both produced some of the earliest language learning software and have framed the supports that teachers have long provided to technology-enhanced language education. With these facts in mind, the following section provides a historical overview of technology in language education. Readers and practitioners of English will consult this information to gain a sense of the trends and innovations in technology and foreign language education over time, as well as ideas for collaboration between English language educators and their colleagues who specialize in other foreign, or heritage, languages.

It is common for historical review articles to begin by presenting the etymology of the word technology and then to identify the earliest periods of humans' use of tools, such as the Stone Age, as the beginning of technical invention. In this article, we do so only to subsume these early technologies within the focus of language learning and teaching, so as to center our origin story around the integration of technology within the language curriculum. Small etymological shifts aside, the term technology has remained unchanged in Greek and Latin from its Old French and Middle English variations, all the while signifying the study, the knowledge, or the system of how to construct a coherent "language," in the widest sense of this term— from the prosodic "language" of beeper code, to the written "language" of HTML, to

International Journal Of English and Studies(IJOES)

the gestural "language" of a particular version of a touch app like Tinder, to the audio-sensory highways and byways of an "Immersion VR" rollercoaster game, and so on. Syntax, semantics, and lexicogrammar (like pragmatics, discourse, phonology, morphology, etc.) are central to auxiliary facilitators or inhibitors for instilling novel language learning habits.

3. Theoretical Frameworks for Integrating Technology in Language Teaching

Technological and innovative developments reconfigure the classroom, almost daily, where English is taught. Teachers who use popular and effective educational technologies will have the potential to lead additional engagement, creativity, and learning among students. Sustained teacher professional development is needed if the transformative potential of educational technology is to be realized. However, today's class cannot only rest on the hands of the teacher, students need background on how to use some applications that will help them learn English in the best way.

This chapter explores the theoretical frameworks for integrating technology in language education. It aims at presenting and discussing the theories and models supporting such integration, and eventually providing innovative strategies to be implemented in ELT. Basically, this section gains insights into some theoretical suppositions that exemplify the role of technology in shaping efficient teaching and learning subjected to English language classrooms. Some, however, do not separate transformational and integrative technologies. The field of CALL, in the first place, is dedicated to researching and implementing the latter. The main benefit of CALL courses over others is that the former are varied and flexible, reflecting in providing teachers and learners with the facility to choose a technique, a blend of methods, or the best kind of procedure, verified to be efficient. Therefore, developing awareness of these theories will aid teachers in responding to the demands of the ever-changing digital world. This section is divided into three main areas: definition of theories and models, connectivism, and different types of learning theories.

4. Benefits and Challenges of Technology Integration in English Language Teaching

In order to evaluate the practical value of the innovative use of technologies and establish the future perspectives, we suggest considering the key implications and consequences of including technology in English Language Teaching. It has already been documented that the dynamics of new media are changing the characteristics of literacy. Hence, the analysis will be broadly divided into the possible advantages and potential limitations of including technology in English language teaching.

International Journal Of English and Studies(IJOES)

_____

In the twenty-first century, English language teaching technologies have revolutionized the concept and practice, especially in the contemporary era of Open and Distance Learning. However, researchers have argued that every particular kind of teaching philosophy should be balanced against its pedagogical settings, which suggests the need for strategies for integrating technology with teaching methodology. Based on the review of the current literature, it can safely be concluded that the overall benefits of including technology in traditional English Language Teaching are significant. As far as the limitations are concerned, apart from the technical difficulties and challenges, the students' individual differences as the Millennium Generation learners may not allow the desired integration in practical settings. If the students are provided with the advanced level of technologies, they may misuse it.

Reflexive practice in teaching philosophies has been increasingly recognized as a critical aspect of teaching in higher education. As technology integration is concerned with applying new technologies in English Language Teaching (ELT), it is important to explore and evaluate how technology can make education more effective. Kinuthia suggested that including "technology" in various aspects of education is likely to offer fruitful and "a number of professional opportunities". He further argued that effective applications of technologies in education from primary to tertiary level "may clearly have a transformative impact on Teacher Education".

5. Innovative Pedagogical Approaches in Technology-Enhanced Language Teaching

1. Animated Grammar: A Grammar Punch

Cartoon: A cartoon strip can be designed by flipping through software like Complete Animator to illustrate grammar in such a way that it suits the understanding level of the students. The figures may be made to dive into the slides as the conversation goes along. Besides, the verbals (such as verbs, participles, gerunds, and infinitives) or phrases may be animated as if they were moving around. The significant aspect of this grammar cartoon is that it does not rely completely on words. It is more of a visual presentation with the use of symbolic details or some sort of body language. Students can provide the speech. Creation of cartoon tracks can lay the ground for a good mix of collaboration. These grammar punch cartoons, each animated (say) in 30 frames, make a catchy demonstration during the class hours. A teacher can prepare them and use them in a regular classroom to catch the attention of even a weak student. The relevant transcript can be stuck on the notice board meant for the English language. It can also be used in e-document teaching to enrich the classroom environment. (D. No: 777/M (e-doc))

2. Computer-Based Training

International Journal Of English and Studies(IJOES)

Computer-Based Language Learning (CBLL) is a distinguished field in CALL concerning innovative strategy whereby language learning comes into play in computer environments. Bloom, Kerwin, and Davis (2012) observe that computer-based training offers "automated computer system with feedback and interactive dialogues that are developed by professional software writers, educators, and evaluators." Innovative Pedagogical Approaches in Technology-Enhanced Language Teaching.

6. Adapting Technology to Different Language Learning Contexts

As well as being informed by language learning and teaching theories, a range of language learning contexts should also be considered, as technology needs to be adapted to these. There is increasing awareness that English is usually learnt in many different places and in a range of ways, not just within formal learning environments. Indeed, 'many language learners engage in learning strategies that could be described as involving... informal and/or autonomous learning rather than relying solely on formal instruction' and with English representing a global international language, it should be remembered that learning might be taking place in the private rather than the public domain. This could mean that learners may feel that the technology itself is already a part of their day-to-day activities as well as fitting in with their lifestyle. By recognizing that technology can enable learning to take place with such mobility and independence, educators are in a better position to support the potentially diverse needs of their learners as well as the differences between various local contexts globally. Clearly, however, the diverse dimensions inherent in language learning in different contexts need to be carefully addressed.

Although it is important to take a language learning context into account, it should also be recognized that multiple variations, interactions, and differences could also easily exist within one particular context. Context or contexts are, then, mostly considered in the plural, meaning that contexts can actually be seen as neither clear nor fixed. Indeed, they are seen as multiple and differing temporal entities in the present context of 'superdiversity'. It is possible, for instance, that face-to-face classes, English language learning clubs and e-learning can all happen in the same town but take place at different times and to meet the personal and specific socioeconomic needs of their members. Having situated English language learning in context in the previous section, a number of ways in which technology has been used to exploit those contexts now follow.

7. Effective Use of Learning Management Systems (LMS) in Language Teaching

Learning management systems (LMS) are digital technologies that enable educators to develop, manage, and deliver educational content or resources. These resources can be delivered face-to-face, virtually, or in hybrid mode. LMS allows

International Journal Of English and Studies(IJOES)

language teachers to administer, document, track, and report students' attendance, execution of assignments, and performance of quizzes. This can be especially helpful in large face-to-face language classes or hybrid language classes where part of the course is delivered face-to-face and the rest is delivered digitally via an LMS. Learning management systems usually support asynchronous learning and teaching, creating a digital learning environment that optimizes the learning process.

LMS for language teaching and foreign language learning should integrate the core elements of language teaching and learning. This includes the four language skills (listening, speaking, reading, writing) and knowledge of vocabulary, grammar, and pronunciation. They should also include practice materials for specific language skills such as grammar or reading, thematic materials based on topics to develop communication, and interactive assignments. The use of games can motivate language learning. Additional resources include audio and video. Integration with an online dictionary and thesaurus for processing new vocabulary can enrich the utility of an LMS. An up-to-date LMS also contains tools to improve language learners' pronunciation by using automatic speech recognition.

8. Integrating Mobile Learning and Apps in Language Teaching

Mobile language learning, including mobile-assisted language learning (MALL), encompasses using mobile devices such as smartphones, MP4 players, or tablet PCs, and the corresponding applications to facilitate the learning or teaching of additional languages, either in or out of the classroom. Employing mobile devices as tools in language learning has been integrated with elements of language teaching that support vocabulary learning, pronunciation and speaking skills, and grammar, or has offered activities outside the classroom. For example, mobile phones have been used for taking photos of objects, asking questions, as a photo dictionary, as a recording device, video footage, ringing classmates for asking information and sending messages. The affordances of mobile learning in the auto-access period, such as the use of Short Message Service (SMS) messages and mobile tablets (iPads), have shown that learners spend more time supporting vocabulary learning.

Educational apps have been growing, not only in availability but also in assisting self-practice or e-learning both within and outside the classroom. For self-practice, mobile applications offer a variety of exercises that self-learners can perform. For e-learning, mobile applications can be used for carrying out specific tasks but some mobile applications have also been used as part of a Learning Management System (LMS), which, in essence, turns a mobile phone into an e-book reader. In 2014, a survey on the use of mobile applications supporting language teaching in Vietnam found that of 155 English language teachers, 103 teachers stated their frequency of accessing apps to be the most common was via smartphones and

International Journal Of English and Studies(IJOES)

iPads. Additionally, 89 of the teachers claimed they merely used applications for grammar and vocabulary learning while the remaining 14 teachers were not engaged in using apps because of not having enough information or relevant experience. Educational applications can either help or hinder the development of language learning or other educational opportunities for students to learn English. In this study, teachers and students learned for developing methods in using mobile applications in classroom applications and supported students' English study. Nonetheless, there are several difficulties and barriers in the use of Class Dojo applications.

9. Utilizing Social Media and Online Communication Tools for Language Learning

Today's digital world and the flexible way technology permits educators to operate and communicate more efficiently with students has brought drastic improvements in language education to the classroom. This is now a feasible collaborative approach for interaction, peer learning, and teamwork in language classrooms. Social media and other online communication tools require students to use English to learn languages, communicate, and work directly. Additionally, it promotes mobility in learning, allows international and local interaction, and provides teachers the possibility of developing new material. In the language classroom, social media can be utilized to exchange views, help students exchange knowledge, and benefit from diversity and international connections. Language learning resources which integrate media, collaboration, web resources, online interaction, and language skills may have the additional feature of writing, image sharing, video uploading, and the development of rich communities either on-site or as a network of international groups.

Online communication platforms have a range of educational applications which can be utilized to prepare students for the global market; prepared students keep up-to-date with technology, digital education, and the new skills which are essential for success as well as employability. Many students consider the Internet and online social media or YouTube, which compete with learning in schools and universities, as English as a second language. In language classes, computer-based online and offline learning may broaden exposure to the world outside and within the classroom, transforming education. Platforms are being developed for online learning and can enhance individual learning as well as collaborative production. These tools offer authentic and genuine language exposure, context, and real-life scenario utilization and practice.

10. Gamification and Game-Based Learning in Language Education

The term game shares several characteristics with the term play. In a contemporary sense, the term game helps people affected by society, politics,

International Journal Of English and Studies(IJOES)

education, and technology understand the value of play. In other words, games have value in education as a form of play, as they have been accepted in various disciplines, particularly in language education. During this period, constructivism and connectionism are being adopted in the field of language teaching, and the role of the teacher has been handed over from the recipient to the user as a content producer. Of course, this is due to the support of intensive communication technologies, including various social media platforms, with the development of technology. Game elements, mentioned below, and some specific approaches, referred to as gamification and game-based learning, are being used more and more.

The concept of gamification represents the use of game principles and design elements in non-game systems with the role of motivating and engaging learners. This concept is gaining more prominence in teaching and learning, as well as in other fields, due to the elements applied to encourage both students and learners and engage and support them in the area to continue getting involved. However, it is important to remember that the term "gamifies" refers to the creation of games. It is defined as a process of digital game design, which is why exclusive rights have been given to designers. "Gamify" is an exclusive digital term and definitely expresses the idea of gamefulness. The other concept is game-based learning. Game-based learning includes playing any type of video game or computer game with a focus on complex game design, learning mechanics, and specifics. Gamification and game-based learning strategies and techniques are significant ways that have been adopted in English Language Teaching. Gamification and game-like methods integrate authentic activities to help students learn throughout their learning experience.

11. Virtual and Augmented Reality in Language Teaching

The applications of immersive technologies like virtual and augmented reality are now being formally explored and integrated into educational experiences. Likewise, concerns associated with the use of immersive technologies and the data they produce have also entered scientific and political discussions. In the context of English teaching and learning with these technologies for beginners, there are moments when adaptive features are present and attentive to pedagogical strategies.

Today, we are witnessing a surge in the use of virtual reality (VR) and augmented reality (AR) in the field of education. Despite the growing number of VR and AR applications, language teaching and language teachers are often faced with a dearth of resources and pedagogical support to implement these technologies. This article provides an overview of different virtual and augmented reality applications and pedagogically explores innovative strategies that can be implemented in language teaching for English teachers and learners. The co-text provides insights into how to use these resources in teaching as well as their possible theoretical basis to enhance

International Journal Of English and Studies(IJOES)

language instruction. In addition to hands-on experience with VR and AR tools and features, the article reviews the theoretical and translational applications of cyberspace in language instruction. No less important, the module offers insights into integrating Virtual Exchange and Virtual Reality (VEVR) environments to promote intercultural competence and learning.

12. Artificial Intelligence and Natural Language Processing in Language Learning

One current challenge in language learning is how to contribute to the development of low-resourced language learning. This chapter presents the promise and operationalization of emerging technologies in the field of natural language processing (NLP) to support and scaffold sentence-level learning. We first establish an overview of artificial intelligence (AI) and NLP and discuss their role in language learning.

The possibilities using AI and NLP are endless. In the context of language learning support, the usage of AI has also expanded, from semi-automating basic drill-and-practice language learning with systems like Automated Language Tutors and Modelling HCI for tutoring systems to building intelligent and social conversation agents. The potential uses of NLP can also be seen as promising. NLP can be used in sentiment analysis to determine the emotional state of an author when producing a piece of text. NLP is also used to extract information from large corpora of data.

Although learning from the context of second language acquisition (SLA) and foreign language learning (FLL) is important for the development of AI- and NLP-based pedagogical systems, much of the work focuses on English as a first language and is not generalizable to LLTEs. It has been suggested that future research and developments into AI/NLP for LLTEs be concerned with making AI/NLP more accessible to learners and providing more personalized support, feedback, and actionable insights.

13. Assessment and Evaluation in Technology-Enhanced Language Teaching

Assessment and evaluation in technology-enhanced language teaching
Assessment and evaluation are two of the most essential tasks that English as a Foreign Language or English as a Second Language teachers should undertake. On the one hand, assessment aims at providing students with feedback about their learning. Such feedback is used by students to monitor/fine-tune their learning strategies and, thus, to enhance language learning both inside and outside the classroom. On the other hand, evaluation of both in-class learning outcomes and of

International Journal Of English and Studies(IJOES)

_____

final proficiency in the target language is a fundamental instrument for teachers to make modifications/changes in both teaching and learning materials and practices.

Given the pivotal importance of assessment and evaluation in the EFL/ESL classroom, and given the growing pervasiveness of technologies, it is important to examine how teachers are using these tools to assess and evaluate students while utilizing technology-enhanced methodologies, what are some of the most commonly used technologies/methodologies utilized in the field of assessment and evaluation, and what potential there exists to incorporate newer computer-mediated forms of assessment and evaluation into current English language teaching and learning practices? However, what innovative assessment tools have been developed and implemented, and what are the primary ingredients for successful language learning assessment that integrates technology?

Much research has been conducted into the topic of assessment and technology. Some attempted to propose theoretical perspectives of CALL teaching and learning towards assessment techniques and applications. Some attempted to give specific examples of practical, existing technology applications. All these examine assessment and evaluation issues from a technology perspective. Given the concerns raised by both the progression of technology as well as by existing research, it is important to know more about the techniques and strategies that have worked for language teachers in terms of assessment and evaluation, and why.

14. Professional Development and Training for Language Teachers in Technology Integration

Language teachers making successful use of technology in their classrooms are those who have had professional development, specific training, or have taken a multimedia course of some kind. Furthermore, Warschauer suggests how ICT integration is not intuitive; computer-integrated language learning (CILL) does not occur naturally, nor does it result merely from placing new hardware and software in an environment. According to Fletcher, technology workshops can be effective if they are student-centered and workshop participants experience technology as part of their learning.

A professional development approach that assists teachers in gaining comfort with the computer is still necessary in many educational settings. ELT organizations and educational institutions must commit resources to professional development initiatives that promote teachers' speedy acquisition of a familiarity with and proficiency in the use of both the computer and the Internet. In addition, teacher training initiatives should help set the stage for the investigation and construction of innovative pedagogical practices that these teachers can implement in their

institutional settings. In-service professional development certificate programs have been created and offer a model that has shown benefit to teachers and students. In addition to these practical suggestions, it is vital that ELT professionals remain vigilant to the varied and multifaceted support required for each of the teachers that they are called upon to support. Management and coordination within educational settings will have a profound impact on the success and sustainability of technology integration projects.

15. Ethical Considerations in the Use of Technology in Language Teaching

There is always an ethical dimension to the professional behaviour of language educators. This might relate, for example, to assessment practices, to conscientious and responsible pedagogical care for all of the learners in our classrooms rather than simply those who are the most visible or the most voluble, or to the nature of the textual and media content that we present to our learners. The use of commercial or teacher-prepared software in the second-language classroom is an area where a variety of ethical concerns are able to be located. Broadly speaking, ethical considerations are those that ask us to reflect critically on our professional values, beliefs and assumptions in order to achieve the most personally and ethically rewarding plan of action.

The questions listed in Table 5.1 pose a variety of ethical challenges and present a range of possible ethical considerations that a language teacher may wish to grapple with in order to decide on or actively shape their approach to the use of technology in the language-learning context. This listing is by no means exhaustive because the ethical concerns and values held by language teachers are neither homogenous nor fixed. The intention here, in fact, is to provide you with an overview of those issues that may in turn provide the foundation for any attempted critical interrogation of the position of information and communication technology (ICT) use in language teaching. In other words, the goal here is to aid your ethical decision-making as you introduce and employ technology in your language classroom. In reducing the questions raised in Table 5.1 to a list that is more specific to ICT, I have concentrated on the following three aspects of technology: its potential content or form, the potential uses of technology, and the influence about how to teach conflict are about holding the kind of to which the use of ICT in the classroom can or may give rise.

16. Future Trends and Emerging Technologies in English Language Teaching

Introduction In this section, we review future trends in English language teaching and learning and investigate emerging technologies that can potentially influence English language teaching. The purpose is to shed light on possible changes and trends in future language education and help educators adapt to those trends. This

International Journal Of English and Studies(IJOES)

---

way, it is possible to perceive actual data about upcoming developments and innovations. According to Ding and Meng (2021), curriculum, language policies, materials and resources, and teaching methods can be adapted to technology. New trends can be observed in language teaching and learning within this framework, such as smart classrooms, intelligent learning management systems, location-based and communicative language learning, personalized learning, testing at home, and the concept of the post-method era. The coding process applied in the study identified trends concerning materials/resources and teaching methods in English language teaching.

Location-Aware and Communicative Language Learning Location-based learning, also known as location-based activities, aims to improve the learning experience of the learners by using GPS, sensors, and beacons to create virtual spaces or a variety of mediated connections through virtual applications. Artificial Intelligence (AI) has currently drawn attention as one of the top trends in location-based language learning. This includes intelligent learning management systems and smart classrooms that provide language learning tools with support to integrate with other parts of the school curriculum. All of the combinations of individual technology features have been implemented in a remote learning environment, as evidenced by a surge in the use of broadband and mobile devices for remote teaching. Given the changes and innovations in language teaching and learning, it is necessary to adapt language education to other sectors as well in terms of content. The pandemic has not only influenced the procedures and goals of educational systems but also the use of language.

17. Case Studies and Best Practices in Technology Integration for Language Learning

This section contains case studies examining technology integration for language learning success. Each essay in this section focuses on the experiences, goals, and lessons learned from the authors' attempts to design, customize, implement, and assess technological tools and approaches that help language learners in a range of contexts, from those acquiring English as a second language in developing, non-English-speaking countries, to learners of minority languages in industrialized nations, to heritage speakers of relatively widely spoken languages. The authors and contributors hope these essays will provide college-level English instructors and program administrators - those who have striven to establish or incorporate a new technological tool or approach while teaching and also with empirical evidence to support their work - valuable insight into the challenges and best practices in language and technology integration in the settings for which the case studies were designed. These essays are best digested straight through rather

International Journal Of English and Studies(IJOES)

_____

than being sampled piecemeal. By reading a broad swath of these essays, an educator may gain inspiration to identify ways technology integration can occur in various language teaching and learning contexts, issues and approaches that are unique to language teaching and learning, and potential pitfalls and lessons learned that lead to insightful, successful technology integration.

The essays representing this category primarily deal with the results of ambitious, comprehensive technology integration initiatives in which the authors and/or contributors developed and tailor-made a multi-use digital tool or platform that integrated course content, syllabi, and more. In eight chapters, authors narrate technology integration. With an eye to incorporating the tools of the day, most of these case studies began instituting technology integration in the late 2000s or early 2010s. All of these chapter authors set out to employ free, open-access web or other platforms, usually on tools-common campuses. The tools they developed documented grades and allowed peer review, provided discussion spaces, documented formal feedback, peer grading, and forms of scaffolding that took various forms.

References

Abdulammer, M. S., Mahdi, G. S., & Ali, D. H. (2022). The Effect of Feminism on Jane Austen's Novels. *International Journal of Early Childhood Special Education*, *14*(3).

Addai, S. M., Kadhim, A. L. H. I., & Mahdi, A. L. G. S. (2022). A Pragmatic Approach of Blackmail in Online Messages. *Texas Journal of Multidisciplinary Studies*, *7*, 304-309.

Aguinaga, A. B. (2016). Teaching English as a Foreign Language: An Analysis of the Innovations and Challenges in the Proficiency Level of the Faculty of Foreign Language at University of Quintana Roo (Doctoral dissertation, University of Quintana Roo).

Ahmad, H. (2000). The effect of Information Technology on Secondary School Students. Indian Journal Open Learning, 9(1), 57-60.

Akram, C. M., & Malik, S. A. (2011). Tapping Mobile Communication for ELT: The Case of B.Ed. Learners in Pakistan. The Southeast Asian Journal of English Language Studies, 17(2), 133-143.

Al Hassani, M. S., & Mahdi, G. S. (2022). The Effect Of The Postcolonial On Palestinian Literature. *European Scholar Journal*, 3(1), 1-5.

Alam, M. Z. (2012). Why do They Pay for it: ICT Context in ELT at Tertiary Level in Bangladesh, European Journal of Social Sciences, 33(3), 471-480.

Al-Shamarti, A. D. M., & Mahdi, G. S. (2023). ECOFEMINISM: THE 21ST

International Journal Of English and Studies(IJOES)

_____

CENTURY FEMINIST MANIFESTO FOR REAL LIFE.

Amaladoss, T. (2013). Language Laboratories to Digital Classrooms – A Paradigm

    Shift in English Teaching in a Teacher Education Institution in Oman. Language in India, 13(10), 376-384.

Bahadır, C. (2012). The Effects of Pair Work and Group Work as Cooperative Learning Strategies on Foreign Language Learners' Achievement. Eurasian Journal of Educational Research, 49, 171-192.

Behroozizad, F. (2009). What do Novice EFL Teachers Think about the Real-world Usage of Modern Technology in their Future Classrooms? Turkish Online Journal of Distance Education, 10(2), 45-61.

Brown, H. (2001). Teaching by principles: An Interactive Approach to Language Pedagogy. New York: Longman.

Burston, J. (2016). Twenty-five years of the Internet in language education. Language Teaching, 49(3), 297-316.

Cos, M., & Oganisjani, C. (2014). Error identifying tools in an English for academic purposes (EAP) writing environment. In Proceedings of the European Conference on Information Systems, Tel Aviv, Israel, pp. 1-9.

Dawood, M. A. M. (2022). Literature In English Studies: A Theory Of How Teachers And Students With The Subject. *European Journal of Humanities and Educational Advancements*, *3*(1), 33-39.

Ghaith, S. (2024). A Post-Method Perspective on English Language Teaching. *International Journal Of English and Studies(IJOES)*. Vol-6, Issue-8(Aug), 2024. ISSN:2581-8333.

Ghaith, S. (2024). Interactive Teaching Methods in English Classes. *Research Journal Of English (RJOE).*)Vol-9, Issue-3,2024. DOI:10.36993/RJOE.2024.9.3.324.

Ghaith, S. (2024). The Use of Old and New Methods of Teaching English. *Alford Council of International English & Literature Journal (ACIELJ)*. Vol-6,Issue-2 ,2024 ISSN:2581-6500. DOI:/10.37854/ACIELJ.2024.73010.

Kadhim, A. L. Q. K., Zbar, A. A., Mahdi, A. L. G. S., & Abdulammer, A. L. M. S. (2022). The Role of Iraqi EFL Teacher in English Language Discussion Class. *NeuroQuantology*, *20*(6), 1982.

Kadhim, W. A. M., Mahdi, G. S., & Maktoof, Z. R. (2022). Acronyms and Abbreviations in the Language of social media. *Zien Journal of Social Sciences and Humanities*, *15*, 51-57.

Mahdi, A. L. G. S. (2022). Colonial dogmas in Frankenstein. *Texas Journal of*

International Journal Of English and Studies(IJOES)

_____

Multidisciplinary Studies, *7*, 39-46.

Mahdi, A. L. G. S., & Abdulabbas, A. L. J. I. (2021). GENDER AND AGE EFFECTS ON BAGHDAD LEXICAL CHOICES: A COGNITIVE SOCIOLINGUISTICS STUDY BY IRAQI STUDENTS. *ResearchJet Journal of Analysis and Inventions*, *2*(12), 30-47.

Mahdi, A. L. G. S., & Alwani, A. L. D. H. A. (2022). A Program to Develop the Students' Awareness Of E-Learning and Its Applications in English in The Foundation Program of Babylon University. *Eastern Journal of Languages, Linguistics and Literatures*, *3*(1), 87-102.

Mahdi, A. L. G. S., Al-Hassani, A. L. M. S., & Alwani, A. L. D. H. A. (2022). Micro-Strategies of Post-Method Language Teaching Developed for Iraqi EFL Context. *Texas Journal of Multidisciplinary Studies*, *6*, 214-221.

Mahdi, A. L. G. S., Mohammed, A. A. J., & Alsalmani, M. S. A. (2022). Writing Techniques in the English Love and Lyric Poems. *Eurasian Journal of Research, Development and Innovation*, *7*, 18-21.

MAHDI, G. S. (2021). *Yabancı Dil Olarak İngilizce (EFL) Lisans Yüksek Lisans Öğrencilerinin Öğretmenlerin Yazmaya İlişkin Geri Bildirimlerine İlişkin Bakışları* (Doctoral dissertation).

Mahdi, G. S. Derek Wolcatt's Pantomime as a Postcolonial Critique.

Mahdi, G. S., Alsalmani, M. S. A., & Mohammed, A. A. J. (2022). Language acquisition and learning on children.

Mahdi, G. S., Mohammed, A. A. J., & Alsalman, M. S. A. (2022). Using Films in the Multimedia English Class. *Zien Journal of Social Sciences and Humanities*, *7*, 19-24.

Mustafa, A. A., & Mahdi, G. S. (2021). Critical Stylistic Analysis Of American Political Language. *European Journal of Research Development and Sustainability*, *2*(12), 203-207.