

A Literature Review on Fostering Teaching English as Foreign Language (EFL)

Using Digital Activities

Mrs. Faten Ahmed Saeed Alghamdi*¹, Co-Prof. Mai Mohammed Lutfi Alnajami¹

¹ College of Education | University of Jeddah | KSA

Received:

18/04/2023

Revised:

28/04/2023

Accepted:

13/05/2023

Published:

30/07/2023

* Corresponding author:

fasalghamdi@hotmail.com

[m](mailto:fasalghamdi@hotmail.com)

Citation: Alghamdi, F. A., & Alnajami, M. M. (2023).

A Literature Review on Fostering Teaching English as Foreign Language (EFL) Using Digital Activities.

Journal of Curriculum and Teaching Methodology, 2(9), 120 – 126.

<https://doi.org/10.26389/AJSRP.N180423>

2023 © AISRP • Arab Institute of Sciences & Research Publishing (AISRP), Palestine, all rights reserved.

• Open Access



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY-NC) [license](https://creativecommons.org/licenses/by-nc/4.0/)

Abstract: Information Communication Technology (ICT) plays a crucial role in society's daily life, whether in developed or developing nations. Information technology is generally used for everyday entertainment and communications and for improving education and supporting it. Following a systematic literature review, this paper aims to assess students' language skills developed by applying digital activities in classes of English as Foreign Language (EFL). This review analyzes online activities, perceived usefulness, and foreign language skills by highlighting the challenges and advantages of digital activities in EFL classes. Furthermore, the paper highlights the perceived benefits of these activities and the ability to use various digital applications and devices functions to have more substantial outcomes while teaching and learning English. Finally, the paper also generates implications for the educational systems by identifying the roles of English teachers in promoting learning strategies through the use of technology and improving their abilities in utilizing technology in their classes.

Keywords: Digital activities, English as Foreign Language.

مراجعة الأدبيات في تعزيز تدريس اللغة الإنجليزية كلغة أجنبية باستخدام الأنشطة الرقمية

أ. فاتن أحمد سعيد الغامدي*¹، أ.م.د/ مي محمد لطفي النجمي¹

¹ كلية التربية | جامعة جدة | المملكة العربية السعودية

المستخلص: تلعب تقنية المعلومات والاتصالات (ICT) دورًا مهمًا في الحياة اليومية للمجتمع، سواء في الدول المتقدمة أو النامية. تُستخدم تقنية المعلومات بشكل عام للترفيه اليومي والاتصالات ولتحسين التعليم ودعمه. بعد مراجعة الأدبيات المنهجية الحديثة، تهدف هذه الدراسة إلى تقييم المهارات اللغوية للطلاب التي تم تطويرها من خلال تطبيق الأنشطة الرقمية في فصول اللغة الإنجليزية كلغة أجنبية (EFL) وتحلل هذه المراجعة الأنشطة الرقمية، ومهارات اللغة الإنجليزية كلغة أجنبية من خلال تسليط الضوء على تحديات ومزايا الأنشطة الرقمية في فصول اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك، تسلط هذه الدراسة الضوء على الفوائد المتصورة لهذه الأنشطة والقدرة على استخدام مختلف التطبيقات الرقمية ووظائف الأجهزة لتحقيق المزيد من النتائج الجوهرية أثناء تدريس اللغة الإنجليزية وتعلمها. أخيرًا، تولد هذه الدراسة أيضًا آثارًا على الأنظمة التعليمية من خلال تحديد أدوار معلمي اللغة الإنجليزية في تعزيز استراتيجيات التعلم من خلال استخدام التكنولوجيا وتحسين قدراتهم في استخدام التكنولوجيا في فصولهم. الكلمات المفتاحية: الأنشطة الرقمية، اللغة الإنجليزية كلغة أجنبية.

1- Objectives

As the importance of learning English language continues to increase so do the methods, strategies, and approaches change. Various authors have acknowledged the need for alternative teaching and learning strategies that will develop learning English as a foreign language to enable students to improve their English skills, their Language acquisition, integrate critical thinking skills and solve a range of complex problems. Previous researches indicated that using digital activities may be one such teaching and learning methods. So, this article aims to: (i) review the current researches on digital activities as approach to foster learning English as a foreign language, and (ii) discuss implications for facilitating using digital activities in classroom by teachers.

2- Method.

This article is based on an analysis of research papers about fostering Teaching EFL by using digital activities. This literature review is a summary of both conceptual and empirical published literature of the implications of fostering Teaching EFL by using digital activities.

3- Introduction.

Many scholars and studies have corroborated the significant impact of digital technologies in foreign language education (e.g., Hockly and Dudeney, 2018; Baydas & Goktas, 2016). Digital activities assist foreign language students and teachers by offering relevant and timely feedback while supporting the improvement of all four skills, including reading, listening, writing, and speaking. In addition, integrating these activities and technologies into EFL classes enhances student interest and motivation in learning and improves collaboration and self-regulation (Warni, Aziz, and Febriawan, 2018).

Digital activities encompass many entertaining practices such as solving virtual puzzles, e-textbooks, educational videos, conducting online discussions, blogs, virtual field trips, case studies, virtual labs, problem-solving simulations, and interactive learning objects (OECD, 2016). These activities present profound implications for second language learning, given that much of learners' use of language outside the class is mediated through these activities. Therefore, learners need be able to use technologies to support their language practices through the processes of language learning. In addition, embedding online activities in students' education helps teachers' confidence in embracing modern innovation. Still, the issue of using digital technologies in the classroom, particularly within online learning classes, has become very important with the emergence of global pandemics such as COVID-19 (Xiao, 2019).

Recent investigations have documented many advantages and challenges facing teachers and students worldwide; both are left without any alternative but to instantly adapt their pedagogy, content, and delivery mode to remote learning and teaching (Kim & Asbury, 2020; Carrillo & Flores, 2020; Salman et al, 2022)

To introduce enhanced learning approaches for language students, technology incorporation of relevant digital activities has become an internationally established requirement (Hakim, 2020). The last decade of this century witnessed a vast and considerable number of findings and research in the field of ICT integration to learning strategy as a robust educational instrument. Also, in the present global pandemic, ICT integration into online language learning and teaching has inevitably gained significant attention. Regardless of the current challenges to the integration process in language learning and teaching, the COVID-19 outbreak has expedited the integration process. This quick integration shows the importance of being well-equipped and prepared for the contemporary status quo regarding skills, knowledge, and resources required for integration (Jiang et al., 2018).

With such events, English learning and teaching have faced many problems and challenges over the past few years; such as low academic achievement in Students' degrees, and there wasn't acceptance to learn and practice foreign language..etc. however, the resourceful part of EFL classes has been consistently an established factor in the development of effective pedagogies to eliminate these challenges. Due to these events, English language programs are being rapidly modified, with the distinctive and practical application of technology for developing the teaching and learning process and dealing with the anticipated difficulties. For Adnan et al. (2019), integrating digital activities like podcasting into online classes was highlighted as successful. However, certain issues must be addressed regardless of all the productive steps taken and constructive developments in language teaching and learning. Li (2014) believes that the aspects promoting techno-led education must be given due significance and discussed promptly, collectively, on a contextual and individual level. Another essential issue is to enhance awareness about digital integration in the educational process among students (Au-Yon-gOliveira et al., 2018).

Access to an Internet connection without bandwidth limitations and disruption is another technical issue to be handled and resolved, as it can discourage EFL students and teachers from applying and using digital activities in classes (Yadav, Gupta, and Khetrupal, 2018). Moreover, as addressed by Mahmoudzadeh (2014), teachers' and students' satisfaction levels with the available materials and designed curriculum for online education is another fundamental factor affecting the success rate of the techno-led EFL education process. Both teachers and students tend to find this process of online availability, material designing, and grading time-consuming and complicated, negatively affecting their satisfaction and motivation.

The previous points highlight the initial steps of online education that adapted to the changing trends and times by transforming traditional education through innovative and modern approaches and concepts in both physical and methodological senses. With the help of modern technologies in education, students and teachers are now quite close to each other no matter how far the distance is. In traditional classrooms, the primary focus of control and power was mainly in the teachers' hands. However, as an innovative instrument, online learning had become a catalyst for eliminating the authority, power, and structures of control that had predominated the learning and teaching dyad. This approach positively affects the learning methods practiced and defined in technologically rich classes. The traditional form of education is inherently individualistic: The arrangement of learning is primarily between student and teacher, which makes it challenging to establish contact, discussion, and interaction between students as well as between each student and the teacher (Bui, 2022; Yadav et al., 2018).

4- Literature Review

4-1 Definition of Digital Activities:

This review defines digital activities as implementing various hardware and software forms to store, create, display, and deliver information and knowledge. Common digital activities may include using digital devices such as tablets, mobile phones, and computers that view products created or used on previous gadgets (e.g., applications and websites) (Vuorikari et al., 2016). In addition, these activities and technologies aim to process knowledge digitally, which can be utilized and stored for many reasons, such as entertainment, sharing information, education, and communication (Mantilla & Edwards, 2019).

Digital classroom activities foster active education, allowing students to attain higher academic achievement based on their improved understanding. Such activities also enable schools to link with other institutions effectively, as these activities support the examination process through online and computer-based assessment strategies that enhance the efficiency of education. In the past few years, the indications of digital activities in classrooms can be considered digital systems of processing that encourage knowledge construction, active learning, exploration, and inquiry on the part of the students and which enable all elements of education for remote communication and data sharing to occur between students and/or teachers in various physical locations of classrooms. This concept is regarded as an expanded concept of technologies and digital activities that recognizes educational development from mere systems of data delivery and clarifies their part in classrooms in contrast to their broader application across schools and universities (Luckin et al., 2012).

4-2 Definition of English as a foreign language (EFL):

Teaching English as a foreign language is teaching English language by non-native speakers living in a non-English-Speaking country. (Crystal, 2003)

In Saudi Arabia, English is not an official language. Instead, it is taught as a foreign language. There are many ways in which EFL/ESL teachers can make use of media in listening classes. Radio, for example, offers songs, advertisements, talk shows, and drama. Television, offers quiz shows, comedies, reality shows, soaps, cartoons, educational programs, news, and commercials.

4-3 Advantages of Using Digital Activities in Teaching EFL:

Studies report that using modern technologies in EFL classrooms is essential for offering chances for students to learn and function in an information era. It is clear, as many argue, that traditional learning environments do not seem suitable for preparing students to operate or be productive in these professional environments of today's world (Champa, Rochsantiningasih, and Kristiana, 2019). This environment's features show that educational institutions need digital technology applications in schools to claim to prepare their learners for life in the 21st century. By teaching English using ICT skills in schools, students are prepared to challenge future developments based on adequate understanding; as the knowledge of learning offers essential guidelines for technology uses that can assist teachers and students in developing the competencies required for this century (Champa et al., 2019). Moreover, These technologies goals were to build student's environmental awareness, develop their computer and academic skills, and increase their English language proficiency.

This century demands the incorporation of ICT in the educational structure, especially while such a structure has wholly realized the possibilities of ICT as a powerful assisting instrument in learning and teaching (Vajargah & Saadattlab, 2014). It has been shown that digital activities do play several roles in second language education. These include offering a catalyst for rethinking the teaching practice, developing the kind of students required in the current era of information, enhancing educational outcomes, and improving learning and teaching quality (Alemu, 2015).

In the EFL learning and teaching context, digital activities, such as online games, digital field trips, and social media integration, can improve teachers' performance and facilitate tasks in establishing effective learning and teaching activities. The application of these activities in EFL classrooms also assists teachers in improving students' technological proficiency and can be a medium to ease the educational process (Drajati et al., 2018). The use of digital activities has shown to be effective in all aspects of the learning process, including curriculum, necessary infrastructure, and

learning-teaching environments. In addition, these activities are viewed as a robust enabling instrument, specifically for educational reform and change, especially in the current era (Barreh, 2015; Romrell, Kidder, and Wood, 2014).

Although applying activities, such as video/multimedia lessons and virtual presentations, varies from school to school, it can be primarily grouped into (3) broad categories that show the advantage of this application: Technology for instructional delivery that helps students understand the lesson, technology for instructional preparation for students to be well-equipped, and technology as an educational instrument for teachers to use these activities virtually (Champa et al., 2019).

The professional application of digital activities also involves preparing for important classroom activities, such as collaborating or communicating with peers/students/parents, preparing online instructional material, creating virtual lesson plans, and acquiring digital resources. This process helps teachers present their instruction plans easily using a projector or students using computer-assisted applications such as drill practices, simulations, and tutorials (Champa et al., 2019).

Another significant advantage of using digital activities is enhancing engagement and motivation in the classroom. Motivating EFL students is often difficult to achieve as it involves linguistic and psycho-sociological factors. However, most EFL professionals realize motivation's utility and importance in optimizing EFL learning and maximizing targeted results. These activities enhance motivation by allowing students to participate in their learning, which, in turn, encourages them to learn. This advantage also helps increase their interest and gain their attention by ensuring more engagement and involvement in the classroom (Sharti, 2020).

Students usually display positive behavior when digital devices and activities are used in their educational classes and become more interested in communicating with their teachers and native speakers from other nations. For instance, role-playing and virtual debates offer a productive learning environment where motivation is enhanced and maintained. Examining the effectiveness of these activities in EFL classes has also shown that these activities can be improved by using virtual environments and other technological means. The majority of students prefer the use of these activities in their classes, which help empower their creativity by utilizing many educational resources and online educational forums, sites, books, articles, social media, and others that offer students the tools to excel and innovate, seek educational materials, and develop self-abilities (Al-Hammad & Al-Sarraf, 2020).

Digital activities also promote students' centeredness and autonomy, as technology has significantly changed teachers' roles to become education facilitators. Helping students become more self-sufficient and independent supports students, extends their participation, and ensures their engagement in the learning process. These activities can be implemented in many innovative teaching strategies in the EFL classroom. For example, the competency-based approach, standards-based approach, task-based learning, and project-based learning have considerably benefited from digital activities and helped learners develop many learning styles and strategies that offer tools for more individualized learning and promote autonomous learning (Sharti, 2020).

Supporters and advocates of digital activities in EFL classrooms argue that, unlike conventional instruction, these activities foster students' autonomy and assist them in improving individual learning strategies. This benefit pre-supposes a role exchange in the EFL environment, and the crucial aspect of the application's success is the exchange of culture among teachers and students. As a result, EFL teachers are no longer expected to be the sole provider of information and knowledge, and learners are required to establish a new role. This benefit would allow them to take ownership of their education and contribute to its organization and construction (Azmi, 2017).

4-4 Challenges Facing the Use of Digital Activities in EFL Classroom:

Over the years, many steps have been taken to integrate digital technologies and activities into the educational structure. The value of these instruments lies in their power to effect qualitative transformation in learning and teaching to allow students and teachers to accomplish more complex learning objectives. Studies have shown that digital activities and technologies are realized through teachers' use of them to conduct everyday practices more efficiently and the extent to which these activities transform these practices (Tovar Viera & Velasco Sanchez, 2020).

Similarly, other studies believe integrating digital activities encompasses teachers and students facing particular challenges with using computers at low and high levels (Plowman, 2016). These challenges highlight the transformative power of these digital activities and dismiss the interconnectedness between technology and teaching by neglecting factors such as content and pedagogy that are equally fundamental in the integration process (Akcil, Uzunboylu, and Kinik, 2021).

Understanding the concept of digital activities and technologies helps identify the challenges facing the use of these activities in EFL classes. For instance, adopting digital activities can improve educational practices by allowing students to perform assignments on these digital devices instead of on paper. However, while supporting the possibilities of digital activities to create many educational opportunities, this aspect remains restricted at its core. As previously noted, digital activities have the power to do more than allow task completion; they also encourage students to express themselves and facilitate class interaction (Baydas & Goktas, 2016). On the other hand, this aspect points to many problems with integrating these digital activities in EFL classes. First, achieving this task is significantly more challenging, which can be a multidimensional process and evolves with the development of new technologies (Akcil et al., 2021). Second, while effectively identifying the affordances of these activities, the digital environment can prevent the support of learning and teaching in various educational contexts. For instance, some activities might need to

be sufficient to address the intricate structure of technology, thus, failing to acknowledge technology's synchronization with content and pedagogy in effectively adopting these activities (Haines, 2015).

Other problems related to applying digital activities and technologies in classes are yet to be eliminated. For example, technology is often regarded as a separate element from content and pedagogy, which could lead to instructors being trained to use a specific software without considering its pedagogical advantages (Tovar Viera & Velasco Sanchez, 2020). Lawrence et al. (2020) believed that the neglect of content and pedagogy might cause training to be focused predominantly on the how rather than the why, therefore, failing to connect digital activities to authentic teaching settings.

The transformation from face-to-face (F2F) learning into online learning outside the classroom has created many consequences. The sudden change to online learning from F2F has shocked students and teachers since it had yet to be expected previously (Atmojo & Nugroho, 2020). Students and teachers also had to adapt to specific changes in their learning and teaching activities, such as technology use, assessing students' works online, and designing online materials (Lai, Zhu, and Gong, 2015). Moreover, shifting from inside to outside EFL classes proposes several difficulties and challenges, particularly for EFL teachers. This makes the task of examining the challenges facing the use of digital activities for EFL students and teachers crucial (Yamagata-lynch, 2020).

Another crucial challenge is practitioners' need for more confidence and competence in the enactment of digital activities. For example, Tovar Viera and Velasco Sanchez (2020) showed that EFL university teachers in Ecuador manifested limited experiences and competency with applying digital activities and consequently needed to be better versed in harnessing the positives of these activities fully. This challenge was even more significant at the beginning of the COVID-19 pandemic when the unexpected and rapid transition to online learning did not allow any time for full enactment and formation of training and guidelines for teachers and students to function online (Winter et al., 2021).

The lack of vocational development for EFL teachers is also compounded by insufficient materials and resources. For example, the study conducted by Li (2014) on teachers' practice with digital activities found that one of the primary stumbling challenges was the lack of digital devices for students to use, which, in turn, created a considerable toll on the encouragement of student-centered education.

Other sociocultural factors, such as exam-oriented culture, might also subject EFL teachers to conducting tests instead of engaging in entertaining and innovative methods of education (Li, 2014). Although this highlights teachers' apparent acknowledgment of the importance of ICT in EFL classes, challenges continue to be faced while conducting digital activities. Achieving these activities in EFL classroom instruction remains a complex and slow process affected by several factors. For example, the rapid technological transformation makes it difficult for teachers to stay up to date. Also, many teachers need to learn how to perform digital activities in their classes; as teaching with these particular activities is a wicked challenge for teachers because it can include contradictory, incomplete, and changing demands (Potter & Rockinson-Szapkiw, 2012).

5- Findings.

Discussing and viewing the relevant literature on fostering teaching English by using digital activities incorporating using digital activities into foreign language teaching can be seen as a crucial move for teachers to create a suitable environment for their students.

Students need to practice new teaching methods in interactive environment to improve their levels, promote their knowledge and abilities to use English language in their lives.

On the other hand, teachers play a fundamental role in the language learning process and the development of learners' language competences comprising thinking skills. So the teachers' capacity in using digital activities is a must, for many reasons: teachers should be able to develop methods of teaching English by using new strategies, and develop flexibility in students' teaching and learning, teachers must make greater effort to encourage students to learn English, teachers should be able to do much more than follow a coursebook without appropriate changes to make the material more accessible to their learners, teachers should be able to develop learners' own independent thinking, and make them able to solve problems in their own way; that can be achieved by using technology in teaching.

6- Discussion, Implications & Conclusion:

Based on the studies and examinations identified in this literature review, the importance of integrating and applying digital activities is quite clear. With the ever-changing nature of online learning applications in teaching English as foreign Language, ongoing efforts must be conducted to improve how EFL teachers use digital activities.

Technology's influence remains strong, especially in today's learners' education; the majority use the Internet to gain knowledge and other advantages. Information technology continues to have a positive and negative effect, especially with a concentration in teaching students. A statistically significant correlation exists between students and how they use digital activities in the classroom. This makes training for new goals, gaining other knowledge, and saving needed time easier. Stakeholders have an essential role in children's education and in allowing the use of the appropriate activities and instruments of digital technologies.

The previous review highlighted the challenges and advantages of using digital activities in EFL classrooms, therefore, showing the need for interaction and engagement from both teachers and students. Authentic communication and enhanced interaction among EFL teachers and students can be considered the core issue in using digital activities, and with this core, the educational process will succeed. Technology continues to be an essential instrument for the educational system, and schools must integrate it and improve its use.

Also, for the future research I suggest to conduct more research into the programs and methods of instruction that can be used to foster teaching EFL.

To sum up, using digital activities is an important skill that should be fostered throughout the educational system, and teachers also should use creative approaches in EFL classroom.

REFERENCES.

- Adnan, A., Ahmad, M., Yusof, A., Mohd Kamal, M., & Mustafa Kamal, N. (2019). English Language Simulations Augmented with 360-degree spherical videos (ELSA 360°-Videos): Virtual Reality- Real Life Learning! International Invention, Innovative & Creative Conference (InIIC Series 1/2019).
- Akcil, U., Uzunboylu, H., & Kinik, E. (2021). Integration of technology to learning-teaching processes and google workspace tools: A literature review. *Sustainability*, 13(9).
- Alemu, B. (2015). Integrating ICT into Teaching-Learning Practices: Promise, Challenges and Future Directions of Higher Educational Institutes. *Universal Journal of educational research*, 3(3), 170–189.
- Al-Hammad, M., and Al-Sarraf, S. (2020). Advantages of using technology to teach English. *International Journal of Social Science and Humanities Research*, 8(1), 182-187.
- Atmojo, A., and Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–76.
- Au-Yong-Oliveira, M., Gonçalves, R., Martins, J., & Bran-co, F. (2018). The social impact of technology on millennials and consequences for higher education and leadership. *Telematics and Informatics*, 954-963.
- Azmi, N. (2017). The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges. *Journal of Educational and Social Research*, 7(1), 111–119.
- Barreh, K., and Abas, Z. (2015). A Framework for Mobile Learning for Enhancing Learning in Higher Education. *Malaysian Online Journal of Educational Technology*, 3(3), 1-9.
- Baydas, O., & Goktas, Y. (2016). Influential factors on preservice teachers' intentions to use ICT in future lessons. *Computers in Human Behavior*, 56, 170–178.
- Bui, T. (2022). English teachers' integration of digital technologies in the classroom. *International Journal of Educational Research Open*, p. 3, 100204.
- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: A literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43 (4), 466–487.
- Champa, R., Rochsantingsih, D., and Kristiana, D. (2019). Teachers' Challenges to Integrate ICT in EFL Teaching and Learning Activities. 3rd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol., 3, 2019).
- Drajadi, N., Tan, L., Haryati, A., Rochsantingsih, D., and Zainnuri, H. (2018). Investigating English Language Teachers in Developing TPACK and Multimodal Literacy. *Indonesian Journal of Applied Linguistics*, 7, 575–582.
- Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press. (2nd ed.)
- Haines, K. J. (2015). Learning to identify and actualize affordances in a new tool. *Language Learning & Technology*, 19(1), 165–180.
- Hakim, B. (2020). Technology Integrated Online Classrooms and the Challenges Faced by the EFL Teachers in Saudi Arabia during the COVID-19 Pandemic. *International Journal of Applied Linguistics and English Literature*, pp. 9, 33.
- Hockly, N., & Dudeney, G. (2018). Current and future digital trends in ELT. *RELC Journal*, 49(2), 164–178.
- Jiang, L., Zhang, J., & May, S. (2018). Implementing English-medium instruction (EMI) in China: Teachers' practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*. Doi: 10.1080/13670050.2016.1231166.
- Kim, L. E., & Asbury, K. (2020). Like a rug had been pulled from under you": The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, 90(4), 1062–1083.
- Lai, C., Zhu, W., & Gong, G. (2015). Understanding the quality of out-of-class English learning. *TESOL Quarterly*, 49(2), 278–308.
- Lawrence, G., Ahmed, F., Cole, C., & Johnston, K. P. (2020). Not more technology but more effective technology: Examining the state of technology integration in EAP programmes. *RELC Journal*, 51(1), 101–116.
- Li, L. (2014). Understanding language teachers' practice with educational technology: A case from China. *System* 46(1): 105–119.
- Luckin, R., Bligh, B., Manches, A., Ainsworth, S., Crook, C. & Noss, R. (2012). *Decoding Learning: The Proof, Promise, and Potential of Digital Education*. London: Nesta.
- Mahmoudzadeh, S. (2014). The Effect of Using PowerPoint on Iranian EFL Learners' Knowledge of Abstract Vocabulary. *International Conference on Current Trends in ELT*, 22.

- Mantilla, A., & Edwards, S. (2019). Digital technology use by and with young children: A systematic review for the statement on young children and digital technologies. *Australasian Journal of Early Childhood*, 44(2), 182–195.
- OECD (2016), *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264265097-en>
- Plowman, L. (2016). Learning technology at home and preschool. In N. Rushby, & D. W. Surry (Eds.), *The Wiley Handbook of learning technology* (pp. 96–112). New York, USA: John Wiley & Sons.
- Potter, S., & Rockinson-Szapkiw, A. (2012). Technology integration for instructional improvement: The impact of professional development. *Performance Improvement*, 51(2).
- Rashid, B. N., Alnoori, B. S. M. and Hazem, A. H. (2022). The Role of iPad Application in Promoting Students Oral Skills. *IUP Journal of English Studies*, 17(3). 1-15.
- Romrell, D., Kidder, C., & Wood, E. (2014). The SAMR Model as a Framework for Evaluating mLearning. *Journal of Asynchronous Learning Network*, 18(2), 1–15.
- Salmasn, Z. M., Hazem, A. H. Kamil. D. F. & Kanaan, M. H. (2022). Teaching Grammar to Iraqi EFL Students of Al- Hamdanya University during COVID-19 Pandemic: Problems and Solutions. *Worlds Journal of English Language*, 12(5), 298-305. <https://doi.org/10.5430/wjel.v12n5p298>
- Sharti, Z. (2020). Advantages and Disadvantages of Using Information Technology in Learning Process of Students. *Journal of Turkish Science Education*, 17(3), 420–427.
- Tovar Viera, R., & Velasco Sanchez, D. (2020). Research on technology competencies in EFL language instructors: Technology-pedagogy-content in language teaching. *Script Journal*, 5(1), 32–43.
- Vajargah, F., & Saadattlab, A. (2014). A feasibility study of using ICT in Iranian secondary schools: The case of Tehran province. *Turkish Online Journal of Educational Technology (Tojet)*. 13(3): 1-11
- Vuorikari, R., Punie, Y., Gomez, S., Van Den Brande, G., et al. (2016). DigComp 2.0: The digital competence framework for citizens. Update phase 1: The conceptual reference model. JRC-Seville site. Technical report, 1(1).
- Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148–156.
- Winter, E., Costello, A., O'Brien, M., & Hickey, G. (2021). Teachers' use of technology and the impact of COVID-19. *Irish Educational Studies*, 40(2), 235–246.
- Xiao, L. (2019). Application development of modern multimedia technology in English teaching. *Frontiers in Educational Research*, 2(2), 12–39.
- Yadav, N., Gupta, K., & Khetrapal, V. (2018). Next Education: Technology Transforming Education. *South Asian Journal of Business and Management Cases* 14, 68–77.
- Yamagata-lynch, L. (2020). View of Blending online asynchronous and synchronous learning. *The International Review of Research in Open and Distributed Learning*. 15(2).