The Reality of Using Modern Educational Methods and Technologies in Teaching English Language in Iraq

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ABSTRACT

The world is facing increasing and accelerating challenges, as a result of rapid developments in various fields, especially the scientific and technological fields. This has led to scientific and technical progress that has dominated all aspects of life, which has led to the development of education, the renewal of teaching methods and methods, and the introduction of modern technology and its methods in education, as it has become a necessity and an essential basis in the practical educational process. The research aimed to know the reality of using modern means and techniques in teaching the English language in Iraq by shedding light on modern techniques in teaching the English language and their effective role in complementing the language, highlighting teaching using technology, and the most important features and uses of different technology in addition to identifying modern teaching methods of foreign languages. The results showed that the reality of using modern teaching methods in teaching English among teachers was to a moderate degree. Direct, communicative, auditory and linguistic

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methods obtained the highest means of use by teachers. The research recommended the need to train and qualify teachers on how to use modern teaching methods in teaching the English language in the city of Iraq.

Keywords: English language, teaching English, modern technologies, modern teaching methods.

واقع استخدام الأساليب والتقنيات التعليمية الحديثة في تدريس اللغة الإنجليزية في العراق

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الـمستخلـص

يواجه العالم تحديات متزايدة ومتسارعة نتيجة التطورات السريعة في مختلف المجالات، وخاصة المجالات العلمية والتكنولوجية. وقد أدى ذلك إلى التقدم العلمي والتقني الذي سيطر على كافة جوانب الحياة، مما أدى إلى تطور التعليم، وتجديد أساليب وطرق التدريس، وإدخال التكنولوجيا الحديثة وأساليبها في التعليم، حيث أصبحت ضرورة وأساس في العملية التعليمية. يهدف البحث إلى معرفة واقع استخدام الوسائل والتقنيات الحديثة في تعليم اللغة الانجليزية في العراق من خلال تسليط الضوء على التقنيات الحديثة في تعليم اللغة الانجليزية ودورها الفعال في استكمال اللغة، وتسليط الضوء على التدريس باستخدام التكنولوجيا، وأهم مميزاته، واستخدامات التكنولوجيا المختلفة بالإضافة إلى التعرف على طرق التدريس الحديثة للغات الأجنبية. وأظهرت النتائج أن واقع استخدام أساليب التدريس الحديثة في تدريس اللغة الإنجليزية لدى المعلمين كان بدرجة متوسطة. حصلت الأساليب المباشرة والتواصلية والسمعية واللغوية على أعلى وسائل الاستخدام من قبل المعلمين. وأوصى البحث بضرورة تدريب وتأهيل المعلمين على كيفية استخدام أساليب التدريس الحديثة في تدريس اللغة الانجليزية في مدينة العراق.

الكلمات الدالة: اللغة الانجليزية، تعليم اللغة الانجليزية، التقنيات الحديثة، طرق التدريس الحديثة.

INTRODUCTION

The world in general and Arab society in particular, faces increasing challenges and accelerating fields, as a result of rapid developments in various fields, especially the field. The world witnessed progress in science and technology throughout this quarter last

century, which is expected to continue much faster? God and the medium entered the field of education as a result of the dominance of science and technology in all areas of life, which also led to the development of education and the renewal of teaching methods. This is because the method has become necessary for the educational process, and not a luxury or a means to perfection. In the face of this huge explosion of knowledge, due to significant advances in technology, educational institutions now need to re-evaluate how they employ contemporary technologies and educational methods to enhance efficiency and improve student outcomes. International and regional conferences have urged the necessity of developing educational curricula and employing technology in the service of education in the first period, and UNESCO has emphasized this in the past period (Burhan, 2021: 2599).

English is now considered one of the most important contemporary languages. As a result, and given the circumstances of the era in which we live, studying and mastering it has become inevitable. The need to learn English is increasing daily due to the growing awareness among people in this day and age about the importance of language and the necessity of learning a language that is widely understood and used. This is evidenced by the rise in the number of English language schools and institutes around the world. The world is witnessing amazing changes in many aspects of life, especially the use of information technology. This has led to the introduction of technological tools in all fields, especially education, as they have now become an integral part of the educational process for their role in helping educational institutions achieve their goals and objectives and keep pace with emerging technologies. In addition, the use of technological tools in education has helped improve education and educational institutions (Sadiq, 2021: 48).

The use of technology in education is one of the educational means that has helped modernize communication channels such as the Internet, computers, and smartphones. It also helped in developing traditional teaching methods, making the student the focus of the educational process in terms of participation, interaction, dialogue, analysis and conclusion. Due to its services and applications that enable students to access useful information wherever they are, modern technology has quickly established itself as a valuable resource for participants in the educational process. This has led to a radical

shift in the concept of learning and made it more fun, easy and useful than it was in the past. As a result, the previously prevailing negative perception of technology has been challenged. As a result, in addition to teaching students about the benefits of this educational approach, administrators and teachers also had to influence the prevailing culture and use it to advance their own agendas. It expands their knowledge base. Since the introduction of mobile devices in the educational system, learning has taken on a new dimension as students and teachers are always present. This phenomenon is known as mobile learning, and refers to the ability of students to interact with their teachers and friends regardless of time and place. (Safar, 2016: 417).

RESEARCH PROBLEM and QUESTIONS

Although teachers have access to all the resources they need, including scientific tools and resources, English language teaching in Iraqi schools is hampered by students' poor language acquisition skills. The teacher's inability to use appropriate teaching strategies for each language learning scenario is one of the main reasons for this and has allowed English teachers to demonstrate their efforts towards successful teaching. According to the Al-Janaydah's study (2017), a number of English teachers continue to use old traditional techniques while teaching students English as a foreign language in the classroom (Al-Janaydah, 2017; 130).

It is noted that traditional methods are still widely used by English language teachers, despite the State of Iraq's great interest in teaching English as a second language and the Ministry of Education's desire to teach this language on a large scale to students at all academic levels. They rely on memorization and indoctrination. These educational strategies guide students away from the spirit of inquiry, investigation, reasoning, and reasoning, and instead train them to listen and receive. The researcher works as a teacher in a school in the State of Iraq by virtue of her work in the educational sector. She saw a lack of understanding among teachers about the importance of teaching this subject using contemporary teaching methods throughout her field experience teaching English (Al-Ghasab, 2022; 513). Although many teachers realize that their students differ from each other in terms of personality, thought processes, and information retrieval speeds, the majority of them use traditional teaching techniques that do not inspire students and do

not suit the nature of the educational materials provided to them. Also, the few previous studies in this field contributed to the formation of the current research problem, which sought to explore the reality of using modern educational methods and techniques in teaching the English language in the State of Iraq. The research attempted to answer the following questions:

1. What is the reality of using modern educational methods and techniques in teaching the English language in Iraq?
2. What are the difficulties facing teachers in using modern educational methods and technologies and the extent of their ability to produce and develop educational methods used in teaching the English language?

RESEARCH OBJECTIVES

The main objective of this research is: **"Identifying the reality of using modern educational methods and techniques in teaching the English language in Iraq."**

This main objective is subdivided into the following sub-objectives:

1. Identifying the availability of educational equipment and laboratories for methods and techniques for teaching the English language in Iraq.
2. Revealing the difficulties of using modern educational methods and techniques in teaching English in Iraq.
3. Providing recommendations and proposals that would develop the use and production of educational methods and technologies in Iraq.

RESEARCH IMPORTANCE

The importance of education technology and methodologies in the success of the educational process is no longer a secret. Hence, the advantages of using certain methods and approaches in education in general and English language education in particular have become known as educational principles supported by research results and empirical evidence. The importance of the current research is as follows:

1) The current research is consistent with modern trends in determining the importance of using modern educational methods and technologies in the educational process

2) Since this research sheds light on the challenges associated with using contemporary methodologies and pedagogical methods for teaching English, the Ministry of Education authorities will benefit from it.

3) The current research provides some suggestions and recommendations aimed at helping schools overcome the challenges they face and overcome the obstacles that prevent them from benefiting from technology and new educational strategies.

4) This research highlights the importance of the computer, the pinnacle of modern technology, in enhancing the educational process.

5) The results of scientific research in the field of learning support the current research's emphasis on the importance of taking into account differences while taking advantage of technology and contemporary educational methods to enhance learning and maintain its impact.

6) This research may contribute to enriching the international, Arab and local library in the State of Iraq on the subject of using modern teaching methods in teaching the English language. Perhaps this research opens horizons for researchers to conduct similar studies, which contributes to diversity and enrichment of knowledge in this field.

METHODOLOGY

Many documents, scientific research, magazines, articles, books, and references related to Arabic and foreign studies were reviewed to cover the theoretical framework and review previous studies on the reality of using modern educational methods and techniques in teaching the English language in Iraq.

LITERATURE REVIEW and PREVIEUS RELATED STUDIES

Teaching the English language

English is the lingua franca among the world's population through which communication takes place. Furthermore, it is the most widely used language on the Internet, providing access to a greater range of opportunities, communication channels and information. Furthermore, it is used in a wide range of industries, including commerce, tourism, engineering, medicine, and computers. Being the most widely used language in the world, English is one of the most important languages of the contemporary period. The ability to study books, periodicals and published research is improved, which helps in the advancement of knowledge, sciences and individual cultures (Al-Ghasab, 2022; 512).

Among the many languages used around the world is English. Most countries of the world, especially those in the present day, speak it as their official language. It has become essential for people's social and economic well-being on a global scale. In the fields of politics, business, and security, as well as communications, entertainment, media, and education, the English language has begun to spread globally (Jawad and Al-Libi, 2018; 365). Being the first and most widely used international language in our modern era, English is one of the most important subjects in school curricula.

Because of its widespread use in many areas of life, the huge number of people who speak it around the world, and the growing need for it in the job market, the English language is highly valued. As a result, English has emerged as a major subject in both higher and general education and has grown into the language of science, economics, communications, technology and tourism (Al-Janaydah, 2017; 131). Many systematic changes have been made to the process of teaching English so that students can utilize the language successfully. As a result, by applying contemporary techniques, methods and tactics that suit student' requirements and skills, the process of teaching English has witnessed many developments (El- Gundi, 2021: 15).

In the context of education, teaching is crucial because it benefits the growth, improvement and progress of society as well as to keep pace with scientific and technological progress. In addition to supporting students' interests and talents in extracurricular activities, it helps develop their knowledge, experience and abilities. Students receive tutoring instruction that helps them become more socially adept with their classmates and coworkers. As a result, teaching is a crucial component of the learning process and has a positive impact on students' personalities as well as their overall development. In order to transfer knowledge and information to students in an effective manner, teachers must employ a variety of teaching strategies (Mustafa, 2014: 1).

MODERN EDUCATIONAL METHODS IN ENGLISH LANGUAGE

There are many different approaches to teaching languages; these styles vary depending on the trends of classicism and modernism. Some of these methods gained notoriety, reached their peak, and then faded away due to their relative obscurity. Still others work widely in modern educational settings, although there are those who disagree. Or agree with it, and attempts and modifications are made to produce a certain degree of confusion between educational curricula, which is the next step (Radović, 2010: 289).

The grammar translation method: The conventional approach to teaching languages, which was prevalent in Europe during the nineteenth century and continues to be the most popular in the traditional education of classical languages, is ineffective. Students are taught grammar and vocabulary through direct translation, which they are then expected to memorize. As a goal and a teaching strategy in and of itself, since it instructs the learner to approach the language as a deaf study topic, during which he will take the test and cut off all communication with it. Furthermore, the Arab student finds himself in the situation of "not being able to communicate audio-oral" even though he has memorized a large amount of vocabulary when he travels to an English-speaking nation because this method ignores crucial language skills like speaking and listening (Sadiq, 2021: 51).

The direct method is often referred to as the "natural method", where learning takes place in the target language only and the learner's native language is avoided. It should be an imitation of how a person learns the first language; when a child begins to learn to speak, he relies on imitating the expressions of words, training on them, and repeating them. Then he uses these words to express himself and form sentences, and this is the natural way for a person to learn any language - the child never depends on another language to learn his first language, and therefore the mother's language It is not necessary to learn a foreign language, and in this method from the beginning the greatest reliance is on correct pronunciation and imitation of style. From the target language; it calls for teaching oral skills at the expense of all traditional goals of language teaching. According to this approach, language learning, reading and writing, should remain at a fairly late stage for as long as possible, just as it happened during first language learning; The learner did not use the printed word until he had reached a stage where he had a good understanding of spoken word and was able to express himself fully using the language (Dalim, 2016:82)

The audio-lingual method : Students carry out a range of activities, the teacher constantly reinforces the use of the target language, and they watch or listen to recordings of different scenarios by L2 speakers. Due to the limitations of this method in terms of performance and scientific return, it is rarely used as a primary method for teaching a second language. Instead, it is used as an aid to teaching and training on examination patterns for international language examinations. The United States Army used this method to teach soldiers foreign languages that may be useful in the event of giving instructions during war or certain incidents, and this was during World War II (Sadiq, 2021: 51).

Communicative language teaching: "Communicative Language Teaching (CLT"); A method of teaching languages that focuses equally on interpersonal communication and language acquisition. Successful communication is the ultimate goal of language learning. This technique is still widely used despite many objections, especially in Europe where constructivist beliefs are widespread. According to this idea, academic discourse is best organized through language teaching and education in general, which involves

making meaning of the world and existence through a variety of individual constructions (Sadiq, 2021: 51).

This method aims to get pupils ready for a range of communicative scenarios in a specific social setting. It is a response to the audio-lingual and grammar-translation approaches. It highlights the student's proficiency in acceptable language use. The use of genuine language—that is, language utilized in an actual setting—is emphasized. The teacher serves as an adviser during the exercises and as a facilitator, not an authority, to create a laid-back classroom environment (Fahad and Salem, 2023). Games, role-plays, and problem-solving exercises are typical activities (Kruticova, 2013).

Language immersion : With or without prior experience, this method places students in a scenario where they must use a foreign language. It is more comparable to the naturalistic approach to language acquisition and produces fluency in speaking, but lacks precision in application (Sadiq, 2021: 52).

Directed practice: Repetition of certain phrases is the basis of guided practice, which is used in American diplomatic schools and referred to as "phrasebook-type language knowledge." Even when a student picks up sentences correctly, his or her speaking ability is still lost (Chauhan, 2004:3).

The aspiring professional educator must also develop a unique set of abilities. They are helpful, therefore, in unusual learning environments when resolution calls for originality, spontaneity, self-assurance, openness to new ideas, and adaptability. This kind of exercise can only be carried out in a real classroom setting where students may put the theoretical concepts of teaching foreign languages into practice. According to a recent study conducted by scientists, among students preparing to teach in this field, there is a persistent state of dissatisfaction because not enough time is spent on teaching practice, which is rightfully regarded as the primary component of initial psychological and pedagogical training (Anca, 2013).

Additionally, students question its straightforward structure, highlighting the disparity between their learning objectives and the study units where the hands-on classes are held (primary schools and kindergartens represent a sporadic presence in the future foreign

language curriculum). For trainees to experiment with techniques and materials based on the developed curriculum and to contribute through expert feedback to develop and improve the curriculum and create an acceptable international standard, researchers at universities and teacher training departments should collaborate closely with local teaching schools (Calabrese & Russo, 2016).

Different roles are played by teachers in an educational setting. More active engagement with their pupils in both online and offline settings is necessary for them to perform their jobs effectively. In addition to regular business hours, educators ought to spend time interacting with students on social media platforms like Facebook, as this fosters stronger and less formal ties. Teachers should also stop their kids from leaving and avoid contact on Facebook, seeing it as a normalized and internalized environment that is no different from real life. Teachers can obtain educational opportunities and a deeper understanding of their students' emotions by actively interacting with them. This can result in pleasant learning experiences. Since active participation in socio-cultural activities is directly linked to student development, teachers in the modern era need to learn how to use social media tools, which are now an essential part of human interaction, to interact with their students in a social context (Aydin, 2012). In actuality, the best kind of social networking site contact with students is the key to social and cultural learning in a constructivist setting, which improves students' language acquisition and cognitive growth. By introducing their pupils to more informed individuals on social media, teachers can further support their students' education (Aydin, 2014).

MODERN TECHNIQUES in TEACHING ENGLISH LANGUAGE

Learning these language skills and knowing how to acquire them quickly and efficiently are basic needs. There are many techniques for learning English, each with its own mechanisms and strategies. All of these techniques are completely dependent on training and practice. Some of the most famous are:

1- Audio and video recordings (multimedia): If speaking English effectively is the goal of language acquisition, then listening to and watching English conversations without stopping is essential. Pay close attention to what is said during this period to ensure that the words and letters are pronounced correctly and without making any grammatical

errors. In addition, these recordings must be produced by English language experts and distributed by recognized educational organizations specializing in English language teaching. Effective learning also relies heavily on the integration of the senses of sight and hearing. Correct letter departures and pronunciation can be greatly improved by hearing and seeing the phrase at the same time. This approach is known as multimedia technology (Yang, 2010: 1346). According to Aied (2019), motivating films can make English classes more engaging, demanding, and fulfilling. They also have a positive impact on students' academic performance in the language.

2- Self-talk method: This method depends on the person using the language he learned previously to have a self-conversation with him. Ideally, the conversation should be about the tasks the person performs, such as making a cup of tea or coffee.

3- The daily schedule method: One of the most important things many people do to manage their jobs and maximize their time is to create daily agendas. So, make an effort to write in both Arabic and English on a regular basis. Learning how to write an agenda in English on a daily basis can help you pick up new words and sentences (Sadiq, 2021: 49).

4- Mobile phone applications: Mobile phones are a great tool for anyone who wants to learn English, because, in addition to being widely used, they come with applications designed specifically for this purpose. These applications allow users to record and correct words as well as look up any word in the dictionary and translate it. In general, smartphones make the most of idle time, but it's important to think carefully about how you can take advantage of it by looking for popular, well-known apps that are ethically pure.

5- Make learning the English language a personal hobby: Make the language a personal hobby by reading and following reports and bulletins presented in English.

6- Memorization and intonation: One of the oldest and most basic techniques is to choose a few words each day to remember, and then say them to you. Over time, you will find yourself having an endless vocabulary that you can use in a variety of contexts (Parker, 2007: 57).

Teaching with technology: ICT is what is taught in language curricula when technology is used in teaching. Although ICT has many qualities that make it a useful source of information, some teachers do not trust technology or are reluctant to use computers in the classroom. Because technology may change learning settings in ways that most teachers cannot predict, learning with technology is different from learning about it. For some individuals, the problem goes beyond the use of simple computer features such as e-mail, search engines, and presentation software. Teachers in the 21st century are integrating technology into their lessons and helping students gain the confidence to use it meaningfully in learning (Sadiq, 2021: 50).

MODERN METHOD of ENGLISH LANGUAGE in IRAQ

English is taught as a foreign language in Iraq and northern Iraq. English education continues for 12 years for Kurdish students in primary, middle and middle schools in northern Iraq. Furthermore, English is taught as a required subject in all non-English departments and as a stand-alone unit in all faculties of the University of Duhok. Although the University of Duhok focuses on developing online teaching techniques, online language teaching has not received the attention it deserves (Yousif, 2022: 15).

However, many students from all over the world, including Iraq, find it difficult to acquire and teach English. Learning a language is a difficult, challenging process that can be frustrating. For example, improving the English proficiency of EFL learners is one of the most important topics in that country. Not only do learners have low abilities, they also face difficulty in language acquisition. There may be a number of factors influencing this scenario, such as insufficient time allocated to the structured learning process, lack of resources, restricted opportunities to communicate in the language, poor quality of the educational environment, inappropriate teaching, and soon (Yousif, 2022: 21).

Although progress has been slow and has imposed financial pressures on overall progress, the Iraqi Ministry of Education has made tremendous efforts to help alleviate the problem (Al- Hosni, 2014; 26). The language acquisition process is being made more efficient and simpler by the advancement and development of technological communication. Research has shown unequivocally that the advancement of information technology may enhance learning in almost any subject, not just language study.

Therefore, the Iraqi Ministry of Education has placed great emphasis on studying and mastering English as a foreign language in recent years (Jassim and Dzakeria, 2018; 19).

In the northern Iraq region, the utility of technology has increased significantly over the past few years. As a result, universities in the region began to benefit from this growth. Therefore, local universities began to benefit from this expansion. The National University Ranking (NUR) of public and private educational institutions in the Northern Iraq region was announced by the Ministry of Higher Education (MHE) in 2015. The basic requirement for this leaderboard is the electronic system which includes the academic website, the learning website, the student reporting system and the framework Graduates (Abdul Salam and Abd al-Rahman, 2018; 16).

In order to meet the NUR classification requirements, some higher education institutions have taken the decision to develop similar student-related initiatives. During the 2017-2018 academic years, a number of universities, including Duhok Technical University (DPU), began using the e-learning platform Moodle in their classes. The student reporting system was among the many teaching and learning-related technologies that DU set out to develop. Although it can have a positive or negative impact, assessment plays a major role in shaping educational policies and procedures. An important and critical component of both formative and summative feedback is formative assessment. For this reason, most schools use a range of methods to collect feedback about their students' learning. Examining students' lessons provides a number of options for making decisions about their further education, some of which may have benefits if chosen wisely. The data will be used to develop and implement curricula, enhance teaching, and complete the assurance process through careful evaluation and justification (Vattøy, 2020; 5). While reinforcing information and learning objectives is a teacher's main goal, students can also teach teachers how to teach. In the United States, almost all postsecondary institutions use some type of learning strategy or classroom assessment (Yousif, 2022: 39).

A variety of sources can be used to evaluate education, such as learning objectives, teaching and program evaluation, co-evaluation, and self-evaluation (Aldowah, & Al-Samarraie, 2019; 25). However, people interpret feedback in different ways as they

develop throughout their teaching career. Papers emphasize that teachers value technology and want to integrate it into educational facilities. This is especially true for students with less prior study experience, who view knowledge as overt feedback (Guo, Lau, & Wei 2019; 54). In sum, teachers, principals in schools, institutional or other academic organizations, and policymakers have distinguished between the basic and immediate strategy of teaching, the position of teachers as experts, and the dynamics of power differentials among them, all suggesting that narratives of strategy "construct what it means to be a teacher, a student, and an insider." "Notable modifications are primarily "passive," "reactive," and "technical," with strategy dictating and limiting effectiveness and behavior (Yousif, 2022: 40).

1.1 Previous Studies

The study (Erisit and Kurt, 2012; 2) aimed to identify teachers' opinions and suggestions about the process of integrating technology into educational environments and about the problems they face in this process. In order to find answers to the directed research questions in line with the overall aim of the study, research data were collected through focus group interviews conducted with teachers, observations, and research journals. The data collected in the research were grouped under two main themes based on open-ended questions directed to teachers regarding the use of technology and on relevant literature. These topics were "Problems faced by teachers regarding the use of technology in the classroom" and "Suggestions for effective use of technology."

Alawi and Al-Maamari, (2021; 1) research that aimed to identify the reality of using the nature learning approach in teaching social studies education in the Muscat Governorate in the Sultanate of Oman from the point of view of teachers. The results of the research showed that teachers' knowledge and practices of the nature learning approach were rated as high while their evaluation of the benefits of this approach was very high. However, they believe that the challenges they face in using this approach are moderate. The results also showed that there were no statistically significant effects of gender, teachers' qualifications, years of experience, and grade level on teachers' perceptions related to using the curriculum.

In this regard, the research of Al-Shra'a and Al-Eidi (2019: 638) showed that the level of teaching practices of English language teachers for the basic stage in light of metacognitive thinking skills in Jordan was average. The results also showed that while there were statistically significant differences in favor of those with less educational experience, there were not Changes depending on gender. According to Al-Aidi's (2017) research, English teachers in Jordan were using high-quality classroom instruction for their primary students. The results also showed that there were statistically significant differences in favor of females depending on the gender variable. Moreover, no statistically significant differences were observed resulting from different years of teaching experience.

Furthermore, according to Al-Muhaimid's (2016; 94) research; there was little evidence of constructivist teaching methods used by English medium teachers. This research was necessary because of the information mentioned above, the researcher's experience in teaching the English language, and the importance of contemporary teaching techniques in creating a feeling of anticipation and enjoyment among students. It sought to investigate how English teachers apply contemporary teaching techniques in the State of Kuwait, as well as any differences based on factors such as gender, years of experience, and educational background.

CONCLUSION

Modern technological means are characterized by personalizing learning in the English language, as the teacher provides the student with an application to perform exercises on his weak points in the English language in order to avoid them. In order to follow the series of learning English, modern technology also makes it easier for teachers and students to obtain original and updated English resources. Those who speak English as their first language can converse with others uses modern technology, which makes for a great conversation experience. Another advantage of modern technology is that it helps students receive immediate instructions from their learning systems, allowing them to directly and quickly address any errors they make. There are also many modern technologies that are suitable for people with special needs, thus providing them with

easy ways to learn the English language. After conducting this research, the researcher reached the following conclusions:

1) Recording and audio devices are the most available devices, while tracing paper is the least available educational device in schools.
2) Teachers employ contemporary technology and teaching strategies to a moderate degree.
3) One of the biggest challenges is the lack of technical maintenance of educational means and equipment within schools.

A multimodal strategy is necessary in order to effectively address the research objectives regarding the use of contemporary educational approaches in English language training inside Iraqi institutions. First, surveys and interviews with teachers and administrators are needed to gauge the availability and use of educational resources, such as labs and equipment for teaching English, as they stand right now. Furthermore, firsthand observations and trips to educational institutions will offer insightful information about how contemporary teaching methods are actually implemented in practice.

The research will go on to include in-depth qualitative studies in the form of focus groups, interviews, and case studies of English language instructors in Iraq. These approaches seek to identify the particular obstacles and problems teachers have while incorporating cutting-edge teaching strategies into their lesson plans. The project will produce practical recommendations and solutions designed to improve the effectiveness of English language instruction in Iraqi schools through thorough data analysis and synthesis. This scientific investigation seeks to significantly influence future policy and pedagogical approaches in the field of English language education in Iraq by working closely with pertinent stakeholders and following strict research protocols.

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