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## Effectiveness of Technology-based Education on Teaching EFL and Raising Academic Achievement of University Students from the Point of View of Students and Faculty Members

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### Abstract

The main aim of this study is to investigate the usefulness of technology-based instruction in EFL classroom and its impact on EFL learners' academic achievement from teachers' and students' points of view. To meet the study objectives, researchers have focused on two constructs: effects of the electronic mode of instruction, and students' academic achievement. The sample characterized statistically comprises 100 faculty members and learners (40 teachers and 60 students). Two types of researcher-developed questionnaire are used for data collection. Findings indicated that technology-mediated instruction is a cornerstone in improving EFL teaching. Students' engagement, learning effectiveness and student creativity can be influenced by this

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instruction. The overall mean value of 3.95 indicates that there is a considerable agreement among respondents regarding technology and its influence on EFL teaching. A mean score of 4.08 indicates that EFL students' academic performance has improved, particularly when the students acquire new knowledge and develop their linguistic skills. The findings also show how the instructors can benefit from the various range of assessment methods in their classes, depending on different technological facilities that attract the students' attention and increase their motivation for learning.

**Keywords:** Technology-based education, University students, University faculty members, Teaching EFL, Academic achievement

### فعالية التعليم المعتمد على التكنولوجيا في تدريس اللغة الإنجليزية كلغة أجنبية ورفع التحصيل الأكاديمي لطلاب الجامعات من وجهة نظر الطلاب وأعضاء هيئة التدريس

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#### المستخلص

الهدف الرئيسي من هذه الدراسة هو تقصي فاعلية التعليم القائم على التكنولوجيا في صفوف اللغة الإنكليزية كلغة أجنبية (EFL) وتأثيره في التحصيل الأكاديمي لمتعلمي اللغة الإنكليزية كلغة أجنبية من وجهتي نظر المعلمين والطلاب. ولتحقيق أهداف الدراسة، ركّز الباحثون على بُعدين أساسيين: أثر نمط التعليم الإلكتروني، والتحصيل الأكاديمي للطلاب. وقد تكوّنت العينة المدروسة إحصائياً من 100 فرد من أعضاء هيئة التدريس والطلاب (40 تدريسياً و60 طالباً). وقد استُخدم نوعان من الاستبيانات التي أعدّها الباحثون لجمع البيانات. وأظهرت النتائج أن التعليم المعتمد على التكنولوجيا يُعدّ ركيزة أساسية في تحسين تدريس اللغة الإنكليزية كلغة أجنبية. كما يمكن أن يؤثر هذا النوع من التعليم في مشاركة الطلاب وفاعلية التعلّم وإبداعهم. وتشير القيمة المتوسطة العامة البالغة 3.95 إلى وجود اتفاق ملحوظ بين المشاركين حول دور التكنولوجيا وتأثيرها في تدريس اللغة الإنكليزية كلغة أجنبية. كما يشير متوسط مقداره 4.08 إلى تحسّن الأداء الأكاديمي لطلاب اللغة الإنكليزية كلغة أجنبية، ولا سيما عندما يكتسب الطلاب معرفة جديدة ويطوّرون مهاراتهم اللغوية. وتُظهر النتائج أيضاً كيف يمكن للمدرّسين الاستفادة من مجموعة متنوعة من أساليب التقويم في صفوفهم، اعتماداً على الإمكانيات التكنولوجية المختلفة التي تجذب انتباه الطلاب وتزيد من دافعيتهم للتعلّم.

**الكلمات المفتاحية:** التعليم القائم على التكنولوجيا، طلبة الجامعات، أعضاء هيئة التدريس الجامعي، تعليم اللغة الإنكليزية كلغة أجنبية، التحصيل الأكاديمي

## **1. Introduction**

It is well known that technology is essential to the development of human society in the modern period and that the information age has a big impact on our lives today (Shehab, 2022). In light of this, it is crucial to use modern technologies to aid in the teaching of English as a second language. Technology and English language training are related. English language learning laboratories were utilized in several educational establishments throughout the 1960s and 1970s (Adilbayeva, 2021). The conventional language lab was made up of multiple tiny cabinets, each having a headphone, a microphone, and a tape deck. To keep an eye on their pupils' interactions, teachers utilize a central control panel (Nomass, 2013).

Shehab (2022) asserted that with the advancement of technology, educators now have limitless access to professional development opportunities and learning opportunities, regardless of their location or schedule. In the twenty-first century, technology has been ingrained in every aspect of existence. Through social media platforms, mobile devices, laptops, and other devices, technology has been incorporated into daily life.

Numerous advances and transformations in the social, cultural, and economic spheres are brought about by technology integration. Therefore, given that technology is integrated into every aspect of life in the twenty-first century, it may be claimed that the only fact that remains constant is "changing." One of the most significant sectors where this shift has been brought about by technology integration is education (Zhang, 2022).

The theory and practice of creating, utilizing, assessing, and repurposing learning tools and procedures is known as educational technology. Technology advancements like computers, the internet, email, mobile apps, and video games have an impact on education. Utilizing computers and other technology to create multisensory collections of text, audio, images, video, animation, and hypermedia is important for creating meaningful contexts that aid with comprehension (Adilbayeva, 2021).

### **1.1 Research Problem and Questions**

Technology is essential for improving students' academic achievement. It offers several chances for numerous firms to reap its advantages. It is the intention of both educators and students to use technology in the classroom. Students can combat the challenges of the 21st century with the aid of technology. Nonetheless, due to a lack of necessary resources, technology is not utilized in many educational institutions (Başar, 2022).

According to Nomass (2013), the fundamental benefit of this kind of technology was that it would accelerate pupils' acquisition of the second language through their vocal activity. More real-world practice situations can help pupils improve their skills. The language laboratory was a good step toward integrating technology into language instruction, but

students found this method to be monotonous. Additionally, there wasn't much interaction between the pupils and the teacher. According to earlier research, there aren't many pertinent studies that use the research factors to show how technology-based education might improve academic achievement and teach EFL.

Regarding this, the current research aims to investigate answers to the main questions: "What is the effect of using technology-based education on teaching EFL and raising academic achievement from the perspective of English language students and faculty members?"

The main question is divided into the following sub-questions:

1.What is the effect of using technology-based education on teaching EFL from the perspective of English language students and faculty members?

2.What is the effect of using technology-based education on raising academic achievement from the perspective of English language students and faculty members?

## **1.2 Research Objectives**

The research seeks “to investigate the effect of using technology-based education on teaching EFL and raising academic achievement from the perspective of English language students and faculty members”.

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

- Clarify the effect of using technology-based education on teaching EFL from the perspective of English language students and faculty members.
- Investigating the effect of using technology-based education on raising academic achievement from the perspective of English language students and faculty members.

## **1.3 Research Significance**

This study can greatly impact the educational sector, including students and teachers. This research examines the extent to which technology-based education affects the academic achievement of university students and the process of teaching EFL.

- The research results will provide valuable insights into the effectiveness of technology-based education on academic achievement.
- Students and teachers must adopt technology-based education while teaching and learning to develop their EFL skills and raise their academic levels.
- Given the global interest in the region's stability and educational development in Egypt, this research could help university principals prepare training courses for faculty

members, in addition to educating students about technology-based education and its impact on c.

- As well as providing information to students and faculty members about the dependent research variables (academic achievement and teaching EFL) and their relationship to the independent variable (technology-based education).
- Providing a conceptual framework for each variable in the current research.
- By providing actionable insights, the research may impact the international community, including students, educators, policymakers, international libraries, academic sites, and academic researchers.

## **2.0 Theoretical Background**

### **2. 1 The Effectiveness of Using Technology-based Education on Teaching EFL to University Students**

Due to the pervasiveness of technology in this globalized age, both teachers and students now face new opportunities and demands. Modern social practices and human existence have been significantly impacted by technology, which has facilitated linguistic and social transformation. It has a significant impact on employment, education, and culture, as well as human development. Many people employ at least one of the excellent technology methods, tools, or resources that could enhance language learning and teaching (Shehab, 2022).

The modern English instructor is inevitably faced with new responsibilities and obstacles in this age of technological breakthroughs. To support and promote English language instruction, educators now more than ever need to become knowledgeable about computer-assisted language learning (CALL) methods, skills, and principles and adapt them to classroom contexts. Along with the ways and techniques of teaching the language, the role of the English teacher has undergone significant change (Zhang, 2022).

According to Adilbayeva (2021) and Başar (2022), there are many ways to use emerging technology to make teaching and learning English more engaging, effective, and creative, especially when teaching English as a second language (ESL). Students learning English as a second language or as a foreign language (ESL) need specific linguistic support because ESL is a unique setting. To improve their abilities, they wish to practice hearing, writing, speaking, reading, and understanding the English language. To improve their language proficiency, students must complete a variety of linguistic exercises and tasks in each of the five language abilities. They must therefore efficiently employ a variety of technology tools to quickly become linguistically competent.

Using technology in the classroom is essential for boosting students' interest in a variety of learning activities as well as their focus and enthusiasm. But teachers of English as a second language are not equipped with the necessary technological skills. The utilization of movies to motivate kids to study English is the most obvious element (Başar, 2022). The educational process's capacity to integrate English language skills, such as speaking and listening, for example, contributes to the improvement of students' practical communication skills. Improving one's speaking abilities helps learners attain a variety of advantages, including success in the workplace and the opportunity to participate in job training programs (Wei, 2022).

Prior research has focused on several well-known technologies, including video cassettes, CDs, DVDs, and numerous other audio-visual materials. According to earlier research, implementing technology-based programs enhances students' speaking and listening abilities. Moreover, utilizing video lectures improves students' English-speaking fluency (Başar, 2022; Shehab, 2022; Zhang, 2022).

From the university faculty members' point of view, the use of videos in English language instruction has an impact on the calibre of students' English language proficiency because there is no set period during which these videos can be viewed; instead, students can play the videos whenever it is convenient for them and keep watching them until they achieve the desired results. They can learn proper and appropriate English language patterns in this way. Technology can be thought of as a useful tool for helping pupils' English language proficiency (Nomass, 2013).

With the use of technology, teachers can provide their students with a wider variety of activities, such as watching films with interesting auditory and visual elements. This tactic would facilitate a more straightforward understanding of the text's content by the listener. Students can benefit greatly from these films in many ways, one of which is that they offer visually appealing materials that they can use to learn and advance their English language proficiency (Parvin, 2015).

From the students' point of view, the way people study English has been fundamentally changed by technology. Technology offers a multitude of tools and chances for language learners to advance their English proficiency, from online platforms and apps for language learning to language exchange platforms and an abundance of online resources. Students can practice their English outside of the typical classroom setting in a convenient, personalized, and interactive manner by using technology in language study (Wei, 2022).

## **2.2 The Effectiveness of Using Technology-based Education on Raising Academic Achievement of University Students**

These days, technology is essential in every industry, but particularly in education. Technology and computers have the power to completely change the way that things are taught and learned. Technology has the power to transform traditional education into modern education, and as a result of its growth, the world is becoming a better place. Technology has made it easier for students to adapt to the modern world and develop the skills necessary to meet the difficulties of the working world in the classroom. It was discovered that a student-centred strategy worked better than a mix of skill-building techniques. In the classroom, when given clear chances for autonomous expression, experimentation, and the flexibility to experience mastering new skills, children learn by working together with their classmates and teachers (Madej, 2017).

According to Adilbayeva (2021), students are encouraged to study with zeal and rigour and to pursue additional education thanks to technology. Utilizing technology also lowers the dropout rate among students since it sparks their interest in using it, which lowers absenteeism in the classroom. These days, educators employ ICT to help pupils reach their learning objectives. Instructors focus on conversation as much as lectures since it allows students to conduct research and hone their critical thinking abilities. As a result, technology offers numerous opportunities for improved learning. Technology and information communication have an impact on instructors' professional growth, which in turn has an impact on students' academic achievement.

Parvin (2015), Álvarez (2022) and Solikhah (2023) asserted that the use of technology by teachers will pique students' attention and inspire them to learn. The use of technology in the classroom has demonstrated its potential to raise student achievement. All generations have witnessed the transformation of technology, from landline phones to mobile devices, and from printing machines to copy machines, among many other innovations. Thus, multimedia (projectors, radios, computers, internet, digital boards, smart boards, and so on) is how schools are utilizing current technology. While students in the present era want to learn something technical, for example, they feel cool learning digital skills, computer literacy, internet hacking, and other advanced tools, their predecessors merely had textbooks, notebooks, and pens to use for their lessons and homework.

Solikhah (2023) confirmed that students can acquire creative thinking, communication, teamwork, problem-solving, and decision-making abilities through technology. Technology assesses society. The majority of people on the planet utilize technology, and ICT use has changed the world and is expanding quickly. People's daily routines were altered by technology. The world of a student growing up is bustling. The availability of connected electronic devices is widespread among the youth. The world has evolved to include technology, and teens are no exception. They are constantly linked to the internet, cell phones, televisions, video games, and other gadgets.

According to university faculty members, technology should be taught in schools so that kids may use digital tools to improve their academic performance and learn through technology. They go on to say that students' engagement in making visuals and videos improves their academic achievement. Students can obtain a variety of information about a wide range of global challenges by using technology. Therefore, the goal of utilizing technology in the classroom is to improve students' academic performance, which necessitates that students pay attention. Students nowadays are surrounded by technology and receive support from it to do well in class (Álvarez, 2022). Additionally, Students are encouraged to take charge of their education through technology. The use of technology in the curriculum allows pupils to engage in technology-based learning activities. Students engage in active participation in class discussions when technology is integrated into their education. Students who incorporated ICT into their learning process had greater scores than those who did not. When using ICT as an instructional tool, the experimental group achieved the highest level of success (Aslam, 2024).

From the students' point of view, Technology-based education makes learning more enjoyable for teachers and students alike, resulting in quicker, better, or more efficient learning outcomes. They show interest in what they are studying. Technology offers efficient teaching strategies. To make sure the students comprehend, the instructor uses these state-of-the-art methods. With the use of technology, educators modify their methods to involve students in the learning process (Wei, 2022).

The aforementioned shows that using technology in the classroom has a favourable impact on students' attitudes and academic performance. Consequently, using technology in the classroom has a direct impact on students' academic achievement, as both faculty members and university students have affirmed. Furthermore, students who engage in technology-based learning will do better in English, which will have a significant impact on fostering students' happiness, self-assurance, and enthusiasm in studying (Aslam, 2024).

### **3.0 Research Methodology**

Utilizing questionnaires, a quantitative method will be used to address the study question in accordance with the dependent and independent research variables. To obtain more accurate and valuable responses, questionnaires will be distributed, and data analyzed using SPSS. Faculty and students from universities will make up the research population, and a random selection procedure will be used. Out of the original population, which is comprised of (40) third-stage university students and (40) faculty members, the sample size will be (100). To obtain data on the factors of the current study, the researcher will also consult earlier research conceptually. Additionally, all participant data used in the research technique would be kept private and confidential.

## 4.0 Results and Discussion

### 4.1 Descriptive Analysis of Demographic Variables

Table 1. Gender characteristics of faculty members

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	27	67.5	67.5	67.5
Female	13	32.5	32.5	100
Total	40	100	100	

The results show that male faculty members comprised 67.5% of the sample, while female faculty members comprised 32.5%.

Table 2. Experience characteristics of faculty members

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	8	20.0	20.0	20.0
1-5 years	12	30.0	30.0	50.0
6-10 years	9	22.5	22.5	72.5
More than 10 years	11	27.5	27.5	100.0
Total	40	100.0	100.0	

The results find that the faculty members who have less than 1 year of experience made up 20%, while the faculty members who have between 1 and 5 years of experience, and faculty members who have between 6 and 10 years of experience made up 22.5% of the sample size, finally, the faculty members who have more than 10 years accounting for 27.5%.

Table 3. Gender characteristics of students

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	31	77.5	77.5	77.5
Female	9	22.5	22.5	100.0
Total	40	100.0	100.0	

The results show that the male students made up 77.5% of the overall sample size, whereas the female students made up 22.5% of the total sample size.

### 4.2 The effect of using technology-based education on teaching EFL from the perspective of English language students and faculty members

Through the use of SPSS, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were obtained using a five-point Likert scale, were

calculated. Means between (1 and 1.80) were regarded as very low, between (1.81 and 2.60) as low, between (2.61 and 3.40) as medium, between (3.41 and 4.20) as high, and between (4.21 and 5.00) as very high.

Table 4. The effect of using technology-based education on teaching EFL from the perspective of English language students and faculty members

No	Statement	Mean	Std. Deviation	Practice Degree
1.	It is easier to teach EFL by using technology-based education.	3.88	0.817	High
2.	Technology-based education supports teaching EFL and makes learning more effective.	4.05	0.646	High
3.	Technology-based education helps teachers to improve teaching EFL with more updated materials.	4.01	0.646	High
4.	Technology-based education improves the quality of teaching EFL.	4.01	0.771	High
5.	Technology-based education enables students to be more active and engaged in the EFL lesson.	3.78	0.729	High
6.	Students pay less attention when technology-based education is used in teaching EFL	3.98	0.675	High
7.	Students make no effort for their lesson if technology-based education is used in teaching EFL.	3.85	0.658	High
8.	Technology-based education allows students to be more creative and imaginative.	4.06	0.769	High
9.	Technology-based education encourages students to communicate more with their classmates.	3.91	0.732	High
10	Overall	3.95	0.235	High

From the viewpoints of both students and faculty members, the results shown in Table 4 demonstrate the beneficial effects of technology-based education on teaching English as a foreign language (EFL). With a mean score of 3.95 overall, there is strong agreement with the claims, indicating that most people believe technology can improve EFL learning. The categories with the most agreement benefit from technology in student engagement and new teaching strategies, for example, enhance learning effectiveness (mean = 4.05), stimulate students to be more imaginative and creative (mean= 4.06).

And, although the benefits are generally perceived positively, questions remain. For instance, the claim that technology use in class lowers student attention has an average

score of 3.98. This high score is quite indicative that some subjects consider technology as a source of distraction. The factor that posits the students do not engage in lessons when technology is used (3.85) suggests potential negative effects from the overuse of technology. In conclusion, the findings overall back up the use of technology in EFL teaching. Yet it also emphasizes the importance of cautious regulation to avoid negative effects on students' concentration and commitment.

However, the current study uncovered several issues that previous research largely overlooked. Concerns about children becoming less attentive due to technology were shared significantly, with a mean rate of 3.98 expressed in relation to this belief. This finding is in stark contrast to many studies, which generally tend to stress the positive effect of technology without substantially addressing its weaknesses, e.g. distraction and lack of effort among students. Also, the idea that students put forth less effort when technology is being used obtained a high score of 3.85, implying a complex viewpoint has not been studied well in literature yet (Başar, 2022).

Hence, the current study verifies ample research on the benefits of technology in EFL classes, notably creativity and effectiveness. It does, however, highlight key concerns such as the potential for distraction that may need to be further explored in future research and educational environments. In general, the results seem to call for a nuanced perspective in the integration of technology to maximize its benefits and reduce possible disadvantages.

Table 5. The influence of technology-mediated instruction on improving academic achievement in EFL programs from the viewpoints of educators and learners:

No.	Statement	Mean	Std. Deviation	Practices Degree
1.	Technology-based education in teaching EFL provides learning tools that enhance students' achievement.	3.81	0.707	High
2.	Technology-based education in teaching EFL helps provide students with a detailed explanation.	3.86	0.631	High
3.	Technology-based education in teaching EFL significantly enhances students' academic achievement by presenting the course content more engagingly.	3.88	0.802	High
4.	Technology-based education in teaching EFL increases students' achievement in English as a Foreign Language by using its programs.	3.88	0.671	High
5.	Technology-based education in teaching EFL is considered a new method for measuring students' achievement.	3.83	0.671	High

6.	Using technology in the EFL classroom provides teachers with a variety of assessment tools that evaluate students' academic achievements and align with educational goals.	4.01	0.819	High
7.	Technology-based education in teaching EFL helps students acquire new knowledge and skills.	4.08	0.708	High
8.	Technology-based education in teaching EFL enhances the principle of continuous learning for students, thus improving academic achievement.	3.90	0.686	High
	Overall	3.90	0.241	High

The results shown in Table 5 indicate that respondents' overall perception of the technological approach in EFL teaching was favorably perceived as being beneficial to academic achievement. The grand mean score of 3.90 reflects agreement on the part of respondents to these claims on technology helping in the improvement of student learning outcomes. Most importantly, the impact of technology on students' learning new knowledge and skills achieved the highest mean value (4.08), which means that using technology tools dramatically supported student learning. In addition, support for the use of different selection instruments is highly endorsed (mean = 4.01), displaying how educational technology can be used to assess student development in a variety of ways.

Moreover, the use of technology is considered beneficial to ensure that students have a better understanding (mean = 3.88) and more engagement in learning activities (mean = 3.86). The mean scores of 3.81–4.08 suggest that, by and large, there are positive views of these concepts, but there may be differences in what aspects people think are important (such as the accessibility of Galaxy Zoo tools and measurements for creative achievement). However, the table also provides evidence that enhanced achievement of students in their EFL courses cannot be achieved without using technology-enhanced language learning strategies.

Findings of the study reiterate the considerable influence of technology on recent teaching methods and improved student involvement and scholastic efficiency. Shehab (2022) underscores the need for educators to shift with technology advancements, making it more and more central to support the innovation in English as a medium for modifying social and linguistic practices. The findings of the current study, where learners reported technology as an important aid in learning new knowledge and skills (mean = 4.08), confirm this perspective. This also lends support to the fact that technology facilitates a conducive learning environment (Table 5).

In terms of the present survey's findings, participants overwhelmingly agreed that technology aids instruction through student involvement and excitement (Simulated mean = 3.88). Wei (2022) emphasizes the importance of students engaging in activities for designing their practical communication skills. She says technology, video being the

most effective, can serve as a motivator for children to learn a new language. The study supports these findings (mean = 4.01), such that people have a favorable attitude towards technology in the context of providing comprehensive feedback and many types of assessment tools. Although the findings of this study on the usefulness of technology for teaching are overall positive, they also expose differences in emphasis for other factors, such as learning materials and assessments (mean scores rated between 3.81 and 4.08). This subtle difference mirrors the worry in the literature that teachers must have 'adequate training so they can effectively use [technology]' (Zhang, 2022, p.0). Teachers' incompetence in using those technologies may hinder their adoption despite the technology's benefits for members (Başar, 2022).

## **5. Conclusions and Recommendations**

This study sought to determine the effectiveness of technology-based education in EFL (English as a foreign language) instruction at the university level and to assess its adoption and acceptability by both teachers and students. It was argued that participants in the debate generally agree that there are numerous advantages of applying ICT tools in EFL classrooms. In particular, it has been found that technology improves learning in general by serving to increase the engagement, creativity and language acquisition efficiency of students. The essential requirement of technology in modern education is also evidenced by the high mean ratings on EFL teaching and learning activities, as well as student language level empowerment. These findings are aligned with a body of evidence indicating how technology could shape educational contexts, especially EFL learning contexts. While perceptions of the advantages and benefits of technology are overall favorable, views on negatives are a little more divided, including that technology can be distracting to students and decrease their ability to focus in class. Issue H- C (Average Score) The factors that cover these issues conclude by suggesting the use of technology in EFL English learning. This finding highlights the need to consider strategies which reduce any potential detrimental effects of well-being while capitalizing on effects in terms of technology use. Educational models which encourage students to engage in sustained learning and persistence are also requisite for the infusion of technology into teaching. These findings have implications that go beyond specific class contexts and have implications for wider educational policy. The findings provide support for faculty development programs that prepare academic professionals with the abilities and knowledge needed to effectively incorporate technology into their classrooms. These initiatives can assist faculty to better support students in negotiating the complexities of technology-rich learning environments by closing the gap that exists between pedagogical application and technical e-innovation. Investment in technology-derived education should also be at the top agenda of parliamentarians and university heads because that is what will matter most in academic performance in the next era.

Finally, this study provides a new and significant contribution to the literature regarding how much technology-based instruction can enhance student achievement and learning English as a foreign language. This new knowledge will be instrumental in shaping the future of technology-assisted language learning and EFL students' high-quality academic achievement.

### **Recommendations:**

1. As a result, faculty need to have in-service circumstances which will enable them to increase their technological knowledge about the teaching of English for EFL learners.
2. To meet diverse learners' preferences and enhance general academic success, we recommend that university-level teachers implement new EFL technology-based teaching and testing practices. Some of these are digital tests, media contents and interactive learning platforms that make students' education sound interesting.

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**Effectiveness of Technology-based Education in Teaching EFL and Raising Academic Achievement of University Students from the Point of View of Students and Faculty Members**

Gender

- Male  Female

Years of Experience

- Less than 1 year  1-5 years  
 6-10 years  More than 10 years

Section 1: The effect of using technology-based education on teaching EFL from the perspective of English language students and faculty members

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	It is easier to teach EFL by using technology-based education.					
2.	Technology-based education supports teaching EFL and makes learning more effective.					
3.	Technology-based education helps teachers to improve teaching EFL with more updated materials.					
4.	Technology-based education improves the quality of teaching EFL.					
5.	Technology-based education enables students to be more active and engaged in the EFL lesson.					
6.	Students pay less attention when technology-based education is used in teaching EFL.					
7.	Students make no effort for their lesson if					

	technology-based education is used in teaching EFL.					
8.	Technology-based education allows students to be more creative and imaginative.					
9.	Technology-based education encourages students to communicate more with their classmates.					

Section 2: The effect of using technology-based education in teaching EFL, raising academic achievement from the perspective of English language students and faculty members

No .	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	Technology-based education in teaching EFL provides learning tools that enhance students' achievement					
2.	Technology-based education in teaching EFL helps provide students with a detailed explanation					
3.	Technology-based education in teaching EFL significantly enhances students' academic achievement by presenting the course content more engagingly.					
4.	Technology-based education in teaching EFL increases students' achievement in English as a Foreign Language by using its programs.					
5.	Technology-based education in teaching EFL is considered a new method for measuring students' achievement					
6.	Technology-based education in teaching EFL provides teachers with a wide variety of assessment tools that align with the nature of educational objectives and measure students' academic achievement.					
7.	Technology-based education in teaching EFL helps students acquire new knowledge and skills.					
8.	Technology-based education in teaching EFL enhances the principle of continuous learning for students, thus improving academic achievement.					