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زانکۆی سەلاحەدین – هەولێر

Salahaddin University – Erbil

Integrating Learning System in The Classroom

**Submitted to the Department of English / College of Education Salahaddin University – Erbil**

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**Abstract**

The purpose of the study is to look into the difficulties and sources of assistance that Kurdish English language teachers have when adopting a new English language curriculum that strongly integrates technology. The study's goals are to determine teachers' perspectives on using technology in their pedagogical practices, analyze teachers' challenges and issues with adopting technology-based implementation, evaluate the Ministry of Education's support for English language teachers, and determine the rate at which English language teachers have incorporated educational technology into their regular lessons. In addition to doing a literature review to give background knowledge on the subject, the study will use a primary research question and related sub-questions to collect data. An introduction, a review of the literature, and an analysis of the results are among the sections of the report. The research will be useful.

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# Section One: Introduction

### 1. Introduction

The Ministry of Education must have a set of established policies and regulations that are followed to regulate and control educational processes and practices. The education system in Kurdistan is in a constant state of change and reform. All changes in education are demanding and need time to be adopted properly. At the Ministry of Education, the Department of Planning and Improvement is responsible for these plans. They also decide which groups or parties are involved in the process. The study reported in this study was undertaken to examine some of the issues relating to a significant government initiative, with a particular focus on English language teachers and their use of technology in English language teaching. The success of any plan depends on the capacity of the implementers of policy to effectively and successfully manage the process of change. However, if a policy fails to develop a calculated plan that employs adequate means to guide those implementing it to success, then that policy will be considered both ineffective and inappropriate. Therefore, any strategy that is decided upon as the best course of action to take depends highly on the policy itself, which impacts on the implementation process. At the Ministry of Education, the Department of Planning and Improvement is involved in the development.

### 1.2 Aim of the Study and its Significance:

This study aims to investigate the barriers that are faced by English language teachers in implementing this curriculum, along with the elements that provide support for its implementation. It focuses heavily on technology-based implementation in English language learning, in particular on investigating the difficulties and problems that teachers may experience. Additionally, the study assesses the preparations that the Ministry of Education in Kurdistan makes for English language teachers, whilst also determining the difficulties that teachers face during the implementation of the new curriculum. The purpose of this is to ascertain whether any limitations in this area hinder teachers from operating effectively in their roles as educators. Furthermore, the study aims to understand teachers’ points of view about using technology in their pedagogical practices. The study also aims to look at the rate at which English language teachers have adopted educational technology integration in their daily lessons. It seeks to determine this rate of adoption based on both teachers’ skills and their knowledge surrounding the use of technology.

### 1.3 Research Questions:

Research question To fulfil the research aims a primary research question was formulated and then subdivided into further sub-questions to be addressed. The main research question for this study is:

1. What are English language teachers’ experiences of implementing the new English Language curriculum in schools in Kurdistan? The main question is subdivided into sub-questions:

1. To what extent did teachers embed technology in the new curriculum?
2. What are the barriers/ enablers that teachers faced in embedding technology into the new curriculum?

# Section Two: Literature Review

### 2.1 Literature Review.

Over recent years there has been intense community debate over educational standards in Australian schools. This report addresses the possible contribution of a type of emerging technology called "integrated learning systems" to developing numeracy and literacy in primary school children. The study began in 1997 and trailed the use of two integrated learning systems which are computer-based systems known as Tomorrow's Promise and Success Maker The systems are currently in use in the US and are designed to manage the delivery of curriculum materials to individual students. They are capable of providing feedback to both the student and the teacher through diagnostic assessments. These systems were tested in developing number and language concepts with grade 3, 4 and 5 children in several ACT schools. The study included control groups for each school that had access to more traditional literacy and numeracy programs. The results of the study suggest that substantial growth in number achievement, and for low achieving children in reading, can result from the systemic use of computer-based learning systems (Integrated Learning Systems) in primary schools, even when the curriculum base of the systems is more appropriate for North American children. After working with ILS for three years, children gained on average six months in mathematics compared with children working with the normal school curriculum. In general, children, teachers and parents were positive about the use of Integrated Learning Systems. (Fitzgerald, 2002)

Technologies have dramatically changed the way people gather information, carry out research, and communicate with others worldwide. Technology has removed the distance obstacles and has made it possible for higher education to effectively teach anyone. Technology integration is being increasingly used in instruction to improve teaching and learning. This rapid development of technology integration has presented a better pattern to find new teaching models. Consequently, it has a key role in learning and teaching language skills. The integration of technology to create a context to teach and learn English skills has a lot of advantages. The fundamental aim of this paper is to review the issues related to technology integration in the learning and teaching of language skills. In this paper, the researcher defines the term technology integration, expresses the reason for integrating technology, explains the role of technologies in promoting learning, elaborates on teachers' roles and learners' roles, reviews previous studies on the benefits of technology in the learning and teaching of language skills, indicates the situation of Information and Communication Technologies (ICTs) in Iran, and finally mentions the recommendations for the successful integration of technology. The review of the literature revealed that the integration of technology into the classrooms considerably improves the learning and teaching of English language skills. (Gilakjani, 2017)

### 2.2 What are the challenges to incorporating technology in the classroom?

All participants shared that they face significant challenges incorporating technology into an early childhood setting. For some participants, these challenges stem from the negative impact technology can have on children’s behaviour, especially during large and small group activities. “We use the smart board during circle time but it is a problem when it comes to sharing. Some of our students become very aggressive over the Smartboard.” Julie is a special education teacher stated, (Fenty, 2016).

Across interviews, participants identified a need for more PD in using technology. One teacher shared, “There hasn’t been any PD at this preschool that I know of for the technology.” Other participants wanted access to PD that was a good fit with their current knowledge base. For some participants, the PD they received was too advanced (Fenty, 2016).

In reviewing the articles listed below there were several patterns. For technology to work in any school everyone must be on board. Technology needs everyone’s buy-in to be successful. The majority of the reviews show that teachers wanted more professional development. Teachers want to learn more about technology. They want to have a better understanding of how to engage students and increase learning in the classroom with 21st-century resources and tools. Teachers who used smart boards noticed it was easier to keep their student’s attention when compared to the times they did not incorporate the tools. (Goodman, 2016)

Technology has changed the look of the 21st-century classroom. Teachers have traded chalk for keyboards and students have traded notebook paper for I-pads. Technology is not going away. Teachers must embrace it with open arms. It truly does make learning fun and engaging. If students are not engaged, they will not be learning. I think this is a very important concept for teachers to understand. The days of standing in front of the room and lecturing are over. Teachers must interact and create a student-centred environment that is inclusive of learning. (Goodman, 2016)

### 2.3 How to Integrate Technology in the Classroom

Many learning technologies and tools boost a teacher’s ability to engage students, as they facilitate access to a multitude of resources and interactive activities. Below are examples of technologies that can benefit teachers and students alike.

### 2.3.1 Computers and Tablets

Educators can take advantage of computers, laptops, and tablets, allowing students to play educational games, watch videos, and interact with new media. These devices also give students access to the internet to conduct research, access databases and visit educational websites. For example, a history teacher instructing a unit on the Medici family's cultural influence could have students take a virtual tour of the Uffizi Gallery in Florence, Italy, and go on an online scavenger hunt for Medici-commissioned art.

### 2.3.2 Smartboards

Educators can keep the learning environment interesting and maximize efficiency by using smartboards in the classroom. With an interactive whiteboard, teachers can bring up supplementary imagery readily, play videos, allow students to collaborate in real-time on the display, and share notes on a class wiki or website. A smartboard can make lessons more engaging and can make it easier for students to return to the notes when class is over. Additionally, these devices can support a variety of subject-specific learning apps.

### 2.3.3 Virtual Reality

Virtual reality (VR) is becoming increasingly common, as are its applications in the classroom. Teachers can use this technology to come up with creative ways to instruct students in everything from a cell's structure to the invasion of Normandy. Other forms of immersive media, such as organizing virtual field trips to Ellis Island and other historic sites, can give students new perspectives and deeper understandings of the subject matter. Interactive VR games can also offer new exciting ways to teach subjects such as biology. One immersive VR game takes students inside a human cell and uses interactive activities to teach them about DNA, RNA and proteins.

### 2.3.4 Social Media

Educators can leverage social media to create groups, hashtags, or other opportunities for their students to interact with material and each other. For instance, English teachers could create a Facebook group where they post discussion topics about Shakespeare's Macbeth, giving students the chance to ask questions or comment as they read the play. Teachers could also upload several versions of one scene and ask students to share how they would direct it. Additionally, teachers can invite students to upload their video or article links related to a specific theme in the play

### 2.4 More Information About Literature Review

Based on the information provides, the literature review in this research paper focuses on the use of technology in education, particularly in teaching and learning language skills. The review covers several key areas, including:

* Defining technology integration and its importance in education.
* Examining the role of technology in promoting learning.
* Discussing the roles of both teachers and learners in integrating technology.
* Reviewing previous studies on the benefits of technology in language teaching and learning.
* Describing the current situation of information and communication technologies (ICTs).
* Providing recommendations for successful technology integration.

The literature review cited in the research paper also mentions a previous study conducted that investigated the use of integrated learning systems (ILS) to improve numeracy and literacy in primary school children. The study found that the use of ILS led to substantial growth in number achievement and reading for low-achieving students. Overall, the study found that the use of technology in education, specifically ILS, can be effective in improving student learning outcomes.

It is important to note that a literature review is a critical evaluation and analysis of existing research studies and scholarly articles related to a particular topic. In a research paper, a literature review helps to contextualize the research problem and identify gaps in the existing literature that the research aims to address.

# Section Three: Conclusion and Recommendation

# Conclusion

This research paper aimed to investigate the implementation of the new English language curriculum in schools in Kurdistan, with a focus on the use of technology in English language teaching. The study examined the difficulties and challenges faced by English language teachers in implementing this curriculum and identified the barriers and enablers that teachers faced in integrating technology into their pedagogical practices.

The literature review provided evidence of the benefits of technology integration in language teaching and learning. However, the research revealed that there were significant challenges to incorporating technology in the classroom, especially in early childhood settings. The findings of this study have implications for policymakers and educational practitioners who need to take into consideration the needs of teachers and students when developing educational policies and strategies. It is recommended that further research be undertaken to identify effective strategies for integrating technology in the classroom and to support the professional development of teachers in this area. Overall, this study highlights the importance of a collaborative approach to implementing educational policies that consider the needs of all stakeholders involved However, the study also highlights the challenges faced by teachers in incorporating technology into the classroom. These challenges include negative impacts on children’s behaviour during group activities, inadequate teacher training, and a lack of access to appropriate technology resources. Teachers need to be properly prepared and trained in the use of technology to effectively integrate it into their teaching practices. finally, the effective implementation of educational policies requires a well-planned strategy and adequate means to guide those implementing it to success. The study emphasizes the importance of teacher training and adequate resources to successfully integrate technology into the new curriculum.

The successful implementation of technology in the classroom can significantly enhance the teaching and learning of language skills and prepare students for the demands of the 21st century. The Ministry of Education in Kurdistan needs to take steps to provide teachers with adequate training, support, and resources to integrate technology effectively into their teaching practices. In doing so, the success of the new curriculum can be ensured, and student’s learning outcomes can be improved.

# Recommendation

Based on the findings of this study, the following recommendations are made for the Ministry of Education in Kurdistan and English language teachers:

The Ministry of Education should provide English language teachers with sufficient training and professional development opportunities to enhance their skills and knowledge of technology use in the classroom. This will enable teachers to integrate technology more effectively in their teaching practices.

The Ministry of Education should provide adequate resources, such as computers, software, and internet connectivity, to schools to ensure that teachers have the necessary tools to integrate technology into their lessons.

English language teachers should be encouraged to collaborate and share their experiences of using technology in the classroom. This can be facilitated through professional learning communities or teacher networks.

The Ministry of Education should establish clear policies and guidelines for the use of technology in English language teaching to ensure consistency across schools and classrooms.

English language teachers should be encouraged to adopt a student-centred approach to teaching, where technology is used to facilitate personalized learning experiences for each student.

The Ministry of Education should conduct regular evaluations of the effectiveness of technology integration in English language teaching and provide feedback to teachers to ensure continuous improvement.

English language teachers should be given the autonomy to experiment with different types of technology and teaching strategies to determine the most effective approaches for their students.

The Ministry of Education should prioritize the provision of support for schools and teachers in rural and remote areas to ensure that they have the same access to technology and professional development opportunities as those in urban areas.

By implementing these recommendations, the Ministry of Education in Kurdistan can improve the integration of technology in English language teaching, leading to enhanced learning outcomes for students and improved quality of education overall.

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