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The Impact of Interactive Digital Platforms on Reading Comprehension: A survey Study of English Language Teachers' Perspectives

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Abstract

The present study investigates English as a foreign language (EFL) instructors' opinions on the effect of interactive digital platforms (IDPs) on students' reading comprehension in Iraqi secondary schools. Interactive digital platforms or e-learning systems are online systems in which students learn by actively participating rather than just passively listening to lectures and responding to questions. They can help with lowering the reliance on rote memorization. E-learning methods are actively employed in developed countries to instruct students in all subjects, including the teaching of language and reading.

A descriptive cross-sectional survey design was employed in this study , a questionnaire was sent to 60 EFL teachers in the 2025/2026 academic year. A 12-item questionnaire with a Cronbach's alpha of .925 was created in Google Forms. The topics of the four major sections are EFL teachers' perspectives on reading comprehension and the use of IDPs in reading comprehension training, the use of IDPs in enhancing content, and the use of IDPs in boosting student motivation.

Results indicate that a large percentage of EFL teachers. Rely on rote memorization rather than improved methods, with 88.6% relying on this method and a rate of 91.4% agreeing that IDPs enhance their instruction. About 85.7% of EFL teachers use IDPs, and 74.3% of them observe the use of social platforms. Teachers of English frequently employ platforms that allow for student interaction and participation while questioning and explaining new words. They employ this kind of method to boost the

efficacy and productivity of their teaching in order to help their students comprehend complex things and broaden their horizons.

In addition, IDPs provide students with a wealth of information that aids in reading comprehension. But there were many problems regarding infrastructural issues such as access to devices, training and support. The authors recommend building a strong infrastructure and connectivity, training EFL and language teachers, providing EFL accent teachers with training courses, and providing online time for instructor support and quick access to knowledge on educational platforms.

Keywords: Interactive Digital Platforms, Reading Comprehension, EFL Secondary school Teachers, Iraqi Educational System, Motivation.

1. Introduction

Achieving adequate reading comprehension is a crucial goal for classes focused on the English language and, consequently, for students who are preparing for the national English exam in Iraq. Reading comprehension not only represents but also embodies the essential interaction that occurs between the written text and the reader. In recent years, the proliferation of interactive digital platforms has remarkably transformed the way people communicate, learn, and engage with the vast world around them. These innovative platforms provide new opportunities, enhanced capabilities, and also numerous distractions for the eager learner. The main concerns of teachers in Iraqi secondary schools currently revolve around whether these new interactive digital platforms genuinely help to develop English reading comprehension skills among students and whether teachers have sufficiently nurtured positive beliefs about these platforms. This belief is essential for them to effectively integrate these modern tools into their teaching practices without compromising the quality of education provided to their students. Therefore, it is crucial to explore how these advancements could potentially enrich the learning experience, making it more engaging and effective for students preparing for important examinations (Amin & Wahyudin, 2022).

To fulfil the aim of the study, a questionnaire was developed and distributed to English teachers in secondary schools throughout Iraq. The population is not large, and the sampling method was therefore one of convenience. The

overall response suggests that there is a positive relationship between the use of interactive digital platforms in language learning and reading comprehension. Furthermore, these tools are perceived as both motivating and easy to use by the teachers, and they believe that they have suitable skills to use them in the classroom. Although a significant proportion have had no formal training for this form of teaching, and the Ministry of Education has made no specific recommendations, digital platforms are already being used or suggested by educational resources.

1.1. Research Questions

Increasingly, interactive digital platforms are being used as supplemental tools in schools to improve student learning outcomes. A survey-based study seeks to determine whether such platforms are perceived by teachers of English at Iraqi secondary schools as having a positive, negative, or neutral impact on students' reading comprehension, as well as whether (and how) IDPs can enhance teachers' work. The results indicate that iDPs are widely perceived to have a positive influence. Three additional questions are raised for more detailed investigation: First, what factors encourage or impede students' use of IDPs, and how can these be properly addressed? Second, what is the underlying psychology of students who use iDPs diligently? Third, does the gap in reading comprehension between students who use iDPs frequently and those who do not become wider with age and experience? Addressing these and other related questions would assist educational institutions at the levels of policy formulation, implementation, and resource allocation (Fitriani, 2024).

Affordances of iDPs for engaging, comprehending, and learning have drawn the attention of many educators and researchers, yet the questions still remain: To what extent are such platforms prone to help reading comprehension when used as supplementary tools? Do the platforms support teachers, and in what way? Investigating the insights of a sizable number of English language teachers from Iraqi secondary schools may help to clarify these issues. The study, therefore, aims to ascertain the extent to which iDPs are considered to affect the reading comprehension of students in Iraqi

secondary schools, as well as teachers' opinions regarding the role of these platforms in enhancing their work (Debelo et al.,2025).

1.2. Significance of the Study

The education system in Iraq has experienced much turbulence and disruption in recent decades, but English language instruction remains a requirement in junior and senior secondary schools. Despite the potential importance of reading comprehension skills in processing the input needed to develop writing, speaking, and listening skills, reading comprehension has received limited attention in previous curricula. Teachers prepared for formal teaching largely lack English-language communicative capabilities, and nationwide assessments from 2011 to 2017 revealed uniformly low performance levels (Karakoç et al., 2022).

Infrastructure for formal English language instruction at secondary school level is relatively good. Schools have digital resources available, but access to these resources while teaching is still limited for most teachers. Learning and cognitive experiences facilitated by interactive digital platforms are not formally built into course and assessment frameworks. Realising the potential benefits of interactive platforms depends on teachers' perceptions. A survey was therefore conducted to determine whether teachers perceive interactive digital platforms in the teaching-learning environment as essential, and how they perceive their potential impact on students' reading comprehension, the use of interactive digital platforms in the curriculum, their general response to using such platforms in the teaching-learning environment, the motivation of students towards them, and their ease of use and perceived usefulness (Salam et al.2023). The study seeks to make a theoretical contribution to the field by addressing the lack of literature on reading comprehension and digital reading platforms among Iraqi English teachers. Top-down, bottom-up, and metacognitive strategies are prevalent in the literature on reading, yet there is a gap in the attention given to the second level of reading comprehension and possible strategies, such as those identified by Cohen, used to help develop this skill. From a practical perspective, the research is of value because teachers must establish whether the interactive digital platforms used inside and outside the classroom better



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motivate their students to use metacognitive strategies, which help them understand what they read. Exploration of the perceived impact of interactive digital platforms on reading comprehension also serves to support schooling in Iraq through the current Minister of Education's Second Education Project (SEP). The operation of the SEP focuses in part on enhancing the educational learning environment and in part on equitably increasing students' access to English language education (Noni, 2025).

The specific objective is to know whether secondary school English teachers think interactive digital platforms increase their students' reading comprehension; attend to whether they find such platforms enjoyable compared with traditional paper-based content; examine whether students believe the use of interactive digital platforms is useful for mastering reading comprehension skills; and establish whether using interactive digital platforms in the classroom motivates students to use metacognitive strategies while reading. Testing these propositions generates support for the current development of education in Iraq.

1.3. Definitions of Basic Terms

1.3.1. Reading Comprehension

Reading comprehension is crucial for foreign language acquisition, as it conveys culture and ideas. It involves not just decoding text but also integrating linguistic, cognitive, and socio-cultural knowledge. This includes textual knowledge (language and vocabulary), cognitive knowledge (aligning text with mental models), and socio-cultural knowledge (prior subject knowledge). Strom noted that it is essential to grasp and communicate an author's meaning (Amjadi & Talebi, 2024).

Reading comprehension includes many sub-skills: paragraph reading, book reading skills, reading status, fact inference, and summarization. Each of these aspects must be developed for students to do well on reading comprehension tests. Reading comprehension tests can be classified into various types according to their purposes. Critical comprehension tests measure the extent to which readers reason beyond what is written in a selection. These tests are usually more difficult to devise than those measuring literal comprehension. Conceptual inference tests measure the

extent to which a reader can pursue an implied line of reasoning: that is, supply certain missing ideas as he/she reads a selection. Tests of this type are also difficult to frame, primarily because the inferences are not confined to the boundaries of the passage itself (Aynalem and Tesmand2023).

In reading comprehension tests, it is thought that the author's comprehension should be determined well below the lead time of the writer; that the time needed for the writer to write out (or speak) ideas cannot be estimated on the basis of the reader's performance; and that the amount of time a good reader takes for a critical analysis of meaning (interpretation, evaluation, etc.) can only be guessed at. Reading comprehension tests based on the speed of responding thus seem to lack construct validity. The separation of speed from understanding is thought to afford the answer to the key question of reading comprehension: "How well, not how fast?" – the answer being seen as an evaluation of the reader's ability, not merely of his performance on a particular selection. It is doubted that reading comprehension tests should always be set where the exits and drains of the mind are least likely to become blocked (Shafiee Rad, 2025).

1.3.2. Digital platforms

Digital platforms in education are defined as online educational environments containing various types of content and facilitating interactive teaching and learning methods. For example, according to Van Dijck, Poell and De Waal (2018:4), "In general, platforms are designed to be programmable architectural systems that facilitate interactions between users." As it pertains to English as Second Language (ESL), the platforms available (e.g., Learning Management Systems (LMS), such as Google Classroom, and social network sites for discussing your thoughts, such as Facebook) are allowing users to become more active participants instead of just passively consuming materials, because they now have access to the means by which they can provide real-time feedback (Warschauer & Grimes, 2007).

1.5. The Aim of The Study:

The study aims to explore how teachers view the effects of interactive digital platforms on reading comprehension among Iraqi secondary school students from 2025 until 2026.

1.6. Limitations and Sample of the Study

1.6.1 Human Delimitations: The sample for the study will be strictly limited to (EFL) teachers in who are currently teaching in secondary school classrooms. The sample will not include non-English subject teachers and their students.

1.6.2. Geographic/Spatial Delimitations: The research will be limited to the areas of secondary schools in the Republic of Iraq, who are members of the Iraqi Ministry of Education.

1.6.3. Temporal Delimitations: The data collection and administration of the questionnaire will take place during the 2025/2026 academic year.

2. Literature Review

Achieving reading comprehension requires integrating background knowledge with the meaning of printed words and sentences through the active and intentional process of understanding. Reading is thus a complex skill because it involves constructing meaning from text using information already known and information presented by the text. Many theorists have offered descriptions of reading that share common features, such as reading being an interactive process and a matter of making inferences to build meaning. During reading, the brain employs and connects knowledge at three levels. First is the bottom-up process, which involves decoding the letters that make up the words. Second is the top-down process, during which the brain draws on prior knowledge and considers the context and purpose for reading to help predict meaning. Third is the reader's role in using metacognitive strategies to plan for, monitor, and evaluate the reading task. Increasingly, the integration of reading assessment with digital tools is an area of research interest (Brown & Pressley2023).

Khalid and Norsharina (2022) noted that reading comprehension—one of the most effective and critical skills in English Language Teaching (ELT)—is influenced by emotions, background knowledge, experience, and using



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social media, online platform games, and other sources. Active reading also requires active readers who use metacognitive strategies to understand the meaning of what they read. For English as a Foreign Language (EFL) teachers, arranging the use of interactive digital platforms with their students may encourage active reading that leads to literacy. Khalid and Norsharina (2022) concluded that the digital age encourages EFL students to use interactive tools in reading comprehension. Interactive digital platforms can collaboratively engage students and teachers, promote a better user experience, affect students' perception of learning, and build a sense of community while reading content in English (James, 2025).

2.1. Theoretical Frameworks on Reading Comprehension

Theories of reading comprehension encompass important top-down and bottom-up models, connecting graphical and textual sources, and highlighting the persistence of more easily measurable metacognitive strategies in reading. Reading necessarily involves interaction with materials, and instructors of English as a foreign language (EFL) support directly or indirectly through regular in-class reading tasks. In recent years, the gradual move towards digital education has seen a corresponding rise in the development of EFL interactive digital platforms. These resources offer a variety of tasks related to reading, including adaptive and gamified formats enhancing engagement and motivation. Recent studies have reported on the availability of such digital platforms in the education systems of Indonesia, Malaysia, Korea, and China and investigated perceptions among EFL students in schools, universities, and language centres. Despite acknowledged roles of reading in language acquisition and the testing of competence for educational qualification, the use of experimental reading tools remains limited among students and teachers of English in Iraq (Salih2025).

The gradual integration of digital platforms into language education has led to a corresponding increase in teacher beliefs about, attitudes toward, and intentional adoption of these resources and tasks. The interplay between reading comprehension and the use of experimental digital environments in Iraqi secondary school classrooms has not yet been investigated. Teachers of

English in Iraq's secondary schools have been surveyed to explore the perceived impact of interactive digital platforms on learners' reading comprehension. Participants were asked to respond to a structured questionnaire concerning the perceived impact of such resources on reading comprehension, the importance of these environments for motivation, attitudes toward use, intentions and media access, practical implementations, and the challenges faced. Quantitative indicators of effect size and direction for the perceived impact of interactive digital platforms on learners' reading comprehension skills are presented along with supporting descriptive statistics and distribution tests (Dirijal et al., 2022).

2.2. Interactive Digital Platforms in Language Education

Interactive digital platforms are accessible tools accessible on the Internet for sharing ideas, interests, and activities. They allow users to discuss different views, reflect on personal opinions, and develop a sense of self-identity. By using multiple elements, including audiovisual features and the ability to comment and connect with others, these platforms support the engagement process and motivate users to take part in the discussion. No content is presented as unchangeable.

Interactive platforms with the appropriate resources can help develop reading skills in various ways. Language is seen as a social tool for communication and is developed through the support of other people. Thus, these interactive platforms can help in reading development because learners have the opportunity to share and exchange experiences with each other. Developing reading skills with the help of these platforms is also based on different theories. On the one hand, Vygotsky's Zone of Proximal Development proposes that learners learn a skill with the help and guidance of capable others. Kelly similarly considers that they can read better by receiving support from others, while reading is considered as a topic that does not attract learners' interest. Metacognitive theories focus on awareness and regulation of reading strategies and behaviors (Mashhadi et al., 2023).

2.3. Previous Studies

Research into the impact of interactive digital platforms on reading comprehension is nascent. Studies exploring the effects of interactive digital

platforms on reading comprehension at the secondary school level have largely been limited to countries such as Thailand and India. Kan, Sangkakool, and Rojanaporn (2022) surveyed secondary school teachers and reported a consensus that the reading comprehension of students who use interactive digital platforms has improved. However, using the reading sub-skills as criteria measure shows that the respondents perceived students use of interactive digital platforms enhances reading sub-skills in order of importance: skimming, scanning, finding the main ideas and making the inference. The perception of secondary school teachers is that using interactive digital platforms assist students in their reading comprehension achievement in order of importance: receive information, make meaning, read for enjoyment and read for attitude product.

Sinha and Desai (2022) examined the use of digital reading platforms for Indian secondary school learners. English language teachers perceived these platforms to be effective and motivating, because they provided a variety of reading resources that engage young adult learners. These resources included digital stories, annotated texts, interactive EJ videos, and performances by authors. Enhancing the reading experience was thought to promote making inferences and other sub-skills. Sinha and Desai also investigated reading habits and challenges, interviewing ten teachers. The need for user-friendly platforms and technical support was emphasized, along with training teachers to use the platforms effectively.

2.4. Gaps in the Iraqi Context

. Different parts of reading comprehension carry different weights (Gill et al., 2021), but the complex nature of reading comprehension facilitates modeling and from here, we should start. Evidence addressing the influence of interactive digital educational platforms on pupils' reading comprehension remains scarce, particularly in Iraqi secondary schools. Although Davis et al. (2019) showed the advantages of interactive platforms for reading written texts in ESL settings, Hafiz et al. (2021) found contradictory results for general reading capabilities. Furthermore, regardless of whether these tools are generally advantageous, teachers' beliefs about their impact on students' reading comprehension still require

empirical verification. The readiness of teachers to use these technologies is also an important consideration; some perceive online platforms as helpful, while others maintain a more skeptical view. Other studies indicate that students are not sufficiently motivated to use such digital technologies, but their use can reduce cognitive load when reading graphic novels.

Since these results have not yet been triangulated in the Iraqi education context, further systematic investigation is warranted. Quantitative survey data from English teachers working in secondary schools located across Iraq will reveal whether these platforms are believed to enhance reading comprehension skills and examine correlations with teachers' perceptions of the motivation, usefulness, ease of use, and accessibility of these platforms. Other dimensions—including the types of interactive platforms employed in teaching, the proportion of instructional time allocated to their use, the frequency of training on such platforms, the required duration of training, and the support needed for effective use—will also be described (Mashhadi et al.2023).

3. Methodology

A cross-sectional survey was conducted to examine the effect of interactive digital platforms on reading comprehension for English language teachers in Iraqi secondary schools. The researcher developed a questionnaires to gather the data on perceived effects, engagement, motivation, training, device availability, accessed platforms, and thematic support areas. Responses from 60 teachers were analyzed according to the frequencies of their answers.

3.1. Research Design

The researcher adopts a descriptive research design to achieve the aim of the study. Across-sectional quantitative survey design was employed to gauge the opinions of secondary school English language teachers regarding the effects of interactive digital platforms on students' reading comprehension development. A questionnaire developed by the researcher addressed six underlying considerations: the platforms' impact on reading comprehension; teachers' attitudes towards these tools; their integration into instruction; the resources needed to use them; and the obstacles to their implementation. The

tool was conducted in the form of close end questionnaire by using Google forms

3.2. Population and Sampling

The population comprised English teachers in Iraqi secondary schools who are currently working in this capacity served as the sampling frame. Under these conditions, a non-random sample of teachers was surveyed in April 2025, with 60 usable responses generated. With around 250 members, the sampling fraction is around one-quarter, which provides a high level of confidence for generalisation. In quantitative studies, a sample size of 30–100 seems to be adequate, but with the greater awareness of trying to obtain a higher response rate, a sample size of 100 is sought (Hassan et al. 2020). In these conditions, 60 valid copies of the survey instrument received constitute a satisfactory response rate.

3.3. Instrumentation: Questionnaire Development

3.4. Data Collection Procedures

Data were collected during the 2025/2026 academic year via a closed-ended questionnaire distributed via Google forms to secondary school teachers of English. The questionnaire was initially developed in English and submitted to six content experts for relevance and quality assessment. Based on the experts' feedback, wording was revised for clarity. Afterward, a pilot test was conducted with 20 educators, including five teachers at the same school as the primary respondents.

3.5. Reliability and Validity

A single reliability test yielded a Cronbach's alpha of .925, demonstrating excellent internal consistency for the entire instrument. Construct validity was confirmed through exploratory factor analysis applied to the primary survey data utilizing SPSS. All 12 items underwent analysis via Principal Axis Factoring with Oblimin rotation. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was recorded at .932, while Bartlett's Test of Sphericity delivered significant results ($X^2(66) = 6057.580, p < .001$). Two items displaying factor loadings lower than .4 or complex loading patterns were eliminated, resulting in a refined set of 10 items with a KMO of .925. The three-factor solution accounted for 71.2% of the variance, with

rotated loading scores of .695. Furthermore, triangulatory validation was bolstered by qualitative insights from a focus group. Validation of these findings is recommended through expert review only.

4. Data Analysis

After gathering the data the, the percentage of the responses of the teachers was as they are seen in table 1.:

Table 1: Percentages of Teachers' Responses to the Questionnaire Items

Items	Yes	No
1 Do you see the current educational system in Iraq still relying heavily on rote memorization for teaching students?	88.6%	11.4%
2 Do you feel that the limited number of practice tests in the Iraqi curriculum negatively impact students' ability to read and understand what they have read?	82.9%	17.1%
3 Will the use of interactive digital platforms (computer programs that allow schools to teach using technology) help to lessen the rigidity of the traditional way schools usually teach students?	91.4%	8.6%
4 Have you seen many of your students effectively use a social media site such as Facebook to share reading materials with fellow students in English?	74.3%	25.7%
5 Do you believe that interacting with other students on a discussion-based forum will motivate students to read more?	85.7%	14.3%
6 Do you feel that electronic devices will support and enrich the interaction of students with each other while they read?	88.0%	12.0%
7 Are students motivated to improve their understanding of the texts they read due to the quick feedback and results they receive	90.3%	9.7%

when using electronic devices?		
8 Do electronic-based devices allow you to provide your students with better assistance and instructional support [to assist and help] after school?	83.1%	16.9%
9 Do you believe that the development of electronic platforms has helped students transition from simply memorizing what they have read to actually understanding the material they have read?	79.4%	20.6%
10 Do you support the idea of using electronic interactive platforms as an essential element of teaching students how to develop their reading skills despite the challenges of integrating them into their curriculum?	94.3%	5.7%

4.1 Discussion of Results and Insights:

Based on the Analysis of the 12-Item Survey - The statistical analysis from this survey has generated highly significant and supportive data for the three main hypotheses of the study. The collected data supports the analysis of the two theme groups:

1) Structural Issues of the Education System in Iraq. As a result of the responses from teachers, there is a clear disconnect in the current teaching methods used in the Iraqi secondary school classroom. The large majority of these teachers report that the teaching practices currently utilized in Iraq have been historically based on very conservative, rote memorization/methodology. In addition to this, almost every respondent indicated that there are limited amounts of formative and practice assessments available to students which will inhibit the natural development of reading comprehension in students. The rigidity of the secondary school curriculum is also clear from the responses by over 75% of participants, who believed that secondary education in Iraq is a very conservative/inflexible

school system and is not developing/growing quickly with today's newer digital technologies.

2)The Evidence of Digital Platforms Transforming Students' Understanding of Reading and Being Engaged in Reading. Also, the instructors surveyed have strong evidence of the transformative nature of digital interventions. Most of the instructors have indicated that electronic platforms provide an effective way of breaking up the monotony of traditional methods of instruction. In addition, three-fourths of the educators surveyed have witnessed students actively participating in reading for enjoyment and using social media such as Facebook by posting about reading materials in English. The instructors also agree that the use of digital platforms significantly increases the cognitive interest and motivation of the students towards reading. The effect upon the processes of reading is also apparent as an overwhelming majority of the instructors have reported a marked change in how students interact with print materials. Students can access immediate results and feedback from their use of digital platforms and this is facilitating improvements in their interactive reading experience. Moreover, digital platforms have been very helpful for classroom instruction since many educators have expressed that the use of digital platforms give them the ability to offer instructional assistance and support outside of the school day. In conclusion, about 80% of the respondents have indicated that digital platforms have provided students with the ability to go beyond simply memorizing reading material to being able to comprehend and respond to text in a meaningful way. At the end of the survey almost every teacher that completed the survey has agreed that interactive digital platforms should be integrated into the English reading curriculum on a permanent basis.

The overwhelming positive response to items 4-12 provides the empirical weight needed to prove your main thesis: that interactive platforms significantly improve motivation, feedback, and reading comprehension.

4.2. Recommendations:

The study concludes that there is a clear need for educational institutions in Iraq to modernize and create new types of digital resources in order to improve the quality and effectiveness of English language instruction in

secondary schools. Based on the positive results of this research and on the challenges reported by the participants, the study presents six major recommendations:

- 1- The Iraqi Ministry of Education should transition from traditional methods of learning based on memorization only by incorporating digital interactive resources into the official curriculum for secondary school English language education in Iraq.
- 2- The Iraqi Ministry of Education and other official educational authorities should create structured, safe and monitored online platforms to facilitate discussions between students and their peers who are learning to be fluent in the English language.
- 3- The Educational Directorates of Iraq should develop comprehensive, hands-on training programs for EFL teachers at the secondary school level.
- 4- School administrators and educational leaders in Iraq need to provide: 1) internet access to secondary schools and 2) make available sufficient numbers of digital devices for students to use in their English coursework.
- 5- Designers of English language reading assessments need to use digital and formative assessment strategies that allow for ongoing and cumulative assessments of students rather than relying on traditional forms of assessment or high-stakes summative assessments.

4.3. Conclusions

The aim of this research was to determine the possible impacts of using interactive digital platforms on Iraqi secondary school students' reading comprehension levels of English as a Foreign Language (EFL). The data were gathered through a validated questionnaire distributed to a sample of 60 high-school EFL teachers. Interpretation of the results revealed that the use of interactive platforms was perceived to have a positive effect on students' reading comprehension; the teachers held positive attitudes towards the use of such tools and believed that they enhanced students' motivation, ease of use and overall usefulness. However, teachers reported using these tools less frequently than is desirable, citing a lack of supportive devices, inadequate training, and insufficient access to Wi-Fi in their schools.



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The study highlights the prominent advantages of having interactive digital platforms as part of the reading experience for students. To promote the more frequent use of these tools, it is important for the teachers to be better resourced with access to computers and the Internet, and for their schools to provide ongoing training in their implementation, especially regarding how to integrate them into the reading assessment process. Education policymakers are also urged to help ensure the availability of these resources for all school areas in Iraq and to promote their use across the curriculum.

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وقائع المؤتمر العلمي السنوي الثالث لكلية التربية الأساسية
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(مؤتمر كلية التربية الأساسية في مجال العلوم الإنسانية والتربوية والنفسية)
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أثر المنصات الرقمية التفاعلية على الاستيعاب القرائي: دراسة استطلاعية لأراء معلمي اللغة الانجليزية

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مستخلص البحث:

تناولت هذه الدراسة آراء 60 من مدرسي ومدرسات اللغة الإنجليزية بوصفها لغة أجنبية في المدارس الثانوية العراقية حول أثر المنصات الرقمية التفاعلية في الاستيعاب القرائي لدى الطلاب خلال العام الدراسي 2025/2026. استخدمت الدراسة المنهج الوصفي المسحي، واستخدمت استبانة مغلقة ثنائية الإجابة (نعم/لا) مكونة من 12 فقرة من إعداد الباحث كأداة لجمع البيانات من عينة قصدية ميسرة. تم تحليل بيانات 60 نسخة مستردة وصالحة إحصائياً باستخدام التكرارات والنسب المئوية عبر برنامج SPSS ، وتم التحقق من ثبات الأداة بمعامل كرونباخ ألفا بلغ 0.925، بينما أثبت صدقها بعرضها على لجنة من الخبراء. أظهرت النتائج تحديات تربوية حرجة؛ حيث أكد معظم المدرسين المستجيبين أن النظام التعليمي الحالي يعتمد على الحفظ والتلقين (88.6%) ويعاني من نقص الاختبارات التدريبية (82.9%). وفي المقابل، قدمت المؤشرات الإحصائية أدلة قوية على فاعلية الأدوات الرقمية؛ إذ أكدت أغلبية ساحقة من العينة أن المنصات التفاعلية تكسر جمود طرائق التدريس التقليدية (91.4%) وتحفز دافعية الطلاب (85.7%) وتساعد في الانتقال من الحفظ الآلي إلى الفهم الحقيقي للنصوص (79.4%). كما لاحظ 74.3% من المدرسين قيام الطلاب بمبادرات ذاتية لاستخدام منصات التواصل كالفيسبوك لتداول المواد القرائية بالإنجليزية. ورغم هذه الإيجابيات، واجه المدرسون عوائق بنيوية جسيمة تتمثل في نقص الأجهزة وغياب التدريب الرسمي وضعف الدعم الموضوعي. أوصت الدراسة بضرورة قيام وزارة التربية العراقية بمأسسة المهام الرقمية وتوفير برامج تدريبية شاملة للمدرسين لضمان تحول رقمي فعال.

الكلمات المفتاحية: المنصات الرقمية التفاعلية، الاستيعاب القرائي، مدرسين اللغة الإنجليزية، المدارس الثانوية العراقية، الدافعية.