

Assessing The Impact of Teaching English Literature through Digital Technologies on EFL Learners' Speaking Skill

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Abstract:

This study examined the importance of teaching English literature through digital technologies on the EFL learners' Speaking skill. It is a mixed research study, containing quantitative and qualitative data, where the questionnaire and the interview were designed by the researcher to gather the data, aiming at achieving the objectives of the study and testing out the hypotheses, the population of the study have been EFL English language class teachers who were randomly selected and EFL English university lecturers (doctors and professors). The quantitative data was analyzed, using Statistical Package for Social Sciences, version (23) and the content analysis for the interview questions were jotted down by the researcher. The results have significantly proven that teaching literature through digital technologies has an impact on the EFL learners' Speaking skill, as this was the belief of all the experts who were interviewed by the researcher. Furthermore, the digital technologies make the classrooms more communicative, lively and attractive, to enhance the learners' speaking skill as well facilitating the process of teaching and learning. Finally, the researcher finalized the study with some recommendations and suggestions for further studies.

Keywords: Digital technologies, EFL learners, virtual platforms, ICTs authentic materials

قياس أثر تدريس الأدب الإنجليزي من خلال التقنيات الرقمية على مهارات التخاطب لدى دارسي اللغة الإنجليزية كلغة أجنبية

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المستخلص:

اختبرت هذه الدراسة أهمية تدريس الادب الانجليزي من خلال التقنيات الرقمية على مهارة التخاطب لدارسي اللغة الانجليزية كلغة أجنبية، هي دراسة بحثية مختلطة تحتوي

على نوعين من البيانات الكمية والنوعية تم تصميم الاستبيان والمقابلة من قبل الباحث لجمع البيانات ، بهدف تحقيق أهداف الدراسة واختبار الفرضيات ، وكان مجتمع الدراسة من معلمي اللغة الانجليزية كلغة اجنبية الذين تم اختيارهم عشوائيا وأساتذة اللغة الانجليزية بالجامعات السودانية، قام الباحث بتحليل البيانات الكمية، باستخدام (الحزمة الإحصائية للعلوم الاجتماعية الإصدار، الإصدار 23) ومنهج تحليل المحتوى لأسئلة المقابلة. أمنت النتائج على اتفاق خبراء اللغة الانجليزية الذين تم الأخذ بأرائهم، بصورة مقدره بان تدريس الأدب الانجليزي من خلال التقنيات الرقمية له تأثير على تعزيز مهارات التخاطب لدارسي اللغة الانجليزية كلغة أجنبية، علاوة على ذلك، فإن التقنيات الرقمية تجعل الفصول الدراسية بيئة جاذبة وأكثر توافرا وحيوية، مما يعزز المهارات اللغوية الشاملة لداري اللغة الانجليزية كلغة اجنبية، ويسهل بدوره عملية التعليم والتعلم. اخيرا أنهى الباحث الدراسة بإيراد بعض التوصيات وتقديم مقترحات لدراسات إضافية في هذا الموضوع الحيوي.

الكلمات المفتاحية: التقنيات الرقمية، دارسي اللغة الإنجليزية كلغة أجنبية، المنصات الافتراضية ، المواد الموثوقة ، تكنولوجيا المعلومات والاتصالات.

1.Introduction:

The twenty first century is an era of globalization and information technology, playing a key role in various aspects of peoples' day to day activities. The society has been changed drastically with the evolution of technology, so before the advent of modern-day technology, life was burdensome and everyday tasks consumed too much of our time, so immense opportunities are being provided by technologies, playing an important role in human life. The access to medicine, education, industry, transportation and etc., has been simplified due to modern day technology, due to the convenience and efficiency provided by technology, our lives have improved significantly.

Another way technology has impacted society, is through communication, how we talk and communicate with one another worldwide. Technology brought many new methods of electronic communication, for instance, there are e-mails, social networking, you can face time a person that lives on the other side of the world, and there is a video conferencing where you can have conferences electronically. Technology has also affected the way students are taught and in which they learn, changing the classroom. In past the classrooms were lecture driven, with technology involved in education, the

students are more active in their learning, being active, more interesting and participants in the process of teaching and learning, even teachers play the role of facilitators or guide of information.

Teachers reported that students had an increase in motivation when an aspect of multimedia technology is used in the classroom, because of their willingness to work with technology as opposed to a normal classroom setting of boring lectures, so multimedia based classrooms are more dynamic and interactive ones, attracting the students' attentions and interest.

Therefore, the current researcher believes that literature teaching through digital technologies can have an impact on the EFL Learners' Speaking skill.

It is well known that in order to communicate effectively in the target language with one another, understanding is always the core to achieve this goal. The digital technologies, in particular the audio book and video simultaneously can improve both the receptive and productive language skills of the learners. Thus, the audio video classroom could easily be used in English Speaking activities, so long as being exposed to listening.

2.Statement of the Problem:

Although there are various teaching methods used in English language learning classrooms such as direct method or audio lingual method, they have been rarely used in English language teaching in some Sudanese universities, in particular, literature teaching at the universities level.

By and large, the integration of digital technologies into the traditional teaching method that can be introduced to make the teaching literature more interactive and interesting has been neglected. the main goals of these teaching methods, are enabling the language learners to communicate, using the target language, focusing on listening and speaking skills, teaching the language through conversation as well as the discussion to achieve the language competence.

Having based on the interviews, the researcher has conducted, regarding how literature is taught in some Sudanese universities. Most of the teach-

ers and the students who have been interviewed indicate that the audio video technology has been rarely used in teaching of literature as the main supportive teaching tool, and the traditional instructional method has been the only method used in the literature classroom. Therefore, the researcher aims at assessing the impact of teaching literature through digital technologies on the EFL Learners' Speaking skill?

3.Objectives of the Study

The researcher in the study aims at achieving the following objectives:

1. To assess the impact of teaching literature through digital technologies on the EFL Learners' Speaking skill.
2. To create an interactive learning environment.

4.Significance of the Study

So long as the teaching methods are concerned , the traditional English teaching methods in which the digital technologies supported tools are not used are less effective and may not draw the learners' attentions and interests as compared to the multimedia technologies , in particular , the audio video technologies in classroom instruction which will broaden the learners' understanding of the target language , so when the students watch videos containing learning materials , or exposing to the audio book ,the information they learn will stay active in their memories and easy to recall The cognitive psychological studies have shown that 94% of the information learned through visual and the auditory access, of which 88% is obtained through the vision, 12 % through hearing. This would deepen and strengthen the understanding of the EFL Learners' linguistics potentials.

The digital technologies used in teaching literature would create a dynamic live scenario, attracting the attentions of the learners, providing them with requirements of learning the language as well as improving the respective language skills, particularly, the paralinguistic features which are totally missing in the traditional instructional methods where only the board, chalks and the text book are mainly used by the teachers in the literature classroom.

Moreover, the digital technologies in which the literature material is

displayed helps the students learn and acquire syntactic structure, pronunciation so long as being recorded by the native English speakers. This exposure of English live scenario would permit the students to hear how English native speakers interact socially and linguistically, enhancing the EFL Learners' linguistics competence and comprehension skill as well.

5.Literature Review

5.1 Definitions

According to Alan Hancock, as cited in Ahmed, J. (2010, p.7) "Indeed the phrase Educational Technology has been coined principally to express the notion of men, machines and materials working together to improve the relevance of both teaching and learning process".

Laszewski & Motenda. (2008, p.1) "Educational technology is the study of ethical and practice of facilitating learning and improving performance by creating, using and managing appropriate technical processes and resource".

Also, Sherrington (1973, p.12) pointed out that the educational technology is to be regarded as significant device in learning English for it provides the learners with a clear picture just as it could be used by the native speakers, having the experience of using it as in a real social English context. Huang, R., Spector, J, & Yang, J. (2019, p.4) "Educational technology refers to the use of tools, technologies, process, procedure, resources and strategies to improve learning experience in a variety of setting". Rana, K.B. (2017, pp.11-12) concluded that the use of educational technology is so significant for both instructors and learners, changing the entire settings of instructional environment, the use of ICTs – Information and Communication Technologies can provide learners with requirements for learning the language. also, digital materials can offer additional learning materials over the traditional textbook or printed materials that could improve instructional process. Over the past years and as the result of information technology era , many concepts and terms were formulated by experts in the field of Educational technology , referring to the use of computer in English instructional methods .Richey,R.C.(2013,pp.101-102) stated that the concept of Media Technol-

ogy over years was regarded as an equivalent to technology , but the word technology could employ broader meaning and concept , signifying product , process and system , this term was in earlier 1940s , the concept of audio-visual education in itself has been the extension of 1920s visual education which late got into educational technology . the term educational Media has no longer been used as famous as the term ICTs, Information and Communication Technologies being progressively shown up in the twenty first century literature in educational technology. AlMukhdlafl,T.R.(2017,pp.20-27) indicated that the 21st century has been known as the Information epoch or era in which so many digital facilities had emerged and in full support to both the teachers and the learners whether in terms of hardware or software packages , the computerized learning classrooms are seen more interactive and dynamic than the traditional once , computers were first used in the field of educational since 1960 and increasingly paving the way for IT , the Information Technology which is more comprehensive , including all digital devices ,social networks ,virtual platforms and etc. Warscauer, M. & D, Healey. (1998, pp.57-71) highlighted the backdrops of the Computer-Assisted Language Learning CALL into three different phases, each of which had a specific target and certain focus of its own perspective and justification, these stages are Behavioristic CALL being adapted in 1960s and 1970s having based on Behaviorist theory. then the Communicative CALL which stood up in the late 1970s and early 1980s, focusing on the communicative teaching method in order to help the language learners to generate words and expression rather than only repeating the language, so the last came the Interactive CALL, the model that had incorporated the progress of multimedia computer and the internet, integrating various technologies, serving out as an effective and comprehensive tool for the language learning and teaching. Hubbard,P.& Levy,M. (2006,p.9) “ CALL is the process of teaching and learning through the use of computer and internet service ”

Kong. (2009, p.31) “the advantages of using CALL resources are ac-

cessibility, renewability, adaptability and interactivity”. regarding the uniqueness of CALL

Pennington. (2004, p.8) “a wide variety of inputs from electronic resources such as CD- ROMs, networks, hardware and software enhance CALL because of their unique properties”

Hockly,N. & Dudeney,G.(2007,pp.7-9) pointed out the TELL , Technology Enhanced Language Learning appeared in 1990 to meeting the requirement of the communication technology , the use of technology in the learning classrooms is drastically playing a key role in English Language Teaching and in the years to come would be a part and parcel of the ELT components .

Prenshy, M. (2001) as cited in Richey et al. (2013, pp.89-90) outlined that the digital natives refer to the individuals that grow up with digital technology such as computers, video games, digital music players, cellphones, internet, video cameras, instant messaging and etc. and the digital immigrants are those who were not born into the digital world.

5.2 Brief History of Educational Technology

Huang et al .(2019,pp.10-14) concluded that the history of learning and teaching was synchronized with the history of human beings who had used various tools and techniques as to support learning and teaching , right through human development stages , so the educational technology has a long history to be backdated to 2.500 BC , the invention of Abacus , the very early calculating tool or device , along with scrolls , the ancient documents and the pictographs which are the use of pictures to represent data , then came in the invention of a printing machines in the fifteenth century by Johannes Guttenberge , having considered as the greatest invention of all times . the printing machine contributed in changing the learning and teaching processes. the eighteenth century witnessed the wireless communication radio, the moving pictures (Kinescope) and the distance education in England. The rapid increase of technology was clearly seen in Nineteenth century in which

Televisions and animation were made in the first half of the century and the internet in the second half of the century, then late in the twentieth century the whole world experienced the smartphones, social digital networks and various information technology connections.

Bluerangetech.com. (2018) stated that there had been great shifts in the history of educational technology over years, notably, from the school slate and chalkboard to the virtual reality, being commenced from the late eighteenth century, right through Nineteenth century, twentieth century and up to the present time, chronologically dated back to 1890, the school slate and the chalkboard being regarded at that time as instructional tools. In 1925 the invention of film projector and the radio, in 1930 was the time to witness the overhead projector used by the US military which later became popular in the most American schools. The headphone in 1975 as being believed that learners could master great skills through repeated exercises, this became so popular at that era. moving on, in 1951 the videotapes and in 1959 the educational television which aired educational programs. The CD-ROM drive to store learning materials was commenced in 1985. approaching the end of nineteenth century, that is to say 1999 was the experience of IWB – the Interactive White Board or the smart board, today's version of chalkboard. in 2010 the apple iPad which made learning easy as well as devised process. As the time went by, in 2015 many schools introduced chrome books in the learning classrooms, substituting the traditional notebooks, the hardware paired with Google G Suite to enhance teachers to collaborate students, making learners work together and seamless transition from device to device. then, in 2017 the emergency of VR, virtual reality which both teachers and learners could access interactive videos already there on the internet, the accessibility of using the content on any devices, laptops or desktop computers.

5.3 Elements of Learners' experience with digital technology

Guo,F.(2012) as cited in Huang,R.,Spector,J., & Yang,J.(2019,pp.97-102) proposed a framework regarding the elements of the learners' experi-

ence with technology , this framework encompasses five elements or pillars : value , desirability , usability . comfortability and adaptability. each pillar or element is intended and designed to give answers and provide information related to the learners' experience with digital technology or educational technology.

5.4 Integration of digital technologies into education:

Ahmed ,J. et al (2010,pp.33-34) asserted that words and pictures are the two significant elements that form the audiovisual teaching , as being one aspect or form of digital technology , words are represented in sounds , the audio and pictures are represented in vision , the visual , so the incorporation of these two aspects in the learning materials would enhance the learners' comprehension as well as enrich their language perception about how the language is spoken in a real life situation so long as the audiovisual is recorded by the native English speakers , the paralinguistic features , conceptualization and the pronunciation could easily be attained and improved when learners are fully exposed to such an interactive digital teaching aids which are also considered as interactive and motivating . Ng,W. et al .(2015,pp.4 -7) indicated that the digital technologies are of various kinds , having the software and the hardware are the core components , even the purposes for which the individuals use the digital technologies are varied . there are three main reasons provided by the educational institutions, regarding the incorporation of the digital technologies in the field of learning:

- Assisting the process of learning in order to attain the well – set learning objectives, in terms of rising up the learners' motivation and providing interactive resources.
- Preparing the learners to have twenty –first century skills.
- Becoming the digital citizens.

5.5 Digital Devices

Brooks, D.W. (1997, pp.19) “multimedia combined use of several media such as movies, slides, music and listening, especially for the purpose of

education or entertainment". Due to Brooks idea above, the multimedia is the integration of audio and visual features together that could be used for various purposes of which the educational ones could be the core idea and practice, representing the current research study.

Hockly, N & Dudency ,G. et al .(2007,pp.183 – 186)

- Chat ware “software for voice and / or text chat”
- MP3 Player “a small portable device used for learning to audio files in a compressed format called MP3”
- Self – Access Center, SAC “a classroom which can be used by learners to study a lone, SAC often has computers and access to the internet”
- Skype “a software program which uses peer – to peer transfer techniques to facilitate free audio and videos conversation over the internet”
- Social software “software that creates links individuals”
- Video conferencing “a meeting between people who are not physically present”
- Virtual learning environment – VLE “a software system designed to help teacher manage online educational courses”
- Webcam “an abbreviation of Web Camera, a small camera which is connected to a computer simultaneously communicate via voice and text chat”

Bull, G & Bell , L.(2010,p.197)

- Video editor “a software program that enables users to edit video footage, cutting sections of the video, combining multi videos, adding text and special effects”
- Wiki “a web – based tool that consists of documents or web – pages that can be created collaboratively within a group of any size designed by the creator”
- YouTube “ an online video repository (www.youtube.com) where digital videos creators can upload and share short videos ”

6. Research Method :

It is a mixed research since the nature and the contents of the research study clearly display two types of data to have been collected, the qualitative and quantitative data. The quantitative data is explained in numerical outcomes and the qualitative is presented in an interview, therefore the two types of data were used in collecting the data to test out the hypotheses of the current study. The population of the study are the English Language teachers and English language professors. The number of fifty English Language class teachers from various universities and schools of learning have been randomly selected to respond to the respective data collection tools as well as English language professors, representing the highest level of English knowledge in the concerned field are to be responded to the data gathering tool and those opinions and concepts are always taken into consideration as solid and authenticated references in the field of the social studies. This current research has used two types of research methods to collect the data in order to get valid answers to the questions and to achieve the objectives of the study as well. The quantitative research method in form of questionnaires as data collection instrument to be responded to be the English language class teachers as the population of the study, the researcher here has used SPSS, Statistical Packages for Social Sciences version (23) to analyze the quantitative data. The qualitative method in terms of interview as data gathering tool, being responded to by the English Language professors, here the current researcher has used the content analysis to analyze this type of data.

7. Data Analysis and Discussion:

This current research on The Impact of Teaching English Literature through Digital Technologies on EFL Learners' Speaking Skill has implied two data types; Quantitative and Qualitative ,being presented in Questionnaire that contains (10) various statements with scale of Agree , Disagree and Neutral, and Interview which has encompassed four questions.

Teachers' questionnaire

The teachers' questionnaire, having designed by the researcher was divided into two parts the respondent's primary data that includes respondent gender, qualification, years of experience and the respondents' field of study. The second part of the questionnaire encompasses (10) statements along with the scale of Agree, Neutral and Disagree. All the primary data and the questionnaire have been patently presented in tables as well as in graphs.

Table (7.1) Respondents' Gender.

Gender	Frequency	Percent	Valid Percent
Valid Male	38	76.0	76.0
Valid Female	12	24.0	24.0
Total	50	100.0	100.0

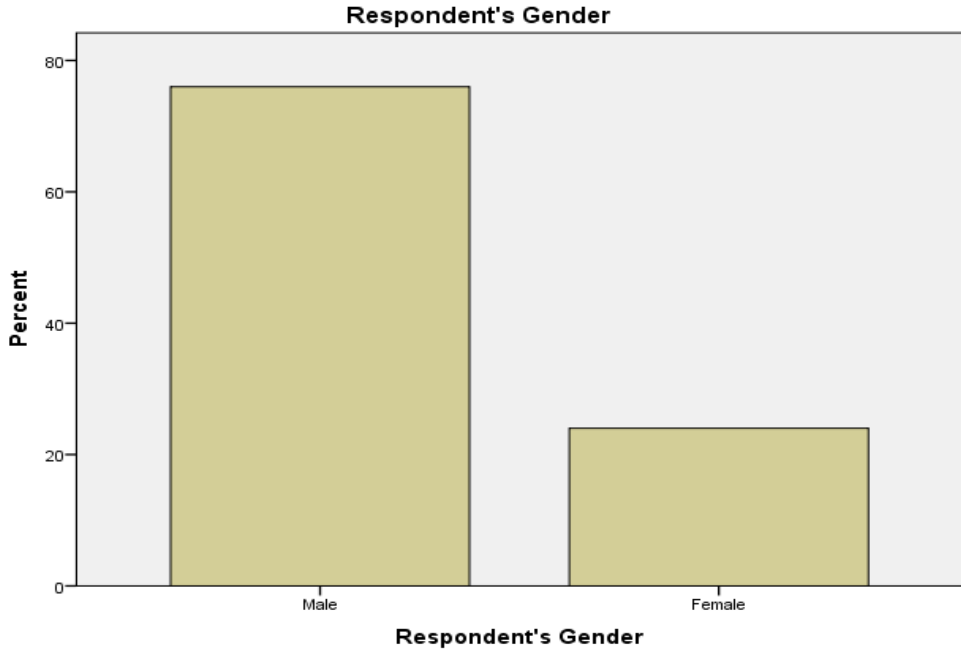


Table 7.1 shows the gender of the English teachers who have responded to the research questionnaire, 76% of the respondents are males' teachers whereas 24% are female teachers.

Table (7.2) the respondents' qualification

Qualification		Frequency	Percent	Valid Percent
Valid	Bachelor Degree	11	22.0	22.0
	Post-Graduate Diploma	9	18.0	18.0
	MA	14	28.0	28.0
	PhD	16	32.0	32.0
	Total	50	100.0	100.0

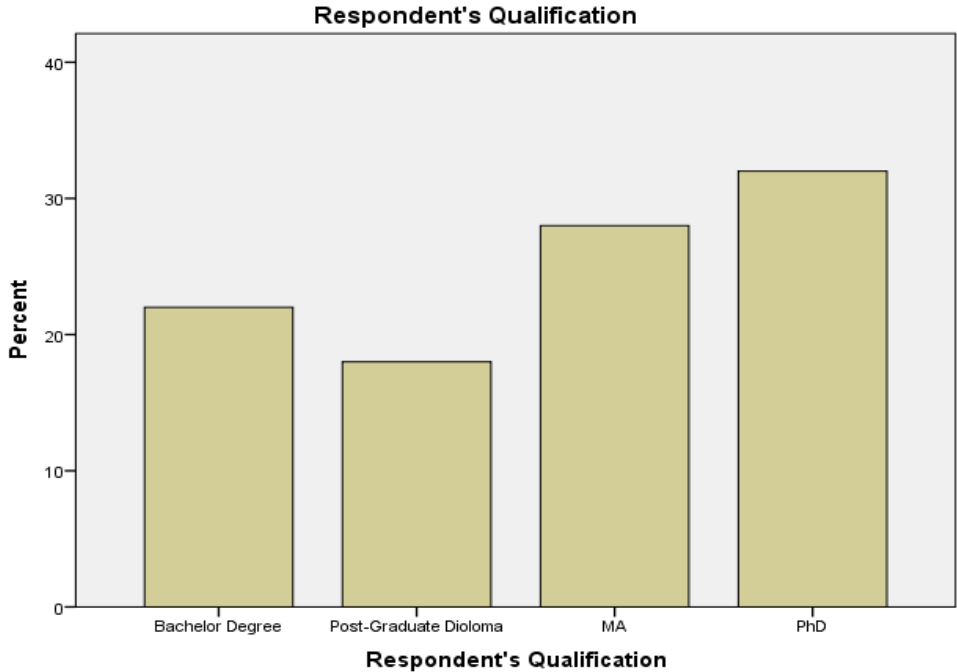


Table 7.2 shows the respondents' qualification, indicating four categories of which the PhD holders hit out 32 %. This could emphasize the results to be obtained are convincing and contributive ones.

Table (7.3) Respondent's Years of Experience

Years of Experience		Frequency	Percent	Valid Percent
Valid	Years 1-5	18	36.0	36.0
	Years 6-10	9	18.0	18.0
	and more 10	23	46.0	46.0
	Total	50	100.0	100.0

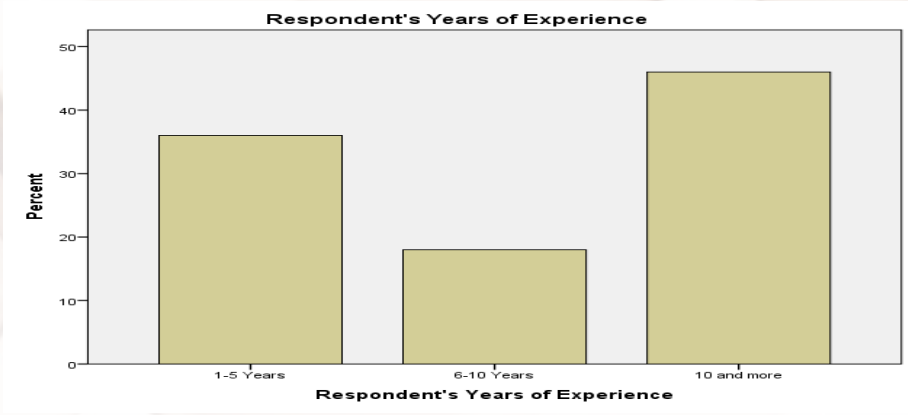


Table 7.3 illustrates the years of experience of the respondents, showing three segments of the work experience, the highest percentage is of those who have more than (10) years, hitting out 46%. This also might prove that the results to be obtained should highly be considered.

Table (7.4) Respondent's Faculty

	Faculty	Frequency	Percent	Valid Percent
Valid	Faculty of Arts	30	60.0	60.0
	Faculty of Education	20	40.0	40.0
	Total	50	100.0	100.0

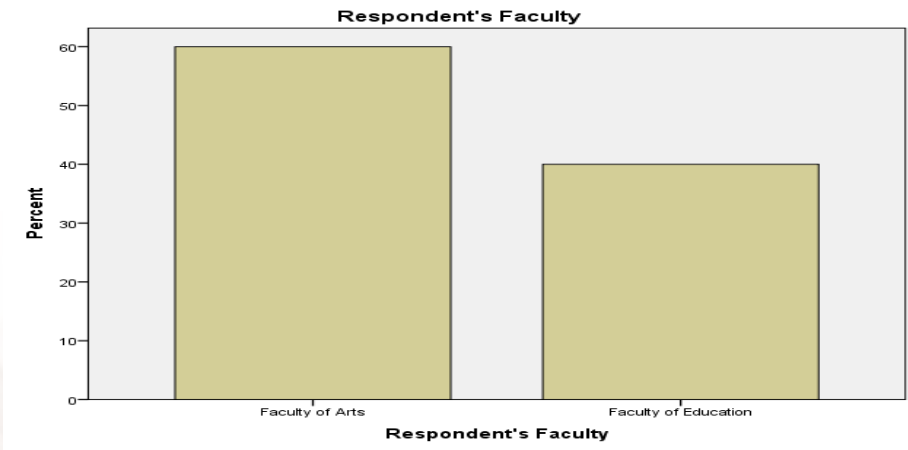


Table 7.4 points out to the respondents' field of study either Arts of Education. 60% of the respondents are from the faculty of Arts, whereas 40% are from faculty of Education, both responses are to be taken into accounts for

their direct involvement and concerns in the outcomes of the current research study. The results of the current study might partly depend on the respondents' qualifications, years of experience and the field of study which could be summarized as follows

- 32 % of the respondents are PhD holders.
- 46 % of the respondents have more than 10 years working experience in teaching.
- 60 % of the respondents are faculty of Arts-based.
- 40 % of the respondents are faculty of Education-based.

Table (7.5) Smart board creates an interactive learning environment

scale		Frequency	Percent	Valid Percent
Valid	Agree	39	78.0	78.0
	Neutral	9	18.0	18.0
	Disagree	2	4.0	4.0
	Total	50	100.0	100.0

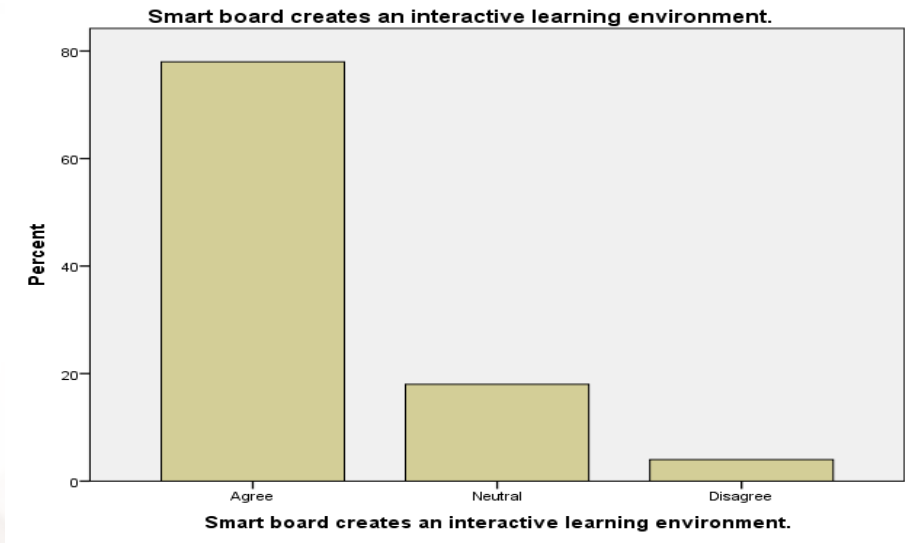


Table 7.5 illustrates clearly 39 responded teachers out of 50 have already agreed that smart board creates an interactive learning environment. This figure hits up 78% of the total percentage. Based on the above data, it could be counted for

- Learning environment is one of the most significant pillars in learning process, it must be encouraging and motivating in order to increase the learners' interests and facilitate the learning materials.
- The multimedia classroom, including the smart board has become so significant in this digital era, the educational technologists believe that technology in class room isn't a matter of choice; it is a basic learning and teaching requirements.
- With the smart board technology, learners become active participants in the classrooms.

Table (7.6) YouTube Videos attract learners' attention.

Scale		Frequency	Percent	Valid Percent
Valid	Agree	38	76.0	76.0
	Neutral	9	18.0	18.0
	Disagree	3	6.0	6.0
	Total	50	100.0	100.0

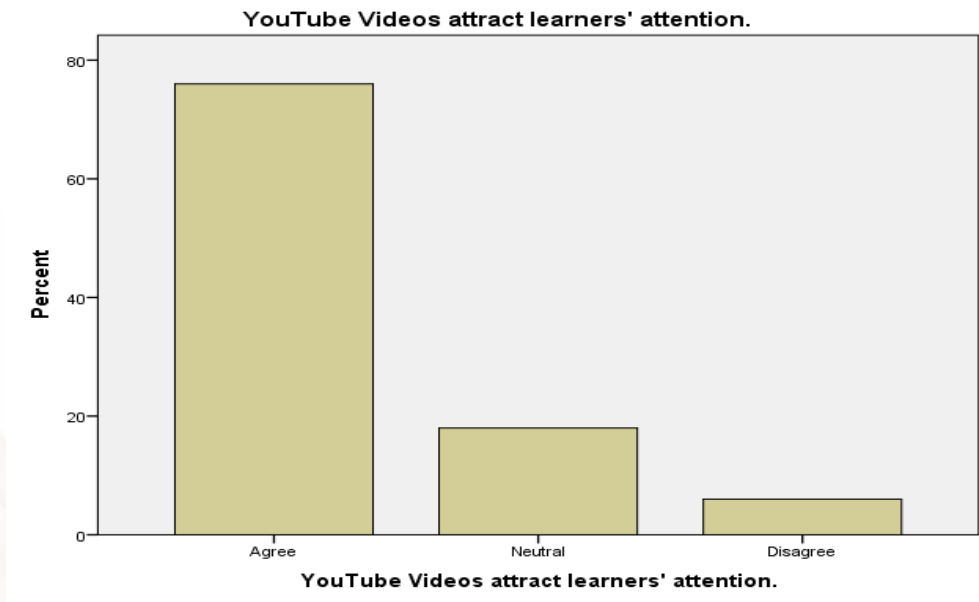


Table 7.6 illustrates 76% of the responded teachers agree that YouTube videos attract learners' attentions. With the above figure, the following could easily be noted.

- YouTube videos are technology based software tools, possessing the two

main characteristic which are highly require in learning capturing the learners' attention as well as their interests.

- The paralinguistic features are best perceive and encoded, using or exposing to videos based learning.

Table (7.8) Audiobook creates motivating learning environment.

	Scale	Frequency	Percent	Valid Percent
Valid	Agree	32	64.0	64.0
	Neutral	14	28.0	28.0
	Disagree	4	8.0	8.0
	Total	50	100.0	100.0

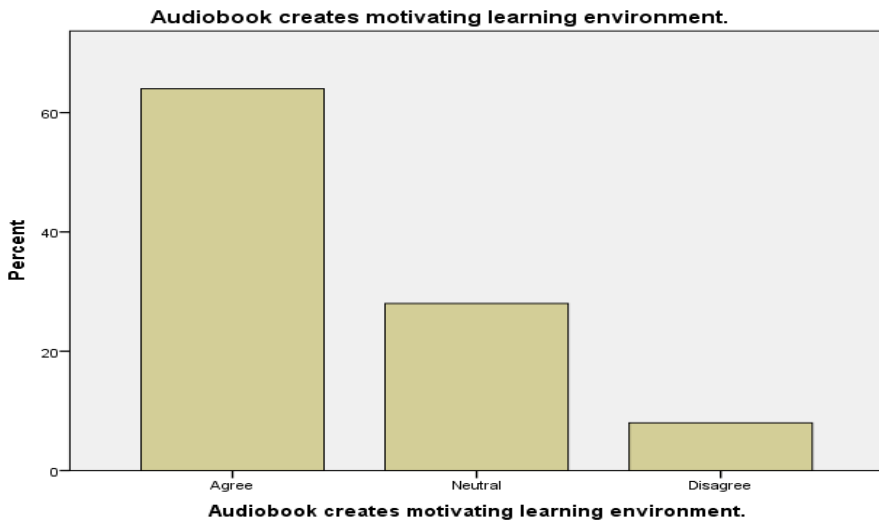


Table 7.8 illustrates patently 64% of the responded teachers agree that Audiobook creates motivating learning environment.

Having based on this figure, the following could be elicited

- The breakthrough in IT, the information technology or the ICTs, information and communication technologies has made it easier for the technologists or educational technologists to design software packages in which these audio-based features are already installed.
- The audiobook has become as one of most powerful learning tools, particularly in language learning process. It helps increase reading accuracy, improve fluency and the comprehension as well.

Table (7.9) Audiovisuals provide learners with English language environments.

scale		Frequency	Percent	Valid Percent
Valid	Agree	37	74.0	74.0
	Neutral	10	20.0	20.0
	Disagree	3	6.0	6.0
	Total	50	100.0	100.0

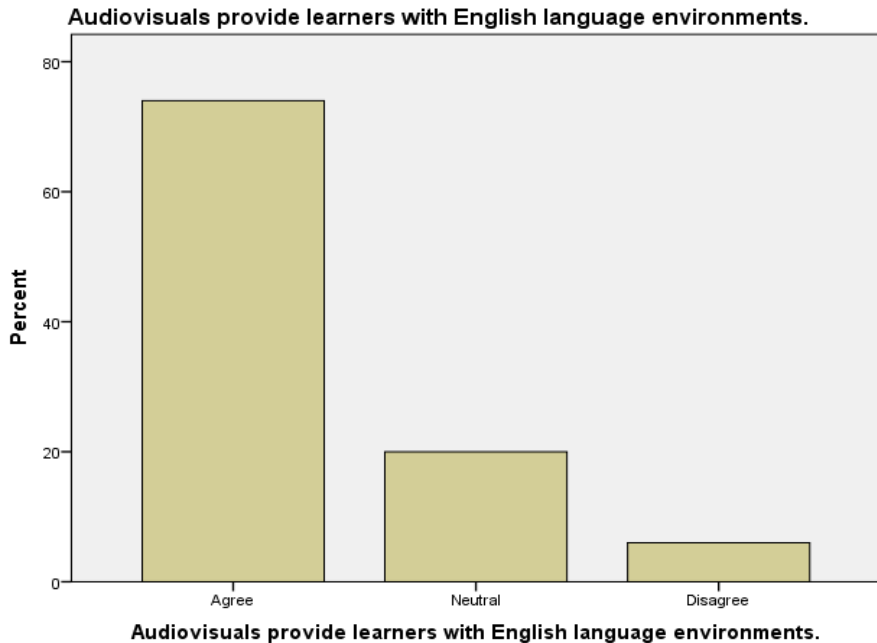


Table 7.9 illustrates 74% of the responded teachers agree that Audiovisuals provide learners with English language environments. The above high percentage is accounted for

- According to the neurosciences, the audiovisuals have been designed to target the brain encoding registers.
- Data and information are easily stored, processed and retrieved.
- Data are easily transferred to the long-term memory.
- The audiovisuals make the language easier and motivating in all its aspects or skills.

Table (7.10) Virtual Platforms create communicative learning environments.

	Scale	Frequency	Percent	Valid Percent
Valid	Agree	33	66.0	66.0
	Neutral	11	22.0	22.0
	Disagree	6	12.0	12.0
	Total	50	100.0	100.0

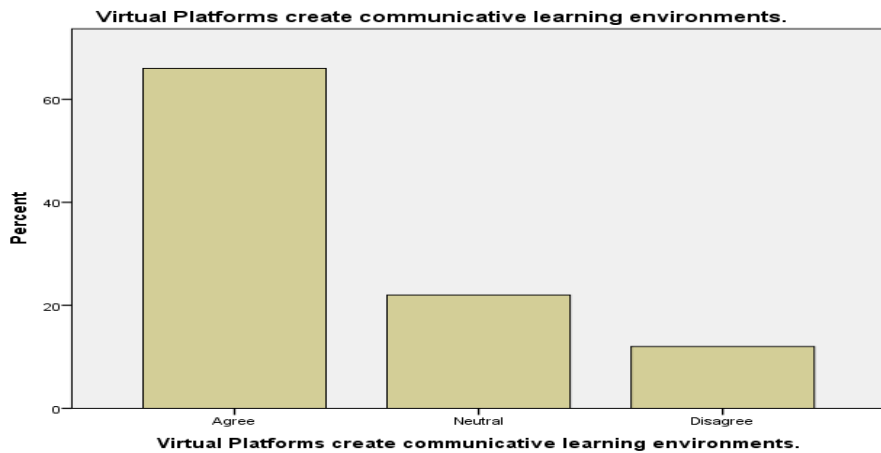


Table 7.10 illustrates clearly 66% of the responded teachers agree that Virtual Platforms create communicative learning environments. This high percentage could be traced to the below points:

- These platforms or online platform are said to be like webinars, the on-line seminars whose hosts are always English-speaking people, the native Speakers and with whom the learners have to get in touch effectively.
- The virtual platform is considered a high-tech tool, digitally connected to the internet, bringing various participants together in a real time.
- The virtual platform is a stress-reduction.
- As the evolution in communication technologies, the virtual platform has become as integral part in learning and teaching process, creating a healthy communicative learning environment.

Table (7.11) Audiobook improves learners' pronunciation.

Scale	Frequency	Percent	Valid Percent
Valid	Agree	43	86.0
	Neutral	5	10.0
	Disagree	2	4.0
	Total	50	100.0

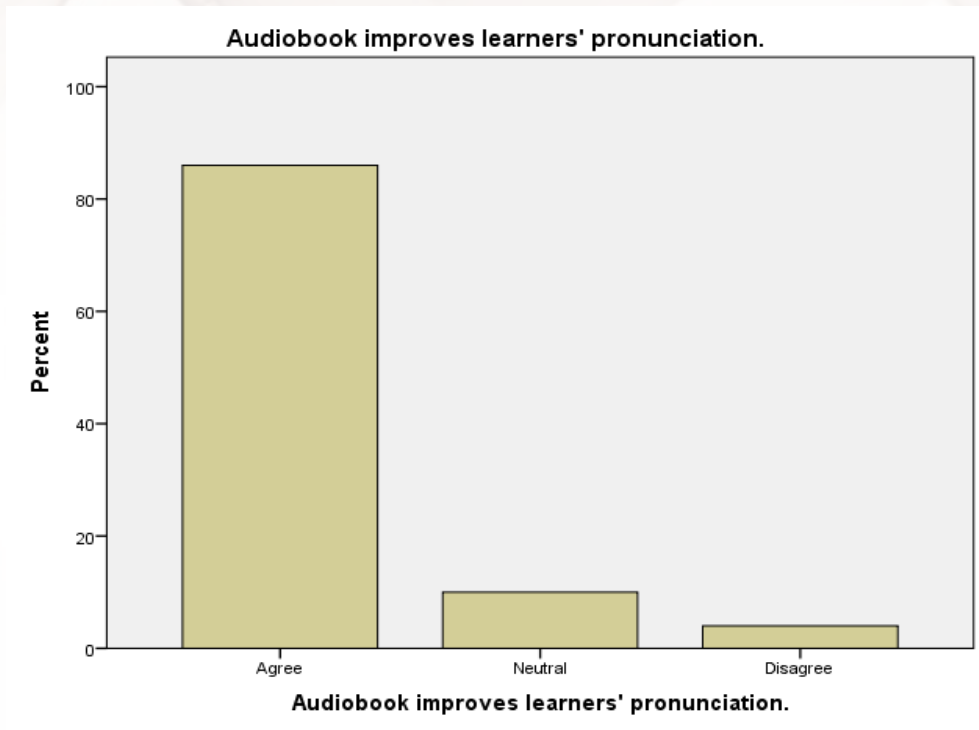


Table 7.11 indicates that 86% of the responded teachers have agreed that the audiobooks improves learners' pronunciation. This high percentage may be easily traced to the fact that the audiobooks material or contents are recorded in natives English speakers' voices, needless of either British or American accents. Intonation, words syllabus and stress are enhanced, using this type of digital device.

Table (7.12) YouTube Videos develop learners' Linguistic ability

Scale	Frequency	Percent	Valid Percent
Valid	Agree	32	64.0
	Neutral	14	28.0
	Disagree	4	8.0
	Total	50	100.0

YouTube Videos develop learners' Linguistic ability.

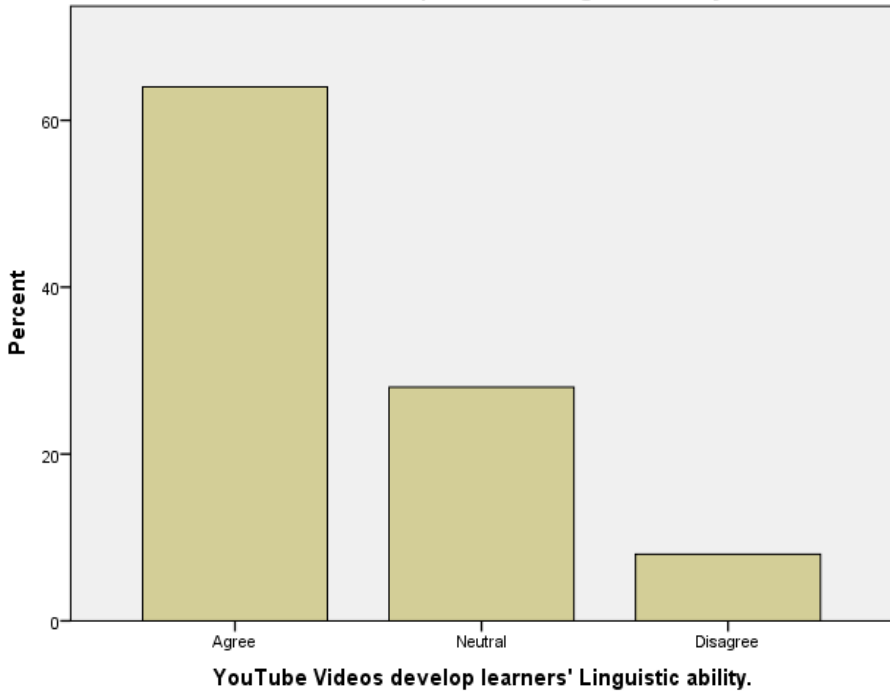


Table 7.12 shows that 32 responded teachers out of 50 in total, constituting 64% have agreed that YouTube videos develop learners' linguistic ability. Having based on this figure, the following could be observed

the learning material or the contents already recorded and presented in the YouTube are done by the Native English speakers, representing the daily social English a part from this very fact, this digital software has two core elements, the audio and visual features, enabling the learners improve the language structures, the linguistic ability.

Table (7.13) E-dictionary improves learners' speaking skill.

Scale	Frequency	Percent	Valid Percent
Valid	Agree	31	62.0
	Neutral	9	18.0
	Disagree	10	20.0
	Total	50	100.0

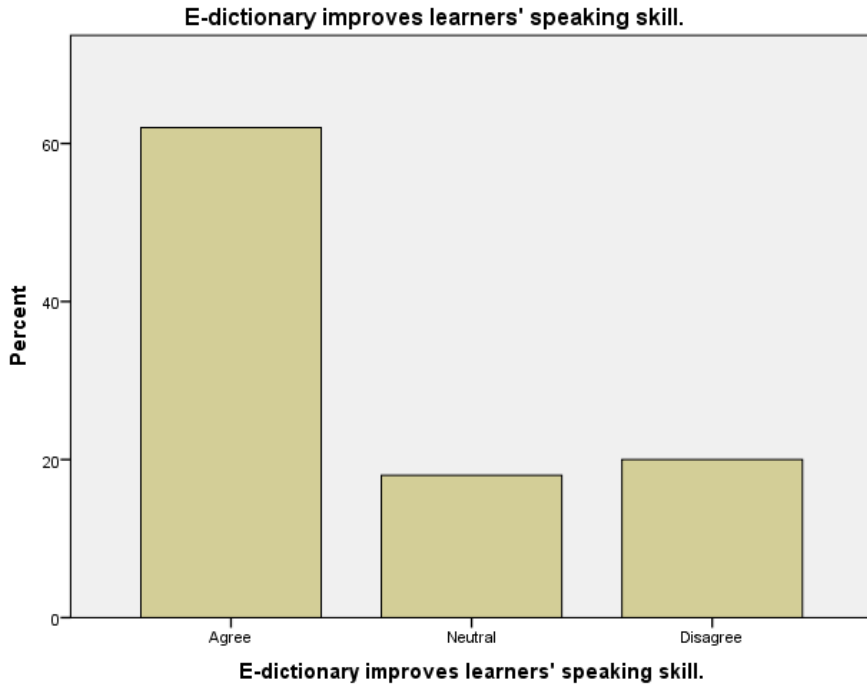


Table 7.13 indicates that 62% of the responded teacher have agreed that the E-dictionary improves learners' speaking skill, only 20% have disagreed.

Looking at this percentage, one could truly say this electronic machine is so helpful in various aspects for the EFL learners. It contains very effective and supportive digital built-in features (meanings of the words are explained in English. Words are contextualized in a comprehensive manner for the students, online and offline versions are always accessible and available even open sources, enjoyable and attractive apps.) therefore, the learners' speaking skills can be easily improved, using the e-dictionary.

Table (7.14) Online authentic materials enhance learners' competence

Scale	Frequency	Percent	Valid Percent
Valid	Agree	32	64.0
	Neutral	13	26.0
	Dis-agree	5	10.0
	Total	50	100.0

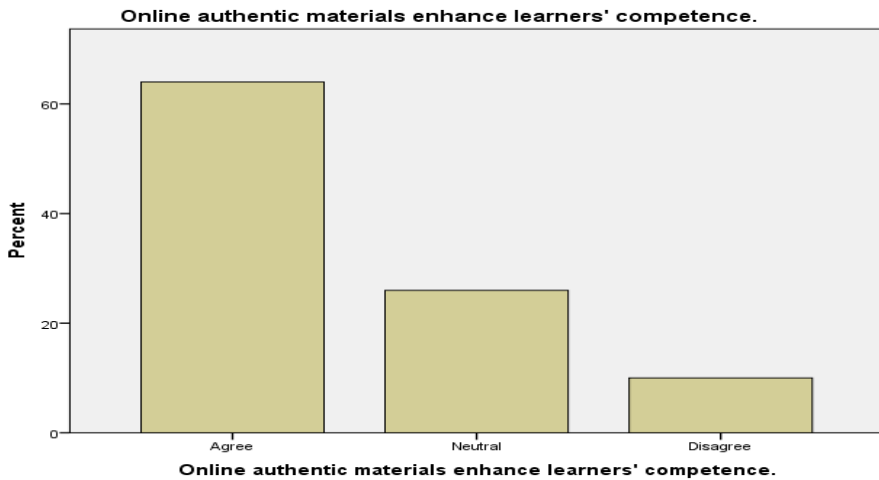


Table 7.14 shows that 64% of the responded teachers agree that online authentic materials enhance learners' competence while only 10% have disagreed on the concept. Depending on the figure above, the following points may come to the mind

- the breakthrough in the ICTs has brought sweeping changes in various ways of the human social life in which language learning and teaching have significant share.

- teaching and learning materials were digitalized in cloud computing as authenticated contents to have been accessed at any time.

- the authentic materials and online learning databases in various forms and formats are reliable resource, in particular, the language related online materials designed for the EFL learners.

Table (7.15) Software programs (Chat ware, Webcam, and etc.) can be used to improve the learners' speaking skill.

Scale	Frequency	Percent	Valid Percent
Valid	Agree	34	68.0
	Neu-tral	11	22.0
	Dis-agree	5	10.0
	Total	50	100.0

Software programs (Chat ware, Webcam, and etc.) can be used to improve the learners' speaking skill.

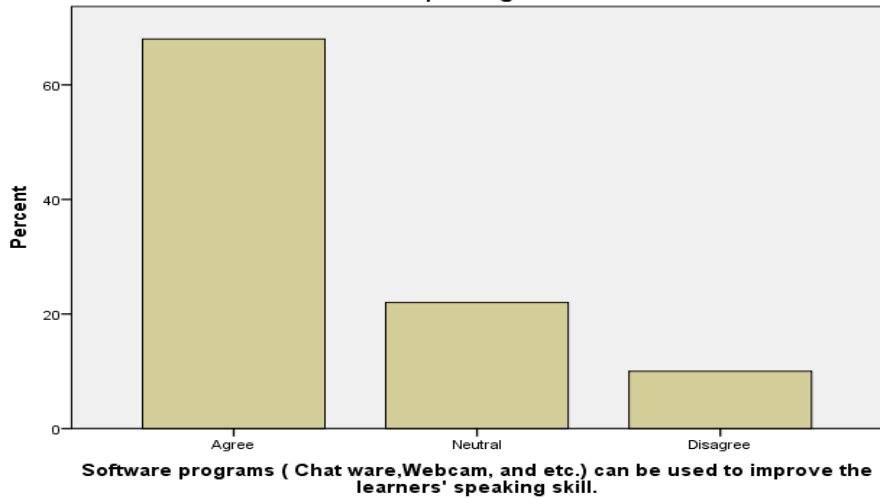


Table 7.15 indicates that 68% of the responded teachers have agreed on the concept that software programs (chat ware, webcam and etc.) can be used to improve the learners' speaking skill. Looking at this percentage as compared to those who have disagreed, one can conclude that the educational technologists keep on inventing and evolving new tools, devices and learning based soft wares to improve the overall language skills to meet the current computerized era particularly the communicative language skill.

Hypothesis One

The statements of the questionnaire (statement six right through ten) embody or represents the second hypothesis: teaching of literature through digital technologies creates an interactive learning environment.

The below table indicates the first hypothesis, containing the five statements along with the percentages.

Particular	Statement6	State-ment7	State-ment8	State-ment9	State-ment10	Percent-age
Agree	78%	76%	64%	74%	66%	% 71.6
Neutral	18%	18%	28%	20%	22%	21.2%
Disagree	4%	6%	8%	6%	12%	7.2%
Total	100	100	100	100	100	100%

By observing the whole percentage of this second hypothesis, including the three scales, it is to be worth mentioning that the hypothesis: teaching literature through digital technologies creates an interactive learning environments has remarkably hit the highest percentage by 71.6% as being truly compared to the neutral scale which has gone down to 21.2% and the disagree scale, slopping down to 7.2%.

It is also best revealed in the below graph.

Hypothesis Two

The statements of the questionnaire (statement eleven right through fifteen) embody or represents the second hypothesis: teaching of literature through digital technologies improves the learner's speaking skill.

The below table indicates the third hypothesis, encompassing the five statements along with the percentages.

Particular	State-ment11	State-ment12	State-ment13	State-ment14	State-ment15	Percentage
Agree	86%	64%	62%	64%	68%	% 68.8
Neutral	10%	28%	18%	26%	22%	20.8%
Disagree	4%	8%	20%	10%	10%	10.4%
Total	100	100	100	100	100	100%

Having based on the above table of the second hypothesis, revealing undoubtedly the percentages for all the scales, it is to be noted that this third

hypothesis has scored the highest percentage among the other two by 68.8% therefore, this hypothesis: teaching of literature through digital technologies improves the learner's speaking skill has successfully proven.

EFL doctors and professors' interview

This part covers the interview that has been made for the EFL doctors and professors whose experience and practical knowledge are always taken into consideration. The interview designed by the current researcher contains four questions.

Question 1. Do you think the use of technology in the EFL classrooms, in particular, in literature teaching can enhance the learners' language skills? and why?

Having based on the statements already given by the EFL Doctors and Professors, regarding the first interview question, it can be clearly seen that all the respondents have agreed that the use of technology, in particular, in literature teaching can enhance the learners' language skills. The respondents have placed significant emphasis on the real-life scenarios that the technologies in all their forms can contribute to the enhancement of the learners' language skills (receptive and productive skills) in which the digital contents play a key role, concerning learning process as well as digital devices that would make the language learning classes more communicative, motivating and interactive, dragging the EFL learners' attention and focus.

Theme: use of technology, in particular, in literature teaching enhances the learners' language skills.

Question 2. What ICTs, Information and Communication Technologies devices, do you sometimes use or incorporate into your teaching process?

Based on the statements to the question two of the interview by the six respondents, one can easily jump to the following:

- a. All the respondents have agreed on the types of digital devices that they do incorporate in their teaching process.
- b. Question 1 and question 2 of the interview share the interconnectability, overlapping together. Question two is already embraced in question one, in terms of replies that would affirm and reaffirm, the positivity of use of

technology in language learning classrooms.

Theme: various digital devices are incorporated in teaching process

Question 3. Do you think the Educational Technology devices can make the learning classrooms more attractive and motivating? and why?

Depending on the replies to the question three given by the respondents, it could be clearly indicated that, in principles and practice, they all agree that the Edu-Tech devices can make learning classrooms more attractive and motivating, despite their personal reasons and justifications.

With technology-based learning, traditional classes are substituted or replaced by digital based classes, having more access to various resources and online learning database, providing fun, full participations.

Animation and the multimedia capture the learners' attentions and focus, creating dynamic and enjoyable lessons which in turn increase the learners' productivity and enthusiasm for learning.

To summing up, the statements above achieve objective three, answer question three and finally test out hypothesis three as well.

Theme: Educational technology devices make learning classrooms more attractive and motivating.

Question 4. Do you think Technology devices used in EFL teaching can improve the learners' speaking skill?

In this digital era , the concepts of the language learning and teaching have undergone various changes , the whole ideas have been remodeled or reshaped by educational technologists to adapting to the needs and the requirements of the language learners, particularly the language skills , being so impacted greatly by technology simulation , animation ,AI the artificial intelligence or holograms .various language learning Apps and devices are widely used in teaching and learning process to capture the EFL learners' attention, motivating them to learn to improve their language skills . correct pronunciation, accent, syllabus stress and nonverbal communication or paralinguistic features are all enhanced by the integration of digital devices in both productive and receptive skills.

In this regard, this question achieves objective four, answers question four and tests out the hypothesis four of the study research.

Theme: Technology devices used in EFL teaching improve the learners' speaking skill.

8. Findings :

Having based on the statistical analysis, the computation of the percentages as well as the content analysis being carried out by the researcher, the current study has found out the followings

1. Teaching of literature through digital technologies has a significant impact on the EFL learners' comprehension language skill, as it has been effectively verified by 69.6%.
2. Teaching of literature through digital technologies creates communicative and interactive learning environments. the percentage calculation has shown this by 71.6%.
3. Teaching of literature through digital technologies improves the learners' speaking skill as indicated successfully by 68.8%.
4. Regarding the interview questions, all the respondents' doctors have agreed that EFL learners' comprehension language skill could be impacted by the technology digital devices, creating an interactive learning classrooms and their speaking skill could also be enhanced by the Edu-Tech.

9. Conclusion:

This study has examined the impact of teaching English literature through digital technologies on EFL learners' speaking skill and found that integrating digital tools into literature instruction can significantly enhance learners' oral proficiency. The use of digital technologies provides authentic and stimulating learning environments that encourage learners to express interpretations, analyze characters, discuss themes, and share personal responses more actively. Unlike traditional teacher-centered approaches, technology-supported literature classes promote student-centered interaction, collaborative learning, and meaningful communication. These elements contribute to improvements in pronunciation, fluency, vocabulary development, critical thinking, and overall communicative competence. In conclusion, teaching English literature through digital technologies is not merely an innovative trend but an effective pedagogical approach that enhances EFL learners' speaking skills. Therefore, educators are encouraged to integrate appropriate digital tools into literature instruction to create interactive, motivating, and communicative classrooms.

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