

Theoretical Study in the Importance of Integrating Technology in Teaching English Language Skills

A.Mohammed Ibrahim Aged Elsanousi

Dr.Ahmed Gumaa Siddiek

Abstract:

Integrating technology into language education has indeed become essential, especially for teaching language skills. Teaching through technology can facilitate interactive learning as technology offers interactive tools like language learning apps, online games, and virtual reality experiences that engage students in a more dynamic way compared to traditional methods. The Digital platforms also provide access to a vast array of resources, including multimedia content, online dictionaries, and language practice websites, which can enhance vocabulary acquisition and comprehension as well as adaptive learning technologies can tailor lessons to individual students' needs, offering personalized feedback and targeted practice based on their proficiency levels and learning styles. So tools like video conferencing and language exchange platforms enable students to practice speaking with native speakers or peers from around the world, providing authentic language use opportunities. The interaction through technology can offer instant feedback on exercises and quizzes, helping students to quickly understand their mistakes and learn more effectively. The Gamified learning platforms and interactive content can increase student motivation and engagement, making the learning process more enjoyable and effective. The Online courses and resources provide flexible learning options, allowing students to learn at their own pace and access materials anytime and anywhere. So incorporating technology into language education not only enriches the

learning experience but also prepares students for a world where digital communication is increasingly prevalent. This article is review of the literature in the filed which can help to provide good base for interested people who would like to investigate in this area.

Key words: E-Learning. Educational technology, language skills, electronic devices

دراسة نظرية حول اهمية دمج التكنولوجيا في تدريس المهارات اللغوية

أ.محمد إبراهيم عقيد السنوسي- طالب دكتوراه- كلية الدراسات العليا - جامعة الزعيم الأزهرى
د. أحمد جمعة صديق - قسم اللغة الانجليزية - كلية التربية - جامعة الزعيم الأزهرى- جامعة الخرطوم
مستخلص:

دمج التكنولوجيا في تعليم المهارات اللغوية أصبح أمراً ضرورياً بالفعل. إذ يسهم التدريس عبر التكنولوجيا في تسهيل التعلم التفاعلي حيث توفر التكنولوجيا أدوات تفاعلية مثل تطبيقات تعلم اللغة، والألعاب الإلكترونية، وتجارب الواقع الافتراضي التي تشرك الطلاب بطريقة أكثر حيوية مقارنة بالطرق التقليدية. كما توفر المنصات الرقمية الوصول إلى مجموعة واسعة من الموارد، بما في ذلك المحتوى المتعدد الوسائط، والقواميس الإلكترونية، ومواقع ممارسة اللغة، والتي يمكن أن تعزز اكتساب المفردات وفهم النصوص. بالإضافة إلى ذلك، يمكن أن تقوم تقنيات التعلم التكيفية بتخصيص الدروس وفقاً لاحتياجات الطلاب الفردية، وتقديم تغذية راجعة شخصية وممارسة مستهدفة بناءً على مستويات الكفاءة وأنماط التعلم الخاصة بهم. لذلك، فإن الأدوات مثل مؤتمرات الفيديو ومنصات تبادل اللغة تمكن الطلاب من ممارسة التحدث مع متحدثي اللغة الأصليين أو الأقران من جميع أنحاء العالم، مما يوفر فرص استخدام اللغة بشكل حقيقي. يمكن أن تقدم التفاعلات من خلال التكنولوجيا تغذية راجعة فورية على التمارين والاختبارات، مما يساعد الطلاب على فهم أخطائهم بسرعة والتعلم بصورة فعالة. كما يمكن أن تزيد المنصات التعليمية المحوسبة والمحتوى التفاعلي من دافعية الطلاب وانخراطهم، مما يجعل عملية التعلم أكثر متعة وفعالية. وتوفر الدورات والموارد عبر الإنترنت خيارات تعلم مرنة، مما يسمح للطلاب بالتعلم وفقاً لسرعتهم الخاصة والوصول إلى المواد في أي وقت ومن أي مكان. لذلك، فإن دمج التكنولوجيا في التعليم اللغوي لا يثري تجربة التعلم فحسب، بل يُعد الطلاب أيضاً لعالم يكون فيه التواصل الرقمي متزايداً. هذه المقالة هي مراجعة للأدبيات في هذا المجال، والتي يمكن أن توفر قاعدة جيدة للأشخاص المهتمين الذين يرغبون في البحث والتوسع في هذا المجال.

كلمات مفتاحية: التعليم الإلكتروني، الوسائل التربوية الإلكترونية، المهارات اللغوية، الأدوات الإلكترونية

1.0 Brief History of Educational Technology

Huange (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 Guttenberg , 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 late became popular in the most American schools. The headphone in 19750 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.

2.0 Learning Theories within the context of Educational Technology

Merriam, S.B, Caffarella,R.S.,& Baumgartner, L.M.(2017,p.277) “ learning is a process that brings together cognitive , emotional , environmental influences and experiences for acquiring, enhancing or thinking changes to one's knowledge ,skills , values and world views ” According to the quotation above, it is worth noticing that learning is a process that involves so many factors of which thinking ability, feelings and the surroundings play the major role to attain knowledge and skills, these factors or elements are made clear and presented in literature learning supported technologies LLSTs of which the current study is all about. Furthermore, Driscoll, M.P. (2005, p.9) “learning is a persistent change in human performance or performance potential”. Based on Driscoll's above quotation, regarding learning, it is a progressive change in human behavior, skills, knowledge or capabilities which fall on the same domain, this current study tries to achieve.

Donovan, M.S., & Branford, J.D. (2005, p.1) “learning is acquiring knowledge and skills”. Considering the above-mentioned

quotation, learning is a process of getting knowledge and skills which also the current study tries to have as the study outcomes, assessing the impacts of digital technologies on the comprehension skills. Ng, W. (2015, pp.73-76) pointed out that there had been many theories in learning field and new theories are still coming due to the flow of information revolution and technology as well as the availability of data resources on the internet, these theories are considered so important for the teachers in the field of learning because, they would help the teachers to set out various activities in order to attain or reach the well-defined learning objectives. The broadest sense of understanding what is being said as learning is looking at the following four points:

- The human brain plays a key role or function in learning.
- Individuals get better learning when learning environment is so simulative.
- Learning is linking the new knowledge with what has been there already existing in the brain.
- Efforts must be made to connect learning to the students' knowledge or experience at home.

Huang, R. (2019, pp.35- 44) stated some of the learning theories namely; Behaviorism, Cognitivism, Constructivism and Connectivism, illustrating each learning theory based on two aspects, the main idea which the theory tries to focus or target and the impact on teaching. So the main ideas of the Behaviorism are the stimulus – response, reinforcement and the reward or punishment. Cognitivism which was brought to the existence in 1950 and early 1980 whose main concept was that, the human brain capacity is just like the computer information processing device that processes data, stores information and finally retrieves data as stored in these stages, sensory memory, short – term memory and long-term memory. The impact of Cognitivism on teacher could be seen in teaching task or duty, as rising up the learners' motivation and

interest, combining the way he teaches, to the students' knowledge and experience. Constructivism broke off from the Cognitivism. It placed emphasis of the effects of others on a person's learning, this theory proposes that learning is the process that involves interactions with environment, requiring cooperation, communication and conversation, further, the impact on the teacher is that, the teachers should not use the traditional way teaching, but rather, they should motivate and encourage learners to cooperate with groups. last came the Connectivism, with the evolution of information technology in software and hardware, the Connectivism started to gain more consideration and attention as well as in the field of teaching. Connectivism is therefore, regarded learning as information network, learning is seen as creating network, strengthening the role of the social and cultural settings. This network is to be made of nodes which are outer entities such as people, libraries, websites, digital devices, information platforms and etc.

3.0 Elements of Learners' experience with digital technology

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

Value, the first basic element, trying to answer whether the digital products could match the learners need and requirements? Is it so effective and interactive for the learners?

Usability, it deals with if the educational device and technology are easy to use like classroom network, audio and audiovisual device? Or digital devices related. Could learners get easy access

to use the educational technology?

Adaptability, this goes with questions such as are the software and hardware suiting the learners in the classrooms? Could learners better learn with these types of digital devices? Are they so flexible to support learners to learn effectively?

Desirability, it focuses on whether the educational technology is attention-driven tool? Are they fun and activating students to learn? Are they engaging in learning process in the classroom?

The last pillar or element of the learners' experience with technology is the Comfort ability that focuses on whether learners feel so comfortable in the learning classroom? In terms of classroom setting, devices, ventilation, light, etc.

4.0 Integration of digital technologies into education

Ahmed,J.(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, (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. It is the digital literacy. skills to use the digital technologies to figure out problems, to communicate effectively across the globe, to acquire knowledge as being believed that both teachers and learners could be empowered, using these digital technologies.
- Becoming the digital citizens, it is the concept that signifies the idea, behavior and principle with regard to the technology use, including online and off line. This concept of digital citizens has three characteristics, Capability, pointing out to the ability to use digital devices, Autonomy, it is the decision-making ability on technology use and the last feature is Participatory, it is the contributing ability on the technology use, regarding data online. Elearningindustry.com. (Jan 22, 2016) stated that there are some benefits when technology is integrated in education sphere, so these positive points would appear clearly:
 - Technology could facilitate the teaching process.
 - Technology could help the teachers to follow their students’ performance and achievement via some software application like Teacher Cloud Progress Tracker.
 - Technology can make learning interactive and enjoyable.
 - Accessibility of information at any time, both for the teachers and the learners.

5.0 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 integra-

tion 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.

- Hockley, N & Decency, G. (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 on-line 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 ”
- Wikipedia.org. (August, 11.2021) “cloud computing is on

demand availability of computer system resources, especially data storage without direct active management by the user”

- Edukalive.blogspot.com. (May, 29.2013) “virtual platforms refer to the technology used for the creation and development of courses or training modules on the web”
- In www.igi-global.com. (2021) “an interactive whiteboard, IWB is defined as a touch – sensitive presentation system which links together a whiteboard, computer and multimedia projector” Simple.wikipedia.org.(Jan,19.2021) “ an interactive whiteboard is a large , interactive screen that connects a computer and a projector , the projector projects the computers’ desktop onto the screen of the interactive whiteboard ”
- In www.techopedia.com. (Dec, 9.2016) “LCD is a type of projector based on liquid crystal displays which can display images, data or video”
- E-student.org. (Dec,21.2020) “e-learning also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media”
- In www.lifeware.com. (April, 28.2020) “audiobooks are voice recordings of the text of a book that you listen to rather than reading”

In www.computerhope.com.(Jan,2.2021) “ smartphone is a cellphone that allows you to do more than making phone calls and send text messages ”

In www.g2.com.(April,21.2020) “ a webinar is a combination of words web and seminar , a video workshop , lecture , or presentation hosted online , using webinar software ”

En.wikipedia.org. (July, 23.2021) “M –learning or mobile learning is learning across multiple contexts, through social and content interactions, using personal electronic device”

www.definition.net. (July, 17.2020) “an electronic dictionary is a dictionary whose data exists in digital form and can be accessed through a number

of different media” In www.computerhope.com. (March, 13.2021)
 “Media Player is a software program or a hardware device capable playing a media file or disc”

in www.techopedia.com. (June, 5.2018) “a word processor is a type of software application used for composing, editing, formatting and printing documents”

6.0 Neurolinguistics programming in learning

Knight, S. (2009, pp.1-3)

Neurolinguistics programming NLP is a process of modeling the conscious

And subconscious patterns that are unique to each of us in such a way that

We are continuously moving toward a higher potential.

NLP has three basic components, Neuro, Linguistic and Programming, Neuro signifies the brain physiology as well as how does the brain function. Linguistic refers to the oral, written and nonverbal language that people use to communicate among themselves and others, Programming is how thinking, language and behavior could be put together in order to get the desired results.

In www.teachingenglish.org.uk. (July, 2021) indicated that neurolinguistics programming is deeply rooted in Psychology and science of Neurology, having a long history in the field of English language teaching. It is a bout how does the brain receive, store process and retrieve information as well as how we learn. The human representational system constitutes visual, auditory and kinesthetic learning styles, these three representational modalities define clearly, how an individual receives and get to understand information so long as the language is concerned. The NLP tries to indicate how we get information that comes to us from the outside world.

Knight. (2009, pp.19 – 20) stated that people receive information from the external environment through their senses, having different

representation in the human brain, so these various representations are: visual that represents ideas, memory or information as mental picture or images, it is thinking in pictures. Auditory, representing information in terms of sounds. The last is feelings or kinesthetic, the representation of data or ideas, thoughts and etc. as feelings.

7.0 NLP and learning

Samna, S.T. (2006, pp.25 – 27) affirmed that people get to experience the world around them in terms of information or perception, through the five senses known as VAKOG, the human representation system: visual which perceives through the vision, seeing things. Auditory, perceiving through hearing and listening. Kinesthetic gets to understand things and information through feeling internally, externally and Psycho motor. Olfactory is a smelling based perception. Gustatory is through tasting perception experience. These are said to be the basis for every day human communication on which perception, information storage and retrieval are based as internal mind process. Long as teaching and learning are concerned, the feature of these representational system is to be considered.

Revell, J. & S. Norman. (1997, pp.45 – 46) stated that in order for the teaching to be more effective, the human various representational system should be considered as far as the key words through which the learners can understand, for the visual learners, these words could be used: see, look at, focus, illustrate, visualize and etc. for the auditory learners, hear, listen, tell, say, talk, discuss and etc. and for the kinesthetic learners words to be used and considered are feel, sense, stress, react, attitude, touch, connect, catch, grasp and etc.

8.0 Previous Related Studies

(Reich Enberg, 2014) the use of iPad to facilitate growth in reading comprehension skills, PhD of Education, published.

The above previous study is experimental research that aims at examining the impact of using IPAD on the learners' reading

skill. This researcher divided the population of the study into two groups, the experimental group who are being exposed to read the e-book on IPAD for the total duration of six weeks and the control group, being read the same book in the hard traditional copy for the same period of time. This previous study has used pre / posttest as data collection tool. The study has been different from the current study in data collection tool, the present study uses questionnaire and interview as data collection tool , so long as it has two types of data , quantitative and qualitative data , whereas the previous study has only quantitative data to be collected ,the previous study has tried to investigate the impact of the e-book on IPAD can have on the learners reading comprehension skill while the present study tries to assess the impact of teaching literature through digital technologies on the EFL learners' comprehension language skill. By and large, both studies hypothesized that ICTs, information and communication technologies could be incorporated into English language teaching and learning to improve and enliven the learners' language skills. Following the analysis of the data, the previous study found out that the experimental group who have read the e-book on the IPAD showed higher mean of scores as being compared to the control group who read the same book, using the traditional hard print.

(**Maureen, 2017**) factors that influence technology integration in the classrooms. PhD of Education, published.

This study aimed at examining the elements and variety of technology integration to be made by the teachers in the classroom. It is the quantitative research. this previous study is different from the present study in many aspects, that is to say the previous study has used question survey and online Qualtrics platform as data collection tool to gather the data as the population of the previous study were both teachers and learners whereas, the data collection instruments used in the present study are questionnaire and

interview, the questionnaire has been made for the EFL learner and the interview was designed for the EFL teachers. The study is the Qualtrics data-based method, having one type of data to be collected in order to achieve the objectives of the study whereas, the present study has two types of data, the quantitative and qualitative data. Both studies have hypothesized the roles and the significance of technology integration into learning classroom, despite the objectives each study has tried to accomplish, the previous study has focused on the elements that can affect in technology incorporation in the learning classroom while the present study has tried to test out the impact of using digital technologies in teaching literature on the EFL learners' comprehension language skill.

Following the data analysis, this previous study revealed that such factors as personal concerns, accessibility skillfulness or the qualification had significant impact in the technology integration. The results showed also that the interactive whiteboards and laptops have been the most frequently used digital devices on daily basis in the learning classrooms.

(Vyas, 2013) comparative study of traditional and multimedia supported techniques for imparting communication skills at the tertiary level, PhD of Education. Published thesis

This previous study aims at comparing the effects that these two types of teaching could have on the EFL learners' perception and performance. This previous study has been an experimental research, the researcher's population were divided into two groups, the control and the experimental, whereas the control group has been exposed to the traditional teaching and the experimental group was taught, using the multimedia-based technology. The study used the questionnaire and the pre/posttest as data collection tool. This previous study agrees partly with the present study in the data collection tool, both used the questionnaire, but the present study has also used the interview to gather data. Both studies have

hypothesized that the integration of educational technology into the EFL teaching and learning process would have positive results in the EFL learners' language skills, needless of receptive or productive skills.

As the results, following the data analysis, the previous study found out that the multimedia supported instruction has made the EFL learning more interactive and much interesting, enlivening the learning environment, making it more inspiring, therefore, the experimental group showed significant improvement as being compared to the control group that has been taught, using the face to face – traditional teaching method.

(Safana Aseri, 2018) children's and teachers' experience of engaging with ICT in learning EFL: a case study of SAUDIA ARABIA pre-school education. PhD OF education. published.

This study aims at examining the importance of tablets in the classroom as a part of technology device that can enhance the perceptive competencies and the language competence.

The previous research used the mixed method to test out the hypotheses of the study, the research has two types of data qualitative and the quantitative data. The above study has hypothesized that the use of ICTs, information and communication technologies may affect the development of perceptive language competencies. The researcher used test – pretest, interview and observational analysis as data collection tool. The population of the study were the EFL learners and teachers of the pre-school education in Saudi Arabia. The tests were given to the pre-school pupils and the interview has been conducted with the EFL teachers. The present study agrees with the previous study in number of ways, both studies have used the mixed method to achieve the objectives of their studies, with regard to the data collection instruments, the present study looks different from the previous study, the present study has used only two data gathering tools, that is to say questionnaire be-

ing designed for the EFL learners and the interview to be conducted with the EFL teachers. Both researches have hypothesized the use and the significance of integrating digital technologies whether in hardware or software into the EFL teaching and learning process. The study has focused on the use of Tablets in the classroom, whereas the present study has tried to test out the impact of the digital technologies on the EFL learners' comprehension language skill, bearing in mind that the previous study represents one aspect or portion of the present study which has tried to place the emphasis regarding the accessible digital technologies that could be used by teachers in the classrooms. Following the analysis of data, the previous study found out that the use of ICTs, the information and communication technologies in EFL process in the pre-school education can enhance the learners' learning skills as well as developing their understanding about the language. The previous study revealed also that the teachers' roles are so significant in boosting out their learners' language competencies.

(Chen, 2019) learning English as a foreign language in an online interactive environment: a case study in China. PHD of Education, published.

This previous study has aimed at investigating the Chinese EFL learners within an interactive online learning environment and how are they engaged in online learning. It was a mixed method, having two types of research data, qualitative and quantitative, the population of the study has been (154) Chinese EFL university learners. The previous researcher used questionnaire, interview and online documents as data collection tool to gather information. Considering the objectives, data gathering tools and the type of the research, the present research agrees with the previous in a number of aspects, both studies used questionnaire and interview as data gathering instruments to achieve the objectives of the studies. fur-

thermore, both researchers have hypothesized that the computer assisted learning or the digital technology could be best utilized in EFL learning and teaching. the previous study focused mainly on online interactive learning environment which is considered as a part of the digital technology, being encompassed in the present study, this may indicate that the previous study has dealt only with one part of the information and communication technology or device whereas, the present research study has tried to assess all the accessible digital technologies that could be used by teachers in the EFL learning and teaching process. Following the analysis of the data, the previous study found out that the Chinese learners showed significant positive understanding, regarding online interactive learning platform as well as developing confidence in dealing with this computer assisted learning platform, moreover, some of those respondents pointed out that, it is a low – tension learning context, indicating that in the future, they would prefer to continue their studies via online interactive platform.

(Manndera, 2018) exploring teaching integration by English language teacher trainees in UGANDA, PhD of Education. published.

This previous study aims to discover the technology integration as means of information and communication technology. The population of the study has been the English language teacher's trainees, first year English language Diploma. The researcher used the mixed design to achieve the objectives of the study, interview and the observation were the data collection instrument. This previous study agrees partly with the present study in the data collection tool, but the present study also has used the questionnaire. both studies have hypothesized that the information and communication technology integration into English teaching and learning process would enhance and facilitate the process as whole, making it more interesting, dynamic and motivating.

Following the data analysis carried out by the previous re-

searcher, this study found out that the number of the English language trainees have significantly increased at the end of the year as well as it also revealed the effectiveness of technology in teaching English as technological – pedagogical supporting devices.

(Ramorda, 2010) A study of effective technology integration into teaching and learning: A case study in South Africa. PhD of Education, published.

The aim of this previous study was to examine how effective the technology integration into EFL teaching and learning might look as well as clearly identifying the problems or obstacles that can face teachers in integrating technology into teaching and learning process. It was a qualitative case study research, being carried out at senior secondary schools in the Tshwane North District, South Africa. This previous research used interview and lesson observation as data collection tool to achieve the objectives of the study whose participants are the learners. This study agrees with the present study in many aspects, it goes without saying that both studies believed strongly that ICTs, information and Communication Technologies can be best utilized to be incorporated into teaching and learning. The previous study is a qualitative case study whereas, the present study descriptive analytical research, encompassing two type of data, quantitative and qualitative. The present study has used interview and questionnaire as data collection tool. The objectives of both studies are varied; however, they have placed emphasis on technology integration into teaching and learning as the 21 century requirements.

Following the analysis of the data, the previous study revealed that there has been a lack of teaching experience with ICTs as well as inadequate or poor technology resources, furthermore, the results showed that the ICTs integration in the curriculum had not fully adhered to.

(Mohammed,2021) the impact of applying technology train-

ing on EFL Feudal TEACHERS' performance, teachers' view, PhD of education. published.

This previous study aimed at the effectiveness of applying technology training on English language teachers' performance. It has been a case study-based research, having conducted to the secondary school teachers in Omdurman locality where the sample population of the study was selected randomly as (50) respondents, including males and females English language teachers. This study differs partly from the present study in some aspects, the previous study has one type of data, that is to say the quantitative data, whereas the present study has two types of data the quantitative and qualitative data, the previous study has used questionnaire as data collection instrument as compared to the present study that used questionnaire and interview as data collection tool. Both researchers have speculated that the educational technology in any form whether in the software or hardware can be best leveraged as supportive instructional tool in EFL teaching and learning. As the results. Following the analysis of the data, the previous study arrived at the conclusion that technology training is so significant for the secondary school teachers' performance.

(Mashair,2021) assessing online teaching experience at English departments in Sudanese universities during COVID -19, PhD in ELT, published.

This previous study is descriptive research that aimed at evaluating online teaching experience at English departments in some Sudanese universities during the outbreak of COVID-19.

The previous researcher used the quantitative method to gather the data in order to achieve the objectives of the study, using questionnaire as data collection tool.

The population of the previous study were (60) English Language teachers, representing various universities that have been too exposed to the online English teaching experience.

This study is different from the present study in a number of aspects, however, both studies in a way or another believed that the ICTs, information and communication technologies have greatly changed the infrastructure of the teaching and learning processes, due to the breakthrough in the information technology which has made the technology integration into teaching and learning easier and more attractive. the population of the present are English language teachers and EFL learners whereas, the sample population of the previous study were only teachers, moreover, the present researcher used two types of data to achieve the objectives of the study so long as the study is mixed method-based research.

The previous study has tackled the topic from only one perspective, that is to say, the online English teaching experience which clearly seemed to be a part of the digital technology, as compared to the present study that tried to assess the use of digital technologies in teaching of literature on the EFL learners' comprehension language skill. Following the data analysis, the previous study found out that the Sudanese universalities showed negative attitudes regarding the online English teaching experience, being counted for many reasons such as difficulties or obstacles that hinder the integration of online platform teaching experience as well as the lack or inadequate infrastructure, regarding the implementation of this type teaching.

(Al-Faki,2014) difficulties facing teachers in using interactive whiteboards in their classes, science paper, published.

This study aims at examining the obstacles and problems faced by English Language Teachers when using the interactive whiteboards in the learning classrooms. it is descriptive research, containing both Quantitative and Qualitative data. the present study agrees with previous study partly in the data collection instruments as well as the utilization of digital technologies in the English learning classrooms, the previous study has focused on

one aspect of the digital technologies, that is to say, the interactive whiteboards, whereas, the present study aims at assessing the impact of using digital technologies, including the software and the hardware in teaching literature to the EFL learners.

The previous study has used the questionnaire and the teacher's observation as data collection tool to achieve the objectives of the study and to test out the hypotheses. Both studies have used the questionnaire to collect the data but the present study in addition to this tool, it also used the interview with English Language teachers to gather data, however there are some differences between the two studies in terms of their objectives. Both agree in principles that the ICTs or the digital technologies could be easily integrated in the EFL teaching and learning to enliven both processes as well as improving the quality.

Following the data analysis, the previous study found out that there are so many hindrances and problems associated with the use of this high Tech by English Language teachers in their leaning classrooms.

9.0 Summary

The present researcher has gone through nineteen previous related studies, being conducted worldwide in the same area of the study but He has much concentrated on ten PhD related studies two research studies were carried out at the international level, in America and Canada, three in Asian countries, two studies have been conducted in African countries and three previous studies have been done at the national level in Sudan.

At the international level, the two previous related studies have hypothesized strongly the integration of ICTs, information and communication technologies into English language teaching and learning process, having in mind, these two countries are English speaking countries which could clearly indicate that even for the native English speakers, the educational technology has signif-

icant role in facilitating the process of language learning. It must be noted that the educational infrastructures in those advanced countries are encouraging and very supportive, even researchers could have no constraints or any problems in the data collection instrument.

With regard to the Asian countries, it might be noticed that all the previous related studies, having done in Asia have used the mixed method to achieve the objectives of the studies and the data collection tools have ranged from questionnaire, interview and pre/posttest. This also could be counted for the well-established educational infrastructures and the advanced digital tools available in those countries, in addition to the learners and educators' perception and awareness.

Regionally, in Africa continent, the two previous studies have hypothesized that the integration of digital technologies or the ICTs could enliven the learning classrooms, making them more attracting and motivating which in turn enhance the EFL teaching and learning. Furthermore, these previous studies used questionnaire and interview as data collection instrument, being counted for the nature of their researches that require these types of data gathering tool to achieve their objectives of the studies.

At the national level, in Sudan all the previous related studies have been conducted, using questionnaire and interview as data collection instrument, having in consideration the nature of their studies, the objectives to be achieved and the constraints to be faced by the researchers in a country like Sudan where there is inadequate educational infrastructures and poor or weak perception, regarding researches and technology. Despite these constraints or obstacles, their studies have revealed significant results, concerning the importance and integration of technology into EFL teaching and learning process.

Researchers in the same field of the present study have had

various objectives to be achieved, various variable to be tested out, and using different data collection tool. As the results, it is this gap that this present study aims to fulfill.

8.1 Integration of technologies in literature teaching

As a researcher, I strongly believe that the use of technologies in the field of teaching has become one of the core requirements in education. It is not a matter of choice, technologies whether in software or in hardware packages were incorporated with various field in human social life, in businesses, in the government and even I medical sciences, as a breakthrough in the information technologies, entities have kept on digitally computerized for efficiency and quality products.

As a simple definition to be elicited, the word technology is the practical applications of sciences in various human fields to gain productivity and effectiveness, so long as the word technology is concerned. it has two important basic features, that is to say: the sounds and the pictures or images, when these two characteristics the audio and visual could be integrated together, the work would look rather dynamic, attractive and motivating, simulating the real-life scenarios of whatever materials are being undertaken or proposed, nevertheless technologies are so varied, ranging from simple devices to the most sophisticated software and hard ware tools and packages , they could be utilized by the English language teachers to achieve the tasks in literature teaching , needless of whether it is a short story or a novel or even drama , these core features of technologies drag and capture the learners' attention and interest , broadening their understanding , correcting their word pronunciations , exposing them to the paralinguistic features which could easily be missed out in the text-reading materials. Neurosciences and cognitive Psychology have stated that more than 85% of the information is encoded and perceived via the audiovisual mind registries, so the integration of technologies in lit-

erature teaching process has a great significance in teaching and learning.

10.0 Sudanese teachers' experience in using technologies

Having based on years of experience as a teacher at various English language learning institutions, here I believe as a researcher that the Sudanese teachers' experience in using technologies has not yet fully utilized to the exclusion of the technology potentials.

There are few institutes of learning in Sudan where technologies have been used, including some of private universities, colleges and international schools, bearing in mind that the digital technologies or the devices are rarely used in the governmental education sectors. During COVID-19, some of the private colleges, universities and international schools were conducting their classes normally via virtual online platforms, having no hindrances or effects in the entities learning programs, even the tests were done vis the internet digital platforms. This experience would have not successfully been there if the teachers were not digitally oriented and fully trained to use technologies in their classrooms.

To enrich the Sudanese teachers' experience in using the technologies , some core factors are to be reconsidered , firstly , to deepen the concept and understanding of technology in a way that we should clearly understand its significance in teaching , secondly, technology training for the English language teachers , qualifying them continuously for some of the teachers are technophobic in addition to the economic factors as well as the education system infrastructures that make it hard to equip the institutes of learning with such devices .

11.0 Practical need to use technologies

The ICTs, information and communication technologies, being greatly blew out worldwide has changed both material and non-material elements of culture, it is known as an era of computerization , even various concepts have been changed , new terms

have emerged to describe different social phenomena such as e-government , e-commerce , e-university , e-learning or pubbing , meaning that any social activity or engagement of ignoring others in favor of one's cell phone or internet social digital media. The world is increasingly in a constant change as the consequences in the expansion of technologies that demolished even the concept of borders at all levels.

To cope up with life requirements at different social aspect, the utilization of technology is significantly needed.

As an English instructor and a researcher, the researcher believes that there is a need to use technologies in teaching process, it changed the whole settings and learning environment , even English learners from being passive to being active language learners, from the knowledge receiver to the participants , at the teachers level , the technology has changed the concept of the instructor from being as a dictator to being like an orchestra leader , both teachers and learners in technology supported learning are the knowledge participants or sharers.

As a researcher, the practical need to use technologies in teaching should gain substantial concerns by English language teachers, however, the application of this concept may encounter some complications.

3D hologram technology

(www.ssla.co.uk,Nov2012) stated that the history of hologram could be traced back to 1940 when the Nobel Prize winner Dennis Gabor devised and developed the holographic methods and they were gone into various stages of developments in terms of feature and functionalities until the interactive 3D holographic displays were used in almost all the fields. Technically, the hologram industry is a very sophisticated technology and too expensive as well, it involves a beam of laser, recording medium, holographic projectors, wavelengths, computer-generated graphics,

and the spatial light modulator. The hologram technology has a giant storage capacity, gigabit (it is a unit of data storage capacity that is roughly equivalent 1.000 megabytes) per second writing speed and one terabit (it is equal to 1.000 gigabytes) per second readout is also possible, permitting a massive amount of information to be store inside high-density crystals.

As a researcher, I believe that this hi-tech could be fully used in Education, in particular in English language teaching as well as in literature teaching. the advancements in technology have kept on changing the instructional environment, including all the elements, the teaching aids, reading materials, even the role of teachers and the learners. This technology makes learning more enjoyable, attractive and motivating because it is the simulation or projection of life learning scenarios. The hologram technology has the uniqueness to interact in a real-time with the EFL learners as well as helping them conceptualize different abstract ideas.

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