The Influence of Teaching Literature Through ICTs in ELT Classroom


Huwida Abass Al-Ameen Karrar

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Dedication

To the soul of my mother.

To my father, brother, sisters,

Teachers and friends
Acknowledgements

I would like to acknowledge the sincere and the most heartfelt gratitude my main supervisor Dr. Alhaj Ali Adam. I would like to extend my gratitude to my co-supervisor Dr. Mubark Al-Seddig Saeed for his sincere and useful help. Also I would like to express my sincere thanks to my family for their support throughout the year of my undergraduate study.
The Influence of Teaching Literature Through ICTs in ELT classroom:
A Case Study of Secondary Schools ,Sinja Locality, Sinar State, Sudan (2018)

Huwida Abass Al-Ameen Karrar

Abstract

Information and Communication Technology (ICT) has become with a very short time one of the basic building blocks of modern society. Many countries now regarded understanding it and mastering the basic skills and concepts as part of the one of education alongside reading, writing and numeracy. Effective integration of ICT in English language teaching classrooms depends on a host of factors. One of the important factors is teacher's knowledge and skills in using it in classes. This is a case study of secondary school EFL teachers' use of ICT in teaching English literature to EFL students. It aim to explore how ICTs affect teachers confidence in the classroom literature also to examine the teaching literature and ICTs contribution. It deal with two key purposes, the first is to specify curriculum for secondary schools that is in line with current international trends. The second purpose is to use these technologies in teaching literature for secondary schools students with development of teachers to implement the purposes successfully. This study adopted the descriptive analytical method. The data collection method include questionnaire distributed to secondary school teachers, and was analyzed by the (SPSS) statistical package for social science programme. The study reaches many important results: the use of ICT pedagogically in literature component improves the quality of learning also teaching literature with ICT motivate learners and help them expand access to the knowledge about the world. Teachers have positive attitudes to employ ICT in their literature lesson however, they faced several challenges that may hinder their intentions in uses it. Moreover, using ICT in teaching literature may be more difficult to be applicable in Sudanese secondary schools because lack of computers and internet. So, the study recommends that ICT must be available in secondary schools. Furthermore, this study also hopes ICT to be applicable in all Sudanese secondary schools. Ultimately, administrators should offer advanced technologies EFL labs at secondary schools.
تأثير تدريس الأدب الإنجليزي من خلال تكنولوجيا المعلومات والاتصال في فصول دراسة اللغة الأجنبية:

دراسة حالة المدارس الثانوية، محلية سنجة، ولاية سنار (2018م)

هويدي عباس الأمين كرار

ملخص البحث

أصبحت تكنولوجيا المعلومات والاتصال في وقت قصير واحدة من اللبنات الأساسية في المجتمع الحديث. وتعتبر الآن عدة دول فهمت أن تكنولوجيا المعلومات والاتصال يمكن أن تساهم في حماية المبادرات والالتزامات الأساسية جنبًا إلى جنب القراءة والكتابة والحساب. التكامل الفعال في تكنولوجيا المعلومات والاتصال في تدريس اللغة الإنجليزية يعتمد على مجموعة من العوامل، واحد من أهم هذه العوامل هو معرفة المعلمين ومهارات استخدامهم لتكنولوجيا المعلومات والاتصال في تدريس الأدب الإنجليزي في الفصول الدراسية. هذه حالة دراسية لمعظم المدارس الثانوية واستخدامهم لتكنولوجيا المعلومات والاتصال لتدريس الأدب الإنجليزي لغات اللغة الأجنبية، وهي تتعلق بالتعليم: الأول هو تطوير منهج في تكنولوجيا المعلومات والاتصال للمدارس الثانوية ويكون مع الاتجاه العالمي الحديث واللغة الثانية هو استخدام هذه التقنيات في تدريس الأدب الإنجليزي لطلاب المدارس الثانوية ومع تطوير المعلمين لتطبيق هذه الأغراض بنجاح. تهدف هذه الدراسة إلى التحقق من الاختلاف الذي تقوم به تكنولوجيا المعلومات والاتصال لتدريس الأدب الإنجليزي وترسيب كيفية تأثيرها في ثقة المعلمين داخل الفصول الدراسية. استخدمت هذه الدراسة الخطوة التوصيفية التحليلية وتم جمع البيانات بواسطة الاستبيان، وتم تحليلها ببرنامج (spss) توصلت الدراسة لعدد من النتائج الهامة: استخدام تكنولوجيا المعلومات والاتصال تربوية في الأدب الإنجليزي يزيد من جودة التعليم أيضًا استخدام تكنولوجيا المعلومات والاتصال في تدريس الأدب الإنجليزي يدفع الطلاب ويساعدهم للوصول إلى التعلم الساخرة عن العالم. المعلمون لهم مواقف إيجابية في تطبيق تكنولوجيا المعلومات والاتصال في حصة الأدب ويعتقدون عدة تحديات التي قد تعوق استخدامها، بالإضافة إلى ذلك استخدام تكنولوجيا المعلومات والاتصال في تدريس الأدب الإنجليزي قد يكون أكثر تعقيدًا لتطبيقه في المدارس الثانوية السودانية. ولذلك يدعو المؤلفون والمعلمون إلى استخدام التكنولوجيا لغات اللغة الإنجليزية، ولذلك لدعم تكوين الكمبيوتر والإنترنت نداعم هذه الدراسة ناعمًا، يجب أن تتوفر تكنولوجيا المعلومات والاتصال في المدارس الثانوية عادةً على ذلك هذه الدراسة أيضًا توصي بتعزيز تكنولوجيا المعلومات والاتصال تطبيق في كل المدارس الثانوية السودانية، لخلق المزيد من الفرص لتعليم الأدب الإنجليزي.

توفر معامل تقنية متقدمة لتعليم الأدب الإنجليزي...
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CHAPTER ONE

1.0 INTRODUCTION

During the last years a great interest has been developed concerning the use of information and communication technology (ICT) in the education process, at more technological resources become available. It is necessary that instructors become aware of how these resources might be used to enhance foreign language teaching and learning. This study aim to present the critical study of the integration of new technologies that enrich educationally the learning process in teaching of literature in all education level especially secondary schools. Since computers use and the internet can provide students and teachers with direct access libraries, archives, resources, on line anthologies, bibliographic records, publishers, on line book stores and web sides of the authors themselves. All these enriching the way of the teaching and learning process. Therefore, literature teachers using new technologies have opportunity to enrich their lessons while students are able to study from their own houses through computers or electronic libraries. They discovering a much more enjoyable way of learning. Literature associated with practicing teachers uptake of information and communication technology b(ICT). The study reveal a number of factors which influence teachers decision to use (ICT) in the classroom. Access to resources is the review highlights to the role of pedagogy and suggest that teachers belief about teaching and learning with (ICT) are central integration. It is suggested that successful implementation of (ICT) needs to address three interlocking framework for change: the teacher, the school, the policy makers.

1.1 Statement of the problem

Teaching literature through information communication technology need technological environment based on a well structured methodology and background which facilitate the reading experiences. This study aim at
investigating the problem that face Sudanese (EFL) teachers when using (ICT) information and communication technology in teaching literature at secondary schools.

1.2 Objectives of the study

This study aim to:
1. Investigate the difference that ICT makes to teaching literature
2. Explore how ICT affect teachers confidence in the classroom literature
3. Examine the teaching literature and ICT contribution to improving attainment, notably students perception attainment
4. Investigate the advantage and disadvantage of using ICT in the classroom literature for teachers and students

1.3 Questions of the study

This study is trying to find answers to the following questions:
1. How can English language teachers in corporate technology into the contemporary literature classroom?
2. How do ELTs balance the needs of teaching literature with teaching students to use that technology?
3. What are ICTs factors that help renewal of all points of the teaching literature?
4. What is the teachers attitudes towards ICTs to be applicable in Sudanese secondary schools?

1.4 Hypotheses of the study

1. It is possible to incorporate technology into the contemporary literature lesson as to motivate learners.
2. Using ICTs in teaching literature needs time and effort.
3. Information and communication technology (ICT) exposes learners to a wide range of knowledge about the world.
4. Technological environment should be available to apply the (ICT) in Sudanese secondary schools.

1.5 The significance of the study

This study will help to support policy makers in the Ministry of Education in Sudan and also teachers in developing ICT use within schools. It will provide an opportunity to compare the views of teachers, students and the policy makers on ICT use in teaching literature in Sudanese secondary schools.

1.6 Research Methodology

The researcher use the descriptive analytical methods and the data for this study will be collected through a questionnaire for the teachers of secondary schools.

1.7 Limits of the study

This study applied in secondary schools of Sinnar state in Sinja locality (2018)
CHAPTER TOW

Literature Review

2.0 Introduction

This chapter explores the role of ICT in education, in particular the role of ICT in teaching literature lesson and how this role will grow considerably in recent years to come and that ICT will become a strong agent for change among educational practices. Marzilah and Sharifah Nadia (2010) it is revealed that most teachers do not know the best method or approach to teach literature. This shows that there is a possibility that the method normally used during literature lesson may not be suitable to the students understanding and not is interesting method employed by the teacher can cause students to show disinterest in learning the literature lessons. Thus, it is not surprising to find increasing interest, attention and investment put into the use of information and communication technology (ICT) in the teaching and learning process has proven to raise educational quality and it has ability to connect to real-life situations and transforming a teaching environment into a learner centered one. Fu, (2013)

The use of ICT bring about a creative and great learning environments and according to Volman and Eck (2001) as cited by Singh and Chan (2014), it is able to transform the teaching and learning process in such a way that is presents knowledge in an active, self-directed and constructive way. ICT is not only considered as a tool but also as instruments to support new ways of teaching and learning process.

2.1 Teaching Literature

There is a close relationship between language and literature. Literature is produced from language and represents one of the most recurrent uses of language. Teachers must understand this relationship and try hard to change
the traditional methods of foreign language instruction. If teachers wish to remove cultural and linguistic barriers and make learning more fruitful, they need to use modern techniques such as audio-video materials and develop the skills of knowledge synthesis among students with the help of audio-video materials and technology, students can have visual information about different countries and cultures, which help them, become more familiar with foreign places. Information, such as what a teacher may find on the internet, enriches both the teacher and learner, allowing both to become better equipped before dealing with the topic. For this reason, teachers and institutions must broaden their perspective and vision. They must take a new approach and demonstrate a readiness to change so that teaching and learning can become easy, interesting and fruitful.

Norling" believe that "the teacher has an important role in teaching English through literature ". One of the first priorities as a teacher is to determine the aim of teaching literature. Is it necessary to consider the needs and expectations of the students or is it simply mandatory for all language teachers to teach literature? Norling" proposes giving a questionnaire or interviewing the students in order to set aims and objectives for the course. This is perhaps one of the soundest ideas. As stated above, it is important for the teacher to create a curriculum which best suits the students. The best way to do this is by turning to the main characters, the students. Secondly, Norling" states that the teacher is responsible for setting the activities teaching methods and techniques, and for determining the appropriate language level. In doing this, teachers are more likely to create suitable curriculum themes and objectives and therefore, more likely to achieve their goals throughout the school year. After this, Norling" believe that a third step must certainly take into consideration the students, language proficiency, interest, sex, age, etc. This is a healthy step as it does not overlook the needs of individual students and duly notes the presence of each and every student as well as their preferences.
2.2 The importance of literature lesson

Literature is an expression of life through the medium of language and in the EFL classroom and it is often seen as an authentic means of learning the target language - Sidhu, Fook and Kaur, (2010). In addition, society without literature or one where literature is regarded to the outermost margins of social and personal life is a deprived society (Bapoo, 2007). Literature serves as an avenue to inculcate the reading habits among the students. Undeniably, in order to study the literature component, students need to read the literary texts. The texts would encourage students to read thus promote language acquisition and expand student's language awareness. Literature provide students with an incomparably rich source of authentic material over a wide range of registers. Obediat (1979) states that

"Literature help students acquire a native-like competence
In English express their ideas in good English, learn The features of modern English, learn how the English Linguistic system is used for communication, seen How idiomatic expressions are used speak clearly, Precisely and concisely and become more proficient In English as well as become creative, critical And analytical learners ".

Also Sutton, (1998:20) concedes that:

"Literature can open horizon of possibility, allowing students to question, interpret, connect and explore ". If students can gain access to authentic material by developing literary competence, then they can effectively internalize the language at a high level.

Elliot (1998) states:

"for students with verbal / linguistic intelligence the
language teacher's using literature in a foreign language
class serve for creating a highly motivating, amusing and lively
lesson. Literature is not only a tool for developing the written and
oral skills of the students in the target language but also it a window opening into the culture of the target language building up a cultural competence in students”.

2.3 Using literature in secondary schools

According to Povey (1972). In summarizing the aim of using literature in the EFL, classroom argue that: age, and literature will increase all language syntax skills be complex an exact because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex An exact syntax. Another advantage of using literature in language classes is the promotion of language use or communication especially in EFL settings.

Mckay (1982) believes that:
"in literary works setting role relationship are predetermined And social context is taken into consideration, so it can be used increasing the awareness of the students about language use. The other contributions of literature to learning are the motivational or affective and experiential factors which are provided through literature and their influence on the reading proficiency of the learners. If we conceive reading as the interaction between readers and the text, the reader should be willing and motivated to read and literature can be considered as a tool for providing the motivation"

The improvement of reading proficiency leads to achievement in academic and occupational goals. Another benefit of the literature is the encouragement of tolerance for cultural differences and promotion of creativity in the student. Maley (2001) points out: " the reasons for the suitability of literature as resource in EFL setting. Universality: all known languages have literature and the theme conveyed through them like love, death separation, nature ..etc. All over the world literature follow similar literary conventions and genres. Non-triviality, unlike many of other language teaching resources trivialize texts or
experience, but literature dose not trivialize or talk down. It offers genuine and authentic inputs. Personal relevance ideas, events and things expressed in literature are either experienced by learners or can be imagined, therefore, they are able to find relevance between them and their own personal lives. Variety there is a great variety of language and subject matters talked about in literature.

Students can enjoy a non-monotonous and versatile selection of literary texts. Interest literature is by nature intrinsically appealing as it deals with familiar subject matters in an attractive and interesting way economy and suggestive power; one of the distinguishing features of literature is evocative meaning which words and sentences remind. Literature goes beyond what is said and many ideas can be expressed with few words ambiguity; literature allows for different interpretations. It is rare for two readers to have an identical reading of one single text. This diversity of approaches and interpretations creates an opportunity for a genuine exchange of ideas and triggers interaction. Moreover, every learner can feel secure about the validity of his interpretations of a particular text. Arthur (1969) mention three ways in which literature can promote language learning " the first one is the large repertoire of vocabulary that is used in literature compared to speech. The second one is unique syntactic patterns which are only found in written English especially literature for example the use of passive voice, frequent occurrence of subordinate clauses subordination within subordination and stylistic order inversion. The third benefit is that literature aid students to understand the other societies and cultures the characters acts and events occur according to the norm of a specific cultures or society "

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2.4 The Important role of the teacher in Teaching English Literature

The teacher has an important role to play in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Sarac, (2003) giving a questionnaire or interview with the students orally, the teacher can set up the aim and the objective of the language teaching. Second, he should select the appropriate language teaching methods, teaching techniques and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching, while selecting literary texts to be used in language classroom, the students language proficiency interest, age should be taken into account in order not to bore students with inappropriate materials. At elementary level, for example, students should be given simplified or especially written stories. At advanced level however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (e.g. poems, short stories, etc) at advanced levels.

2.5 The Definition of Information and Communication technology

Information and communication technology (ICT) is a fairly ambiguous term despite the fact that it is extensively used with context of education. Blurton (1999) defines it as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information. Another term to describe a similar concept is Computer-Assisted Language Learning (CALL), which according to Levy (1997), is "the search for and study of applications in the computer for language teaching and learning".
Although the latter definition is generally appropriate in the contemporary context, it focuses on the word computer as the only method of computing. However, due to the rapid technological process and subsequent convergence in recent years, new solutions like smart phones, tablet-computers, and smart television sets have emerged. The new enhance devices are in many ways similar to the computer as they also enable multimedia and the internet hence. The very term Computer Assisted Language Learning (CALL) seems slightly outdated in the contemporary setting while information and communication technologies appears to be a more generic definition and embraces different solutions according to their functionality. Modern converged technologies and confusing concepts can cause anxiety in people especially among older generations who often find it difficult go along with the changes. In contrast, young people tend to take innovation for granted and use modern technologies on a daily basis. Electronic devices like computer or smart phones are virtually inseparable from the lives of young people who these days keep in truth with each other via social networks, use the internet for school work or play computer games at leisure. It can even be argued that due to the a vide use of technology and the people have acquired new literacies and competences like, for instance, advanced computer literacy, which surely has implications on their social behavior and routines. Consequently, it is important for schools and teachers to reflect on the ways in which technology is changing the profession of teaching to correspond to students abilities and expectations. Chapelle (2003)

Moreover, Chapelle (2003) point out that the link between modern information communication technologies and the use of language emphasizes the need to integrate, the latter is definitely true because English has established itself as a universal means for online communication by being the language of a wide range of publication on the web.
2.6 Benefit of ICT tools

Information and communication technology (ICT) include computers, the internet and electronic delivery systems such as radios, televisions and projectors among others, and is widely used in today's education field Fu (2013). Due to that, ICT is seen as a medium that could facilitate the teaching and learning process. There are many benefits that can be gained from using ICT tools in the education field.

ICT help to improve teaching and learning quality. Cited from Lowther et al, in Fu (2013), there are three important characteristics needed to develop good quality teaching and learning with ICT. The three characteristics are autonomy, capability and creativity. The first characteristic implies that students will be in control of their own learning via the use of ICT. This means that they are able to work on their own or with others. Here, teachers will be in duty to empower students in completing their work either with peers or groups. The second characteristic denotes that students can develop the capability to apply and transmit knowledge at the same time employing new technology whenever they have the confidence in learning processes. ICT also assists students in optimizing their creativity. New multimedia devices can be discovered and materials in the style readily available can also be created. Thus, the use of ICT can help to develop teaching and learning quality through the assimilation of students' autonomy, capability and creativity.

Using ICT tools help to offer the opportunities to develop higher order thinking skills. Kelman cited in Ali (2012) stated that

"higher order thinking skills can be enhanced by Using technology".

It should be noted that the advent of the digital and information age has made the development of critical and creative thinking, and higher-order thinking skills. Further, Muir also cited in Ali (2012). This indicates that the advancement in ICT benefits students as well as the teachers to develop higher
2.7 The scope of ICT

English literature comprises a number of sub-fields for example, poetry, fiction, drama, criticism, literary theory to name some of them. Each requires a different kind of study and different modes of teaching. The use of ICT can help the educator to use different modes of teaching, which will subsequently help students to keep the text or the issues involved in it, in their minds, perhaps, throughout their lives. But this depends not merely on the use of ICT but also the student and the educator. Thus, in the teaching of English literature as a subject of higher studies, a combination of the old, involving the teacher ICT tools can go a long way. Moreover, ICT would help in research in various fields of English literature. ICT tools would help students comprehend the text and would improve their proficiency. ICT tools can also help in students attentive and interested. English literature can be made appealing by the use of audio-visual devices, web resources, playing of movies or staged plays, online glossaries, dictionaries, thesaurus, etc. The use of (clicker) the student response system introduced under NME. ICT can enhance interaction in an English literature class. Scenes from movies can be shown and discussed. Use of slides having video, audio, images and texts- a combination can be helpful. Recitation of poetry can be played using ICT tools, use of multiple choice questions on different topics, quizzes, presentations are some of the ways in which ICT can be made effective in a literature class. Teachers would be relaxed as they would not have to memorize and can use slides to take the
discussions forward. Using blackboard would no longer be necessary, also taking of attendance of the students present which takes up 5-10 minutes because Clicker can do the same. Effective integration of ICT tools into educational system is a challenging task and the success of NME-ICT depend on this apart from other things. Ensuring quality, equity and access at the same time is a daunting task which needs to be fulfilled.

2.8 The use of Information and Communication Technology in Education

The term ICT stand for information and communication technology. It embraces a range of technical media from hardware (computers, laptops, tablets, mobile phones, projection technology and digital audio and visual equipment), software applications (generic software and multimedia resources) to information systems (internet and cloud computing). The integration of technology into process of teaching and learning is thought to increase students and teachers productivity and at same time it allow both teachers and students to find mount of information they need for the lesson AI-Zaidiyen, Leong and Fong, (2010).

In traditional teaching and learning methods, teachers often focus on transferring knowledge, skills and values to students via lectures and the standard question- and-answers segments and students are expected to listen and answer when required and read textbooks. While teachers are seen passionate about the subject that they are teaching the students learning has become passive. Therefore, this method of teaching is often characterized as poor teaching techniques. ICT, on the other hand, offers something different to the art of teaching and learning in the classroom. It provides resources for learning which are more effective, richer and available for extended hours and open to a wider range of students . Alessi and Trollip (2001) as cited in Nair et,al, (2012) stated that using computers to teach in the classroom is always better than using books or other traditional methods. This is because, if ICT
tools or any related technology are being used appropriately, it could facilitate independence and positive orientation towards learning. And so, the success or failure of using ICT tools in classroom depends largely on the person using it, the teachers however, by no means are these teachers should be coerced into using ICT tools but they should be encourage to be willing user themselves. In a study by Hennessy, Harrison and Wamakote (2010), they indicated two reasons for teachers to use ICT, the first being, teachers see that their own use of computers benefits their learners greatly and secondly, teachers feel learners could benefit from using the computers. In addition, it is also found that ICT has a lot of advantages and one of the principal advantage of the use of ICT in teaching and learning is that ICT can dramatically improve access to information for and communication of ideas by the students. The third benefit is that ICT can be used to enhance student learning. The difficult concepts can be made simpler when illustrated with animated graphics and computer simulations. Students can also access high quality information more easily using internet servers. In other words, teachers will be inclined to use ICT in the classrooms if they see that ICT is useful and advantageous.

At the same time we must also acknowledge the fact that implementation ICT in teaching and learning is a lot easier said than done. There are several challenges along the way that hinders the use of ICT. It is a common misconception that access to technology on its own motivates teachers to apply it in their teaching. The biggest barriers to the use of ICT in teaching were the lack of time available to classes, teacher's lesson planning and the lack of national policy on the use of ICT in teaching and learning Hennessy et. al, (2010). Little structural support from school administrators and rigid curriculum were also some of prominent factors hindering teacher's use of ICT. Schools usually gives little time for teachers to manage and get familiarize themselves with ICT not to mention lack of administrative support for teachers who are not confident enough to commence ICT. In addition to
this, levels of teacher's own expertise in getting familiarize with these ICT tools, inadequacy of learning resources and learning materials and their attitudes are also the factors in hindering the use of ICT. However, the teacher's attitudes to ICT use in learning far outweighed the institutional or school factors Oldfield, (2010). Teacher's use of ICT is influenced greatly by their attitudes towards the way the subject should be taught and by the skills associated with their competence in managing classroom activities and their computer handling technical skills. Clearly, to encourage ICT use, the actual acceptance depends largely on teacher's personal feeling and attitudes to ICT in general.

2.9 The value of ICT in Education

Information and Communication Technologies (ICT) have been utilized by education ever since their inception, but they have been massively in schools only since 1980s. Developed countries have applied them in education for a variety of reasons, most of which are still valid today, although in many cases they have remained unfulfilled expectations. Some of the reasoning found in the literature is as follows: Anew society require new skills: ICT increasing pervade every aspect of life (work, learning, leisure and health). Because ICT are the preeminent tools for information processing, new generations need to become competent in their use, should acquire the necessary skills, and therefore must have access to computers and networks during their school life. There is an equity issue in this argument related to the need to prioritize access to ICT resources to the more underserved population, which is being left behind on digital divide. Productivity enhancement: Schools are information and knowledge-handling institutions; therefore, ICT should be fundamental management tools on all levels of an educational system, from classrooms to ministries. A quest for quality learning: Schools should profoundly revise present teaching practices and resources to create more effective learning
environments and improve life-long learning skills and habits in their students. ICT are versatile and powerful tools that can help in this purpose and should therefore be present in every classroom, library and teacher room. It must be said, however, that so far ICT have not provided any large-scale breakthrough in learning improvements. They are still promises with great potential.

2.10 The Importance of ICT in education in the future

Several studies argue that the use of new technologies in the classroom is essential for providing opportunity for students to learn to operate in an information age. It is evident, as Yelland (2001) argued, that traditional educational environments do not seem to be suitable for preparing learners to function or be productive in the workplace of today’s society. She claimed that organization that do not incorporate the use of new technologies in schools cannot seriously claim to prepare their students for life in the twenty-first century. This argument is supports by

Grimus (2000), who pointed out that

"by teaching ICT skills in primary schools
the pupils are prepared to face future
developments based on proper understanding ".

Similarly, Bransford et al (2000) reported that

"what is now known about learning provides
important guidelines for uses of technology that can
help students and teachers develop the competencies
needed for the twenty-first century ".

ICTs can play various role in learning and teaching processes. According to Bransford et al, (2000), several studies have reviewed the literature on ICT and learning and have conducted that it has great potential to enhance students achievement and teacher learning. Wong et al, (2006) point out that technology can play a part in supporting face-to-face teaching and learning in
the classroom. Many researchers and theorists assert that the use of computers can help students to become knowledgeable, reduced the amount of direct instruction given to them, and give teachers an opportunity to help those students with particular needs Iding, Crosby, and Speitel, (2002) Shamatha, Peressim, and Meymaris (2004) Romeo, (2006).

While new technologies can help teachers enhance their pedagogical practice, they can also assist students in their learning. According to Grabe and Grabe (2007), technologies can play a role in students skills, motivation, and knowledge. They claim that ICT can be used to present information to students and help them complete learning tasks.

According to Becta (2003), five factors influence likelihood that good ICT learning opportunities will develop in school: ICT resourcing, ICY leadership, ICT teaching, school leadership, and general teaching. Becta (2003) also indicted that the success of the integration of mew technology into education varies from the curriculum to curriculum, place to place, and class to class, depending on the ways in which it is applied. In science education, there some areas where ICT has been shown to have a positive impact.

2.11 Teachers and ICTs

Teacher plays a dominant role in integrating the ICT based teaching Bakar et al, (2008). When the MOE incorporates ICT in the education system. Teachers will facilitate and monitor students' progress. This means teachers will not only teach the content knowledge of the subject, but somehow the lesson should be ICT oriented. Bakar et al, (2008) Further added that teachers must master the basic ICT and computer literacy skills in par with the advancement of ICT innovation in education. This implies that teachers regardless of age should be at no reason trying to equip themselves with the knowledge on ICT. Teachers should not only focus the traditional method of teaching, but innovation and changes should also play a part in the teaching
process. Bakar, Rajuddin, Ibrahim, Wahid and Hassan (2008) stated that majority of teachers find difficulties in changing their way of teaching to something new and more updated like in applying ICT in teaching. This should not happen as education system evolves and so do the teachers and their way of teaching.

Few studies have been conducted in regards to teachers and ICT. Salehi and Salehi' study (2012) involving 30 high school English teachers in Iran revealed that majority of the respondents had never implemented ICT in the classroom or they preferred to use it very little. Further, it was also revealed that teachers' attitude contribute to the factors that hinder from using ICT in teaching activities as well as insufficient technical support and little access to internet and shortage of time. Mwalongo (2011) in his study regarding the Tanzanian teacher's perception about ICT came to conclusion whereby teachers did not use ICT to radically change their pedagogical practices. Instead, ICT was used to maintain teacher's traditional pedagogical practices. In term of using ICT in teaching and learning the respondents mentioned that ICT was used in preparing the notes, Hamzah and Alwi (2009) and Beauchamp and Parkinson (2008).

Of these studies, it implies that the teachers have the ICT skills. However, due to certain hindrances, they could not integrate it in their teaching and learning process. A prominent gap that can be concluded is that most studies focus on the teaching and learning of English in general, and less on the ICT integration in the teaching and learning of literature lesson. Therefore this study is meant to discover the use of ICT in the teaching of literature lesson in Sudanese education system.

2.12 Teachers attitudes towards the use of ICT in Literature Lesson

Attitudes are thought to consist of three elements; affect, cognition and behavior Albirini,( 2006). Affective element is related to the individual'
knowledge and behavior element is the overt behavior. Attitudes towards ICT usage have been defined as a person's general feeling towards ICT and specific computer and internet related activities Smith, Caputi and Rawstone, (2000 in Abdul-Aziz, Sharir and Chin, (2013). In order to have an exact understanding about one's attitude, all these elements should taken into consideration. In order to achieve full use of ICT in literature lessons teacher's attitudes is seen as one of the obvious factors. Albirini, (2004) stated that attitudes are considered as a major predictor to the use of new technologies in the classrooms. It can also be related to the amount of ICT being used by the teachers. Thus, attitudes play an important role in shaping ones reactions to situations. Attitude is an emotion that prepares an individual to respond consistently in a favorable and unfavorable manner when confronted with a particular object Fishbein, (1967) in AL-Zaidiyeen et al. (2010). Attitudes, behavior and feelings have been found by some researchers to be linked, such that people's attitudes determine their behavior towards object and people they meet and influence even the relationships that exist among this with them Melor, Maimun and Chua, (2009). From, these features we may describe attitude as a complex, mostly learned and enduring but changeable system of cognition and affection which influence an individual's favorable and unfavorable or reaction to object. Attitude is likely a personal factor which could influence the person on the use of ICT. This is because the person's attitude may directly influence their attention to use the computer or ICT.

Teachers will be in a position to use ICT tools and resources effectively in the classroom only when they realize how useful these tools are in presenting material to the students and overall learning process. The influence of ICT in teaching and learning is largely based by on the perceptions and attitudes of the teachers who are responsible for using this technology Joseph, (2013). Joseph continued by stating that teacher's views brought a strong impact to the integration of computer in the classrooms and that teachers
needed to be encouraged to continuously explore the usefulness of ICT in the classrooms. A research by Melor, Norzah, Salehi, Mohamed Amin Embi and Salehi (2014) on future of ICT as a pedagogical tool in EFL. Teaching and learning was done among the EFL teachers in secondary schools in Sudan through semi structured interviews with teachers. The aim of this study was to know the teacher's perceptions of the future of ICT as a pedagogical tool includes the teaching of literature. During the process of combining ICT with education teacher's attitudes towards using knowledge besides their talent and desire will be a crucial point affecting the result of application. The basic agent for establishing and working this system is the teachers. It is argued that successful integration of ICT in education enables teachers to transform instructions from teacher-centered to student-centered where learners may interact with their peers and use the computers and internet for their own learning needs.

2.13 Factors That Prevent Teachers from Using Technology


1. Lack of teaching experience with ICT.
2. Lack of on-site support for teachers using technology .
3. Lack of help supervising children when using computers .
4. Lack of ICT specialist teachers to teach students computer skills.
5. Lack of computers a availability.
6. Lack of time required to successfully integrate technology into curriculum .
7. Lack of financial support .
Evant- Andris (1995) summarized three styles of computing use among teachers: avoidance, integration, and technical specialization. These styles play a significant role in students' access to computer technology. Her study evolved over an 8-year period in the elementary school of a large metropolitan area. The dominant style of computing among teachers was that of avoidance. Here, teachers typically distanced themselves from computers and otherwise reduced the amount of time they spent attending to computer-related activities. Their pupils had limited and repetitive use of software intended for drill and practice or word processing. Generally, these teachers sustained a low level of interaction with students while they worked with computers. In contrast, teachers engaged in "integration" generally embraced computers. They integrated the technology into their teaching method and curriculum, their working day, and the learning experiences of students. They selected drill and practice software based on curricular goals and the needs of their students. In addition, they introduced a broad range of computer application and developed creative and engaging projects that integrated computer activities with more normal instruction.

As this integration, teachers engaged in technical specialization embraced computer and viewed the technology as a challenge. These teachers promoted computers in their schools and their activities relating to computing typically demonstrated strong teaching method such as consistent use, preparation, and delivery of planned lessons involving the computer. During lessons, they generally integrated the computers rather than using them to supplement the traditional curriculum. They also focused their efforts on teaching students about the technical aspects of the computer.

Robertson et al. (1996) argued that teachers' resistance to computer use was divided into several broad-based themes:

- resistance to organizational change;
- resistance to outside intervention;
- time management problems;
- lack of support from the administration;
- teachers' perceptions;
- personal and psychological factors;

They carried out a study that looked at the information technology (IT) skills of staff and students in a secondary school prior to receiving personal palmtop computers after a short acquaintance with them. Access to palmtop increased the staff’s use of generic applications in their work, particularly for administration (e.g. class registers and assessment scores). A minority of staff remained unconvinced about the potential of the computer and many were dissatisfied with a mount and quality of professional development in the use of the palmtop and in ICT in general. Students learned about the main content-free applications relatively quickly and used them frequently (content-free software aims to represent flexible tools which can be shaped by teachers or learners to suit their needs such as word processors, desktop publishers and databases). This study, like many others concluded that there is a need for adequate and careful training so that teachers become aware of the range of uses; and possible benefit of ICT.

2.14 Can ICT affect Interactive Learning?

Using ICT effectively can lead to a more positive educational ethos in the classroom and in effect a more communicative classroom. Effective use of ICT by the teacher can offer greater interactivity at both a deep and surface level. We will explore the general use of ICT, but also its impact on interactivity within the classroom. Cox et al. (2003) undertook a review of the research and then concluded that ICT had indeed a positive effect on attainment in national curriculum subject area. They qualified this assertion by stating that it was not just the everyday use of ICT as a tool, but the skilful use of ICT by the teacher, when linked to careful pedagogical strategies enhancing
classroom communication. In order to get the best use of ICT teachers have to be aware of ICT'S range and features as a resource and should be deeply versed in ICT techniques. This conclusion was confirmed by Sonekh and Davies (1999) and Sutherland (2005). They assert that the skilful use of ICT by trained practitioners is absolutely key to higher attainment. ICT offers a range of key features including speed, automation, capacity, range, Provisionality and interactivity Beauchamp (2012)

2.14.1 Speed

Although ICT has offers massive capacity for improving the speed of teaching, it can be determined to younger (or less able) children if used too quickly. Learners' needs must be considered at all stages of planning and the pace and timing of the lesson adjusted to learner responses through ICT use when necessary and productive.

2.14.2 Automation

The development of materials, in terms of scale, creativity and choice was far more difficult before the advent of ICT – as was planning, recording and assessment of pupil progress. ICT has indeed become an integral educational aid for teachers and school staff.

2.14.3 Capacity

Linked to automation is storage capacity. ICT has offers high levels of increased storage capacity. Even small devices have huge memories which store great amounts of data. Some data networks are not even " wired connections" and as cloud storage can be accessed from anywhere, access to many sites is made easy swift. ICT makes for an especially bright future when linked to innovative and creative pedagogies.

2.14.4 Range

There is now a wide variety of media easily accessed and available, so that lessons can be ICT based. However, ICT should partner and complement
traditional modes of teaching such as "Big Book" and other materials, not just replace them.

2.14.5 Provisionally

Provisionally appears to have two components; temporariness and inventiveness. Lesson can be changed at will, at teachable moments, and content easily effaced as with interactive whiteboard (WB) use. On traditional white or blackboards writing was difficult to erase; this is not the case with IWBs. Things can be quickly relocated, deleted, or rearranged so speedily both remotely and in physical locations. Pedagogic materials can be created or destroyed at immense speed. The process of learning is seen to be more important than the product, but both are integrated during skilful use of ICT in the classroom.

2.15 The Impact of ICT on Learners Motivation

The field of education has been affected by ICT, which have undoubtedly affected teaching learning and research Yusuf,(2005). A great deal of research has proven the benefits to the quality of education Al-Ansari,(2006). ICTs have the potential to innovate, accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers as well as strengthening teaching and helping schools change. Davis and Rearle,(1999); Lemke and Coughlin, (1998) cited by Yusuf, (2005). As Jhurree (2005) states, much has been said and reported about the impact of technology especially computers, in education. Initially computers were used to teach computer programming but the development of the microcomputers into schools at a rapid rate. Computers and applications of technology became more pervasive in society which led to a concern about the need for computing skills in everyday life. Authentic materials which can be accessed in the internet easily are opportunities for language learners to compile interesting information and
report it in English so they may improve both their reading and writing skills at the same time. Deeler and Gray, (2000). There is plenty of advantage of using technology in EFL classroom for providing easy, practical and authentic activities as well as creative tasks. Although technology does not substitute for a good teacher it will motivate the language learners and enrich classroom atmosphere. In order to use technology in the classroom effectively teachers have important roles, they should plan and organize the lessons according to these materials. First they should plan, set up and use the correct equipment in EFL classrooms.

2.16 The use of new Technologies in Teaching literature

The teaching of literature compared to the teaching of other subject has been characterized by strong resistance to the integration of innovation and the use of information and communication technologies. This happened because for a very long period of time the teaching of literature in all levels of education was thought of as an initiation into an art of the spirit which had nothing in common with the world of technology, that was thought as technocratic and utilitarian ,with temporary value which could not be compared with eternal value of classic texts and work of art. Therefore, each effort to modernize the course of literature towards integration and creative use of information and communication technologies should be initiated by redefinition of the goals and methods of teaching literature. The literature thus faces the new challenge of technologies and the internet, having as a result the creation of new data on production, distribution and reading of literature Δαδράαν, (2010).

The use of computers and the internet provides great opportunities in the education process of literature lessons, such as direct access to libraries archives, sources, online anthologies, bibliographic records, publishers, online bookstores and websites of the authors themselves Wang and Liu,(2003). This way the educational process becomes experiential, which is the main goal of the subject, while the teacher can prepare the course better by searching information in WebPages which are not restricted at the school library . This
is, as well, a significant advantage for teachers who work economically degraded or distant areas. Furthermore, the peculiarity of this course aims at allowing the students to the appreciation of literary texts and their communication with the reader, as a work of knowledge, but also delights. In order to enjoy a literary text therefore, one has to be a receptive reader. This receptivity, for the young generations goes through the dominance of technology, due to their ingress into the electronic information and multimedia communication as well as the reduced contact with the printed book. This way the new technologies can become a major contributor to the development of favorable conditions for the reception of a literary text in a classroom. Also, the information and communication technologies can give students the opportunity to learn about literature through the internet, in a different, more attractive and pleasant, learning environment, where team work and cooperation will have a dominant role.

On the other hand the development of teachers critical though and attitude towards conventional traditional way of teaching has become important in order to highlight the current trends in the educational process of literary texts. Literature teaching has traditionally thought of as a process of reading the text as well as reading exercise for students. The role of the teacher, therefore, is to intervene in the natural channel (means) so that the encoded message-text of the sender (author) to be decoded from the receiver (student) in order to achieve the greatest possible degree of understanding and enjoyment/delight of the text. Hyper literature, of course, is clearly outside the literature norms (which follows a linear form and a linear recitation), which is the main subject of the course of literature in the classroom. Nevertheless hyper literature provides a dynamic trend of modern literature and launches a new kind of reading that cannot be absent from the reading perceptions of the students. The hypertext thus, reverses the dominance of the author, while the electronic media and the overlying structure require active participation of the reader in order to form the shape of the text νυσαλίσου (2009).

At the same time information and communication technologies can contribute to multilayer assumption and enhance the playful nature of the
printed literature. Thus the word and structure experiments of literary texts are encouraged, highlighting the element of poetry. Furthermore, the use of new technologies favors correction and successive writing during creative writing, demonstrating better than anything the writing machine and its capacities to the students. Thus, the transcription of the arts and the cooperation of the series for its assumption' understanding, (2009). Therefore, a problem regarding the difficulties of bringing literary texts within the school arises, as there are obvious obstacles such as the fragmentation of the texts, the difficulty in their approach and the integration of the texts in a historic and economical context. But the use of new technologies, especially the computer and the internet, brings benefits that erase these restrictions.

This way the entire literature work can be accessible through the internet and the nature of hypertext, providing a better understanding for the students as well as the chance to enjoy the text, more profoundly. Therefore, the exploration of the historic and economical framework becomes easier through information of sites related to the text, the author, the time during which it was composed, etc. Κάλης (1993). Moreover, the access to on-line dictionaries achieves linguistic normalization and understanding of concepts which in conjunction with the above many result in the desired outcome, which is the sensiiveness of the text. The general concept of literary is equated with technological literacy, (2007). As computers provide students with information about literature, as well as with a general academic background that enhance their critical though.

At the same time, the use of new technologies allows the use of modern teaching approached to teaching literature and the introduction of modern teaching methods and models. Information and communication technologies tools and especially the internet, which implies a change in the way of writing and studying of the literary text, can be utilized towards the exploration and discovery rather than a repository of knowledge from which the student well
learn. Additionally, new technologies can be used towards collaborative learning, by adding the possibility of communication between students in the same or different schools, as well as the access to older work of other students and to sources through the internet, in the collaborative efforts, team play, the catalytic role of the teacher and the students' initiative Wang and Liu, (2003).

This way the new technologies can be a means of in-school, interschool and global communication and cooperation, in order for the emergence of the student as author to be obtained by accessing to the literature that is written specifically for the internet and having seen the characteristic that distinguish it from conventional literature. In this way, the active role of the reader according to new conceptions of reading theory is highlighted during the teaching approach. In conclusion, perhaps the new technologies adversely affect the lyricison of a literary text, but the truth is that when it is used in the educational process as an alternative of an interdisciplinary, multidisciplinary approach and multimedia teaching we can do nothing but accept the fact that it promotes the educational process. Therefore, its practice in schools and universities promises reconciliation between literature and the new conditions by utilizing the potential of new technologies Τζαξξατ, (2006).

2.17 Teaching English literature with ICT an innovative approach

English literature, like literature of many other language, has a vast variety of elements of music, emotion, actions and dialogues. Sadly, these elements are not optimally presented in the way they should be, either because of the dearth of expertise in teachers or because of the lack of resources. This issues can be addressed and resolved well by integrating ICT optimally in the teaching of English literature. So, let's try to understand that how these elements can be incorporated into the flat and dreary teaching of english literature in the classroom, covering different genres of english literature mainly poetry, prose and drama, by judicially utilizing the innovative approach of ICT to enable the teaching process of English literature more interesting,
more energetic and more lively and that too with less efforts on the parts of teachers to teach literature of a foreign language in the countries like India.

2.17.1 Poetry

Poetry is usually written down as a text which has some sort of meter or rhythm as it focuses on the way the syllables, words and phrases sound when put together. It is often considered the oldest form of literature. Before writing was invented, and oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. In Vedic period also, Vedic education was imparted through the medium of recitation of "Shalokas". Today, because of the invention of various scripts, poetry is written down in some or the other scripts. But unfortunately, it is taught just by reading it but not by reciting it. So, now-a-days, teaching of poetry in a pleasant way has become a hard nut to crack for the 21st century teachers because of forgetting the old but gold tradition of teaching poetry by recitation which puts proper emphasis on the significance of different frequencies of sound through which the mind understands poetry naturally, promptly, smoothly, permanently and thus, more pleasantly. The tradition of reciting poetry can be revived by using ICT. Poetry can be taught in the classroom as a citation art with the help of ICT in the following ways:

- **VCD** (Video Computer Disk) related to the poem to be taught may be played for creating the diorama to capture the images and the sound of the poem.
- **CD** (Computer Disk) of instrumental music related to the poem to be taught may be played for producing background music to feel the melody of the poem.
- **CD** of standard recitation by native speaker of English language of the poem to be taught may be used for teaching students the correct way of recitation of the poem. Tap Recorder may be used for recording
student's way of reciting the poem to be taught to enable them to listen to it later on to improve these ability of reciting the poem.

2.17.2 Drama

Any text meant to be performed rather than read can be considered drama (unless it's a poem meant to be performed). In layman's terms, a drama is usually called a play. Drama is the one given the least time in most classrooms. Often when drama is taught sitting on a chair. It is only read the same way one reads a novel. Since drama is meant to be acted out in front of an audience, it is hard to fully appreciate it by looking only at pages of texts. Students respond best to drama when they are exposed to film or theatre versions and are encouraged to act out scenes passionately in classes. Drama can be taught in the classroom itself as a performing art with the help of ICT in the following ways:

- Film of the drama to be taught may be used for showing to students to teach them the art of performing a drama.
- Audio of instrumental music related to the drama to be taught may be used for playing background music to create different moods of the drama.
- PPT (Power Point Presentation) of natural scenes related to the drama to be taught may be used for preparing background scenery to present different seasons of the drama.
- Mike and Speaker may be used for creating echo in the sound to increase the intensity of the dialogues of the drama spoken by teachers during teaching.

2.17.3 Prose

Prose can be defined as any kind of written text that is not poetry (which means that drama is technically a type of prose). The most typical varieties of prose are novels and short stories, novellas, biographies,
autobiography while other types include letters, diaries, journals, and non-fiction. Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does prose tend to focus on plot and characters. Prose is the type of literature read most often in English classroom. Prose can be taught in the classroom as a reading art with the help of ICT in the following ways:

- Documentary of the novel to be taught may be used for showing it to students to make then understand it in a better way.
- Videos of various stages related to the short story to be taught may be used for presenting its different stages to narrate it.
- A digital board having moving-text may be used for reading comfortingly the long text of prose in large font size to avoid stress on eyes occurring due to the small font size of the printed text.
- E- newspapers/e- magazines/e-journals may be downloaded for providing them to students to inculcate in them the habit of reading varieties of prose published in them without carrying heavy printed text books.
- Blogs of various eminent authors of English language may be used for teaching students the latest articles to make them aware of the contemporary trends in prose writing.

2.18 Electronic Literature

Electronic literature can be defined as "digitally born" since a first gender digital object is created and means to be read on computers. The term electronic literature or (e – literature) refers to the work of aspects that is provided by the stand-alone or networked computer advantages McGann. (2001), Nedelko and Cimu, (2009). Electronic literature can also be defined as traditional literature which has been converted to e-literture (I e an electronic format) Koskirnaa, (2003), through programs like PDF or the internet.
The most important benefits of e-literature are the search function, the use of automatic bookmarks, the ability to browse page by page at the touch of a key, the scrolling, the creation of page notes and print excerpts, the ability to store several books on a personal computer, as well as ecological and economical reasons, such as decrease of paper loss Pack, (1994). On the other hand, electronic literature also has some disadvantages, namely copyright issues, since authors are not able to control the unauthorized copies of their work Pack,(1994).

Therefore, literature is facing the challenge of new technologies and the internet with reservedness. The use of information and communication technologies is resulting in the entry of new data as well as the offer of new features, thus many writers are starting to write online their work, while many texts are digitized and emerge in hybrid forms, changing the form of reading and offering an interactive access to literature. This way literature can be translated into different languages and texts can travel fast around the world, can be edited, published without trouble and expense, while they can also include visual and audio material. Therefore, new terms are used to identify literature recorded in digital media and transformed through the internet (Hyper-literature, Hypertext literature, network literature), while the relationship between the text and the reader is changing Δημητριάδη,(2006). The hypertext is a kind of electronic text that is organized in a non-linear form, with passages of text connected by links, which offer the reader the possibility of different ways of reading Vileno,(2007). Furthermore, through the use of interaction, the reader does not only assume the text, but he can also shape its structure with the collaboration of the author. Another reader may follow a different route. This way the text is always in a continuous development, and the hypertext is mostly characterized by structured liquidity. Firstly, the hypertext remodels the fundamental characteristic shape of production and ratio assuming
(transmitter-message-receiver), since much of the reading procedure takes place through computer screens. Therefore, since electronic text is different from the traditional, the reading behavior is also affected \( \text{Пαλώντιάς}, \) (2006). Nowadays, the hypertext as a term refer only to hypertext computer programs and to textual structures that can be synthesized with the computers help and go beyond the linear limits and specific qualities of the traditional written text. The technological invention of the internet is therefore, the one that, after printing opened several new paths in literature. This way the experimentation and innovation of the author is feasible, while digital texts can be placed in minimal time, be modified, edited, published and enriched with audiovisual material, whilst the collaboration with remote colleagues has become easy and fast Delany and Landow, (1994).

Thus, the perception of each text has changed according to modern theories highlighting all of its meaning, which in literary hypertext is mainly the result of their multimodality, namely the multiple ways in which a text can be read. The enrichment of hypertext with multimedia elements expands the range of literature by allowing the reader to have access to huge amounts of data in a complex network of audiovisual information. thus, three different revolutions are occurring at the same time, the technological revolution of the production and dissemination of texts, electronic writing revolution and the revolution of electronic reading. This way these three simultaneous revolution transform the reader's relationship with the written texts Nedelko and Cirmu,(2009). In conclusion, literature has to face the challenge of new technologies and the internet, while new data, which can also influence the literature teaching are occurring in the production, distribution and reading of literary texts.
2.19 Previous studies

The some study has previously been investigated by some other researchers of those are:

Melor Md Yunus and Ashairi Suliman (2014) " Information & communication technology (ICT) tools in teaching and learning literature component in secondary schools " Literature component has been part of the English syllabus ,previous researchers have proven that teaching literature component is not easy as teachers still rely heavily on the conventional methods like discussing plot, characters, theme, setting and moral values of the texts. With the advancement of information and communication technology (ICT), this study is meant to explore the teachers and students' using of ICT and their attitudes towards ICT in teaching and learning of literature component. The study revealed that ICT is used on the satisfactory level by the teachers as well as the students. In addition, both the students and the teachers possessed high positive attitudes towards the use of ICT tools in literature lesson and the component itself. However, the implementation and usage do not demonstrate the attitudes

Parilah Md Shah (2015) " ESL teachers' Attitudes towards using ICT in literature lesson " The integration of information and communication technology ( ICT )in the teaching of literature is seen as an important aspect. However, past studies suggests that effective integration depends on teachers' attitudes and skills in using ICT. Depending on the fact that teachers' attitudes is a major predictor in the process of ICT integration, this study investigated the attitudes of English teachers towards it. It further, seeks the problems and challenges that may hinder the use of ICT in literature lesson. The study also showed several challenges that might hamper the possibility of using ICT in literature lesson.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

The objectives of the study are to locate the areas of difficulties which face teachers when using information and communication technologies in teaching literature at secondary school that can encourage learners to read literature at home and enjoy it. This chapter will consist of the description of data collection, instruments and the data analysis.

3.1 The Methodology

This research follows a descriptive and analytical method. The tool is a questionnaire. The questionnaire is distributed by hand. The population of the study is English language teacher in secondary schools in Singa- Locality. A group of secondary school teachers are selected randomly to give their responses. The research uses SPSS program to analyze the collected data.

3.1.1 The Population of the Study

The populations of the study were and English language teachers in secondary schools in Singa- Locality.

3.1.2 The Sample of the Study

A group of secondary school teachers of selected randomly. They are asked to give their responses. They were (40) teachers. The researcher used (SPSS) program to analyze the collected data.

3.2 The Tool of the Study

The study used a questionnaire as a tool for collecting data. The questionnaire is composed of fourteen statements, for each statement has three options(agree, neutral and disagree) . It is distributed to a group of teachers to give their responses. For the presentation of the results the researcher used percentages, tables and figures for more explanation.
3.3 The Procedures

The questionnaire (40 copies) is distributed by hand after taking permission from schools managers a considerable number of copies(40) is given from hand to hand to teachers. All the (40) copies were received back after being responded to.

3.4 Reliability and Validity of the Questionnaire

The study used the SPSS program for statistical analytical operations the researcher used Pearson correlation and the results obtained are as follows:

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}} \]

Where

\[ r = \text{correlation} \]
\[ R: \text{Reliability of the test} \]
\[ N: \text{number of all items in the test} \]
\[ X: \text{odd scores} \]
\[ Y: \text{even scores} \]
\[ \Sigma: \text{Sum} \]
\[ R = \frac{2*r}{1+r} \]
\[ \text{Val} = \sqrt{\text{reliability}} \]

\text{CORREL} 0.75
\text{RELIA} 0.85
\text{VALID} 0.92
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

In this chapter the researcher will analyze and discuss the data collected by the tool. The researcher has distributed a questionnaire to (40) teachers (secondary stage).

4.1 Analysis of the Questionnaire

Table (4.1) Using ICTs in teaching literature is an effective method

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27</td>
<td>67.5</td>
<td>67.5</td>
<td>67.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>75.0</td>
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<tr>
<td>Disagree</td>
<td>10</td>
<td>25.0</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
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<td></td>
</tr>
</tbody>
</table>

Fig (4.1) Using ICTs in teaching literature is an effective method

In table (4-1) the majority of respondents, (67, %) agree (7.5%)
Not sure and (25%) disagree. According to result (67%) of the teachers agree, so, the claim is supported.
Table (4.2) Using ICTs devices in teaching literature motivate learners

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>31</td>
<td>77.5</td>
<td>77.5</td>
<td>77.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>85.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4.2) Using ICTs devices in teaching literature motivate learners

It is clear from the results illustrated above, (77.5%) of teachers agree, (7.5%) not sure (15%) disagree . According to the result (77.5%) of the teachers agree with the claim.
Table (4.3) ICTs is potentially powerful tools of offering learning opportunities

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38</td>
<td>95.0</td>
<td>95.0</td>
<td>95.0</td>
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<tr>
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<td>2</td>
<td>5.0</td>
<td>5.0</td>
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</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4.3) ICTs is potentially powerful tools of offering learning literature opportunities

Table and Figure (4.3) express that the greatest majority of respondents (95%) agree while (5%) disagree. According to the results the majorly of the teacher (95%) supported the statement.
Table (4.4) ICTs devices are unavailable in secondary schools

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>35</td>
<td>87.5</td>
<td>87.5</td>
<td>87.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>10.0</td>
<td>10.0</td>
<td>97.5</td>
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<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
<td>2.5</td>
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</tr>
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<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4.4) ICTs devices are unavailable in secondary schools

Table and figure (4.4) express that (87.5%) agree, (10%) not sure, and (2.5%) disagree. This explained that most of respondents agree that the ICTs are not available in schools.
Table (4-5) Teachers have a positive attitudes towards using ICTs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>80.0</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>5</td>
<td>12.5</td>
<td>12.5</td>
<td>92.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0</td>
</tr>
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<td>Total</td>
<td>40</td>
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<td>100.0</td>
<td></td>
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</tbody>
</table>

Fig (4-5) Teachers have a positive attitudes towards using ICTs

Table and figure (4.5) show that, (80 %) of the chosen sample response agree, (7.5 %) of them disagree, and (12.5 %) are not sure. According to the result the majority of the teachers (80%) agreed with the claim.
Table (4.6) Most Sudanese ELF teachers do not aware of the importance of using ICTs tools in EFL learning

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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<td>Not sure</td>
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<td>7.5</td>
<td>7.5</td>
<td>85.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4.6) Most Sudanese ELF teachers do not aware of the importance of using ICTs tools in EFL learning

Table and figure (4.6) show that, (77.5%) of the chosen sample response agree, (15%) of them disagree, and 7.5%) are not sure. This shows that sometimes the teacher uses the mother tongue to explain the lesson.
Table (4.7) ICTs tools need time and effort in conducing literature lesson

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>35</td>
<td>87.5</td>
<td>87.5</td>
<td>87.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>95.0</td>
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<tr>
<td>disagree</td>
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<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4.7) ICTs tools need time and effort in conducing literature lesson

The following figure(4-7) will summarized the above table. 85.5% of the respondents agree, 7.5% not sure, 5% to disagree. These results indicate that most of the respondents supported the statement.
Table (4-8) Sudanese teachers encounter many problems when using ICTs in literature lesson at secondary schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>92.5</td>
<td>92.5</td>
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<tr>
<td>Not sure</td>
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<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

Fig (4-8) Sudanese teachers encounter many problems when using ICTs in literature lesson at secondary schools

The following figure will summarized the above table. 92% of the respondents agree with statement, 5% not sure, 2.5% disagree. According to the results the majority of the respondents (92.5%) supported the claim.
The above table and figure (4.9) shows that 95% of the respondents agree and 5% not sure, most of the respondents agree so, the statement is accepted.
Table (4-10) The use of ICTs in teaching literature exposes learners to a wide range of knowledge about the world

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>36</td>
<td>90.0</td>
<td>90.0</td>
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<tr>
<td>Not sure</td>
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<td>10.0</td>
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<td>Total</td>
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<td>100.0</td>
<td></td>
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</table>

Fig (4.10) The use of ICTs in teaching literature exposes learners to a wide range of knowledge about the world

From table (4-10) and fig(4-10), 90% of the teachers agree and 10% are not sure. According to the result the statement is strongly supported since, 90% of teachers agree.
Table (4.11) The lack of access and resources of ICTS such as computer and internet impede learning process

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>82.5</td>
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<td>82.5</td>
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<tr>
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<td>15.0</td>
<td>97.5</td>
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<tr>
<td>Disagree</td>
<td>1</td>
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<td>2.5</td>
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<td>Total</td>
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</table>

Fig (4.11) The lack of access and resource of ICTS such as computer and internet impede learning process
From table (4-11) and fig (4-11) teachers who agree are 82.5% teachers, those who not sure are 15.%, and 2.5% disagree. So according to the results 82.5% percent of the teacher agree with the statement.

**Table (4.12) The multiplicity of information hinder the students choices**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td></td>
<td>34</td>
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<td>85.0</td>
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<tr>
<td>Not sure</td>
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<tr>
<td>Disagree</td>
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<td>2.5</td>
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<td>Total</td>
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</table>

**Fig (4.12) The multiplicity of information hinder the students choices**

From table (4-12) and fig (4-12) teachers who agree are 85%, those who not sure are 12.5% and 2.5% disagree. According to the results teachers who agree are 85%. So the statement is reliable.
4-2 Testing the Research Hypotheses

**Hypothesis One:** It is possible to incorporate technology into the contemporary literature as to motivate learners.

*Table (4-2)* shows that (77%) of the teachers supported this hypothesis. This emphasizes that learners feel confidence and motivation when using ICT in literature lesson, so this hypothesis is accepted.

**Hypothesis Two:** Using ICTs in teaching literature needs time and effort.

*Table (4-7)* indicate that (85%) of the teacher agree with the hypothesis, which means that teachers must have knowledge and skills about using ICT so, this hypothesis is accepted.

**Hypothesis Three:** Information and communication technology (ICT) exposes learners to a wide range of knowledge about the world.

*Table (4-10)* shows that the majority of the respondents (90%) supported this hypothesis. This means that the respondents agree with the hypothesis therefore, this hypothesis is accepted.

**Hypothesis Four:** Technological environment should be available to apply the ICT at Sudanese secondary schools.

*Table (4-4)* indicate that most of the respondents (87%) supported this hypothesis. This emphasizes that ICTs devices must be available in all Sudanese secondary schools. This hypothesis is accepted.
CHAPTER FIVE
CONCLUSION, FINDING AND RECOMMENDATION

5-0 Introduction
This chapter is a conclusion in which the researcher presents the main findings, recommendation and suggestions. The researcher hopes that these findings, recommendation and suggestions will be of great help for both learners and teachers at secondary schools.

5-1 Conclusion
From the finding of this study, both teachers and students were aware that ICT tools assist the teaching and learning process. They also knew that ICT may help to enhance the teaching and learning process. Students should also make full use of the ICT tools in order to better their understanding in learning literature component. Teachers, on the other hand should vary their teaching methodologies in literature lesson and they should utilize ICT tools in the learning of literature component. Ministry of education might organize more programmes or courses related to the integration of ICT tools in literature lesson to encourage the use of it in secondary schools.

5-2 FINDING
The study find that:
1. The use of ICT pedagogically improve the quality of learning
2. Teaching literature with ICT motivate learners and help them expand knowledge about the world.
3. The majority of the teachers cited inaccessible and unavailable internet. So the administrators offer technological environment in secondary schools.
4. Teachers have positive attitudes to employ ICT in their literature lesson, however, they faced several challenges that may hinder their intention to use ICT
5. Using electronic literature enrich both teachers and students experiences.
6. Using ICT in teaching literature may be more difficult to be applicable in sudanese secondary schools because lack of computers and internet.
7. Encourage students to use computers and other technological devices at home to read more literary texts improve their motivation
8. Material which are available in internet should be selected according to the needs and interest of the students.

9. Using technology in literature lesson enhanced students language more than traditional classroom methods

10. Using ICT in teaching literature depend on teachers knowledge on the use of how to use ICT in ways that could benefit learners and not just for the sake of convenience.

5-3 Recommendations

Based on the finding the study reach to the following recommendations:

1. ICT should be available in secondary schools
2. EFL teachers and students should be aware of using ICTs devices.
3. Using ICT in literature lesson could help expand access of knowledge about the world
4. Government should perform an audit of secondary schools ICT resources to ensure that ICT facilities are available to a good standard across all schools in Sudan.
5. In order to achieve sufficient competence in using ICT effectively in literature lesson a teacher also needs professional technical support.
6. The improvement of ICT skills also requires that teachers have time available.
7. Teaching literature through ICT should increase EFL learners motivation.
8. Instructors at secondary schools should focus on the importance of using technology and use authentic and interactive activities for maximum access in literature classroom.
9. Financial support from government should be oriented the secondary schools there should be computers labs in schools.
10. Teachers should be qualify for using ICTs devices in teaching literature to EFL learners
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Appendix

Questionnaire

Dear Teacher: This questionnaire is designed to collect data for a M.A research in ELT, which entitled (Teaching Literature Through Information and Communication Technology (ICT)) I would be grateful if you could give your opinions by putting a tick (√) in the right scale. Thank you.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using ICTs in teaching literature is an effective method</td>
<td></td>
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<tr>
<td>2</td>
<td>Using ICTs devices in teaching literature motivate learners</td>
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<tr>
<td>3</td>
<td>ICTs is potentially powerful tools of offering learning literature</td>
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<td></td>
<td>opportunities</td>
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<tr>
<td>4</td>
<td>ICTs devices are available in the school</td>
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<tr>
<td>5</td>
<td>Teachers have a positive attitudes towards using ICTs in teaching literature</td>
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<tr>
<td>6</td>
<td>Most Sudanese EFL teachers are not aware of the important of using ICTs tools in EFL learning</td>
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<td>7</td>
<td>ICTs tools need time and effort in conducting literature lesson</td>
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<td>8</td>
<td>Sudanese teachers encounter many problems when using ICTs in literature</td>
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<td></td>
<td>lesson at secondary schools</td>
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<td>9</td>
<td>ICTs help expand access of electronic literature</td>
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<td>10</td>
<td>The use of ICTs in teaching literature exposes learners to a wide range</td>
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<tr>
<td></td>
<td>of knowledge about the world</td>
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<tr>
<td>11</td>
<td>The lack of access to resources of ICTs such as computer and internet</td>
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<td></td>
<td>impede learning process</td>
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<tr>
<td>12</td>
<td>The multiplicity of information hinder the student choices</td>
<td></td>
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</tbody>
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