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Digital Technology in University EFL Literature Classrooms: Instructors' Perceptions

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Abstract

The current study aims to investigate university instructors' insights into how digital technologies in the EFL literature context in the Kurdistan Region of Iraq are being used. Implementing a mixed-method research approach, the study explores instructors' experiences, challenges, and evaluation of the effectiveness of educational technology. The results indicate that the combination of quantitative statistics and qualitative insights from respondents regarding digital technology, such as multimedia platforms and virtual learning environments, had a more considerable impact on interactive teaching, access to resources, and critical thinking compared to traditional teaching methods. Nonetheless, there have been several impediments to the effectiveness of these tools, including the limited inclusive support, lack of professional training, and technical difficulties. The findings underscore the necessity for highly focused professional development, strong infrastructure support, and institutional policies to facilitate the optimal use of digital tools in EFL literature instruction. By addressing these challenges, this research contributes to the growing discourse on digital pedagogy, offering actionable recommendations to improve the quality of literature teaching in higher education.

Keywords:

Digital Technology,
EFL Literature Classrooms,
Instructors' Perceptions,
Literature Instructors



About the Journal

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1. Introduction

Digital tools have become highly efficient instruments that suit various EFL literature learning disciplines in schools. They help teachers to organize the lessons in ways that are both interesting and intellectually challenging for students. They also make it easier to facilitate access to the materials they need to study literature, and all the students participate in the discussion of the text (Young & Bush, 2004). Literature is a subject that requires deep interpretation and sensitivity to the cultural context of literary work. Various tools like multimedia platforms, virtual reality (VR), and learning management systems can assist students in understanding (Mishra & Koehler, 2006). Sadhu and Bhatt (2024) highlight those digital tools are excellent tools that can be used to the advantage of English learners of literary texts. Teachers may achieve this by engaging students through activities such as interactive poetry analysis, digital novel presentation, and multimedia tools for short story comprehension. Teachers can promote the development of students' listening, speaking, reading, and writing skills. These tools provide adaptable and dynamic means for students to explore complex texts and contexts, enhancing both their analytical and interpretive skills. However, the application of digital instruction in EFL literature classrooms is not free of certain challenges. Teachers usually meet difficulties like a lack of institutional assistance, inadequate preparation, and opposition from teachers or learners concerning new methodologies (Tondeur et al., 2008). Student text choice and getting the students to like using the platforms are the problems to be gradually eliminated. This reinforces the promise of technology to make literary exploration more engaging, although it requires institutional and pedagogical adjustments (Sadhu & Bhatt, 2024). Such obstacles can impede the effective incorporation of technology and minimize its potential as a useful teaching tool. This is why it is significant to understand how instructors view digital technologies in relation to the barriers and advantages they bring. Therefore, this study intends to investigate the perceptions of EFL university instructors regarding the employment of digital education in their teaching of literary materials. By examining teacher practices, challenges, and opinions on the technological tools' efficacy, the study aims to provide actionable insights to support the integration of digital technologies in literature courses. The findings aim to add to the recent body of research on digital pedagogy and inspire teacher education programs to better equip instructors for incorporating technology into their classrooms. The study addresses the following research questions:

1. How do university EFL instructors perceive the integration, challenges, and effectiveness of digital technologies in literature classrooms?
2. How do instructors perceive the impact of digital technologies on student engagement and learning in EFL literature courses, and what forms of support do they consider necessary to enhance effective integration?

2. Literature Review

The value of using literary texts in language learning is well-established. Authentic materials like novels, short stories, and poems are rich in vocabulary and cultural nuance, providing students with opportunities to develop critical thinking and communicative competence (Lazar, 1993). Contemporary studies expand on this by determining how digital technologies can enhance this process (Sadhu & Bhatt, 2024) and how it has become a cornerstone of modern education, offering tools that improve teaching and learning. Participatory culture, characterized by collaboration, creativity, and shared knowledge, aligns well with the objectives of EFL literature classrooms, where interpretation and critical analysis are essential (Jenkins, 2009).

Lankshear and Knobel (2006) emphasize "new literacies," which integrate digital practices into classroom learning to prepare students for a technologically driven society. These literacies are new in their emphasis on multimodality. The central question is whether newcomers can master the skills needed to read e-books and online documents before advancing in digital literacy, and how easily they can do so. New literacy is the grade band of eBooks and digital audiobooks that can be read at

the different age levels or grade bands of students. They are best to be able to be accessed if they have images and sounds, but BRETT means that they can also be spoken to a student, or a student can also access an E-book, digital audiobook in a sign language version. Sounds can be interpreted from a written text or experienced through a video where the author reads aloud while displaying corresponding images. In the same way, Kress and Van Leeuwen (2001) underscore multimodality in discourse, which means combining written text with images, audio, and visual effects to increase communication and clarity. It is interesting to note that this viewpoint is like that of Mayer (2009), whose multimedia learning theory holds that a combination of visual/audio data is the key to promoting deeper understanding and better retention.

Moreover, digital tools in EFL literature classrooms bring new ways to access information and personalize learning. The inclusion of adaptive learning technologies allows the teacher to satisfy the needs of the individual student by adjusting the educational materials according to the student's needs that are atypical, such as multicultural and multilingual (Wang, Kinshuk, & Chen, 2015). However, Warschauer (2007) points out that while technology has made education fairer and the provision of resources easier, it has also been a factor for more inequality through the lack of infrastructure and support systems in many areas, especially the poor ones.

Advanced technologies like augmented reality (AR) and virtual reality (VR) provide immersive learning experiences. Dunleavy et al (2009) vividly depict the attractions of the AR simulations that support the creative development of a social space, where literary texts are dynamically grasped. For instance, both AR and VR can reconstruct historical and cultural contexts, helping students engage more deeply with literary themes and narratives. Nevertheless, the effective use of these technologies must be accompanied by strong commitment from the institution, proper training, and promoting new ways of teaching.

Additionally, the perceptions of instructors play a critical role in the successful integration of digital technology. Positive attitudes towards technology often correlate with increased adoption and innovative teaching methods (Tondeur et al., 2008). Nevertheless, barriers such as inadequate institutional support, lack of training, and technical problems can hinder the technological adoption process. In EFL literature classrooms, teachers face these challenges even more acutely because teaching literary analysis requires specialized tools to address linguistic and cultural complexities (Bax, 2011).

Digital technologies also have the potential to deepen student engagement in literature classes. Through interactive means, students can share interpretations, engage in meaningful discussion and foster collaborative learning. By accommodating diverse learning styles, including visual, auditory, and kinesthetic approaches, multimedia components such as visuals, audio, and interactive platforms enhance comprehension and retention by making literary concepts more accessible and engaging (Mayer, 2009). Online platforms also facilitate collaborative learning by providing students with the ability to debate their ideas in real-time, thus fostering critical thinking and cultural awareness.

Thus, the effective integration of digital platforms in education depends largely on well-trained and skilled staff, supported by adequate technical infrastructure and resources. A proper training program for the instructors is thus very necessary to best employ digital technologies, which could subsequently contribute to their teaching while improving the learning processes of their students (Tondeur et al., 2008). Meeting these prerequisites thus demonstrates the presence of technologies and their sustainable use in EFL literature classrooms.

3. Methodology and Data Collection

The study adopted a mixed-methods research approach, which is appropriate for examining the integration of digital tools in teaching EFL literature, as it combines quantitative data with qualitative insights. The use of both closed- and open-ended items in the survey instrument enabled a systematic exploration of instructors' practices, perceptions, and challenges related to the use of digital technologies.

Data were collected using a structured questionnaire designed to generate both quantitative and qualitative data. The questionnaire comprised five sections. The first section gathered demographic information, including academic rank, teaching experience, institutional affiliation, and familiarity with digital tools. The second section focused on the frequency and types of digital technologies used by EFL literature instructors. The third section examined participants' perceptions of the effectiveness of digital technologies in teaching and learning through five Likert-scale items. The fourth section addressed challenges related to the integration of digital tools, including institutional, technical, and personal barriers. The final section included open-ended questions that allowed respondents to elaborate on the perceived benefits, challenges, and support required for the effective incorporation of digital technologies in EFL literature teaching.

The participants consisted of 39 university literature instructors from the Kurdistan Region of Iraq (KRI). They represented a range of academic ranks, from Assistant Lecturer to Professor, and varied in terms of teaching experience. The participants also demonstrated differing levels of engagement with digital technologies in their teaching, ranging from no use to advanced proficiency. A purposive sampling technique was employed to target instructors actively teaching EFL literature at the university level. This approach ensured diversity in participants' academic rank, teaching experience, and familiarity with digital technologies, thereby providing a comprehensive understanding of the research topic.

Ethical considerations were observed throughout the study. Participants' privacy and confidentiality were ensured, and informed consent was obtained from all respondents prior to data collection. Participation was voluntary, and respondents were informed of their right to withdraw from the study at any stage without penalty. Additionally, the collected data were used solely for academic research purposes and were stored securely to prevent unauthorized access.

Finally, despite its contributions, the study has certain limitations. The reliance on self-reported data may introduce response bias. Additionally, the focus on university-level EFL literature instructors may limit the generalizability of the findings to other disciplines or educational contexts.

4. Results and Findings

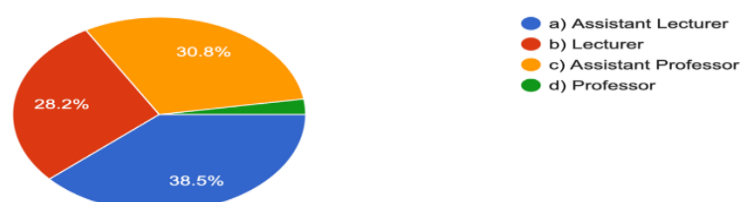
The collected data were analyzed using both quantitative and qualitative methods. Quantitative data obtained from closed-ended questions and Likert-scale items were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to summarize participants' responses and identify general trends. Qualitative data derived from open-ended responses were analyzed thematically through a process of careful reading, coding, and categorization, which enabled the identification of recurring themes, patterns, and perceptions related to the use of digital technologies in EFL literature teaching.

4.1 Demographic Analysis of Participants

1. The demographic part offers general information about the study respondents:

- Academic Rank: The majority of participants were Assistant Lecturers (15; 38.5%), followed by Assistant Professors (12; 30.8%), Lecturers (11; 28.2%), and Professors (1; 2.6%)

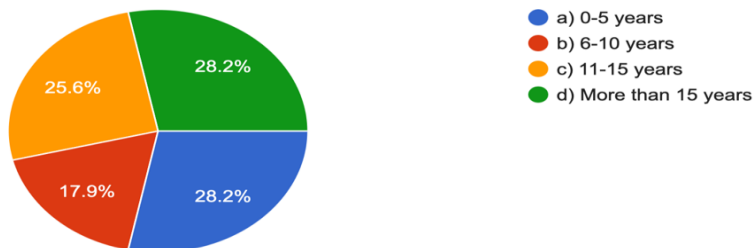
Q1: What is your academic rank?
39 responses



2. Years of Teaching Experience: The teaching experience was evenly distributed, with (11) 28.2% having 0–5 years of experience, (11) 28.2% having more than 15 years, (10) 25.6% with 11–15 years, and (7) 17.9% with 6–10 years.

Q2: How many years have you been teaching EFL literature at the university level?

39 responses



3. University Affiliation: Participants were affiliated with several universities. The highest representation (10) was from Salahaddin University (25.6%), followed by (5) Soran (12.8%), Charmo (4) (10.3%), and (3) Garmian (7.7%), and. Other universities contributed smaller percentages.

Q3: Which university are you affiliated with?

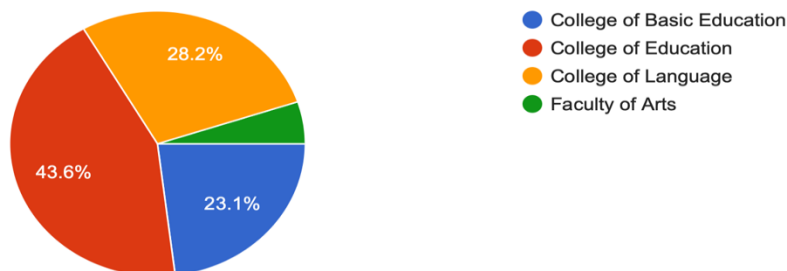
39 responses



4. College Affiliation: Most participants (17) were from the College of Education (43.6%), followed by (11) the College of Language (28.2%) and (9) Basic Education (23.1%). The Faculty of Arts accounted for (2) 5.1%.

Q4: Select your college:

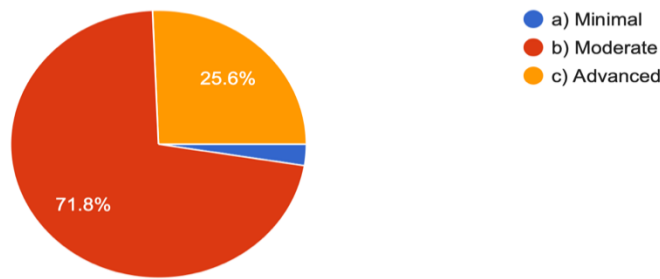
39 responses



5. Familiarity with Digital Technology: Most respondents (28) reported a moderate level of familiarity (71.8%), while (10) 26.6% indicated an advanced level, and one 2.6% reported minimal familiarity.

Q5: How would you describe your level of familiarity with digital technology in your teaching?

39 responses

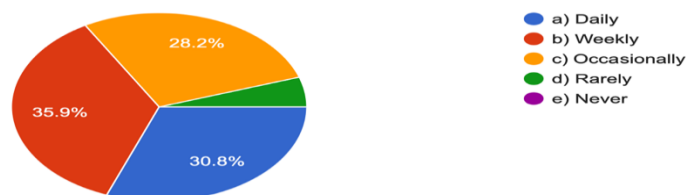


4.2 Utilization of Digital Tool Varieties

6. Among the participants, 35.9% (14 individuals) stated weekly use of digital technologies, followed by 30.8% (12 individuals) who stated daily use and 28.2% (11 individuals) who stated occasional use. Rare use of digital technologies was stated by 5.1% (2 individuals).

Q6: How often do you use digital tools in your EFL literature classes?

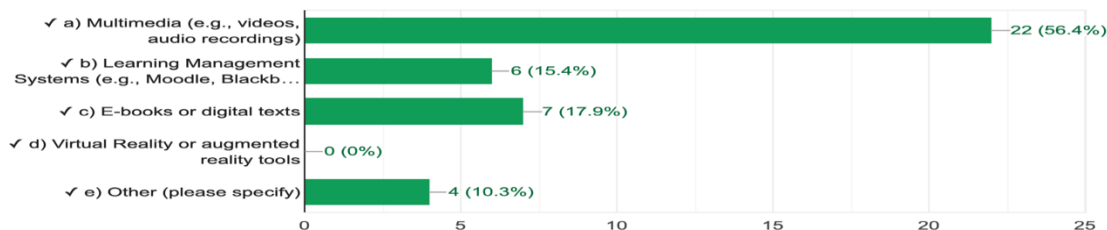
39 responses



7. Multimedia tools were the most commonly used, stated by 56.4% (22 individuals), followed by e-books or digital texts at 17.9% (7 individuals), learning management systems at 15.4% (6 individuals), and other tools at 10.3% (4 individuals).

Q7: Which digital tools or platforms do you use in your EFL literature classes? (Select all that apply)

39 / 39 correct responses



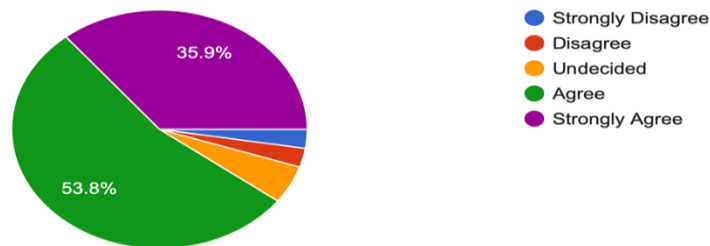
4.3 Perceptions of Digital Technology

8. Effectiveness of Digital Technologies:

- Interactive Teaching: The majority of participants agreed (53.8%) and strongly agreed (35.9%) that digital technologies make teaching more interactive.

Digital tools make literature teaching more interactive and engaging for students.

39 responses



- Access to Resources: A total of 48.7% of participants agreed, while an additional 46.2% strongly agreed that digital platforms facilitate easier access to resources.

Digital platforms facilitate easier access to literary resources and materials.

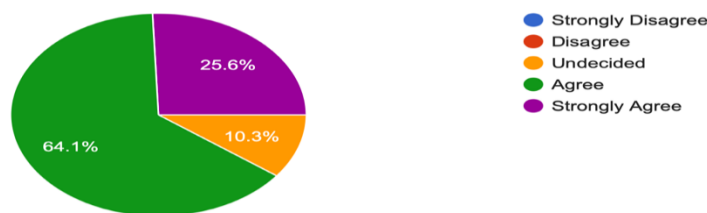
39 responses



- Critical Thinking: 64.1% of participants agreed, while 25.6% strongly agreed that digital technology enhances critical thinking.

Using digital technology enhances students' critical thinking about literature.

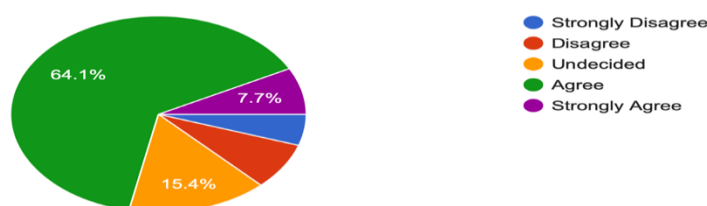
39 responses



- Indispensability: While 64.1% of participants agreed, 15.4% were undecided, and 7.7% disagreed about the vital role of digital technologies in teaching EFL literature.

Digital tools are indispensable for teaching EFL literature at the university level.

39 responses



9. Overall Effectiveness: Most respondents regarded digital technologies as very effective (43.6%) or somewhat effective (35.9%).

Q9: How would you rate the overall effectiveness of digital tools in enhancing your teaching of EFL literature?
39 responses



Table 1: Descriptive statistics for teachers' perceptions on the effectiveness of digital tools in teaching literature

No.	Item Aspect	N	Minimum	Maximum	Mean	Std. Deviation
1	Interactive Teaching	39	1.0	5.0	4.184	.8654
2	Access to Resources	39	3.0	5.0	4.421	.5987
3	Critical Thinking	39	3.0	5.0	4.184	.5626
4	Indispensability	39	1.0	5.0	3.605	.9455
5	Overall Effectiveness	39	3.0	5.0	4.237	.7862

Table 1 presents the descriptive statistics for five different aspects of digital technologies in teaching, based on responses from 39 participants.

1. "Interactive Teaching" ranged from 1 to 5, with an average rating of 4.184, and the standard deviation of 0.8654 indicates moderate variation in responses, meaning that while most participants felt that digital tools promote interactive teaching, there were some differences in opinion.
 2. The rating for "Access to Resources" varied from 3 to 5, with an average of 4.421, indicating that most participants strongly agreed that digital platforms facilitate easier access to resources. The lower standard deviation of 0.5987 suggests less variation in responses, meaning most participants had a similar view on this aspect.
 3. Like the "Interactive Teaching" aspect, the responses for "Critical Thinking" ranged from 3 to 5, with a mean of 4.184. This suggests a general agreement that digital tools enhance critical thinking, with a relatively low standard deviation (0.5626), indicating that opinions were fairly consistent.
 4. Opinions on the "Indispensability" of these tools varied significantly, with a minimum of 1 and a maximum of 5. The mean score of 3.605 suggests that while some participants felt strongly that digital tools are indispensable, others disagreed. The higher standard deviation of 0.9455 indicates considerable disagreement or variation in opinions about the necessity of digital tools in teaching EFL literature.
 5. The "Overall Effectiveness" of digital tools was rated between 3 and 5, with a mean score of 4.237. This suggests that most participants felt that digital tools are effective in teaching, but again, there was some variability in responses, as indicated by the standard deviation of 0.7862.
- In short, the table reflects generally positive views on the use of digital tools in teaching, with most participants agreeing on aspects like access to resources, interactive teaching, and critical thinking. However, opinions on the indispensability of these tools varied more widely.

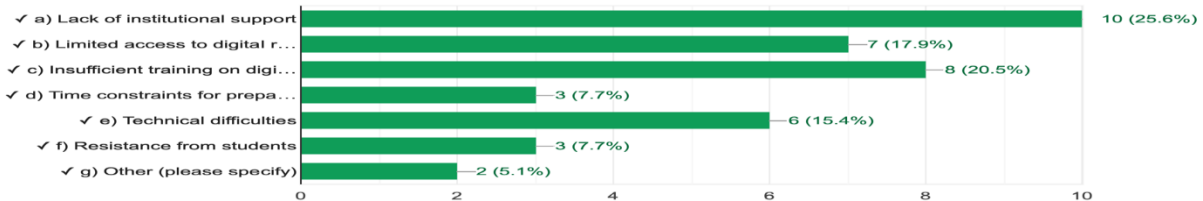
4.4 Challenges in Technology Integration

10. The main challenges faced by participants include:

- Lack of institutional support 10 (25.6%).
- Insufficient training on digital tools 8 (20.5%).
- Limited access to digital resources 7(17.9%).
- Technical difficulties 6 (15.4%).
- Time constraints for preparation 3 (7.7%).
- Resistance from students 3 (7.7%).

Q10: What are the main challenges you face in using digital technology in your classes? (Select all that apply)

39 / 39 correct responses

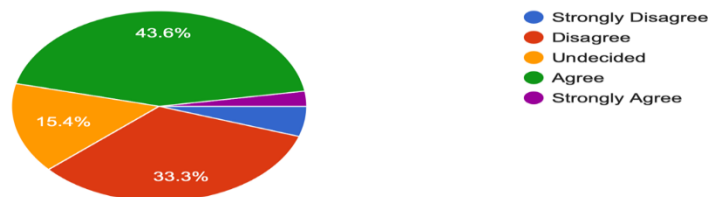


4.5 Support Needed

11. Sufficient Technical Support

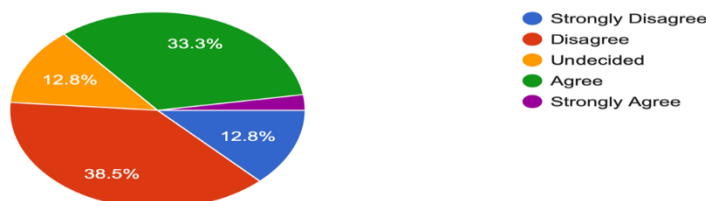
Providing sufficient technical support by the institutions: While 43.6% agreed, 33.3% disagreed that the institutions provide sufficient technical support for using digital technologies.

My institution provides adequate technical support for using digital tools.
39 responses



Satisfactory training opportunities for digital technology: While 38.5% disagreed and 12.8% strongly disagreed, 33.3% agreed that training opportunities for digital technology incorporation are satisfactory in their institutions.

Training opportunities for digital technology integration are sufficient.
39 responses



Time requirements for using digital technologies in the classroom: Among respondents, while 15.4% stayed undecided, 33.3% disagreed, followed by 30.8% and 17.9% agreed and strongly agreed that using digital technologies needs more time than traditional methods.

Using digital tools requires more time than traditional methods.

39 responses

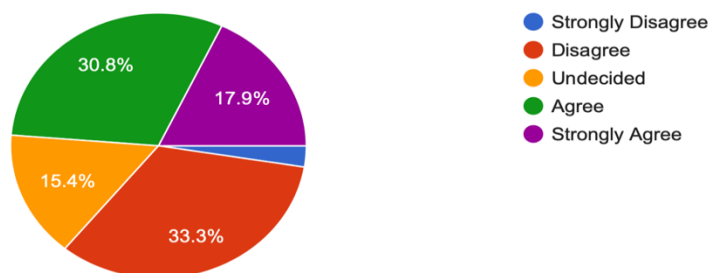


Table 2: descriptive statistics for three aspects related to support needed associated with digital tools in teaching

No.	Item Aspect	N	Minimum	Maximum	Mean	Std. Deviation
1	Providing adequate support	39	1.0	5.0	3.079	1.0496
2	Training opportunities	39	1.0	5.0	2.711	1.1368
3	More time requirement	39	1.0	5.0	3.316	1.1879

Table 2 presents descriptive statistics for three aspects related to the challenges or requirements associated with digital tools in teaching, based on responses from 39 individuals.

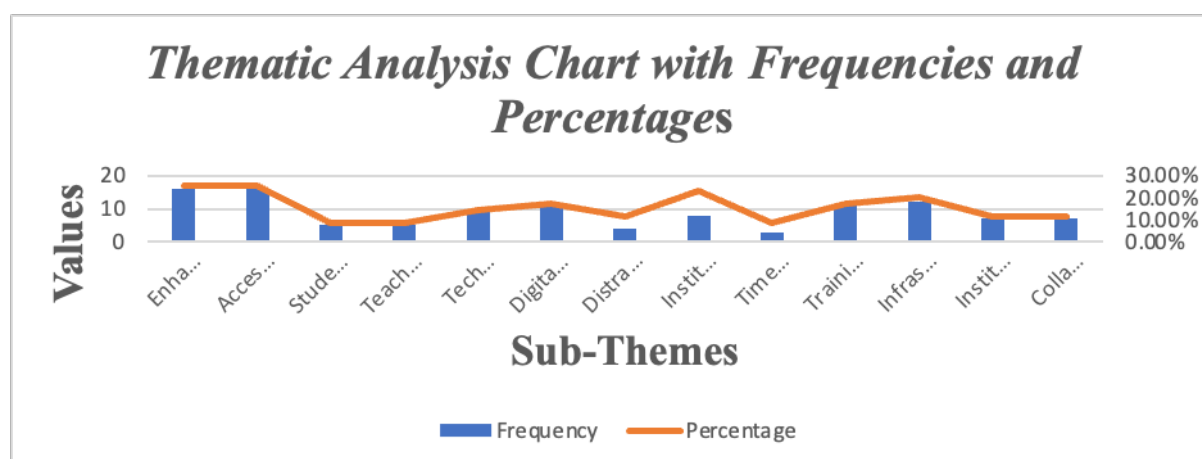
1. Adequate Support: The responses ranged from 1 (likely strongly disagree) to 5 (likely strongly agree), with a mean score of 3.079. This suggests that participants were somewhat neutral or mildly disagreed on the adequacy of support afforded for using digital tools. The standard deviation of 1.0496 indicates considerable variation in responses, meaning some participants felt support was adequate while others did not.
2. Training Opportunities: The ratings for this item ranged from 1 to 5, with a mean of 2.711, signifying that participants generally felt that training opportunities were insufficient or were not readily available. The standard deviation of 1.1368 suggests a high level of variation, meaning some participants felt the training opportunities had not been satisfactory, while others may have had a more positive perspective.
3. More Time Requirement: The responses on this particular item were rated somewhere between 1 and 5, with a mean score of 3.316, demonstrating that participants were somewhat neutral or mildly agreed as to whether using digital tools requires more time than the traditional way of teaching. The high standard deviation of 1.1879 indicates great variation between the opinions expressed; some respondents agreed quite strongly with the statement, while others disagreed or did not seem to fit into that category. The data represented in this table do indicate mixed views regarding the support needed with regard to digital technologies in teaching. Respondents agree that, in general, there is room for improvement in terms of support and training, and there is consensus that digital technologies require far more time in their use than traditional teaching methods, although opinions varied among the group.

4.6 Open-Ended Questions

Table 3: Thematic Analysis for Qualitative Data with Frequencies and Percentages

Q1. Advantages of Digital Technology				
Main Theme	Subthemes	Frequency	Percentage	Representative Quotes
Enhanced Learning Experiences	Promotes critical thinking and interactivity	9	25.7%	"Enhancing students' critical thinking and creating an interactive environment with students."
	Multi-sensory learning	4	11.4%	"It makes students learn via various senses, including audio and visual."
	Enriches cultural and linguistic understanding	3	8.6%	"Interactive tools...bring literary works to life, enabling greater cultural and linguistic knowledge."
Accessibility and Efficiency	Saves time and offers faster access to resources	7	20.0%	"Saving time, speed of delivery, and newness of materials."
	Promotes independent learning	3	8.6%	"Promotes students' independence in exploring the sources and preparing themselves for the class."
	Provides a variety of resources	6	17.1%	"Grants students access to diverse resources like e-books, audiobooks, and online analyses."
Student Engagement	Attracts and retains student attention	5	14.3%	"It attracts the attention of students and indulges them in the perceptive process."
Teacher Empowerment	Facilitates professional development	2	5.7%	"Supports teacher professional development and facilitates the teaching and learning process."
	Customizable classroom experience	3	8.6%	"The ability to fully customize your classroom or implement a hybrid model to meet student learning needs."
Q 2. Challenges in Integration				
Main Theme	Subthemes	Frequency	Percentage	Representative Quotes
Technical Issues	Faulty or outdated equipment	5	14.3%	"Lack of smart boards."
	Internet connectivity issues	4	11.4%	"Lack of internet access limits effective use."
Digital Literacy Gaps	Lack of skills among students and instructors	6	17.1%	"Students lack experience in engaging with assignments and sources."
	Insufficient training opportunities	5	14.3%	"There is a lack of training, time, and tools upgrades for instructors."
Distractions and Dependency	Students easily distracted or overly reliant on technology	4	11.4%	"Students can easily be distracted by gadgets."
Institutional Barriers	Lack of institutional support and	8	22.9%	"Insufficient institutional support and limited access to

	resources			resources."
Time Constraints	Time-consuming preparation and integration of digital tools	3	8.6%	"It takes more time than is planned for."
Q 3. Support Needed				
Main Theme	Subthemes	Frequency	Percentage	Representative Quotes
Training Programs	Regular training for instructors and students	6	17.1%	"Yearly training for teachers and students on digital tools."
	Specific training on integrating technology	5	14.3%	"Courses for teachers to become acquainted with the trends in technology."
Infrastructure and Tools	Modern classrooms and updated equipment	5	14.3%	"Properly equipped classrooms with the latest technology."
	Reliable infrastructure (internet, digital tools)	7	20.0%	"Providing adequate tools and reliable internet access by universities."
Institutional Support	Subsidized access to platforms and resources	4	11.4%	"Universities must provide paid digital tools for instructors."
	Allocation of time and flexibility for instructors	3	8.6%	"Allocate additional time to prepare digital content effectively."
Collaborative Opportunities	Educator collaboration to share best practices	3	8.6%	"University support to open some courses for lecturers."
	Engage students with personalized tools and educational games	4	11.4%	"Educational games make learning fun and engaging."



5. Discussion

The findings revealed that digital technology is perceived as a transformative agent in EFL literature classrooms. Most respondents highlighted the potential impact of digital platforms since the mean scores showed that they believed that "Digital tools make literature teaching more interactive" (M = 4.18, SD = 0.86) and that "Digital platforms enable easier access to resources" (M = 4.42, SD =

0.60). The insights gained from this study mirror those described in previous investigations that underline the potential of digital technologies to reinforce active learning, as well as increase access to multiple forms of literary resources (Tseng & Yeh, 2021; Sadhu & Bhatt, 2024).

In addition to this, the respondents described how digital technologies promote critical thinking skills ($M = 4.18$, $SD = 0.56$), which is another focal point in the field of English language teaching when it comes to educating learners on literature. Educators maintain that digital tools further encourage analytic evaluation through multimodal approaches to studying literature, which could include multimedia tools, e-books, and interactive platforms, guiding students toward deeper analytical engagement.

These findings correspond to earlier studies, which highlight the essential part played by digital tools in furthering engagement as well as development in students' critical thinking (Al-Mahrooqi et al., 2020; Sadhu & Bhatt, 2024). However, while most teachers found digital technologies to be indispensable, as calculated by the mean ($M = 3.60$; $SD = 0.94$), some displayed indecision or even disagreement. These differences indicate that while overall, the responses are in favour of the use of digital tools, some teachers appear to face challenges or doubts worth in-depth investigation.

Despite the given advantages, major impediments still impede the efficacious integration of digital technologies. Main challenges consist of a lack of institutional support (26.3%), insufficient training opportunities (21.1%), and limited access to digital resources (18.4%). These struggles align with the results of previous research, which underscore the serious role of institutional investment in infrastructure and training to qualify teachers for efficient technology use (Warschauer, 2006; Sadhu & Bhatt, 2024).

Technical problems, such as old-fashioned equipment and unreliable internet connectivity, were also key concerns, echoing larger systemic problems in the educational setting of the Kurdistan Region. Moreover, digital literacy gaps among both instructors and students appeared as a serious hindrance, with respondents underscoring the demand for inclusive training courses designed according to their precise teaching requirements.

Intriguingly, some instructors acknowledged the time requirement for preparing digital content ($M = 3.32$, $SD = 1.19$). This result proposes that while digital technologies can boost effectiveness in precise facets, they also demand significant direct investment in terms of planning and resource improvement. This echoes the "technological preparation gap" acknowledged in past studies, which emphasizes the significance of allotting time and resources for professional development (Reinders & Benson, 2021).

The thematic analysis of open-ended answers focuses on a range of support mechanisms that could enrich digital technology incorporation. Respondents recommended systematic and consistent training courses (17.1%) and targeted programs to acquaint instructors with up-to-date digital trends (14.3%). The establishment of modern classrooms furnished with the latest tools and robust infrastructure was also acknowledged as a priority (20%).

Institutional support appeared as a recurrent theme, with respondents accentuating the demand for sustained access to digital platforms, flexible time allowances for groundwork, and opportunities for co-operation among instructors. These findings are consistent with the proposals of earlier studies supporting complete institutional policies that tackle both technical and instructional dimensions of digital technology incorporation (Dunleavy et al., 2013).

The qualitative data further underline the various benefits of digital tools in EFL literature education. Respondents stated that digital technologies enrich learning by promoting critical

thinking (25.7%), fostering multi-sensory engagement (11.4%), and improving cultural and linguistic understanding (8.6%). These perceptions highlight the exceptional power of digital platforms to tie cultural and linguistic boundaries in literature classes, as underscored by scholars like Islam (2024).

Furthermore, digital technologies were distinguished for their capability to appeal and maintain student attention (14.3%) and inspire instructors through personalized learning environments (8.6%). Such benefits echo the active and flexible nature of digital tools, which empower instructors to adapt their teaching to meet different learner needs.

6. Conclusions

The present study examined perceptions, practices, and challenges experienced by university instructors regarding the use of digital technologies in literature courses in the KRI. Findings demonstrate a two-fold reality: while digital technologies are largely viewed as enhancing the quality of the teaching-learning process through interactive engagement and critical thinking, their integration is often thwarted by general obstacles, such as a lack of support from the institution, inadequate training, and infrastructural deficiencies. The respondents were quite eager for the implementation of digital technologies; they appreciatively recognized the advantages of enriching the teaching of literature through the use of different resources, better availability, and promotion of a more student-centered approach.

Nevertheless, at the same time, the study detailed considerable barriers to effective digital technology implementation, such as outdated tools, limited technical support, and insufficient digital literacy. These challenges have accentuated a call for tailored interventions, professional development programs, strong infrastructure, and institutional plans favoring the optimal infusion of digital tools in the classroom. This study shows the necessity of an all-round approach to the incorporation of technology, taking both technical and pedagogical matters into consideration. Universities in the region should focus their funding on equipping classrooms with modern amenities, providing stable Internet connections, and giving professors the needed training and tools to maximize the effectiveness of digital technologies. Equally important would be the fostering of joint efforts among the instructors and the development of localized approaches, which in turn will play a big role in overcoming existing obstacles to ensure that the integration of technologies effectively adds pedagogical and learning value.

Ultimately, this research broadens the already existing extensive literature concerning technology-enhanced language learning and provides appreciable insights for teachers, policymakers, and institutions that need to promote the use of digital technologies in EFL literature classes. By dealing with the entailed challenges and taking advantage of the benefits of digital tools as discussed, the universities may establish energetic, engaging, and efficient learning atmospheres that encourage both instructors and students.

7. Recommendations

The findings highlight the demand for an inclusive method for digital technology incorporation in EFL literature education. First, universities in the KRI need to focus on investment in digital infrastructure, containing consistent internet reach and up-to-date teaching technologies. Second, professional development courses need to be employed to tackle digital literacy deficiencies and endow instructors with the proficiencies essential for successful technology use. Finally, institutional programmes need to incentivize the incorporation of digital technologies by affording sufficient assistance, time, and resources for instructors.

Limitations and Future Research

While this study provides valuable perceptions, it is essential to disclose its limitations. The dependence on self-reported data might present response biases, and the emphasis on a particular educational setting limits the generalizability of the findings. An upcoming study could implement longitudinal designs to investigate the long-term influence of digital tools on EFL literature education. Moreover, comparative research across various regions or disciplines may afford a wider perception of the challenges and opportunities connected with digital tool incorporation.

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تهكنه لؤژياى ديڭيتالى له پۆله كانى ئەدهبىياتى زانكۆى: تىروانىنى مامۆستايان

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پوخته:

ئەم توێژينه وهيه ئامانجى ليكولينه وهيه له تىروانىنى مامۆستايان زانكۆ سەبارەت به وهى كه چۆن تهكنه لؤژيا ديڭيتاليه كان له بابەته ئەدهبىه كان له زانكۆكانى هەريمى كوردستانى عيراقدا بەكاردههينرين. به جيبه جيكردنى ريبازيكى توێژينه وهى شيوازى تيكه لاو، توێژينه وهكه ئەزموونى مامۆستايان، ئالەنگەريه كان و كارايى چاوديركراوى ئامرازه ديڭيتاليه كان لهخۆدهگریت. ئەنجامى توێژينه وهكه ئەوه پيشان دەدات كه تيكه لهيه كه له ئامارى چەندايه تى و هەروها تىروانىنى چۆنايه تيبه كانى وهلامدەر وه كان سەبارەت به تهكنه لؤژياى ديڭيتالى، وهك پلاتفورمى مالتيميديا و ژينگه كانى فيربوونى مه جازى، كارىگەرى زياتريان له سەر فيركردنى كارليكاكارانه، دهستراگه يشتن به سەرچاوه كان و بىركردنه وهى پەرخه گرانه هەبووه وهك له... حاله تى شيوازه كانى فيركردنى ته قليدى. سەرەراى ئەوهش، چەندىن كيشه ي وهك نه بوونى پشتيوانى گشتگير، نه بوونى راهيتان و كيشه له لايه نى تهكنه لؤژياوه وهكو كه موكوپيه كه له بهكارهيتانى راسته قينه ياندا رۆليان گيړا. ئەنجامه كانه كان جهخت له سەر پيويستى گه شه پيدانى پيشه يى زۆر تهركيزكراوه كه نه وه، ژيرخانى توكمه بۆ گه ياندىن و سياسته ته دامه زراوه ييه كان كه ئاسانكارى دهكات بۆ بهكارهيتانى گونجاوى ئامرازه ديڭيتاليه كان له بابەته ئەدهبىه كان. به چاره سەر كردنى ئەم ئالەنگەريانه، ئەم توێژينه وهيه به شداره له گه شه سەندنى گوتارى له سەر پيداگوژى ديڭيتالى، پيشنيزاى كردارى پيشكهش دهكات بۆ باشتركردنى كواليتى وانه وتنه وه كانى ئەدهبىيات له خويندىن بالادا.

وشه سەر هكيه كان: تهكنه لؤژياى ديڭيتالى، پۆله كانى ئەدهب به زمانى ئىنگليزى وهكو زمانى بيگانە، تىروانىنى مامۆستايان، مامۆستايانى ئەدهبىيات.

التكنولوجيا الرقمية في فصول الأدب في الجامعات: الآراء المدرسين

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الملخص

تهدف الدراسة الحالية إلى استكشاف رؤية أساتذة الجامعات لكيفية استخدام التقنيات الرقمية في إعداد أدب اللغة الإنجليزية كلغة أجنبية في إقليم كردستان العراق. من خلال تطبيق نهج بحثي مختلط الأساليب، يحتوي البحث على تجارب المعلمين والتحديات والكفاءة الملحوظة للتقنيات الرقمية. تشير نتائج البحث إلى أن مزيجاً من الإحصاءات الكمية بالإضافة إلى الرؤى النوعية من المستجيبين فيما يتعلق بالتكنولوجيا الرقمية، مثل منصات الوسائط المتعددة وبيئات التعلم الافتراضية، كان أكثر تأثيراً على التدريس التفاعلي والوصول إلى الموارد والتفكير النقدي مقارنة بأساليب التدريس التقليدية. ومع ذلك، فإن العديد من المشاكل مثل غياب الدعم الشامل وغياب التدريب والصعوبات على الجانب التكنولوجي كانت بمثابة عيب في استخدامها الفعلي. تؤكد النتائج على ضرورة التطوير المهني عالي التركيز والبنية الأساسية القوية للتسليم والسياسات المؤسسية التي من شأنها تسهيل الاستخدام الأمثل للأدوات الرقمية في دورات أدب اللغة الإنجليزية كلغة أجنبية. من خلال معالجة هذه التحديات، يساهم هذا البحث في الخطاب المتنامي حول التربية الرقمية، وتقديم توصيات قابلة للتنفيذ لتحسين جودة تدريس الأدب في التعليم العالي.

الكلمات المفتاحية: التكنولوجيا الرقمية، فصول الأدب باللغة الإنجليزية كلغة أجنبية، الآراء المعلمين، مدرسو الأدب.