SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI"

DEPARTMENT FOR INFORMATION AND IN-SERVICE TRAINING

OF TEACHERS

Maria Metodieva Genova

THE USE OF DIGITAL TOOLS AND RESOURCES IN DEVELOPING STUDENTS' SKILLS TO INTERPRET LITERARY TEXTS IN HIGH SCHOOLS WITH EXTENSIVE STUDY OF ENGLISH AS A FOREIGN LANGUAGE

ABSTRACT of PhD THESIS

An Abstract of a Dissertation submitted to *Sofia University "St. Kliment Ohridski",* *Department for Information and In-service Training of Teachers* in Fulfillment for the Requirements for the Degree of Doctor in Scientific Field 1.3. Pedagogy of Foreign Language Teaching (Methodology of English Language Teaching)

Consultant: Prof. Rossitsa Penkova, Dr.

Sofia, 2020

The PhD thesis was discussed and allowed to be defended during an extended session of the Department for Information and In-Service Training of Teachers at Sofia University "St Kliment Ohridski".

The defense of the PhD thesis will be held on ………… at ……….. in Room ……., …………………..

The full volume of the dissertation is 291 pages. It consists of an introduction and three chapters. The bibliography contains 257 titles, 201 of which in Latin and 56 in Cyrillic. It also includes appendices which illustrate the conveyed research work. They include frames for self-assessment, surveys, statistical data and lesson plans in digitally enriched modality and are stored in digital form. The text of the dissertation includes 66 figures and 51 tables and a list of acronyms. These lists are given at the beginning of the dissertation. The dissertation is accompanied by Corpora - Corpus A (Teacher's digital documents and resources) and Corpus B (Students' digital products), which are recorded in digital form.

Supervising Committee:

Prof. Dimitar Vesselinov Dimitrov, Dr. (Sofia University 'St. Kliment Ohridski')

Prof. Todor Krumov Shopov, Dr. (Sofia University 'St. Kliment Ohridski')

Assoc. Prof. Penka Todorova Kaneva, PhD ('St. Cyril and St. Methodius' University of Veliko Tarnovo)

Assoc. Prof. Vessela Belcheva Belcheva, PhD ('St. Cyril and St. Methodius' University of Veliko Tarnovo)

Assoc. Prof. Fani Evgenieva Boykova, PhD (Plovdiv University 'Paisii Hilendarski')

TABLE OF CONTENTS

GENERAL INTRODUCTION

Significance and relevance of the surveyed problem

During the last few decades developing literacy as a set of different competences and digitalization have been top priorities in the educational policies on European and local level as well as worldwide. All European member states, including Bulgaria, have national strategies supporting the usage of ICT in education. The focus in our national strategy is on activating "the innovative capacity of the nation" to design and implement electronic educational resources and develop "motivation in order to gain knowledge, continuous self-improvement and critical thinking" (Effective Implementation of ICT in Education and Science Strategy 2014 - 2020: 7-9). The present thesis is in response to the main activities in the field of school education in the Strategy, i.e. promoting foreign language teaching and learning, team work, creating and sharing good pedagogical practices with ICT tools.

Worldwide, a number of international organizations like OECD (2007, 2015, 2017), the EC (2010a, 2010b, 2016), The American Council on the Teaching of Foreign Language (ACTFL), National Association for the Teaching of English (NATE), etc. advocate the idea to reconsider the set of skills learners in the 21st century should possess. These should comprise a new group of skills, i.e. a combination of cognitive processes and new technologies, which will enable every individual to use them in order to achieve the best of results.

In order for the learners to develop as personalities culturally, intellectually and professionally, they need to possess various competences. The leading ones, however, should be language competences, i.e. communicating in their native and one or more foreign languages. Scientists in the field of education support the idea that in "language learning there is no need to accumulate knowledge purposefully; what is needed is implement new educational strategies which foster students' abilities to participate actively in real communication" (Penkova, 2019: 8). A good example is integrating digital technologies in the 21st century classroom and exploiting their potential to the fullest.

The present study discusses alternative strategies in teaching and learning EFL (11th and 12th grades of high schools with extensive classes in English) for developing complex literacy among adolescents (reading and interpretation of literary texts) on the basis of digital technologies. In Bulgarian context, the extensive study of a foreign language in the 11th and 12th grades through *English through Literature Approach*, provides a unique opportunity for training, i.e. developing skills for interpretation of authentic literary texts with the help of digital tools and resources. A balance between a traditional classroom and the usage of digital educational tools is maintained in order to achieve pedagogic effectiveness in English language teaching and learning – a specific

type of blended learning is used pursuant to pedagogical theory and the methodological principles of foreign language teaching and learning.

The choice of topic of the present study is a result of the absence of aims for encouraging and developing literacy in foreign language teaching and learning on national and school level, as well as lack of various initiatives for promoting reading in foreign languages and firm state policy of different interested institutions.

The potential of digitalization to help and accelerate the educational process is acknowledged worldwide. Lots of measures and initiatives of e-learning have been taken, programmes and strategies have been adopted. However, generally speaking, the effectiveness of digital technologies in education as a whole is insufficient: the focus has been on investing in infrastructure, quality internet delivery and multimedia sources for every student (European Commission, 2007, 2010a, 2010b) instead of "reforms in pedagogy, syllabi and designing suitable software and courses that could lead to expected results for transforming educational practices" (OECD, 2016: 2)

Research connected to some extent with the present study has been conducted: the role of literature in foreign language teaching and learning has been reviewed, the effectiveness of technologies in education has been either shown or denounced. The undertaken research in the field of computer technologies, has been directed towards higher and primary education. The syllabi in foreign language teaching and learning through literature (including English) for secondary education have not been discussed.

There are no studies or publications connected with the topic or the object of the present study, which offer an effective teaching pedagogical technology (TPT) or method for encouraging and developing skills for interpreting literary texts in a foreign language, i.e. enhancing complex adolescent literacy in foreign language learning with the help of contemporary digital media. The aim of the dissertation is in unison with one of the main objectives of the National Strategy for Effective Usage of ICT in Education and Science (2014 – 2020), namely, "designing a methodology for effective and justified usage of ICT in education, which in turn leads to achieving excellent results in education' (2014: 15).

Subject of research, aims and objectives

The present study aims at increasing the pedagogical effectiveness of the utilized classroom practices in foreign language teaching and learning by means of authentic literary texts.

The **subject of research** in this thesis is the process of instruction in English of grade 11 and 12 students. The **study is in the field of** digital technologies and languages and is related to the

implementation of digital tools and resources in teaching EFL (*English through Literature Approach)*. The **aim of the research work** is surveying the effect of utilizing a TPT with digital tools and resources for developing skills for interpretation of literary texts in English.

The above formulated goal is achieved by fulfilling the following **objectives:**

1. To review contemporary theories of literary criticism relevant to the study of: complex literacy and its relationship with foreign language teaching and learning; the concepts of digital technology, digital tools and resources; existing models for assessment of their usage in teaching and learning; contemporary practices for integrating digital technologies in education.

2. To explore and analyse the necessity for applying new strategies in teaching EFL (*English through Literature Approach)* with the help of digital tools and resources as a means of developing students' skills to interpret literary texts and their complex adolescent literacy.

3. To design a *Teaching Pedagogical Technology* (TPT) for enhancing skills for interpretation of authentic literary texts in English; to explain the reasons and describe the strategies of instruction while implementing digital tools and resources by applying existing standards and models of assessing technologies.

4. To organize and carry out a pedagogical experiment for assessing the effectiveness of the designed TPT; to present and analyse the results from the experimental study in view of confirming the relevance of the TPT.

The product of the research work is a TPT applicable to the 21st century foreign language classroom in which digital technologies play a vital role and facilitate the teaching and learning process.

Hypothesis

Considering the pedagogical issues related to the process of teaching English through Literature in the eleventh and twelfth grades of Language Schools with extensive classes in EFL, we suppose that teachers should implement a TPT based on the integration of new technologies in the classroom. We believe that by using digitally enriched modality as the main mode of instruction (digital tools and resources), teachers will be able to foster their students' interpretation of authentic literary texts and further develop their complex adolescent literacy. We hypothesize that students utilizing the pedagogical technology would develop better skills for interpretation of literary texts in the target language (L2). The two variables developed are: integrating digital tools and resources in teaching English through Literature extensive course (independent variable);

developing the students' skills for interpretation of texts in English and American literature (dependent variable).

Thus, **the hypothesis** is as follows: *If a Teaching Pedagogical Technology, designed on the basis of certain digital tools and resources, is applied in teaching English through Literature, it may foster the students' interpretative skills of literary texts.*

Research Methodology

The following methods of research are used to reach the goal and objectives, as well as test the hypothesis:

- Theoretical analysis of academic literature related to the present study;
- Pedagogical observation of eleventh-grade and twelfth-grade students at 2ELS, Sofia (Language School with extensive classes in EFL);
- Completing a questionnaire – self-assessment of students': language skills prior and after the experiment (CEFR); digital competences (The European Digital Competence Framework, Ferrari, 2013); literary competences (LiFT2);
- Pedagogical experiment – approbation of a series of lessons in digitally enriched modality;
- Testing – oral and written test measuring the post experimental level of language skills and literary competences of students taught with the designed TPT;
- Statistical methods.

The following tools have been created for the purposes of the study:
1. **Teaching pedagogical technology (TPT)** for fostering students' skills to interpret literary texts in English. This is an innovative technology which follows scientifically based pedagogical parametres and is in accordance with the National Educational Requirements in foreign language teaching and learning. It uses the syllabi for the 11th and 12th grades of Language Schools (with extensive classes in EFL) as a stepping stone and is structured around the British and American literary canon included in the "*LitUps!, Part 1 & 2*" textbooks (Danova, 2013; Danova, 2014). Following particular stages and sub-stages, the TPT is implemented in a digitally enriched modality in which certain digital tools and resources are used. The results from the implementation of the proposed TPT are evaluated with the help of:

observation form A[1] (six criteria measuring the effectiveness of the teaching strategies used during pre-, while- and post- reading stages) and observation form B (overall evaluation of the work in the classroom and students' attitude towards the instruction in the different modalities)

1. **Questionnaire** for evaluation of the utilized tools and methods of instruction, the level of language skills and literary competences related to the CEFR and LiFT2, respectively (developed by the author**).**

The execution of the experiment falls into the following stages: prior the beginning of the study, at the beginning of the study, during the implementation, post the implementation and comprises a population of 151 students from 2ELS, Sofia.

Structure of the thesis

The study comprises an introduction, three chapters (theoretical issues, teaching pedagogical technology and findings), conclusion, contributions, bibliography, list of figures, tables, appendices and corpora A and B.

The introduction outlines the relevance and significance of integrating new technologies in education, the choice of topic and the need to conduct a research. The subject, the aims and objectives, the hypothesis and the methods of research are also presented.

Chapter 1 presents three interconnected and interdependent aspects of education which are important for conducting research in foreign language teaching and learning: learners' literacy, teaching English through literature and integration of digital technologies.

Chapter 2 describes questions connected with the TPT in English based on digital technologies and provides an explanation for its design and implementation in practice.

Chapter 3 describes the experience of using the TPT, the instruments and stages of the experiment, the data collection methods. It also includes the empirical data collected and the analysis of the research.

---

[1] The criteria for evaluating the attitude towards the teaching strategies are borrowed from Nunan (1989) and Peacock (1997) but are adapted for the purposes of the study and the conveyed participant observation.

CHAPTER ONE

FOREIGN LANGUAGE INSTRUCTION THROUGH LITERATURE AND DIGITAL TECHNOLOGIES – THEORETICAL BACKGROUND

Chapter 1 consists of three paragraphs.

Paragraph 1 is devoted to learners' literacy and its role for economic stability and personal welfare (UNESCO [UIL], 2010: 8, 2016). The opinions of the international political community, including UNESCO (2005: 21) and OECD (2000), concerning the diversity of literacies is summarized: long-life, literary, quantitative, as well ICT, media, digital, etc. literacies.

Clarification of the latest additions to the definitions of literacies is sought. For example, the 2000 definition of reading literacy according to PISA ('understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society') is expanded with 'interpreting texts' (2006) and 'engaging in reading' (2009); keeping the goals of the previous ones, the 2018 definition comprises 'understanding, using, evaluating, reflecting on and engaging in texts' at large. Another example is the concept of adolescent literacy suggested by PISA, which "refers both to students' capacity to apply knowledge and skills in key subject areas and to their ability to analyse, reason and communicate effectively as they pose, interpret and solve problems in a variety of situations" (OECD, 2010: 3); still another one is the definition given by the International Reading Association ('ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts') (IRA, 2012: 2), which considers the enormous changes young people encounter with diverse literacies in their everyday life. The existing diversity of literacies is reviewed in order to emphasize the need for the acquisition of a number of different competences in the new millennium exceeding functional literacy, i.e. *complex literacy*. The latter is of paramount importance for the present research study since it is the competence to produce, understand, interpret and critically evaluate written/oral information. That corresponds to: a. PISA - level 3 and upwards, and b. the competences expected to be demonstrated by Bulgarian learners in order to receive a diploma for completion of secondary and higher level education. (National Strategy for Promotion and Enhancement of Literacy 2014 – 2020).

For the purposes of the research it is important to discuss and categorize literacy as:

Adolescent and digital competence, since, on one hand, the participants belong to that age group; on the other, they use traditionally printed materials, as well as digital tools and resources, all of which can be used as 'tools for understanding academic content' (IRA, 2012, 2).

Reading competence, since the learners should develop skills for interpretation of literary texts and reach a high level of competences for reproduction of information: Level 4 & 5 in literary competence (literature) (OECD, 2000); National Educational Requirements (Foreign Languages) for studying a first foreign language at secondary level (2006).

Thus, the concept **literacy** is used in a broad sense to denote *a set of language skills, competences in the content-area subject and in the field of digital technologies. It is synonymous with complex adolescent literacy and is vital for the future personal, social and professional realization of the adolescents.*

Bulgaria has been affected by the same educational processes and issues related to literacy during the 21ˢᵗ century concerning the population of the other EU member countries. Therefore, the National Agenda for Fostering and Developing Literacy (2014 – 2010), together with the annual school plan of 2ELS "Thomas Jefferson" for 2015/16 have been briefly discussed. This is in the light of defining reading as the 'key to fostering the nation's literacy'. Disagreement with the above mentioned policies arises from the fact that all measures and activities at national and regional level have been directed only towards the content-area subject 'Bulgarian Language and Literature'. The issue of literacy in foreign languages is either totally ignored or disregarded. These two areas are interrelated when it comes to developing students' communicative competences. This, however, is in direct contradiction with one of the main characteristic features of the National Educational Requirements - integrality and interdisciplinary relationship. These conclusions serve for an excellent piece of reasoning behind the initiatives undertaken by the author of the research study and the decision to implement in teaching EFL certain digital tools and resources that have become an integral part of the daily routine of Bulgarian students/adolescents.

Paragraph 2 discusses in the first place English as a content-area subject since it covers 'areas from the 'aesthetic (literature)' to the 'functional (skills)' (Laugharne, 2007) and the necessity to include literature in the process of teaching a foreign language. Attention is given to five models of English, suggested by Cox (Personal growth view, Cross-curricular view, Adult needs view, Cultural heritage view, Cultural analysis view), as well as his understanding that literacy encompasses them all in a broader context and it "ranges from the teaching of a skill like handwriting, through the development of the imagination and of competence in reading, writing, speaking and listening, to the academic study of the greatest literature in English" (Cox, 1991: 22). Another supporter of the belief that literature is indeed a valuable resource in teaching a foreign language is Gilroy (1995). She is of the opinion that literature provides 'a stimulus for language acquisition in terms of vocabulary development and the internalising of grammar

patterns' and 'an imaginative stimulus', i.e. it gives students the opportunity to offer their own interpretations, which are later shared and discussed in the classroom (Gilroy, 1995: 2).

A similar viewpoint is expressed by experts in the field like Collie, Slater, Carter, Long and Lazar. Among others literature offers:

a. authentic materials which facilitate the acquisition of knowledge in C2 and L2 (Collie and Slater, 1987);
b. cultural, language and personal growth models (Carter and Long, 1991);
c. motivational materials and an opportunity to develop students' interpretative skills (Lazar, 1993: 19).

Lazar's and Gilroy's standpoints are of paramount importance for the present study since its aim is identical but pursued with digital tools and resources for the disposal of language learners.

Secondly, paragraph 2 presents the National Educational Requirements (Foreign Languages, Level 3) as well as the syllabi in English for the 11th and 12th grades of Language Schools. It is underlined that a couple of areas in these official documents coincide with four of the models suggested by Cox, namely Personal growth view, Cross-curricular view, Adult needs view, Cultural heritage view (appreciation of literature), Cultural analysis view (critical understanding of the world and the cultural environment). These areas are as follows:

a. interrelation between English as a subject with Bulgarian Language and Literature as a subject;
b. utilizing knowledge in History, Geography, Social Sciences and Civics;
c. teaching English by means of authentic literary texts to gain knowledge about the target culture (C2) and target language (L2);
d. introducing students to British and American literary canon (18th /19th century) with the objective to develop moral values, critical thinking, communicative and language competences;

The performed analysis of *Teaching English through Literature Approach* and the National Educational Requirements (Foreign Languages) reinforce the idea of the complex nature of teaching, the objectives set and the challenges language teachers face today.

Due consideration is given to teaching strategies as the most important aspect of achieving positive results and good practices in teaching EFL *A teaching strategy* is defined as a set of principles and methods used by a teacher in order to instruct learners and provide information directly in the classroom, online or through other media.

Teaching strategies aim at: facilitating the learning process, motivating and engaging learners in the learning process; assisting their concentration; developing creativity. They are specific for every individual and have a different effect in particular situations and on a distinct student population. There is no good or bad strategy – a few strategies can be used when teaching a given material. Some authors suggest various teaching strategies based on the four basic language skills – reading, writing, speaking and listening. Others categorize them according to learning styles and recommend using a variety of strategies in the classroom. Teaching strategies are consistent with any approach or method (in a narrow or broad sense) in foreign language teaching and learning. Their effective implementation fosters comprehension of subject content, develops critical thinking and creativity, generates sustainable environment for communication and team work, i.e. meta-knowledge or 21st century competences. The focus of attention is on strategies by authors like Collie and Slater, Carter and Long, all of whom take literature as the basis for learning EFL. Their standpoint is in unison with the standpoint of the authors of the syllabi for foreign languages in the eleventh and twelfth grades – 'Teaching a Language through Literature'

It is emphasized that an important prerequisite of successful implementation of the recommended teaching strategies is the selection of suitable literary texts by the teacher after examining students' abilities and interests. Taking into consideration the objectives of the syllabi from grade eight through grade eleven - to reach a specific language threshold after which to incorporate literature in English, the first condition is fulfilled. It is impossible to meet the other one since Bulgarian teachers are obliged to follow the syllabus. They have the freedom to choose the textbook, as well as which works of literature to include in their personal teaching schedules. Thus, teachers can compensate that drawback in teaching by selecting from the various genres and authors those ones that come closer to students' interests.

The implementation of this practice, used by the author of the research study, too, is justified by the existence of models for teaching and learning foreign languages through literature – personal growth model (Carter and Long, 1991). The selection of literary texts is carried out with the aim to facilitate students' maturity as individuals and their relationship with the surrounding world. Literature is considered a vehicle for developing both language skills and learners' literary competences. The teaching and learning process is illustrated with examples from practice: using their own experience, practice and knowledge about the world, the students connect and interpret topics and events from the works of literature. Instruction is performed on the basis of existing knowledge in the target language (L2); meanwhile the teacher's objective is to expand the students' active vocabulary and build the 'potential learners' vocabulary', i.e. on the basis of familiar word-formative patterns and context, students discern new lexical items (Stefanova, 1999: 109). At the same time, in order to facilitate the process (comprehension of information and

awareness of the society, ideologies, manners, morals, etc.) the teacher makes use of facts and events related to history and social life, the target culture (C2) and target language (L2) with regard to the epoch depicted in the literary work, i.e. the teacher applies the third model directed towards culture as well. A conclusion is drawn that in the foreign language classroom during the three stages (pre-, while- and post-reading stages) the three models do not exclude one another, rather they complement each other and are either implemented in parallel or in sequence. It is highlighted that for the purposes of the research study, as well as for reaching the objectives of the syllabi, the emphasis is put on the personal growth of the learners on the basis of culture and language but with the added value of digital technologies.

Teaching student-centred strategies in which 'instruction comprises various methods like role-play, improvisations, creative writing, discussions, questionnaires, visual presentations' (Collie and Slater, 1987) are presented. To answer questions students use the target language (L2) as much as possible ; they 'concentrate on learning the language, not literature'; they themselves discover topics, place themselves in situations similar to those in the literary works or rewrite part of them using another register (Carter and Long, 1991: 121). It is pointed out that the strategies suggested by the above mentioned experts are often present in the author's classroom but transformed to some extent because of the integration of new technologies.

It is underlined that despite the number of useful ideas, the suggested strategies/methods of instruction are deficient in two aspects: **genre variety** (poetry and short stories are recommended, while works belonging to the literary canon are totally ignored) and **limited audience** (directed towards teaching young learners, weak learners or university students).

Another issue of considerable importance for the present study is reading, the reader's role and their ability to decode, comprehend, make use of and read a text critically. The components of reading as a skill are presented. For instance, according to Takala these are meta-cognitive skills like summarizing, interrogating a test, clarifying ambiguous parts and making predictions (Takala, 1995: 150 in Shopov, 2007). Burns's classification of comprehension is also presented – it comprises literal, interpretative, critical and creative comprehension (Shopov, 2007: 47). Out of these, the ones that are of interest for the present study are interpretative and critical comprehension. Shopov defines interpretative comprehension as *'reading between the lines'*. In literary texts the information is provided implicitly and a good reader ought to possess skills to extract the main idea, discover and comprehend metaphors or the author's intentions, draw conclusions about style, etc. (2007: 47). Critical comprehension, being a higher stage of comprehension, is connected with 'evaluation of a reading text by means of comparing ideas with familiar standards and drawing conclusions of their correctness/truthfulness/ accuracy' (Burns, 1988: 247 in Shopov, 2007: 48).

It is pointed out that the existing profusion of reading comprehension strategies can be interpreted with the fact that readers have individual learning styles and preferences towards certain strategies. It must be underlined that there is lack of consensus on how many strategies to use in the classroom; there are not enough scientifically-grounded investigations on the matter either. The predominant opinion is that the effectiveness of using a set of strategies is higher than using one and the same strategy over and over again. (IRA, 2000). Certain authors even support the idea that the implementation of strategies when reading literary tests is utterly impossible (Vesthoff, 1995). For the purposes of the study the classification of strategies for reading narrative literary tests is essential. It comprises not only traditional strategies but specific ones such as using signals for dividing a text on language and narrative level, drawing conclusions about implicit motifs, the characters' feelings based on their actions, dividing the text into literary composition items, connecting with personal experience, etc. (Ellers, 1998; Savova, 2001). All these are taken into consideration when defining strategies for interpretation of literary texts. **A reading strategy in the present study will be identified with strategies for interpretation.**

Another primary issue is the belief that motivation is of considerable importance for achieving positive results and significant gains in education in such difficult spheres of knowledge as foreign languages. It is the experts' opinion that this can be fulfilled if different types of motivation are recognized, as well as such strategies and methods for motivating students in the classroom which have a positive impact on the learners and consequently, students show interest in the assigned tasks (Baker & Wigfield, 1999).

A review of the existing academic literature on strategies and motivation in foreign language teaching and learning as well as research in the area is carried out: for instance, relationship between motivation and learning strategies (Garcia & Pintrih, 1994); motivation and learning a foreign language (Gardner, 1997; Okada & Abo, 1996); the relationship between teacher's and learner's motivation (Dornyei, 1994); models for motivation in foreign language teaching and learning (Williams & Burden, 1997), etc. The conclusion that can be drawn from the review is that various methods for motivating the students exist, all of which foster students' interest towards reading, i.e. this is a complex set of interrelated measures and activities on different levels (Dornyei, 1994). In order to witness a positive change in reading habits and the skills to interpret texts it is necessary to encourage students to read. This can be fulfilled in a couple of steps. Experts point out that initial motivation, i.e. the pre-reading stage, consists of *first,* discussing the need to read authentic texts in the target language (L2); *second*, allowing students to choose a source alone because in this way they become more independent and responsible personalities (Dornyei, 1998, 2001). Since the syllabi for grade 11 and grade 12 are designed around a period in British and

American literature as well as representatives of different literary trends, the second requirement cannot be fulfilled, which makes foreign language teachers' work to motivate students to read a daring challenge.

Justification for presenting a way of assessing the level of students' literary competences by means of LiFT2 framework is given. Designed to assist teachers teaching literature in L1, it is applicable for the purposes of the study, since the problems in both teaching L1 and L2 are identical. Apart from that, according to the National Educational Requirements in foreign languages (2006), the two content-area subjects - "Foreign Languages" and "Bulgarian Language and Literature" have to develop in cooperation. LiFT2 framework, Sections 1 and 3, is used for measuring the level of literary competences of the student population from 2ELS prior and after the experiment.

Paragraph 3 explores digital technologies in the 21ˢᵗ century and their role in education and language teaching in particular. Attention is drawn to new technologies in language learning since according to experts, they facilitate language instruction, practice and assessment (ACTFL: 2013). Core concepts (digital technologies, tools and resources) related to the present study and defined by leading international educational institutions and renowned authors, have been reviewed. Taking into consideration the great number of definitions in literature, digital technologies comprise various electronic tools (smartphones, tablets, IWB, etc.) with their applications, digital tools (Learning/content management systems (LMSs/CMSs), Online Tools for Language Teaching (OTLT**)**, forums, blogs and wikis, etc.) (Golonka, Bowles, Frank et al., 2014), available resources, including OER, digital media (authentic materials such as video clips, podcasts, webcasts, flash animation, social media, etc.) (Scot & Beedle, 2014).

In other words these are our own immediate surroundings, which could be used in learners' favour. In terms of digital tools, we believe that the Centre for Learning & Performance Technologies (C4LPT) publishes annually the most exhaustive up-to-date list. The digital tools are streamed into four categories: instructional (management/learning systems), content development (pdf, presentation, clip, art and photo, graphics, audio and podcasting, video and animation, social, personal and professional tools, blogging. Web page tools, etc.), social (emailing, discussion forums, webinar platforms) and personal and professional tools (personal learning management systems, digital portfolios, search engines and note taking tools, browsers and extensions, players and readers).

During the last few decades educational policies around the world, as well as in Europe, including Bulgaria, are a reality. Scientists have been trying to justify various concepts and

strategies/methods, to outline new pedagogies and bridge the gap between theory and practice with their innovative pedagogical ideas. Without underestimating some drawbacks of digitalization (the challenges and potential barriers in the process of implementation in five spheres: policies and researches, schools, teachers, students and technologies) (Groff & Mouza, 2008: 42), the emphasis is put on the positive impact of new technologies in the classroom and the benefits they bring to students. In summary, new technologies provide better opportunities for:

- Using other modalities apart from teaching and learning 'face-to-face';
- Real-time communication (video-conferencing, online platforms, cloud computing) and collaboration in education;
- Individual and small-group work; individual pacing of learning; practice outside the classroom; no limitations to place or time;
- Key competence development (e.g. digital and entrepreneurship competences, long-life learning, critical thinking, etc.)
- Better opportunities for intercultural communication through mutual teaching beyond a classroom, country or continent;
- Immediate feedback on teachers' and students' work (formative assessment and teacher-student communication);
- Using OER, sharing good practices, ideas and materials.

In addition, existing frameworks, models and standards for using technologies for educational purposes are reviewed. That fact is sufficient enough to highlight the importance of digital technology for both teachers and students. The existence of a number of frameworks (Technology, Pedagogy and Content Knowledge (TPACK), Electronic Pedagogical Content Knowledge (ePCK), Technological Pedagogical Content Knowledge - Web (TPCK-W), ICT - Related Pedagogical Content Knowledge (ICT PCK) provides an opportunity to facilitate the process of designing better teaching pedagogical technologies for discovering and describing the strategies/methods by means of which a given technologically-based professional knowledge is put to practice in the classroom. Out of the already mentioned frameworks - the ICT TPCK, is acknowledged in the present research study. According to its promoters, Angeli and Valanides, the integration of technologies into the classroom leads to positive results when there is knowledge in the following five areas: pedagogy, content, students, learning setting and ICT (Angeli, 2005)[2].

Furthermore, two widely accepted models in the USA, Canada and Australia are briefly presented: Puentedura's SAMR Model (4 levels of ICT integration of activities – **s**ubstitution, augmentation,

---

[2] ICT TPCK is elaborated in Chapter two of the study.

modification, **r**edefinition) and Hughes, Thomas & Scharber's RAT Model (Replacement, Amplification, Transformation, 2006). The focus of attention is on the latter, whose authors assert that the utilization of technologies in education leads to higher effectiveness and productivity in teaching and learning subject content. The RAT model is applied in order to perceive the role of technology in education and evaluate the technologies used by the teachers in practice, i.e. whether and to what extent teachers adopt technologies in order to substitute, augment, modify and redefine teaching practices, learning and set objectives.

Moreover, the promulgation of Technology Standards Framework (TESOL, 2008) is justified as well as their implementation of teaching and learning ESL/EFL in the classroom, online or in combinations. It is underlined, that first and foremost, teachers have to 'demonstrate understanding' of the necessity to integrate technology in their teaching practices (TESOL, 2008:6). They are advised how to use technologies more effectively, i.e. special attention is given to topics that can raise their awareness of the potential benefit of technologies, as well as the acquisition of skills for implementing technologies at elementary level or developing autonomous learning, critical thinking, etc. All goals and standards are significant for the adoption of technologies in language learning. However, essential for the present study are standards 1, 2 and 4 (for teachers) because they are used not only to evaluate the strategies adopted by the teacher but also the level of teaching and learning practices during the three stages (pre-, while- and post-reading) of the teaching pedagogical technology implemented in the classroom.

A Digcomp Frame for developing and understanding digital competence in Europe (Ferrari, 2013) is presented, too. It comprises five dimensions across three proficiency levels with accompanying descriptors for each one of them. For the purposes of the research study the descriptors are used as a tool for self-assessing the level of digital competences of the student population that participated in the experiment.

In order to justify the design of the new pedagogical technology in teaching English, due consideration is given to popular pedagogical models with new technologies. For example:

- Hewlett Packard Catalyst Initiative Project (2013) with five teaching models applicable to STEM subjects, namely 1) educational gaming, 2) online laboratories, 3) technology-enabled collaboration, 4) real-time formative assessment and 5) technological support for skills-based curricula;
- Implementation of different teaching modalities (technology-rich instruction, blended learning, informal or full-time online learning);

- e-Learning referring to various online courses (MOOCs) available for both professionals and learners;
- Numerous open educational resources (OERs)

Conclusion

After describing the three aspects of the teaching and learning process in the foreign language classroom, the following conclusions are drawn:

First, literacy is of paramount importance for the personal development and meaningful existence of every individual. This is valid for FLT and English in particular, since it has become the main means of communication on an international level. The promotion and enhancement of literacy among learners of foreign languages and a high level of complex literacy are in the focus of attention of various international organizations, state institutions and educational activists. In spite of the fact that a national strategy 2020 has been issued, the question how to promote and foster the literacy of Bulgarian students learning foreign languages remains open. The major goal in FLT nowadays is effective communication in more than one language in order to: participate in diverse situations; share information, feelings, reactions and opinions; understand, interpret and analyse what is heard, read or seen on various topics; introduce new ideas and succeed in telling, explaining or persuading different categories of people.

Second, the usage of authentic literary texts in foreign language instruction is of primary importance in the process of gaining knowledge in the target language (L2), its culture (C2) and the surrounding world, as well as in the personal growth of the learners as individuals.

It is undeniable that there is an interest in researches into the role literature plays in increasing various language skills at university level and the publication of pedagogical literature on teaching methods of different literary genres. However, there are no publications concerning bulky works of literature or teaching strategies for English through Literature Approach in order to foster interest, motivation for reading and interpretation of classical writers in secondary education.

Third, the integration of digital technologies in education is of considerable significance for developing language skills and basic key competences. There are facts that are indisputable: the advantages of incorporating technologies for educational purposes outweigh the disadvantages; huge investment in infrastructure; post-graduate ICT qualification of pedagogical specialists – just to name a few. Nevertheless, there is lack of specific scientifically-based suggestions what digital instruments and resources to apply effectively for fostering the communicative skills of learners, including skills for interpretation of authentic literary texts.

Thus, the relationship between implementing digital media in the classroom and developing skills to interpret excerpts from literary works, is still an open question. In the academic literature under review, there is not a single approach, method or teaching pedagogical technology with different digital resources applicable to FLT (teaching EFL in particular), which is directed towards an audience of high school students.

The integration of digital technologies in education is not an end in itself, rather it is a vehicle for assisting foreign language learners when using the target language appropriately to solve authentic tasks (ACTFL, 2017). To teach by means of new technologies is an arduous task. In order to do so effectively with technologies it is required to create ceaselessly, to maintain and renew the dynamic balance between all components – content, pedagogy, technology and teaching (Koeler and Mishra, 2009: 67). Only when learners are presented with opportunities to develop their proficiency in L2 through interactive, meaningful and stimulating learning activities that are integrated with digital technologies, can we truly believe they will be better prepared for global citizens.

CHAPTER TWO

PEDAGOGICAL DESIGN FOR INTEGRATING DIGITAL TECHNOLOGIES IN TEACHING ENGLISH THROUGH LITERATURE

Chapter 2 presents a pedagogical technology in teaching 11th and 12th grade students of EFL at Second English Language School "Thomas Jefferson', Sofia through *English through Literature Approach*. The concept is developed under the influence of the following aspects: the positive effect from integrating digital technologies in education; existing contemporary models with new technologies and the specificity of FLT and learning.

The teaching pedagogical technology (TPT) aims at gaining particular knowledge in the target language (L2), the culture of the country (C2) and its citizens/subjects and developing skills for interpretation of literary texts in English.

The reason for designing the TPT and the inefficiency of directly applying the coexisting models for STEM subjects are formulated: languages and literature fall under variable academic areas, where the focus is on developing communicative skills: speaking and writing and discussion (Smeby, 1996). These are illustrated with examples of strategies of teaching a language through literature discussed in *Chapter 1*. A conclusion is drawn about implementing electronic education in various modalities, digital tools and OER. In order to clarify the utilization of such a technology in 2ELS, an analysis of the learning environment, the model of using English and the

group/individual attitude towards the language is carried out. (Dubbin & Olshtain, 2000: 2). In that connection, five questions are answered.

1. *Why is the technology necessary?* There are no official documents in the sphere of education referring to the effectiveness of the present syllabi (11th and 12th grade, extensive classes in EFL), the methods and materials. The steps taken to change teaching strategies in the English language classroom are the result of the author's opinion as a language teacher and that of a group of eleventh-grade students at 2ELS.
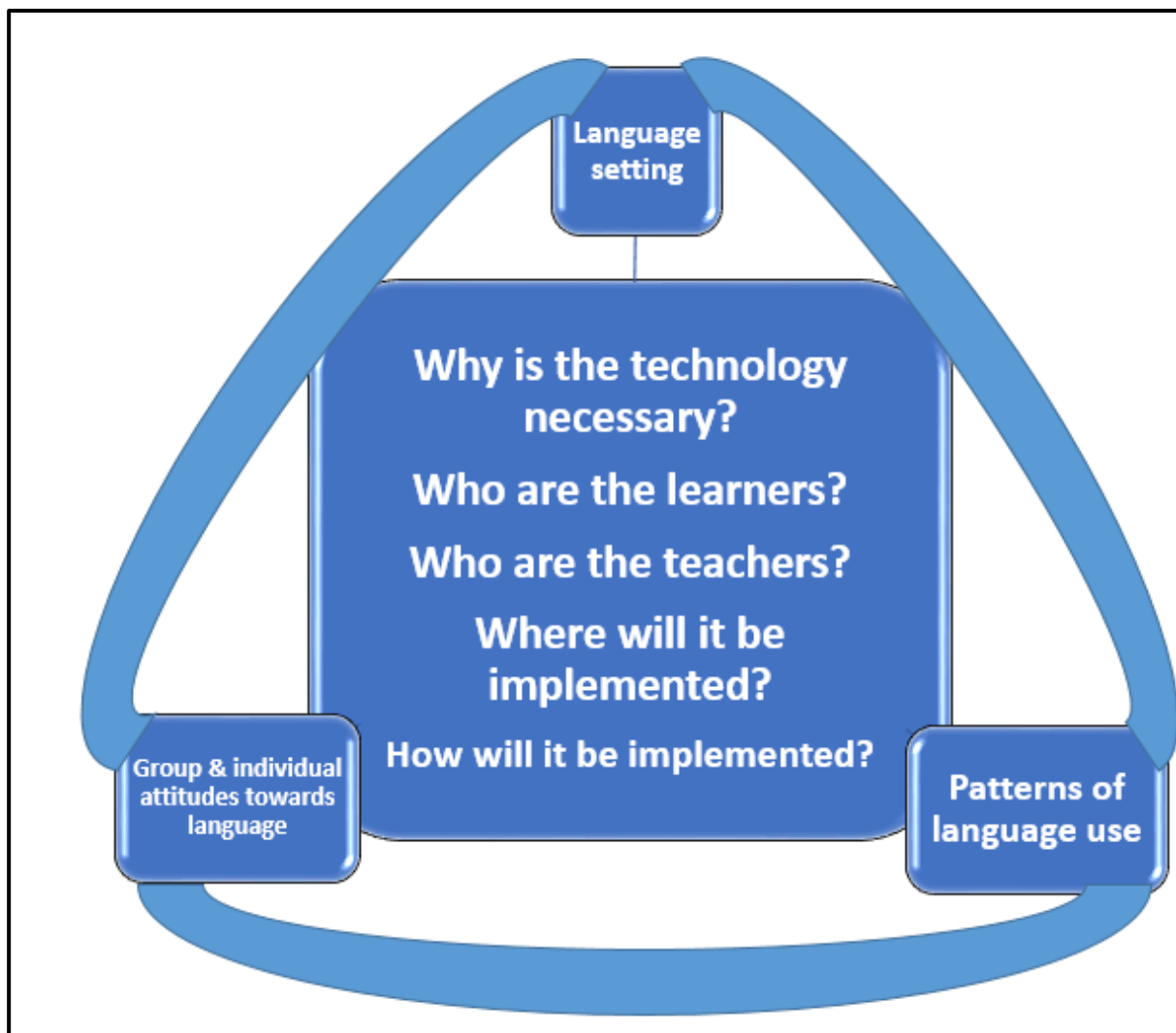

Fig. 2.1: Collecting information about the demand for a new teaching pedagogical technology.[3]

---

[3] Modelled on: Dubbin, F., Olshtain, E. (2000). *Course Design. Developing Programs and Materials for Language Learning.* Cambridge: Cambridge University Press.

The choice of sources of information does not rest on arbitrary decision – they are on the list of ways of gathering information suggested by Murphy (2001: 503). The first source of gathering information – retrospective field notes, taken after training sessions, belongs to the group of self-generated sources of information by the author. The second – a questionnaire, belongs to the group of formative feedback from learners. It studies students' attitude towards the teaching strategies in English in the 11th grade and the subject matter in the *Litups, Part 1* textbook.[4]

The present TPT is in answer to the need for qualitative education in social sciences and it steps on:

First, the idea that the most important role in the integration of digital technologies in education is played by the teacher (OECD, 2016: 85).

Second, Angeli and Vananides's claim (2009) that in order to achieve effective instruction, the teacher is obliged to: possess pedagogical knowledge, content knowledge and knowledge in ICT; to be aware of the level of knowledge, skills and competences of his students, as well as problematic areas; know the learning setting and the opportunities for integrating ICT.

Third, the understanding, that at the basis of every model for a TPT the following elements have to be present 'actors, parameters and factors in different proportions' *(*Ganchev and Ivanov, 1993: 4), i.e. a student, a teacher, determinants of the setting, didactic tools and materials, management system.

2. *Who are the learners?* 11th and 12th grade students of EFL at language schools with extensive classes, whose minimal level of language competence is B2 or above (CEFR).

3.*Who are the teachers?* Teachers of English, non-native speakers, who possess content knowledge, pedagogical knowledge and some digital competences. They have a positive attitude towards the integration of new technologies in education and are ready to experiment with new teaching strategies.

4. *Where will the TPT be implemented?* In a succession of lessons related to the teaching and learning content in English for the 11th and 12th grades of language schools. If the effectiveness of the technology is proved, it can be implemented in German, French, Spanish, Russian or other foreign languages which are studied extensively at Language schools in Bulgaria.

5. *How will the TPT be implemented?* In various modalities (face-to-face, flipped classroom, digitally-enriched setting) during the three stages of teaching English (pre-, while- and post-

---

[4] The analysis is presented in Chapter 3.

reading). The learners are at the centre of instruction; the teacher plays the role of moderator, facilitator, onlooker, etc.

Three frameworks, TPCK (Koehler and Mishra), ICT-TPCK (Angeli and Valanides), ePCK (Franklin), as well as the TESOL Standards for teachers, serve as the conceptual basis for the proposed teaching technology. The three major factors in the teaching and learning process – learning setting, teacher and student, are presented in the model for the TPT. Each one of them is based on technologies

At the basis of each factor are technologies, which, however, are presented in different ways – by means of the equipment needed and infrastructure, knowledge and skills/competences. Each part is equally important, can exist independently or interact with the other ones.
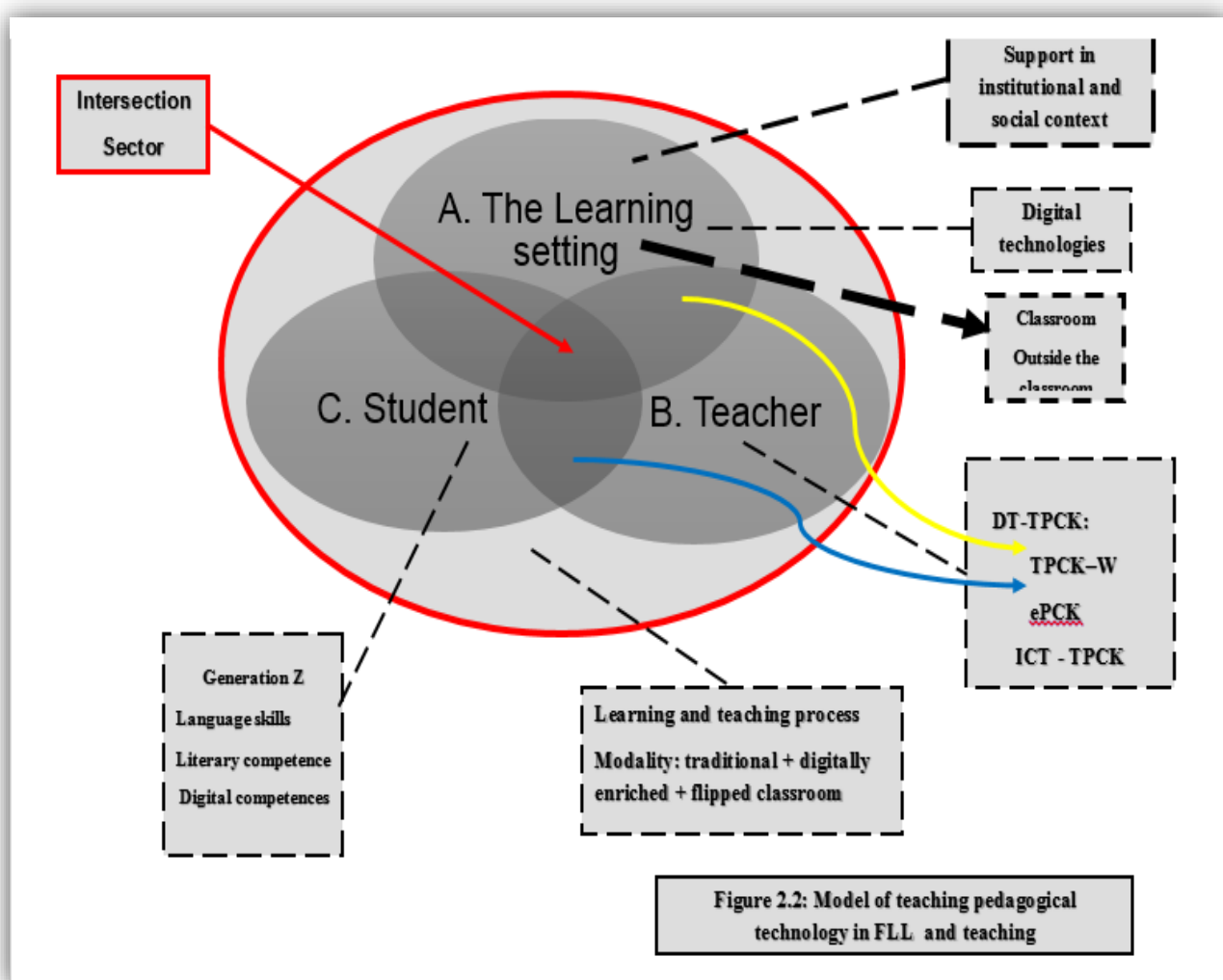

Figure 2.2: Model of teaching pedagogical technology in FLL and teaching

Fig. 2.2: Teaching Pedagogical Technology in Foreign language teaching and learning (EFL)

To reach certain goals, however, i.e. effective instruction and high results, each factor has to be conditioned by the other two – the absence of one cannot be compensated. The significant results are illustrated in the intersection area, named DT-TPCK taking into consideration the latest developments in digitalization. DT-TPCK is a much broader term used to combine technological web-based knowledge, ICT knowledge and electronic knowledge in pedagogy and foreign languages. In other words, these are *active participants that have a task to optimize particular educational results during contemporary integration processes with their actions and interactions* (Vesselinov, 2020: 7).

The learning setting: The emphasis is on the support given by the school/school administration and students' families/parents (experimental group), on one hand to use digital technologies, and on the other, to assimilate their benefit for the learners. The opportunity for both students and teachers to work asynchronously outside the classroom (from anywhere, at any time and by means of any electronic device, with access to Internet as a prerequisite) is pointed out as an important condition for successfully implementing the teaching pedagogical technology.

The teacher: Teachers are defined as the major factor in the selection of suitable strategies and instruments. In the context of this research study, as well as according to TESOL Standards, Goal 2, the teacher identifies and evaluates how suitable and useful given digital tools and resources are in order to fulfil the goals and objectives set. Examples of what is meant by teacher's **DT –TPCK** are provided in the context of foreign language teaching and learning: a body of *Content Knowledge (CK)*, in particular English as a content-area subject: language knowledge plus knowledge of British and American literature, as well as Bulgarian literature (literary terms, trends, historical background, etc.); knowledge of the arts, aesthetics, etc.

Pedagogical Knowledge (PK): on one hand, general knowledge (teaching and learning practices and methods – basic skills to direct a learning process; planning lessons, techniques and methods, assessment strategies, etc.), on the other, knowledge in foreign language learning and teaching (principles, methods, aims, language skills, etc.);

Pedagogical content knowledge (PCK), transformed into Technological Pedagogical Content Knowledge (TPCK): having received post-graduate qualification through different courses, the teacher has enough experience in using various digital technologies and evaluating their role and relevance in the foreign language teaching and learning process.

The requirements for motivating language learners, presented according to Dornyei & Csizer's *Ten Commandments* framework (1998), are as follows:

- Familiarising learners with the target language culture (C2) – theatrical performances of literary works on the syllabus;
- Increasing the learner's linguistic self-confidence – extensive reading of literary works and keeping a reading diary;
- Creating a pleasant, relaxed atmosphere in the classroom – classroom design with opportunities to work in groups during lessons;
- Presenting the tasks properly – tasks are presented online (blogs or class platforms);
- Making the language classes interesting – using new technologies (IWB, Internet, tablets, phones, digital media, etc.);
- Promoting learner autonomy – asynchronous learning in a flipped classroom; assignments with digital tools.

Another necessary condition for successful integration of technologies in education is commensurate with one of the indicators of TESOL Goal 2, Standard 3 (*Language teachers design and manage language learning activities and tasks using technology appropriately to meet curricular goals and objectives*), is the teacher's awareness of the level of students' competences, including digital competence. This requirement is fulfilled - on the basis of validated toolkits for self-assessment (CEFR, LiFT2 Framework, part 1 and 3, European DIGCOMP Framework), at the beginning of the research study, information of students' skills and competences is gathered.

The students: Students have a leading role in the learning and teaching process. Being representatives of Generation Z, on the whole, they possess B2+ language skills under the CEFR, which presupposes using English through Literature Approach. The learners possess certain literary competences acquired while studying L1, as well as digital competences, acquired either in their ICT classes or individually. The above mentioned competences are a necessary but not sufficient requirement for effective work in the language classroom and achieving the set goals. What is needed is motivation. Lack of motivation requires creating conditions which lead to generating interest and effective results. One of these is using their interest and knowledge in the field of new technologies, i.e. the surrounding world for the benefit/in favour of education.

The teaching and learning tools: It is underlined that the list of digital tools that could be used for educational purposes is enormous and it is absolutely impossible to include all existing ones. According to the Directory of Learning and Performing Tools (C4LPT, 2017) there are five groups: instructional tools, content development tools, social tools, personal and professional tools, content. The focus of the study is on digital resources with free access – Open Educational Resources (OER) from YouTube or Vimeo video Channels, platforms like Slideshare (PowerPoint

Presentations/ Prezi), video tutorials, digital video, animation, trailers, videocast, etc. used directly or edited for specific purposes by the author of the thesis herself. Corpus A, accompanying the thesis, comprises resources produced by the author herself done with the help of a variety of digital tools. For example, Microsoft – Office Mix, Jing, Adobe Captivate, and Adobe Spark Page). These are shared on Vimeo, Adobe Spark Page, and MyMixes, the class blogs in Seesaw or Google Disc.

In terms of the content component, the TPT includes the set goals and the subject content. **The overall goal of the research is to present teachers of English with a technology which is upgraded with digital tools and resources and is related to teaching the target language through literature and developing interpretative skills.** The objective is to scaffold the stages of the technology and the sequence of activities at each one of them**.**

The procedural component includes the organization of the teaching and learning process and the methods used by the teacher and the students. The activities and methods of instruction comply with the ones described in didactic literature (Collie, Slater, and Sage). It is underlined that in the sphere of education following a technology strictly step by step might have a negative effect. An explanation is provided for the need to consider teaching and learning styles, as well as the specific situation in which the technology is implemented, the level of language fluency of the learners, digital and other key competences. A conclusion is drawn that the partial adaptation and usage of variants are allowed in order to achieve better results.

Students play a leading role in the activities, while the teacher is a facilitator and moderator for instance, the traditional 'face-to-face' modality and the complex metalanguage for literary analysis (Collie and Slater, 1987) are substituted with short video tutorials in a flipped classroom, discussions on PowerPoint Presentations/Prezi (done by both teacher or students) or digital video. All kinds of questions are being asked - aesthetic, critical or concerning facts (Sage, 1987), since the main goal is developing speaking skills and communication in the target language (L2), as well as creative writing.

Lazar's material design and lesson planning model applicable to novels and short stories is used to scaffold tasks on the literary excerpts (Lazar, 1993: 84 -86). It includes:

Pre-reading activities

1. Helping students with cultural background.
2. Stimulating student interest in the story.
3. Pre-teaching vocabulary.

While-reading activities

1. Helping students to understand the plot.

2. Helping students to understand the characters.

3. Helping students with difficult vocabulary.

4. Helping students with style and language.

Post-reading activities

1. Helping students to make interpretations of the text.

2. Understanding narrative point of view.

3. Follow-up writing activities.

4. Follow-up fluency practice.

It is emphasized that the six Lesson plans on the literary excerpts in digitally enriched modality are scaffolded on the basis of the above described stages and accompanying activities. However, taking into consideration the role the receptive language skills (Listening and Reading skills) as a prerequisite for the productive ones (Speaking and Writing), the tasks at the given stages and substages are connected with developing the main language skills and expanding learners' vocabulary: for example, using specific knowledge in L2 and a text for listening comprehension and/or watching (presentation, video tutorial, digital video, trailers, etc.), or a reading comprehension text, the students participate in discussions and debates; they are involved in project work or are assigned written work. *A specific feature of the TPT is designing activities and tasks which require the use of integrated skills*, i.e. a transition from one language/speech activity into another.
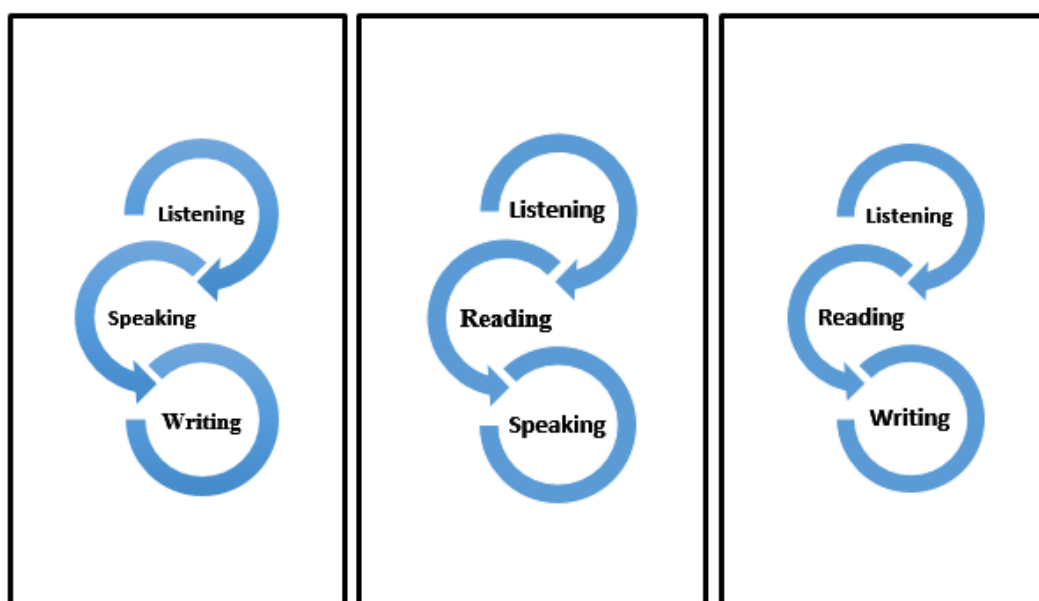

Figure 2.3 A   Figure 2.3 B   Figure 2.3 C

Figure 2.3 A, B, C: Integrated language skills

The following patterns of integrated skills are used in order to complete tasks:

> 1. **Receptive skill + two productive skills:** *Listening – Speaking – Writing*;
> 2. *Two receptive skills + one productive skill:* *Listening – Reading – Speaking; Listening – Reading – Writing;*
> 3. It is possible to use integrated tasks where **two skills are required, one receptive + one productive:** Listening – Speaking; Reading – Writing.

The final goal is developing further acquired language skills, expanding vocabulary and creating, understanding and interpreting written information, i.e. demonstrating acquisition of complex literacy.

The teaching instruction of the experimental group during the formative stage of the experiment passes through three stages: preparatory (pre-reading phase), working (while-reading phase – interactive work with texts) and final (post-reading – tasks summarizing the work). These stages comprise a succession of six (6) classes on a specific topic from the syllabus. There is time difference between the taught lessons depending on the schedule of the three classes comprising the experimental group. A characteristic feature of every cycle is that it starts with a discussion on a topic related to the main one in the literary work. A short video tutorial by the teacher or another author in a flipped classroom follows (**Corpus A**). The cycle continues with using digital resources in the classroom (film adaptations, animation, etc.), working with thematic vocabulary, and finishes with a creative task or project work in pairs or small groups. Thus, by passing through the different stages, the students move from lower order to higher order thinking skills (Bloom's Digital taxonomy by Churches, 2008): from understanding and applying the received knowledge, through analysis and personal evaluation to creating.

In order for the TPT to be effective, the implemented activities should lead to: an increase in students' motivation, concentration and level of activity in performing the tasks; as well as that, it should provoke interest and attitude towards the discussed topic. It is believed that this can be realized by means of digital media (digital video, films, trailers, animation, etc.), if we consider the power of sound and picture and the availability of a couple of film adaptations of every one of the six literary works on the syllabus. In order to better comprehend the plot, setting and characters, the students from the experimental group are acquainted with basic elements of films and shooting techniques in the course of two classes prior to the preparatory stage. Later on, during the formative experiment, it is this knowledge that is used for discussing and comparing the film adaptations with the authentic text. It is clarified that this is not a superficial comparison between two channels of information (a book and a film of the book) but interpretation of basic techniques in

cinematography to convey content through images and sounds, as well as entertainment and provoke emotional or psychological reactions in the audience: types of shots, angles, mise en scene, sound, music. Each and every stage or substage is illustrated with excerpts from the lesson plans and activities on the literary work.

The effectiveness of the teaching and learning process in digitally enriched modality is evaluated by means of the RAT model. This step is undertaken because the implementation of digital technologies in the English language classroom is not simply a substitution of traditional tools (blackboard, cassette recorder, clippings from newspapers, posters, etc.) or 'face-to-face' modality with some digital tools for sharing, storing and producing (PC, IWB, word-processing, emailing, presentations, sharing resources online, etc.). The focus is on level 3 – *Transformation,* because the teaching and learning activities require higher order thinking skills according to Bloom's Digital taxonomy (Churches, 2008): for example, planning, constructing, creating, producing, content publishing, (integrated presentations, video clips, short videos, animation, etc.).

Only when such activities, unachievable without the integration of digital technologies, are present, can we speak about effective utilization of new technologies and expect positive results. Taking into consideration English as a subject, the National Educational Requirements for foreign languages and the syllabus, the scaffolded activities from the six cycles of lessons in digitally enriched modality are classified into seven (7) types of activities in three (3) levels under the RAT model. They are as follows: *sharing files, reading, note taking, surveying, production of images or video, presenting, writing.* Out of these, only activities 1 and 2 reach level 2, all the other ones – level 3. They are tentatively divided into:

A. **Activities:**   Teacher ⟶ students or another participant;

B. **Activities:**   Student ⟶ teacher or another participant;

C. **Blended Activities**: Teacher ⟶ Students ⟶ teacher or another participant.

The above mentioned activities are illustrated with examples from the implementation stage of the TPT in practice.

The implications from the implementation of the TPT are verified by a test which *aims at determining the effectiveness of integrating digital tools and resources in the classroom in order to foster skills for interpretation of literary texts.* Taking into consideration the aims set in the syllabi in foreign languages, three sides of the teaching and learning process are reviewed, which related to the research study are presented through the following criteria and indicators:

Table 2.3 Criteria and indicators

Criterion	Indicator
1. Possesses knowledge of…	**1.1. the world and society** (e. g. motherland, country/countries where the target language (L2) is spoken, 'my world'/ the surrounding world, history, culture, etc.)
	1.2. literature and culture (genres, narratives, setting, plot, characters, etc.)
	1.3. language norms/standards of L2 fluency (lexis, grammar, pronunciation, etc.)
2. Can (knows how to)…	**2.1. understand** in details conversations and statements (direct or indirect communication), video tutorials, excerpts from film adaptations, etc. by following the line of argumentation even when they are not well-structured or are spoken at a relatively high speed
	2.2. compare specific situations in literary works (e.g., social, age similarities/differences, etc.) with contemporary historical events; interpret the storyline and express opinion of events and heroes' actions; comments on his reaction in a similar situation; **present oral arguments**, which prove personal interpretation; **reflect and discuss** moral issues; takes sides;
	2.3. present written arguments, which prove personal interpretation; **reflect and discuss** moral issues; take sides; **produce text** (descriptions/stories, etc.) and adapt it to other media (e.g. video, films, comics, etc.);
3. Shows attitude towards…	**3.1. engagement;**
	3.2. concentration;
	3.3. level of activity in class;
	3.4. self-satisfaction of completed tasks;
	3.5 motivation to share personal opinion.

Conclusion

According to the author, the contribution of the presented TPT can be summarized as follows:

Designed in accordance with a famous model for various literary genres (Lazar, 1993), the present TPT is enriched with modern technology where **digital tools** and available **digital resources** (digital media, digital video, trailers, video tutorials, presentations, digital publications, etc.) and a **flipped classroom** play a key role.

At some of the stages of the six *Lesson plans* there are variants in: a. the succession or number of the used instruments (digital tools and resources, etc. materials); b. types of integrated skills. The philosophy of the TPT, however, remains the same. These deviations are not arbitrary – they can be justified with the statement that in contrast to manufacturing, in education strictly following the steps of a technology could have a negative effect.

The choice of integrated skills, predominantly productive Speaking and Writing skills, is grounded on one hand, on the understanding that in foreign language teaching and learning the emphasis is on developing communicative skills; and on the other, on the aims set in the National Educational Requirements for foreign languages and the syllabus, respectively, i.e. the use of fluent communication, well-structured statements, comments, arguments, etc. in oral and written form.

The contribution of the TPT is two-fold: A. it can be considered a modern method of instruction in EFL by means of *English through Literature Approach* since, by following the existing syllabus, the subject content and coursebooks, it offers the added value of integrating new technologies in foreign language teaching and learning: it uses existing infrastructure (modern learning environment with Internet connection, computers, IWBs with software, etc.) and the positive attitude of the main participants in the teaching and learning process – school administration, teachers, students and parents; B. It is an innovative approach which seeks to find a solution for a long-existing problem through utilizing non-standard strategies of teaching and learning in the Bulgarian educational system context, high language schools with extensive classes in L2 in particular. The emphasis is on utilizing digitally enriched modality, a set of OER, a flipped classroom and strategies that foster the students' personal development through language and culture.

The statement that TPT is effective in teaching English through Literature can be proved by drawing conclusions in the following domains:

a. applying standards: First and foremost comes the realization of the need for such a TPT (TESOL Standards). For instance, revising the methods with the aim to adopt new technologies for

educational purposes (Goal 2, Standard 2), giving feedback to students' assignments completed with the help of technologies, sharing materials with others (Goal 4, Standard 1), etc.

b. *evaluating the effectiveness of the implementation the TPT by the RAT model*: A proof of the appropriate strategies for the target population and the subject use of strategy and digital tools/resources is the illustration with scaffolded activities, most of which fall under level 3. The higher the level of completed activity, the greater the benefit from educational point of view.

c. *advantages of digital technologies and digital media*: to name a few: the opportunity to be able to choose from an infinite number of digital tools and resources available online; free access (no fees, subscription or codes) to use them; opportunity to edit resources depending on the learners' needs and the subject content; learning at your own pace, speed and time; opportunity to store and share products on online platforms or drives; immediate feedback; better chances for online discussions and intercultural communication and many more;

d. *developing key competences:*

The TPT is designed with the aim to develop skills for interpretation of literary texts in EFL, which implies applying the target language (L2) in practice. Incorporating integrated skills to fulfil tasks is meant to develop further the four language skills. Nevertheless, the emphasis is on utilizing the two productive communicative skills Speaking and Writing. The level of students' literary competences in L1 is considered when scaffolding the tasks. However, the activities are meant to develop further the literary competences, interest and attitude of the learners towards works of literature.

- Utilizing digital tools and resources daily in order to complete tasks in the classroom or assignments in a flipped classroom, as well as creative pieces of work lead to gaining new knowledge and digital competences, their consolidation and applying in practice.
- Students are given the opportunity to acquire knowledge and experience how to develop new learning skills by being given tasks in a flipped classroom, presentations and written assignments in online platforms.
- Including interdisciplinary tasks (Bulgarian, History, Philosophy, etc. subjects) and project work in pairs/small groups meant to acquaint students with C1 through C2, develop their social and civil competences.

CHAPTER THREE

EVALUATION OF THE EFFICIENCY OF THE DESIGNED TEACHING PEDAGOGICAL TECHNOLOGY

Chapter 3 consists of five paragraphs and includes the summary of the results/data from the implemented TPT. They substantiate its effectiveness for developing students' complex literacy as well as its relevance and the possibility for its implementation in the teaching and learning process in the 11th and 12th grades with extensive classes of EFL.

Paragraph 1 presents the organization of a two-year experiment (2015 – 2017) carried out with a group of 11th and 12th graders at Second English Language School "Thomas Jefferson", Sofia. The participants were 17 or 18 years old.

Paragraph 2 presents the *pre-experimental phase/stage* (May 2015 – July 2015), at which the attitudes of a relatively small group of students in the 11th grade (33 students/ XI D class) towards the content and teaching strategies are studied on the basis of two questionnaires and a set of learning materials. The latter are designed in order to evaluate the effect digital tools and resources play on developing students' motivation and interest towards the content (British and American literature). Conclusions are drawn and evaluation of the potential of new technologies is carried out. Consequently, a decision is taken to design a TPT for integrating digital tools and resources in the teaching and learning of EFL (*English through literature Approach*).

Paragraph 3 describes the organization and the content of the experiment *at the beginning of the study* (September – October 2015). This stage/phase includes studying the students' language skills, digital and literary competences. For the purposes of the present research the following instruments are used: OEFR, DIGCOMP framework (EU), LiFT2 literary framework.

Two groups of 11th-grade students are formed: the participants in Phases 2, 3, and 4 of the research study through the TPT comprise the experimental group, Group E (91); the students that participated in the parallel study of language skills, literary and digital competences at Phases 2 and 4 (60) who are taught by another teacher in traditional 'face-to-face' modality. It is underlined that both groups follow one and the same syllabus, have the same number of classes per week and use one and the same student's book (Danova &. Kostova. 2013, 2014).

The data collected and analysed demonstrate, on one hand, similar language skills in Group E and Group C; on the other hand, the prevalence of average level of fluency of English according to

CEFR. The latter serves as a starting point for working with authentic literature. Attention is drawn to the fact that in order to gain satisfaction from achievement of both students and teacher, it is necessary to direct efforts towards developing the language skills of the majority of the student population. The role of literature is highlighted because it has a favourable effect on fostering knowledge in the target language (L2) and provides an opportunity for personal development through accumulating information about Culture 2, becoming aware of Culture 1 and the world in general. The potential of suitable teaching strategies, digital tools and resources from the surrounding modern world, which do have a beneficial effect on the development of language skills, are explored. Data gathered from studying the digital competences show that there is no significant difference between Group E and Group C. **The equal starting level of** digital competences is a prerequisite for conveying the formative experiment (while-implementation phase) and collecting data for establishing the effectiveness of the new TPT used in Group E. It is underlined that for the purposes of the research study, only indicators 4 and 5 of literary competences (general knowledge and specific literary and cultural knowledge and experience) are taken into consideration. Moderate differences between the literary competences of both groups are demonstrated. The analysis gives grounds for planning and conducting a research study with new teaching strategies, i.e. there is a need to commence work in order to increase the level of students' literary competences.

Paragraph 4 presents the *formative experiment (during/while the implementation phases) (*October 2015 – July 2016). The following steps are undertaken to carry out this phase:

1. A set of criteria for the level of effective learning activities and attitude towards classwork in English in 'face-to-face' and digitally enriched modality is drawn.

2. Designing observation forms (A + B) for participant observation in different modalities (traditional 'face-to-face' modality and digitally enriched modality).

3. Selection of literary texts from the 11th-grade textbook in English (Danova & Kostova, 2013, 2014), *LitUps! Part One & Two.*

4. Scaffolding of lesson plans on selected literary works (digitally enriched modality).

5. Scaffolding of set of materials with digital tools for the 11th class (digitally enriched modality).

6. Selection of digital resources for each particular literary work (digitally enriched modality).

7. Scaffolding of learning material/activities on basic instruments for film analysis (Elements of films and techniques in cinematography).

8. Approbation of the tool kit of materials and the selected digital resources in the English language classroom.

The criteria for evaluating the attitude towards the teaching strategies (**Form A and B**) in 'face-to-face' and digitally enriched modality (engagement, concentration, level, of activity, satisfaction, etc.) are borrowed from Nunan (1989) and Peacock (1997). They are, however, adapted for the purposes of the study and the conveyed participant observation.

Genre diversity is taken into consideration when selecting the literary texts in 'face-to-face' modality – one play and one novel on the syllabus. The literary texts in digitally enriched modality are not chosen arbitrarily – here the availability of digital resources is considered (multimedia resources, film adaptations of literary works, animation, video, interviews, videocast, etc.). In terms of genre diversity in digitally enriched modality, the ratio of plays to novels is 1: 5.

Steps 4, 5 and 6 are performed in parallel with the scaffolded during the pre-experimental stage materials and the lesson plans to which students' suggestions from *Questionnaire 2* are added. The final versions of the Lesson plans are amended according to Lazar's material design and lesson planning model for literary texts (Lazar, 1993: 84 -86). A toolkit with materials, including excerpts from six works of literature on the syllabus for the 11th grade is designed. They are created with digital tools (Office Mix, Microsoft, Jing, Adobe Connect, Adobe Spark Page, Adobe Video, PowerPoint, Activinspire, etc.) on the basis of elements made by the author herself and consequently piloted in practice.

Step 7 is carried out on the basis of published online information collected from popular training blogs in cinematography. Having in mind the main goal of the research study, these materials are used only in the Experimental group (Group E). After a short training session, the students apply that knowledge during the 'while-reading' stage of the TPT: '*Helping students to understand the plot and the characters*' by excerpts from film adaptations of literary works (digital video).

The main conclusion that can be drawn from analyzing Forms A and B is that there is a positive increase in all the assessed criteria after the implementation of the TPT, starting in Lesson 2 and continuing through to Lesson 8. The data indicate that after implementing the TPT in a succession of classes in English, the students gradually increase their involvement/ engagement in tasks, concentration, and level of activity/participation. This in turn influences their satisfaction from personal achievements and their motivation to express personal opinion, i.e. to interpret excerpts from works of literature in front of their classmates.

Paragraph 5 reports the empirical findings of the post-implementation phase of the research study. Firstly, a test of the students' interpretative skills in digitally enriched modality (Group E) is conducted. The test follows each of the stages of the TPT. The final version of the test for

measuring the results from the instruction during the while-the-implementation phase is designed. The next step is self-assessment of the level of the literary competences of the students from Group E by means of LiFT2 framework (scales 1-6). It is used to demonstrate similarities or differences in the data collected during the test. The final version of the questionnaire for evaluating the results of implementing the TPT in Group E is designed at this stage. Although both the literary framework and the questionnaire are in English, they do not pose a challenge to the students. The above mentioned instruments are used to conduct a parallel survey among a group of students that have participated in the survey at the beginning of the study but have not been taught with the new TPT. The aim is to compare the data gathered from both groups of students and use it as another argument in favour of the effectiveness of digital tools and resources in the English language classroom. The following steps are completed:

1. Scaffolding of toolkit materials with digital tools for testing the students from Group E (12th grade students, extensive classes in EFL) in digitally enriched modality; the toolkit follows each and every stage and substage of the TPT.

2. A questionnaire for evaluating the teaching and learning process with the TPT is designed: for Group E - online questionnaire in Google Forms, while for Group C – word document printed on paper.

The following steps are completed:

1. Conducting testing with a cycle of lessons in digitally enriched modality[5]. The criteria, indicators and measurement instruments are used in order to measure the gains of the students from Group E to interpret literary texts.

2. Data from the test are registered in Excel tables.

3. Data gathered are analysed with statistical methods.

4. The self-assessment of the students' literary competences (LiFT2, scales 1-6) is conducted in real learning time and similar time span for all classes comprising Group E and Group C.

5. The Questionnaire for evaluating the effectiveness of the instruction with the new TPT is conducted in real learning time and similar time span for the classes comprising Group C. It is conducted online for the experimental group of students.

6. Data from the Questionnaire are registered in Excel tables.

---

[5] The criteria, indicators and measurement instruments are discussed in Chapter 2.

7. Data gathered are analysed with statistical methods.

8. Statistical analyses are performed for verification of the hypothesis.

9. On the basis of the findings, implications are discusses and conclusions are drawn.

The following statistical data analysis methods are used to measure the effectiveness of the TPT:

A. *Language skills, digital competences and literary competences*: Pearson Chi-square test statistic and Phi contingency and Cramer's V Coefficient;

B. *Testing:*

- *Criterion knowledge*: Pearson Chi-square test statistic and Phi contingency and Cramer's V Coefficient;

- *Criterion skills/competences*: Pearson Chi-square test statistic and Phi contingency and Cramer's V Coefficient;

- *Criterion attitudes*: Phi contingency and Cramer's V Coefficient; Student's t-Test for independent samples.

C. *Formative experiment (while-implementation phase)*, face-to-face/digitally enriched modality: Student's t-Test for independent samples.

D. *Questionnaire*: Pearson Chi-square test statistic and Phi contingency and Cramer's V Coefficient.

The post implementation phase consists of three stages: a. testing knowledge, skills/competences and attitudes, b. self-assessment of literary competences, c. conducting a questionnaire. Data obtained from these stages are used to show the effectiveness of the TPT in the experimental group of students. First, data gathered during the testing are compared with those from the students' self-assessment at the beginning of the study. Then, data obtained from the self-assessment of both Group E and Group C are compared with their self-assessment at the beginning of the research study. Finally, data gathered from the conducted questionnaire with both groups are compared. The findings from the testing reveal significant positive growth from pre- to post-implementation phase in all the criteria and indicators for Group E. **The logically derived conclusion is that the suggested TPT has a beneficial effect on the teaching and learning process and facilitates the acquisition of skills for interpretation of literary texts in English through digital tools and resources.**

A similar trend is revealed for the pre- and post-self-assessment of literary competences. A significant difference is detected between Group E and Group C students, with higher results in favour of the experimental group. Data obtained from the separate parts of the Questionnaire disclose differences in the following factors:

- *Utilized teaching methods*: according to Group E in order to facilitate the learning process and digesting new information, the teacher relies mostly on modern methods and the integration of digital technologies (for example, flipped classroom, video tutorials, researches, project work with new technologies, etc.);

- *Utilized teaching tools*: the majority of Group E are of the opinion that not only traditional for the Bulgarian context teaching instruments are used but also specific digital tools (platforms, blogs, video channels, etc.) as well as OER, etc.

- *Literary development*: data gathered from statements regarding students' literary development reveal difference between the two groups. For example, contrary to Group C, the students from Group E do not or rarely dismiss the statements; the majority point out 'undecided', 'agree' or 'strongly agree' regarding even statements that go beyond Level 4 – Interpreting and reaching higher levels, i.e. Level 5 – Contextualizing or Level 6 – (Pre) Academic (LiFT2 framework). A second notable trend in Group E regarding statements 23 – 45, which correspond to the already mentioned higher levels, is the tendency for a gradual increase in the number of 'agree' and 'strongly agree' at the expense of 'undecided'. The data collected from Group C display the opposite tendency, i.e. a decrease in the number of 'strongly agree' and an increase in the number of 'disagree'.

In the light of the questionnaire analysis the above listed differences between the two groups of students can be interpreted as evidence of the positive effect the new TPT has on developing students' language skills. This in turn serves as the basis for developing students' literary competences by means of which they can interpret excerpts from works of literature in the target language (L2).

No significant difference is found between the opinion of the students from Group E and Group C regarding the influence the instruction in the English language classroom *(English through Literature Approach)* exerted on their literary development and complex literacy. However, it is optimistic that on the whole a very small number of students believe that it is of low importance or is slightly important. What really matters is the awareness of the role literature plays in fostering skills and competences of primary importance for the personal development of the learners and their future professional realization.

IMPLICATIONS

The research study of the TPT falls into four phases for each one of which the following implications can be drawn:

Phase 1. Pre-implementation: comprises on one hand, a pilot data collection of students' attitudes towards the (subject) content in 11th grade (Questionnaire 1, Appendix 9A/9B) and the teaching methods in EFL (Questionnaire 2, Appendix 10A/10B), and on the other hand, a planned participant observation in digitally enriched modality. Data gathered show that the group of students have language difficulties, are not interested or motivated to participate in classes, are not aware of the role the instruction in English through *English through Literature Approach* plays in developing their language skills and personality. Another implication during the participant observation is that the instruction in digitally enriched modality is more effective. Despite the positive attitude of the learners, the small sample of students and the fact that only one particular participant observation is carried out, have to be considered. In order to maintain the opinion that the integration of digital technologies in the 'English through literature' classroom brings positive changes, a suitable TPT needs to be designed and piloted afterwards with a larger group of students in a succession of lessons.

Phase 2. At the beginning of the study: comprises research into the students' level of language skills (CEFR), their digital competences (DIGCOM.EU) and their literary competences (LiFT2 framework). The following implications can be drawn: *First,* relatively similar levels of students' language skills for both Group E and Group C are reported, with prevalence of B2 level, i.e. Independent user of English (CEFR). This, on one hand, provides a good starting point for working with authentic literary texts in English. On the other hand, it is an equal start for both groups of students to further develop their language skills. *Second,* although there are slight differences between the results of the two groups regarding the five areas of digital competences, no significant difference is found between Group E's and Group C's level of digital competences. This equal starting point of digital competences is an important prerequisite for conducting the while-implementation phase and collecting data for justifying the effectiveness of the new TPT in English. *Third*, particular differences are found between the level of literary competences in Group E and Group C. Taking into consideration that the value of the empirical mean of Group C is higher than the mean of Group E, a conclusion is reached to plan and implement an experimental TPT in digitally enriched modality with specific digital tools and resources. The implementation aims at fostering the literary competences of the students from the experimental group. At the same time the experiment provides an opportunity for comparing the results and data analysis at the post-implementation phase.

Phase 3. Formative (While-implementation) phase: conducted only with Group E after a selection of works of literature on the syllabus and instruction in 'face-to-face' and digitally enriched modality following a TPT particularly designed for the research study. The teaching and learning process is studied with a succession of participant observations from which the following implications can be drawn: *First,* data collected from **Form A** show significant difference between the two modalities regarding the following criteria: lack of attention, involvement in tasks, inability to give an answer, willingness to participate in activities, expressing one opinion. Another trend is that the mean of lessons in digitally enriched modality regarding criteria 'lack of attention' and 'inability to give an answer' are approximately three times lower than those of lessons in 'face-to-face' modality. The values of the other three criteria in digitally enriched modality are significantly higher than in the traditional modality. It is evident that there is a positive effect from implementing the TPT with digital tools and resources in the classroom. *Second,* data gathered from **Form B** show that the results of all criteria (part one: engagement in the teaching and learning process, concentration, level of activity, satisfaction with accomplished activities; part two: three statements on used materials and resources) in digitally enriched modality are higher than 'face-to-face' modality. The mean of every one of the criteria in 'face-to-face' modality (with the exception of statement 1) is approximately twice lower than the mean in digitally enriched modality. Therefore, a possible explanation for the difference in values might be the implementation of certain digital tools and instruments during the various stages and substages of the TPT. Another implication that can be drawn is that when the new TPT is implemented in a succession of classes in English, there is a tendency towards a gradual increase in students' engagement, concentration and level of activity. This is in turn influences their satisfaction of completing tasks and their motivation to share personal opinion, i.e. to interpret excerpts from literary works in front of their classmates.

Phase 4. Post-implementation phase: comprises testing (Group E), self-assessment of literary competences (LiFT2 framework) and Questionnaire (Group E and Group C) regarding language skills and systematic use of specific teaching methods and instruments. The following implications can be drawn: *First,* on the basis of the designed TPT with digital tools and resources the students from Group E gain more knowledge, skills and attitude to interpret literary texts in English. Considerably important for demonstrating the effectiveness of the TPT is the fact that there is a notable increase in the level of students' literary competences at different stages of the testing compared to Phase 2 – at the beginning of the study. *Second*, a significant difference is detected between the results of the two groups regarding the self-assessment of literary competences – Group E reaches higher results. Taking into consideration the equal number of classes in English,

the identical textbook, as well as a different starting point (higher results of literary competences of Group C at the beginning of the study), an implication can be drawn that the factors which have influenced the teaching and learning process are the new TPT and the use of digitally enriched modality. *Third*, before the while-implementation phase, there is no significant difference between the two groups of students regarding their language skills. However, at this stage the data analysis from the testing and the questionnaire display a significant difference in favour of the students from Group E. This fact confirms the statement that particular digital tools and resources are effective in teaching EFL. *Fourth*, a difference is found in the popularity and effectiveness of the teaching methods: in Group E these are typical 21st century methods, including digital technologies. *Fifth,* in contrast to group C, the instruments in foreign language teaching and learning identified by Group E are mostly connected with digital technology. On no account should these implications be interpreted as total rejection of traditional teaching methods or tools. This is only an attempt to create a more favourable working environment for both students and teachers and better conditions to develop language skills and literary competences. *Sixth,* there is a great variety in students' answers regarding their literary development. However, data gathered from Group E show that a larger number of students have expressed their agreement with statements scaffolded around the six levels of LiFT2 framework. Another trend in Group E is that the higher the level of literary competence, the higher the number of students that 'strongly agree' with the statements. *Seventh,* no significant differences are found between the two groups of students regarding the level of importance of the course in British and American literature for their literary development and complex adolescent literacy. It is extremely important to point out that most of the students in both groups appreciate the significance of literature for developing skills and competences of the new millennium. Taking this into consideration, a conclusion can be drawn that with other groups of students in similar teaching and learning situations in the English language classroom the TPT might have different positive results.

The above mentioned differences between the groups of students can be summarized as follows: the utilized teaching strategies of the new TPT, on one hand, facilitate the gain of knowledge and language skills, and on the other, the acquisition of new attitudes and literary competences for interpretation of works of literature in the target language (L2), i.e. more active participation in the educational process and consequently increasing the adolescents' complex literacy.

GENERAL CONCLUSION

The statistical analysis applied during the research study of the present TPT unquestionably proves that its implication in the foreign language classroom (with equal starting level of language fluency of the participants in the experiment) leads to a certain increase in language skills and a considerable rise in the literary competences of the students from Group E. The effectiveness of the TPT can be justified by the students' products as well (**Corpus B**). On one hand, they serve as evidence for the changes in the attitude towards the subject matter; on the other, for enriching students' knowledge of the target language (L2) and particular aspects of the target culture (C2) studied through literature. Last but not least, comes the acquisition of competences about critical thinking and creative implementation of knowledge.

In conclusion, it is definitely possible for the students to develop their skills for interpretation of literary texts by means of digital tools and resources while they are being taught through English through Literature Approach. This can be accomplished if: *first,* teachers possess pedagogical, content and ICT knowledge and enough information about their students and the learning setting. *Second,* they (teachers) make a decision which particular subject content to choose and consequently transform by means of various digital tools. *Third,* use certain strategies suitable for instruction in the 21st century classroom. The existence of a TPT that follows certain methods in teaching a foreign language and particular subject content facilitates instruction. The present TPT is applicable in 11th and 12th grades of language schools with extensive classes in EFL irrespective of the course book used. It can be implemented successfully in teaching French, German, Spanish, Russian, etc. foreign languages extensively on condition that the suggested succession of activities at the different stages is observed and integrated skills are utilized. Another option is to implement the TPT in schools with extra classes in English or other foreign languages where the teachers are convinced that literature is a useful tool for developing students' language skills and literary competences.

If we trace the activities at the different stages and substages and take into consideration the necessity for interdisciplinary and ICT knowledge, we can say that the utilization/implementation of the TPT could foster the 21st century skills, i.e. creativity, critical thinking, communication skills, cooperation, etc., without which the life of today's students would be incomplete in the foreseeable future.

Contribution summary

The contribution of the thesis can be summarized as follows:

1. The nature and content of certain fundamental concepts related to literacy, contemporary methods and strategies of foreign language teaching and learning are considered.

2. A theoretical and methodological background for the development and implementation of standards and frameworks for integrating new technologies in education is identified. Models of assessing the effectiveness of the implementation of digital technologies in practice are considered.

3. A necessity for the implementation of a new method of instruction in English (*English through Literature Approach*) as a means of building students' skills to interpret literary texts is outlined. As well as that, the significance of the integration of digital tools and resources in the classroom for achieving better results is pointed out.

4. A pedagogical teaching technology for enhancing interpretative skills of 11th-grade and 12th-grade students of EFL by means of digital tools, OER and flipped classroom is designed.

5. Interactive methods and strategies of instruction in digitally enriched modality and a flipped classroom are analysed. Special attention is devoted to digital tools and resources that offer new possibilities for gaining knowledge and building skills to interpret literary works.

6. The stages in the designed TPT and the usage of integrated skills in performing various tasks are outlined. Taking into consideration the above mentioned, specially designed by the author educational content is tested in real classroom situations.

7. A survey of the language skills and literary competences achieved as a result of utilizing the TPT is conveyed. The experimental findings prove that the implementation of the designed technology in teaching English through literature, leads to enhancing students' interpretative skills.

BIBLIOGRAPHY

1. ACTFL 2013: ACTFL. (2013). Statement on the role of technology in language learning. role of educators in technology-enhanced language learning. Available at: https://www.actfl.org/news/position-statements/the-role-technology-language-learning

2. Angeli 2005: Angeli, Ch. (2005). Preservice teachers as ICT designers: an instructional design model based on an expanded view of pedagogical content knowledge. J Comput-Assist Learn. Journal of Computer Assisted Learning. 21. 292 - 302. 10.1111/j.1365-2729.2005.00135.x

3. Angeli & Valanides 2009: Angeli, C., & Valanides, N. (2009). Epistemological and methodological issues for the conceptualization, development, and assessment of ICT–TPCK: Advances in technological pedagogical content knowledge (TPCK). *Computers and Education, 52,* 154 –168.

4. Baker & Wigfield 1999: Baker, L. & Wigfield, A. (1999, October – December). Dimensions of children's motivation for reading and their relations to reading activity and reading. Reading Research Quarterly, 34 (4), 452 – 477.

5. Carter & Long 1991: Carter, R. & Long, M. (1991). *Teaching literature.* Ronald Carter & Michael N. Long. Harlow, England: Longman, (Longman Handbooks for Language Teachers series)

6. Churches 2008: Churches, A. (2008). *Bloom's digital taxonomy*. Available at: http://edorigami.wikispaces.com

7. Collie & Slater 1987: Collie, J. & Slater, S. (1987). *Literature in the language classroom: A resource book of ideas and activities.* Joanne Collie & Stephen Slater. Cambridge: Cambridge University Press, (Cambridge Handbooks for LanIDlage Teachers series)

8. Cox 1991: Cox, B. (1991). Cox on Cox; An English curriculum for the 1990s, London, Hodder and Stoughton.

9. Danova & Kostova 2013: Данова, М. и Костова, Р. (2013). LitUps! Part 1. Essentials in British and American literature for the 11th Grade. София: Просвета.

10. Danova & Kostova 2014: Данова, М. и Костова, Р. (2014). LitUps! Part 2. Essentials in British and American literature for the 12th Grade. София: Просвета.

11. DOI 2006: Държавни образователни изисквания Приложение № 2 към чл. 4, т. 2 чл. 4, т. 2 (Изм. - ДВ, бр. 58 от 2006 г.).

12. Dörnyei 1994: Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. Modern Language Journal, 78(3), 273-284.

13. Dörnyei & Csizér 1998: Dörnyei, Z. & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. Language Teaching Research - LANG TEACH RES. 2. 203-229. 10.1191/136216898668159830.

14. Dubbin & Olshtain 2000: Dubbin, F. & Olshtain, E. (2000). *Course Design.* Cambridge: Cambridge University Press.

15. Ehlers 1998: Ehlers, S. (1998). Lesetheorie und fremdsprachliche Lesepraxis aus der Pespektive des Deutschen als Fremdsprache. Tubingen, Gunter Narr Verlag.

16. European Commission 2007: European Commission. (2007). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – A European approach to media literacy in the digital environment. COM (2007) 833 final.

17. European Commission 2010a: European Commission (2010a). *Teachers' professional development - Europe in international comparison — An analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS)*. [pdf] Luxembourg: Office for Official Publications of the European Union. Available at: http://ec.europa.eu/education/school-education/doc/talis/report_en.pdf

18. European Commission 2010b: European Commission/ICT Cluster (2010b). *Learning, innovation and ICT lessons learned by the ICT cluster Education & Training 2010 programme.* [pdf] Brussels: ICT Cluster. Available at: http://www.kslll.net

19. European Commission 2016: European Commission (2016). A *new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. [pdf] Brussels, EC. Available at: https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/1-2016-381-EN-F1-1.PDF

20. Ferrari 2013: Ferrari, A. (2013). DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe. European Commission. Joint Research Centre. Institute for Prospective Technological Studies. ISBN 978-92-79-31465-0.

21. Ganchev & Ivanov 1993: Ганчев, Н. и Иванов, И. (1993). *Технологични основи на обучението*. ВПИ „Константин Преславски“, гр. Шумен. N 7-8, 1993, 3 -15.

22. Garcia & Pintrich 1994: Garcia.T. & Pintrich, P. R. (1994). Regulating motivation and cognition in the classroom: the role of self-schemas and selfregulatory strategies. In D. Schunk & B. J. Zimmerman (eds.), *Self-regulation of learning and performance: issues and educational applications,* 127-53.

23. Gardner et al. 1997: Gardner, R. C. Tremblay, P. F. & Masgoret, A-M. (1997). Towards a full model of second language learning: an empirical investigation. *Modem Language Journal,* 81, 344 – 62.

24. Golonka et al. 2014: Golonka, E.M., Bowles, A.R., Frank, V.M., Richardson, D.L., Freynik, S., (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. Computer Assisted Language Learning 27, 70–105.

25. Groff & Mouza 2008: Groff, J., & Mouza, C. (2008). A framework for addressing challenges to classroom technology use. *AACE Journal, 16*(1), 21-46.

26. Hewlett Packard Catalyst Initiative. (2013). HP Catalyst Initiative. Available at: https://www8.hp.com/us/en/hp-information/social-innovation/eligibility.html39.

27. Hughes et al. 2006: Hughes, J., Thomas, R. & Scharber, C. (2006). Assessing technology integration: The RAT-Replacement, Amplification, and Transformation - Framework. *SITE.*

28. IRA 2000: RA. (2000). Excellent reading teachers: A position statement of the International Reading Association. Journal of Adolescent & Adult Literacy, 44 (2), 193-200.

29. IRA 2012: IRA. (2012). Adolescent literacy (Position statement, Rev. 2012 ed.). Newark, DE: Author. Developed by the Adolescent Literacy Committees (2008–2011) and the Adolescent Literacy Task Force (2011–2012) of the International Reading Association; /revised 2012/. Available at: www.reading.org/Resources/ResourcesbyTopic/Adolescent/Overview.aspx.

30. Koehler & Mishra 2009: Koehler, M. J. & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, *9*(1), 60 -70.

31. Laugharne 2007: Laugharne, J. (2007). The personal, the community and society: a response to Section 1. In Ellis, V., Fox, C. and Street, B. (Eds) (2007) *Rethinking English in Schools*, London, Continuum.

32. Lazar 1993: Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers.* Cambridge, England: Cambridge University Press.

33. McGreal 2007: McGreal, R. (2007). Online Education Using Learning Objects, Tylor Francis, US.

34. Murphy 2001: Murphy, J. (2001). Reflective Teaching in ELT. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language.* (pp. 499 -514). Heinle Cengage Learning.

35. National ICT Strategy: Стратегия за ефективно прилагане на ИКТ в образованието и науката на Република България (2014 – 2020). МОН. Available at: https://mon.bg/?h=downloadFile&fileId=7176

36. Nunan 1989: Nunan, D. (1989) Understanding Language Classrooms: a guide for teacher-initiated action. Hemelllempstead: Prentice Hall.

37. OECD 2000: OECD (2000) *Literacy in the information age: Final report of the international adult literacy survey*, OECD. Available at: www.oecd.org.

38. OECD 2007: OECD. (2007). *PISA 2006: Science competencies for tomorrow's world*. Paris: Author.

39. OECD 2010: OECD. (2010). Presentation of the PISA 2010 Results. Available at:
https://www.oecd.org/unitedstates/presentationofthepisa2010results.htm

40. OECD 2013: OECD. (2013). *Innovative learning environments*. OECD Publishing, Paris.

41. OECD 2015: OECD. (2015). *OECD. Stat: Adult education and learning: Barriers to participation.* [online] Paris, OECD. Available at:
https://stats.oecd.org/index.aspx?queryid=79325

42. OECD 2016: OECD. (2016). *Innovating education and educating for innovation: The power of digital technologies and skills*, OECD Publishing, Paris. Available at:
http://dx.doi.org/10.1787/9789264265097-

43. OECD 2017: OECD. (2017). *Getting skills right: financial incentives for steering education and training.* [online] Paris, OECD. Available at: https://doi.org/10.1787/9789264272415-en

44. Okada et al. 1996: Okada, M., Oxford, R. L. & Abo, S. (1996). Not all alike: motivation and learning strategies among students of Japanese and Spanish in an exploratory study. In R. L. Oxford (ed.), *Language learning motivation:pathways to the new century,* 133-53.

45. Peacock 1997: Peacock. M. (1997). 'The effect of authentic materials on the motivation of EFL learners'. ELl' Journal, Vol. *51/2, 144-156.*

46. Penkova 2019: Пенкова, Р. (2019). Речевите жанрове в продължаващото обучение на учителите по езиковите дисциплини. УИ „Св. Климент Охридски", София.

47. Sage 1987: Sage, H. (1987). *Incorporating literature in ESL instruction*. Prentice-Hall, Int.A Division of Simon & Schuster Englewool Cliffs, New Jersey 07632.

48. Savova 2001: Савова, Е. (2001). Четене и стратегии при четене на чужд език. В: Чуждоезиково обучение, 6, 2001 – стр. 11- 24.

49. Scott & Beadle 2014: Scott, D. & Beadle S. (2014*). Improving the effectiveness of language learning: CLIL and computer assisted language learning*, European Commission.

50. Shopov 2007: Шопов, Т. (2007). Чуждоезиковата методика. София: УИ „Св. Климент Охридски".

51. Smeby 1996: Smeby, J.C. (1996). Disciplinary differences in university teaching. Studies in Higher Education, 21 (1), 69-79.

52. Stefanova 1999: Стефанова, П. (1999). Методика на чуждоезиковото обучение. (Основни въпроси). София: Парадигма.

53. TESOL Technology Standards Project Team. (2008). TESOL Technology Standards Framework. Alexandria, VA: Author.

54. Vesselinov 2020: Веселинов, Д. (2020). Нови предизвикателства пред съвременната лингводидактология. *Чуждоезиково обучение*, № 1.

55. Westhoff 1995: Westhoff, G. (1995). Didaktik des Leseverstehens. Strategien desvoraussagenden Lesens mit Ubungsprogramm. 4 Auflage. Ismanting.

56. Williams & Burden 1997: Williams, M. & Burden, R. (1997). *Psychology for language teachers.* Cambridge: Cambridge University Press.

57. UIL 2010: UIL (UNESCO Institute for Lifelong Learning). (2010). CONFINTEA VI, *Belŭm Framework for action: Harnessing the power and potential of adult learning and education for a viable future.* [pdf] Hamburg, UIL. Available at:
https://unesdoc.unesco.org/ark:/48223/pf0000187789

58. UNESCO 2005: UNESCO. (2005). Aspects of literacy assessment: topics and issues from the UNESCO Expert Meeting 10-12 June 2003. Paris: UNESCO.

59. UNESCO 2016: UNESCO. (2016). *Recommendation on adult learning and education 2016.* [pdf] Paris, UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000245179

ARTICLES PUBLISHED BY THE AUTHOR OF THE PhD THESIS

1. Genova 2020: Генова, М. Дигитални инструменти и ресурси в обучението по ЧЕ по метода „Езикът чрез литература". В: Юбилеен сборник. Квалификацията на учителите в ДИУУ. София: УИ „Св. Климент Охридски", 2020, с. 190-205. ISBN 978-954-07-4963-1

2. Genova 2019a: Genova, M. Designing an effective digital learning environment for teaching English through literature: the learning experience of Bulgarian students. *Journal of e-Learning and Knowledge Society*, Vol. 15, No 2, 2019. ISSN 1826-6223, e-ISSN 1971-8829. DOI: 10.20368/1971-8829/1592. Available at: http://www.je-lks.org/ojs/index.php/Je-LKS_EN/article/view/1135003

3. Genova 2019b: Genova, M. 21st century language classroom with digital tools and resources**.** *International Scientific Journals of Scientific Technical Union of Mechanical engineering, Industry 4.0*, Vol. 4 (2019), Issue 3, pp. 142-145. ISSN (print) 2534-8582, ISSN (web) 2534-997X. Available at: https://stumejournals.com/journals/i4/2019/3/142

4. Genova 2018a: Генова, М. Ефективно обучение по английска и американска литература чрез виртуални и визуални инструменти. Научна конференция „Педагогическата комуникация: настояще и бъдеще", София, 02 и 03 февруари 2018 г. Издателство „Фабер", 2018, с. 185 – 199. ISBN 978-619-00-0712-8.

5. Genova 2018b: Генова, М. Отворени образователни ресурси в обучението по английска/американска литература в профилираните гимназии. Научна конференция „Педагогическата комуникация: настояще и бъдеще", София, 02 и 03 февруари 2018 г. Издателство „Фабер", 2018, с. 77 – 86. ISBN 978-619-00-0712-8.

6. Genova 2018c: Генова, М. Насърчаване и повишаване на комплексната грамотност по чужд език при юношите чрез дигитални технологии. Областна педагогическа конференция „Децата и образованието в XXI век" (добри практики по изпълнение на Националните стратегии на МОН), гр. Пазарджик, 21 и 22 юни 2018 г. Пазарджик: „Диагон 88" ЕООД, с. 274-278. ISBN 978-619-7414-10-3.

OTHER ARTICLES

1. Genova 2020: Genova, M. Building skills for understanding literary texts through multicultural competence". In Carson, Lorna, Chung Kam Kwok and Caroline Smyth, (Eds.), *Language and Identity in Europe: The Multilingual City and its Citizens*, Oxford, Peter Lang, 2020, 1-262. (Currently in production).

2. Genova 2019: Genova, M. Intercultural and Civic Education – Good Practices. Професионално образование, година XXI, книжка 2, 2019, 185 – 199. ISSN 1314 -555X (print), ISSN 1314-8567 (online). Available at:

https://vocedu.azbuki.bg/professional/professionalarticles2016-4/xxi-2-2019/#art10

3. Genova 2018a: Genova, M. Digital Communication through Effective Verbal Language in the 21st Century Classroom. Rhetoric and Communications E-journal, Issue 33, March 2018. ISSN 1314-4464. Available at:
http://rhetoric.bg/rhetoric-and-communications-e-journal-issue-33-march-2018

4. Genova 2018b: Genova, M. Communicating between Cultures: Practical suggestions for acquiring cultural intelligence in C2 through literature and digital technology. Rhetoric and Communications E-journal, Issue 37, November 2018. ISSN 1314-4464. Available at:
http://rhetoric.bg/maria-metodieva-genova-communicating-between-cultures-practical-suggestions-for-acqui1.ring-cultural-intelligence-in-c2-through-literature-and-digital-technology