

The Effectiveness of Mobile and Multimodal Learning Activities in Developing EFL Pre-service Teachers' Literary Appreciation and Lesson Planning Skills

Prepared by

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Abstract.

The present study assumes that mobile and multimodal learning activities facilitate the process of creating meaning by connecting technologies that afford exploration, investigation, and participatory learning. Despite its need, little research has been conducted in the EFL context on the role of mobile and multimodal learning in developing EFL pre-service teachers' skills. The present study aimed to investigate the effectiveness of mobile and multimodal learning in developing EFL pre-service teachers' literary appreciation and lesson planning skills of literature lessons. The study sample consisted of 90 third-year EFL majors at the Faculty of Education at Minia University enrolled in a teacher preparation program for preparatory and secondary school teachers. They were divided into two equal groups (experimental and control). The study followed the quasi-experimental pre-test post-test control group design to collect quantitative and qualitative data through two tests prepared by the researcher. These were the literary appreciation skills test and the lesson planning skills test. The study's findings revealed the effectiveness of using mobile and multimodal learning in developing EFL pre-service teachers' literary appreciation and lesson planning skills. The differences were statistically significant in the post-tests, favoring the experimental group in the whole test and all sub-skills. These findings were discussed by considering previous literature and the role of technological affordances in the teaching and learning processes. It was highlighted that instead of viewing mobile and multimedia devices as a cog in the academic machinery, these technological devices elevate EFL educational practice and facilitate digital transformation.

Keywords: mobile learning, multimodal learning, pre-service teachers, literary appreciation, lesson planning

فاعلية أنشطة التعلم النقال والوسائط المتعددة لتنمية مهارات
التذوق الأدبي والتخطيط للدرس لدى معلمي
اللغة الإنجليزية قبل الخدمة
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مستخلص باللغة العربية:

تعتمد الدراسة الحالية على أن أنشطة التعلم النقال والتعلم متعدد الوسائط يسهلان عملية بناء المعنى من خلال ربط مهارات التدريس بالتعلم باستخدام التقنيات التي توفر الاستكشاف والتعلم التشاركي. وعلى الرغم من أهمية التعلم النقال والتعلم متعدد الوسائط، قليل من الدراسات في سياق تعليم اللغة الإنجليزية كلغة أجنبية دور التعلم المتنقل والتعلم متعدد الوسائط في تنمية مهارات معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة. وتتناول الدراسة الحالية هذه الفجوة، حيث هدفت إلى دراسة فاعلية التعلم النقال ومتعدد الوسائط في تنمية مهارات التذوق الأدبي وتخطيط دروس الأدب لدى معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة. وتكونت عينة الدراسة من ٩٠ من طلاب الفرقة الثالثة تخصص اللغة الإنجليزية بكلية التربية جامعة المنيا يدرسون في برنامج إعداد معلمي المدارس الإعدادية والثانوية. وتم تقسيمهم إلى مجموعتين متساويتين (واحدة تجريبية والأخرى ضابطة). واتبعت الدراسة المنهج شبه التجريبي ذو تصميم المجموعتين التجريبية والضابطة لجمع البيانات الكمية والنوعية من خلال اختبارين من إعداد الباحث. وهما اختبار مهارات التذوق الأدبي، واختبار مهارات تخطيط الدرس. وكشفت نتائج الدراسة عن فاعلية استخدام التعلم النقال والتعلم متعدد الوسائط في تنمية مهارات التذوق الأدبي ومهارات تخطيط الدروس لدى معلمي اللغة

الإنجليزية كلغة أجنبية قبل الخدمة. وكانت الفروق ذات دلالة إحصائية في الاختبار البعدي لصالح المجموعة التجريبية في متوسطات درجات الاختبارين ككل وجميع المهارات الفرعية. وقد تمت مناقشة هذه النتائج في ضوء الدراسات السابقة ودور الإمكانيات التكنولوجية في عمليتي التعليم والتعلم. فبدلاً من النظر إلى الأجهزة النقالية والوسائط المتعددة باعتبارها ترسًا في الآلة الأكاديمية، فإن هذه الأجهزة التكنولوجية هي التي ترفع مستوى الممارسة التعليمية للغة الإنجليزية كلغة أجنبية وتسهل التحول الرقمي.

الكلمات المفتاحية: التعلم النقال، التعلم متعدد الوسائط، المعلمون قبل الخدمة، التدوق الأدبي، تخطيط الدروس

Introduction

It is well-documented that studying literary works benefits EFL learners at all levels and educational stages. It is part and parcel of learning a language. Studying literature is particularly useful for EFL learners. Studying literary works help EFL learners become aware of the history of language and literature, develop their cultural awareness, and cultivate their feel for language. While learning how to teach EFL literature, pre-service teachers need to use a variety of in-class and after-class teaching and learning activities. These activities include teachers' and students' presentations and mobile facilitated discussion groups and knowledge exchange. Such teaching in the contemporary educational era is expected to improve the teaching effect and raise students' literary appreciation and teaching skills.

Teaching EFL literature is a challenging task. It was argued that teaching literature to EFL learners was problematic in several ways (Zhen, 2012). Learners in the EFL context had a limited command of English, which resulted in a poor understanding of English literature. Besides, EFL learners lacked the necessary knowledge of English culture, another barrier to fully comprehending the text. While teaching literary works, the learners need to be provided with knowledge of the target culture to decipher the connotations implied in the literary work. It was highlighted that learners of different cultural backgrounds had different interpretations and reactions to the writer's views. In this case, teachers should provide learners with some necessary cultural information to supplement their cultural knowledge shortage. A third barrier was the inadequacy of qualified teachers with expertise in English literature and the ability to teach it equipped with enough experience and necessary skills. Fourth, there was a lack of appropriate and effective teaching materials to meet the needs of different levels. Fifth, EFL learners are quite different in terms of their levels, learning style preferences, and pace of learning.

In EFL contexts, it is common for teachers to follow a conventional teacher-centered lecturing approach. In doing so, these teachers fail to provide their students with a robust learning environment conducive

to effective language learning. Zhen (2012) underscored that literature teaching in EFL contexts was a weak area, and there was a conspicuous lack of experience and skills in this field. Typically, in a literature lesson, they explain a text's historical background, general ideas, artistic features, and literary devices. Teaching focuses mainly on cultivating students' linguistic intelligence and remembering literary knowledge through reciting and reading literary works. No attention is given to how students could learn to develop their literary appreciation skills. It is argued that such practices dull students' curiosity and fail to arouse their interest (Li, 2011). Therefore, reforming how literature is taught to EFL learners has become inevitable with the advancement of new technologies and in response to learning theories.

Like literary appreciation, lesson planning skills are essential for pre-service teachers. Although lesson planning is central to teacher education, little research has investigated how well student teachers write lesson plans in general and literature lesson plans in particular. Therefore, teacher education programs should support prospective teachers with activities that can improve student teachers' competence in lesson planning. Unlike experienced teachers who have acquired the knowledge and skills to visualize how a lesson plan may unfold, student teachers lack this knowledge and, therefore, have to prepare and write their daily lesson plans in advance (Mutton et al., 2011).

Modern technological devices have dominated all aspects of contemporary society, including education (Li, 2011). Linh and Vu (2020) pointed out the relationship between mobile learning and multimodal learning, stating that mobile devices have become multimedia access tools. Mobile and multimodal learning activities create a lively and active learning environment for EFL learners in literature lessons. Cojocnean (2017) gave examples of activities when using the mobile tool for multimodal learning as a teaching, communication, or media source. These activities include (1) using the camera/video function to view images and watch videos on their devices, (2) describing photos or short movies students already had on their device related to the topic of the lesson, and (3) using voice

recorders by asking students to have a dialogue about a specific topic and recording it, or to provide audio feedback to classmates.

Despite its potential in supporting students' learning, mobile and multimodal learning is under-researched. Palalas and Ally (2016) underscored that mobile learning remained marginal as no research studies attempted to integrate it into the curriculum. Similarly, although teachers are starting to incorporate multimodal approaches into their instruction, evidence shows that teachers often feel unprepared to integrate such practices into their curricula (Yi & Angay-Crowder, 2016). Similarly, Naeem (2021) highlighted the need for continued research on mobile learning in English language learning and teaching because it proved to be a safe, economical, and practical solution to teaching and learning processes during times of crisis such as the COVID-19 pandemic. Similarly, Crompton and Burke (2018) underscored that higher education faculty needed to consider using mobile learning to expand learning possibilities beyond the classroom. Mobile technologies have a potential role in supporting the continuity of education delivery, especially during temporary school closures, provided that teachers are given proper training on integrating mobile learning tools in classroom activities and out-of-classroom learning (Baytiyeh, 2019).

Takayoshi and Selfe (2007) highlighted the need to develop multimodal literacy that could enable students to create texts that exceed the visual content by including sound, animation, images, and video. They argued that teaching multimodality was one pathway to accomplishing long-valued pedagogical goals. Similarly, Zhen (2012) argued that multimodal learning was used to facilitate the teaching and learning of literary texts to EFL learners.

Mobile and multimodal learning facilitate a learner's mindset and is in alignment with the reader-response theory. The reader response theory holds that meaning is not contained in a text but is generated by the reader's linguistic-experiential resources and remains of previous transactions in language and life (Rosenblatt, 1993). This is true of EFL literature learning and teaching as learners become more mature and confident and learn to go beyond a written text by adding

their aesthetic judgments (Inan & Boldan, 2018). Therefore, EFL teachers should plan literature learning activities that maximize the interaction between the reader and the literary text. Providing a variety of mobile and multimodal learning activities helps students extend their learning beyond the constraints of in-class learning. Thus, students find more time and space to learn from resources outside of class.

Theoretical Framework & Review of Literature

This section elucidates the theoretical background related to the role of mobile and multimodal learning in developing EFL pre-service teachers' literary appreciation and lesson planning skills. First, a discussion of literary appreciation and lesson planning skills is presented. It is followed by a discussion of mobile and multimodal learning as an innovative approach to developing EFL pre-service teachers' literary appreciation and lesson planning skills. A review of literature and related studies is also dealt with to support the discussion and to inform the present study.

Literary appreciation

EFL pre-service teachers need to know how to teach literary texts. Literature teaching is not only important per se, but it also supports the learning of the target culture. Zhen (2012) argued that unlike in the first language, the literature course in a foreign language has two equal tasks: literary appreciation and language learning. Therefore, teachers should account for the feature of duality and balance the two tasks. For instance, while taking the literature lesson, students encounter intricate sentences and phrases that may deter their understanding. In these situations, teachers need to provide the necessary explanation. In the meanwhile, they should keep and highlight the features of literature. From this perspective, Zhen highlighted that language learning and literary appreciation effectually went side by side in literature classes in the EFL context. Similarly, Hapsari (2011) asserted the need for an appropriate balance of language, literature, and culture for teaching literature.

There are several reasons for teaching literature to EFL learners (Zhen, 2012). Firstly, literature usually unfolds a panorama of society by giving dramatized descriptions of social life and disclosing the contradictions and problems in society. Secondly, readers can experience the life of the people portrayed in a work. Thus, teachers can enable the learners to learn about culture in a relatively natural way. Thirdly, literary materials are more effective than ones often compiled for strict grammatical purposes and used mechanically in language classrooms. Accordingly, literature can arouse learners' interest in language learning and help them dispel boredom and keep pace with the teaching progress. Fourthly, literature abounds in artistic language and language skills, which is one of its most considerable idiosyncrasies. Fifthly, literature teaching is one of the most important ways to cultivate learners in integrated skills in English.

Li (2011) highlighted the importance of developing literary appreciation skills for EFL learners in literature lessons. She argued for the necessity of a student-centered approach because of the lack of time devoted to literature lessons and the boundless nature of literary appreciation capacity. Furthermore, it was customary for EFL teachers in literature lessons to dominate the class by adopting a knowledge transmission approach to save time and cover the required curricular points. However, such an approach stripped students of their chances to construct the knowledge necessary for developing their literary appreciation skills.

EFL teachers need to provide learners with the learning opportunities to partake in knowledge construction by looking for information by themselves instead of being told to them. Thus, EFL teachers enable students to develop literary appreciation and positive attitudes instead of merely providing them with literary knowledge. Literature is a heavy course for EFL learners. Studying literature requires an extensive effort by the learner. Teacher-dominant approaches do not encourage the students to be independent and to regain ownership of their learning. Li (2011) highlighted that students could not master learning in a literature course purely depending on the teacher's sole effort.

Developing literary appreciation is mainly the responsibility of learners. Li (2011) smartly states that teachers can not compel students to develop literary appreciation. They can only help them develop their response. Providing a classroom environment conducive to using mobile and multimodal learning individually and collectively empowers EFL learners to make the most out of literature lessons in class and out of it. Given that mobile and multimodal learning activities encourage students to learn cooperatively, social networking has become easier than ever in a mobile, multimodal learning pedagogy.

Khudari (2022) investigated the effect of a suggested art-based learning model on developing EFL majors' literary appreciation skills. The researcher identified a list of literary appreciation skills and art-based learning strategies to guide the design of the art-based model. The researcher also designed the literary appreciation skills pre-posttest and the literary appreciation skills pre-posttest rubric. The study sample consisted of 35 students at The American University of Kuwait. They were studying an English Literature course for freshmen. The art-based model relied on using different types of arts like painting, ballet, theater, movies, photography, and other modes to teach various literary text genres, including poetry, novels, information texts, and short stories. The findings of the study revealed that the suggested art-based learning model effectively developed English language majors' literary appreciation skills. Based on the findings of her study, the researcher suggested using other modes of learning to improve other types of literary skills.

Lesson Planning

Knowledge of lesson planning is an essential component of teacher training and a prerequisite for effective teaching (Rodrigue & Enama, (2021). Despite its importance, lesson planning is quite overwhelming for pre-service teachers (Yurtseven, 2021). The challenge of lesson planning stems from the need to consider a variety of components that a lesson plan includes. Examples of these components include lesson goals, objectives and outcomes, content knowledge, materials, various activities, the sequencing and timing of these activities, and

assessment. This situation is particularly challenging in non-native English contexts where teachers are assigned to teach a language that they do not always master well. It is even more challenging to plan EFL literature lessons, which are laden with cultural meanings and figurative language. Another challenge EFL student teachers face is the difficulty of aligning the lesson plan components to achieve constructive alignment of the lesson plan elements. These challenges have a negative impact on the teachers' attitude toward lesson planning. Alanazi (2019) highlighted that student teachers' anxiety about failing to plan lessons properly led them to quit lesson planning altogether and look for readymade teaching kits instead of writing their lesson plans. Therefore, EFL trainee teachers need support and guidance in lesson planning, especially in the case of planning literature lessons. Furthermore, there is a lack of empirical evidence about teacher lesson planning competence (König et al., 2020).

Rodrigue and Enama (2021) investigated the competence of student teachers in planning English language lessons in a microteaching course. The researchers analyzed 101 lesson plans (74 planned by individual teachers and 27 by small groups of teachers). The findings indicated that joint lesson plans had fewer errors and were better in terms of instructional quality than lessons planned by individual teachers. Additionally, it was found that student teachers had greater difficulty writing lesson outcomes, aligning assessments with lesson outcomes, asking relevant questions to guide student work, and providing variety in assessment and quality homework that went beyond the language structures targeted in the classroom. Based on their findings, the authors recommended that instructors of language teaching methodology courses should prioritize joint lesson planning activities, spend more time working with trainee teachers on the aspects of lesson design that they struggled to master and train students in how to align the several lesson plan components.

In another study, Cuñado and Abocejo (2018) examined English major university students' lesson planning competency in a government higher education institution in the Philippines. The authors analyzed the strengths, weaknesses, and extent of lesson planning competencies as well as lesson planning outcomes. The

findings revealed that common lesson planning pitfalls included limited teacher experience and lack of spontaneity in the classroom. Besides, the teachers struggled to start a lesson and align assessments to the learning objectives, which often confused the pre-service teachers. The authors concluded that lesson planning competencies are highly effective for pre-service teachers in developing their potential. Furthermore, exposure to instructional planning helps students develop strategies that enable them to overcome challenging situations in the teaching practice. Moreover, becoming aware of the lesson planning challenges allows the students to be prepared for their tasks in the actual setting.

Mobile Learning

Recent pedagogical trends have been advocating online learning solutions, including mobile learning, as safe, effective, and reliable alternatives to overcome the limitations of face-to-face traditional education (Naeem, 2021). The widespread use of mobile devices and applications has created countless opportunities for learning and teaching EFL. Linh and Vu (2020) asserted that mobile learning emerged as the essential mark of the technological revolution and the significant development of modern technology accompanied by the expansion of mobile devices with intelligent functions to support the learning of learners everywhere and every time, overcoming space and time constraints. Similarly, Naeem (2021) highlighted that the vast availability of mobiles among students made it ubiquitous regardless of the factors of age and social status. According to George (2019), who investigated the advantages and disadvantages of mobile devices (tablets and smartphones) in higher education from student perspectives, found that mobile devices, compared to other portable devices, were cheaper to buy and maintain, which made them an economical source of learning.

One of the significant advantages of mobile learning is that it makes a classroom resourceful, especially in poorly equipped classes. Cojocnean (2017) argued that by implementing mobile learning in the classroom, teachers encouraged students to use the Bring Your Own Device (BYOD) policy. This policy had many advantages. First, the

students looked after their devices. Second, they had access to resources used in class anytime and anywhere. Third, the students increased their competencies in using 21st-century skills and learning tools. Fourth, the policy involved greater integration of technology in the classroom. Fifth, BYOD encourages personalized learning and collaboration with peers. Cojocnean (2017) argued that, in a BYOD context, students' learning behaviors could be monitored and appropriately managed when a rule system was used.

Mobile learning encourages teachers and students to handle the teaching and learning process more effectively and conveniently. It helps them accept technology as an integral part of the process. Napatupulu et al. (2017) highlighted that one way to evaluate students' acceptance was through the Technology Acceptance Model (TAM). They argued that TAM was an essential research model for assessing the factors of acceptance and utilization of information technology among users, representing the most well-adopted model. Dimensions of acceptance are (1) perceived usefulness, (2) perceived ease of use, (3) attitude towards use, and (4) the intent of use. These dimensions could be evaluated using the Technology Acceptance Model (TAM)

Mobile technologies facilitate learning by mediating learning activities (Cojocnean, 2017; Palalas & Ally, 2016). Pilar et al. (2013) argued that mobile devices supported individual and collaborative learning and assisted students in learning anytime and anywhere. Similarly, Linh and Vu (2020) underscored that EFL students need flexible ways of learning English that can help them learn wherever and whenever they can. Kukulska-Hulme et al. (2011) asserted that mobile learning provided students with ubiquitous, informal, and personal learning opportunities. These features of mobile learning are facilitated by the learner mobility and the portability of handheld devices (Palalas, 2011). Mobile devices are effective learning tools because of their handy and compact nature (Iqbal & Bhatti, 2015). Linh and Vu (2020) found that EFL students were confident in learning English through mobile devices.

Mobile learning represents a bridge that connects formal and informal learning situations (Cojocnean, 2017). In addition to the several uses

of mobile learning in the classroom, mobile applications have been widely used for teaching and learning purposes. Cojocnean (2017) pointed out that smartphone devices could be connected to a projector in class, opening several opportunities for interactive activities. For instance, teachers could creatively use any application in the classroom in group work or other contest-like activities.

It is worth noting that mobile learning empowers EFL learners to make choices and, ultimately, to own their learning. Cojocnean (2017) found that mobile learning increased learner autonomy, integrated real life into learning, increased the willingness to learn in informal contexts, and facilitated peer interaction in formal learning contexts. According to Godwin-Jones (2011), mobile devices can be associated with other electronic devices, such as tablets and computers, through wire and wireless connections to broaden their functionality. Palalas and Ally (2016) point out that mobile learning can reach audiences that could not be reached by any other technology, blending learning in formal and informal contexts and taking language learning into real-life environments.

Linh & Vu (2020) asserted that mobile learning offers learners several benefits, including (1)encouraging their sense of responsibility, (2) improving their commitment, (3) supporting communication, collaboration, and knowledge building via real-time data, (4) offering both individualized and socially interactive learning environment, (5) promoting student-student and student-teacher interactions, (6) supporting independent, constructivist and contextualized learning; (7) offering active and experiential learning opportunities, and (8) allowing quick note-taking through photos, sound, and video recording.

Mobile learning has been rapidly integrated into EFL pedagogy due to the growing number of users of smartphones and portable devices (Pilar et al., 2013). Nariyati et al. (2020) pointed out that mobile learning, as applied to language learning, was further developed into the term Mobile Assisted Language Learning (MALL). According to Cojocnean (2017), MALL is a sub-area of Computer-Assisted Language Learning (CALL) that uses mobile devices to deliver

educational content. Mobile-assisted language learning supports informal learning and time management by giving the learner a chance to make use of the free time that is mostly wasted on a typical day. Thus, it extends learning time and space in both formal learning taking place in the classroom and informal learning taking place anytime, anywhere, outside the classroom. Similarly, Linh and Vu (2020) asserted that mobile devices facilitated learning in offline and online environments every time and everywhere.

Mobile learning has several features for students in higher education. Pilar et al. (2013) argued that mobile-assisted language learning provided desirable features that proved very useful for universities and educational institutions and encouraging for the students, including (1) ubiquity of access to information, resources, materials, and educational content; (2) flexibility which promotes independent and collaborative learning; and (3) interactivity and usability and which enhance the learning environment, develop professional skills and encourage learning. Mobile-assisted language learning reflects the digital transformation through mobile technology and online learning in response to the changes in society that seek personalized and lifelong learning.

In mobile learning, teachers can support their students in several ways. Palalas and Ally (2016) identified several roles of language teachers wishing to incorporate mobile learning into their instructional practice. These roles were: (1) creating net-worked learning environments, (2) directing learners to a place and space to support them in learning independently before joining connected space, (3) designing a mix of online and offline activities to facilitate the processes of interpretation, negotiation, and meaning-making, (4) incorporating individual and collaborative activities that enhance interaction and communication, and (5) providing sufficient space for intrapersonal cognitive processes and enough flexibility in terms of time and place of learning. Cojocnean (2017) pointed out that mobile learning activities could have the potential to engage students, provide instant feedback, and allow learners to work collaboratively as well as individually at their own pace.

Multimodal Learning

Like mobile learning, multimodal learning has the potential to support language learners in several ways. Multimodal learning activities engage as many learners with different capacities as possible within the same literature lesson (Li, 2011). Accordingly, multimodality is ideal for learning, as Glasser (2000) remarked that humans could retain 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they see and hear. Sankey et al. (2010) asserted that the increasing use of multimedia in teaching provided several opportunities to present various representations of content (text, video, audio, images, interactive elements) to attend to the different learning style preferences of an increasingly diverse student body.

Multimodal learning helps students distribute attention and avoid boredom. Zhen (2012) argued that multimedia helped students avoid the monotony caused by constant reading of the text and enabled them to discover the hidden meaning in the literary material with the help of pictures and motion. Thus, students experienced literature intuitively, visually, and acoustically. Students were told to create a series of "slides" about the significant scenes described or narrated in the text. This activity encouraged students to put multimodal learning into action. Teachers should create chances for students to comment on their work. They can model learning for students by preparing PowerPoint materials to illustrate the literary text, and students can mimic these presentations, creating some by themselves.

Nowadays, there is a need to use multimodal learning activities more than ever before. Bourelle et al. (2016) pointed out that multimodal learning is a natural fit for today's classrooms because students communicate through technology in multiple ways, including asynchronous discussion boards, course blogs, videoconferencing, and nonlinear classroom environments. Papageorgiou and Lameris (2017) asserted that the transitional shift from print-based education to multimodal education indicated the need to rethink how teaching and learning were conceived, approached, and practiced. Bourelle et al. (2016) argued that online multimodal classes are a unique

pedagogical environment. They further added that one factor that influenced student learning was the introduction of a multimodal syllabus - one that focused on asking students to produce documents beyond traditional print-based texts.

Multimodal learning encourages students to use multiple modes of communication. According to Cope & Kalantzis (2009), multiple modes of representation include capabilities of combinations of oral and written language, visual, tactile, gestural, and spatial representations. Similarly, Sharples et al. (2016) highlighted that multimedia resources and tools included interactive videos and images, discussion forums (synchronous and asynchronous), recorded lecture presentations, online quizzes, and visual representations of student data to depict progress.

Multimodal learning enables students to learn and communicate through several channels. Lutkewitte (2014) noted that multimodal learning provided students with the opportunity to discover other ways of knowing and communicating ideas. Jewitt (2008) pointed out that by focusing on all modes of communication, teachers scrutinized learners' multifunctional uses of different modalities in meaning-making. Jewitt further asserted that there was evidence that different modes had differential potential effects on learning and how learners created pathways through texts. Thus, what was done and thought with image or writing or through action differed in ways that were significant for learning. In this regard, the focus on language as the principal medium of instruction offered a partial view of the work of communicating in the classroom. The work of students is reshaped through their engagement with a range of modes, images, animation, hypertext, and layered multimodal texts. In such a view, as highlighted by Jewitt, students needed to learn how to recognize what was salient in a complex multimodal text, how to read across the modal elements in a textbook, how to move from the representation of a phenomenon in an animation to a static image or written paragraph, and how to navigate through the multiple paths of a text.

Previous studies have investigated the effects of multimodality on improving students' abilities and skills. For instance, Bourelle et al.

(2016) explored the efficacy affordances and constraints of various learning environments for the development of multimodal literacies in university students' writing. The students were asked to create multimodal texts in response to three main assignments: a review, a commentary, and a proposal. All projects were accompanied by training materials that offered information about composing specific genres, including ideas for multimodal products within each genre. For a typical multimodal project, students could develop a video, podcast, or blog, among other options that depended on more than one mode of communication. Students then reflected on their multimodal choices, detailing how a chosen medium effectively achieved a desired purpose for a given audience.

Typical scaffolding of the projects included discussions regarding the criteria of the project, as well as a choice of medium. Students analyzed their peers' projects, offering rhetorical analyses and critiques of a piece before commenting on what they would do differently when composing their multimodal pieces. They were also prompted to discuss the features of each medium: a website would have links to other pages; a video might have sound, pictures, and text; and a podcast might have sound effects, narration, and music. For example, in the commentary project, students found a sample commentary online and discussed its merits and drawbacks with other classmates. They commented not only on the ideas but also on the design features that either enhanced or stymied the argument. They responded similarly when analyzing student work.

The students had trouble with format and design or an awareness of how to make choices about overall design using color, typeface, layout, image selections, and audio choices. Many students had difficulties discussing their choice of medium and how they best communicate their message. Some presentations used few pictures, and there were no links to supporting pages, indicating that the student had not taken advantage of the digital space to its total rhetorical capacity. For instance, pictures appeared in the text somewhat haphazardly, which indicated an issue with format and design.

After the experiment, members of the multimodal group improved compared to the face-to-face group. For instance, a student in the multimodal group chose to write a review in the form of a newsletter. The student created a newsletter about a favorite restaurant, like the face-to-face student. However, this student understood the rhetorical possibilities of the medium, providing numerous photos that complemented the text. For example, the student used pictures of the outside and inside to illustrate to the audience the good old-fashioned atmosphere of the diner. For format and design, the student used columns for text and included the pictures in the columns, leaving enough whitespace between the text and illustrations to indicate the importance to the reader. The students viewed and commented on multimodality favorably. For example, one student noted that she wanted to create a very sleek and clean visual but also to give the editorial a bit of whimsical newspaper flare. The students' reflections demonstrated an underlying understanding of the rhetorical aspects of creating multimodal projects.

Context of the Problem

The researcher observed that literature lesson planning is a challenging task for EFL pre-service teachers, as they face several difficulties in teaching English to speakers of other languages. In addition, planning an EFL literature lesson makes the task demanding for student teachers who are still learning the language. Student teachers in several EFL contexts, similar to the one of the present study, join an integrative teacher preparation program and study both teacher training and language practice together. Therefore, they usually find it challenging to teach EFL lessons when they start the student teaching course. Their difficulties stem from distributed attention to language focus and teaching focus. Lack of adequate language competence makes it difficult to teach well, especially teaching literature. Understanding and teaching literary works require a high level of language proficiency and cultural knowledge to appreciate literary works and deliver successful lessons.

In the context of the present study, EFL pre-service teachers are not given any opportunity to practice teaching literature lessons. The

Micro-teaching and *Methodology* courses focus on teaching language skills (listening, speaking, reading, and writing) and aspects such as grammar and vocabulary. Thus, training pre-service teachers to plan and teach EFL literature lessons is marginalized. It was evident from the results of the pre-test of literary appreciation skills (mean = 5.25 with a percentage of 21% of the total score) and lesson planning skills (mean 7.45 with a percentage of 24.83% of the total score) that the students' scores were deficient in these areas. The lack of these essential skills for EFL pre-service teachers highlights the need for the present study. To the researcher's best knowledge, no study was conducted in the context of the present study to investigate the impact of mobile and multimodal learning in developing EFL pre-service teachers' literary appreciation and lesson planning skills. Therefore, the present study attempts to fill this gap.

Statement of the Problem

The conventional teacher-centered approach to teaching literature in EFL classes lags behind the rapid growth of modern technology and the distinctive characteristics and needs of EFL learners. This situation has led to the constant marginalization of teaching and learning literature in EFL curricula. Consequently, EFL majors at the Faculty of Education, Minia University, lacked the essential literary appreciation and lesson skills. Although these skills are essential for their future career, EFL prospective teachers in the present study are not provided with these necessary skills to cope with the demands of the teaching profession. Therefore, the present study attempts to investigate the effectiveness of mobile and multimodal learning in developing EFL pre-service teachers' literary appreciation and literature lesson planning skills.

Purpose of the Study

The purpose of the present study is to investigate the effectiveness of mobile and multimodal learning activities in developing EFL pre-service teachers' literary appreciation and lesson planning skills. Ultimately, the study aimed at developing the capacity of English as a Foreign Language (EFL) pre-service teachers and develop their performance to use mobile devices to support their learning as they

prepare to become teachers of English, including teaching literary texts as part and parcel of their prospective careers.

Questions of the Study

The present study aimed to answer the following two questions:

- 1- What is the effectiveness of mobile and multimodal learning activities in developing EFL pre-service teachers' literary appreciation skills?
- 2- What is the effectiveness of mobile and multimodal learning activities in developing EFL pre-service teachers' literary appreciation skills?

Hypotheses of the Study

The following two hypotheses were formulated based on the review of the related literature and previous studies.

- 1- There would be a statistically significant difference at the level of (0.05) between the mean scores obtained by experimental group participants and those of the control one in the post-test of literary appreciation in favor of the experimental group.
- 2- There would be a statistically significant difference at the level of (0.05) between the mean scores obtained by experimental group participants and those of the control one in the post-test of lesson planning in favor of the experimental group.

Significance of the Study

The findings of the present study are relevant to EFL pre-service and in-service teachers, teacher educators, and curriculum designers for developing online and multimedia curricula in both face-to-face and online environments. Pre-service teachers benefit from training in mobile and multimodal learning to develop their literary appreciation and lesson planning skills. These skills are essential for their future careers. Teacher educators benefit from the present study by having the available training tools to support teacher trainees in planning and teaching EFL literature lessons. EFL curriculum designers can make use of the inclusion of mobile and multimodal learning activities to

redesign EFL literature materials by incorporating mobile and multimodal learning activities in EFL textbooks.

Delimitations of the Study

The present study was delimited to five literary appreciation skills (i.e., paraphrasing, analyzing characters, discussing themes, discussing tone and mood, and extracting literary figures). The choice of these skills was informed by reviewing related literature and were shortlisted based on a preliminary skill checklist that TEFL experts reviewed. Similarly, the present study was delimited to six lesson planning skills that are adapted to align with teaching literature lessons (i.e., formulating learning objectives, identifying warm-up activities, identifying teaching aids and learning resources, identifying teaching strategies, identifying learning activities, and identifying assessment activities).

The training was given to third-year EFL majors at the Faculty of Education, Minia University, during their teacher preparation program to teach English as a foreign language in the preparatory and secondary stages. The training was carried out during the second term of the academic year 2022/2023, and it lasted for 12 weeks, 2 hours for each session, including two sessions for administering the pre-post tests of literary appreciation and lesson planning skills. The training was given throughout the *Micro-teaching* course. Microteaching is widely reported to be beneficial to pre-service teachers in improving their teaching skills, including lesson planning (Fernandez, 2005). Furthermore, Rodrigue and Enama (2021) pointed out that microteaching represented a zone of potential development for student teachers that instructors could exploit in a judicious way to develop trainees' acquisition of lesson planning and teaching skills.

Definitions of Terms

Four terms that constitute the main constructs in the present study are defined below. These terms are mobile learning, multimodal learning, literary appreciation, and lesson planning. After surveying the related definitions for each term, the procedural definitions are presented.

Mobile learning

Several researchers have defined mobile learning in the last two decades. O'Malley et al. (2003) defined mobile learning as 'any learning that happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies' (p.6). According to Kukulska-Hulme & Shield (2008), mobile 'learning is learning mediated via handheld devices and potentially available anytime, anywhere. Such learning may be formal or informal' (p.273). According to Pilar et al. (2013), mobile learning refers to 'the use of mobile technologies for educational purposes' (p.1189). They refer to mobile-assisted language learning as 'a teaching and learning methodology that uses mobile phones or other handheld devices with some form of wireless connectivity, such as phones, PDAs and tablets, among others' (p.1190). According to Driscoll & Barneveld (2015), mobile learning represents 'any learning that happens when the learner is not in a fixed place' (p.1). Thus, their definition focused on learner mobility as a distinctive characteristic of mobile learning. Palalas & Ally (2016) defined mobile learning as learning 'across physical and virtual contexts which is enabled and supported by highly portable devices (both handheld and wearable) as well as communication and social network technologies' (p.5). Cojocnean (2017) highlighted that while defining mobile learning, the mobility of the learner should be given more importance than the use of the mobile device, suggesting that 'any kind of technology characterized by flexibility stands for mobile learning' (p. 60). Linh & Vu (2020) defined mobile learning as 'the way that a person learns something using mobile devices such as Palms, Windows CE computers, and even his digital cell phone' (p.26). Naeem (2021) defined mobile learning as 'a form of knowledge intake that leads to flexible and endless opportunities for interaction through a mobile device' (p.251). Accordingly, a mobile device is a medium rather than a target. In the present study, mobile learning is defined as the activities through which EFL pre-service teachers use their mobile devices to acquire knowledge and skills

related to the course through the flexible opportunities of interaction offered by mobile devices.

Multimodal learning

Jewitt (2008) defined multimodality as referring to “all modes, including the linguistic modes of writing and speech [that] contribute to the construction of meaning in different ways.” (p.247). These modes are constantly transformed by learners in response to their communicative needs, creating new modes and transforming existing ones. Papageorgiou and Lameris (2017) define multimodality as “a cluster of modes increasingly being used as a communication mechanism for delivering information and content. This is in conjunction with using oral, written, and visual representations for meaning-making. The choice of modes ... include oral language (lecture), written language and visual communications (diagrams, PowerPoint)” (p.138). In the present study, multimodal learning refers to the various modes of learning used by EFL pre-service teachers to acquire knowledge and skills related to the course. These modes include audio, written, and visual representations for constructing meaning.

Literary appreciation

Hapsari (2011) defined literary appreciation as a literary competence including all the activities employed by the reader that involved the process of making sense of the relationships between a literary work's intrinsic elements in . Khudari (2022) defined literary appreciation as tasting the beauty of any literary text of any genre, delving deep into the secrets of the literary work, and personally reflecting on what was being read to the maximum to judge each element of the literary work emotionally and cognitively. In the present study, literary appreciation is defined as EFL pre-service teachers' competence to evaluate the several elements of the literary work of any genre. It encompasses the skills required to project the reader's aesthetic response to what is being read.

Lesson planning

A lesson plan is defined as a model of organized learning events within a given amount of time that determines the structure and learning activities to achieve the specific objectives of the lesson (Serdyukov & Ryan, 2008). In the present study, lesson planning skills are operationally defined as those skills of a lesson plan that are constructively aligned to enable EFL pre-service teachers to plan an EFL literature lesson. In the present study, lesson planning is viewed as the process of designing a plan to teach literature lessons drawing on mobile and multimodal tools to enrich EFL pre-service teachers' repertoire of teaching literary works.

Material and Method

Design

The research design used in this study was the quasi-experimental pre-test post-test control group design in which the participants were randomly assigned to experimental and control groups. Experimental and control groups were exposed to the pre-post means of collecting data. The experimental group was trained using mobile and multimodal learning activities during a Micro-teaching course for third-year EFL pre-service preparatory and secondary school teachers. The control group took the course and followed the regular teaching method. The control group participants were mainly trained in how to teach, practiced giving mini-lessons, and received feedback on their performance. Quantitative data was obtained through the literary appreciation skills pre-post tests and lesson planning skills pre-post tests. The data was analyzed using SPSS. In addition to quantitative data, an in-depth understanding was gained from qualitative data (responses to the test questions). Qualitative data was presented after quantitative data. The students' responses to the short answer questions were assessed qualitatively based on an assessment rubric. In assessing students' literary responses, it is the creativity and thought behind the content that makes a literary response stand out (Zhen, 2012). Therefore, while assessing a student's response to literature-based questions, it is of paramount importance to look for controversial and creative interpretations of the content. As for lesson

planning, the responses were assessed guided by an assessment rubric. Particular emphasis was placed on those elements of the lesson plan that were aligned with teaching the literary work assigned.

Instruments

Two pre-post tests were used to measure the participants' literary appreciation and lesson planning skills. The two tests were prepared by the researcher and were informed by previous literature and similar instruments. These two tests are described below.

The literary appreciation skills pre-post test

The literary appreciation skills test aimed to measure EFL pre-service teachers' skills of literary appreciation (See Appendix 1). It consisted of 5 short answer questions based on a poem (a literary adaptation of the short story *The Necklace*, by Guy de Maupassant). Each of the questions measured one of the five literary appreciation sub-skills (i.e., paraphrasing, analyzing characters, discussing themes, discussing tone and mood, and extracting literary figures). The duration of the test was 1 hour. The total score was 25 marks, with five marks given to each question as a maximum score. An assessment rubric was used to assess the responses (See Appendix 2). The rubric was based on a three-level classification: poor level (scores 0 and 1), average level (scores 2 and 3), and high level (scores 4 and 5). The participants' responses were analyzed both quantitatively and qualitatively.

The lesson planning skills pre-post test

The lesson planning skills test aimed to measure EFL pre-service teachers' skills in planning an EFL literature lesson (See Appendix 3). It consisted of 6 short answer questions based on a poem (a literary adaptation of the short story *The Necklace*, by Guy de Maupassant). Each of the questions measured one of the literary appreciation six sub-skills (i.e., formulating learning objectives, identifying warm-up activities, identifying teaching aids and learning resources, identifying teaching strategies, identifying learning activities, and identifying assessment activities). The duration of the test was 1 hour. The total score was 30 marks, with five marks given to each question as a

maximum score. An assessment rubric was used to assess the responses (See Appendix 4). The rubric was based on a three-level classification: poor level (scores 0 and 1), average level (scores 2 and 3), and high level (scores 4 and 5). The participants' responses were analyzed both quantitatively and qualitatively.

Validity and reliability

To check the validity of the two tests, the preliminary versions were submitted to a jury of five TEFL experts to verify the validity of the test content and the relevance of the questions to the sub-skills for each test. Based on the feedback obtained from the jury members, the final versions were prepared. As for reliability, the two tests were found to have a high level of internal consistency reliability, with Cronbach's Alpha values reaching (.94) for the literary appreciation skills test and (.87) for the lesson planning skills test.

The Learning Material

The students were trained in how to teach the short story *The Necklace* by Guy de Maupassant. Various multimodal learning materials were shared with the students of the experimental group via mobile devices using a WhatsApp group that was created for the course's purpose. These learning materials included the story in multiple modes (text, audio, and video). In addition, the students were provided with learning material that explained and gave examples from the story on all skills related to literary appreciation. The training sessions were provided using PowerPoint presentations that included multimodal learning opportunities and activities.

Procedure

The participants (in groups of 4 to 6 participants) were asked to prepare and give a multimedia PowerPoint presentation on one of the topics related to literary analysis. Student presentations in literature lessons were one of the activities favored by EFL learners (Li, 2011). The use of cooperative learning while working on the group presentation engaged and motivated the students to use mobile and multimodal learning to carry out authentic learning tasks. Thus, they could use mobile learning in a meaningful way.

The participants were asked to make and present a detailed lesson plan on one of the literary elements analyzing the short story "Necklace" by Guy De Maupassant. The assignment aimed to sensitize students to the unique nature of planning a literature lesson for EFL learners. Another aim was to encourage them to work jointly while planning for the presentation and giving it to the rest of the class. The students were asked to use PowerPoint to create and present the lesson plans to enable them to implement multimodal elements in their presentations. They had the freedom to choose the literary topic by themselves to encourage them to create their responses to the selected topic. The students were instructed to look for additional materials through the Internet to get access to a wide range of choices available online.

While creating their digital lesson plans using PowerPoint, they were encouraged to design multimodal elements in their plans, such as the use of visual, audio, and video components. Each member of the group had to participate in presenting their work to avoid social loafing. Supplementary materials were provided to the students through the mobile WhatsApp application. A group was created for the course.

In the present study, the mobile WhatsApp application was used in five ways: (1) a bulletin board to post announcements, instructions, and deadlines and to respond to the students' inquiries; (2) a discussion forum to clarify topics and themes and to share and discuss ideas related to the course, (3) a file sharing platform to post material as well as links to online learning resources, (4) a feedback channel to comment on students' work and provide them with necessary diagnostic and corrective remarks individually and collectively, and (5) a voting platform using the 'poll' feature to gauge the participants' viewpoints on controversial issues.

The whole class discussion following the group presentation was the main in-class activity that helped stimulate students' learning interest. The researcher led the discussion and encouraged the whole class to give the presenting group constructive comments and remarks. Members of the group were required to respond to these comments

and remarks. The instructor intervened, at certain points, to clear ambiguities and to provide resolutions on debated issues.

Three types of assessment were implemented following each presentation. These types included peer assessment, teacher assessment, and self-assessment. Initially, peer assessment was carried out as the classmates gave the presenting group members feedback on areas of strength and weakness. Peer assessment was followed by the presenters' responses, as well as teacher intervention when necessary. Finally, the presenters were given the chance to reflect on their work by imagining that they were representing their work after internalizing all the feedback given by their peers and teacher.

Teaching technology: To meet the course specifications that the Micro-teaching course should focus on developing teaching skills and not on technology orientation or teaching students how to use PowerPoint presentations, the researcher felt it was important to spend little time on instruction of mobile and multimodal tools. In both the experimental and control groups, the researcher did not "teach" technology to the students to support their development of multimodal literacies. Students in both groups were encouraged to use various tools to develop their micro-teaching skills, including basic technologies such as the use of PowerPoint. During the experiment, the researcher focused on the considerations learned to create the multimodal projects rather than the choice of software to give students the opportunity to choose genres and media that they thought would serve the rhetorical needs of their presentation.

The participants were also given a take-home assignment, which consisted of planning a literature lesson and submitting their work within 14 days. They were asked to design a PowerPoint presentation in small groups to present in class to discuss their literature lesson lessons and received feedback from the course instructor and other classmates. The participants were asked to make a lesson plan to teach a short story (*The Necklace*, by French author and playwright Guy de Maupassant). They were allowed to choose other group members as well as the specific literary focus of the lesson to teach.

The groups received feedback on their literature lesson plans from the course instructor and other classmates immediately after presenting their lesson plans.

The Control Treatment

In traditional teaching, teachers spend a long time analyzing the historical background of a literary work, the personalities of the main characters, and the author's unique writing style. Besides, Students in the control treatment were asked to analyze a given text sentence by sentence, paying close attention to word meaning and sentence pattern.

Participants

The participants of the present study consisted of 90 male and female third-year English majors at the Faculty of Education, Minia University. The sample consisted of two groups randomly assigned to an experimental group and a control group. To achieve homogeneity of the two groups, they had an equal level of literary appreciation and lesson planning skills, as ensured by pre-testing the two groups. Besides, the participants' grade level was controlled. All the participants were third-year English majors at the Faculty of Education, Minia University, after excluding grade repeaters from the sample. They were all enrolled in the EFL teacher preparation program for preparatory and secondary school teachers, taking the course during the second term of the academic year 2022/2023. The gender was also controlled as the two groups were heterogeneous, including male and female participants in both groups. The choice of the sample was suitable to the focus of the study on literary appreciation and lesson planning skills, which are essential for the participants as part and parcel of their teacher preparation program.

Homogeneity

Homogeneity of the Study Groups

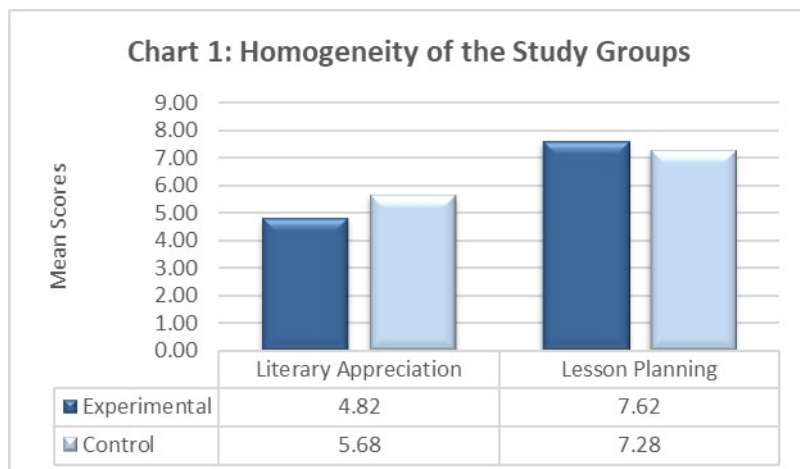
The experimental and control groups were pre-tested before the experiment to establish the homogeneity of both groups in the level of literary appreciation and lesson planning skills. The t-test was used to

compare the means of scores obtained by the participants in the experimental and control groups in the pre-test of literary appreciation and lesson planning. Data analysis of the results using t-test, as shown in Table (1), revealed that both the experimental and control groups were equal in their literary appreciation skills as the results from the experimental group pre-test ($M = 4.82$, $SD = 2.63$) and the control group pre-test ($M = 5.68$, $SD = 2.54$) indicate no significant difference in the means of scores obtained by the participants, $t(88) = -1.58$, $p = .116$. Furthermore, both the experimental and control groups were equal in their lesson planning skills as the results from the experimental group pre-test ($M = 7.62$, $SD = 2.71$) and the control group pre-test ($M = 7.28$, $SD = 3.61$) indicate no significant difference in the means of scores obtained by the participants, $t(88) = .494$, $p = .662$. Therefore, the homogeneity of the two groups was established.

Table (1): Establishing the Homogeneity of the Study Groups

Pre-test	Group	N	Mean	SD	t-value	DF	Sig. (2-tailed)
Literary Appreciation	Experimental	45	4.82	2.63	-1.58	88	.116
	Control	45	5.68	2.54			
Lesson Planning	Experimental	45	7.62	2.71	.494	88	.662
	Control	45	7.28	3.61			

Chart (1) illustrates the experimental and control groups' homogeneity of mean scores in the literary appreciation and lesson planning pre-tests. It is worth noting that the control group's mean score in the literary appreciation pre-test was higher than that of the experimental group but without a statistically significant difference.



Instructor

The researcher taught the course to the experimental, while a colleague with equivalent qualifications taught the control group. The experiment was carried out through the micro-teaching course given to third-year EFL pre-service preparatory and secondary school teachers at the Faculty of Education, Minia University, during the second term of the 2022/2023 academic year.

Results

Hypothesis 1

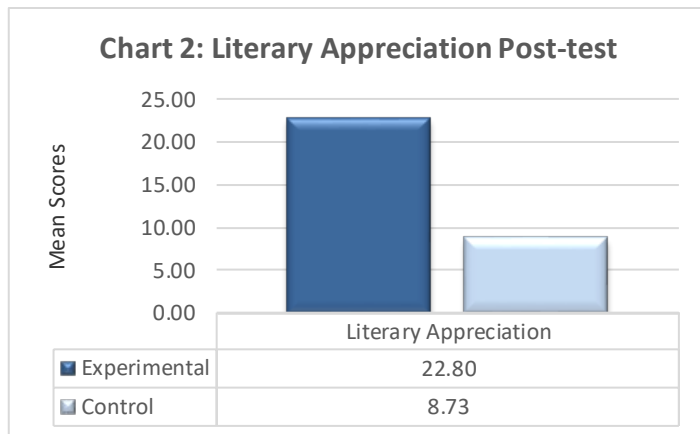
Hypothesis 1 stated that ‘there would be a statistically significant difference at the level of (0.05) between mean scores obtained by experimental group participants and those of the control one in the post-test of literary appreciation in favor of the experimental group.’ Data analysis of the results using *t-test*, as shown in Table (2), revealed that *Hypothesis 1* was accepted as the results from the experimental group post-test ($M = 22.80$, $SD = 2.34$) and the control group post-test ($M = 8.73$, $SD = 4.51$) indicated that the use of mobile and multimodal learning resulted in an improvement in literary appreciation skills, $t(88) = 18.53$, $p = .000$. The effect size as calculated by Eta squared was large (*Cohen’s d* = 3.91).

Table (2): The Results of the Post-test of Literary Appreciation

Literary Appreciation	N	Mean	SD	t-value	DF	p-value	Cohen's d*
Experimental	45	22.80	2.34	18.53	88	.000	3.91
Control	45	8.73	4.51				

*Cohen's d effect size benchmark value points: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$)

Chart (2) illustrates the participants' improvement level in the post-test of literary appreciation skills in favor of the experimental group.



Data analysis of the literary appreciation sub-skills also revealed that five sub-skills (paraphrasing, character analysis, use of figurative language, theme discussion, and describing tone and mood) mainly contributed to the overall statistically significant difference in favor of the post-test. These skills, as shown in Table (3), were found to be statistically significant as reported below:

- (1) The results from the experimental group post-test ($M = 4.68$, $SD = 0.63$) and control group post-test ($M = 2.08$, $SD = 1.16$) indicate an improvement in paraphrasing, $t(88) = 13.16$, $p = .000$, with a large effect size (Cohen's $d = 2.78$).
- (2) The results from the experimental group post-test ($M = 4.66$, $SD = 0.63$) and control group post-test ($M = 2.28$, $SD = 1.25$) indicate an improvement in character analysis, $t(88) = 11.32$, $p = .000$, with a large effect size (Cohen's $d = 2.40$).

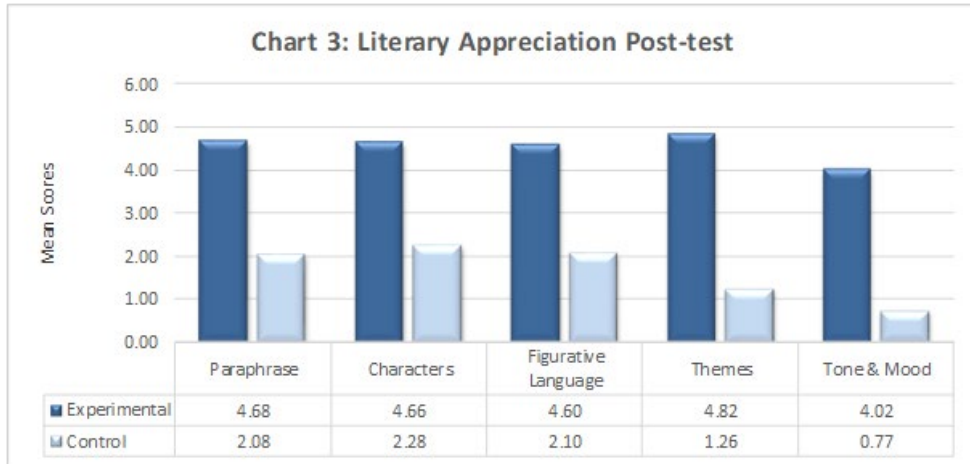
- (3) The results from the experimental group post-test ($M = 4.60$, $SD = 0.75$) and control group post-test ($M = 2.31$, $SD = 1.44$) indicate an improvement in the use of figurative language, $t(88) = 9.43$, $p = .000$, with a large effect size (Cohen's $d = 1.99$).
- (4) The results from the experimental group post-test ($M = 4.82$, $SD = 0.57$) and control group post-test ($M = 1.26$, $SD = 1.13$) indicate an improvement in discussing themes, $t(88) = 18.72$, $p = .000$, with a large effect size (Cohen's $d = 3.97$).
- (5) The results from the experimental group post-test ($M = 4.02$, $SD = 1.25$) and control group post-test ($M = 0.77$, $SD = 1.04$) indicate an improvement in describing tone and mood, $t(88) = 13.36$, $p = .000$, with a large effect size (Cohen's $d = 2.82$).

Table (3): *t*-test Results of Post-test of Literary Appreciation Skills

Literary Appreciation Skills	Group	N	Mean	SD	t-value	DF	Sig. (2-tailed)	Cohen's d^*
Paraphrasing	Experimental	45	4.68	0.63	13.16	88	.000	2.78
	Control	45	2.08	1.16				
Character Analysis	Experimental	45	4.66	0.63	11.32	88	.000	2.40
	Control	45	2.28	1.25				
Use of Figurative Language	Experimental	45	4.60	0.75	9.43	88	.000	1.99
	Control	45	2.31	1.44				
Discussing Themes	Experimental	45	4.82	0.57	18.72	88	.000	3.97
	Control	45	1.26	1.13				
Describing Tone & Mood	Experimental	45	4.02	1.25	13.36	88	.000	2.82
	Control	45	0.77	1.04				

*Cohen's d effect size benchmark value points: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$)

Chart (3) illustrates the participants' improvement level in the post-test of literary appreciation skills in favor of the experimental group.



Hypothesis 2

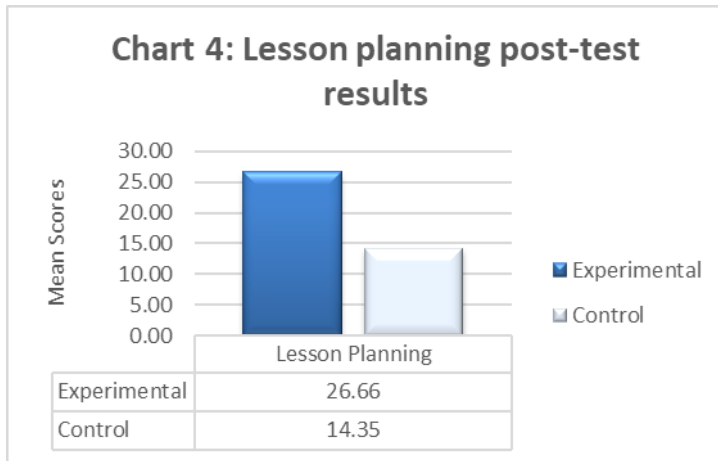
Hypothesis 2 stated that ‘there would be a statistically significant difference at the level of (0.05) between mean scores obtained by experimental group participants and those of the control one in the post-test of lesson planning in favor of the experimental group.’ Data analysis of the results using *t-test*, as shown in Table (4), revealed that *Hypothesis 2* was accepted as the results from the experimental group post-test ($M = 22.80$, $SD = 2.34$) and the control group post-test ($M = 8.73$, $SD = 4.51$) indicated that the use of mobile and multimodal learning resulted in an improvement in lesson planning skills, $t(88) = 18.53$, $p = .000$. The effect size as calculated by Eta squared was large (*Cohen’s d* = 3.91).

Table (4): The Results of the Post-test of Lesson Planning

Lesson Planning	N	Mean	SD	t-value	DF	p-value	Cohen’s d*
Experimental	45	26.66	2.84	12.18	88	.000	2.56
Control	45	14.35	6.15				

*Cohen’s d effect size benchmark value points: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$)

Chart (4) illustrates the participants' improvement level in the post-test of lesson planning in favor of the experimental group.



Data analysis of the lesson planning sub-skills of literature lessons also revealed that six sub-skills (s) mainly contributed to the overall statistically significant difference in favor of the post-test. These skills (stating objectives, determining resources, identifying warm-up activities, identifying presentation techniques, identifying practice activities, and identifying assessment activities), as shown in Table (5), were found to be statistically significant, as reported below:

- (1) The results from the experimental group post-test ($M = 4.44$, $SD = 0.72$) and the control group post-test ($M = 2.17$, $SD = 1.02$) indicate an improvement in stating objectives, $t(88) = 12.08$, $p = .000$, with a large effect size (Cohen's $d = 2.57$).
- (2) The results from the experimental group post-test ($M = 4.91$, $SD = 0.35$) and the control group post-test ($M = 3.88$, $SD = 1.52$) indicate an improvement in determining resources, $t(88) = 4.37$, $p = .000$, with a large effect size (Cohen's $d = .93$).
- (3) The results from the experimental group post-test ($M = 4.13$, $SD = 1.19$) and the control group post-test ($M = 1.97$, $SD = 1.38$) indicate an improvement in identifying warm-up activities, $t(88) = 7.88$, $p = .000$, with a large effect size (Cohen's $d = 1.67$).

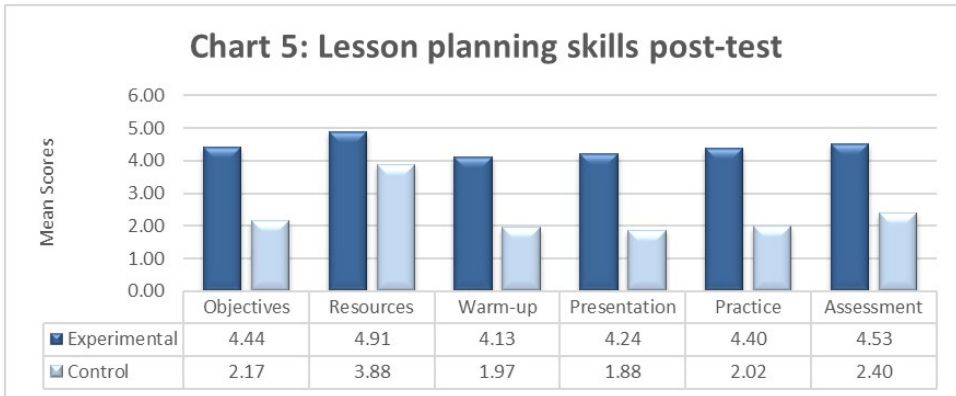
- (4) The results from the experimental group post-test ($M = 4.24$, $SD = 1.46$) and the control group post-test ($M = 1.88$, $SD = 1.88$) indicate an improvement in identifying presentation techniques, $t(88) = 6.61$, $p = .000$, with a large effect size (Cohen's $d = 1.40$).
- (5) The results from the experimental group post-test ($M = 4.40$, $SD = .78$) and the control group post-test ($M = 2.02$, $SD = 1.46$) indicate an improvement in identifying practice activities, $t(88) = 9.58$, $p = .000$, with a large effect size (Cohen's $d = 2.03$).
- (6) The results from the experimental group post-test ($M = 4.53$, $SD = .96$) and the control group post-test ($M = 2.40$, $SD = 1.88$) indicate an improvement in identifying assessment activities, $t(88) = 6.74$, $p = .000$, with a large effect size (Cohen's $d = 1.42$).

Table (5): *t*-test Results of Lesson Planning Skills

Lesson Planning Skills	Group	N	Mean	SD	t-value	DF	Sig. (2-tailed)	Cohen's d
Stating Objectives	Experimental	45	4.44	0.72	12.08	88	.000	2.57
	Control	45	2.17	1.02				
Determining Resources	Experimental	45	4.91	0.35	4.37	88	.000	0.93
	Control	45	3.88	1.52				
Warm-up Activities	Experimental	45	4.13	1.19	7.88	88	.000	1.67
	Control	45	1.97	1.38				
Presentation Techniques	Experimental	45	4.24	1.46	6.61	88	.000	1.40
	Control	45	1.88	1.88				
Practice Activities	Experimental	45	4.40	0.78	9.58	88	.000	2.03
	Control	45	2.02	1.46				
Assessment Activities	Experimental	45	4.53	0.96	6.74	88	.000	1.42
	Control	45	2.40	1.88				

*Cohen's d effect size benchmark value points: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$)

Chart (5) illustrates the participants' improvement level in the post-test of lesson planning skills in favor of the experimental group.



Qualitative findings

First: Findings related to literary appreciation skills

Below are some of the participants' responses to the test of literary appreciation skills. The answers are based on questions related to the short story 'The Necklace.'

Summary of the story:

Guy de Maupassant wrote the short story, "The Necklace" in the third-person point of view. It is the story of a beautiful young woman born to a non-wealthy family. Mathilde got married, dreaming of an affluent life. Unfortunately, these dreams of a different luxurious life eventually led to her downfall. Her tragedy began after she borrowed a diamond necklace from her friend Madam Forestier to attend a fancy ball. Upon losing it, she had to live a miserable life for ten years, working day and night with her husband, Monsieur Loisel, to pay the debt of the replaced necklace. She was shocked at the tragic end of the story to find out that she had paid a very high price for a fake necklace.

The participants' responses on the sub-skill of paraphrasing:

- Madam Loisel was pretty, but her vanity made her feel entitled to more than what she had.

- *Madam Loisel had many dreams that were in sharp contrast with her real life. She lived in the middle class. She wanted to live above her means and would do whatever it took to get there.*
- *Her husband began moonlighting.*
- *Paying the debt resulted in suffering and sweat that vanished her comfort and beauty as she became tired and old.*
- *Madam Forestier did not tell her friend the truth about the necklace, that it was a paste.*
- *Ultimately, Madam Loisel lost everything because she wanted to have everything. She lost her youth and beauty in the mirage.*

The participants' responses on the sub-skill of analyzing characters

- *Madam Loisel is a pretty woman, but she was greedy, unhappy, and dissatisfied with her life. She is a dynamic character that changes as the story progresses. Her attitude and feelings changed several times throughout the story.*
- *Madam Loisel cared more about appearance, luxury, and materialistic possessions than she did about love and the meaning of life. She was careless about her husband's feelings. Monsieur and Madam Loisel had different personality types.*
- *Monsieur Loisel was a practical, loyal, and hard-working person. He was content with the small pleasures of his life, but he did his best to appease his wife's demands. He was irresponsible in letting his wife destroy their life by not being realistic. He should have stopped her.*
- *Madam Forestier was a wealthy woman, as Mathilde thought. She was kind, helpful, generous, elegant, and trusting. She is a static character. She did not change a lot in her first and final appearance in the story.*

The participants' responses on the sub-skill of extracting figurative language

- *The story is based on the tragic irony of the fact that Madam Loisel spent years paying off a replacement for what was a worthless necklace.*

- *The necklace is a symbol of the wealth and status that Mathilde longed for to find the shine but could not attain. It represents a promise of a better life for Mathilde.*

- *The necklace is a symbol of the power of perception and the split between appearance and reality, as it is beautiful but worthless. It is a symbol of a fake life.*

- *"I labored breath from my lungs." Mathilde used this metaphor to express how she became very tired from relentless work.*

"We kept fighting" is an example of a hyperbole. It equates life to a battlefield.

- *"She did not recognize me at first." Mathilde said this emotive sentence to express how she became old after years of laborious work. Her friend Madam Forestier did not know her when she met her in the street.*

The participants' responses on the sub-skill of discussing themes

- *Reality and fantasy. The appearance of wealth is often at odds with reality.*

- *Maupassant warns against the dangers of greed and criticizes those who ascribe too much value to wealth and material possessions.*

- *The story discusses Madam Loisel's failure to appreciate the good things in her life, such as her loving husband and her natural beauty. The loss of the necklace left her with nothing but regret and despair.*

- *The disparity between choice and fate. Fate plays a significant role in a person's life. Her choices led to her ultimate downfall.*

- *Her choices led her to a life of poverty. Her inability to accept responsibility for her actions made it difficult for her to escape her circumstances.*
- *Fate appeared to be on Mathlide's side when she received an invitation to attend a fancy ball. However, it took a turn for the worse when she borrowed a diamond necklace from a friend to wear to the ball and then lost it.*
- *Mathlide's desire to climb the social ladder and her subsequent downfall.*
- *Her desire for wealth and status blinded her to the reality of her situation and the consequences of her actions.*
- *The story is about the negative effects of pride and vanity and emphasizes the importance of being content with what one has.*

The participants' responses on the sub-skill of describing tone and mood

- *The tone of the story is tense, pessimistic, and ironic, with a prevailing bitter atmosphere. The story's tone brightened as Madam Loisel attended the ball wearing a diamond necklace. Then, when she lost it, the tone became gloomier and more desperate. The mood changed as the characters and their priorities changed. Generally, it is one of tragedy and loss.*
- *The tone of the writer is ironic and critical. He highlighted her selfishness. The tone becomes more critical in the final lines, with the ironic twist that Madam Loisel's years of hard work and sacrifice are all for nothing.*
- *The tone was indicative of suffering and the loss of youth. She and her husband were working to pay off the loan, and now her dreams have turned her life into hell.*
- *The mood is ironic and filled with tense and grim storytelling elements. The given spirit was there from the beginning of the story. It illustrated a high level of unhappiness in Madam Loisel with her life and status.*

- *The mood of the story is somber as the reader is left with Madam Loisel's life that her pride and vanity have ruined.*

Second: Findings related to lesson planning skills

Below are some of the participants' responses to the test of lesson planning skills. The answers are based on questions related to the short story 'The Necklace.'

The participants' responses on the sub-skill of identifying objectives

- *Identify the theme of the story.*
- *Find incidents in the story that represent elements of the plot (e.g., rising actions, climax, falling actions, resolution).*
- *Discuss the theme of pride and vanity in the story.*
- *Give examples from the story that represent the author's tone in telling the story.*
- *Describe Madam Loisel's character as it developed by the events that happened to her.*
- *Answer comprehension questions about the story.*
- *Evaluate how the literary devices effectively conveyed the themes.*
- *Highlight the words with symbolic and metaphoric meanings and discuss what they imply.*

The participants' responses on the sub-skill of identifying teaching aids and learning resources

- *Magazine images*
- *Internet images to represent the events in the story*
- *A movie of the story*
- *Google images and YouTube videos about the story*

The participants' responses on the sub-skill of identifying warm-up activities

The participants wrote the following examples of lead-in questions to hook the audience:

- *Why do some people pretend to have more money than they possess?*
- *Why are some people dissatisfied with their life?*
- *Why are some people ashamed of their social class?*
- *What would you do if you found that you were married to a greedy person?*
- *Should we judge people based on their social status?*
- *What are the consequences of lying?*
- *What would you do if you lost something you borrowed from a friend?*

The participants' responses on the sub-skill of identifying teaching strategies

- *Storytelling through a series of images*
- *The whole class will discuss the themes and characters of the story.*
- *A PowerPoint presentation with embedded hypertext and external links to images, audio, and videos.*

The participants' responses on the sub-skill of identifying learning activities

- *Analyzing images that tell the story.*
- *Watch a video telling the story and answer the discussion questions.*
- *Role play to act the story.*

The participants' responses on the sub-skill of identifying assessment activities

- *Rewrite the story in a poem.*
- *Write a paragraph to explain the use of symbolism and imagery in a specific scene.*
- *Rearrange the incidents of the story.*

- *Put some images describing the story in order.*
- *Write a paragraph to describe the main character of the story.*
- *Write a summary of the story.*
- *Rewrite the story in a dialogue to be presented as a play in the school theatre.*
- *Imagine and write a different end of the story.*
- *Imagine that you were Madam Loisel, rewrite the story in the first-person point of view.*

Discussion

The findings of the present study revealed the effectiveness of using mobile and multimodal learning in improving the scores of the participants of the experimental group in the literary appreciation skills post-test. Therefore, the first hypothesis is accepted. This finding agrees with previous literature and studies (e.g., Bourelle et al., 2016; Cojocnean, 2017; Khudari, 2022). Bourelle et al. (2016) asserted that when implementing a multimodal curriculum, instructors created a supplemental communication channel for students to participate in frequent discussion boards throughout the multimodal PowerPoint design process. During the experiment, the researcher, using the mobile WhatsApp group, added multimodal instructional tools, including videos that explained concepts, mini-lectures that gave advice regarding choosing the suitable medium for communication, tutorials that pointed out how to design the PowerPoint lesson plan and successful models of multimodal presentations, either created by students or found online. It is worth noting that the archival nature of the WhatsApp application helped students return to concepts and "relearn" ideas; this type of channel was beneficial in aiding students in acquiring multimodal principles and added an extra element of support.

It is worth noting that the WhatsApp application settings were enabled to allow all members to post notifications to maximize participation and interaction. The archival nature of the WhatsApp group also offered students the opportunity for more robust reflection

and learning from previous ideas, discussions, and supplementary material. Lauer (2013) found that when students reflected on their choices regarding audience, purpose, and medium, they produced more rhetorically effective multimodal projects.

The uses of mobile learning varied throughout the present study, including the participants' use of their mobile devices as media sources, communication tools, and personal learning tools to search for supplementary material and to create PowerPoint presentations. These uses, as highlighted by Cojocnean (2017), provided two possibilities. The first possibility involved the use of mobile learning tools in class for specific purposes and language learning activities, which fit the specific teaching syllabus followed in class, with the mobile as a communication tool and media source. The second possibility implies student-centered multitasking on their device in and beyond the classroom, the mobile being used as a personal learning tool. This possibility involved increasing students' learner autonomy using their device as a learning tool. Mobile learning was highly personal and invited activity from the part of the user. As highlighted by Gardner & Davis (2013), mobile learners opened new possibilities for learning, leading the users towards new directions, such as providing them with opportunities to create content. This activity enabled by mobile learning helps learners become producers rather than consumers of learning materials.

It was noticeable that discussion and role play were two of the best ways to teach literature to EFL learners. According to Zhen (2012), discussion was the most effective way in language-centered literature classes, where students could be easily motivated and involved in the class activity. In discussion, students were stimulated to find insights into literature themes and deeper meanings conveyed in the literary works. Thus, students had the chance to become sensitive to literature analysis and appreciation. The discussion was also a good way to help learners gain the hidden and implied meanings in the text while they were dwelling on the topics and elevated their communicative ability while they were debating. It was very fruitful given that there was no room for a unanimous agreement in literature, so different views were always appreciated in literature interpretation and evaluation. The role

of the instructor was vital in eliciting students' ideas and providing them with proper feedback. Another useful activity while learning to teach literary texts was role play. It was used to animate the still text and help students acquire perspective on the characters of the story. Through role-play, the text came to life and was expressed verbally and dramatically. Students were creative in acting out imagined conversations and interactions between characters.

It is worth noting that the focus of feedback also included the design features that either enhanced or stymied their presentation. Bourelle et al. (2016) suggested a set of assessment criteria for multimodal projects, including (1) development (the features of the medium and how well the modes worked together), (2) format and design (overall design aesthetics, as well as color, font, and image selection as they pertained to the presentation). The students were also encouraged to assess themselves. Self-assessment is a form of active learning as students reconstruct and reflect on their understanding of the learning material and their performance while giving the presentations. According to Neal (2011), a true assessment of the student's learning is incomplete without giving the students the agency to assess themselves through reflection.

Different readers have different understandings of the same literary work. The mobile learning provided the participants with space to share and get feedback on their responses as readers of the literary work. Individual and shared understanding helped the participants construct useful knowledge that was at the heart of developing literary appreciation. Furthermore, mobile learning vanished the limits of classroom teaching in terms of space and time. Thus, literature learning became more enjoyable and flexible (Li, 2011). Mobile learning acts as a bridge that connects time and space in class and beyond. It, thus, links formal learning to informal learning. Anderson (2008) argued that simply bridging the classroom with extracurricular multimodal learning can encourage students to experiment with new technologies outside the classroom.

Ito et al. (2013) proposed a central paradigm for twenty-first-century education described as "connected learning," wherein learners can

connect formal learning (which is moderated by learning management systems) and informal learning (which is supported by open-access technologies) while receiving ongoing formative assessment from instructors and peers in both realms. Ito et al. (2013) further added that many of the informal learning environments that took place in or were supported by online communities were characterized by their literacy practices, many of which are multimodal. Consequently, multimodal learning is one area of learning that is particularly well supported by making connections between formal and informal learning environments.

Despite several promises of using mobile learning in the language classroom, its use is not without challenges. Cojocnean (2017) referred to two of them. The first challenge was the need to ensure that allowing learners to use mobile devices in class was only for learning purposes. The use of mobile devices can be very disruptive as students are usually distracted by social media on non-instructional applications. To overcome this challenge, teachers need to set up a mobile learning policy with clear objectives for using mobile devices for specific learning tasks. In doing so, teachers convey to learners that they use their devices for educational purposes and to consider these devices as tools they can learn with, not merely as entertainment tools. The second challenge was the difficulty of deciding which application to use based on pre-set learning objectives. Therefore, teachers need to pay due attention to the application that can add value to the learning content covered in class and the student's ability to use it in informal learning settings as well.

Other challenges of using mobile learning in the EFL classroom include cyberbullying, distraction, and stranger danger, especially when mobile learning is adopted by young learners or learners with limited self-regulatory skills (Naeem, 2021). Pollara (2011) pointed out that unless the challenges of mobile learning were addressed, it would be difficult to use it effectively. Thus, mobility, informality, ownership, and inherent advantages linked to the use of mobile learning could pose challenges to usual teaching practice, effective use, and institutional control.

The findings of the present study also revealed the effectiveness of using mobile and multimodal learning in improving the scores of the participants of the experimental group in the lesson planning skills post-test. Therefore, the second hypothesis is accepted. This finding agrees with previous literature and studies (e.g., Carreño and Ortiz, 2017; Cuñado & Abocejo, 2018; Gutierrez, 2019; Rodrigue & Enama, 2021).

The student teachers in the present study had multiple opportunities to develop a critical understanding of the literature lesson planning process. These opportunities included the following:

- 1- They were taught how to plan a literature lesson; they were provided with a literature lesson plan template and received explanations on what to do at each stage of lesson planning. Examples of learning objectives, warm-up activities, learning resources, presentation techniques, practice activities, and assessment activities for teaching literature lessons were provided to the participants in class. Additional examples were given and discussed through the WhatsApp group.
- 2- They observed literature lessons taught by the course instructor.
- 3- They developed a critical appraisal of literature lesson plans through the lesson study that focused on various literary appreciation skills, including paraphrasing, analyzing characters, extracting figurative language, discussing themes, and identifying tone and mood.
- 4- They collaboratively designed literature lesson plans and received feedback from the course instructor. Collaborative lesson planning is one of the most effective strategies to maximize student teachers' chances to master lesson planning. Collaborative planning helped the student teachers think together and decide on the appropriate lesson plan components to meet the children's individual needs in learning a literature lesson. The benefits of collaborative lesson planning included an increased feeling of effectiveness and increased awareness of strengths and weaknesses (Carreño & Ortiz, 2017; Gutierrez,

2019). Furthermore, Rodrigue and Enama (2021) argue that providing opportunities for student teachers to collaborate in lesson design makes them better instructional designers overall.

According to the findings of the present study, the greatest improvement in the participants of the experimental group was in the area of formulating literature lesson objectives. This result corroborates the findings of Cuñado and Abocejo (2018) that although student teachers initially struggled with writing effective lesson outcomes, their skills improved significantly with sufficient and adequate training. Unlike formulating objectives, identifying teaching aids and learning resources was not a pushover. The findings of the present study revealed that the participants did not initially struggle to identify teaching aids and learning resources. Therefore, their improvement was expected not to be very high. This was evident given that the improvement in this skill was the least compared to other literature lesson planning skills in the present study. Rodrigue and Enama (2021) pointed out that selecting appropriate teaching aids only required ensuring cultural relevance and the appropriate size of the visual materials and a few digital and online skills, including searching for pictures and videos online and downloading and printing them for use in the classroom.

The qualitative findings revealed that the participants aligned the components of the lesson plan to teaching a literature lesson. This skill is essential to ensure that planning a literature lesson is a dynamic process directed by the choice of the lesson learning objectives and other elements that suit the nature of literary works. Accordingly, the other lesson plan components should echo and align consistently with the learning objectives to provide focus, coherence, and unity in a literature lesson plan. Previous literature suggests that this task is hard to achieve by student teachers. For instance, Cuñado and Abocejo (2018) found that student teachers struggled to align assessment with lesson outcomes. The source of this difficulty was teacher candidates' considerable difficulty in writing effective lesson outcomes and designing appropriate assessment activities. Therefore, they would also struggle to align assessment with lesson outcomes,

and this would wear down their overall competence in planning the other stages of their lessons. However, with appropriate training, as was the case in the present study, the participants acquired the skill of constructively aligning the several lesson plan components to suit the assigned literary work. The participants' comments revealed that they were keen to align the various components in their lesson literature plans. This essential skill is highlighted in previous literature as an essential element of lesson planning competence. It was emphasized that alignment in assessment, content, and teaching strategies with lesson outcomes significantly improved the quality and effectiveness of instruction (Martin, 2011). Shrum and Glisan (2009) further added that teacher candidates needed to be reminded as often as possible that their lesson outcomes, lesson activities (instruction), and assessments should be mirror images of one another.

Recommendations

Teachers of literature to EFL learners should vary activities by including mobile and multimodal methods, materials, and techniques. In doing so, they reach a wider and more diverse range of learners with multiple intelligences (Li, 2011). Typically, these students were left behind in traditional literature classes where students who were good at intelligences other than the linguistic one lost interest and found it difficult to learn the lesson well. Similarly, Sankey et al. (2010) recommended that educators should carefully consider the incorporation of selected multiple representations of key concepts, specifically those that use a combination of audio and visual content. It is further argued that literature itself, for its great multiplicity in genres, is a rich resource for diversifying teaching content and forms (Zhen, 2012).

To make them successful, literature lessons in EFL classes should be based on constructivist approaches by placing more emphasis on learner efforts than on teacher talk and by encouraging learners to construct their knowledge from literature lessons, individually and collectively. Thus, students learn through experimentation, not through telling. Teachers can facilitate the learning process by being monitors of learners' attempts to make their inferences, discoveries,

and conclusions. In a constructivist, student-centered classroom, teachers should guide students toward using the boundless multimodal learning resources available online. They, then, help EFL learners overcome the challenge of limited in-class teaching time and textbook materials while taking literature lessons.

Teachers of literature should make full use of modern devices, including multimedia and online resources, to improve literature teaching and learning. Teaching literary texts to EFL learners is a complex undertaking. Zhen (2012) points out that literature learning takes time, and it should be taken in the long run. Therefore, teaching literature must be operated step by step. While studying literature, non-native learners of English need good language abilities, literary appreciation skills, and a wide range of knowledge of foreign cultures to put the literary works in context and to understand denotational and connotational meanings.

For mobile and multimodal learning to be successful, both teachers and learners need to be familiar with how to use mobile applications for educational purposes. Additionally, they need to know how to use computer applications such as PowerPoint with advanced features in teaching and learning. Having access to the Internet is also a requirement for benefiting from multimodal resources. One of the challenges that EFL learners faced in the present study was the difficulty of finding suitable information and material online. To overcome this challenge, EFL teachers of literature need to provide students with useful information and online resources until students master the ability to distinguish relevant and important from irrelevant and unimportant information. Developing this critical skill is particularly useful given that online materials available on literary works have become boundless. Without teacher guidance and modeling, students would become lost while looking for suitable material.

Suggestions for Further Research

Based on the findings of the present study and discussion of the findings, the following topics are suggested for further research:

- 1- Using stage play in a micro-teaching course to develop EFL student teachers' communicative competence.
- 2- Using drama techniques and role play to develop EFL pre-service teachers' presentation and communication skills.
- 3- Using a training program based on literary adaptation in developing EFL majors' creative writing skills.
- 4- Using Mobile-Assisted Language Learning (MALL) to develop EFL secondary school students' language proficiency and willingness to communicate.
- 5- Using mobile-assisted language learning to develop EFL students' language proficiency and digital literacy.
- 6- Using mobile-assisted language learning to develop EFL learners' knowledge and attitude toward the use of mobile learning.
- 7- Using the Technology Acceptance Model (TAM) to develop EFL teachers' attitudes toward the usefulness of mobile devices in teaching EFL skills.
- 8- The effect of using MALL on developing EFL students' learning strategy use and metacognitive skills.
- 9- Using multimodality in EFL classes to develop university students' willingness to communicate and joy of learning.
- 10- Using multimodality in EFL composition classes to develop students' writing performance and reduce their writing apprehension.
- 11- Using multimodal e-portfolios to develop EFL pre-service teachers' knowledge of assessment and multimodal literacy.
- 12- Using literary adapted texts in a reading course to develop EFL pre-service teachers' creative reading skills and genre writing.

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