ACTIVE LEARNING OPPORTUNITIES PROVIDED BY DIGITAL TECHNOLOGIES TO ALBAHA EFL UNIVERSITY STUDENTS

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ABSTRACT: *This paper aimed to investigate the active learning opportunities provided by digital technologies to EFL Saudi University Students at Albaha University, at first semester (2015-2016). The intentional samples consisted of (43). To achieve the goals the researcher developed a questionnaire consist of (16) items. The reliability and stability has been verified. The paper tries to highlight the extent to which do digital technology gives EFL students opportunities for practicing and enhancing their English language and their future career. The researcher hypothesized that using digital technologies provide Albaha university EFL students with ample and active learning opportunities. To examine this hypothesis, the researcher adopted descriptive and analytic methodology. Data were collected from different resources including student's questionnaire. The results showed that using digital technologies provide EFL Albaha university student with ample learning opportunities. The collected data were analyzed and the paper concluded with many recommendations.*

KEY WORDS: active learning, opportunities, digital technologies, EFL.

INTRODUCTION

The integration of digital technologies in education has been successful and beneficial especially for those who are learning a foreign language and literature. Obviously, using digital technologies plays crucial role in acquiring English language and helps to gain more autonomous learning. "Technology and English language education are related to each other". Singhal, 1997. Therefore, using digital technologies in EFL classroom allows and provides those students with valuable and ample language experiences to acquire English. Tabscct(2009), describes nowadays students as the "Net generation" learners, because they grow up with the technology which affected their personalities.

Integrating digital technologies in EFL classroom could offer enormous opportunities to support and obtain this language. Therefore, various studies showed that using digital technologies inside EFL classroom creates many open active opportunities and arouses the students' interest into deep learning and understanding Ranjam (2012). Moreover, Rost (2007) claims that with the access to

digital technologies, EFL learners can have more control of input speed, pause, and function, making lexical pushdown available.

Additionally, using digital technologies supports students' different learning styles and permits them to have more responsibility for their own learning. Moreover, there are many reasons for the importance of using technology in learning: First, technology allows students to demonstrate independence. Secondly, technology enables students to build strong content knowledge whenever they find it.

Now, the significance of digital technologies is established all over the world, and stand as the principal international medium of communication and interaction. It is dominant, particularly in the field of English teaching and learning. Using digital technologies in learning EFL opens a wide range of opportunities for students to promote their language learning and leads them to be creative, to work in a team, and to be responsible for their own learning.

PREVIOUS STUDIES

Today digital technologies are amazing and powerful tools that can help EFL learners to get more profitable and promising opportunities besides encouraging them to be more independent and responsible for their own learning process. Warchaur and Healey (1998) provided some of the benefits of using digital technology in English language class, which are:

 1- Helping teachers to get students feedback through the multi model of English practicing.

2- Putting students in large groups for practicing skills.

3- Dividing class into small groups to work on specific projects.

4- Having variety in accessibility to the English resources both students and teachers.

Furthermore, many studies show that technology can have a positive effect on student attitudes towards learning, self- confidence, and self- esteem (Sivin – Kachala& Bialo, 2000). The most important opportunities provided by using digital technology for learners, are that technology change the role of student from passive language learner to be active language learner by giving them a chance to publish, share, and collaborate.

In the early mid-2000s, the rise of digital technology has widened the range of learning opportunities which promote the development of informal and personal strategies. According to Ito et al (2009), digital experiences with new media promote self- learning and remove the traditional boundaries. Another important factor is that the digital technology provides students with space to reflect on their practices and provides resources to support them in designing their learning. This may be traced back to that using technology in classrooms increases teachers' productivity as well as students' engagement in learning and create more opportunities for new

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ways of learning in the classroom which respond to the needs of students. Learners of any language can easily find a wealth of authentic audio and video to listen to. In this term Borra's and Lafay-ette (1994) point out that digitalized speech and video offering great control for the listeners and the technologies used for supporting meaning, such as L1 and L2 captions, glosses and explanatory notes, can improve the learner's immediate comprehension and acquisition.

The varieties of reading materials, available with the use of computer technology and internet can encourage EFL learners and open opportunities to read widely in a foreign language like English. This can be highly effective for developing vocabulary through wide reading and in mastering important structures in the target language. That is why it is argued that computers can promote extensive reading; build reading fluency and rate; develop intrinsic motivation for reading; and contribute to a coherent curriculum for student learning. It is clear that using digital technologies provides a variety of current reading materials compared to dated reading materials sourced from textbooks (Kasper:2000). Computer based reading instruction also allows for "increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts" (Case & Truscott, 1999: 362).

Jonassen (1999) defines technology-enhanced meaningful learning as active, authentic and cooperative. He mentions how using digital technologies helps and provides language learners with ample opportunities to use and practice the language in meaningful ways. That using these tools provides an easy and fast access to the use of current and authentic materials in the language being studied. Moreover, it stands as a motivator for the language learner to gain the language in an easy way. These authentic materials include: online newspapers, webcasts, podcasts, newsroom, video clips, etc...

Another motivating language learning opportunity that can be enhanced and developed by using digital technologies is teaching writing skill. The study provided by Cunningham (2000) concluded that his students found that his writing class was more productive when he used word processing software with his students. He surveyed 37 EFL students in his writing class to study the students' attitudes towards using computers in their writing. 88% of students indicated that they had improved their writing skills whilst using word processing. These the students indicated that using a word processor during the writing process helped them to concentrate on certain aspects of their writing, for example: grammar, vocabulary and the organization or structure of their text. Similar results were also reported by Kasper (2000) which highlight the useful role of the use of computer technology in developing writing skill of EFL learners.

Many researchers have pointed out the advantages of using digital technologies in language acquisition. Fox (1984) showed that unscrambling or rebuilding text activity in CALL could provide a considerable control of student learning. Yunan (2003), in her study, reveals that information aided with pictures and rich learning environment in multimedia instruction could

arouse the learners' attention. Zhao (2005) examined studies that researched the use of digital multimedia and language. He concluded that technology can be used to enhance language acquisition in the following ways: firstly, enhancing access efficiency through digital multimedia. Multimedia presentations (video, images, sound, and text) can create stronger memory links than text alone. In addition, digital technologies allow instant playbacks, which provide the learner with quick and easy access to different sections of instructional materials than when they are using a textbook. Secondly, enhance authenticity using video and the Internet. The Internet provides learners with access to authentic materials, like news and literature, while video can offer context-rich linguistic and culturally relevant materials to learners. Thirdly, enhance comprehensibility through learner control and multimedia annotations. Video materials online can be enhanced with full captions, key-word captions, and speech slowdown, allowing the reader to more easily digest the information. Digital reading materials can be hyperlinked to different media; which students can choose to help their comprehension of the material and fourth, providing meaningful and authentic communication opportunities. Students can engage in authentic types of communication through e-mail, chat rooms, and other digital means.

Nakata's (2008) study showed that the use of Low-First Method has positive effects on student's motivation. This result was revealed when the use of computers was compared to List and Card. The study included 226 secondary schools. The data were collected from a questionnaire, pretest, immediate and delayed posttest. The researcher concluded a few important points, first, the participants should be given time for rehearsals as the program was still new. Second, the teacher must help students understand how the program was designed to improve their vocabulary.

A more effective approach that appears to be useful in enhancing the EFL vocabulary repertoire is through benefiting from the latest technology available to many learners either at their homes or within the educational institutions. The recent field in computer-assisted language learning (CALL) can be helpful in enhancing EFL learners' vocabulary. This can be achieved through exposing EFL learners to computer-assisted vocabulary testing programs (Dunkel, 1991).

Al-Hammadi (2007), in her study, measured the effectiveness of multi-media software for developing some listening skills among EFL Saudi secondary school students. To achieve this purpose, three tools were used. Firstly, a list of listening skills was collected from literature to determine the necessary listening skills needed by third year Saudi secondary school students. Secondly, a pre/posttest was prepared and programmed to measure the effectiveness of the software in developing some listening skills. It was administered at the beginning and end of the experiment to measure students' listening skills. Thirdly, multi-media software was designed, programmed, and administered by the researcher for developing students' listening skills.

The results of her study showed: The software has proved to be effective in developing some listening skills among EFL secondary school students, superiority of students' performance in the

post-test measures is due to the effective use of multimedia annotations and the variety of activities that have been used, shy or inhibited students can be greatly benefited by individualization; student-centered learning. Computer can offer new opportunities for better language learning, this multimedia software supports the communicative language teaching approach in an interactive environment, and multimedia is a great treasure for teachers and students because it has exactly what you need, whether it is for an activity in class, an activity out of class, to practice a specific skill, or to develop a specific language topic.

A study carried out by Ming-Chia Lin and Tsuo-Lin Chiu (2005), on the impact of an online explicit lexical program on EFL vocabulary gains and listening comprehension, shows that the experiment group performed better in the lexical and listening post-tests but the control group did not. Significant relationships were found between the gains of lexical and listening abilities.

Robin (2007) claims that CALL applications can give the learners more control over speech and repetition of listening input. Also, he points out that through online practices, EFL learners can focus on the specific lexical gaps that they need to fill in their lexicons. He also states that EFL learner' abilities of mapping listening vocabulary onto contextual meanings, and interpreting meaning from complex sentences can be developed. This may enhance their listening comprehension. Moreover, he claims that with the access to digital technology, EFL learners can have more control of input speed, pause, and function, making lexical pushdown available.

Wood (2001) discussed the possibilities of new technologies to develop learners' lexical knowledge either to stimulate the deep processing of new words or to give learners opportunities to apply new words to various situations. He also pointed out the positive effects of using hypertext versus linear text in enhancing children's vocabulary learning. By applying certain computer-based activities, children are able to tap into prior knowledge, to create semantic webs, to experience a new word in various contexts, to be responsible for their own learning by selecting the links that satisfy their curiosity, or to have an access to online definitions, glossaries or dictionaries. The researcher is fascinated by most astonishing contributions of previous studies on his work. The reasons behind that, all the previously mentioned writers have thoroughly explored both theoretical and practical issues of integrating Internet into English classes and that is actually what the researcher is aiming at. Moreover, they have provided techniques and strategies to be considered as a starting point for those who are interested in that area.

It can be deduced from reviewing the literature that using digital technologies in EFL classroom provides students with ample active opportunities to achieve English language proficiency.

Statement of the Problem

It has been observed that Hail university EFL students still adhere to the old fashion of learning and instructors depend on the traditional methods which shaped their students' minds using chalk

across the board. Technology-enhanced learning is not fully explored to determine its potentials and possibilities for boosting Saudi EFL university students learning.

Moreover, the researcher had been an English language educator herself in one of Albaha University she observed that despite the expansion of universities, albaha University EFL classrooms are not wired with internet, and the EFL students do not take benefits from these tools in order to develop and improve their language. Based on this fact, Albaha University EFL students need to appreciate the benefits and the potentials of using digital technologies in their EFL learning in order to create ample active learning opportunities and enhance their language.

So, the present paper tries to investigate and shed light on the active learning opportunities that are provided by using digital technologies to Albaha university EFL students to encourage them to know and find the promises and impact of using these technologies in English language enhancement.

Objectives of the Study

The paper tends to investigate the impact of using digital technologies as tools sustaining and promoting students' overall language proficiency at Albaha University. Hence, the objectives of the paper can be briefly being summarized in the following points:

1- To inspect the impact of using digital technologies for promoting students overall English language proficiency.

2- To examine the role of digital technologies in endorsing EFL learners' motivation.

3- To enhance EFL students' collaboration and interactions in English classes.

4- To prepare students to be a part of the dynamic and ever changing world.

The importance of the study

The theoretical importance: reflected through the results this study of the field information on some methods that contributed to overcome problems.

The study is expected to contribute some comparative and informative data to research in using digital technologies in foreign language learning and the implications of the findings could be of paramount importance to the language planners, curriculum designers of English in order to pave ways for better teaching and learning of English language. The study is expected to reveal the effectiveness of using digital technologies in EFL classroom.

Procedural definition

1- Active learning:

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. Bonwell, C.C., and J. A. Eison (1991).

2-Opportunity:

Defined as an amount of time or a situation in which something can be done (Merriam-Webster's Learner's Dictionary).

Limitations of the Study

This study concentrates on university EFL students in one representative university in Saudi Arabia. The researcher should select one university (Albaha University), which represents the universities that implement digital technologies in EFL classroom.

The researcher will choose sixth level university EFL students because they are more likely to be mastering English language better than other levels and have ability to know their needs and suffice applications.

METHODS AND PROCEDDURES

The research adopted analytical and descriptive methods. A questionnaire was basically administrated to EFL students at Albaha University to obtain their responses regarding the active learning possibilities provided by digital technologies.

Participants

The population of this study is the EFL students' (Abaha University) which integrate technology in teaching English language. The sample of students chosen to conduct this study are eighth level university students and was selected from the English department. 43 copies of questionnaire were distributed, and the age of students ranged from 18 to 22. These classes are chosen because they are available and easy to be contacted. Moreover, in this stage or level the students have enough awareness of their needs and they have more stability.

Data Analysis

In this section, data analysis of the study is carried out. To do this, the researcher considers the instruments of applied study, which contain the description of the study's population and its sample, methods of data collection, reliability and validity of the study tool, and the statistical analysis. To achieve the objectives of the study and to answer the question of the research paper

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to obtain accurate results, Statistical Package for social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer programme (Excel) is also used.

a- Reliability: Reliability Test for the questions of the questionnaire by using:

Cronbach's Alpha: it was used to measure the internal stability of the phrases of the questionnaire.

Statistical Reliability and validity

Reliability coefficient= 2xr

$$\frac{}{1+r}$$

r = Person correlation coefficient.

b- Descriptive Statistics Methods: to describe the characters of the sample of the study using the following tools: -

(i) Frequency Distribution for the Phrases of the Questionnaire: to recognize the frequency distribution for the result of the sample.

(ii) The Weighted Mean: it is used to describe the opinions of the sample about the hypotheses of the study as it is one of the measures of central tendency.

(iii) Standard Deviation: it is used to measure the dispersion in the result to the arithmetic mean.

c- Chi square–Test: it used to test the significance of the stated hypotheses at the level 5% which means that if the value of (sig) is less than 5% the phrase would be positive & if the (sig) is greater than 5% the phrase would be negative results, and the value low than 0.60 s

The Study Tool

This study is based on the questionnaire as a key tool to obtain the data necessary for the subjects of the study. **Table (1)**

Item	Number	Percentages %
Questionnaires returned	235	94%
Questionnaires not returned	15	6%
Total	250	100%

Questionnaires Distributed & Returned (students' questionnaire)

Application of the Study's Tool

Likert Scale Pentathlon is used to measure the degree of potential responses. In the distribution of weight to the respondents" answer which is distributed from the top weight give (5) degrees and represents the answer (Absolutely agree) to its lower weight given (1) degree and represents the answer (Absolutely disagree) and in between three weights. The purpose for that is to allow respondents to choose the exact answer to the discretion of the respondents.

Table (2)

Approved degree	Relative weight	Percentage %	Statistical significant
Absolutely agree	5	Greater than 80%	Very high degree of approval
Agree	4	70- 80%	high degree of approval
No opinion	3	50-69%	Medium
Disagree	2	20-49%	Low approval
Absolutely disagree	1	Less than 20%	Nonexistent degree of approval

The degree to approve statistical Measure

To correct the measure used in the study, the researcher followed:

The total score of the scale is the sum of the individual scores of the phrases $(5 + 4 + 3 + 2 + 1) = 15 / 3 = 5$ which represents the center premise of the study and hence if the mean deviation of the phrase increases than center premise, it means that the respondents approve on the phrase.

Table (3) Scale of the study

Questionnaire	Cronbach's Alpha
students' Questionnaire	0.81

Cronbach's Test to Measure the Results of coefficient values

From the table above, the result of reliability tests that Cronbach's values for all phrases are greater than 60%. Dealing with these values the availability of a high degree of internal consistency for all phrases and the Cronbach's values is 0.81(students' questionnaire) which has high stability. So, we can say that the standards adopted by the study to measure the (students' questionnaire) has internal stability for their words, so we can rely on these answers to analyze the results.

Validity of the Tool
The validity of the virtual has been verified by presenting its paragraphs to a number of arbitrators who have a PhD degree in curriculum , teaching and educational evaluation, who counted (12)arbitrators to give their opinions and suggestions about the appropriation of the questionnaires' clauses to the desired target, The questionnaire consisted of (25) paragraphs (9)paragraphs were deleted. Based on the opinions of the arbitrators, that the questionnaire should be consist of (16) paragraphs in the final form.

Table (4)   Descriptive statistics for the Phrases

The Phrase	Standard Deviation	Average	Relative	Disagree of Approval	Arrangement
1/If I have an opportunity to use digital technologies inside my English class; I would use it all the time.	1.89	3.27	65.4%	Medium	16
2/Using digital technologies help me to acquire English easily.	0.874	4.34	86.8%	Very high	1
3/ Using digital technologies in EFL class help me to promote my communication easily.	0.934	4.31	86.2%	Very high	3
4/ I can more improve my interaction with my English language teacher via digital technologies.	0.803	4.28	85.6%	Very high	4
5/ Using digital technologies creates a more meaningful /effective English learning.	0.924	4.02	80.4%	Very high	13
6/ I can learn English in much greater depth through digital technologies rather than traditional method.	0.833	4.22	84.4%	Very high	6
7/ Using digital technologies increase my EFL motivation.	0.710	4.33	86.6%	Very high	2
8 /Using digital technologies make English learning more enjoyable.	0.969	4.02	80.4%	Very high	13
9 /Digital technologies help me to participate within English class.	0.973	4.15	83.0%	Very high	9
10/ Using digital technologies help me to freely interact inside English class.	0.975	4.12	82.4%	Very high	10
11/ Learning English by using digital tools is great	1.01	4.16	83.2%	Very high	8
12/ Using digital technologies will help me to understand English better	0.940	4.20	84.0%	Very high	7
13/ Using digital technologies will help me to get unlimited English resources.	0.885	4.26	85.2%	Very high	5
14/ Good digital literacy can enhance my English learning.	1.08	4.11	82.2%	Very high	11
15 /English teachers should adopt digital technologies as the main teaching tool.	1.34	3.85	77.0%	high	15
16/Digital technologies encourage me to participate in achieving English learning goals.	1.15	3.94	78.8%	high	14
Total	1.01	4.10	82%	Very high	

Table (5)   The Students' perceptions of using digital technologies in EFL classroom

No		Absolutely agree	Agree	No opinion	Disagree	Absolutely Disagree	Mean	STD	Relative %	Arrangement	Chi Squared
1	F	117	19	3	3	3	3.2	1.8	65.4	16	248.3
	%	49.8	8.1	1.3	1.3	93.6					
2	F	121	90	12	7	5	4.3	0.8	86.8	1	253.4
	%	51.5	38.3	5.1	3	2.1					
3	F	127	73	20	11	14	4.3	0.9	86.2	3	232.9
	%	24	31.1	8.5	4.7	1.7					
4	F	104	104	13	13	0	4.2	0.8	85.6	4	142.5
	%	44.3	44.5	5.5	5.5	0					
5	F	78	109	25	22	1	4.0	0.9	80.4	13	170.8
	%	33.2	46.4	10.6	9.4	0.4					
6	F	96	11	13	14	1	4.2	0.8	84.4	6	231
	%	40.9	47.2	5.5	6	0.4					
7	F	102	117	9	6	1	4.3	0.7	86.6	2	280.1
	%	43.4	49.5	3.8	2.6	0.4					
8	F	82	103	29	16	5	4.0	0.9	80.4	13	157.6
	%	34.9	43.8	3.8	2.6	0.4					
9	F	103	87	26	13	5	4.2	0.9	83.0	9	171
	%	43.8	37	11.5	5.5	2.1					
10	F	117	89	16	11	2	4.1	0.9	82.4	10	232.8
	%	49.8	37.9	6.8	4.7	0.9					
11	F	96	96	24	13	6	4.2	1.0	83.2	8	173.7
	%	47.2	34.5	11.5	5.5	1.3					
12	F	110	78	28	13	6	4.2	0.9	84.0	7	172.9
	%	46.8	2.33	11.9	5.5	2.6					
13	F	111	81	27	13	3	4.3	0.8	85.2	5	186.4
	%	47.2	34.5	11.5	5.5	1.3					
14	F	112	88	24	7	4	4.1	1.0	82.2	11	210.2
	%	47.7	37.4	2.10	3	1.7					
15	F	107	82	22	13	11	3.85	1.3	77.0	15	168.1
	%	45.5	34.9	9.4	5.5	9.7					
16	F	104	63	21	24	23	3.9	1.1	78.8	14	112.4
	%	44.3	26.8	8.9	10.2	9.8					
Total and STD							4.1	1.0	82.0		196.5

Students' responses to the statement (1) **If I have an opportunity to use digital technologies inside my English class**; I would use it all the time. The responses to this statement are high as the mean score for this item is 3.2 with the standard deviation of 1.8. This means that the students

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agree to a great extent on this item. The Chi – Squared value for this item is (248.3) which is greater than Tabular value (9.48). Thus, it indicates that there are significant differences between the averages of the phrase (3.27) and central premise of the study. In statement (2) **Using digital technologies helps me to acquire English** easily. The responses to this statement are high as the mean score for this item is 4.3 with the standard deviation of 0.8. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (253.4) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.34) and central premise of the study.

Regarding item (3) **Using digital technologies in EFL class helps me to promote my communication easily**. The responses to this statement are high as the mean score for this item is 4.3 with the standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (232.9) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.31) and central premise of the study. Concerning item (4) **I can improve my interaction more with my English language teacher via digital technologies**. The responses to this statement are high as the mean score for this item is 4.2 with the standard deviation of 0.8. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (142.5) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.28) and central premise of the study. As for item (5) **Using digital technologies creates a more meaningful /effective English learning**. The responses to this statement are high as the mean score for this item is 4.0 with the standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (170.8) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.02) and central premise of the study Statement (6) **I can learn English in much greater depth through digital technologies rather than traditional method.** The responses to this statement are high as the mean score for this item is 4.2 with the standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (231.02), which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.22) and central premise of the study (3) and in favor of very high degree of approvers on the phrase, which indicates the positive attitudes towards using digital technologies in English classroom. For item (7) **Using digital technologies increases my EFL motivation.** The responses to this statement are high as the mean score for this item is 4.1 with the standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (280.1) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.33) **and central premise of the study. In statement (8) Using** digital technologies makes English learning more

enjoyable. The responses to this statement are high as the mean score for this item is 4.2 with the standard

deviation of 1.0. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (157.6) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.02) and central premise of the study. Regarding item (9) **Digital technologies help me to participate within English class**. The responses to this statement are high as the mean score for this item is 4.2 with the standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (171.0) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.15) and central premise of the study Item (10) **Using digital technologies helps me to freely interact inside English class**. The responses to this statement are high as the mean score for this item is 4.3 with the standard deviation of 0.8. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (232.8) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.12) and central premise of the study Statement (11) **Learning English by using digital tools is great**. The responses to this statement are high as the mean score for this item is 4.1 with the standard deviation of 1.0. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase (173.7) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.16) and central premise of the study. Item (12) **Using digital technologies will help me to understand English better**. The responses to this statement are high as the mean score for this item is 3.85 with the standard deviation of 1.3. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (172.9) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.20) and central premise of the study (3) and in favor of very high degree of approvers on the phrase. Statement (13) **Using digital technologies will help me to get unlimited English resources**. The responses to this statement are high as the mean score for this item is 3.9 with the standard deviation of 1.1. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (186.4) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.26) and central premise of the study (3) and in favor of very high degree of approvers on the phrase.

The majority of the students' responses to this statement are high as the mean score for this item (14) **Good digital literacy can enhance my English learning** is 4.1 with the standard deviation of 1.0. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (210.2) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.11) and central premise of the study (3) and in favor very high degree of approvers on the phrase. The high responses to this item

(15) **English teacher should adopt digital technologies as the main teaching tool**; the mean score for this item is 3.5 with the standard deviation of 1.3. This means that the students agree to a great extent on this item. The Chi – Squared value this item is (168.1) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (3.85) and central premise of the study (3) and in favor of high degree of approvers on the phrase. Statement (16) **Digital technologies encourage me to participate in achieving English learning goals**; the responses are high as the mean score for this item is 3.9 with the standard deviation of 1.1. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (112.4) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (3.95) and central premise of the study (3) and in favor of high degree of approvers on the phrase.

The Chi – Squared value for total phrases (196.5) is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.10) and central premise of the study (3) and in favor of very high degree of approvers on the hypothesis that there are many active learning opportunities provided by digital technologies to Albaha University EFL students. The researcher concluded that the hypothesis of the study, which stipulates: (There are many active learning opportunities provided by digital technologies to Albaha University EFL students) is an acceptable hypothesis of all phrases.

RESULTS AND DISCUSSION

 Based on the results obtained from the statistical analysis of students' responses, it could be observed that digital technologies have tremendous learning possibilities for EFL students. Hence, many findings generated from the statistical analysis could provide persuasive answers to the research question: What are the active learning opportunities that digital technologies provide to Albaha EFL students? These potentials can be seen in many points:

1. Digital technologies enhance students' communication along with their teachers behind the confinement of the classroom time and space. 2. Students have a full control over their learning as they participate in the process of knowledge construction. 3. Students have the chance to improve their language skills by testing their own learning experiences through digital resources especially those based on the web. 4. Digital technologies while being used in English classes have a deeper impact in maximizing students' motivation and desires to learn English. 5. Using digital technologies gives students learning autonomy to practice English. 6. Teachers may create an active learning environment with the use of digital technologies.

CONCLUSION

The present paper has contained the findings obtained from the students' questionnaire, and it has discussed the findings of the data analyzed. The paper has particularly concluded that digital

technologies provided Albaha University EFL students with ample active opportunities. More importantly, the findings obtained have confirmed the hypothesis of the study that using digital technologies in Albaha University opens a wide learning opportunities to support students in designing meaningful EFL learning.

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