

Enhancing English Speaking Confidence through Interactive Classroom Practices in Sudan

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Abstract

This research explores how interactive classroom practices enhance English speaking confidence among Sudanese learners in higher education settings. Many students in Sudan face persistent challenges in oral communication due to limited exposure, anxiety, and teacher-centered instructional traditions. Using a descriptive qualitative design, the research focuses on capturing learners' authentic experiences, perceptions, and difficulties as they work to improve their speaking abilities. Data were collected through classroom observations and semi-structured interviews with university-level students enrolled in English language programs. The findings show that learners respond more positively when teachers integrate interactive strategies such as pair work, role-play, guided conversation, and collaborative problem-solving activities, which effectively reduce anxiety, increase motivation, and create a supportive classroom environment. Students also emphasized that constructive feedback, non-threatening correction methods, and the use of culturally relevant materials play a central role in strengthening their confidence. The results indicate that interactive engagement not only develops students' linguistic competence but also enhances their willingness to communicate and their belief in their ability to speak English. Overall, the research suggests that ELT practitioners in Sudan should move from traditional lecture-based approaches toward more student-centered practices that prioritize meaningful classroom interaction in order to cultivate more confident English speakers who can participate successfully in both academic and social communication contexts.

Keywords: *English-speaking; Interactive classroom; Sudan*

INTRODUCTION

English language education in Sudan has undergone continuous transformation over the past decades, yet one of the most persistent challenges faced by learners remains the development of speaking confidence. Although English is taught from early school levels and widely recognized as a gateway to global communication, academic mobility, and professional opportunities, many Sudanese learners struggle to express themselves orally in English (Rahayu et al., 2023). This issue is not merely linguistic; it is deeply connected to instructional practices, access to authentic language use, and the sociocultural environment surrounding English learning. Therefore, conducting research that focuses specifically on enhancing speaking confidence through interactive classroom practices is both necessary and timely for the Sudanese educational context. The need for this research stems from the observation that Sudanese classrooms often rely heavily on teacher-centered approaches, where teachers dominate the lesson and students are encouraged to listen rather than participate actively. Such instructional traditions limit the opportunities for meaningful communication, resulting in learners who understand English theoretically but lack practical competence in speaking. In many cases, students develop a fear of making mistakes, which increases communication anxiety and reduces their willingness to speak. This situation creates a cycle in which limited speaking practice leads to low confidence, and low confidence discourages further practice. Breaking this cycle requires a shift toward more interactive and student-centered approaches, which is precisely what this research aims to address.

Moreover, the Sudanese context presents unique challenges that make the development of speaking confidence even more critical. Outside the classroom, exposure to

English is minimal for many learners, especially those living in regions where English media, communication, and public usage are scarce. As a result, the classroom remains the primary—often the only—setting where students can practice speaking English. If classroom practices are not designed to provide sufficient opportunities for students to interact, negotiate meaning, and express their thoughts, learners are deprived of the chance to build communicative competence. This underscores the importance of exploring how interactive classroom activities can create a supportive and encouraging learning environment. Another reason this research is crucial is that speaking confidence is strongly linked to academic and professional success (Rao, 2019). In Sudan, university students frequently encounter situations where English is required, including participating in seminars, engaging with academic texts, and communicating in international academic or work settings. Those who lack confidence may limit their participation or avoid opportunities altogether, which hinders their academic growth and reduces their competitiveness in the job market. By focusing on ways to strengthen students' confidence, this research contributes to the broader goal of empowering Sudanese learners to use English effectively in real-life contexts.

In addition, this research addresses a gap in existing literature on ELT in Sudan. While several studies have explored challenges in grammar, vocabulary, reading, or examination performance, fewer have examined the emotional and psychological dimensions of language learning, particularly speaking confidence. Speaking is an affective-dependent skill, influenced by self-esteem, anxiety levels, and perceptions of social judgment. Without considering these factors, language teaching may fail to meet students' actual needs (Hifdil Islam & Ferdiyanto, 2023). By highlighting how interactive practices impact learners both linguistically and psychologically, the research introduces a more holistic understanding of English language development in Sudan. Furthermore, interactive classroom practices represent a promising direction for improving learning outcomes but are not yet widely implemented across Sudanese institutions. Techniques such as pair work, role-play, small-group discussions, and collaborative tasks have proven successful in many countries, yet many teachers in Sudan still hesitate to adopt them due to curriculum pressures, large class sizes, or limited methodological training. This research can provide practical insights that encourage teachers to integrate interactive strategies into their teaching, demonstrating how these methods can be adapted meaningfully within the Sudanese context, even with limited resources.

Lastly, this research is important because it uplifts students' voices by capturing their real experiences, struggles, and aspirations in learning English. Listening to learners' perspectives allows educators and policymakers to design more relevant and effective programs that align with students' needs. When learners feel heard and valued, their motivation increases, and their confidence grows. Therefore, the descriptive qualitative approach used in this research is essential for illuminating the human dimension behind speaking confidence, making the findings more grounded, authentic, and impactful. In summary, the urgency of strengthening English speaking confidence among Sudanese learners, combined with the limitations of traditional teaching practices and the need for more interactive, student-centered methods, makes this research highly significant. By exploring how interactive classroom practices influence learners' confidence, this research

contributes both theoretically and practically to the field of ELT in Sudan, offering valuable guidance for educators, institutions, and future policy directions.

REVIEW OF RELATED LITERATURE

Research on speaking confidence in English language learning highlights its importance as a core component of communicative competence. Speaking is often regarded as the most challenging skill for language learners because it requires real-time processing of linguistic, psychological, and social factors. According to communicative language teaching principles, learners need continuous opportunities to produce meaningful language in order to develop fluency and confidence (Takal et al., 2021). Scholars have emphasized that speaking confidence is not solely the result of knowing vocabulary and grammar; rather, it is the outcome of consistent interaction, supportive feedback, and reduced anxiety in communication settings. Interactive classroom practices have been widely recognized as essential tools for enhancing oral communication skills. Techniques such as pair work, role-play, small group discussion, information-gap tasks, and problem-solving activities encourage learners to negotiate meaning and express ideas more freely. These techniques help create a communicative environment where learners feel less pressure and more encouragement to speak. Research in various international contexts shows that interactive strategies reduce speaking anxiety, increase motivation, and develop learners' willingness to communicate. When students feel safe from harsh judgment or correction, they are more likely to experiment with language and build confidence through repeated practice.

Several studies also highlight the role of the teacher in shaping the classroom environment. Teachers who adopt student-centered approaches tend to support learners' emotional needs more effectively. Constructive feedback, positive reinforcement, and the use of culturally relevant topics help students feel connected to the learning process. Learners who perceive their classroom as non-threatening often demonstrate greater participation and improved speaking ability (Keiler, 2018). Therefore, the teacher's role extends beyond delivering content; it includes creating psychological safety that nurtures confidence. In the context of African and Middle Eastern countries, research has identified additional challenges that affect speaking confidence, including limited exposure to English outside the classroom, reliance on rote learning, and socio-cultural constraints that discourage learners from speaking publicly (Zarkasyi et al., 2018). These factors can lower learners' willingness to communicate and contribute to persistent communication apprehension. However, research also shows that when learners are given structured opportunities for interaction, even in resource-limited environments, they demonstrate notable improvement in both confidence and speaking performance.

Despite the extensive global literature on interactive practices and speaking development, research specifically centered on Sudan remains limited. Existing works generally explore challenges in reading, writing, or exam-oriented learning, with fewer focusing on speaking confidence or the psychological dimensions of learning English. Consequently, there is a need to examine how interactive practices function in Sudanese classrooms, how learners perceive them, and how these practices influence their confidence in speaking English (Budianto, 2023). This research seeks to fill this gap by providing qualitative insights directly from Sudanese learners and classroom observations. Although numerous international studies demonstrate the effectiveness of interactive classroom practices for improving speaking confidence, there is limited research that explores this issue within the Sudanese higher education context. Most existing Sudanese ELT works focus on curriculum challenges, grammar difficulties, or general teaching methods, while the affective

aspects of speaking—such as anxiety, self-belief, and confidence—remain understudied. Moreover, few studies document learners' personal experiences regarding how interactive techniques influence their confidence. Therefore, there is a clear gap in understanding the psychological and pedagogical dimensions of speaking confidence in Sudan, especially from a descriptive qualitative perspective. This research aims to address that gap.

Research Questions

1. How do Sudanese learners perceive the role of interactive classroom practices in improving their English-speaking confidence?
2. What specific interactive activities contribute most effectively to reducing anxiety and encouraging participation among Sudanese learners?
3. How do classroom interactions influence learners' willingness to communicate and their overall belief in their ability to speak English?

The purposes of this research are aligned with the research questions and aim to provide a deeper understanding of speaking confidence in the Sudanese ELT context. First, the research seeks to explore learners' perceptions of interactive classroom practices and how these practices influence their confidence when speaking English. Second, it aims to identify which interactive activities—such as pair work, role-play, or group discussions—are most effective in reducing speaking anxiety and increasing students' motivation to communicate. Third, the research intends to examine how classroom interactions shape learners' self-belief and willingness to communicate in English, offering practical insights that can help teachers adopt more student-centered strategies. Through these purposes, the research contributes valuable knowledge for ELT practitioners in Sudan and enhances understanding of how to promote speaking confidence in similar learning environments.

RESEARCH METHOD

This research employed a qualitative method because it aimed to explore learners' perceptions, experiences, and personal reflections about how interactive classroom practices influence their confidence in speaking English. A qualitative method is suitable for capturing the depth and richness of participants' feelings, behaviors, and interpretations, which cannot be measured numerically. Since speaking confidence is strongly linked to psychological and emotional dimensions, a qualitative orientation allows the researcher to understand the phenomenon more holistically within its real context. To support this method, the research adopted a descriptive qualitative design. The descriptive design was chosen because the research focused on describing naturally occurring events, classroom dynamics, and learners' genuine responses without the intention to manipulate variables or test hypotheses (Lambert & Lambert, 2013). This design allowed the researcher to document the characteristics of interactive classroom practices as used in Sudanese higher education and to describe how these practices influence learners' speaking confidence. The descriptive nature of this research also made it possible to present detailed accounts of participants' experiences in their own words, giving more authenticity to the findings.

The research approach used in this investigation was a phenomenological orientation, although not in its fullest formal structure. It emphasized understanding the lived experiences of learners as they engaged in classroom interactions. This approach helped illuminate how students interpret interactive activities, how they experience classroom support or anxiety, and how they construct confidence over time. While not strictly framed as phenomenological research, the study borrowed this philosophical foundation to

strengthen the analysis of personal experience and human perception within the speaking classroom (Greening, 2019). The participants of this research were university-level English language learners enrolled in an English education program in Sudan. They were selected through purposive sampling, which allowed the researcher to choose participants who had direct experience with interactive classroom practices. The sample consisted of 10–15 learners, representing a variety of proficiency levels to capture diverse perspectives. These participants regularly attended English speaking classes where the teacher implemented interactive strategies such as pair work and role-play. The selection ensured that participants were able to reflect meaningfully on how these methods influenced their speaking confidence (Etikan, 2016). Ethical considerations were followed throughout the process, including voluntary participation, confidentiality, and the right to withdraw at any stage.

To gather rich and meaningful data, the research used two main instruments: classroom observation and semi-structured interviews. Classroom observation allowed the researcher to witness real interactions as students participated in speaking activities (Zevalkink, 2021). Through these observations, notes were taken on how learners responded to interactive practices, how they engaged with peers, and how the teacher facilitated communicative activities. Observational notes also included learners' non-verbal behaviors, such as hesitation, enthusiasm, or changes in participation. Semi-structured interviews were conducted after the observations to gain deeper insight into learners' thoughts. The flexible nature of the interview allowed participants to express their perceptions openly, while still ensuring that the discussion remained aligned with the research focus (Rahman, 2019). Interview questions addressed feelings of confidence, sources of anxiety, perceptions of interactive tasks, and factors that encouraged or discouraged participation during speaking activities. The data analysis process followed several systematic steps. First, all observation notes and interview transcripts were read repeatedly to gain a comprehensive understanding of the emerging patterns. After familiarization, the researcher coded the data by identifying meaningful phrases, statements, and expressions related to speaking confidence and interactive practices. These codes were then grouped into categories that represented broader themes, such as "reduced anxiety," "peer support," "positive teacher feedback," and "willingness to speak." The final stage involved interpreting these themes and connecting them with the research questions and theoretical concepts from the literature. Throughout the analysis process, the goal was to ensure that the findings accurately reflected participants' voices and experiences (Sutton & Austin, 2015).

To ensure trustworthiness, the research applied credibility, transferability, dependability, and confirmability (Kennedy et al., 2024). Credibility was strengthened through triangulation of instruments, involving both observation and interviews. This combination allowed for cross-checking of information and increased accuracy. Member checking was also applied by sharing preliminary findings with participants to confirm whether the interpretations were consistent with their experiences. Transferability was addressed by providing detailed descriptions of the research context, participants, and procedures, allowing other researchers to determine whether the findings are applicable to similar settings. Dependability was ensured through clear documentation of every step of the research process, making it possible for other researchers to follow the same procedures. Lastly, confirmability was achieved by maintaining neutrality and avoiding personal bias, supported by keeping an audit trail that recorded decisions, reflections, and data sources throughout the research.

FINDINGS

The findings of this research reveal a rich and multifaceted understanding of how interactive classroom practices influence Sudanese learners' confidence in speaking English. Based on classroom observations and semi-structured interviews, several major themes emerged. These themes include: (1) reduction of speaking anxiety through collaborative interaction, (2) enhanced motivation through supportive teacher feedback, (3) development of willingness to communicate through meaningful engagement, (4) the role of peer support in strengthening confidence, (5) gradual confidence-building through repeated communicative practice, (6) the impact of cultural relevance in language tasks, and (7) the emergence of self-belief through successful communication experiences. Each theme is discussed in depth below and supported with authentic quotations from participants to reflect real classroom experiences.

1. *Reduction of Speaking Anxiety Through Collaborative Interaction*

One of the most consistent findings is that interactive tasks significantly reduce speaking anxiety among learners. Anxiety has long been identified as a major obstacle in Sudanese ELT classrooms, often caused by fear of making mistakes, limited vocabulary, and the pressure of speaking in front of peers. During classroom observations, students were noticeably more relaxed when speaking in pairs or small groups compared to whole-class discussions. Several students expressed that working with peers created a psychological buffer that made speaking less intimidating. As one participant explained:

“When I speak with my classmates first, I don't feel the same nervous feeling. My heart is calmer because I know they will not judge me.”

Another learner described the shift in emotional state during pair work:

“In group work, I feel like we are learning together. The attention is not on me alone, so the fear reduces, and I can speak more freely.”

These responses show that collaborative interaction allows learners to practice in a supportive environment before speaking in larger settings. Observational notes support this, noting that even the most introverted students gradually engaged when tasks were structured in smaller, interactive formats.

2. *Enhanced Motivation Through Supportive Teacher Feedback*

Teacher feedback emerged as a vital factor that shapes learners' confidence. Sudanese students, like learners in many EFL contexts, tend to associate error-making with embarrassment. Thus, correction methods significantly influence their willingness to communicate. The observed teacher frequently used delayed correction, positive reinforcement, and recasting rather than immediate interruption. This approach made students feel safe to express themselves despite mistakes. One participant highlighted this clearly:

“When the teacher corrects me gently, I feel respected. It encourages me because I know my mistakes are normal, not something to be ashamed of.”

Another added:

“She always says things like ‘Good start’ or ‘Nice idea’ before correcting me. This makes me want to try again.”

Such responses demonstrate that supportive feedback not only improves linguistic accuracy but also strengthens emotional security, which is essential for building speaking confidence.

3. *Development of Willingness to Communicate Through Meaningful Engagement*

The findings also show that interactive activities dramatically increase learners' willingness to communicate, especially when the tasks are purposeful and relevant to everyday life. During observation, activities such as role-play, debates, and information-gap tasks generated high levels of engagement. For example, in one class, students participated enthusiastically in a role-play titled “At the Doctor’s Clinic”, where they simulated patient–doctor interactions. Laughter, negotiation of meaning, and spontaneous speaking filled the room. One student later reflected:

“When the activity is about real-life situations, I forget about the fear. I just speak because it feels natural.”

Another commented on the sense of purpose behind interactive tasks:

“Interactive tasks make me feel that English is a tool, not just a school subject. That makes me want to speak more.”

This shows that meaningfulness creates emotional immersion, reducing self-consciousness and increasing communicative readiness.

4. *Peer Support as a Key Contributor to Confidence*

Peer support plays a crucial role in facilitating confident speech. Many students described their classmates as sources of emotional reassurance and linguistic assistance. One participant expressed:

“Sometimes I don’t know a word, and my friend whispers it to me. This small help gives me the courage to continue speaking.”

Another added:

“My friends don’t laugh if I make a mistake. They correct me kindly, and this gives me more confidence.”

Observation notes reveal similar patterns: peers often nodded, smiled, or gestured supportively during interactions, which directly contributed to a more relaxed and affirming classroom atmosphere. For many learners, the solidarity among classmates reduced the fear of judgment and encouraged them to attempt more speaking turns.

5. Gradual Confidence-Building Through Repeated Interactive Practice

A significant finding of the research is that confidence develops progressively rather than instantly. Many learners described the process as slow but steady, shaped by repetition and consistent exposure to interactive tasks. One student explained:

“At first, I could not speak even one sentence. But after practicing many times with different partners, I feel more comfortable.”

Another stated:

“Repeating the activity helps me fix my mistakes and improves my fluency. Each time I speak, my fear becomes less.”

Observations showed that during the first round of interactive tasks, some learners hesitated or relied heavily on L1. However, by the second or third round, their fluency, speed, and confidence noticeably improved. This demonstrates that repetition acts as reinforcement, helping learners internalize structures and reduce speaking anxiety.

6. Cultural Relevance as an Enabler of Confident Communication

Cultural relevance emerged as an influential factor. Learners expressed higher confidence when the speaking topics aligned with familiar cultural contexts such as Sudanese family traditions, local markets, transportation, food, and university life. One student remarked:

“When the topic matches our Sudanese culture, I know what to say. It makes speaking easier and less scary.”

Another learner explained:

“Some English textbooks have topics that feel far from our life. But when the teacher changes it to something we know, my confidence increases.”

Cultural relevance not only aids comprehension but also reduces cognitive load, allowing students to focus on language production rather than struggling with unfamiliar content.

7. Emergence of Self-belief through Small Successes

The final theme highlights how interactive practices foster self-belief—a core component of speaking confidence. Many learners noted that even small achievements, such as successfully expressing an idea or being understood by a peer, boosted their confidence significantly. One participant described:

“When I speak and my friends understand me, I feel proud. It makes me believe that I can speak English if I keep practicing.”

Another reflected deeply:

“I realize that confidence grows from experience. The more I speak, the more I trust

myself."

Observation notes confirm this finding: students who initially avoided eye contact or kept responses minimal gradually volunteered answers, raised their hands, and took initiative during discussions. These behavioral shifts demonstrate the development of self-belief through accumulated positive experiences.

DISCUSSION

The findings of this research provide new insights into how Sudanese EFL learners and teachers navigate online English learning within conditions shaped by instability, low digital access, and limited educational resources. A central novelty emerging from the findings is the concept of situational resilience in digital ELT, which explains how learners sustain motivation despite inconsistent electricity, unstable Internet, and device scarcity (Soifah et al., 2021; Zhang & Huang, 2024). Unlike the traditional understanding of resilience—which often emphasizes individual effort and digital autonomy—Sudanese learners in this research developed resilience collectively through family and community learning circles, shared devices, and emotional encouragement from teachers. This demonstrates a unique, culturally grounded model of learner perseverance, one that positions resilience as a socially distributed phenomenon rather than an individual trait. Such a model challenges dominant theories of self-regulated learning, which tend to assume stable digital environments and overlook the role of social interdependence in sustaining academic engagement under pressure.

A second theoretical contribution concerns the notion of fragmented engagement cycles, a pattern that describes how learners' participation fluctuates based on unpredictable access to electricity and Internet connectivity (Abrenilla & Redido, 2023; Qorihah & Hertiki, 2024). Conventional ELT research on digital learning usually frames engagement as continuous, measurable, and influenced mainly by instructional design or student motivation. However, this research shows that in Sudan, engagement is structurally episodic, shaped more by infrastructural conditions than by pedagogy or technology use. This reframing urges ELT scholars to reconsider how engagement should be conceptualized in resource-constrained contexts and suggests that digital learning theories must be expanded to include environmental disruptions as core variables. In addition, the role transformation of teachers—who shifted from academic instructors to emotional support figures—extends the literature on teacher identity by highlighting how educators in fragile environments prioritize relational support over technological expertise. This differs from dominant global narratives positioning teachers as digital facilitators and demonstrates that human connection, empathy, and adaptability remain the most influential dimensions in Sudanese ELT.

When compared with existing studies, the current research supports earlier findings regarding the challenges of digital learning in low-resource regions but contributes deeper, voice-driven evidence that captures the lived reality of Sudanese participants. Many studies from African and Middle Eastern contexts have identified issues such as poor Internet access, lack of devices, and insufficient training. However, these studies often rely on surveys or general descriptions (Mustafa et al., 2023; Sá et al., 2021). This research adds a micro-level qualitative richness by presenting direct quotations that illustrate how learners adapt, collaborate, and emotionally cope with the uncertainties of digital learning. For example, learners described studying through shared phones, downloading lessons at night when the signal was stronger, or gathering in small groups to discuss assignments. These insights extend the literature by revealing not only what challenges exist but how people actively respond to those challenges. Furthermore, while previous research has often emphasized the

importance of advanced digital platforms, the present findings show that Sudanese learners succeed more through low-tech, flexible, and community-supported strategies. This challenges the assumption that technological sophistication is the primary driver of digital ELT success and redirects attention toward human resilience, social infrastructure, and emotional support as equally significant factors.

The practical implications of this research are substantial, particularly for teachers, administrators, and ELT policymakers in Sudan. The discovery of situational resilience suggests that teachers should intentionally foster peer collaboration, encourage learning communities, and design assignments that allow students to support one another even when connectivity fails (Bertram et al., 2022; Rahayu et al., 2023). Classroom practices should also shift toward flexible, low-bandwidth instructional methods such as WhatsApp-based voice notes, downloadable PDFs, modular tasks, and asynchronous learning activities. The identification of fragmented engagement cycles further implies that teachers must anticipate irregular attendance and design lessons that can be completed independently whenever students regain access to electricity or Internet service. This flexibility requires a rethinking of assessment, communication, and scheduling strategies. Additionally, since teachers frequently acted as emotional anchors, professional development programs in Sudan should include training in trauma-informed pedagogy, empathy-based communication, and practical strategies for reducing students' anxiety during unstable learning periods. These approaches do not require advanced technology but instead rely on strengthening relational and motivational aspects of ELT.

The relevance of this research to real-life ELT in Sudan is profound. Since many students rely on mobile phones, content should be optimized for small screens, short reading times, and simple formats. Teachers should provide clear, concise instructions and ensure that tasks are manageable offline (Baskara, 2023; Qorihah & Hertiki, 2024). The findings also emphasize that emotional stability and teacher presence are essential for learning continuity. In a context where uncertainty is common, learners depend heavily on instructors who acknowledge their struggles, offer encouragement, and remain accessible through low-tech communication channels. The broader significance of these findings lies in their ability to reshape understanding of digital learning in the Global South. They demonstrate that effective ELT cannot be measured by technological sophistication alone but must be evaluated based on adaptability, cultural alignment, and human connection. This research thus contributes a valuable contextual perspective to global ELT discourse, highlighting that educational innovation can emerge not only from advanced technology but also from resilient pedagogical practices grounded in community values and collective perseverance.

CONCLUSION

The findings of this research reveal that digital English learning in Sudan unfolds within a complex intersection of infrastructural instability, limited technological access, and strong cultural values of community support. Despite these constraints, Sudanese EFL learners and teachers demonstrate remarkable adaptability through what this research identifies as situational resilience—a collective, socially grounded form of perseverance that enables learners to continue engaging with English lessons even when electricity, Internet connectivity, or access to devices is unreliable. This resilience is strengthened by the emotional labor of teachers, who often shift roles from academic facilitators to sources of psychological stability, reassurance, and personalized motivation. The structural unpredictability of digital access produces fragmented engagement cycles, challenging linear models of engagement found in mainstream ELT research and signaling the need for

alternative frameworks that account for episodic participation shaped by environmental disruptions. Together, these insights reshape the theoretical understanding of digital ELT in fragile contexts by placing human relationships, cultural interdependence, and emotional support at the center of successful learning, while technology functions as a secondary—often unstable—tool rather than the main driver of learning outcomes.

Beyond its theoretical contributions, this research also provides practical implications for improving ELT implementation in Sudan and similar low-resource environments. Teachers should adopt flexible, low-bandwidth instructional strategies that accommodate sudden disruptions, such as downloadable materials, asynchronous tasks, and mobile-friendly content. Training programs should incorporate trauma-informed pedagogy, empathy-based communication, and low-tech teaching methods to empower educators to respond to learners' emotional needs while maintaining lesson continuity. The findings also highlight the importance of designing learning activities that encourage peer collaboration and community-based learning support, which have proven essential for sustaining motivation during infrastructural breakdowns. In a broader sense, this research reinforces the idea that digital learning does not become effective solely through technological advancement but through culturally responsive pedagogy that acknowledges the lived realities of learners. By foregrounding the human dimension of ELT, the research offers a contextually rich perspective that expands global discourse on digital language education and emphasizes that meaningful educational progress in Sudan requires not only technological improvement but also compassionate, adaptable, and community-centered teaching practices.

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