

SUDAN UNIVERSITY OF SCIENCE AND TECNOLOGY

COLLEGE OF GRADUATE STUDIES

THE ROLE OF NEW TECHNOLOGY IN ENHANCING

ENGLISH LANGUAGE LEARNING

**دور التقنية الجديدة في تطوير تعلم اللغة
الانجليزية**

A RESEARCH

**SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF M.A. IN
ENGLISH LANGUAGE**

SUBMITTED BY: - ABDALLA HASSAN HAMED

SUPERVISED BY: - Dr. MOHAMMED ALTAYEIB

Dedication

This work is dedicated to:-

- To my family who missed me too much during the courses of this study.
- Those who work a lot to find out new fields to promote their societies.
- Those who always try to settle and solve the linguistics problems and difficulties concerning languages.

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And lastly to with those whom I discussed the idea; colleagues and students of both Sudan and Nilein universities, whose academic help is highly appreciated by me.

Abstract

This study aimed to explore the technology' challenges to the educational field and present exciting opportunities. However, it is sad to observe the downward trend of English Language proficiency among graduate students of Sudanese universities. The research carried out through both questionnaires and interviews. The study finds out: - the important of availability of new technology in classrooms, the need for technology's training courses, partners of education should pay more on learning process, authentic language materials correct, promote, and purify languages standard. Lastly, the study recommends: - technology should be part of classrooms facilities. Partners of education should accept combining technology with learning process and technology devices should replace old mediums of teaching to save time and energy.

المستخلص

هدفت الدراسة الي اظهار تحديات التكنولوجيا لحقل التعليم وفرصها المدهشة له. ولكن من المؤسف نجد ان هناك ترديء كبير في اتقان اللغة الانجليزية للعديد من خريجي الجامعات السودانية . وقد اجري البحث من خلال المقابلات والاستبيانات . خرجت الدراسة بالنتائج :- اهمية وجود الاجهزة التكنولوجية داخل قاعات الدراسة , الحاجة الماسة للتدريب علي الاجهزة التكنولوجية. علي الشركاء في العملية التعليمية زيادة الصرف علي التعليم . وان المواد اللغوية الاصلية تصحح وتطور وتحسن من مستويات اللغة الانجليزية وختاما اوصت الدراسة بانه يجب توفير الاجهزة التكنولوجية في قاعات الدروس. و علي الشركاء في العملية التعليمية قبول مبداء ادخال التكنولوجيا في العملية التعليمية واحلال اجهزة التكنولوجيا لوسائل التعليم القديمة لكسب الوقت والطاقة .

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DEFINITIONS OF TERMS

ICT: Information and Communication Technology

IT: Information Technology

CPU: Central Process Unit

PC: Personal Computer

CALL: Computer Assisted Language Learning

EFL: English as Foreign Language

MPCs: Multimedia Personal Computers

HLT: Human Language Technologies

NLP: Natural Language Process

DVD: Digital Video Disc

Chapter one

Introduction

Chapter One

Introduction

1-1.Background

We live in a world of constant emergence of new technologies that challenge the field of education while at the same time present exciting opportunities.

Technology has much to offer languages not only through opportunities of large- scale data but the availability, mobility, the easy and vast learning of using the technology. Learning languages benefited a lot of using technology through strategic educational technologies.

English is a vital language due to its uses, which classified it as one of the important languages in the globe. Sudan is one of the former British colonial countries in Africa. English language was adopted for a long time as the official language as well as educational

means (medium) for some time. Indeed, it is recognized as the language of instruction in some educational institutions and universities up to date.

Sudanese educational institutions were recognized the use of technology sometimes ago. Although technology is old in operations, the promotion through specific activities is still not functioning well. Another worrying thing is that new technology did not manage the positive environment attributed to the Sudanese community (university students).

However, it is sad to observe that in recent times, there is a downward trend of English Language proficiency among Sudanese university graduate students. This unfortunate situation explains the need to examine and find out the possibility of benefiting use of new technology to promote English Language competence among Sudanese communities at large. Through this study, the researcher would like to investigate how much new technology can contribute in promoting English learning process at universities.

1-2. Statement of the Problem

English language is well-recognized in different aspects of life in Sudan. It is important to note that the new technology that is involved in English learning does not operate and function in an excellent manner. The results of promotion of English standard and sufficient skills of learning are lacked behind.

Sudan enjoys a suitable environment of education. It appears in sufficient numbers of formal educational institutions that are instructed in English (schools-universities- others). Recently, all capital states endorsed at least one university or collage. The result is the huge numbers of university graduates in different fields.

Most of these graduates either studied English as a major subject or as a required subject, but the output of communication in English is very poor. The poor of English proficiency may attribute to discouragement or lack of using technology in learning English language process.

The primary aim of this study is to encourage the use of technology in English teaching. It is expected to serve as a reference document for using technology in educational profile.

It will also assist in policy formulation, planning and implementation of new technology in teaching and learning. In addition, it will contribute in enhancing online and distance studies.

1-3. Objectives of the Study

The study has these following objectives:-

- 1- To promote the poor English and proficiency standard among university students.
- 2- To encourage the huge numbers of graduates to communicate in English language inside universities and future business premises.
- 3- To investigate the use of technology in learning programs in institutes?
- 4- To explain the benefit of using technology that supports the positive attitude of the Sudanese Society towards English.

1-4. Questions of the Study

There are different questions which arise when dealing with the uses of new technology in English learning process:-

- 1- To what extent do institutes adopt new technology in English learning programs?
- 2- To what extent do universities provide technology devices for learning and teaching courses?
- 3- To what extent do teachers use new technology in teaching English?
- 4- What are the factors behind low proficiency of English among students?

1-5. Hypotheses of the Study

Based on the questions of the study, the researcher hypothesizes that:-

- 1- The use of technology in teaching English courses is rare.
- 2- The allocation of technology devices in institutes is limited.
- 3- Complexity and advancement of new technology obstructed its use in learning process.
- 4 - Negligence and disinterests of the graduates in dealing with technology affect enhancing proficiency of English.

1-6. Significance of the Study

The primary significance of this study is to encourage the use of technology in English teaching. It is expected to serve as a reference document for using technology in educational profile.

It will also assist in policy formulation, planning and implementation of new technology in teaching and learning. In addition, it will contribute in enhancing online and distance studies.

This study may revive and promote the regulatory and monitoring bodies in evaluating both the performance and accuracy of English in society in general and educational institutes in particular. The study also can serve as a common basis for further researches to investigate other aspects of enhancing means and tools in using other digital technology.

1-7. Methodology

The research aims to find out the role of new technology in enhancing learning English (EFL or ESL) in Sudanese universities. Varieties of graduates have taken Khartoum as residence place where they run their businesses. The researcher will use both the quantitative and qualitative approaches to promote the quality and quantity of the study.

A size of about 150 persons will represent the population of graduates' universities. The sample size will be subject to questionnaires for the graduates and interviews with teachers of English departments as tools methods.

1-8. Limits of the Study

This study focuses on using new technology, specifically the computer device.

Since the study would become an academic material that could be used by the concerned academic institutions, the study will investigate the situation of university graduates from 2010 to 2015 as a case study.

Two of the universities that use English as instruction language and Faculty requirements; namely Sudan University and Nilein University, will be considered.

Chapter two

Literature Review

Chapter Two

Literature Review

2-1. Introduction

In this chapter, the researcher previews the work or relevant studies that examine the use of technology in learning process. He discusses the history role of new technology in enhancing English performance of the universities students. Also he investigates the

kinds of new technologies and ways of enhancing English .Then he further examines the results of opportunities provided by new technology in learning English language.

2-2. New technology

Technology based on its uses; below we considered many types of definitions.

[Oxford Advanced Learner's Dictionary](#) defined technology as “scientific knowledge used in practical ways in industry; for example in designing new machines”.

The web site Useoftechnology.com defined technology as a body of knowledge devoted to creating tools, processing actions and extracting of materials.

Merriam-Webster says technology is: “Application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive”.

According to the Dictionary of Sociology | 1998 | GORDON MARSHALL defined the New technology as “any set of productive techniques which offers a significant improvement (whether measured in terms of increased output or savings in costs) over the established [technology](#) for a given process in a specific historical context”.

2-3. Types of the new technologies

Karehka Ramey. Use of technology. Google .web. Nov 2012.6 May 2015)¹ new technology have played important role on the way

we live and work. It will be argued that the integration of new technologies into language learning is very necessary step. The huge number of technologies ensured the acquisition of different kinds of language skills and competencies. The most famous devices of the concern which are used in teaching process are:-

- Use of computers in the classroom: using computer in classroom changed the way the look and the way they function. There are both desktop computers and portable computers commonly known as laptops. Also there are some new computer related gadgets like the I Pad or Galaxy tablet. These computers can be used by teachers to assign work to students and study groups in a classroom. Also teachers can [use computers](#) to illustrate visual related subjects which help students to learn easily.

- Creating class websites and blogs: It is very easy to create a website or blog using Word Press or any other content management software, so students will find all academic assignments via that blog. It is very easy to manage and post data to a blog, because they have simple programs for that purpose.

C. Use of digital microphones in the classroom: teachers can opt to these wireless digital microphones due to the big halls or classroom of big number of students. These digital microphones are not expensive so even a small income generating school can manage to buy a wireless microphone for every classroom. These kinds of devices can help students ask clarification questions to their teachers in class. Also they will help students during the classroom debate.

- Use of mobile devices: Teachers and students can use smart-phones for academic purposes in the classroom. Mobile learning is

becoming so popular for many reasons, it is accessible from anywhere, and mobile phones are very light and have the same application as PC. To access course materials and also to post questions about specific subjects can be done in the classroom or outside the classroom.

- Use of smart interactive Whiteboards: teachers can display visual images on these white boards which improve the learning process. Learning is more easily with visual images. Also white board can be used to draw, write or manipulate images
- Use of online media: Distance and online learning are considered as solution to those who are not interested in the classroom studies.

2-4. Technologies in Classrooms

Vanessa Carter. Different types of classroom technology. (chapter8/lesson 14.google.web. 5 May 2015)² .The most available devices that are used in learning process considered as simple and easy use devices. These devices are the more accessed to students

and institutes for the simplicity and less expensive devices. This makes such kinds of technology very important for teachers and students as well to stay ahead .When it comes to technology and its use in the classroom usually different aspects should be under focus. Technology can add excitement to lessons, the issue of the objective of using technologies in learning process. It paved the way to avoid paper and pencil lessons. Dawn is some of simple handy devices that will take lessons in learning to good level.

2-4-1.Computer

Computer is the most functional and necessary piece of technology in today's classroom. Computer not only helps with presenting lessons. The computer services are the main connector to all of other technology. Computer also allows students to use and practice important skills such as reading programs.

Since the study will focus on the use of computer and its accessories in the classroom. In this section, it is very important to shed light and identify what is computer as well as its role in different issues of the concern.



The computer is defined by (GCF LreanFree.org)³ as “(A computer is) an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data. The computer can be used to type documents, send email, play games, and browse the Web. You can also use it to edit or create spreadsheets, presentations, and even videos”. The availability and the accessibility of computer provide the possibility of using and benefiting the use of computer in learning process.

Another definition by searchwindowsserver.techtarget.com “A computer is a device that accepts [information](#) (in the form of [digitalized data](#))⁴ and manipulates it for some result based on a [program](#) or sequence of instructions on how the data is to be processed”. Complex computers also include the means for storing data (including the program, which is also a form of data) for some necessary duration. A program may be invariable and built into the computer (and called logic circuitry as it is on [microprocessors](#)) or different programs may be provided to the computer (loaded into its storage and then started by an administrator or user). Today's computers have both kinds of programming.

- **Role of computer**

Based on its functions, Computer plays different roles in language learning and teaching as it was classified by California State University, Long Beach as follows; Computer can be a tutor for language drills or skill practice. Computer can be a tool for writing, presenting, researching and Computer as a medium of communication.

2-4-2.Laptop

Some research demonstrates that laptops can be an important learning tool but evidence suggests more and more faculty are banning laptops from their classrooms. that they distract students and detract from learning. The nature of laptops attracts students due to the possibility to join webs and internet during class but that does not harm the use of it as a tool in learning class.



Laptop device

2-4-3. Multimedia Projectors

Multimedia projectors are commonplace in many of today's classrooms related to its culture. They project images, presentations, or videos from a computer, laptop, or document camera onto a screen or wall. The projector will be the gateway to all technology use in your classroom because it helps create a visual connection for students from a variety of devices and programs.



Multimedia projector

2-4-4. Document Camera

Document Camera helps in reading from a story book. The camera works when it is connected to a multimedia projector. The item, such as a book, worksheet, or science experiment is placed under the camera; it projects onto the screen live and in action. It shows every movement and detail of that object.



Document camera

2-5. History of computer in classroom

Computer has long history in language learning and teaching. California State University, Long Beach assigned or allocated the following history of using computer in teaching process.

2-5-1.EARLY PERIOD

1780 - Early public schools adopt the teacher/manager model of instruction and assessment in a single classroom.

1946 - First vacuum tube-based computers developed; that was developed.

1951 - Little technology used in schools, primarily TV.

1954 - General Electric is the first business to order a computer.

1955 - IBM's first commercial computer is sold.

1956 - School overcrowding growing; schools still based on the teacher/manager model in individual teacher-controlled classrooms.

1958 - National Defense Education Act brings some new money and some new technology into schools. Mainframe host computers are not widely accepted in schools.

1959 - Transistor-based computers in use.

2-5-2. SIXTIES PERIOD

1960 - COBOL business-oriented, high-level programming language created; Kennedy elected president with campaign promises to put more money into education.

1962 - Airlines begin to use a computerized reservation system. More money diverted into education.

1963 - Vocational Education Act passes with new money supporting the use of technology in schools.

1965 - Elementary and Secondary Education Act brings new money into schools for technology.

1967 - High-level programming languages such as Fortran are being taught in universities.

1968 - Some programs designed to bring money for technology into schools are canceled; host computers are not widely adopted in schools because they are seen as appropriate for use with the teacher/manager model of learning.

2-5-3. SEVENTIES PERIOD

1970 - Mainframes and minicomputers are in use in some schools.

1971 - The first microcomputers (PCs) are developed; mainframes and minicomputers are in wide use in business.

1975 - Some Apple 1 PCs are donated to schools. Some schools have adopted mainframes and minicomputers.

1976 - The Apple I computer gains popularity in small business.

1979 - 15 Million PCs estimated to be in use worldwide; PC-based spreadsheets developed mainframes and minicomputers still in wide use.

2-5-4. EIGHTIES PERIOD

1980 - The TI 99 uses a television screen as the monitor is the world's most popular PC.

1981 - IBM is the first mainframe manufacturer to develop a PC; drill and practice CAI gains acceptance in schools

1983 -The Apple II computer finds widespread acceptance in education because PCs better fit the teacher /manager model of instructional delivery.

1984 - The Apple Macintosh computer is developed; computer-based tutorials and learning games are developed by commercial software manufacturers.

1986 - 25 % of high schools use PCs for college and career guidance, K-8 schools buying mostly Apple II and Macintosh computers, high schools buying mostly DOS-based clones.

1988 -laptops are developed.

2-5-5. NINTH PERIOD

1990 - Multimedia PCs are developed; schools are using videodiscs.

1992 - Schools are using Gopher servers to provide students with on-line information.

1994 - Digital video, virtual reality, and 3-D systems captured the attention of many, most US classrooms have at least one PC available for instructional delivery.

1995 - The Internet and the World Wide Web began to catch on as businesses, schools, and individuals.

1996 - The Internet is widely discussed, many schools are rewiring for Internet access.

2-5-6. MILLENNIAL PERIOD

1997-2007 - The growth of the internet expands far faster than most predicted. It soon becomes the world's largest database of information, graphics, and streaming video making it an invaluable resource for education.

2-6. Previous Studies

These are some previous studies on using technology in learning and teaching process. One of these studies is **“EFL Teachers’ Attitude towards Using Computer Assisted Language Learning in Class”** by Almontasir Billah

Almontasir Billah(2014) in his thesis under the title “EFL Teachers’ Attitude towards Using Computer Assisted Language

Learning in Class” aims to investigate the teachers’ attitude and how much they benefit from using computer in teaching English in classroom. The study comes out with positive attitude towards using computer in classroom .The study suggested that computer accessibility is very crucial in classroom and teachers should be trained in using computer.

As the study focused on the attitude of teachers in using computer in teaching process but neglected the students benefit and how much the computer equipment in classrooms. I think both attitudes of teachers and students are very important to complete the whole idea of how much is important of using computer in teaching classes as means to improve the proficiency of English.

The suggestion of teachers’ training explained the short of chances to teacher to be familiar with using computers. On the other hand, students are the most needed side to be more familiar with using computers in everyday practice. The issue explores the need of accessibility of computer in classroom as well as at home for both teachers and students for the seek of familiarity.

Also the researcher thinks that portable devices pave the way to accessibility as well as availability of such devices in learning both inside the classroom and at home the thing accelerates fast learning languages. That emphasizes the ease of solving the foreign language studies.

The study opens the door for more studies to investigate the advantages of other electronic devices in learning process as general and teaching languages in particular.

A second study is entitled **“Impact of Technology Use on Secondary School Student, Communicative Competence”** by Imtithal Alwasila Abdallah Ahmed

Imtithal in her research tried to describe and investigate the practice of computer use as a communication strategy among second year students in some secondary school in Khartoum locality to identify variance in student performance due to psychological social factors and due to lack of awareness. The study follows the descriptive analytic method as well as employing test and a questionnaire. The study concludes many findings and provides some recommendations and suggestions .The findings of the study are;

1. Technology can play a vital role in improving students' communicative competence.
2. Many students have good communicative skills, but they hesitate in exhibiting such skills due to psychological factors.
3. Many students are not aware of their language proficiency they either give good impression as integrators' or they achieve weak performance in addition to their reluctance in participation.

Imtithal in her research recommends several points which are more or less related to the study function as a contribution study to enhance using technology in teaching languages. Imtithal recommends:

1. Necessity of using technology in teaching communication in secondary schools.

2. Teachers should use different techniques to eliminate fear or speech anxiety.
3. Language proficiency should be given good care when teaching communication.

The study tries to break through the way teachers use to benefit the use new technology to enhance the language learning. The problem of enhancing language learning is not due to the lack of using technology but it part of learners feeling towards langue itself.

Using technology helps students to acquire the language through different activities that can be practiced inside and the classroom.

The two studies try to investigate how much teachers can benefit the use of technology in classrooms. They focused on teachers' use of technology; whereas this study tries to investigate how much technology can be used by both teachers and students where as in classroom or outside. The studies came out with various recommends and suggestions than can contribute in using technology in learning process.

2-7. Summary of the chapter

Karen Sparck Jones in his paper “How much has information technology contributed to linguistics” stipulated the vital role of technology in language learning. Previous study and literature previews also prove the necessity of using new technology in enhancing language learning.

It is evident that new technology would accelerate and advance the language performance and proficiency. The access and the availability of technology ensure the easy way of adaptation of new technology in learning process at any time and place.

The possibilities and capability of having the authentic materials will upgrade and improve the quality of foreign language. Students have much time to practice, listen and communicate through technologies at all levels.

Chapter Three

Methodology

Chapter three

Methodology

3-1. Introduction

The research aims to find out the role of new technology (computer) in enhancing EFL or ESL in Sudanese universities. The study was conducted in Khartoum where all potential sources are available. The researcher used both the quantitative and qualitative approaches to promote the quality and quantity of the study. The samples size are about 150 persons form two mentioned universities (Sudan,Nilein). The populations are from both teachers and students 50 and 100 relatively. These samples were used for questionnaires besides some interviews with English departments head.

3-2. Sample of the study

Since the study aimed to find out to what extent that technology can enhance English language learning at universities. The population is universities community, so the sample is formed both teachers and students 50 and 100 relatively. The sample size was conducted within the two mentioned universities' students and teachers (Sudan,Nilein).

3-3. Instrument of the study

Since the research is a case study, the researcher had various alternatives to conduct his works .The researcher had the options of interviews, observations and the questionnaires for both teachers, as the users of technology devices in classes and students the recipients and the direct beneficiaries of learning process. The questionnaire is simple to be answered, quickly and easily to manage.

3-4.Validity and Reliability

The researcher two questionnaires to investigate to what extent teachers and students believe that technology may enhance English language.

Since questionnaires target the students and teachers of English department, both are related to the aims and the objectives of the study there for the answers are more valid and reliable.

The questionnaires focused on student's activities in classrooms to accumulate information related to their benefits of using technology in learning process the issue confirms the validity.

Due to teachers' roles in the learning process their questions concentrated on the maximum use of technology to investigate how much teachers achieve the goal of using technology on learning process.

3-5. Procedures

The researcher distributed the questionnaires hand in hand for both teachers and students. He explained the purpose and the academic aim of the study. He explained the way of response and answered the questions that were raised by some students. Participants were given enough time to answer all questions. After completion, he collected the copies which are formed the data for the study.

Chapter Four
Data Analysis, Results and Discussion

Chapter four
Data Analysis, Results and Discussion

4-1. introduction

This chapter presents the data collected from graduate students. Since the research deals with both quantities and qualitative methods in collecting data, the researcher conducted the questionnaires as tools to gather and collect data. So, textual and statistical analyses of data will be utilized. These include tables, percentages and bar charts for the analysis and interpretation of the data collected.

The students group (100 students) is a diversity group included those who are studying English as a school requirements, such as students of science department and others. Most of the participants are from English departments mainly the final year (graduate students).

The collected data was analyzed in both tables and charts. The tables include the valid categories, the frequency and the percent of the category. The charts show the level of each category in regards to the participants' answers.

The analysis starts with the students' questionnaires because the students are the target group of the research. The big numbers of the participants which is one hundred persons and the questionnaire' questions also about 14 questions. Moreover the students are the most beneficiaries of using technology in the teaching and learning process.

The tables and charts of both questionnaires are not relevant to the numbers of questions, for example there are 9 tables and charts extracted from the students and 6 from teachers questionnaires.

4-2 .Results of the Students' Questionnaires

- The types of technology devices are involved in learning method at classrooms.

Table No.4-1 types of technology.

No .	Device valid	Frequen cy	Perce nt	Note
1	Computers	48	48%	cost
2	Microphones	60	60%	needs
3	Projectors	84	84%	Alternative board

The table indicates that technologies devices are used in classrooms.

Projectors are the most usable devices. Projectors are simple, cheap and have wide range of beneficiary than others devices stipulated in the questionnaire.

Computers are the less of use although they are the most important and helpful devices. Their complexity, price as well as the spaces (they needed) limited their use in English classroom.

Microphones are supposed to be the big frequency but English classes or groups are usually few that why there is no need to use microphones.

Figure No.4.1

The Figure shows the high level of using projectors due to the wide range of beneficiary than others devices in learning process. Microphone are mostly used in big numbers of students meanwhile

language classes are usually have few numbers of students and no need for microphones.

- To what extent do students attain their lessons through technology devices in classroom?

Table No. 4-2. Lessons thought through technology devices.

No.	Valid	Frequency	Percent
1	Always	4	4%
2	Sometime	56	56%
3	Rarely	16	16%
4	Never	24	24%
5	total	100	100%

Table No. 4-2 indicates that considerable number of students who receive their lessons by means of technologies devices.

Sometimes indicates the high frequency in the table which supports the use of technology devices.

Students opted to use smart phones, tabs, I pad and smart laptops for revision and recording some element for retrieving in their leisure times.

The numbers of classrooms devices will not enable some students to access these technologies that why we find negative answers such as never and rarely.

Answer never has about 24%, which indicates that numbers of students do not have access or much knowledge to use technology

devices. This answer was confirmed with yes answer which only 4 students used devices (has the knowledge) in classrooms.

Figure No.4-2

The Figure shows that it is sometimes using technology devices in learning process; in other words, there is a problem in using technology in learning process.

Rarely, never and yes answers confirm that students are not lucky in benefiting technology in studying.

- Students are willing (readiness) to use technology devices in learning languages.

Table No. 4-3. Use of technology devices in learning

No.	Valid	Frequency	Percent
1	Yes	56	56%
2	Sometime	28	28%
3	Rarely	8	8%
4	Never	8	8%
5	total	100	100%

Table No. 4-3 indicates the students' willingness to use technology devices in classrooms.

Willingness and the availability of technology devices are the essential factors to enhance learning languages with technology.

Figure No.4-3

The Figure shows that the readiness of the students to use the technology to enhance language learning.

The spreading and availability of smart devices such as mobile phones, tabs and laptops exaggerate beneficiary of technology in all aspects of life.

The high level of readiness among students to use technology in learning indicates the prosperity and the advantages of technology in learning languages.

The model of distance learning and online studies are emerged as consequences of using technology in learning.

- The extent of teachers' use of technology devices in classrooms

Table No. 4-4. Teachers' use of technology in classes.

No.	Valid	Frequency	Percent
1	Usually	50	50%
2	Sometimes	40	40%
3	Rarely	8	8%
4	Never	2	2%
5	total	100	100%

Table No. 4-4, indicates that teachers use technologies devices in classrooms.

Never and rare confirmed that technology is part of learning process and no way to be neglected.

The phenomenon of using technology and learning process are correlated, therefore they are associated with technology knowledge for students as well as teachers.

The results universities, institute and classrooms should be well equipped with the technology devices.

Figure No.4-4.

The figure shows the positive answers (usually and sometimes) of teachers using of technology in learning process.

The chart indicates high level of using technology; the issue raises the need for training courses to assist teachers to master technology in order to benefit the using of technology as far as possible.

- Students' poor of English and proficiency attributed to students interest and negligence.

Table No. 4-5

No.	Valid	Frequency	Percent
1	Agree	56	56%
2	Fairly Agree	16	16%
3	Strongly Agree	Zero	0%
4	Don't Agree	28	28%
5	total	100	100%

Table No.4-5, indicates that poor of English is attributed to the students' interest and negligence.

Those who are not agreed with disinterest and negligence argument are less than those agreed and fair agree.

28 persons out of 100 were not attributed poor of English to the students' interest, is considerable figure, the issue may need more elaboration and study to come out with clear reason behind the poor of English.

Figure No.4-5.

Figure No.4-5, shows 56 percent of the population with the argument that disinterest and negligence of the students are behind the poor of English.

On other hand 28 percent objected that argument, which are half of them, so the advice should be more study to find other reasons.

- The limit of universities providing technology devices for learning and teaching courses is attributed to lack, short, finance or complexity of devices.

Table No. 4-6. Providing technology devices for learning .

No.	Valid	Frequency	Percent
1	Lack	16	16%
2	Short	20	20%
3	Finance	34	34%
4	Complexity	30	30%
5	total	100	100%

Table No.4-6, indicates that limited of proving technology devices is attributed to finance and the complexity of the devices.

Learning languages confirmed the necessity of using technology in teaching and learning process the issue may raise seriously in future expense of education system.

The table above indicates the limit use of technology devices is attributed to finance factor that why some classes are empty of technology devices.

Complexity of devices is a factor of limit proving, but through training and readiness it is possible to come over.

Finance is the major issue in the process which needs to be solved so as to benefit the use of technology in learning process.

Figure No.4-6.

Figure No.4-6, shows that finance is the big problem in the limited use of technology in Sudanese learning institutes.

Government and other partners of education should pay more attention in using technology in learning.

-Advancement and knowledge are other factors affected use of technology devices in learning process.

Table No. 4-7. Factors affected use of technology devices.

No.	Valid	Frequency	Percent
1	Agree	50	50%
2	Fairly agree	20	20%

3	Strong agree	15	15%
4	Don't agree	15	15%
5	total	100	100%

Table No. 4-7, indicates that advancement of technology and knowledge are other factors behind unused of technology devices in class learning.

85 out of the participants answered agree which is very unfortunate, the thing needs be addressed.

Advancement and knowledge are very much related to finance issue; the availability of technology can solve the problem of knowledge and advancement through training process.

Figure No.4-7.

The figure No.4-7, shows the wide range defect than can occur when there is lack of technology in learning process.

Advancement and knowledge are matters of absent in dealing with the related apparatus, availability of devices and training.

- Using of technology devices helps students in communication and promote proficiency standard.

Table No. 4-8. Communication and promote proficiency standard.

No.	Valid	Frequency	Percent
1	Agree	30	30%
2	Fairly agree	36	36%

3	Strongly agree	23	23%
4	Don't agree	11	11%
5	total	100	100%

Table No. 4-8, indicates that using of technologies devices promote students proficiency if students encourage to communicate with each others.

Using technology devices especially internet can realize authentic resources of the native speakers.

Through technology students have access to different authentic issues that assist them to correct and understand ways and means of promoting and purify their language standard.

Figure No.4-8.

Figure No.4-8, shows the benefit of using technology to purify and promote the standard of language.

- Using of technology devices in classrooms help, support attitudes and save students times in learning programs.

Table No. 9.1. Technology devices help, support students.

No.	Valid	Frequency	Percent
1	Agree	34	34%
2	Fairly agree	25	25%
3	Strongly agree	24	24%
4	Don't agree	17	17%

5	total	100	100%
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Table No. 4-9, indicates that technologies devices help, support attitudes and save students' time in learning programs.

Psychologically, when a student feels that his language is in progress it gives power to move forward.

Saving time comes as a result of using technology in their free times, in other words students have much chances to review the previous lessons.

This process accelerates the students way of learning in advance the issue will short the time of mastering the language.

Figure No4-9.

Figure No.4-9, shows dawn fall of non use technology in learning process which is about 17% of the population. The students who are not agree with use of technology.

The chart significantly supports that technology (computer) can help, support and save students' time of learning.

4-3.Teachers' Questionnaires

- The availability of computers and its accessories are important in classrooms.

Table No. 4-10.The important of computers in classrooms.

No.	Valid	Frequency	Percent
1	Agree	26	50%
2	Fairly agree	2	4%
3	Strongly agree	22	44%
4	Don't agree	zero	0%
5	total	50	100%

Table No. 4-10, indicates that computers are important in classroom.

Classes should be provided with computers and other helpful devices accessories.

The availability of computers in classes is no longer valid, teachers opt to use their own laptops instead of desktop computers.

Figure No.4-10.

Figure No.4-10 shows the high Level use of technology devices in classrooms.

Computer and its accessories replaced the chock and the black board in the learning process.

- Computers define the roles for teachers in learning languages programs.

Table No. 4-11. Computer defines the roles for teachers.

No.	Valid	Frequency	Percent
1	Agree	2	4%

2	Fairly agree	2	4%
3	Strongly agree	8	16%
4	Don't agree	38	78%
5	total	50	100%

Table No. 4-11, indicates that Computers has nothing to do in defining teachers' roles in learning process.

Teachers yes agreed that computer is very important to assist them to convey their messages.

Figure No.4-11.

Figure No.4-11, shows clearly that computer is only facilitator and can't define teachers' role.

- Technology devices are easily combined, so they are helpful in facilitating language learning process.

Table No. 4-12. Technologies in learning process.

No.	Valid	Frequency	Percent
1	Agree	22	44%
2	Fairly agree	8	16%
3	Strongly agree	20	40%
4	Don't agree	zero	0%
5	total	50	100%

Table No.4-12, indicates that Technology devices facilitate language learning because they are easily combined with learning process.

Negative answers justified the argument of knowledge interns of need of technical training.

Figure No.4-12.

Figure No.4-12, indicates the awareness among teachers in regard to using technology in teaching method.

The figure explains obviously that technology devices are easily to cope with learning process.

- Teachers are willing to use technology devices in classrooms; devices bring variety to language learning courses.

Table No. 4-13. Teachers use technology devices.

No.	Valid	Frequency	Percent
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1	Agree	28	56%
2	Fairly agree	6	12%
3	Strongly agree	16	32%
4	Don't agree	zero	0%
5	total	50	100%

Table No. 4-13, indicates that teachers are willing to use technology devices in classrooms.

The facilitation that is provided by technology encourages technology users to accelerate dealing with it.

Figure No.4-13.

Nobody does not willing to use technology in learning process the issue push the authorities to respond as quickly as possible.

- Technology encourages, enhances and supports the positive attitude of students towards English learning.

Table No. 4-14. Technology and its encouragement.

No.	Valid	Frequency	Percent
1	Agree	86- 29	57%
2	Fairly Agree	20-7	13%
3	Strongly Agree	38-12	25%
4	Don't Agree	6-2	5%
5	total	150-50	100%

Table No. 4-14, contains answers for three questions related to one theme.

It indicates that the majority of the participants agreed on technology supports, encourages and enhances the students in learning languages.

The table investigates the teachers' opinions and their assessment to their students' acquisition.

Figure No.4-14,

Figure No.4-14, shows how far students benefited the use of technology in learning languages.

The chart indicates the positive attitude towards using technology in learning process.

- Using of technology devices facilitate, improve English learning and save teachers' time.

Table No. 4-15. Technology devices save teachers' time.

No.	Valid	Frequency	Percent
1	Agree	74-24	50%

2	Fairly Agree	08-03	5%
3	Strongly Agree	66-22	44%
4	Don't Agree	02-01	1%
5	total	150-50	100%

Table No.4-15, indicates that use of technology devices facilitate, improve English learning and save teachers' time.

Using technology devices in learning became vital point to accelerate learning process mechanism.

Using technology answers the question of authentic materials, the chronic issue obstructed language learning methods.

Figure No.4-15.

Figure No.4-15, shows the positive answers in regard to facilitate, improve English learning and save teachers' time.

The chart indicates clearly teachers gain time in learning process. It was provided when using technology.

4-4. Testing Hypotheses.

The data analysis explores the important of using computers and its accessories in learning process. The study confirms that:- computer can be a tutor for language drills and practice. Computer works as a tool for writing instead of sheet writing. It is also can be advice for presenting subjects and the studying materials.

Technology devices save times for both students and teachers. Students have chances to review, correct and come over their

lessons many times. The issue enables students to stand upon their real mistakes and repeat what they need to master. The possibilities of having the authentic materials will upgrade and improve the quality of foreign language.

Students have much time to practice, listen and communicate through technologies at all levels.

The data explains that desktop computers are no longer use. Their complexity, price as well as the spaces (they needed) limited their use in classrooms. Teacher instead they used personal Laptops because of their weight, space and movability.

Microphones are supposed to be the most use among others, but English classes or groups are usually few that why there is no need to use microphones. Projectors are the most use devices that due to the wide range of beneficiary than others devices in learning process.

Chapter Five

Conclusion, Recommendations & Suggestions for further studies

Chapter five

Conclusion, Recommendations and Suggestions for Further Studies

5-1. Introduction

This chapter addresses the findings, conclusion, recommendations and the suggestions of the study for Further Studies. The research tries to investigate the role of new technology (computer) in enhancing EFL or ESL in Sudanese universities. It was conducted to find out the fact of Sudanese institutes adopted new technology in English learning programs.

5-2. Conclusion

This conclusion is a brief answer to the questions that are raised on the plan of the study. The conclusion also includes the test of the researcher's hypothesizes as it was suggested earlier.

As for the questions, the types of technology devices that are involved in learning method at classrooms are answered by Table No. 4-1. It indicates that technologies device are used in classrooms are projectors, computers and microphones.

To what extent do universities provide technology facilities for everyday classes? This question explains the limit of using technology devices in learning and teaching process. The study attributed the proving to the finance matters of universities. Table No.4-6, indicates the limit of universities providing technology devices. Not only finance also complexity of the devices need more knowledge and training which are very costive. The Chart No.4-6 shows that finance is the big problem in limited proving of technology in Sudanese learning institutes.

The study explores clearly that teachers use technologies devices in classrooms (Table No. 4-1). The phenomenon of using technology and learning process are correlated, therefore it's associated with technology knowledge for teachers as well as students. The argument asserts the answer of the question to what extent teachers' use technology devices in classrooms.

The assumption that Students' poor of English and proficiency attributed to students interest and negligence. Table No. 4-5 of the study confirms that poor of English is attributed to the students' interest and negligence.56 percent of the population of the study support the argument that disinterest and negligence of the students are behind the poor and proficiency of English.

In regard to hypothesizes which are; the use of technology in teaching English courses is rare. The allocation of technology devices in institutes is limited. Complexity and the advancement of new technology obstructed its use in learning process. Negligence and disinterests of the graduates in dealing with technology affect enhancing of English.

The study confirms the use of teachers to technology devices in classrooms. Answer yes in Table No. 4-1, indicates that teachers are using technology devices in classrooms. Never and rare answers are the less which confirmed that technology is part of learning process and no way to be neglected.

The hypothesis of allocation technology devices in institutes is limited. This hypothesis is correct to some extent. It was answered within the question of university finance.

Advancement and complexity are other factors affected use of technology devices in learning process. In testing the hypothesis, 85 out of the participants agreed with the assumption which is very unfortunate. Advancement and complexity are very much related to finance issue; the availability of technology can solve the problem of complexity and advancement through training process.

Last hypothesis attributed Students' poor of English and proficiency to students' interest and negligence. 56 percent of the population supports the argument that disinterest and negligence of the students are affect enhancing English.

5-3. Findings

The study comes out with the following findings;-

- The important of technology devices such as computers (laptops), projectors, speakers and internet facilities in classrooms.
- Portable devices provide accessibility as well as availability of devices to assist learning both inside the classroom and at home the thing accelerates fast learning of languages.
- Willingness and the availability of technology devices are the essential factors to enhance learning and teaching languages.
- Readiness among students to use technology in learning indicates the prosperity future of technology in learning process.
- The phenomenon of using technology on learning process supports the necessity of technology knowledge for students as well as teachers.
- Using of technology devices raises the need for training courses to assist teachers to benefit the maximum of technology use.
- Government and other partners of education should pay more on using technology in learning process.
- Technology opens chances to access different authentic language materials that assist students to correct and understand ways and means of promoting and purify their language standard.
- Using technology on free times, the method accelerates the students' way of learning in advance the matter saves and shorts the time of mastering the language.

- Computer and its accessories minimize the chock and the black board use in the learning process.

5-4. Recommendations

Based on the previous findings the researcher recommends the following;-

- Computers (laptops), projectors and speakers should be part of classroom facilities.
- Training courses on teaching technology devices to be endorsed within institutes' curriculum.
- Government and other partners of education should accept combining technology with learning process.
- Classrooms should be equipped with internet facilities to access authentic language materials.
- Technology devices should replace the chalk and the black board to save time and energy.

5-5.Suggestions for further studies

The following topics can be added to the concern study:

- The role of technology to students with disabilities.
- How can technology simplify teachers work

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Appendices
Appendix (1)

SUDAN UNIVERSITY OF SCIENCE AND TECNOLOGY

COLLEGE OF GRADUATE STUDIES

ENGLISH LANGUAGE DEPARTMENT

Dear/.....

Allow me first to thank you for giving me your valuable time.

This questionnaire is for academic purpose seeks to investigate the role of new technology in enhancing English learning.

Please have a look and tick out what you may think is appropriate.

I thank you

ABDALLA HASSAN HAMED

Teachers' Questionnaire

Please mark with

- 1- Computers are important and should be available in classroom?

☐ Agree ☐ fairly agree ☐ strongly agree ☐ don't agree

2- Computers define the roles for language teachers?

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

3- Technology facilitates the process of language learning and teaching?

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

4- Technology can be easily combined with language learning process?

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

5- Teachers are willing to use new technology in learning process.

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

6- Technologies bring variety to language learning courses.

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

7- Technologies encourage the huge numbers of students to communicate in English language.

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

8- Using of technology in learning programs in institutes enhance students competence.

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

9- Using technology supports the positive attitude of the students towards English language.

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

10- Technology saves teachers' time and energy?

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

11- Using technology facilitates the access to information.

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

12- Technology improves interactivity in English language courses?

☐ Agree ☐ Fairly agree ☐ Strongly agree ☐ Don't agree

Appendix (2)

Students' Questionnaire

Please mark with ()

1- The types of technology devices in your classroom?

Computers () Microphones () projectors () All ()

2- To what extent do students use technology devices in classroom?

Always () Sometimes () Rarely () Never ()

3- Are students willing (ready) to use technology devices in English learning programs?

Yes () Sometimes () Rarely () Never ()

4- To what extent do teachers use new technology in teaching English?

Usually () Sometimes () Rarely () Never ()

5- Poor of English and proficiency attributed to students interests?

Agree () fairly agree () strongly agree () don't agree ()

6- The limit of universities proving technology devices for teaching courses is attributed to:-

Lack () Short () No interest () Complexity ()

7- Advancement and knowledge of technology devices obstructed its use in learning process.

Agree() Fairly agree() Agree() Don't agree ()

8-Using of technology devices helps students in communication and promote proficiency standard.

Agree() Fairly agree() Agree() Don't agree ()

9- Using of technology devices in classrooms help, support attitudes and save students times in learning programs.

Agree() Fairly agree() Agree() Don't agree ()

10-Using of technologies promote the poor English and proficiency standard among students.

Agree() Fairly agree() Agree() Don't agree ()

11-Technologies encourage the huge numbers of graduates to communicate in English language.

Agree () Fairly agree () Agree () Don't agree ()

12-Using of technology in learning programs in institutes enhance learning process.

Agree () fairly agree () Agree () Don't agree ()

13-Using technology supports the positive attitude of the students towards English language.

Agree() Fairly agree() Agree() Don't agree ()

14-Technology saves students time and energy?

Agree() Fairly agree() Agree() Don't agree ()