



Active Learning Opportunities Provided by Digital Technologies to EFL Students at Tertiary Level in Sudan

Rehab Abdel Salam Elsanousi Mohammed^{1*} & Ishraga Bashier²

1. Sudan University of Science & Technology.

2. Al Neelain University

Corresponding author: E-mail: rehsanousi@yahoo.com

ABSTRACT:

This study aims to investigate the active learning opportunities provided by digital technologies to Sudanese EFL university students (Karari University). The researcher adopted the descriptive and analytical methodology. The article tries to highlight the extent to which digital technology gives EFL students opportunities for practicing and enhancing their English language which affect their future career. The researcher hypothesized that there is a great possibility that digital technologies would provide many active learning opportunities to Sudanese EFL university students. Data were collected through student's questionnaire. The data were analyzed through descriptive and non-parametric statistics (χ^2). A random sample of 235 students was selected from the study population. The findings of the study indicated that all of the respondents' views from Karari University ranged between (absolutely agree) and (agree). The results confirm the hypothesis of the study that using digital technologies provide many active learning opportunities to Sudanese EFL university students. In light of the results, the researcher strongly recommended the using of digital technologies in Sudanese EFL university classrooms. Moreover, the researcher suggested more investigations in using digital technologies in Sudanese EFL classroom.

Key words: integration, support, motivation, practice, communication.

المستخلص:

تهدف الدراسة الى التحقق من فرص التعليم النشط التي يتيحها استخدام التكنولوجيا الرقمية لطلاب اللغة الانجليزية (جامعة كرري نموذجاً). تحاول هذه الورقة إلقاء الضوء على مدى الاستفادة التي تقدمها التكنولوجيا لممارسة وتحسين لغتهما الانجليزية التي تؤثر على مهنتهم المستقبلية. افترضت الباحثة ان استخدام التكنولوجيا الرقمية يزود طلاب اللغة الانجليزية بالجامعات السودانية بكثير من فرص التعليم النشط. وللتحقق من هذه الفرضية استخدمت الباحثة المنهج الوصفي التحليلي. تم جمع البيانات عبر استبانة خاصة بالطلاب و تم تحليل البيانات التي جمعت عبر احصاء وصفي ولا باراميتري (مربع كاي). وقد اوضحت نتائج هذه الدراسة أن عينة الدراسة تراوحت استجاباتهم ما بين (أوافق بشدة و أوافق). وقد أكدت النتائج فرضية الدراسة وهي أن استخدام التكنولوجيا يتيح الكثير من فرص التعليم النشط لطلاب اللغة الانجليزية. على ضوء النتائج أوصت الباحثة بأهمية استخدام التكنولوجيا في فصول اللغة الانجليزية بالجامعات السودانية. كما اقترحت الباحثة لجراء المزيد من الدراسات في استخدام التكنولوجيا الرقمية في فصول اللغة الانجليزية .

INTRODUCTION

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

Integrating digital technologies in EFL classroom could offer enormous opportunities to support and obtain this language. Therefore, various studies showed that using digital technologies inside EFL classroom creates many open active opportunities and arouses the students' interest into deep learning and understanding. Moreover, Rost (2007) claims that with the access to digital technologies, EFL learners can have more control of input speed, pause, and function, making lexical pushdown available.

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

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

STATEMENT OF THE PROBLEM

It has been observed that Sudanese EFL university students still adhere to the old style of learning and instructors depend on the traditional methods which shaped their minds using chalk across the board. Furthermore, despite the expansion of universities, the Sudanese EFL classrooms are not wired with internet, and the EFL students do not take benefits from these tools in order to develop and improve their English language. Technology-enhanced learning is not fully explored to determine its potentials and possibilities for boosting Sudanese university EFL learning.

Based on this fact, Sudanese EFL students need to appreciate the benefits and the potentials of using digital technologies in their EFL learning in order to create ample active learning opportunities to enhance their English language.

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

GOALS

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

- 1- To investigate EFL students' collaboration and interactions in English classes by using digital technologies.
- 2- To examine the role of digital technologies in endorsing EFL learners' motivation.

- 3- To examine the role of digital technologies in enhancing EFL students' self-learning autonomy.

RESEARCH QUESTION

The study attempts to find generalizable answers to the question of the study about the potentials of digital technologies in creating ample opportunities for EFL students to master their overall language proficiency. The question formulated is:

What are the active learning opportunities that digital technologies provide to Sudanese EFL university students?

SCIENTIFIC TERMS

Active learning: Active learning is "anything that involves students in doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2).

Digital literacy: the ability to understand information however it's presented." (Lanham1995:198).

LITERATURE REVIEW

As we advance further into the 21st century, digital technology is becoming more and more integrated into our society, and the impact of electronic environment becomes so influential in all aspects of social and economic life. Unsurprisingly, the new generation is now experiencing a new era of discovery in their new digital surrounding. As Jukes and Dosaj (2006:2), states:

"Today's generation has grown up in a digital landscape, for most of them there's never been a time in their lives when computer, cellphones, video games and the internet haven't surrounded them".

Moreover, the rapid adoption of digital tools played a big and vital role in all aspects of their lifestyles especially education. The revolution of digital technology has changed the climate of thought represented in the idea concerning second language education, and the importance placed by the use of digital technologies, like language lab, videos, Skype, Facebook, mobile phone, video conferencing, web seminar(webinar)...etc., undoubtedly have supported the richness and quality of education in general. So, digital technology has become one of the main competencies in the 21st century.

Over the last few years there has been an explosion in the development of different types of portable technology that leads teachers and learners to adopt creative and new skills that go beyond the basic ones as listening, reading, speaking, and writing. Moreover, a digital technology has greatly facilitated the learning process and has been accepted as a method of learning and teaching all over the world, therefore, using digital technology inside the classroom for educational experts is considered as a motivating tool for students, providing them with a good opportunity to develop and create different, enjoyable tasks and help them to be active, and involved in language learning.

The need of digital technology is dictated by the fact that we are facing a serious process of cultural change; meanwhile, the development of the technological tools gave a wide scope for innovative practices in the classroom. The revolution in communication and information technologies has created new types of textual surface and hence, new literacies. Lanham believes and claims that literacy has extended its reach from meaning "the ability to read and write" to now meaning "the ability to understand information however it's presented." (1995:198).

In the same way, the International Journal of Instructional Technology and Distance Learning 2014 mentions that student "swims in a sea of technology" while out of class, and then is "beached" while in class, if the professor only lectures and uses the white board. In today's

language classrooms, computer has been used in teaching language skills. Learners of any language can easily find a wealth of authentic audio and video to listen to. Borra's and Lafayette (1994:63) point out that digitalized speech and video offer great control for the listeners and the technologies used for supporting meaning, such as L1 and L2 captions, glosses and explanatory notes, can improve the learner's immediate comprehension and acquisition.

Generally digital technology plays a vital role in acquiring second language acquisition (SLA). There are many studies focused technology impact second language acquisition; Zhao (2005) examined studies that researched the use of digital multimedia and language. He concluded that technology can be used to enhance language acquisition in the following ways:

1-Enhancing access efficiency through digital multimedia. Multimedia presentations (video, images, sound, and text) can create stronger memory links than text alone. In addition, digital technologies allow instant playbacks, which provide the learner with quick and easy access to different sections of instructional materials than when they are using a textbook.

2-Enhancing authenticity using video and the Internet. The Internet provides learners with access to authentic materials, like news and literature, while video can offer context-rich linguistic and culturally relevant materials to learners.

3-Enhancing comprehensibility through learners' control and multimedia annotations. Video materials online can be enhanced with full captions, key-word captions, and speech slowdown, allowing the reader to more easily digest the information. Digital reading materials can be hyperlinked to different media; which students can choose to help their comprehension of the material.

4-Providing meaningful and authentic communication opportunities. Students can engage in authentic types of communication through e-mail, chat rooms, and other digital means.

In this digital age, learners are different from the past in all their lifestyle especially education. Many studies showed that internet in the English language learning environment is regarded as a motivational tool for the language learner because it helps them to learn the language communication and daily life of English language learners. They also mentioned that the internet is a good tool to learn English language vocabulary and grammar indirectly and this makes the learning task as Luskin B. (2010) more engaging, enthusiastic, and extended.

The integration of technology in the process of teaching and learning is thought by many researchers to increase student and teacher productivity as well as to make vast amounts of information available. Bena and James (2001), claim that there are three reasons for investing in technology: (1) to increase student's ability and interest in applying authentic settings, what district and states have identified as learning and tasks that students should know and able to do; (2) to prepare students for success in a technology centered world of work, and; (3) to prepare students to manage and use information so they can be productive lifelong learners and responsible citizens.

With more attention to instruction of English as a foreign language (EFL), digital technology is so important because of three reasons: Firstly, the use of English language by non-native speakers is increasingly in communication. Secondly, the emergence of English as a global language has meant that desired online resources are mainly in English, despite of the rapid growing internet use of other languages, and thirdly, the majority of interpersonal communications worldwide will have become computer- mediated, rather than face to face.

The goal of this section is to describe how modern technology in the English Foreign Language classroom is useful for teachers as well as students. Some recent studies have investigated current classroom practices around digital pedagogies for literacy. For example, Oakley (2008)

investigated using a language experience approach with digital storytelling using power point with voice recordings.

With the use of digital tools, teachers of English create some innovative methodology to make teaching and learning process more informative, interactive, and interesting. So the use of digital tools in EFL classrooms should be taken in account in this digitized learning era since they provide a lot of fun games and communicative activities that can reduce the learning stress and anxiety. Moreover, the EFL students can relieve the discomfort of learning and arouse their interest into deep learning and understanding. Teachers and students alike will be able to use technology as an instrument of creativity and empowerment, also they will be able to share and publish their work instantly. This alone is a huge advantage for teachers that they do not have to kill themselves planning and coming up with new ideas on how to teach their class.

University students may use ICTs competently for social networking but need teacher guidance for learning based digital literacies (Luckin, 2009:11). So, Digital technology can play an important part in learning for all students in all levels of education. In 2000 researchers commissioned by the Software and Information Industry Association (SIIA) examined 311 research reviews and reports from published and unpublished sources. They reported that the reviews show that technology have a positive effect on student attitudes toward learning, self-confidence, and self-esteem. However, the traditional ways of thinking must be change if we are adopting technological changes and want to be successful at integrating technology into the EFL classroom.

As mentioned above one of the benefits of using digital tools that student taking more responsibility for their own learning and the teachers' role is shifting from a teacher – centered classroom to a student- centered classroom. This shift has been popularized as a move from guide to side. That means digital learning creates a more powerful learning experience where students no longer depends on teachers and be more responsible and independent for their learning, thus contributing to learner autonomy as Benson (2001) pointed out.

Applying English to life has always been one of essential goals; if students can see a use for English then they'll be motivated. Since most of new students use the Internet for work, study, and life, the digital age of teaching finally helps bring this goal to fruition. Therefore, the implementation of such technologies in the EFL classroom has fostered autonomous learning thus encouraging students to become more independent and more responsible for their own learning process.

Once a student realizes he/ she can find out and understand things on the Internet, a whole world of real English use opens up. They can join online groups and find new friends around the world to email, message and Skype. If being online is what they like then they can try their hands at joining the blogging community and sharing their thoughts in English with others, or use many of other sites that will give them real language 'practice'. So, the true value in these ideas is that technologies lead students to be creative, to work in a team, to be responsible for their own learning, to work independently from the teacher, to express themselves and to feel part of the learning process by actively participating in it.

To carry out these ideas the students need to be very well equipped with computers at all levels especially at the university and possibly at home. It is obvious that a typical class can include vastly different skill levels and learning styles of students, and at the same times meeting those varied academics needs with a defined curriculum, time limitations, and traditional instructional tools can be a great problem even for the most skilled teachers.

Many researches show that leaning style uses different parts of the brain. By involving more of the brain during learning, the students remember more of what they learn, and many researchers recognized that each student prefers different learning styles and techniques. Some students may find that they a dominant style of learning and using multiple learning styles need multiple intelligences for learning.

Therefore, the present paper might offer a good opportunity for students' voices to be heard and their needs related to digital literacy because digital technology integration help learners to achieve other goals related to their job, family, or further education. It can also be beneficial to them in the sense that they may promisingly experience more effective acquisition and development in literacy skills in English. Vaughan (2010), found that the potential of using Web 2.0 technologies and educational design strategies can be a key to change the course from traditional to digital one actively or collaboratively in order to make the students responsible for their learning and to match their understanding through discourse and discuss with their peers. From this satisfying finding, it is strongly recommended to involve digital technologies in EFL learning to create the students' digital literacy learning enhancement.

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

RESEARCH PROCEDURE: METHODOLOGY

The descriptive research method was used inthe present study.

Population and Sample of the study: The population of this study is the Sudanese EFL university students from (Karari University) which integrates technology in teaching English language. (The sample of students chosen to conduct this study are 3rd year university students and was selected from the college of Languages. The age of students ranged from 18 to 24 and above. These classes are chosen because they are available and easy to be contacted. Moreover, in this stage or level the students have enough awareness about the opportunities that offered by using digital technologies in their English class.

Data collection tool: This study used a questionnaire that aimed to identify the Sudanese EFL university students' opinions on the use of digital technologies in order to find the active learning opportunities that provided by using digital technologies.

Students' questionnaire: The questionnaire was written in simple, clear and understandable English language. It consists of 16 multiple choices that clarify the using of digital technologies among university students. The subjects were required to choose one of the frequencies by making (A tick) for each option which most closely represented their preferences. They are also reminded that all questions must be ticked once. After completing all questions, the copies were collected by the researcher and taken for analysis.

Procedure of data collection: The questionnaire was directly administrated to students who were allowed 20-30 minutes to complete the questionnaire. The subjects were told that the results of the questionnaire, which constituted an integral part of the study. Subjects were told that complete confidentiality would be observed regarding their answers. The information mentioned previously was reached by processing the data obtained from the students' questionnaire via mathematical software called SPSS.

Data Analysis: To achieve the objectives of the study and to test the question of the research paper to obtain accurate results, Statistical Package for social Sciences (SPSS) was used. The

researcher used descriptive statistics methods which include the mean and in addition to correlation.

Procedure of designing questionnaire: The question of the study is the main focus in designing the questionnaire for EFL students, and used to generate the statements of the questionnaire. The following formulas were used in data analysis:

a-Reliability: Here are some of the most used methods for calculating the reliability. 1-Split – half by using Spearman Brown Equation 2-Alpha – Cronbach coefficient 3-Test and Re-test method 4-Equivalent images method

The validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). To assess the validity of the questionnaire, it was referred to a panel of experts in the areas of educational research and English teaching to receive their comments and recommendations. The experts are supplied with copies of the questionnaire to judge the instrument validity and suggest any changes that they considered necessary. Their comments and recommendations are taken into account. The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. The (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

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

RESULTS AND DISCUSSION

The research results will be presented according to the research paper question:

What are the active learning opportunities that provided by using digital technologies to Sudanese EFL university students?

After analyzing the data, the researcher reached the following results:

Table (1): Opportunities provided by using digital technology to Sudanese EFL university students

Statement	5	4	3	2	1	Mean	STD	Relative %	Chi Square
1-Using digital technology helps me to be a creative learner	117	19	3	3	3	3.2	1.8	65.4	248.3
2-Using digital technology helps me to acquire English easily	49.8	8.1	1.3	1.3	93.6	4.3	0.8	86.8	253.4
3-Using digital technology in EFL class helps me to promote my communication easily	121	90	12	7	5	4.3	0.9	86.2	232.9
4-Using digital technology improves my interaction with my English language teacher	51.5	38.3	5.1	3	2.1	4.3	0.9	86.2	232.9
5-Using digital technology creates a more meaningful /effective	127	73	20	11	14	4.3	0.9	86.2	232.9
	54	31.1	8.5	4.7	1.7				
	104	105	13	13	0	4.2	0.8	85.6	142.5
	44.3	44.7	5.5	5.5	0				
	78	109	25	22	1	4.0	0.9	80.4	170.8
	33.2	46.4	10.6	9.4	0.4				

English learning									
6-I can learn English in much greater depth through digital technology rather than traditional method	96	111	13	14	1	4.2	0.8		231
	40.9	47.2	5.5	6	0.4			84.4	
7-Using digital technology increases my EFL motivation	102	117	9	6	1	4.3	0.7		280.1
	43.4	49.5	3.8	2.6	0.4			86.6	
8-Using digital technology makes my English learning more enjoyable	82	103	29	16	5	4.0	0.9		157.6
	34.9	43.8	3.8	2.6	0.4			80.4	
9-Digital technology helps me to participate within English class	103	87	26	13	5	4.2	0.9		171
	43.8	37	11.5	5.5	2.1			83.0	
10-Using digital technology helps me to be an independent learner	117	89	16	11	2	4.1	0.9		232.8
	49.8	37.9	6.8	4.7	0.9			82.4	
11-Using digital technology helps me to be a responsible learner	96	96	24	13	6	4.2	1.0		173.7
	47.2	34.5	11.5	5.5	1.3			83.2	
12-Using digital technology helps me to understand English better	110	78	28	13	6	4.2	0.9		172.9
	46.8	33.2	11.9	5.5	2.6			84.0	
13-Using digital technology helps me to get unlimited English resources	111	81	27	13	3	4.3	0.8		186.4
	47.2	34.5	11.5	5.5	1.3			85.2	
14-Good digital literacy can enhance my English learning	112	88	24	7	4	4.1	1.0		210.2
	47.7	37.4	10.2	3	1.7			82.2	
15- Using digital technology supports my learning style	107	82	22	13	11	3.85	1.3		168.1
	45.5	34.9	9.4	5.5	9.7			77.0	
16-Using digital technology encourages me to participate in achieving English learning goals	104	63	21	24	23	3.9	1.1		112.4
	44.3	26.8	8.9	10.2	9.8			78.8	
Total mean and STD						4.1	1.0	82.0	196.5

* 5-Absolutely agree 4-Agree 3-No opinion 2- Disagree 1-Absolutely disagree

According to the results shown in the table(2) the students' responses to the statement **(1)Using digital technology helps me to be a creative learner.**The responses to this statement are high as the mean score for this item is 3.2 with standard deviation of 1.8. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (248.3) which is greater than Tabular value (9.48). Thus, it indicates that there are significant differences between the averages of the item (3.27) and central premise of the study.

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

Regarding item **(3) Using digital technology in EFL class helps me to promote my communication easily.** The responses to this statement are high as the mean score for this item is 4.3 with standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase is (232.9) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.31) and central premise of the study.

Concerning item **(4) Using digital technology improves my interaction with my English language teacher.** The responses to this statement are high as the mean score for this item is 4.2

with standard deviation of 0.8. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (142.5) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.28) and central premise of the study.

As for item **(5) Using digital technology creates a more meaningful /effective English learning**. The responses to this statement are high as the mean score for this item is 4.0 with standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (170.8) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.02) and central premise of the study.

Statement **(6) I can learn English in much greater depth through digital technologies rather than traditional method**. The responses to this statement are high as the mean score for this item is 4.2 with standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (231.02), which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.22) and central premise of the study (3) and in favor of very high degree of approvers on the item. Which indicates the positive attitudes towards using digital technologies in English classroom.

For item **(7) Using digital technology increases my EFL motivation**. The responses to this statement are high as the mean score for this item is 4.1 with standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (280.1) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.33) and central premise of the study.

In statement **(8) Using digital technology makes English learning more enjoyable**. The responses to this statement are high as the mean score for this item is 4.2 with standard deviation of 1.0. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (157.6) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.02) and central premise of the study.

Regarding item **(9) Digital technology helps me to participate within English class**. The responses to this statement are high as the mean score for this item is 4.2 with standard deviation of 0.9. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (171.0) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.15) and central premise of the study.

Item **(10). Using digital technology helps me to be an independent learner**. The responses to this statement are high as the mean score for this item is 4.3 with standard deviation of 0.8. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (232.8) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.12) and central premise of the study

Statement **(11). Using digital technology helps me to be a responsible learner**. The responses to this statement are high as the mean score for this item is 4.1 with standard deviation of 1.0. This means that the students agree to a great extent on this item. The Chi – Squared value for this phrase (173.7) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.16) and central premise of the study.

Item **(12) Using digital technology helps me to understand English better.** The responses to this statement are high as the mean score for this item is 3.85 with standard deviation of 1.3. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (172.9) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.20) and central premise of the study (3) and in favor of very high degree of approvers on the item.

Statement **(13) Using digital technology helps me to get unlimited English resources.** The responses to this statement are high as the mean score for this item is 3.9 with standard deviation of 1.1. This means that the students agree to a great extent on this item. The Chi – Squared value for this item is (186.4) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the phrase (4.26) and central premise of the study (3) and in favor of very high degree of approvers on the item.

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

The high responses to this item **(15) Using digital technology supports my learning style.** The mean score for this item is 3.5 with standard deviation of 1.3. This means that the students agree to a great extent on this item. The Chi – Squared value this item is (168.1) which is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (3.85) and central premise of the study (3) and in favor of high degree of approvers on the item.

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

The Chi-Squared value for total phrases (196.5) is greater than the Tabular value (9.48). Thus, it indicates that there are significant differences between the average of the item (4.10) and central premise of the study (3) and in favor of very high degree of approval on the hypothesis that there are many active learning opportunities provided by digital technologies to Sudanese university EFL students.

The researcher concluded that the hypothesis of the study, which stipulates: (There are many active learning opportunities provided by digital technologies to Sudanese university EFL students) is an acceptable hypothesis of all items.

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

These potentials can be seen in many points:

1. Digital technologies enhance students' communication along with their teachers behind

the confinement of the classroom time and space.

2. Students have a full control over their learning as they participate in the process of knowledge construction.
3. Students have the chance to improve their language skills by testing their own learning experiences through digital resources especially those based on the web.
4. Digital technologies while being used in English classes, have a deeper impact in maximizing students' motivation and desires to learn English.
5. Using digital technologies gives students learning autonomy to practice English.

CONCLUSION:

- (1) Digital technologies provided Sudanese EFL university students with ample active learning opportunities.
- (2) Using digital technologies in Sudanese universities opens a wide learning opportunities to support students in designing meaningful EFL learning.

RECOMMENDATIONS:

In the lights of the findings, the researcher put forward some recommendations with hope they contribute to a suitable infrastructure for developing university EFL learning.

The researcher recommended the following:

- (1) The Sudanese university EFL class should be equipped with digital technologies, and instructors should have training courses in using digital technologies.
- (2) The Ministry of Higher education should contribute in preparing EFL university students and teachers by organizing more workshops and seminars to familiarize using digital technologies in EFL teaching and learning process.

SUGGESTIONS FOR FURTHER STUDIES

- (1) More investigations and research are needed in using digital technologies in Sudanese university EFL class.
- (2) Further studies should be conducted using the experimental methods.
- (3) Further studies should be done with a larger sample including other universities.

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