# Teachers' AttitudesTowards theUse of Digital Technologies in Sudanese Tertiary Level

Rehab Abdel Salam Elsanousi Mohammed* and IshragaBashier

1- Sudan University of Science & Technology
2- Al Nelain University
*E-mail: relsanousi@yahoo.com E- mail:ishragabashirelhassan@gmail.com

**ABSTRACT:**

This study aims to investigatethe Sudanese university EFL teachers' attitudes towards usingdigital technologies in teaching English as a foreign language. Twenty- three EFL teachers were chosen from Sudan University of Science &Technology, and Karary Universityto participate in thisstudy by expressing their attitudes towards using digital technologies in their EFL instruction. The researcher hypothesized that Sudanese University EFL teachers have positive attitudes towards using digital technologies in their instruction. To examine this hypothesis, the researcher adopted a descriptive and analytical methodology. The data in this paper have been analyzed by using SPSS (Statistical Packages for Social Sciences) and presented in the forms of frequencies and percentages.The findings of the study illustrate that all of the respondents from the university teachers have positive attitudes towards using digital technologies in their EFL classrooms. Also, the paper revealed and provedthat university teachers are motivated enough to integrate digital technologies in their EFL classrooms. Based on the findings, the researcher highly recommended that university EFL classrooms should be equipped with digital technologies and university teachers must be encouraged and trained to use and integrate digital technologies in their EFL classroom.

**Keywords:**create, opportunity, implement, acceptance, access

**المستخلص:**

تهدف هذه الدراسة الى التحقق من مواقف الاساتذة الجامعين تجاه استخدام التكنولوجيا الرقمية فى تدريس اللغة الانجليزية كلغة اجنبية. وقد تم اختيار23 أستاذ كعينة لهذه الدراسة من جامعتى كررى والسودان للعلوم والتكنولوجياالأستكشاف اتجاهاتهم ومواقفهم تجاه استخدام التكنولوجيا فى تدريس اللغة الانجليزية كلغة اجنبية. قدمت الباحثة الفرضية التالية: أن اساتذة الجامعات السودانية يتمتعون بإتجاهات ايجابية نحو استخدام التكنولوجيا فى تدريس اللغة الانجليزية. وللتحقق من هذه الفرضية استخدمت الباحثة المنهج الوصفى التحليلى . تم تحليل البيانات باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية وقدمت فى شكل إحصاء وصفى. وقد أوضحت نتائج البحث أن كل عينات الدراسة من اساتذة الجامعات الذين يدرسون اللغة الانجليزية كلغة اجنبية لهم مواقف ايجابية تجاه استخدام التكنولوجيا فالتدريس. كما عكست الدراسة أن أساتذة الجامعات لهم دافعية كبيرة لإستخدام التكنولوجيا الرقمية فى فصول اللغة الانجليزية. إعتماداً على النتائج المتحصلة أوصت الدارسة بضرورة تزويد قاعات اللغة الانجليزية بوسائل التكنولوجيا الرقمية وتشجيع وتدريبالاساتذة الجامعين لاستخدام التكنولوجيا فى تدريسهم للغة الانجليزية كلغة أجنبية.

## INTRODUCTION

The proliferations of using digital technologies sort them as a remedy pills for educational settings. Nowadays, digital technologies are situated at the heart of teaching and learning process at all educational levels and human sciences. Teachers' use of technology in the classroom has increased dramatically and drastically in the last two decades, and many factors are affecting using digital technologies in their instruction. Therefore, abundant of previous research focus on these factors and the most important one is teachers' attitudes towards using digital technologies which is measured as a motive to integrate digital technologies successfully in the classroom. Briton (2001:461) supposed that multimedia tools, served as important motivators in the language teaching, have attracted the attention of teachers, academia, educationalists, and experts.Ajzen (1988) stated that English language teachers might welcome or resist theintroduction of computer technology into school. He also claims that using acomputer in education depends on teachers with positive attitudes (cited in Abdullah et.al 2006, p.58). This means that having positive attitudes towards using computer technology is crucialto the teacher who uses digital technologies in teaching English language.

Most importantly, digital technologies have played a vital role in transforming the life, and it stands as a means of self- expression and empowerment. So, using digital technologies inside EFL classroom helps to create a healthy and a positive learning and instructional environment. The U.S Department of education has determined that schools should deliver their curricula digitally by 2015, and this will be a motive for teachers to design and test new ways of teaching.

## HISTORICAL BACKGROUND

The current decade has witnessed a rapid development and spreads of using digital technologies. These developments heavily influenced the teaching and learning process. Obviously, using these tools helps to facilitate and motivates teachers' instruction, as well as their students in the same beliefs and attitudes, are important factors for understanding and improving educational process. Moreover, many other psychological factors may account for the individual usage of digital technologies. The findings of previous research determined that attitudes and motivation are the most effective t factors. In this paper, the researcher will discuss the importance of teachers' attitudes towards integrating digital technologies in EFL classrooms.

Attitude is an important variable and considered as one of the fundamental factors that affects the integration of technology in the classroom. Fish and Ajzen (1975:495:496) have suggested the term "attitude" is to be reserved only for the effective dimension indicating evaluation of favorability towards an object. Also, Bruvold (1972:127) asserts that there is a relationship between attitude, beliefs, and behavior. Means (1994) preferred to give emphasis to teachers' beliefs and proposed that: "the primary motivation for teachers to use technology in their classrooms is the belief that the technology will support superior forms of learning" (p. 4). So the real teachers' attitudes and belief about technology plays a major role in an efficient and fruitful teaching process that promotes and supports the learning environment.

Lary Cuban (1986:38) states that: "Technology will not have a significant impact on students learning until teachers change the way they teach." This result similar to National Research Council (2012), which report that the teachers who are often more comfortable with broadcast and interactive technologies are now expected to embrace online participatory learning technologies in support of active, passion-based learning by students who live and will work in a digital world. On the other hand, for the time

being, teachers' attitudes towards using digital technologies in their classrooms stands as an important theme because many researchers note that educators' attitudes, believes, and perceptions towards digital technologies have been identified as a key points on the integration of digital technology.

Today's teachers must have opportunities to study, observe, reflect, and discuss their practice including their use of technologies, in order to develop a sound pedagogy that incorporates technology (Kearsly&Lynch, 1992).  Capper (2003) points out that many teachers who have access to the technology will not use it because they do not have the technical knowledge and are satisfied with their current approach to teaching. He says that these teachers either find many difficulties while using technology or they do not have sufficient time to gather relevant lessons supported by technology.

It has been noticed that educational theorists and researchers have realized that a major factor in the implementation of computers is users' acceptance, which is in turn influenced by their attitudes towards the media. Teacher's attitudes have been found to be major predictors of the use of technology in instructional settings (Almusalam, 2001), and so many researchers from different parts of the world believe that the use of ICT tools for educational purposes depends on upon the attitudes of teachers toward the technology (Albirini, 2004; Teo, 2008; Huang &Liaw, 2005).

One form of digital technologies is a technology-enhanced instruction which is defined as a form of digital technologies that has been used for supporting classroom instruction. Koc (2005) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote teaching process. Research shows that teachers usually fall into one of three categories when it comes to implementing technology and "digital media" into their literacy programs, they either embrace it, ignore it, or reject it. On the other hand, in 1999, Ertmer distinguished between two types of barriers that impact and influenced teachers' uses of digital technology in the classroom. First- order barriers were defined as those that were external to the faculty and included resources both (hardware, software), training, and support. Second- order barriers contain those that were internal to the faculty and included teachers' confidence.

The importance of incorporating all these techniques along with methods of teaching might have a positive impact on stimulating motivation and improving students' communicative skills. Moreover, students tend to be more talented in having full control over their learning. Therefore, the more experience teachers have with computers, the more likely that they will show positive attitudes towards computers (Rozell& Gardner, 1999). Positive computer attitudes are expected to foster computer integration in the classroom (Van Braak, 2004). Beside that the success of creativities to implement technology in an educational program relies strongly upon the support, motivation and attitudes of teachers involved. So, teachers' attitude is fundamentally necessary for educational innovation, effectiveness, implementation, and action.

Many studies have been conducted to investigate the attitudes of teachers towards using digital technologies. One of these studies carried out by Swan (2003) who explains that "the instructor serves as an expert who plans instruction to stimulate students' interests, motivates their participation in the learning process, and facilitates their learning" (p. 10).  It is clear that Swan represented the teachers'  attitude and belief  as the dominant center in the instruction process. It has been suggested that if teachers believed or perceived computers not to be fulfilling their own or their students' needs, they are likely to resist any attempts to introduce technology into their teaching and learning. (Askar&Umay,2001).

Another study done by Kong Siew (1997, cited in Rahman 2000) identified three key factors that hold teachers back from integrating computers into their classes. She surveyed primary school faculty and listed the factors that inhibited teachers' use of computers in the classroom. The three key factors preventing computer utilization in the classroom are (Kong Siew ,1997, cited in Rahman 2000:536):

1. There is limited time for the teachers to incorporate computers into the teaching and learning.
2. There are less number of computers in schools.
3. Teachers have limited computer knowledge or skills to integrate the computer into their lesson

In short, digital technologies open some wide opportunities for teachers to improve and enhance their instruction, and the above reviewed evidences confirm the significant impact that digital technologies have on instructional activities and the training. Moreover, EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation for classroom instruction.

## DEFINITION OF ATTITUDE

Although definitions of the construct of attitude vary greatly within the literature, there is general agreement that attitude is a psychological tendency to evaluate an object in terms of favorable or unfavorable attribute dimensions such as good/bad or positive/negative (Ajzen, 2001; Eagly & Chaiken, 1993). This evaluative quality is central to the definition of attitude, and it distinguishes the concept from beliefs or opinions. Attitudes are quite stable (once formed they are hard to change), and they are highly dependent upon context (i.e., attitudes toward to related objects can be contradictory, e.g., attitude toward sustainable energy and attitudes toward nuclear energy plants) (Ramey-Gassert, Shroyer, & Staver, 1996; Schoon & Boone, 1998).

Furthermore, attitude is not a single unitary concept; it is a construct consisting of multiple dimensions and subcomponents. The separate evaluations of each of these subcomponents contribute in varying degrees toward the overall attitude toward the object (Ajzen, 2001). As Pajares (1992) describes, "When clusters of beliefs are organized around an object or situation and predisposed to action, this holistic organization becomes an attitude" (p. 314). This implies that measuring an individual's attitude towards an object should consist of measuring the various dimensions and subcomponents of attitude toward that specific attitude object (Ajzen, 2001; Schwarz, 2008). To date, however, there is no consensus on the number or identity of the dimensions and subcomponents that constitute the construct of attitude toward science.

The overall psychological construct of attitude is often divided into three components: cognition, affect, and behavior (Eagly & Chaiken, 1993). For our literature review, we used this tripartite division as a starting point from which to categorize the various concepts of attitude toward science that we derived from previous research. The cognitive component of attitude encompasses the evaluative thoughts and beliefs that a person has about the attitude object. These beliefs range from a positive to a negative evaluation of attributes along with a continuum. The second component of attitude is effective. This component consists of feelings and moods that a person experiences in relation to the attitude object. A positive attitude is characterized by the experience of positive reactions (physical or otherwise) and emotions when confronted with the object, whereas a negative attitude is accompanied by negative affective reactions.

The third component of this tripartite division of attitude is behavior, which constitutes the behavioral responses or actions of a person when confronted with the

attitude object. This response can be either overt (with the person actually acting out the behavioral response or action) or covert (with the person intending to act out the behavior, although the action has yet to take place). In addition to referring to the attitudinal responses a person mayhave, these three components of attitude refer to the different processes underlying the formation of an attitude. In the literature, these components have also been labeled as dimensions, classes, or categories (Eagly & Chaiken, 1993; Klop, 2008).

## ATTITUDES TOWARDS TECHNOLOGY

A person's attitudes towards digital technology have been considered as a basis of intrinsic motivation towards using technologies. Moreover, previous studies proved that attitude towards technology inthe teaching process affects the use of digital technology itself and leads to the change happened on the teachers' belief about technology weather it is positive or negative. So, up,the researcher concluded that using digital technologies in theclassroom depends on the technology awareness which leads to certain attitudes.

On the other hand, Sangal (2001) supported the notion that if teachers have favorable attitudes towards technology, they are likely to integrate it into their teaching. Therefore, the beliefs on the value of using technology are greatly affected and enhance the teachers' perceptions of the vital role of digital technologies in their teaching process.

Kopcha (2011) noted in his research that a teacher's belief about the usefulness of and difficulty associated with integrating technology influences whether or not they use it.He found that with mentoring and relevant training that this beliefonly developed stronger as did their positive attitude and perspectiveson using technology (Kopcha, 2011). The more positivelythey saw technology use, the more likely they were to integrate it and promote it(Kopcha,2011).

All of the above scholars' studies confirmed the importance of teachers' attitudes towards using technology. More importantly, the researcher observed that nowadays when theteacher has a high digitalliteracy, this will let him/ her tobe a distinguished teacher among others.

## STATEMENT OF THE PROBLEM

Integrating digital technologies in EFL classroom instruction has become an essential issue.  Steeples and Jones, (2002), asserted that teaching practices have changed due to the use of information and communication technology in education (Naidu, 2005,1). It has been observed that Sudanese university EFL professors and instructors are still adhered to old fashion of teaching. Technology-enhanced instruction is not fully explored to determine its potentials and possibilities for boosting classroom instruction. However, tremendous researchers have shown a positive impact on improving EFL instructors' instructional strategies and course delivery methods. The reality would frustrate, but it's a reflection of current teaching situations at the university level in Sudan. On the other hand, the current teaching situations have contributed to the impoverishment of students' effectiveness and productivity in learning English. Unwillingness, reluctance, and indisposition to test their own learning experiences are closely associated with the way they are taught. So the implementation of digital technology in teaching is associated with teachers' awareness of how to use these tools inside the classroom. Brown. Higgins, Hartley (2001) suggested that another element educator must work at is adjusting their attitudes towards the use of technology and its integration into the classroom.

Moreover, the researcher herself has been an English language educator in one of the Sudanese universities. She observed that despite the expansion of universities, the

Sudanese EFL classrooms are not wired with the internet, and the instructors depend on the traditional methods which shaped their minds using chalk across the board. Globally, language teachers and policy makers receive a strong and constant urge and call "to integrate new technologies into their teaching from the media, government, school administrators, colleagues, parents, and learners. Despite these calls, the percentage of teachers who have effectively integrated new technologies into their curriculum is still relatively low" (Schmid, 2011). This leads to an important point that teachers may not be as technologically advanced as their students in this era. Therefore, educators and administrators need to apprehend and appreciate the potentials of technology for creating ample opportunities for enhancing classroom instructions. Such an adjustment would result in encouraging teachers to use digital technologies.

So, the present paper tries to investigate the Sudanese EFL university teachers' attitudes towards using digital technologies.

## GOALS

1- To investigate the potentials of incorporating digital technologies in Sudanese EFL classroom instructions.

2- To probe into the ways in which digital technologies can be integrated with methods of teaching English.

3- To provide a starting point for EFL instructors to investigate the potentials of digital technologies in improving the teaching process.

4- To encourage EFL instructors to accept the digital technologies tools and resources as a new media for instruction.

## RESEARCH QUESTION

To what extent do teachers use digital technologies in teaching EFL at Sudanese tertiary level?

## METHODOLOGY

The descriptive and analytical method were adopted for the recent study. For collecting data, a questionnaire was designed and validated by a panel of experts. In addition, the reliability of the questionnaire was calculated statistically through the Cronbach Alpha coefficient andthe result of reliability tests that Cronbach's values for all statements are greater than 60%. Dealing with these values the availability of a high degree of internal consistency for all statementsof the questionnaire and the Cronbach's values is 0.78. The questionnaire designed by the researcher herself, was based on Likert's 5 points scale (Absolutely agree- agree- no opinion- agree- absolutely disagree), and was administrated to 30 EFL teachers form two universities.23 copies were returned.

The questionnaire was basically administrated to EFL teachers at Karari University and Sudan University of Science &Technology to obtain their responses regarding the attitudes towards using digital technologies.

*PARTICIPANTS:* The population of this study is the Sudanese EFL university teachers (Karari University- Sudan University of Science & Technology). The sample of teachers chosen to conduct this study was selected from the college of Languagesand they are representing teachers who teach English as FL. Thirty copies of the questionnaire were distributed to those teachers, but the researcher received 23 copies of the questionnaire.

*DATA ANALYSIS*: In this section, data analysis of the study is carried out. To do this, the researcher considers the instruments of applied study, which contain the description of the study's population and its sample, methods of data collection, reliability and validity of the study tool, and the statistical analysis. To achieve the

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

*Reliability:*

Reliability Test for the questions of the questionnaire by using:

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

*Statistical Reliability and validity:* The researcher calculated the validity statistically using the following equation:

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

The researcher calculated the reliabilitycoefficient 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


*Descriptive Statistics Methods***:**

To describe the characters of the sample of the study using the following tools**: -**

*Frequency Distribution for the Phrases of the Questionnaire***:**

To recognize the frequency distribution for the result of the sample.

*The Weighted Mean***:**

It is used to describe the opinions of the sample about the hypotheses of the study as it is one of the measures of central tendency**.**

*Standard Deviation***:**

It is used to measure the dispersion in the result to the arithmetic mean.

*Chi square–Test:*

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

**THE STUDY TOOL**

*Teachers' questionnaire:* The questionnaire was written in simple, clear and understandable English language. It consists of 16 multiple choice questions that clarify the use of digital technologies among university teachers and their attitudes towards using these technologies in their EFL instruction. The subjects were required to answer the questionnaire by ticking the answer, which most closely represented their preferences. The subjects were required to choose one of the statements by making (tick) for each option. 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. The sample of teachers was selected intentionally and is one of non – probability sample chosen by the researcher to obtain the information from the specific vocabulary of the population under study. Thirty questionnaires were distributed and it was received back (23) questionnaires by retrieving reached 76.7% and stated.

**Table (1): Questionnaires Distributed & Returned:**

| Issue | Number | Percentages% |
|---|---|---|
| Questionnaires were returned | 23 | 76.7 |
| Questionnaires were not returned | 7 | 23.3 |
| **Total** | **30** | **100%** |

**Table (2): FrequencyDistributionof theSample accordingto university**

| Issue | Number | Percentages |
|---|---|---|
| Karari  University | 21 | 91.3 |
| Sudan University of Science&Technology | 2 | 8.7 |
| **Total** | **23** | **%100** |

As we see from the table above the majority of the sample were taken from (Karari University) (91.3) %, and the other sample from ( Sudan University of Science& Technology) are (8.7) % of the total sample of the study.

**Table (3): Frequency Distribution According to Experience**

| Years of Experience | Number | Percentage |
|---|---|---|
| Less than 5 years | 7 | 30.9 |
| 5 years & less than 10 | 12 | 52.2 |
| More than 10 years | 4 | 17.4 |
| **Total** | **23** | **%100** |
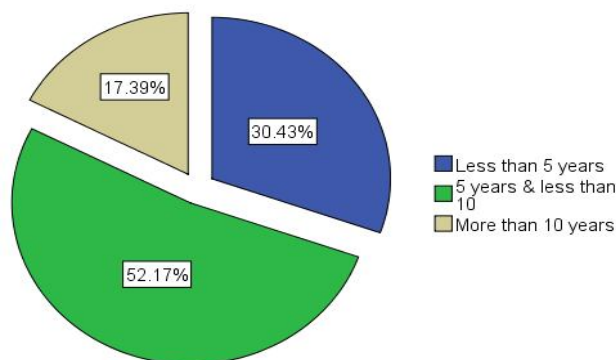


**Figure (1): Percentage distribution according to Experience**

From the figure above it is clear that the majority of the sample is working between 5 years & less than 10 years andthey reached 52.2% of the sample. The proportions of years' experience more than 10 years are 17.4%.Teachers with experience of less than5 years are 30.9% of the sample.

**DISCUSSION**

According to the results shown in the table below the students' responses to the statement

1- **I use digital technologies to improve thepresentation of my EFL teaching**.
The teacher's responses to this statement are high as the mean score for this item is 4.69 with standard deviation of 0.47. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the phrase (17.2) is greater than theTabular value (5.99). Thus, it indicates that there are significant differences between the averages of the item (4.69) and central premise of the study (3)

**Table (4): Teachers' perceptions of using digital technologies in EFL classroom**

| Statement | 5 | 4 | 3 | 2 | 1 | Mean | STD | Relative % | Chi Square |
|---|---|---|---|---|---|---|---|---|---|
| 1-I use digital technologies to improve the presentation of my EFL teaching | 16<br>69.6 | 7<br>30.4 | 0<br>0 | 0<br>0 | 0<br>0 | 4.69 | 0.47 | 93.8 | 17.2 |
| 2-Using digital technologies makes English teaching more enjoyable for the student. | 17<br>73.9 | 6<br>26.1 | 0<br>0 | 0<br>0 | 0<br>0 | 4.73 | 0.44 | 94.6 | 18.5 |
| 3-Using computers inside English classroom makes lessons more interesting | 14<br>60.9 | 9<br>39.1 | 0<br>0 | 0<br>0 | 0<br>0 | 4.60 | 0.49 | 92 | 19.5 |
| 4-I prefer teaching English via digital technologies | 11<br>47.8 | 12<br>52.2 | 0<br>0 | 0<br>0 | 0<br>0 | 4.47 | 0.51 | 89.4 | 13.8 |
| 5-My English course specifications based only on reading books | 13<br>56.5 | 10<br>43.5 | 0<br>0 | 0<br>0 | 0<br>0 | 4.56 | 0.50 | 91.2 | 14.8 |
| 6-I feel confident when I use digital technologies to teach English | 11<br>47.8 | 12<br>52.2 | 0<br>0 | 0<br>0 | 0<br>0 | 4.47 | 0.51 | 89.4 | 13.8 |
| 7-I have the opportunity to use digital technologies in my English classroom | 10<br>43.5 | 13<br>56.5 | 0<br>0 | 0<br>0 | 0<br>0 | 4.43 | 0.50 | 88.6 | 13.5 |
| 8-It is easy to work collaboratively with EFL students through digital technology | 8<br>34.8 | 18<br>65.2 | 0<br>0 | 0<br>0 | 0<br>0 | 4.34 | 0.48 | 86.8 | 13.2 |
| 9-I communicate with my EFL students electronically (email, chat line…., etc.). | 6<br>26.1 | 17<br>73.9 | 0<br>0 | 0<br>0 | 0<br>0 | 4.26 | 0.44 | 85.2 | 17.2 |
| 10-Using digital technologies enriches my EFL teaching process. | 11<br>47.8 | 9<br>39.1 | 3<br>13 | 0<br>0 | 0<br>0 | 4.34 | 0.71 | 86.8 | 19.5 |
| 11-I use digital technologies as a management tool for preparing my English lessons | 7<br>30.4 | 16<br>69.6 | 0<br>0 | 0<br>0 | 0<br>0 | 4.30 | 0.47 | 86 | 13.2 |
| 12-I try to engage students in exploring English real-world issues using digital technology | 5<br>21.7 | 2<br>8.6 | 3<br>13 | 12<br>52.2 | 1<br>4.3 | 2.91 | 0.31 | 58.2 | 3.18 |
| 13-I am not feeling comfortable with using digital technologies | 8<br>43.8 | 13<br>56.5 | 2<br>8.7 | 0<br>0 | 0<br>0 | 4.26 | 0.61 | 85.2 | 19.7 |
| 14-Using digital technologies is essential to EFL teaching | 4<br>17.4 | 10<br>43.5 | 6<br>26.1 | 3<br>13 | 0<br>0 | 3.56 | 0.93 | 71.2 | 13.3 |
| 15-Classes that use digital technologies allow me to take greater control of my class activities (planning, apportioning time, success, etc.). | 9<br>39.1 | 14<br>60.9 | 0<br>0 | 0<br>0 | 0<br>0 | 4.39 | 0.49 | 87.8 | 13.2 |
| 16-Using digital technologies will help me to facilitate English teaching and grasp students' attention. | 14<br>60.9 | 9<br>39.1 | 0<br>0 | 0<br>0 | 0<br>0 | 4.60 | 0.49 | 92 | 15.4 |
| **Total mean and STD** | | | | | | 4.3 | 0.52 | 86 | 14.9 |

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

2. **Using digital technologies makes English teaching more enjoyable for the student.** The responses to this statement are high as the mean score for this item is 4.73 with standard deviation of 0.44. This means that the teachers agree to a great

extent on this item. The Chi – Squared value for the phrase (18.5) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.73) and central premise of the study (3)

3. **Using computers inside English classroom makes lessons more interesting**. The teachers' responses to this statement are high as the

mean score for this item is 4.60 with standard deviation of 0.49. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the phrase (19.5) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.60) and central premise of the study.

4. **I prefer teaching English via digital technologies.** The teacher responses to this statement are high as the mean score for this item is 4.47 with standard deviation of 0.51. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the phrase (13.8) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.47) and central premise of the study.

5. **My English course specifications based only on reading books**. The teacher responses to this statement are high as the mean score for this item is 4.56 with standard deviation of 0.50. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (14.8) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.56) and central premise of the study.

6. **I feel confident when I use digital technologies to teach English**. The teacher responses to this statement are high as the mean score for this item is 4.47 with standard deviation of 0.51. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (13.5) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.47) and central premise of the study.

7. **I have theopportunity to use digital technologies in my English classroom**. The teacher responses to this statement are high as the mean score for this item is 4.43 with standard deviation of 0.50. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (13.5) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.43) and central premise of the study.

8. **It is easy to work collaboratively with EFL students through digital technology.** The teacher responses to this statement are high as the mean score for this item is 4.34 with standard deviation of 0.48. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (13.2) is greater than the Tabular value (5.99) Thus, it indicates that there are significant differences between the average of the item (4.34) and central premise of the study.

9. **I communicate with my EFL students electronically (email, chat line…., etc.).** The teacher responses to this statement are high as the mean score for this item is 4.26 with standard deviation of 0.44. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (25.4) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.69) and central premise of the study.

10. **Using digital technologies enriches my EFL teaching process**. The teacher responses to this statement are high as the mean score for this item is 4.34 with standard deviation of 0.71. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (19.5) is greater than the Tabular

value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.34) and central premise of the study.

11. **I use digital technologies as a management tool for preparing my English lessons.** The teacher responses to this statement are high as the mean score for this item is 4.30 with standard deviation of 0.47. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (13.2) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.30) and central premise of the study.

12. **I try to engage students in exploring English real-world issues using digital technology**. The teacher responses to this statement are high as the mean score for this item is 2.91 with standard deviation of 0.31. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (12) (3.19) is less than the Tabular value (7.81). Thus, it indicates that there are insignificant differences between the average of the item (2.91) and central premise of the study

13. **I am not feeling comfortable with using digital technologies**. The teacher responses to this statement are high as the mean score for this item is 4.26 with standard deviation of 0.61. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (19.7) is greater than the Tabular value (7.81). Thus, it indicates that there are significant differences between the average of the item (4.26) and central premise of the study.

14. **Using digital technologies is essential to EFL teaching.** The teacher responses to this statement are high as the mean score for this item is 3.56 with standard deviation of 0.93. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (13.3) is greater than the Tabular value (7.81). Thus, it indicates that there are significant differences between the average of the item (3.65) and central premise of the study.

15. **Classes that use digital Technologies allow me to take greater control of my class activities (planning, apportioning time, success, etc.)**. The teacher responses to this statement are high as the mean score for this item is 4.39 with standard deviation of 0.49. This means that the teachers agree to a great extent on this item. The Chi – Squared value for the item (13.2) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.35) and central premise of the study.

16. **Using digital technologies will help me to facilitate English teaching and grasp students' attention.** The teacher responses to this statement are high as the mean score for this item is 4.60 with standard deviation of 0.49. This means that the teachers agree to a great extent on this item.

The Chi – Squared value for the item (15.4) is greater than the Tabular value (5.99). Thus, it indicates that there are significant differences between the average of the item (4.60) and central premise of the study.

The researcher concluded that the hypothesis of the study, which stipulates: (Sudanese university EFL instructors have positive attitudes towards using digital technologies to enrich their instruction and course delivery method) is an acceptable hypothesis of all phrases,

Based on the results obtained from the statistical analysis of students' responses, it could be observed that Sudanese EFL university teachers have positive attitudes to use digital technologies in their EFL instruction.

Hence, many findings generated from the statistical analysis could provide persuasive answers to the research question: To what extent do teachers use digital technologies in teaching EFL at Sudanese tertiary level? These potentials can be

seen in many points:

1- Sudanese university teachers had positive attitudes towards using digital technologies in their English instruction.

2- Using digital technologies provide EFL teachers with more appropriate and authentic materials to enrich their English course.

3- The English course specification depends on textbooks.

**CONCLUSION:**

The aim of this paper was to investigate the Sudanese teachers' attitudestowardsthe use of digital technologies in Sudanese institutions. As hypothesized: Sudanese EFL university teachers have positive attitudes towards using digital technologies in their instruction and course delivery. The results of this study showed and proved that Sudanese EFL university teachers have positive attitudes towards using digital technologies in their EFL classrooms.

The researcher recommended that EFLuniversity teachers need more support and training inacceptance the integration of digital technologies in their instruction. In addition, it is time for the higher authority of education to pay attention for the educational technologiesto be implemented in EFL teaching and learning.

**SUGGESTIONS FOR FURTHER STUDIES:**

The present study investigates the Sudanese university teachers' attitudes towards using digital technologies in EFL classrooms. However, such topic is too broad to be discussed in small study, so the researcher suggests:

1- More investigations and research are needed to examine and test teachers' attitudes towards using digital technologies in Sudanese university EFL classrooms.

2- The recent study was conducted with a sample from KarariUniversity and Sudan University of Science & Technology; further studies should be done with larger samples including other universities.

3- The researcher did not use the experimental method in conducting this study; further studies should be conducted using the experimental methods.

**REFERENCES:**

1. Ahmed, A. (2015*). A preliminary study of ICT's infrastructure and pedagogical practices for technology integration in Sudanese Secondary schools*. International Journal of Instructional Technology and Distance Learning, 12(7), 37-54.

2. Ajzen, I (1988) Attitudes, personality and behavior. Open University

3. Ajzen, I. (2001). *Nature and operation of attitudes*. Annual Review of Psychology, 52, 27–58.

4. Albirini, A. A. (2004). An exploration of the factors associated with the attitudes of high school EFL teachers in Syria toward information and communication technology. Unpublished thesis The Ohio State University

5. Almusalam, S. N. (2001), Factors related to the use of computer technologies for professional tasks by business and administration teachers at Saudi technical colleges. (Doctoral Dissertation, the Ohio State University, 2001). Pro Quest Digital Dissertations (UMI No. AAT 3011019).

6. Askar, P., &Umay, A. (2001). *Pre-service elementary mathematics teachers" computer self-efficacy, attitudes towards using digital technologies.*

7. Brinton, D. M. (2001). *The use of media in language teaching*. In Celce-Murcia, M. (Ed.), Teaching English as a second or foreign language (pp. 459-475). Boston, MA: Heinle.

8. Brown, M., Higgins, K, &Hartley, K (2001). *Teachers and Technology Equity. Teaching Exceptional Childern*, 33 (4),23-39

9.  Capper, J. (2003). Complexities and challenges of integrating technology in the curriculum. TechKnowLogia, 60-63. Chan Nim Park &Jeong-Bae Son. (2009). Implementing Computer-Assisted Language Learning in the EFL

10. Davis, F. D., Bagozzi, R. P., &Warshaw, P. R. (1989). *User Acceptance of Computer Technology*: A comparison of Two Theoretical Models. Chicago: Management Science.

11. Eagly, A., &Chaiken, S. (1993). The psychology of attitudes. Belmont, CA: Wadsworth group/Thomson Learning.

12. Ertmer (1999), Teacher beliefs and technology integration practices: A critical relationship. Volume 59, Issue2, September 2012, pages423-435.

13. Fishbein, M, &Ajzen, I. (1975). Beliefs, attitude, intention, and behavior, an introduction to theory and research. Reading MA: AddisonWesley

14. Hamdy, A. (2007). ICT in Education in Sudan, Survey of ICT and Education in Africa: Sudan Country Report.

15. Hew, K. F., & Brush, T. (2007). *Integrating technology into K-12 teaching and learning*: current knowledge gaps and recommendations for future research. Educational Technology Research& Development, 55, 223-253.

16. Kearsley, G,,Lynch,(1992), *Educational leadership in the age of technology*: the new skills, Journal of Research on computing in Education 25(1) 50-61.

17. Keengwe, J., &Onchwari, G. (2008). *Computer technology integration and student learning:*Barriers and promise, Journal of Science Education and Technology, 17, 560–565.

18. Klop, T. (2008). *Attitudes of secondary school students towards modern biotechnology*. Unpublished doctoral dissertation, Erasmus University, Rotterdam, The Netherlands. Language Teaching, 31, 57–71.

19. Kmanour, E,l .(2002). *Developing Higher Education at Sudanese Universities with the utilization of instructional Technologies*. University of Khartoum. Graduate college, Faculty of Education (Ph.D. thesis).

20. Koc, M. (2005). *Implications of Learning Theories for Effective Technology Integration and Pre- Service Teacher Training*: A critical Literature Review Hournal of Science Education, 2, (1), 1-16

21. Kopcha. T. (2012), *Teachers' perceptions of the barriers to technology integration and practices with technology under situated professional development*. Computer& Education,59,1109-1121.

22. Larry Cuban, "*Teachers & Machines*: The Classroom Use of Technology since 1920", Published by Teachers College Press, (1986).

23. Lee, M.J.W. &McLoughlin, C. (Eds) (2010). *Web 2.0-based e-learning: applying social informaticsfor tertiary teaching*. Hershey, PA: Information Science Referencehttp://www.ascilite.org.au/conferences/singapore07/procs/mcloughlin.

24. Means, B. (1994). Introduction*: Using technology to advance educational goals*. In B. Means (Ed.), Technology and education reform: The reality behind the promise. (pp. 1-21). San Francisco: Jossey-Bass.

25. Naidu, S. (2005).  *Learning and teaching with technology*: Principles and practices. London and Sterling: Taylor & Francis e-library.

26. Pajares, M. F. (1992). *Teachers' beliefs and educational research*: Cleaning up a messy construct. Review of Educational Research, 62, 307–332.

27. Rahman, F. A. (2000). Paperpresented at the International Conference 'Education & ICT in the NewMillenium', Park Royal, Kuala Lumpur.

28. Rozell, E.J., & Gardner, W.L (1999) *Computer- related success and failure*: longitudinal field. Study of the factors influencing computer related- performance. Computer in human behavior, Vol, 15, no pp.1-110

29. Schmid E Cutrim, (2011)Schimmack E. Thomas M., Schmid E Cutrim. 'First steps towards a model of interactive whiteboard training for language teachers', Interactive Whiteboards: Theory, Research and Practice, 2010Hershey, PAIGI Global

30. Schwarz, N. (2008). *Attitude Measurement*. In W. Crano& R. Prislin (Eds.), Attitudes and attitude change (pp. 41–60). Philadelphia: Psychology Press.

31. Steeples C. & Jones C. (2002): *Networked learning: Perspectives and issues*. Computer Supported Cooperative Work- series. Springer - "…technology is not what learning is all about. Learning is essentially about change. Learning involves changes in attitudes, beliefs, capabilites, knowledge structures and skills" - Quoted                                                                              at http://72.14.203.104/search?q=cache:9_he8MiTfNYJ:gvu.unu.edu/docs/asynchronous_conferencing_as_learning_medium.doc

32. Swan, K. (2003*) Learning effectiveness*: what the research tells us. In J. Bourne & J. C. Moore (Eds) Elements of Quality Online Education, Practice and Direction. Needham, MA: Sloan Center for Online Education, 13-45.

33. U.S. Department of Education (2004). *Educational Technology Fact Sheet*. RetrievedSeptember22,2005,fromhttp://www.ed.gov/about/offices/list/os/technology/facts.html.

34. Van Braak, J., Tondeur, J., &Valcke, M. (2004). *Explaining different types of computer use among primary school teachers*. European Journal of Psychology of Education, 19, 407–422.

35. Warschauer, M., & Healey, D. (1998). *Computers and Language Learning*: an overvie