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## Investigating the Role of Information and Communication Technology in English Language Teaching: (A Case Study of Secondary Schools in East Gezira Locality State - Sudan)

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### ABSTRACT

The study aimed to investigate the role of ICT in teaching English in Sudanese schools in Elgazira Locality. The study casts light on the importance of ICT today particularly in the field of English language teaching. Moreover, investigating the problems which face Sudanese EFL teachers in using ICT in classrooms at secondary level. The study adopted the descriptive analytical method. A questionnaire was used as a tool to collected data. The sample of the study consisted of (50) teachers at secondary schools in East Gezira Locality. The study found that: Using ICT in EFL classes increases learners motivation and makes them more attentive for the usage of sound, picture and movement. Most learners have no previous background about ICT. The study recommended introducing ICT into educational curricula so as to be understood and used easily by learners and teachers.

**Keywords;** Schools, Sudanese, Teacher

### المستخلص :

تهدف الدراسة إلى بحث دور تقنية المعلومات والاتصالات في تدريس اللغة الانجليزية في المدارس السودانية محلية الجزيرة. تسلط الدراسة الضوء على أهمية تقنية المعلومات والاتصالات هذه الأيام - تحديداً في مجال تدريس اللغة الانجليزية إضافة لبحث المشاكل التي تواجه معلمي اللغة الانجليزية السودانييين في استخدام تقنية المعلومات والاتصالات في فصول الدراسة في المستوى الثانوي. وقد استخدمت هذه الدراسة المنهج الوصفي التحليلي ، كما استخدمت الاستبانة لجمع البيانات. تكونت عينة الدراسة من خمسين معلماً ومعلمة بالمرحلة الثانوية بمدينة شرق الجزيرة، واستخدم الباحث برنامج (SPSS) لتحليل البيانات بناء علي النتائج وجدت الدراسة أن استخدام تقنية المعلومات والاتصالات يزيد من دافعية الدارسين ويجعلهم اكثر انتباهاً وذلك لاستخدام الصورة والصوت والحركة. كذلك أشارت النتائج الي أن أغلبية الدارسين ليس لهم خلفيه مسبقه عن استخدام هذه التقنيات لذلك يشعرون بالصعوبة في التعامل معها. توصي الدراسة بضرورة إدخال تقنية المعلومات والاتصالات في مناهج الدراسة حتى يسهل فهمها واستخدامها لكل من الدارسين والمعلمين. ضرورة تدريب معلمي اللغة الانجليزية على استخدام هذه التقنيات.

**الكلمات المفتاحية:** المدارس ، السودانييون ، معلم.

## INTRODUCTION

Information communication technology (ICT) has become within a very short time one of the basic building blocks of modern society. ICT stands for information and communication technologies and defines resources, store, and manage mud of information. These technologies include computers, the internet, broadcasting technologies (radio and television) and technology. This study aims at investigating the problems that face Sudanese (EFL) teachers when using ICT in (ELT) English language teaching at secondary level. It also aims at finding solutions to these problems.

### Statement of the Problem

This study aims at investigating the problems that face Sudanese EFL teachers when using information and communication technology I C T in teaching English language at secondary level. The main reason that has led to this study is the limitation of technology both in users ability and availability of technological resources such as the computer and the internet.

### Aims of the Study

This study aims at:

- 1-Casting some light on the importance of ICT today particularly in the field of ELT.
- 2- Developing problem solving strategies and work skills.
- 3- Introducing the educational media into the curricula helps in understanding curricula content easily.

### Hypotheses of the Study

This study hypothesises the following :

- 1-Most Sudanese EFL teachers are not aware of the importance of using ICT in EFL classes.
- 2- ICT helps a lot in solving the educational problems.
- 3-Introducing ICT into curricula helps in understanding it easily.

### Significance of the Study

This study hopes to be of great help to EFL teachers and learners and consequently their students . In addition, the study is expected to raise teachers awareness of the importance of using ICT in EFL teaching.

### Limitations of the study

This study is restricted of English teachers at East Gezira locality2017.

### Scientific terms

I C T stands for information and communication technology which defined as a diverse set of technological tools and resources used to communicate.

E L T :The methodology and classroom techniques followed in teaching English language usually for none native foreign learners.

### Literature Review

#### Introduction

This study examines the literature which provides its theoretical back ground. There are several topical areas that most commonly relate to investigating the role of information and communication technology in English language teaching.

#### Technology Definition

According to Stolovich (2006:39) Technology means applied science. The word technology comes from the Greek which means craft or art.

#### Technology in the classroom

According to Loucky (2009:49) there are many kinds of computer and non-computer technologies currently in technologies use in traditional classrooms. Among these are:

Computers: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.

**Class website:**

According to Loucky(2009:52) there is no better way to display your student's work, than to create or design a web page, just for your class. Once a web page is designed, teachers can post homework assignments, student work, famous quotes, trivia games, and so much more. Teachers must just be careful as most districts maintain strong policies to manage official web sites for a schools or classrooms.

**Class blogs and wikis:**

According to Loucky(2009:52) class blogs and wikis are some of a variety of web 2.0 tools that are currently being implemented in the classroom. Blogs allow for students to maintain a running dialogue, like a journal of thoughts, ideas, and assignments that also provide for student comment and reiterative reflection. Wikis are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.

**Wireless classroom microphones:**

According to Loucky (2009:52) noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers clearer. Students learn better when they hear the teacher clearly.

The benefit for teachers is that they no longer lose their voices at the end of the day.

**Mobile device:**

According to Loucky(2009:52) mobile devices such as clickers or smart phone can be used to enhance the experience in the classroom by providing the possibility for professors to give feedback.

**Smart Boards:**

According to Loucky (2009:52) a smart board is an interactive whiteboard that provides touch control of computer applications. These boards enhance the experience in the classroom by showing anything that is taught computer screen. This does not only aid in visual learning, it is also interactive so the student can draw, write, or manipulate images on the smart board.

**Online media:**

According to Loucky (2009:52) streamed video websites can be utilized to enhance a classroom lesson.

There are many other tools that can be utilized depending on the local school board and fund availability. These may include: Digital cameras, video cameras, interactive white board tools, document cameras, or LCD projectors. According to Tino (2005:6) although technology in the classroom does have many benefits, here are clear drawbacks as well. Lack of proper training, limited access to sufficient quantities of technology sorts and the extra time required for many implementations of technology are just a few of the reasons that technology is often not used extensively in the classroom. Similar to learning a new task or trade, special training is vital to ensuring the effective integration of class room technology. Since technology is not the end goal of education, but rather a means by which it can be accomplished, educators must have a good group of technology means being used and know its advantages over more traditional methods. If there is a lack in either of these areas, technology will be seen as hindrance and not a benefit to the goals of teaching. According to Nunan (1992:55) another difficulty is introduced when access to a sufficient quantity of a resource is limited. This is often seen when the quantity of computers or digital cameras for classroom use is not enough to meet the needs of an

entire classroom. It also occurs in less noticed forms such as limited access for technology exploration because of the high cost of technology and the fear of damages. In other cases, the inconvenience of resource placement is a hindrance, such as having to transport a classroom to a computer lab instead of having computer access in classroom by means of technology such as lap top carts. Technology implementation can also be time consuming. There may be an initial setup or training time cost inherent in the use of certain technologies. Even with these tasks accomplished, technology failure may occur during the activity and as a result teachers must have an alternative lesson ready. Another major issue arises because of the involving nature of technology. According to Keith Morrow (1981: 78) New resources have to be designed and distributed whenever the technological platform has been changed. Finding quality materials to support classroom objectives after such changes is often difficult even after they exist in sufficient quantity and teachers must design these resources on their own.

#### **PREVIOUS STUDIES:**

Tarig Ahamed Gasm Alseed , (2001) studied "The impact of using the technology of recording on the academic learning pupils of Grade nine in basic education. The objectives of the study were: identification of the impact technology of sound recording on the academic learning of pupils of Grade nine of new education (Grade one in secondary schools). Also the possibility of setting up a model of how do you design lesson, through usage of the technology of sound recording (the recorder). In this respect , the researcher used the experimental methodology. The main results of that study were: Usage of sound recording, lead to positive results in the students tendency to learn the details of the curriculum.

**Maha Mohamed Ahmed AL sheikh** (2006) an M.A. research in the Faculty of Education – Al Hasahisa, University of Gezira. entitled "The Effective "Role of An EFL Teacher in Secondary Level School", a case study of Al Hasahisa locality. She summarizes her research with that: teachers need to be trained and they should provide an atmosphere of success rather than failure, to help students improve their performance. This study is an attempt to investigate the problems that affect EFL learner's performance in relation to interaction and teachers' role in the classrooms. Classroom problems mainly affected performance and interaction of learners inside the class. There are many problems within classrooms that impede interaction process as follows: Problems of organizing, control and discipline problems, duplicated materials and administration of the class. Many learners were not co-operative with other individuals in different group in form of taking notes or write down answers by the group. Sometimes many learners do not organize their thoughts and ideas when they decide to say something and they are not systematic in their deeds. Sometimes many of the learners may seem reluctant. They may feel that the work is not worthwhile or they may talk in their first language all the time about their own affairs. Many learners spend a lot of time talking because they do not know exactly what to do, and they spend too much time for simple activities.

**Majdi Eltayeb Elbashir** (2010) entitled "Promoting Learner's Communicative Competence Through Effective Teaching" M.A; university of Gezira. This study focuses on the use of better techniques to promote the teaching process in Sudan, at the basic level, to help teachers to teach English language communicatively , draw teacher's attention to use better techniques, and to attempt to come up with a remedy for the limitation of using specific techniques. The study found that. One of the main data analysis, the majority of teachers agree on pair/ group work and games develop communicative competence of learners. The use of collaborative work and games is a

suitable way to reduce boredom from learners. The syllabus( the spine series ) doesn't include sufficient activities and give much concern to teaching games and using pair and group work. Pair and group work promote and facilitate teaching and learning process, because learners can co- operate with each other, participate and make good friendship. Most of the teachers neglect the useful of collaborative work and games. The study recommended that: The pair/ group work and games must be used as a main technique in teaching communicative competence. The learners should be encouraged by teachers to participate in playing games and practice the language in high spirit. The use of pair/ group work and games should not be considered as a matter of wasting time. Teachers should motivate learners to exchange their ideas and know each other to establish strong friendship. Teachers should consider that the use of pair/ group work games has a great value in all skills of language. Many current studies are oriented towards improving speaking skills.

### **METHOD**

The researcher used the descriptive method.

#### **Population of the Study**

The study population consisted of 50 teachers who work as EFL teachers in the secondary schools in East Gezira locality .

#### **The Sample**

The sample consisted of (50)EFL teachers at secondary schools in East Gezira locality. The sample was chooses purposively.

#### **Data collection**

The researcher used questionnaire as data collection tool.

#### **The Questionnaire**

A questionnaire was designed for EFL teachers in secondary schools in East Gezira locality. The questionnaire content included ten items that pertain to the problem of the study. Items were chosen from relative literature and experts in the field. Some experts were asked to check the validity of the questionnaire items - all items were approved. Accordingly the research data collected as tool validity is supported. Regarding reliability the researcher presented the questionnaire to a sample of ten teachers twice. The correlation coefficient was calculated and the result supported the reliability of the questionnaire. Thus questionnaire was standardized regarding validity and reliability.

#### **The questionnaire Application**

The questionnaire after validity was applied to the teachers who represent the sample of the study .50 teachers responded to the questionnaire. Application was done on 2017.

#### **Statistical Treatment**

The researcher utilized descriptive and non parametric statistics were included Pearson coefficient correlation and which states the following formula:

$$r_{XY} = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

$\Sigma$ : Sum

R  $2 \times r$

1+r

Absolute frequency

Expected frequency

## RESULTS AND DISCUSSION

The researcher will present and discuss the results of the study according to it is questions.

Statements	Rating Scale					X2	Mean	Std-Deviation
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree			
1.Their is a Lack of access to resources of ICT such as computer and internet.	20	20	3	4	3	88.70	2.00	1.010
2. Operating ICT poses a problem for most ELT teachers in Sudan .	20	20	3	4	3	88.70	2.10	1.313
3.Teachers confusion in using ICT .	10	24	9	4	3	97.70	1.90	1.199
4. Availability of ICT in Sudan	30	12	4	3	1	85.83	1.90	1.298
5. The effect of ICT on solving severe educational problems	22	14	5	6	3	88.0	1.70	0.789
6.Their is a Lack of basic ICT in the country.	10	28	6	5	1	88.70	1.98	1.134
7. The influence of internet on lesson planning .	14	22	2	7	5	85.83	1.88	.879
8. Using ICT in solving the problem of crowded classes .	26	13	3	5	3	88.70	1.75	.757
9. Operating ICT by students in the class.	10	22	4	8	6	85.83	1.89	1.210
10.Training teacher in computer use management	15	22	3	6	4	88.70	2.09	1.981

Statement (1) Shows that, (80 %) of the respondents agree that lack of access to resources of ICT such as computer and internet with the statement, (6 %) of the sample's answer was not sure and (14%) of the sample disagree with the statement.

The statistical analyses of statement (2) shows that (80%) of the respondents agree. (6%) of the sample choose the answer was not sure and (8%) disagree that. According to the respondents operating ICT poses a problem for most ELT teachers in Sudan

From the above it is noticed that statement (3) (68%) of the respondents agree that teachers confusion in using ICT , (18%) of the sample was not sure and (14%) disagree with the statement .

Statement (4) shows that, (84 %) of the respondents agree that availability of ICT in Sudan , (8 %) of the sample was not sure and (8%) disagree with the statement.

Statement (5) shows that, (72 %) of the respondents agree that the effect of ICT on solving severe educational problems , (10 %) of the sample was not sure and (18%) disagree with the statement.

Statement (6) explains that the majority of the respondents they agree (76%), while (12%) was not sure, and (12%) disagree. According to the respondents agree that they lack of basic ICT in the country.

Statement (7) shows that teachers who agree are (72%) ) the influence of internet on lesson planning ., Not sure (4%) and disagree (24%).

Statement (8) indicates that the majority of the respondents (78%) they agree, while (6%) was not sure, and (16%) disagree. According to respondents agree that using ICT in solving the problem of crowded classes

Statement (9) shows that, (64 %) of the respondents agree with the statement, (8 %) of the sample's answer was not sure and (28%) of the sample disagree with the statement operating ICT by students in the class.

The statistical analyses of statement (10) in table (10) show that (74%) of the respondents agree) computer replacing the teacher. (6%) of the sample choose the answer was not sure and (20%) disagree that.

### **CONCLUSIONS**

The research concludes the following:

- 1-Using ICT in EFL classes increases learners motivation for more and better learning.
- 2-Most learners have no previous back ground about ICT.
- 3-There are not enough trained instructor to teach ICT courses in schools.
- 4-Most EFL teachers are not professional in the field of ICT.
- 5-There is a lack of access to resources of ICT such as computer and internet.
- 6- Availability of ICT in Sudan.
- 7- Teachers confusion in using ICT.
- 8- There is a lack of basic ICT in the Sudan
- 9- Training teacher in computer use management.
- 10- Operating ICT by students in the class.

### **Recommendations of the Study**

- 1.The necessity of establishing ICT at laboratories of language at secondary schools level.
- 2.Introducing ICT in educational curricula so as to be understood and used easily by learners and teachers.
- 3.Necessity of training EFL teachers on using these technologies.
- 4.EFL teachers should undertake advanced ICT courses since they are not professional in the field.

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