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The Impact of Using Technology on Enhancing English Language Learning

أثر استخدام التكنولوجيا في تحسين تعلم اللغة الانجليزية

A thesis submitted in partial fulfillment of the requirement

For Master Degree in English Language (Applied linguistic)

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Dedication

To my family

Acknowledgements

Abstract

The aim of conducting this research is to investigate the role of technological means in developing English language learning amongst EFL students, and it's importance in teaching process. As well the researcher mentioned some examples of technological means that can used in learning.

The researcher used the descriptive and analytical method. A questionnaires were distributed to primary school teachers, the researcher reached to a result that justified the hypotheses which is, through using technology means there is significant positive improvement in English language learning . On the basis of the main findings the researcher stated a number of recommendations, that there is a need to include technology means in classrooms and improve it.

مستخلص البحث

تهدف هذه الدراسة لمعرفة الدور الذى تؤديه التكنولوجيا في تطوير تعليم اللغة الانجليزية لدى الطلاب الذين يدرسونها باعتبارها لغة اجنبية. واهميتها في عملية التدريس كذلك زكر الباحث بعض وسائل التكنولوجيا التي يمكن ان تستخدم في التدريس.

استخدم الباحث الاسلوب الوصفي التحليلي حيث قام بتوزيع الاستبيان لمعلمي مرحلة الاساس, ووصل الباحث للنتائج التي اثبتت الفرضيات وهى انه من خلال استخدام الوسائط التقنية فان هنالك تطور إيجابي مهم في تعلم اللغة الانجليزية . وبناء على النتائج اسدى الباحث بعض التوصيات بضرورة تضمين الوسائط التقنية والعمل على تطويرها

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Chapter One

Introduction

1.0 Overview:

The term technology refers to advancement in the methods and tools, people may use it to solve problems or achieve goals. In the classroom, technology can encompass all kind of tools from low technology like pencils,papers and boards, to the use of presentation software or high technology tablets, online collaboration and converting tools. The newest technologies allow people to try things in the physical and virtual classrooms, that were not possible before. What people use, depend on what they are trying to accomplish.

Technology can bring fun to the classroom, it break the harshness of the subject and make it interesting and understandable, it also can save time, technologies has a great role to play in across curriculum work, a well trained teacher, and good materials may play crucial role in understanding and learning the second language to EFL students.
The present study tries to examine the role of technology means in learning the second language to EFL students and how it can affect learning process and learner's attitude.

1.1 Statement of the study problem:

The problem which the present study attempts to investigate is the difficulties which face EFL students in the learning process, and how using technology means can overcome this, and how it facilitates the learning process, to meet the modern requirements of learning technology means, must include in teaching process.

1.2 Questions of the study:

The study seeks to provide answers for the following questions:

1. To what extent do the technology means will influence the improvement of learning process of second language to EFL student.
2. To what extent the technology means can be applied to teaching process.

1.3 Hypotheses of the study:

The study has the following as it's hypotheses:

H0: As a result of using technology means in teaching, there will be significant positive differences in improving language learning to EFL students.

H1: As a result of using technology means in teaching, there will be minor impact and differences in improving language learning to EFL students.

1.4 Significance of the study:

This study is considered to significant for the following reasons:

Technology means is used all around the world, and is available in any time. Any person can use it (literate or profession), upper and lower social classes, young and older people. Technologies facilitate many areas of life, it saves time, brings fun, add value, and develop learning the second language, thus making it easier to communicate.

1.5 Objectives of the study:

This study tries to realize the following objectives:

1. To explore the effectiveness of using technological means in improving second language learning among EFL students.

2. To examine how the technology can shape EFL student's attitude and their improvement processes.

1.6 Limits of the study :

This study is limits to the use of technology to enhance English language learning among EFL students.

Because of the study in terms of time and space, the study will take a sample of some of the common technological means.

1.7 Methodology of the study:

The researcher will follow the descriptive and analytical method and will use test and questionnaire as a sample chosen to primary students and teachers.

Chapter Two
Literature Review and Previous Studies

2.1 Introduction:

This chapter focuses on the aspects concerned with technology means. The researcher finds it is necessary to identify the technology tools, it's role and benefits for learning the second language. This chapter will shed the lights on the importance of technology on teaching. Also, the will be attributed on the effect and role of multimedia and call on improving the skills of the second language.

2.1 What are the technological means ?

In the digital world, where everything under control of the internet and brand new technological inventions it is difficult to undermine it's contributions to foreign language teaching and learning.Nowadays technology means are being used widely due their convenience, effectiveness, saving time energy and money. If a person looks around ,will see one or more of it. It is now wide spread, and in every second, it improves and increases .Some of it are the following, which are considered common devices, which elaborate a new life to life.

2.1.1 Computer:

Computer –assisted language learning (CALL) is briefly defined in a seminal work by levy (1997:p.1) as the search for and study of applications of the computer in language teaching and learning. Call embraces a wide range of information and communications technology application and approaches to teaching and learning foreign language,

from traditional drill and practice programs that characterized CALL in the 1960s and 1970 to more recent manifestations of CALL e.g. as used in a virtual learning environment and web based distance learning. It also extends to the use of copra and concordances, interactive whiteboard, computer mediated communication (CMC), Language learning, and mobile assisted learning (MALL).

The term CALL(computer assisted language instruction) was in use before CALL ,reflecting it's origins as a subset of general term CAL (computer assisted instruction). CALI fell out of favor among language teachers,however ,it appeared to imply a teacher centered approach (instructional),whereas language teachers are more inclined to prefer a student- centered approach, focusing on learning rather than instruction. CALL began to replace CALI in the early 1980s , and it is now incorporated into the names of the growing number of professional associations worldwide.An alternative term, technology –enhanced language learning (TELL), also emerged around the early 1990s: e.g. the TELL consortium project, university of Hull.
The current philosophy of CALL puts a strong emphasis on strong emphasis on student-centered materials that allow learners to work on their own. Such materials may be structured on unstructured ,but they normally embody two important features : interactive learning and individualized learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (e.g. behaviorists, cognitive, constructivist) and second language learning theories such as Stephen Krashen's monitor hypothesis

2.1.2 Projector:

It is a tool displaying information and processes to large number of people simultaneously. The overhead projector relies on a bright lamp that sends an image through a lens-and mirror assembly onto a screen. With the exception of the fan that cools the lamp, these devices contain no moving parts. If you want to project movies and sound, an overhead projector won't meet your needs, but it also doesn't require cables and software troubleshooting , or force the user to reboot a misbehaving computer to complete a presentation. Compared to computer-connected LCD projectors provide unaccomplished service based on reliable low-tech components, and don't require the user to learn new technologies or skills.

2.1.3 Mobile phone:

It is useful in practicing listening and speaking skills through drill. As critical examining from European case study, mobile app under goes for a beneficial use.Over the past decades, it has been recognized the added value of use of technological toolsin the classroom and, since then, efforts have been made by different stakeholders in the field of education,including scientific community in order to generalize it's use. Shrivastava states that " while the emerging political economy of higher education suggests anincrease in the diversity of educational contexts,

technology assisted learning could indeed offer an important toolkit with which to increase choice and respond to the needs arising."
With the numerous technologies available, teachers and students can access a multitude of information and make use of it , exploring their potential. The use of this technologies in the classrooms provides closer relationship between teacher and student, promotes their interaction and leads to a joint and more active learning. The consonant presence of tools awakens in student's greater interest in looking for new ways, allowing more consolidated acquisition of knowledge. And indicated that ICT is rarely used by most teachers in their teaching practices even though, as noted, today student's -digital natives- daily use digital media and especially mobile technologies.

ICT developments, particularly of mobile technologies, has revolutionized the world we know it, and devices such as tablets, available since 2010 , have gained popularity so quickly among the public and in various age group, that is impossible not to try ,to imagine what such devices can lead to being introduced into the education.
The advent and use of mobile technologies has led to the emergence of the concept of bring your own device. This concept has emerged in 2007 in a business context as the practice of allowing employees of an organization to use their own computers, smartphones or other devices for work purposes. Such a practice exceeded organizational barriers and started widespread use. For the first in human history, connected mobile devices exceed , in mid 2013, the number of people on planet earth , while the number of smart phones and tablets surpassed PC sales globally.

To use the tolls effectively an understanding is essential , therefore there are implications in teacher training not only for the use and application of technology, but for underlying concepts and support.

2.1.4 Radio and Television:
It is very useful in education and training of students of rural areas through open education programs. Many distance and open universities are running their educational programs on it. It is considered as a tool of audio video conferencing.

2.1.5 Internet:

Internet is the most important facility of communication. All modern. It is considered as a t communication takes place through it. Internet connects everything in life. It also provides many new techniques of learning, through integrating it in different devices.

2.1.6 Active Board:

It is one of the modern tools of showing videos audios to large number of students. They can get numbers of information and data.
Technology means may change the role of the teacher from just lecturing to participating. And can help to build a new relation and strong bonds with students of language through the technological activities.

2.2 Teaching and Technology :

English is one of the moist important languages, which have played role in the process of globalization and knowledge explosion. Use of English language has become vital for better learning and earning. Therefore, it is necessary to teach English and develop it's skills, but second language learning is a process as second language teaching.

To teach English and develop it's learning techniques various approaches and methods are in use , but most of them are traditional , less motivating as well as ineffective, so it is necessary to use modern devices and tools of technology to develop better understanding and acquisition of basic skills i.e. (listening, speaking, reading and writing).
Now technology means is being used in education and communication through social media, with a single click a person can get and exchange a lot of information of the world due to it's use. Through using it , students can improve their learning process, but to devote a lot of time and effort to determine the most satisfactory, suitable and effective method of teaching, and not everyday reality is affected to depend on it. As the number of English learners is over increasing, fortunately, more and more modern tools and technology devices are implemented into the

process of teaching. Using electronic devices may facilitate classroom environment and diversity learning activities.

By digging deep into learning platforms & website, we can insist that technology means are of a great benefits. According to British council, (M. Swan) stating that 'In my recent book of British Council , innovations in learning technologies for English language teaching, I argue that digital technologies are ideally placed to help teachers working with learners, and working independently".

Swan argues that" learners can't simply develop their language based on input, we must engage other people with other people using that language, and try to make meaning together.Whenever I speak or write something, if I don't produce language with someone else in mind, I have no way of knowing whether others can understand what I say or write. Of course, I need to read and listen as well, but unless I progress to this further stage, I can't complete the process".

If we take writing as a starting point, technology in the form of word processors allows us to work at the language .we go through a process of creating and recreating text until it is fully comprehensible to others and accurate. We can create a draft,show it to others,and based on feed back,can make changes to improve the text. The tools also can help us by showing , our spelling or grammar needs work, too. Technology makes this much easier, and makes it more likely that learners will engage with the editing process to produce the highest quality text that they can. This writing can then be displayed for others to look at and comment on.

Illustration 1.1 tends to explore the dynamic enhancement of using technology
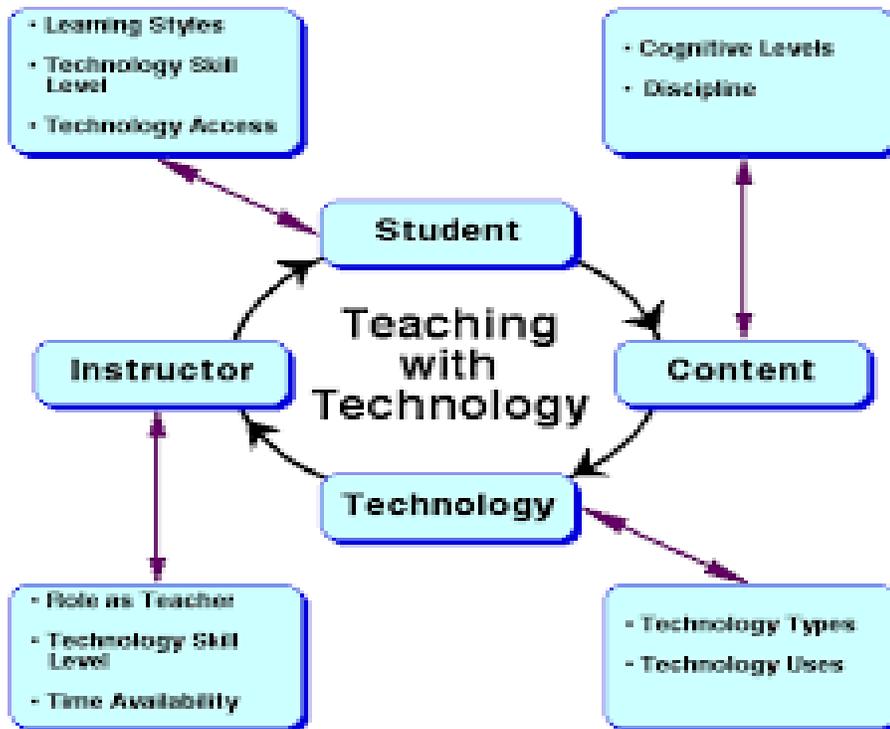
2.3 The Role Of Technological Devices In Learning:

The application of classroom tools which involve the use of new
Technological means is gaining more and more supporters and it practiced
Frequently not only in private schools (which are usually better equipped
And provided with high quality teaching materials) but also it made its way
To the public schools were foreign language lesson are more and more
Often supported by digital materials.

The usage of technology tools depends on the availability of technological
devices. Starting from the basic personal computer with a possibility to
display the image for all the students to see, so with a projector an
interactive board or T.V set, internet connections is not always necessary
although it makes lessons easier to prepare and quicker in matter of
interaction.A teacher equipped with such a set,can benefit from digital
resources and tools efficiently.

Students who are using modern technological   devices   individually can
revise and experience authentic materials provided by teacher either during
classes or at home. Being able only to watch but also to participate actively,

and this may let students more involved and satisfied with the result obtained. That is why both students and teachers should have an access to, and is actually fond of using technological devices as much as possible. In this case, the teacher can use countless resources with online programs and application, which stimulate and improve every aspect of language skills.

The internet provides the classroom environment with adverse range of applications and games through computer and active board, and these services are free and available for everyone and they are designed to practice and examine specific grammar construction, target vocabulary, a specific comprehension of a text. Moreover, students have a chance to participate their skills at home by downloading applications or games on their smart phones or computers. Digital versions of hangman, scrabble, crosswords or even memory games are entertaining for all age groups. The teacher might even display these games on interactive white board and engage the whole class.

Blogging may able students to write about anything they find interesting, and everyone who have an access t internet can read their written text, not only their teacher, this can make them put effort into writing, getting feedback from larger audience, and this may make more positive influence on the development of their skills.

Technological means has vital role in getting the information needed in any time and any place in a few time.

2.4 The benefits of using technology in learning:

The profitability of technology usage is considered crucial, especially to the young generation of language teachers who support the idea of technology in the classroom. First, meeting student's individual needs and implementing variety of methods and approaches can be satisfied by introducing digital materials. These ones make possible adjusting to individual expectations, interests or needs of the language learners in a group. such activities not only provoke creative thinking, but also encourage students to practice the language inside and outside the classroom. What is more is that they expose students to the language practice in the environment, which they are familiarized with. It might help them to break the language barriers, as they do not feel isolated anymore. And it also can break the harshness of normal lessons.

Lessons can be personalized and directed outside the course book. students gain an opportunity of facing the authentic language materials. They become exposed to the real world expectations and requirements connected to language skills, therefore they are more likely to meet them.

Through using technology students will be familiar with the way of collecting useful information and materials, as nowadays the majority of them uses such devices as smart phones, personal or tablet computers at home. Moreover, students are more eager to learn and they can stayfocused longer during classes because the variety of materials available, prevent students from the feeling of monotony and boredom.. and their sphere of interest broadens as a result of being exposed to different fields and aspects of living. Their learning process become more effective and self-directed. By browsing the internet at home students develop their own pace of language learning anduse supplemental teaching platforms, which help them to revise and consolidate their knowledge.

Last but not least, modern technology in the classroom allows students to develop their abilities needed in their future workplace. They acquire practical skills such as research and critical thinking which is essential nowadays, with less time, money and energy.

In this research the researcher will mentions two aspects of technology, which are important, well known and most people use it.

1.CALL (Computer Assisted Language Learning).

2.Multimedia.

2.5 Computer Assisted Language Learning (CALL):

Is briefly defined by levy (1997:pi) : the research for ,and study of the computer in language teaching and learning. CALL embraces a wide range of information and communications.
Also it can be defined as technology applications and approaches to teaching and learning foreign languages.

The current philosophy of CALL puts strong emphasis on students centered materials that allow learners to work on their own. CALL is essentially a tool that helps teachers to facilitate the language learning process.
It can be used to reinforce what has already been learned in the classroom or as remedial tool to help learners who require additional support.
The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories.

CALL dates back to the 1960. From this date till now different types of CALL programs were identified. which are:

   *Gap filling.
   *Close programs.
   *Multiple-choice programs
   *Free-format programs.
   *Adventures and simulation, action, mazes, sentences reordering programs.
   *Exploratory programs

Warschauer (1960:p,6) perceived the computer as intelligent role and claimed that computer programs should ideally be able to understand user's spoken input and to correct the correctness and appropriateness and the learner's needs and problems in language learning.

2.6 Multimedia:

A wide range of multimedia can be implemented to enhance the quality of education and boost the effectiveness of foreign language teaching. The boredom and routine of using only course book and repeatedly drilling the same types of exercise can be easily avoided.
Teachers should try miscellaneous resources of pod casts, traditional course books usually offer gap filling and true or false exercises, which do not really give a sense of real communication.
Fortunately, a wide range of free pod casts made especially for language learners, are currently accessible on I tunes, YouTube, sound cloud…etc.
Another reliable source that can be used for purpose of listening practice is the radio; it offers new broad casts and interviews. Moreover, teachers might

even use songs played currently on the radio as most of the students recognized them easily and become more familiar with lyrics.

The key role in eliminating the monotony from the classroom is occupied by videos, which support both the expansion of the vocabulary and the development of listening skills. While kids prefer watching cartons or animated stories and lyric video, which is very interesting, and give numberless options. As the result of such activities, student can experience the language not orally but also visually. It gives them a better context and insight into the natural use of English.

2.7 Previous Studies:

This section presents the previous studies, which are conducted in the area, it shed the lights on studies that investigate the role of technology on learning process.

Marwa Mohamed Mahjoub (2015-2016) conducted a research on the importance of using technology means in enhancing English language learning.The aims of this study are using technology means to help both teachers and students to improve their skills to saving time. The researcher designed a questionnaire for a sample of 40 students, third year of college of management information system of Sudan university of science and technology, the researcher used descriptive analysis of data ,the researcher reached to the following results that, both teachers and students can use technology means in classroom to make the lesson interesting and useful,this may encourage students to learn more.

EisaAmiri, Islamic Azad University, Iran conducted a study on application of digital technologies in teaching and learning English language as a second language. He reached to the result that, by applying technology to learning, the process of learning become easier, and students learn faster than before.

Once again, technological means had a positive transformation for both students and teachers, which led to common interest and satisfy the objectives of delivering lessons and earning knowledge, technology leveraged the gap between what teachers aims to deliver, and what students tend to acquire, in this matter , a scientific article had been published by the guardian. Mike Britland said " Making use of technology allow students the freedom to discover solutions to problems both independently and

collaboratively and that is a force of good. And educators strive to engage their students with subject beyond a superficial level, and let them to be active learners. Learners who have a thirst for discovery and knowledge. Technology places the world in the hand of every student inside the classroom.

There are many ways in which technology can be used in classroom to engage students and facilitate exciting, engaging and interesting lessons.

2.8 Chapter summary :

The media along with emerging technology can be excellent to tool to teach language. The usage of such devices doesn't reject traditional methods or undermine it's importance, but rather supports and completes the whole process of teaching and learning by offering attractive forms of spreading the knowledge and putting it into practice.

With the help of activities, involving with media in the classroom, becomes more dynamic and interesting place, which makes learning more efficient and pleasant to all levels of understanding among students. However , the implementation of such exercises depends on the presence of electronic devices in the classroom.

Chapter Three
ResearchMethodology

3.0 Introduction:

This chapter outlines the methodology and research design. It includes research methodology used in this study and gives information about the population and sample. it describes the data collection instruments and procedures. Finally, it describes the validity and reliability of the instruments and gives information about data analysis

3.1The Methodology of the study:

This study followed the analytical method, which attempt to approve the role of technology means in increasing learning rate of second language among EFL learners.

3.2 Population:

Mouton (1996) defines a sample as elements selected with the intention of finding out something about the total population, which they are taken. The population of the study includes primary school teachers (20 male and female).

3.3The sample of this study:

According to burns and grove (1993:779) a population is defined as elements selected with the intention of finding out something about the total samples from which they are taken. A convenient sample consist sample

consist of questions related to the study, given to English language teachers to know their opinions and views.

In this study random sampling method was used because it is elated as one of the most reliable method to obtain representative sample. The participants who are selected for the purpose of this study are between 25-45 years of age, all f them teach English as foreign language, and they live in Arabic speaking community.

3.4 Instrument of the data collection:

The data of this study is obtained by using a questionnaire consisted of fifteen statements and their answers will be restricted by ticking on the following:

* Strongly agree

* Agree

* Neutral

* Disagree

* Strongly agree

The questionnaire is used to know how teachers think about technological learning, and if it will improve the process of learning.

3.5 Techniques of data analysis:

The data of any study should prove to be a good quality. there are two common widespread ways of techniques lead to the best quality of data, they are validity and reliability.

3.5.1 Validity:

The questionnaire is believed to have content validity as it aimed at assessing the teacher's opinions in using technology means inside the classrooms. And to what extent it can be efficient techniques of teaching.

The tasks required in the questionnaire were related to the idea of using technology means in classrooms, they had the chance to give their views: agree or disagree. The statements were written clearly in English language.

The statements were developed and designed by the researcher in consultant with some English teachers. They were asked to comment on type, simplicity, flexibility and clarity of the questions.

3.5.2 Reliability:

The researcher used a questionnaire device to measure the reliability of the instrument, and the questionnaire is administrated to 20 teachers from population of the study.

3.6 Summary of the chapter:

This chapter described the methods followed in gathering the required data for the study. It described the subjects who participate in this study. Then it shed the light on measuring instruments (questionnaire). This chapter also discussed the procedures that were followed in gathering the information for the study. finally, the chapter discussed the reliability and validity of the data utilized in this study. Thus, having describing the methodology of the study in this chapter. The researcher will deal with the analysis and results of the data in the next chapter.

Chapter Four

Data analysis, results and conclusion

4.0 Introduction:

This chapter presents the analysis of data collected by means of a questionnaire. The questionnaire consists of ten statements with five possible answers, to choose one of them, the researcher is trying to prove that the technological means can improve learning English as second language and it is better than traditional techniques of learning.

To evaluate the data, the researcher used series of statistical techniques. That were analyzed by computer, using the statistical package of social sciences(SPSS) program.

4.1 Analysis of questionnaire:

As mentioned in chapter three, the questionnaires were distributed to twenty teachers of English language as second language in primary schools.

It consists of ten statements, concerning mainly on new techniques of using technology in learning, and how it improve classroom environment and student's understanding. The following tables display the results of data analysis obtained by means of questionnaire:

Statement 1

Using technological means in classroom may help in learning English as a foreign language and makes it easier and faster.

Table (4.1)

Statement	Frequency	Percentage
Strongly Agree	16	75%
Agree	5	15%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

According to table (4.1), all of the participants strongly agree with the statement which represents the main idea of the study.

Statement 2

The new applications on smart phones and computers may facilitate communication and exchanging opinions with other learners all around the world.

Table(4.2)

Statement	Frequency	Percentage
Strongly Agree	16	80%
Agree	2	10%
Neutral	1	5%
Disagree	1	5%
Strongly disagree	0	0%
Total	20	100%

According to table (4.2), almost all participants, except one , agree with this statement.

Statement 3

Teachers encourage using technology in classroom, for it's importance in learning process.

Table (4.3)

Statement	Frequency	percentage
Strongly Agree	16	80%
Agree	2	10%
Neutral	2	10%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

Table (4.3) represent a high encouragement from all teachers to the use of technology in classrooms.

Statement 4

There is a shortage in using technological means I learning process in Sudan.

Table 4.4

Statement	Frequency	Percentage
Strongly Agree	17	85%
Agree	3	15%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

Unfortunately, the percentage of positive answers from participants in very high, most of them are strongly agree with it.

Statement 5

Teachers are not well trained to use technology in their classrooms.

Table (4.5)

Statement	Frequency	Percentage
Strongly Agree	5	25%
Agree	10	50%
Neutral	3	15%
Disagree	2	10%
Strongly disagree	0	0%
Total	20	100%

According to the previous table, most participants agree that teachers lack the knowledge of how to use technology.

Statement 6

Using technology means may bring fun, make classroom dynamics and let students feel enthusiastic to do drill.

Table 4.6

Statement	Frequency	Percentage
Strongly Agree	16	80%
Agree	2	10%
Neutral	2	10%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

The previous table show, that the majority of participants agree upon the importance which technology means can add to the classroom.

Statement 7

Using technology means in in the classroom may enhance a well-organized lesson which may help in student's understanding.

Table 4.7

Statement	Frequency	Percentage
Strongly Agree	16	80%
Agree	4	20%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

According to table(4.7) all participants agreed upon the idea of how technology means help teachers to implement their lesson plan.

Statement 8

Most of students know how to use technological devices from early stages, and they know a lot about it.

Table 4.8

Statement	Frequency	Percentage
Strongly Agree	7	35%
Agree	3	15%
Neutral	2	10%
Disagree	5	25%
Strongly disagree	3	15%
Total	20	100%

From table 4.8, a half of the participants show the ability of their students to use technological devices.

Statement 9

Using online resources may improve every aspect of language skills or learners, help teachers in collecting information easily, and it can save time.

Table (4.9)

Statement	Frequency	Percentage
Strongly Agree	14	70%
Agree	1	5%
Neutral	3	15%
Disagree	2	10%
Strongly disagree	0	0%
Total	20	100%

Table 4.9 show that only 10% of the participants disagree with this statement, and this approve the wide usage of technology means among teachers to collect the information.

Statement 10

TV and radio programs and lectures, support learning process to students in rural areas.

Table 4.10

Statement	Frequency	Percentage
Strongly Agree	16	80%
Agree	4	10%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	20	100%

The high percentage of participants who agreed on this statement approve the great role of technological means in learning process in rural areas.

4.2 Summary of the chapter:

The researcher postulated two hypothesis in this study, the two hypothesis were confirmed.

In the final chapter the researcher will present the findings and recommendations of the study, as well as suggestion for further studies.

CHAPTER FIVE

Main findings, Recommendations, and Suggestionsfor further studies

5.0 Introduction :

Since the aim of this study is to investigate ho technology means helps EFL learners to improve their language as hypothesized, and how it is useful more than other techniques of learning the foreign language.

The researcher reached to the following findings and recommendations, after the analysis and discussions of the obtained data.

5.1 findings:

1. Using technology means facilitate learning process.

2. Using technological devices in classroom can save time and energy for teachers and learners.

3. Students has strong motivation and they are enthusiastic to learn through technological devices, and they find more interest and fun in doing drills and class works.

4.through technology means, lessons can be well organized, and easy to prepare, and this may help teacher a lot I learning.

5. Using CALL is believed to be useful and important, it can develop reading,writing,listening and speaking skills for learners.

6.Using technology means in learning bring fun, not like the traditional or routine classes, which seems boring to learners.

7.Learners can get information about the target language easily and very fast, through technological devices.

8.Through using technological means, learners have a chance to practice their drills, o home works at home, it helps learning inside and outside the class.

9.Tehnology means facilitate communication among learners from different places, culture, and language. It can connect them from worldwide.

10. There is a shortage in using technology means in teaching in Sudan, and teachers are not well trained to use technological devices.

5.2 Recommendation:

1. Technology should be implemented in learning process, in a wide way for all learning stages.

2.Classrooms should equipped by different technological devices to facilitate learning.

3. Teachers should be given special and adequate training courses, in how to teach with assistance of technological means.

4. Teachers must take into consideration to be updated to the new innovation in technology.

5. Curricular designers, should put theoretical courses in using technology from the early stages of learning, to let learners know the importance of technology and it's great role.

6.Using applications and online websites for learning should be under the supervision of teachers.

7. Teachers should make continuous assessment to know the weakness areas in learner's learning, and use the suitable technology means to meet their needs.

5.3 Suggestions for further studies:

The researcher would propose some beneficial suggestions as follow:

1.The concept if teaching language through technology means improve the proficiency of EFL students.

2. The role of English language teachers in improving language skills through teaching by using different technological devices.

3. The ways in which technology means bring life and fun to classroom

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Questionnaire

The researcher used to deliver below questionnaire by the aim to justify the research hypothesis, it goes as follow statement, by maintain a scale of five dimensions, waving between (Strongly agree to strongly disagree).

1. Using technological means in classroom may help in learning English as a

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

2.The new applications on smart phones and computers may facilitate communication and exchanging opinions with other learners all around the world.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

3.Teachers encourage using technology in classroom, for it's importance in learning process.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

4.There is a shortage in using technological means in learning process in Sudan.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

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5.Teachers are not well trained to use technology in their classrooms.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

6.Using technology means may bring fun, make classroom dynamics and let students feel enthusiastic to do drill.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

7.Using technology means in in the classroom may enhance a well-organized lesson which may help in student's understanding.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

8.Most of students know how to use technological devices from early stages, and they know a lot about it.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

9.Using online resources may improve every aspect of language skills or learners, help teachers in collecting information easily, and it can save time

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	

10. The high percentage of participants who agreed on this statement approve the great role of technological means in learning process in rural areas.

Statement	Answer
Strongly disagree	
Agree	
Neutral	
Disagree	
Strongly disagree	