Sudan University of Science and Technology

College of languages

كلية الدراسات العليا

Investigating the Role of Technology in English Language Teaching and Learning for University Students

تقصي دورالتكنولوجيا في تدريس وتعلم اللغة الإنجليزية للطلاب الجامعيين

A Thesis Submitted in Partial Fulfillment of The Requirements for Degree of MA in English Language (Applied Linguistics)

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صدق الله العظيم

Dedication

This research is dedicated to my parents….

And to all my colleagues and teaching staff at Sudan University of Science and Technology....

To my husband Hafiz Abdallahand my family.

Acknowledgements

First and foremost, I thank Allah the Almighty, I have not done this work alone, many people helped to keep my research project alive, I would like to thank my supervisor *Dr. Abbas Mukhtar Mohamed Badawi for all support and* guidance. His assistanc during this project, excitement and willingness to provide feedback made the completion of this research an enjoyable experience.

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I would like to thank my loving parents, my families, and relatives.

ABSTRACT

This study aims at investigating the role of technology in English language teaching and learning. It aims to identifying the role of technology in teaching English language and learning processes, to Sudan University in Khartoum locality.

The researcher used questionnaire as a tool to collect data for this study. The collected data was analyzed statically by using SPSS programme.

The study found that technology can be used as effect tools in teaching skills through multimedia teaching. Teachers generally have positive attitudes towards computers and think that using technology is useful, motivated and interested for both teachers and students.

The study recommends that teachers should apply new techniques to promote the level of students in using technology. And students should be motivated to using technology and it is be aware with it is importance.

المستخلص

تهدف هذه الدراسة لتقصي دور التكنولوجيا في تدريس اللغة الإنجليزية وتعلمها. وتهدف الى تحديد دور التكنولوجيا في، تعليم وتعلم اللغة الإنجليزية في جامعة السودان.

استخدمت الباحثة الاستبيان للبيانات التي تم جمعها، وتم تحليل البيانات التي تم جمعها بشكل ثابت باستخدام برنامج الحزم الإحصائية. وجدت الدراسة أنه يمكن استخدام التكنولوجيا كوسيلة مؤثرة في مهارة التدريس من خلال استخدام الوسائط المتعددة. المعلمين عموما لديهم مواقف إيجابية تجاه أجهزة الكمبيوتر وجميع المستجيبين يعتقدون ان استخدام التكنولوجيا مفيد ومحفزة لكل من المعلمين والطلاب.

أوصت الدراسة أنه يجب على المعلمين تطبيق تقنيات جديدة لترقية مستوى الطلاب في استخدام التكنولوجيا. كما يجب ان يُحث الطلاب لاستخدام التكنلوجيا والوعي بأهميتها

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1.1chapter oneIntroduction

Overview:

Twenty – five years ago the term technology had rather different meaning that it does today. Anything other than chalk and talk or paper and pencil was considered technology for teaching. This might have included anything from fuzzy – felt boards to mechanical gadgets as well as the multimedia of that period (i.e.., television, tape, recordings, films, slides)

Some see technology as facilitated that enables learning to become boundary – less, extending educational opportunities, nationally and internationally beyond traditional in residence programs and makes learning easier and enjoyable.

Other worry that technology will show potentially negative influences on teaching effectiveness. They argue that technology reduces the intellectual exchange that that is so critical in University – level education. It is like watching television. It is totally degraded from of University – level education. (Wall street journal).

[November 22, 1999, P. A-2]

A better understanding of the factors that determine the effectiveness of technology delivered course will enable us to develop learning that allow Universities to reach students beyond their traditional border in a manner that does not compromise and enhance, the intellectual exchange of ideas information.

The role of technology in replacing the teacher in particular contexts, and the changes in instruction needed as more technology are introduced information is needed on the best ways to integrate technology in classroom setting, as well as how to best prepare teachers to use technology.

In the following section the researcher provides support for the factors that are hypothesized to be of primary importance in the technology delivered global classroom.

These factors include (1) participant characteristics (e.g., technology self – efficacy and attitudes toward technology) and (2) technology characteristics (e.g., reliability of technology the effective use of technology). The developments in computers and computing during the past quarter of century have been so profound that it is not surprising that they replaced other technology teaching aids. This does not mean.

That we should forget – such alternative aids altogether, nor the need to research their effective use.

However it is obvious that computers have significantly increased the range, sophistication, and complexity of possible classroom activities computer - based technology has also brought with it many new challenges for the teacher who seeks to determine what it has to offer and how that should be delivered to students.

1.2 Statement of the Problem:

The whole human activities, and achieve many tasks in different fields, English language learning and teaching is one of that fields which effected by technology. Using technology learning process becomes easier and faster and even motivating for learners in their language achievements. In spite of that technology could be beneficial and improve English language learning.

In this study investigate the role of technology in learning and teaching English language.

1.3 Questions of the Study

1- To what extent the use of technology facilitate the English Language Teaching-Learning process?

2- To what extend technology play role in English Language Teaching and Learning?

Do teachers have attitudes towards the use of technology in English language learning?

1.4 Hypotheses of the Study:

1- The use of technology facilitates the English Language Learning process.

2-The use of technology playing role in English Language Teaching process.

3-Teachers have attitudes towards the use of technology in English language learning.

1.5 Objective of the Study

This study aim at:-

1- Studying the effects of technology on facilitating the teaching- learning process.

2-Investigating the role of technology in the English Language Teaching and Learning.

3-Investigating the attitudes of the teachers towards the use of technology in English language learning .

1.6 Significance of the Study:

This study focuses on the role of technology in English language learning and teaching. This study shed the light on technology as a facilitator which promotes learning process. This study is supposed to be useful for English language learning process and can be applied by universities, schools and other educational institutes.

1.7 Methodology of the Study

In this study the researcher uses descriptive approach to collect the required data. The data will be collected through, Questionnaire. It is based on **four likert scale** graded from **"strongly agree"** to **"strongly disagree".**

1.8 Limits of the Study

The researcher investigate the role played by technology in English Language Teaching and Learning. This study located and limited to Sudan University in Khartoum locality.

Chapter Two

Literature Review

2-1 Introduction

In this chapter the researcher is going to present the related literature and the studies conducted in the field of technological role in learning English language, by tracing this role from the first interference of technology in the education field as supportive and learning enhancer tool.

2-2 Computer Technology in English Language TeachingandLearning

According toBoswood and Levy (1997), improvement in computer technology has enabled teachers to have access to educational and instructional technology resources available through advances in computer assisted instruction (CAL) and computer assisted language learning (CALL). The history of CAL and CALL dates back to early 1960s. But the major breakthrough in CALL occurred after the 1990s with the evolution and fast, which allowed access to the huge internet resources to handle more text, audio and video material.

Although technical advances continue to emerge with computer technology and resources, with CALL the focus is more on pedagogy, rather than technology. The emphasis is on way of exploiting resources rather than keeping up with and investing in the latest technology resource.

CALL promotes a better and more varied learning and teaching process.

Computer assisted or mediated teaching and learning, according to Pennington,) 1996 (can increase the variety and diversity of learning opportunities. The amount

and variety of types of language input accessible via the computer encourage learners to experiment more with language, take risks and explore language and learning.Differentcomputer technology applications require different roles and skillsbothfor teachers and learners. Computer tools and resources can be used in many different ways to support teaching and learning, such as using the features of word processing programs to help students develop their skills in drafting and editing written work; using e-mail to engage students in collaborative learning activities with their friends and working with the internet in searching, gathering and organizing information; language practice(e.g.grammar and vocabulary practice exercises, pronunciation work, games) with multimedia CDROMs; and using concordance programs to analyze authentic texts to discover and practice rules and patterns of language(Boswood,1997:24).

Use of the internet has become popular in recent years as the World Wide Web brings many useful resources and tools such as audio, video, text, and image that can be used for language teaching and learning purposes in many ways. Some example are using online newspapers and magazines to enhance reading skill. (Schcolnik& Heymans,1997), and assigning students Internet search projects in which they collect, synthesize and present information(Opp-Beckman, 1997).

Another commonly used resource is the CDROM. These are software packages either specifically designed or programmed for language teachers and learners, or which are developed for educational and entertainment purposes for native speakers of English. CDROM based encyclopedias are one example (Chen, 1997), in which learners are assigned a research task to complete using the CDROM.

Depending on the computer tools and resources used to support teaching and learning, the teacher role varies from minimal, if the CALL materials are in the form of a tutorial-package in which the software acts as the language teaching source and

controls instruction (e.g. some CDROM tutorial packages), to extensive in terms of using the computer as a tool (Levy, 1997). A good example is the use of concordance software and techniques in language teaching and learning, in which tasks and supporting concordance output need to be carefully structured by the teacher (Tribbleand Jones, 1990; Johns,1994). The computer software used as tool to process language data, and the content giving data is database of texts.(corpora).

2-3 The Importance of Using Technology:

state that in tradition teacher-centered classrooms the role of the students is simply to listen and follow the instructions of the teacher and the teachers role is to give instruction, to ask questions, to initiate actions and interactions, and to set limits on activity times. In addition, teachers are responsible for giving the facts and defining important ideas. The activities held in the classrooms are also generally within the teacher's domain (Sandholtz et. al., 1990). Metz (as cited in Muir-Herzig, 2003:38) calls these types of learning and teaching environment "real classrooms." It has long been recognized that there are disadvantages to the use of traditional methods in classrooms. Commenting on these real classrooms, Sandholtzet. al.(1990) say that "schools and teachers are limiting instruction to drill and practice" which emphasizes " the material that the national norms tests in order to meet the set on standardized tests"(Sandholtz et al., as cited in Muir-Herzig, 2003,p. 2). Thus, the students become better test takers, but do not develop higher-order cognitive learning. For instance, if the classroom activities do not reflect real life situations, students may have difficulty in producing the language in real life situations. This research also indicates that this type of teaching to the tests brought about new efforts and methods to move language instruction from "rote learning to problem solving, concept development, and critical thinking".

As for Celce-Murcia, (2001) the use of computer software programs as supportive materials in classrooms provides new opportunities for applying an audio-visual approach, cognitive approach and communicative approach. While applying an audio- visual approach, pronunciation is stressed, lessons with dialogues are utilized, and mimicry and memorization are used.

In a cognitive approach the instruction is often individualized, so students are responsible for their own learning. While using a communicative approach. The goal of language teaching is learner ability to communicate in the target language (Celce-Murcia,2001). These approaches integrated in software programs support new learning skills more effectively than classical methods for language learning. Beatty (2003) states that the application of CALL might be helpful for learners in improving their reading, writing, listening and speaking skills, as well as encouraging autonomy in learning, and for teachers in improving their teaching skills since it can be integrated into research and practice.

Jones and Fortescue (1987:44) note that computers may be useful in developing reading skills for language learners in three ways:

1) Incidental reading in which the learners read the texts for the purpose of completing the activity successfully ;
2) Reading comprehension in which CALL software programs provide traditional questions that learners answer and have an immediate response for reading comprehension as well as grammar and vocabulary development ; and
3) Text manipulation in which software programs offer various types of continuous texts that learners can study both in terms of content and structure.

Moreover, Jones and Fortescue (1987) state that "since developing reading skills includes deducing the meaning of unknown words from context and training

students to read efficiently, the software programs offer various kind of exercises such as matching the words with their meaning or displaying" "…a short text, {in which} a random word is highlighted. And the learner has to select the part of speech from a list of choices.

Software programs might also be helpful for learners in improving their writing skills. For instance, word processing programs are useful and time saving since the students can add a paragraph or check grammar mistakes easily while writing their assignments. In addition, word processing offers users various types of options that enable them to add schemes and tables and save the change in a text.

Computer programs can also develop listening and speaking skills. Listening software programs provide voice tracks that allow students to hear the parts that they do not understand over and over again. Computers offer students the chance to take part in dialogues and record their own voices.

2-4 The Role of Technology in English Language skills:

Technology plays vital role the development of the main parts or elements of the language which are speaking, listening, reading, and writing. Each language subject or area has different educational tools that are likely suited with it. The use of several technical tools has a significant effect on the learning process of each area of the language (Sharma, 2009). English Language skills are classified as input skills and output skills.

2-5 Use of Computers listening:

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills (Hoven, 1999). Computer-based listening tests are very important in

reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, internet voice chatting using the L2 may also aid the communication capabilities of the student.

2-6 Broadcasting:

Listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/ her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media (Constantinescu,2007).

2-7 Use of CD-players:

The use of CD-player devices is another modern tool for listening comprehension. CD-ROMs players are electronic instruments used specifically to run radio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for later use by the ELL student. (Constantinescu,2007).

2-8 Use of Tape-Recorders:

Tape- recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English Language Learning text-boos. (Constantiescu,2007).

2-8 Use of Computer Reading-Based Programs:

Computers can raise the interest of reading for learners by the use of simple and easy to understand text.

Reading-based computer programs can be used to improve the word vocabulary, fluency, and comprehension of the students. This also can enable ELL students to increase their interaction with texts, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read (Ybarra&Green,2003).

2-9 Use of Multimedia Software:

Multimedia are computer programs that use a mixture of text, graphics, sound, video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills. (Hoven, 1999)

2-10 Browsing the Internet:

The internet is certainly a modern technological way for persons hope to develop their English language skills.

There are many internet web sites prepared to enhance the reading abilities of English language learners.

There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters (Kenworthy, 2004). Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability.

2-11Use of Electronic Dictionaries:

Another modern way for improving the vocabulary of the learners focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several built-in functions and tools that are not provided in book dictionaries (Constantinescu, 2007). Electronic dictionaries are also easy to use and represent quick tools for vocabulary acquisition.

2-12 Reading CD- ROM Based Newspapers:

Compact discs (CDs) can be used to store large amounts of information digitally. For example, all articles published in one newspaper for one whole year can be stored on a single CD. Besides, a searching computer program can locate any subject or article on the CD within few seconds (Seedhous,1994). Newspapers which are stored on CD-ROMs can provide an effective and easy way for getting and reading information to enhance the learner's background knowledge and vocabulary of words.

2-13 Use of Computer Speaking:

According to Celce Murcia, (2001) chatting is the process of voice communication between the speaker and the listener through the internet.

This process may be very beneficial to the learner if the other side speaker is a native language talker (CelceMurcia, 2001).

2-14 The Use of Speech Synthesis Programs:

Modern computer programs can generate voice signals and decode human sound. These type of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well (Hoven, 1999).

2-15 Use of Computer Writing:

Writing E-mails

Electronic mail is modern way for writing and transferring messages through the internet. Using e-mail can be a very effective means for improving writing skills.

Students can use e-mails to learn how to respond to the incoming messages using some formal statements and meaningful language (Singhal, 1997).

2-15-1 Use of Internet Text-Chatting:

Text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas, and responding instantaneously with the other side writer (CelceMurcia, 2001).

2-15-2 Authentic Connections:

MarkWarschauer (online), a professor of education and information at the University of California at Irvine, says the key is to use technologies that allow learners to focus in on text and to engage with real-life audience and issues.

The biggest problem related to English-language learning is not so much developing oral-conversation skills, but gaining academic written-language skills, " he explains. "One of the things that has been shown is that when students talk about things in online discussions, they use more complicated vocabulary, because it is easier to see what's been written by others and incorporate it into their own writing.

Basic internet, word processing, and presentation technologies can facilitate authentic connections to the world Warschauer(online) cites student work at Mar Vista Elementary School, in Oxanard. California as an example. Third and fifth graders there researched the lives and work of nearby strawberry-field laborers. For Project FRESA, they came up with research questions in English, translated them into Spanish to conduct interviews with the workers, and then translated the responses into English.

They wrote poetry about the workers, created graphs based on the data they collected, conducted online research, wrote letters to strawberry growers and government agencies requesting additional information, had online exchange with students in Puerto Rico who were studying coffee-plantation conditions and gave a community presentation to share their findings.

2-16 Technology Facilitates English Language learning:

According to Bebell et al (2003), technology facilitates English language learning starting with the language that technology uses. Learning a new language needs the learner to be in close contact with the language he is learning in order to learn and practice what is learnt, both of these two important things can be applied perfectly with the use of technology, providing the needed materials is a given task and the update of this materials is also garneted by technology, beside the attraction and the surrounding environment that technological tools add to the process of learning and make it enjoyable.

Technology facilitates English Language Learning in the following ways:

1. a record of all what is necessary to know about English Language;
2. the complete sounds of English letters in different accent;
3. a spelling corrector to practice writing correctly;
4. grammatical mistakes helper;
5. punctuation;
6. voice response;
7. Accurate pronunciation devices (Bebell et al 2003).

They state that, other games and drills bezels were built to improve and develop the learners. Also the acquisition theory has something to do with technology in terms of practicing the language from native tongue speakers to create a high level of

input accuracy. Authenticated materials is provided to serve the learners time and efforts, so many different ways of presenting the language information to suit the individual differences that exist among the learners and this is what concern technology on the internet(Bebell et al2003).

2-17 Student's Role in CALL Classrooms:

This section explores the student's role in computer-integrated classrooms compared with 'real classrooms'. In 'real classrooms'. Students are given roles such as working in pairs or groups. They also interact with their classmates during the classes. However, in computer laboratories the role of the student's changes as the environment is changed. They become responsible for everything they do in labs since they are working on the subject matter on their own. A number of classrooms are designed with separate sections for computer use for each student. This give students the chance to study with the computer on their own, interacting with their teacher and friends much less than they would do in a classrooms. Thus, students may make progress in learner autonomy through individual study and the role of their teacher is that of facilitator in laboratories (pennington1996). In addition, as Dhaif (1989) states, computer can offer teachers the opportunities of using their time more efficiently while preparing for class and improving their analytic skills while monitoring the students in a computer laboratory. Thus, they may have the chance to improve their teaching styles.

2-18 Teacher's Role in CALL Instruction:

The roles of teachers in CALL instruction can be listed as choosing the right CALL programs to be integrated into curriculum, monitoring and guiding students, and solving software problems. The importance of CALL in allowing learners and teachers to recognize grammatical semantic, and sociolinguistic aspects of language

use cannot be separate from one another in language learning activity (Pennington, as cited Garrett, 1990). This statement draws attention to the role of the teacher CALL classrooms.

2-19 Teaching knowledge:

The most common role a teacher plays in the classroom is to teach knowledge to students. Teacher are given a curriculum they must follow that meets state guidelines. This curriculum is followed by teacher. Teachers teach in many ways including lectures, small group activities and hands-on learning activities

2-20 Creating Classroom Environment:

Teacher also play in important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher. Teachers are responsible for the social behavior in their classrooms.

2-21 Mentoring:

Ahmed et al. (1985), Chao (1999) and Howie (1989) not that the role of the teacher in a computer-centered classroom is that of monitor. Here teachers in CALL laboratories assume roles such as explaining the unclear parts in instructions given by the computer programs. They can also monitor students during laboratory sessions and guide them any time they need since it is easy to follow their progress and determine their needs while they are working with computers.

In a computer laboratory teachers are like guide or facilitator.

Mentoring is a natural role taken on by teachers, whether it is intentional or not. Mentoring is way teacher encourages students to strive to be the best they can. This also includes encouraging student to enjoy learning. Part of mentoring consist of

listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

2-21 Signs of Trouble:

Another role played by teachers is protector role. Teachers are taught to look for signs of trouble in the students.

Teachers must follow faculty procedures when it comes to following up on all signs of trouble. Moreover, they may be seen as a technician who solves technical problems related to passwords, printing, and software. On the other hand, in more traditional classrooms the teachers are experts and directors rather than facilitators.

2-22 Students Attitudes Towards CALL Use in Classrooms:

This section reviews students' attitudes towards CALL use in instruction. Graham (1997) states that individuals react to situations according to their emotions and wills. However, Schumann (1978) claims that social and psychological factors are more important than emotions.

Thus, student's reactions to the learning process can be explained by combination of social and psychological factors. Moreover, the positive or negative attitudes of their peers may be influential on students' attitudes towards learning. Psychological factors may include self-esteem and students' willingness to learn better.

Since CALL programs are consider tools that enhance autonomy in learning. The attitudes of students towards CALL instructions in classrooms are important for success in the learning process. It is possible, for instance that if the students have positive feelings about the use of computers in language instruction, they are likely to be more willing to learn the language and take the responsibility for their own

learning. Students feel more positive attitudes towards writing and vocabulary study. When they feel that learning word processing is useful and they can improve their vocabulary.

On the other hand, students might also develop negative attitudes while using this technology. These problems can arise from the lack of experience with computers, lack of direction in the efficient use of computers or teachers negative attitudes towards CALL programs, since teachers represent a model for their students. These kinds of problems may affect learners in demonstrating negative attitudes towards computer use in instruction. Thus, teacher attitudes also have a significant role in the efficient implementation of CALL programs in language instruction.

2-23 Teachers' Attitudes Towards the Use of CALL:

Many teachers do not use computers because they are technophobic, also because they are unaware of the usefulness of computers in instruction, and of how to integrate them in their curricula and classrooms (Dusick, 1998; lam, 2000). In addition, being aware of the functions and uses of CALL in classrooms influences teachers' acceptance of the use of computers in educational settings, as well as their approaches to computers and integration of them into curricula and language teaching.

Today, although the importance and benefits of integrating CALL programs into education systems are recognized by many educators, there are external and internal factors that play an important role in shaping the attitudes of teachers, such as lack of training and access to computers and software, inadequate curricula and lack of technical support. The internal or social cognitive factors, which shape attitudes include: teachers prejudiced beliefs about technology and computer competency, their unwillingness to change their methods since they are unfamiliar with computer

technology resources, and their self-efficacy. In addition, external factors, like lack of training and support from the administration, resources and teachers' backgrounds with computer use may make them feel less confident with this technology in education.

Teachers also have concerns about computers into instruction because of their unwillingness to change their classical methods (Dupagne&Krendl 1992). Dupagne&Krendle suggest that this may be based upon a lack of knowledge and understanding about computers. They suggest investing more time be focusable on teacher training.

Marcinkiewicz (1994) state that just focusing on external factors may not be effective in promoting teachers' use of computers for instruction. The internal conflicts that arise from teachers' lack of computer competence should also be taken into consideration since internal and external conflicts are interconnected. A study done by Ertmeret. al (1999) supports the idea that the external factors that affect teachers' use of computers might be the causes of internal factors. The results suggest that the internal beliefs of teachers interact with external factors to facilitate or limit their perception in using this technology.

2-24Previous Studies:

Reviewing the contribution of some other researcher, is important for having a clear picture, which helps for giving suggestions and contributions. Therefore, in this section, the researcher reviews some previous studies related to the use of technology in the field of teaching and learning English language.

Firstly: The researcher under the title ''Teachers' Attitudes Towards computer technology use in vocabulary instruction'', the research is conducted: by Erkan Ismail Arkin, presented to Bilkent University (Ankara) in June 2003. The study addressed the objectives like teachers' attitudes towards computers and the use of computer technology resources in language instruction, to what extent teachers make use of online vocabulary enhancement software and its tools, offered as a supplementary resource, in their vocabulary instruction, factors influence language teachers' use or non-use of this resource in their teaching and to what extent opportunities, facilities, and training contribute to teachers' acceptance and use of such computer technology resource in their teaching.

Regarding teachers' attitudes towards computer and the use of computer technology resources in language instruction. The results showed that computer use among teacher is very frequent. Most teachers use computers for such general purposes ase-mail, internet, office work, typing and keeping lesson plans, and typing and storing materials. Most teachers also reported general positive attitudes towards computer and stated that computers can be used both at work and in daily life. They also reported they like searching the internet for general interest. The results gathered are the ones that may be naturally expected in an age in which people are surrounded by advanced computer technology resources.

Concerning factors that influence language teachers' use of computer technology, the finding reveal that training alone may not suffice for successful computer technology integration. There seem to be other factors that prevent teachers' from the successful integration of computer technology resources into their teaching practices. These factors are lack of time, lack of integration of computer technology resources into the curriculum, and inadequacy of training courses which, while providing information about computer technology resources, fail to provide teachers with ways of incorporating them into language instruction.

Secondly: This study is conducted by Mariya Ibrahim ElaghbshSuliman; it is presented to Sudan University, college of graduate studies, English Language.

The questionnaires were analyzed by the principal's components factors analyses, repeated measure ANOVA (Analyses of variation) and discriminated analysis whereas the interview with teachers and students were analyzed a content analysis.

Most students in the CALT class showed positive response. Students in the CALT based English class perceived their learning environment offered sample opportunities for collaboration and mutual support, as well as for exposure to, and interaction with, a variety of interesting, enjoyable and useful materials and tasks.

The study concluded with the most important recommendations and suggestions that teachers work more closely with students enable them to become confident learners.

Thirdly: The researcher under the title "Students' and Teachers' Attitudes towards the use of computer-assisted language learning at the preparatory School of CelalBayar University", the research is conducted: by SedenOnsoy in July 2004. The study addresses the objectives like determining teachers' and students' attitudes towards the use of computers as assisted materials for classes, similarities and differences between the students' and teachers' attitudes towards the use of CALL.

The results indicated that computer use for general purposes among students and teacher is very frequent. Most students use computers for e-mail, typing and maintaining lesson plans, office work, students' records and administrative records and assigning and checking assignments via e-mail.

The results also indicated that 91% of the teachers never or rarely use computers for the purpose of entertainment. For this question, the researcher thinks that the participants may misinterpret what was meant by 'entertainment' since a number of teachers reported the use of computers for other purposes, such as listening to music and watching films, which might be called 'entertainment'. When it comes to students' and teachers' opinions about whether computers make completing tasks easier, most teachers agreed with this statement.

Finally: the main aim of the study enhance teaching and learning to achieve some teaching goals. The study is used to evaluate to what extend the utilization in computer-assessed language learning (CAL) can develop student's communicative competence and enriches teachers' experiences.

The main objective of this research were to determine the nature, the extent, and the effectiveness of using computer as a teaching aid for improving teaching process and its impact on students of English in Sudan mastering and using English as a mean of international communication. The mean hypotheses of the research lies in the fact that computer while being used as a teaching aid may bring and provide sophisticated advantages over tradition studies to achieve some teaching goals. One participant mentioned using his computer in an unusual forms of communication. student communicated with his computer directly. This mean that he was recording his voice by using the computer and then playing it back. This is one way that CALL can help students with their pronunciation and in this participant's case, communication.

The previous studies are mentioned to show the areas covered by the research and how they are different from the current study and also to discover the holes left by the researchers for the future researchers.

Chapter Three
Methodology

3-1 Introduction

This study is about investigating the effect of technology on English teaching and learning. It aims at identifying the effect of technology in enhancing students᾽ English language teaching and learning besides the effect of technology in facilitating the English language teaching process, and finally teachers attitudes towards the use of technology in English language teaching. The following are the methods used to collect data for the study.

3-2 Subjects

The main sources of data were teachers. Fifty (50) English language teachers, who have different teaching experience time, they were selected from Sudan university locality.

They were used as respondents to give the information needed for the study and to give the data needed for the research.

3-3 Instrument

The researcher mainly used questionnaire because it is through this instrument that the descriptive research method is better analyzed and it increase the reliability of the data gathered. The questionnaire consist of twenty items related to the research hypotheses. The items from 1 to 5 deal with the use of technology to enhance students' English language learning, the items from 6 to 13 concern with the use of technology to facilitate the English language teaching process, and the items from

14 to 20 are about teachers' attitudes towards the use of technology in English language teaching.

3-4 Validity

In order to examine the validity and reliability of the questionnaire before issuing the final version for data gathering, many expert teachers were consulted that whether the selected items has a relation with its hypothesis. Their opinions were helpful, some corrections and modifications were recommended.

Then the researcher gathered the primary data for the validity and calculates the rank order of coefficient using person's product moment formula.

3-5 Reliability

Person's (r) is a statistical measurement used to measure reliability when N size of sample or group is small or the row scores under investigation.

3-6 Procedures

The researcher distributed the questionnaire to university English language teachers who work at Sudan University, to find out their opinions about the effect of using technology In English language teaching and learning. The teachers were asked to respond for the choice that suit their opinion. The total 50 questionnaires administered to teachers were returned. So the researcher received the completed questionnaires and considered all 50 teachers in the analysis. The analyzed data is tabulated and presented in details in chapter 4.

Chapter Four

Data Analysis and Discussion

4-1 Introduction

The aim of the study is to examine the use of technology to enhance students' English language teaching and learning process, and finally, identify teacher's attitudes towards the use of technology in English language teaching. To investigate these three areas the researcher collect that primary data through questionnaire, the collected data ere analysis by the use of descriptive statistic methods, the result of the analysis are shown in the following subsections.

4-5 Data Organization and Analysis

The data obtained through the questionnaire was organized under similar category and analyzed quantitatively by using tabular method and frequency. The total number the teachers that answered the given questions under the corresponding column was calculated and changed into frequencies and percentages. The analyzed data was transcribed and summarized.

4-6Technology Effect Students' English language learning

Table (4/1) computer and improving reading skills

No	Answers	Respondents	percentage
1	Strongly agree	20	40%
2	Agree	12	24%
3	Disagree	18	36%
4	Strongly disagree	0	0.0%
Total		50	100%

Fig (4/1) computer and improving reading skills
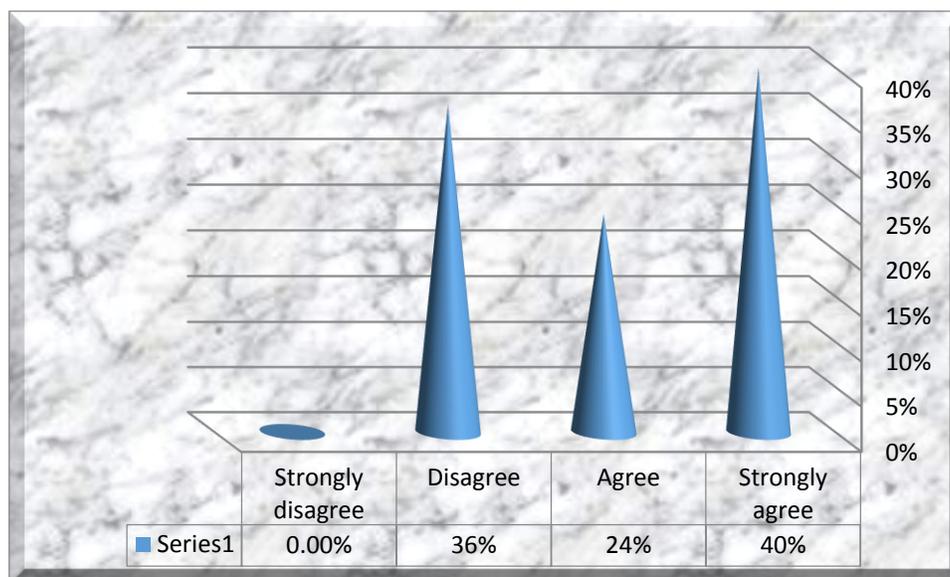
The table shows teachers 'view on the idea that the computer assisted teaching is beneficial in improving reading skills. The results indicate that 40% of the respondents strongly agree, 24% agree with the statement, while 36% of the teachers disagree with the same statement. The final results point that 64% of the teachers agree with the idea, compared with36% who disagree.

Table (4/2)Computers and Improving Writing Skills

No	Answers	Respondents	Percentage
1	Strongly agree	42	84%
2	agree	8	16%
3	disagree	0	0%
4	Strongly disagree	0	0%
Total		50	100%

Fig (4/2) Computers and improving writing skills
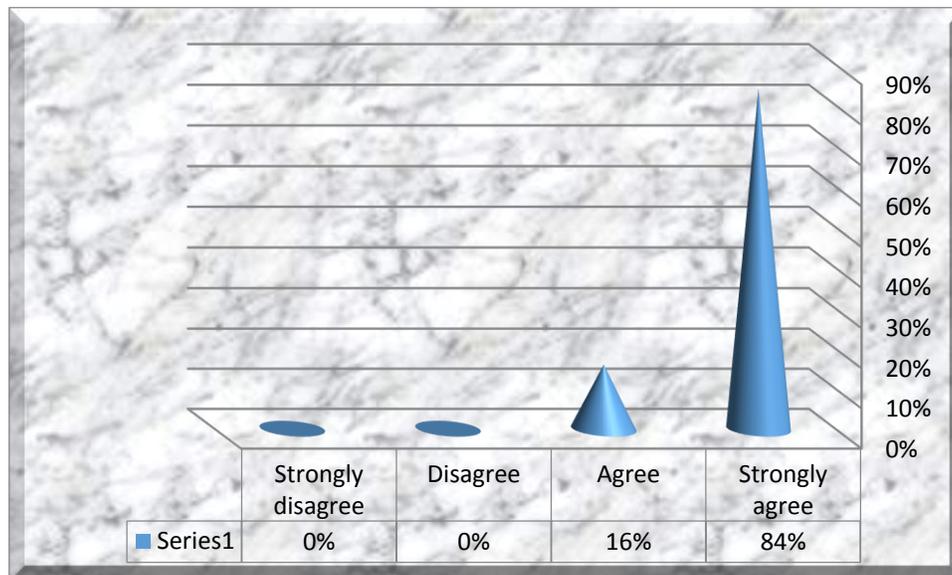
The table shows the results of whether the computer assisted teaching is beneficial in improving writing skills. The results indicate that 84% of the respondents strongly agree, and 16% agree about the statement. The final result point that 100% of the respondents believe that the computer assisted teaching is beneficial in improving writing skills.

Table (4/3) Computers and Improving Speaking Skills

No	Answers	Respondents	Percentage
1	Strongly agree	38	76%
2	agree	10	20%
3	disagree	2	4%
4	Strongly disagree	0	0.0%
Total		50	100%

Fig (4/3)Computers and improving speaking skills

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	4%	20%	76%
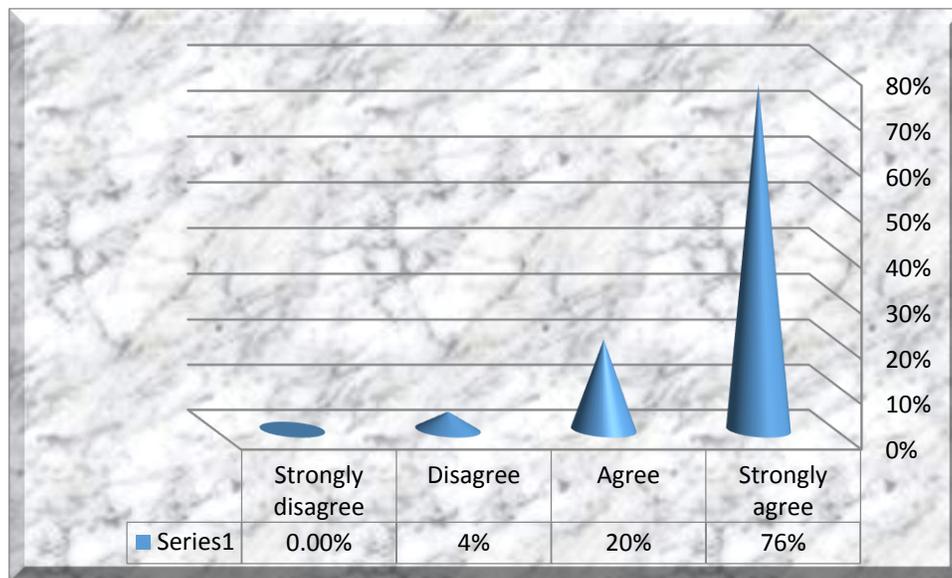
In response to item (3) the table shows that 76% of the respondents strongly agree and 20% agree with that the computer assisted teaching is beneficial in improving speaking skills. Only 4% disagree with the same statement. The final result shows that 96% of the respondents think that the computer assisted teaching is beneficial in improving speaking skills.

Table (4/4) Computers and Improving listening Skills

No	Answers	Respondents	Percentage
1	Strongly agree	23	46%
2	agree	27	54%
3	Disagree	0	0%
4	Strongly disagree	0	0%
Total		50	100%

Fig (4/4) Computers and improving listening skills

	Strongly disagree	Disagree	Agree	Strongly agree
■ Series1	0%	0%	54%	46%
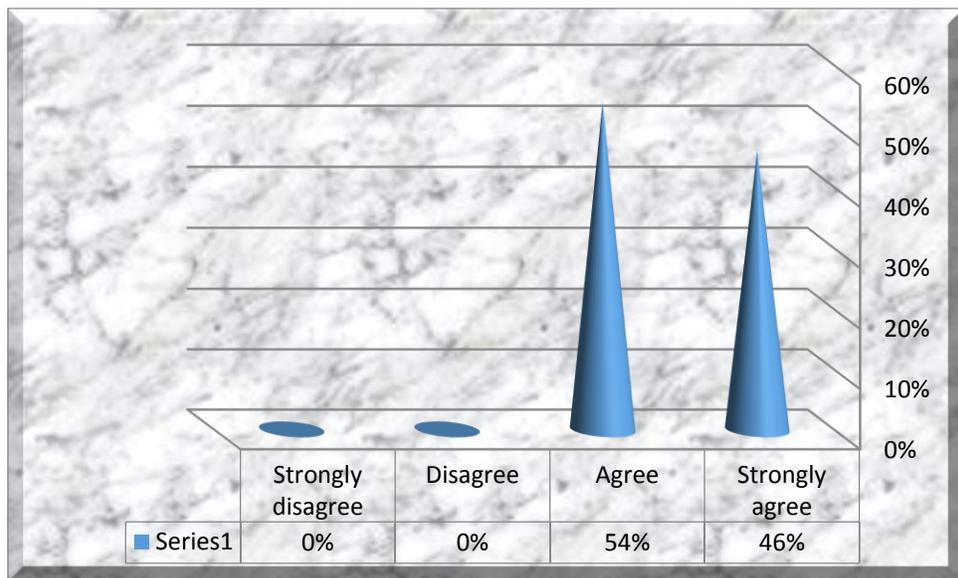
The table shows that 46% of the respondents strongly agree, besides 54% agree with the idea that the computer assisted teaching is beneficial in improving listening skills. The result indicates that 100% of the respondents give a confirmation about that the computer assisted teaching is beneficial in improving listening skills.

Table (4/5) Computers and pronunciation

No	Answers	Respondents	Percentage
1	Strongly agree	25	50%
2	agree	18	36%
3	disagree	7	14%
4	Strongly disagree	0	0%
Total		50	100%

Fig (4/5)Computers and pronunciation
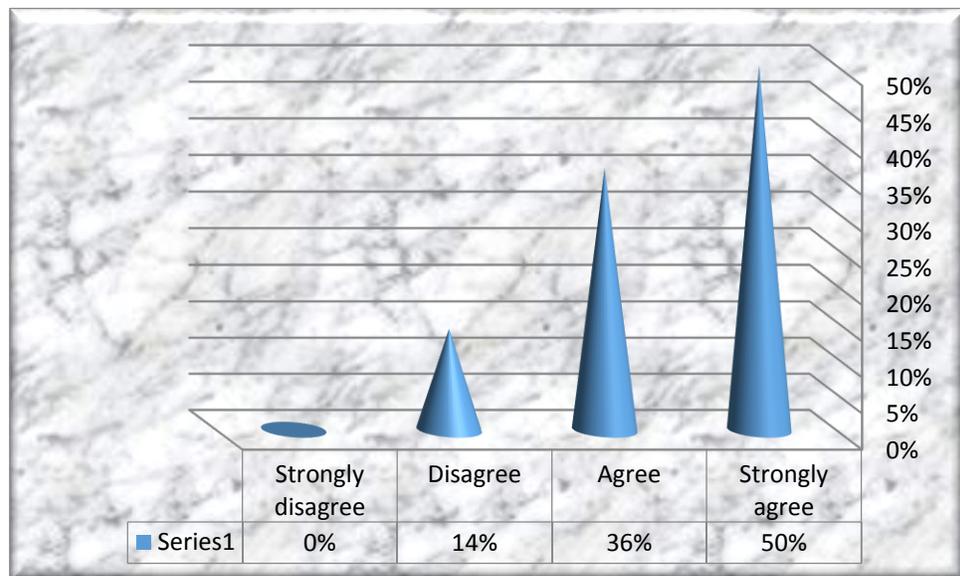
Regarding item (5), 50% of the respondents strongly agreed upon the statement "students can enhance their pronunciation by listening to the authentic language.", and 36% of them show the response agree. On the other hand only 14% of the teachers disagreed with the idea. The result show 86% of the teachers believe that students can enhance their pronunciation by listening to the authentic language.

4-7 The Use of Technology Facilitates Teaching Process.

Table (4/6)Computers and lessons

No	Answers	Respondents	Percentage
1	Strongly agree	25	50%
2	agree	16	32%
3	disagree	9	18%
4	Strongly disagree	0	0.0%
Total		50	100%

Fig (4/6) Computers and lessons

	Strongly disagree	Disagree	Agree	Strongly agree
▇ Series1	0.00%	18%	32%	50%
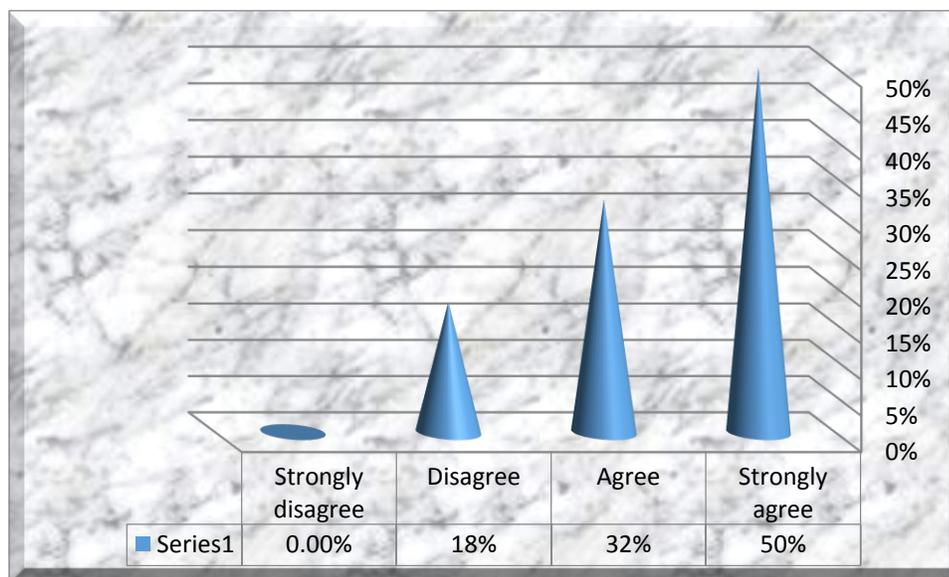
For statement 'the use of technology facilitates the English language teaching processes. The table and graph show that 50% of the respondents strongly agree, besides 32% agree with the same statement. Only 18% of the respondents disagree. The conclusion revealed that 82% of the teachers believe that the use of technology facilitates the English language teaching process.

Table (4/7) Computers and Assignments

No	Answers	Respondents	Percentage
1	Strongly agree	39	78%
2	agree	11	22%
3	disagree	0	0.0%
4	Strongly disagree	0	0.0%
Total		50	100%

Fig (4/7)Computers and assignments
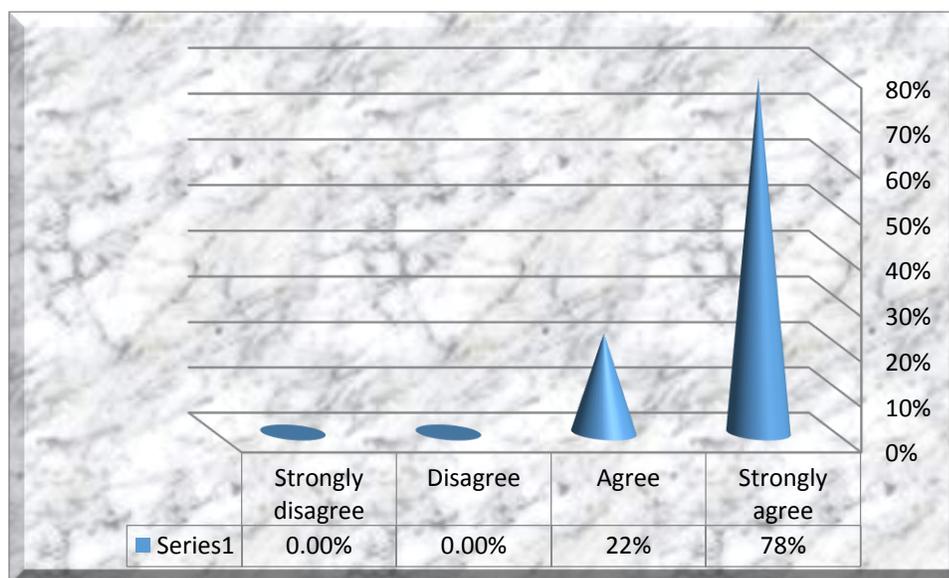
The table shows teachers' response on whether teachers can give assignments to students using a computer. As can be from the pie chart and graph that 78%, of the respondents are strongly agree, beside 22% of them agree. The final result indicates that all the participants agreed upon that teachers can give assignments to students a computer.

Table (4/8) Computers and Presentations

No	Answers	Respondents	Percentage
1	Strongly agree	26	52%
2	agree	19	38%
3	disagree	5	10%
4	Strongly disagree	0	0.0%
Total		50	100%

Fig (4/8) Computers and presentations

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	10%	38%	52%
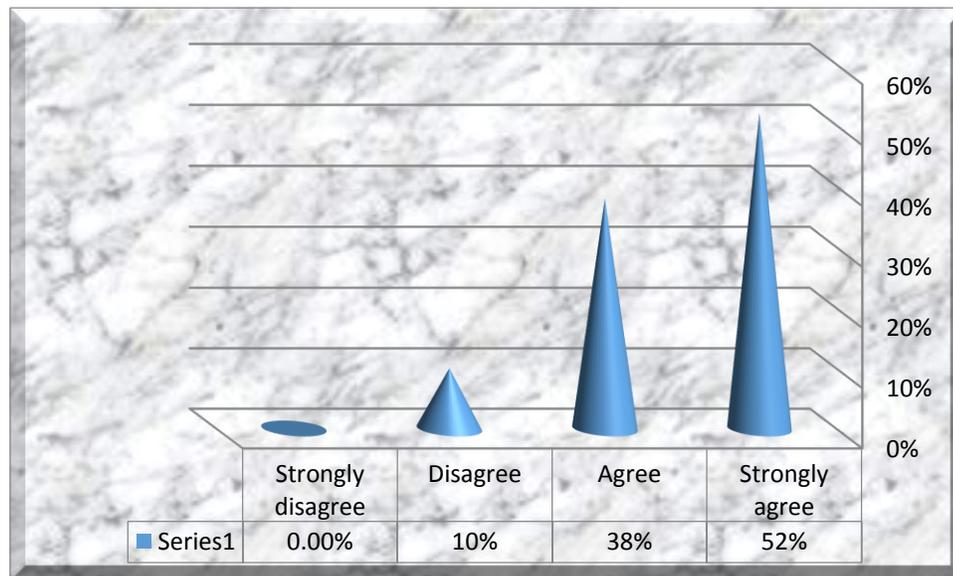
The table shows the idea about the use of computers to facilitate presentations. The results indicate that 52% of the respondents strongly agree, and 38% agree. Only 10% of the teachers disagree with the above statement. The final result indicates that 90% of the respondents think that computers can be used to facilitate presentations, compared with only 10% who denied the same idea.

Table (4l9)Multimedia Can and Students' Thinking

No	Answers	Respondents	Percentage
1	Strongly agree	40	80%
2	agree	10	20%
3	disagree	0	0.0%
4	Strongly disagree	0	0.0%
Totale		50	100%

Fig (4/9)Multimedia can and students' thinking

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	0.00%	20%	80%
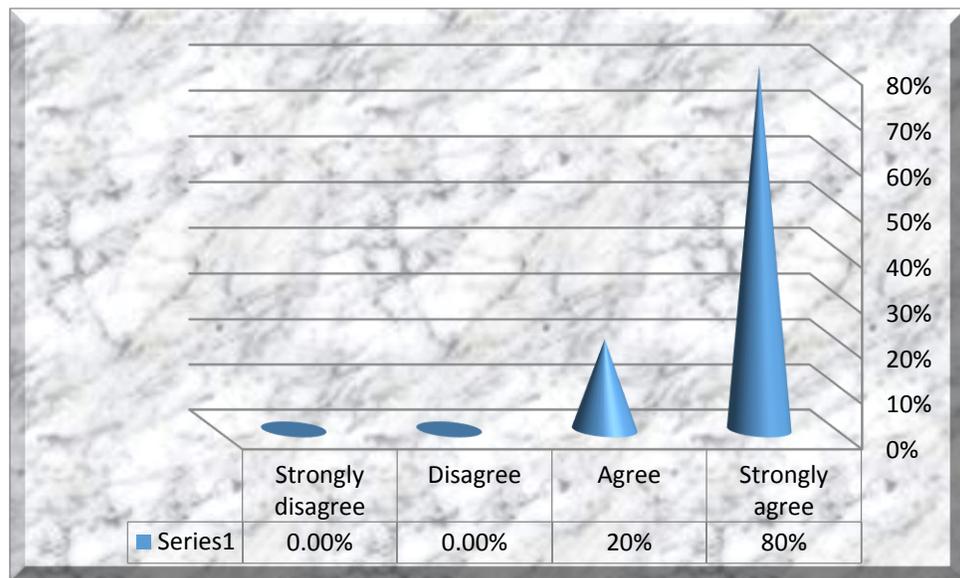
According to the statistical result presented in the table and graph (9), there is consensus view point about the statement "the use of multimedia can activate students' thinking, through group discussion, subject discussion, and debates", hence 80% of the respondents strongly agreed about that and 20% agreed. The final result indicates that 100% of the respondents believe that the use of multimedia can activate students' thinking, through group discussion, subject discussion, and debates.

Table (4/10) Computers and Teaching skills

No	Answers	Respondents	Percentage
1	Strongly agree	37	74%
2	agree	10	20%
3	disagree	3	6%
4	Strongly disagree	0	0.0%
Total		50	100%

Fig (4/10) Computers and teaching skills

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	6%	20%	74%
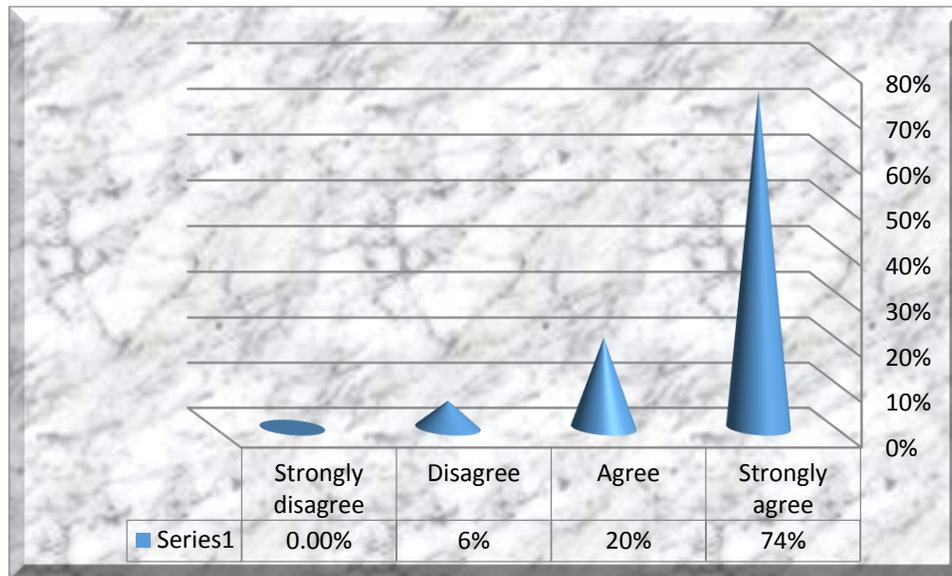
For, the items: "computer is used to enhance teaching skills" the result due to the analysis from the table and graph shows that 74% of the respondents strongly agree, and 20% agree that teachers can use computer to enhance teaching skills. Compared with only 6% of the respondents disagree with the same statement. The conclusion indicates that 94% of the respondents think that computers can be used to enhance teaching skills.

Table (4/11)Computers and Lesson Unit Plans

No	Answers	Respondents	Percentage
1	Strongly agree	28	56 %
2	agree	18	36 %
3	disagree	4	8 %
4	Strongly disagree	0	0.0 %
Total		50	100%

Fig (4/11)Computers and lesson unit plans
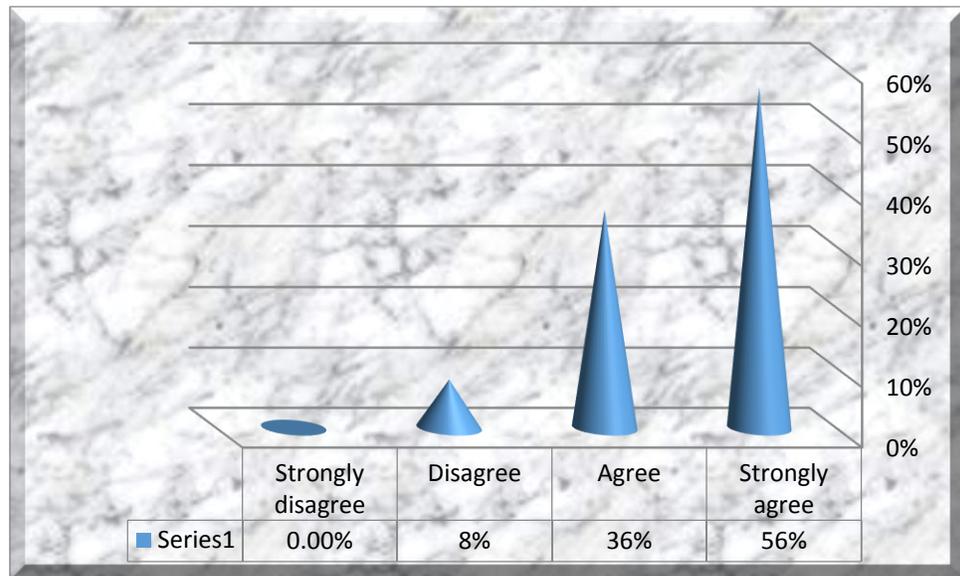
Regarding the item: computer is used to develop lesson/unit plans…etc.' the table shows that 56% of the respondents strongly agree, and 36% agree. While only 8% of the teachers disagree with the above statement. The final result indicates that 92% of the respondents believe that computer can be used to develop lesson/unit

Plans…etc.

Table (4/12) Computers based learning and immediate feedback

No	Answers	Respondents	Percentage
1	Strongly agree	19	38 %
2	agree	26	52%
3	disagree	5	10%
4	Strongly disagree	0	0 %
Total		50	100%

Fig (4/12)Computers Based Learning and Immediate Feedback

	Strongly disagree	Disagree	Agree	Strongly agree
■ Series1	0%	10%	52%	38%
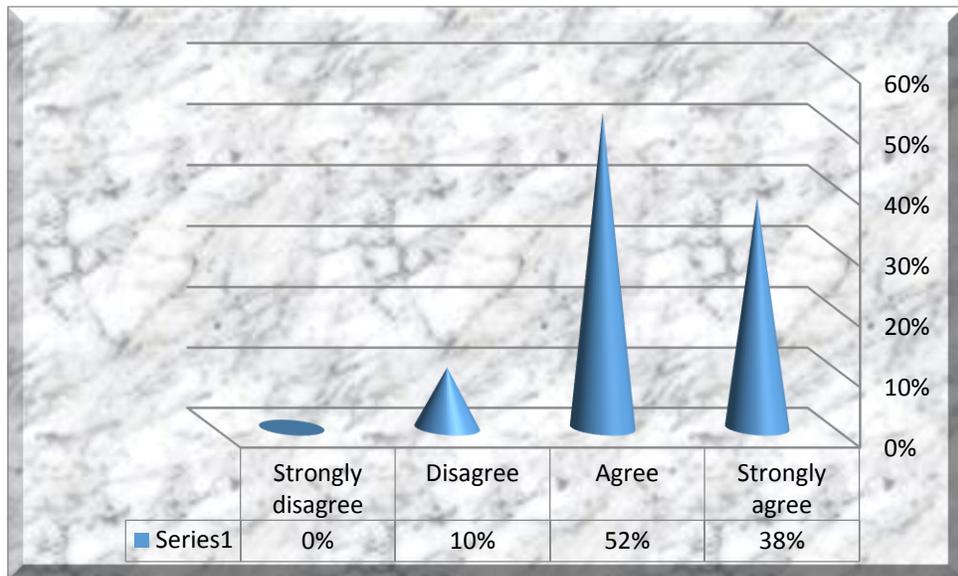
As for item (12) computer based learning give immediate feedback for the weak students, the result indicate that 38% of the respondents strongly agree in this item, also 52% agree with same item. Whereas, only 10% of respondents disagree.it is quite obvious that great majority 90% of the respondents have approximate view point about the statement above.

Table (4/13) Multimedia and Context for Language

No	Answers	Respondents	Percentage
1	Strongly agree	17	34 %
2	agree	23	46 %
3	disagree	10	20 %
4	Strongly disagree	0	0 %
Total		50	100%

Fig (3/13)Multimedia and context for language

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0%	20%	46%	34%
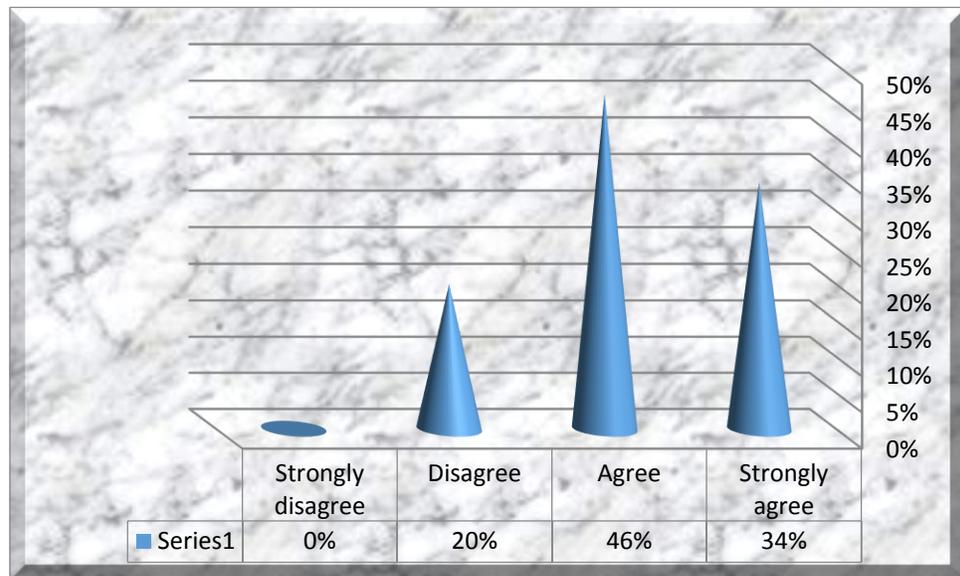
The table shows frequency and percentage of whether multimedia teaching creates a context for language learning. The result indicate that 34% of the respondents strongly agree, and 46% agree about this role in teaching and learning. While, 20% disagree with the idea. The final result indicates that 80% of the respondents think that multimedia teaching creates a context for language teaching learning.

4-8 Teacher's Attitudes Towards The use of Technology:

Table (4/14)Attitudes towards computers

No	Answers	Respondents	Percentage
1	Strongly agree	33	66 %
2	agree	17	34 %
3	disagree	0	0 %
4	Strongly disagree	0	0 %
Total		50	100%

Fig (14) Attitudes towards computers

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0%	0%	34%	66%
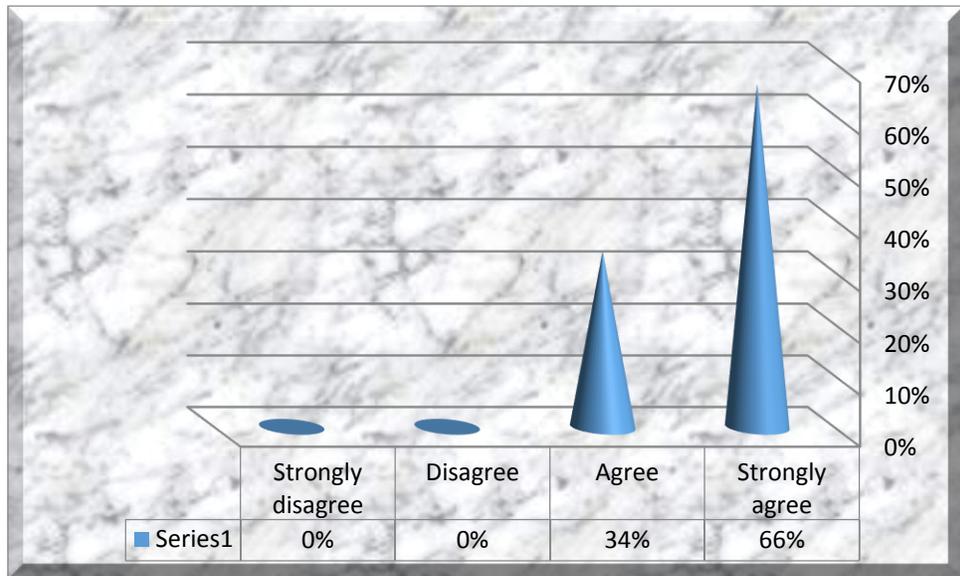
As for item (14) teachers positive attitudes towards computers.66% of the respondents strongly agree in this item, also 34% agree with same item. It is quite obvious that 100% of the respondents generally have positive attitudes towards computers.

Table (4/15) Technology and Language Standard
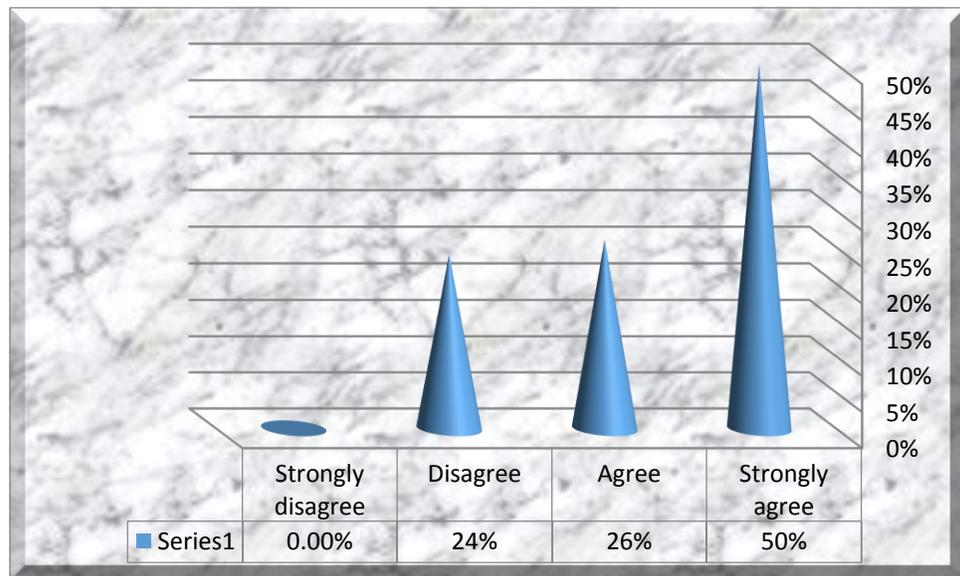
No	Answers	Respondents	Percentage
1	Strongly agree	25	50%
2	agree	13	26 %
3	disagree	12	24 %
4	Strongly disagree	0	0.0 %
Total		50	100%

Fig (4/15)Technology and language standard

		Strongly disagree	Disagree	Agree	Strongly agree
■	Series1	0.00%	24%	26%	50%

According to the statistical result presented in the table and graph (15), the result shows that, 50% of the respondents strongly agree about that using technology in English language teaching and learning is useful in improving student's language standard, and 26% agree with the same idea. While 24% of the respondents disagree. The final result indicates that 76% of the respondents think using technology is useful in improving students' language standard.

Table (4/16) Technology and Dimension of Time and Distance

No	Answers	Respondents	Percentage
1	Strongly agree	30	60 %
2	agree	17	34 %
3	disagree	3	6 %
4	Strongly disagree	0	0 %
Total		50	100%

Fig (4/16) Technology and dimension of time and distance

|	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0%	6%	34%	60%
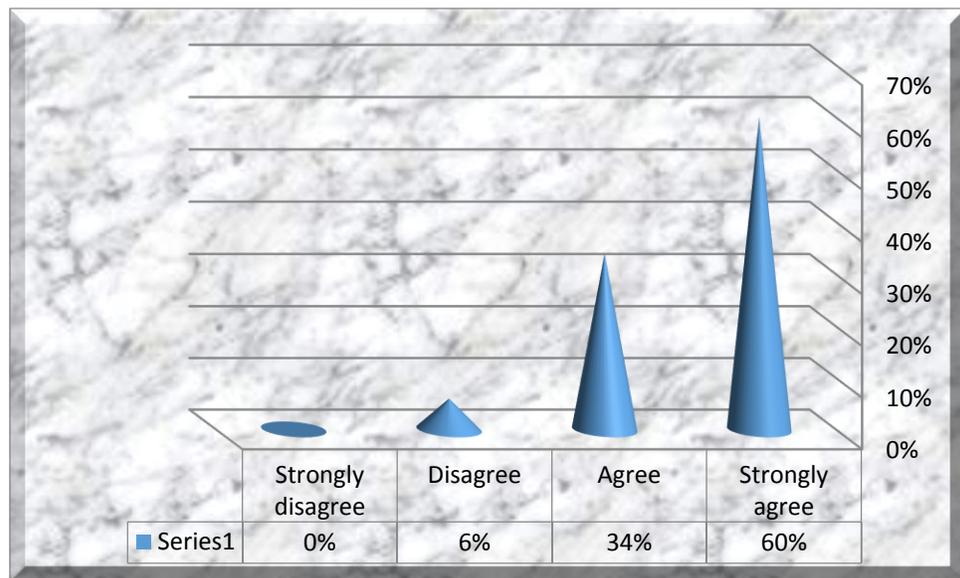
The table shows that 60% of the respondents strongly agree with item (16) and 34% agree, with the same idea. In contrast 6% of the teachers disagree with the statement. The final result points out that 94% of the teachers thin that using technology in English language teaching and learning can save the dimensions of time and distance by providing lectures through media (ML).

Table (4/17) Technology Resources

NO	Answers	Respondents	Percentage
1	Strongly agree	50	100 %
2	agree	0	0 %
3	disagree	0	0 %
4	Strongly disagree	0	0.0 %
Total		50	100%

Fig (4/17)Technology resources

|	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	0%	0%	100%
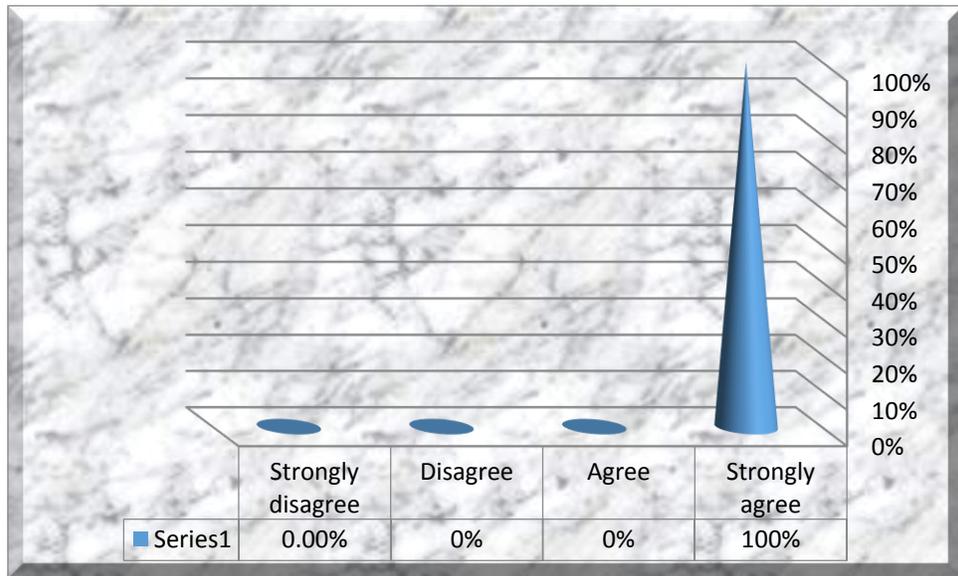
As for item (17): providing technology resources is not enough to persuade teachers to use them in teaching. The results indicate that teacher have similar view point about that, hence 100% of them strongly agree with this item.

Table (4/18) Access to Computers

No	Answers	Respondents	Percentage
1	Strongly agree	21	42 %
2	agree	4	8 %
3	disagree	25	50 %
4	Strongly disagree	0	0.0 %
Total		50	100%

Fig (4/18) Access to computers

|	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	50%	8%	42%
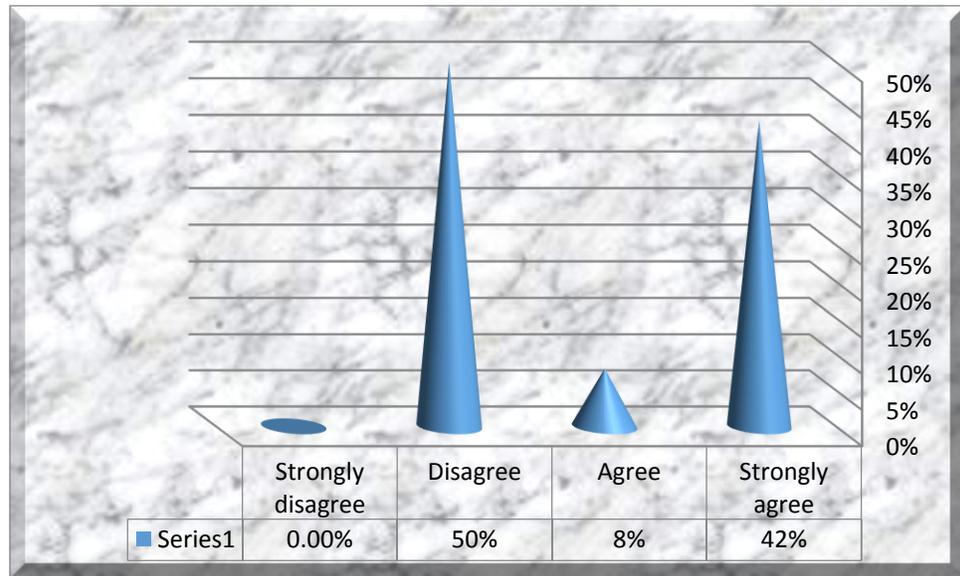
According to the statistical result presented in the table and graph (18), 50% of the teachers either strongly agree or agree about that they do not have adequate access to computers, the other 50% claim that they have adequate access to computers. The results indicate that 50% of the respondents strongly agree about that, compared with 50% agreed with the statement.

Table (4/19) Integrating Technology With Teaching

No	Answers	Respondents	Percentage
1	Strongly agree	30	60%
2	agree	14	28 %
3	disagree	6	12 %
4	Strongly disagree	0	0.0 %
Total		50	100%

Fig (4/19)Integrating Technology with teaching

	Strongly disagree	Disagree	Agree	Strongly agree
Series1	0.00%	12%	28%	60%
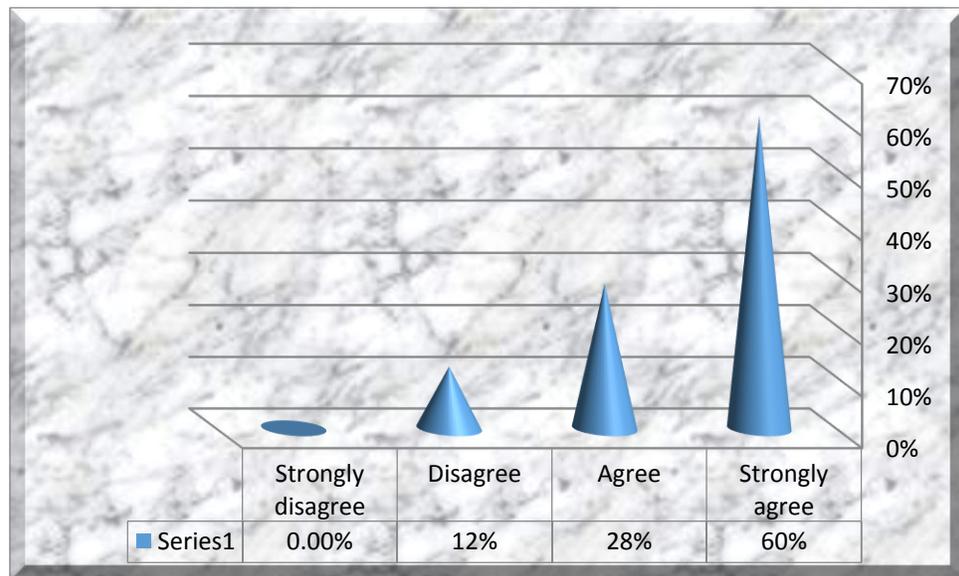
According to the statistical result presented in the table and graph (19), there is consensus view point about the item that teachers need to be provided with training to develop pathways for integrating technology in their teaching. The result indicates that, 60% of the respondents strongly agreed about that teachers do not use such materials and 28% agreed with the same point. Only 12% of the respondents who disagree.

Table (4/20)Technology and Motivation

No	Answers	Respondents	Percentage
1	Strongly agree	24	48 %
2	agree	20	40 %
3	disagree	6	12 %
4	Strongly disagree	0	0 %
Total		50	100%

Fig (4/ 20) Technology and motivation
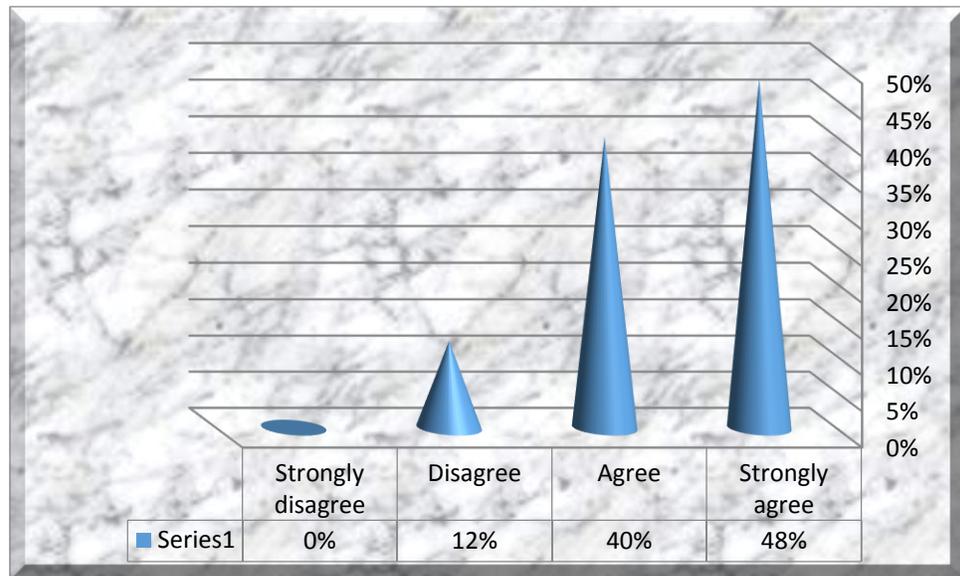
For items (20), 48% of the respondents strongly agree upon the statement, using technology in English language teaching and learning is motivating, and 40% of them show the response agree with the same statement. On the other hand only 12% of them disagree with this statement. The result shows that, due to the majority of the respondents, using technology in English language teaching and learning is motivating.

4-8 Testing Of the Research Hypotheses:

The study mainly deal with the role of technology in the developing of English language teaching and learning. To achieve the goal of the study the researcher considers three hypotheses. The data about were collected and analyzed. The results of the analysis can described tentatively as follows:

4-8-1 Hypothesis One:

The use of technology to enhance students' English language learning. The result reveal that the majority of teachers believe that using of technology to enhance students' English language learning, for example 100% of them think that computer assisted teaching is beneficial in improving writing, listening skills, besides 67% to 96%of respondents think that computer is beneficial in improving reading skills, vocabulary and pronunciation. In addition to that, the result shows 100% of the teachers claim that multimedia can activate students' thinking through group discussion, subject discussion, and debates.

Hypothesis Two:

The use of technology to facilitate the English language teaching process. The result of analysis indicate that the majority of respondents (80 -100%) provide their confirmation the idea of the using technology to facilitate the teaching of English language, as a case of point, teachers can use computers develop lesson/unit plans, so entire lesson can be delivered using a computer. In addition to that teachers can give assignments to students using a computer, and also it can be used to facilitate presentations.

Moreover, computer can be used to enhance teaching skills through multimedia teaching to create a context for language learning. Besides immediate feedback for the weak students can be given, so that they can adjust their learning.

Hypothesis Three:

Teachers' attitudes towards the use of technology in English language teaching, the result of analysis of these items indicates that (100%) of the teachers generally have positive attitudes towards computers, for instance all the respondents think that using technology in English language teaching and learning is useful in improving student's language standard. In addition to that, using technology in English language teaching and learning is motivating for both teachers and students; and can save the dimensions of time and distance by providing lectures through media (ML).

In contrary to the aforementioned advantage of using technology teachers think that providing technology resources is not enough persuade teachers to use them in teaching besides 50% of them do have adequate access to computers and all of them thin that they need be provided with training to develop pathways for integrating technology in my teaching.

Chapter Five

Summary, Findings, Conclusion, Recommendation, and Suggestions for Further Studies

5-1 Summary

The purpose of this study is to investigate effect of technology on English language teaching and learning. The questionnaire consist of 20 items grouped under 3 main categories: the use of technology enhances students' English language teaching and learning, the use of technology facilitates the English language teaching process, and teacher's attitudes towards the use of technology in English language teaching.

The collected data were subject to analysis through descriptive statistics. The findings of this research study revealed important points related to the importance of using technology. After testing the hypotheses it is found that the finding were generally supporting the research hypotheses.

5-2 Findings

After analyzing the complied data, the researcher has come up with the following findings:

1. Technology enhances students' English language learning, for example computer assisted teaching is beneficial in improving writing, listening skills, vocabulary

And pronunciation. Besides, it multimedia can activate students' thinking.

2. Technology facilitates the teaching of English language. As a case of point, teachers can use computers to develop lesson/unit plans, give assignments to students and immediate feedback.

3. Computer can be used to enhance teaching skills through multimedia teaching by creating a context for language learning.

4. Teachers generally have positive attitudes towards computers, for instance all the respondents think that using technology is useful, motivated and interested for both teachers and students, it makes completing tasks easier, and can save the dimensions of time and distance by providing lectures through media (ML).

5. Teachers think that providing technology resources is not enough to persuade teachers to use them in teaching.

6. Many teachers do not have adequate access to computers, and all of them thin that they need to be provided with training to develop pathways for integrating technology in my teaching.

5-3 Recommendations

Using technology in learning English language has become a real necessity nowadays. This investigate the role of technology developing English language teaching and learning. Teachers' attitudes towards using technology were discussed, besides, the role of technology to enhance student's language standards, and how technology facilitate the process of English language teaching and learning. As a result, the following concluding remarks and recommendations can be to the authorities:

1. The authorities and curriculum designers have to incorporate technology with the teaching and learning process.

2. The authorities, deans and curriculum designers should transfer all the language skills activities through computers as an integral part of learning activity.

Curriculum designers should match the theory and practice in foreign language teaching and learning together by the use of modern technology.

3. The deans should equip the English language department with modern technical equipment for effective learning and teaching of the foreign language.

4. Universities should modernize their technical teaching capabilities by using new equipment and laboratories for supporting the teaching process.

5-4 Suggestions For Further Studies

The researcher offer the following suggestions for further studies:

1. An investigation of the correlation between the teachers' use of computer technologies and students achievement.

2. Training program should be raised for both teachers and students to allow them integrate technology with English language teaching and learning.

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Teacher's Questionnaire

The aim of my research study is to learn about investigating the effect of technology on English Language teaching and learning and towards integrating computer technology in language teaching and learning. The findings of the study may contribute to the improvement of the computer – based teaching and learning.

Directions:

Decide whether you agree or disagree with each statement by putting a tick (√) before the respected number of the following responses.

	Statement	Strongly Dis agree	Disagree	agree	strongly agree
The use of technology enhances student's English Language learning					
1	The computer assisted teaching is beneficial in improving reading the skills.				
2	The computer assisted teaching is beneficial in improving writing skills.				
3	The computer assisted teaching is beneficial in improving speaking skills.				
4	The computer assisted teaching is beneficial in improving listening skills.				
5	Students can enhance their Pronunciation by listing to the authentic language.				
The use of Technology facilitates the English Language Teaching Process					
6	Lessons are presented by showing some thing on a projector in the class, entire lesson is delivered using a computer.				
7	Teachers can give assignments to students using computer.				
8	Computer can be used presented the language to facilitate presentations.				

9	The use of multimedia can activate students' thinking, through group discussion, subject discussion, and debates.				
10	Computer is used to enhance teaching skills.				
11	Computer is used to develop lesson / unit plans…etc.				
12	Computer based learner give immediate feedback for the weak students, so that they can adjust their learning.				
13	Multimedia teaching creates a context for language learning.				
Teachers attitudes towards the use of technology in English language teaching					
14	I generally have positive attitudes towards computers.				
15	I think that using technology in English language teaching and learning is useful in improving students language standard				
16	Using technology in English language teaching and learning can save the dimensions of time and distance by providing lectures through media (MIL)				
17	Simply providing technology resources is not enough to persuade teachers to use them in teaching.				
18	I don't have adequate access to computers				
19	I need to be provided with training to develop pathways for integrating technology in my teaching.				
20	Using technology in English language teaching and learning is motivating for both teachers and students.				