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Collage of Graduate Studies

College of Languages - English Department

**Investigating the Effectiveness of Using Cell Phones in
ELT from Prescriptive of Teachers**

(A Case Study Of Khartoum Locality Secondary School)

(2018-2019)

تقصى فعالية استخدام الهواتف النقالة فى تدريس اللغة الانجليزية من
منظور المعلمين

*A Thesis Submitted in Partial Fulfillment for the
Requirements of MA Degree in Linguistics*

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DEDICATION

To:

The soul of my dear father,,,,

My dear mother,,,,

To my dear motivating brethren,,,,

To my friends and colleagues,,,,

To all ...I dedicate this humble work,,,,

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First of all, praise is to Allah (Subhanahu wa Tala) who granted me the strength and ability to pursue this study. I am very grateful to my supervisor **Dr. Nagla Taha Bashrie**, who spared no effort in guiding and advising me throughout this work. I also thank to; **Dr. Abbas Mukhtar** , **Ustaz Abdelkarim Hassan Kakoum** and **Dr. Sami Balla**; for verifying my test. My thanks are due to all of the teaching and non-teaching staff of Collage of Languages at Sudan University of Science and Technology. Special words of appreciation go to my tutors and colleagues in the MA. I should not forget all the teachers of basic and secondary school without their invaluable help, this work would never be possible. Last but not least, great thanks, to everyone who advised me.

ABSTRACT

The study investigated the use of Cellphones and Information technology in learning and teaching English by EFL Learners and teachers. The study aims at explaining the roles of such technologies in the field of language teaching. The study is based on the observation that teachers who use CP in preparing their lesson find it easier and quicker to introduce and present the language materials. The research is analyzed via using qualitative approach to describe this phenomenon. A sample of 60 EL teachers from Secondary schools has been chosen randomly to sit for respond to a questionnaire. The researcher used also a questionnaire as one more tool to collect data. SPSS programme is manipulated to analysis the data . Based on the analysis the study reveals the following results:

CP and information technology play a crucial role in facilitating the processes of teaching and learning EL. It is also found that using such technologies is more attractive to students and teachers as well. It helps teachers to save time in their preparation. For the above findings, the researcher recommended that the use of Information and communication technologies and CPs should be included in the syllabus and students should be encouraged by using more attractive modern tools in their courses of learning.

مستخلص البحث (Arabic Version)

ناقشت الدراسة أهمية استخدام الهواتف النقالة وتقنيات المعلومات في عملية التدريس والتعليم لدارسي اللغة الإنجليزية . وتهدف الدراسة إلى توضيح هدف استخدام التكنولوجيا في عملية التعليم. فقد لاحظت الباحثة أن المعلمين الذين يستخدمون الوسائل المتطورة مثل الهواتف الذكية ووسائل المعلومات الأخرى في عملية إعداد وتدريس اللغة الإنجليزية ، يقومون بتقديم الدروس بصورة سهلة وسريعة. واختيرت عينة عشوائية مكونة من 60 من اساتذة اللغة الانجليزية بالمدارس الثانوية . وقد اختارت الباحثة اداة جمع المعلومات عن طريق الاستبيان . وتم استخدام المذهب الوصفي التحليلي باستخدام التحليل الإحصائي .خلصت الدراسة إلى أهمية استخدام الوسائل الحديثة المذكورة أعلاه في العملية التعليمية. وتوصلت الدراسة أيضا إلى أن استخدام هذه الوسائل جاذب للطلاب في التعليم ومفيد للمعلم في إيصال المعلومة ، فهي تساعد المعلم في الاعداد وكسب الوقت. لذلك يوصي الباحث بادراج هذه الوسائل في المناهج لتحفيز الطلاب في العملية التعليمية.

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CHAPTER ONE

INTRODUCTION

1.0 Background

During the recent years, an increasing number of people have become interested in the English language. This due to the fact that English is used as a lingua Franca .That is, a language used extensively for communication between people who do not share the same language. As the number of people is increasing, different tools have been implemented to facilitate learning English language. One of these tools is the Information and Communication Technology. Technology is used extensively in our everyday life and it is used increasingly during the course of time. There are number of strong arguments in favour of using technology in English language classroom.

When schools move toward mobile learning in the classroom, they take advantages of electronic devices such as tablets and cell phones that offer portability and ease of use. Mobile learning technologies can offer teachers a flexible approach to learning with their students in a variety of locations, and encourages this learning to continue at home.

In modern life, Cellphone learning revolution is alive and growing popularly every day, this development of CP technologies provides many options such as; making learning English interesting and engaging experiences. Moreover, it satisfies both visual and auditory senses of the students and consequently promotes learner- centered lessons.

The usage of CP technologies in English Language teaching enables teacher to modify teaching and learning methodologies in order to create student-centered learning environment, instead of traditional teacher-centered which persisted for along. In other words they re-enforced traditional methods in the classroom that is, chalk, board, and teaching-talking tradition. Also, usage of CP enhances the effectiveness of teaching among teachers in different aspects of their experiences with EL has only now begun to study.

In spite of increasing numbers of institutions of higher education offer courses using CP technologies in higher education especially in secondary schools, there is a lack of academic researches on using CP in all education levels, especially in secondary level setting. Thus, the purpose of this study is to examine the effectiveness of CPs as a tool for enhancing English teaching from EL teacher's perspective.

1.1 Statement of the Problem

Advances in tablet computers and cell phone technology have greatly improved recently and such devices are now widely used. Language teachers have especially been interested in using these devices as a means of providing learning opportunities. Reading online content from eBooks or the Internet, listening to music and watching videos are all activities which support the learning of languages. There are, however, a number of problems that have arisen when using mobile learning in a language classroom.

The aim of this study was to recognize the importance of using mobile learning in supporting teaching and learning English among students at secondary stage through the identification of potential uses for smart phones and tablets, and the roles it can play in assisting the teaching and learning of English among secondary school students in the city of Khartoum from the viewpoint of the teachers of English.

Mobile learning is seen as a massive and unprecedented evolution towards the availability of teaching and e-learning for students through the most commonly used means of communication among learners the mobile phone; due to the possibility of the acquisition of the majority of learners in all grades from preparatory school to university for mobile devices forms and models and multiple applications. Mobile learning is considered as a form of distance learning; it includes Wi-Fi, it does not follow a predetermined location; which refers to the appropriateness of the teaching and

learning of languages, especially since it includes audio and mobile effects help in acquiring English skills; which is the primary language in the technology system and wireless communications. (Lal&Aljundi, 2011:161)

CPs are available to almost all the teachers of secondary level. Rather than using tool as a potential instrument of enhancing teaching, administrators, teachers see them as distractions of classroom proceedings. CPs have an educational benefits to which they can be put, but how many teachers know it? This study, therefore, embarked upon to find out the effectiveness of using CPs as a tool in enhancing teaching at secondary schools.

1.2 Objectives of the Study

This study tries to realize the following objectives:

1. Encouraging EL teachers to cope with I.C.T teaching methods.
2. Developing EL teachers awareness about the effective role of using CPs in ELT.
3. Proving that using CPs enhances Teaching process and make learning interesting and motivating.

1.3 Questions of the Study

This study will provide answers to the following questions:

1. To what extent do EL teachers aware of Information & Communication methodologies?
2. To what extent are English teachers aware of the role being played by CPs in the
process of ELT?
3. How far using CPs does enhance teaching, and motivates students to enjoy and take the benefits of language classes?

1.4 Hypotheses of the Study

The study has the following as its hypotheses:

1. EL Teachers are not quite aware of I.C.T teaching methodologies.
2. EL Teachers are not quite aware of CPs' effectiveness in ELT.
3. Using CPs in ELT enhances learning and raises students' motivation to enjoy and take benefits of language classes.

1.5 Significance of the Study

This study is considered to be significant because it addresses; syllabus designers, teachers and learners to the importance of using modern technology as general pedagogical tool , and CP in particular as it becomes the main way of communication nowadays. Therefore it makes its significant to explore using the new modern technologies to enhance the learning process.

This study platforms this ground and figures out to what extent teachers are quite aware of using CPs to consolidate the pedagogical environment and therefore the teaching process goes easily and effectively more than traditional tools.

1.6 Methodology of the Study

The present study will base on the descriptive analytical method. In this study; an extensive survey is employed to collect data on the potential use of CPs as a tool in enhancing teaching English at secondary school. The data of the research will be collected through a questionnaire for ELT teachers.

1.7 Limits of the Study

The researcher is limited to investigating the effectiveness of using CPs as an assistant tool in teaching EL, from a perspective of EL teachers. The sample of this study will be the teachers of secondary school at Khartoum locality, in (2018-2019).

List of Abbreviation

- I.C.T Information and Communication Technologies
- CP Cell phone
- El English Language
- ELL English Language Learning
- ELT English Language Teaching

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDY

2.0 Introduction

In this chapter, the researcher reviews the related literature to the research topic, and discusses the existence of the problem theoretically. Also in this chapter, and because the research problem is international and still questioning, it is reviewed both in Sudan and in other countries to get deep insights about the problem.

2.1 Definition of Cell phones

A mobile phone is known as a *cell phone*. It is a portable telephone that can make and receive calls over a radio frequency link while the user is moving within a telephone service area. Modern mobile telephone services use a cellular network, and, therefore, mobile telephones are called *cellular telephones* or *cell phones*.

Many of the early CPs were considered to be “car phones,” as they were too large and heavy to carry around in a pocket or purse. However, in 1983, the Motorola DynaTAC 8000x arrived on the market. Although it is huge as standard today, it was considered the first truly mobile phone because it was small enough to carry it.(Agar, Jon 2004:p1).

Early CPs were just for talking. Gradually, features like voicemail were added, but the main purpose was talk. Eventually, CP manufacturers began to realize that they could integrate other technologies into their phones and expand its features. The earliest CP enables user access email, and use the phone as a fax machine, pager, and address book.

In recent years, the purpose of CP has shifted from a verbal communication tool to a multimedia tool, often adopting the name “mobile phone” rather than

being called a phone at all. We now use our CP more for surfing the web, checking email, snapping photos, and updating our social media status than actually placing calls (etal, p3).

Rapidly, expanding software titles, better screen resolution, and constantly improved interface make CPs easier to navigate, and more fun to use. Add to that an expanding capacity that can hold as much memory as a computer would just a few years ago. In addition CPs support a variety of other services, such as text messaging, MMS, email, Internet access, short-range wireless communications (infrared, Bluetooth), business applications, video games, and digital photography. (Levy & Kennedy2005: p342)

CP has changed and developed rapidly in the past decade that it seems as though almost anything you can imagine is possible for the future. The convergence of all tech gadgets into one mobile phone will continue to advance. Majority of hardware and software can be moved to ‘the cloud’ and the product will mainly be comprised of the input and the display.

I believe that CPs of the future will be adapted to appeal more to our emotional senses. They will become even more naturally in sync with our biological reflexes and processes such as eye movement, thought processes, kinesthetic, cultural preferences. Thornton and Houser (etal 2005,p 349).

Here we are not talking about how we will change cell phone. “The question is, how will the cell phone change us?”

2.2 Cell Phones as an Educational Tool

“Students enjoy learning with technology, so, our educational environment has to be tailored basing on the technologies our children and students use on a daily basis. I think we don’t have to fight the usage of CPs in schools, all we have to do as educators and parents is to teach our students and children how to use cell phones for educational purposes while at school. Just like any other cool gadgets, CPs are addictive, so we can take advantage of

this addictive technology and bring lessons and learning material closer to our students and children". By Karehka Ramey March 4, 2013, p4.

CPs are different from a computer lab filled with computers, because CP is personal technology. Most students have invested a great deal of time learning about features of CP, how to navigate and the limitations of the phone. The other reason to rethink the CP debate is because learning on it can extend beyond the walls of the school or the confines of a class period.

Some people may want to ban CP from classrooms, but this is not right. We didn't ban pens in our schools because students can pass notes during class. The pencils have also survived even though you could poke someone in the eye. And the amount of paper that is generated in most schools is almost criminal. This is a new time in education and with dwindling budgets, so we need to rethink possibilities, stretching every dollar. These mini computers are walking through the doors each day, let's put them to work.

CPs can be used as educational tools; as their apps. could be used in learning , can download books, can go on the dictionaries if you don't understand something and can use the calculator if you need it .They can also help our generation and many generations after if use them right. There are a thousand CPs in the world that can be educational tools.

In a place like school, where learning is the number one priority, it only makes sense to give students access to every possible resource. CP is one of these resources, giving students each opportunity for better and to improve themselves as both a student and a person.

Holzinger (2005) stated that people have a bad impression about CPs , considered to be objects that can do nothing but harm to a student's educational efforts. And this is true, because of the way our school system is currently configured, CPs have no place. But it doesn't have to be that way. The education environment is being changed by technology; the main goal of technology is to make things easier, so the use of technology in education has

brought a new horizon in our education sector. Students enjoy learning with technology and teachers have formulated more ways of integrating technology in classrooms.

The same author stated that:

"learning is mobile in terms of space, i.e. it happens at the workplace, at home, and at places of leisure; it is mobile between different areas of life, i.e. it may relate to work demands, self-improvement, or leisure and it is mobile with respect to time, i.e. it happens at different times during the day, on working days or on weekends" (p.152).

Many schools and teachers are appreciating the functions of technology in education. In the beginning, it was very difficult to convince teachers and schools to integrate technology in classrooms, some teachers could not find ways of integrating technology in the classroom. Let us not look at technology as a threat, we just have to integrate it well in our academic curriculum, educational technology simplifies the job of teachers and school administrators, yet it also simplifies the learning process.

Students find it easy to learn with technology, because it keeps them excited and creative, though teachers have to teach students how to use technology to learn different subjects. Educational technology supports individual learning, so students will find it comfortable if they learn on their own without getting help from a teacher. Individual learning creates room for making mistakes and it creates space for learning from our own mistakes without being criticized by any one.

CPs are an incredibly powerful tool, with the ability to connect students to virtually any resource they could possibly need. Students who are often on their phones typing to one another have developed a strong affinity for typing on their mobile devices, allowing them to take notes on their phone much faster than they could on paper or on their computers. In addition, students can take pictures of important visuals and, with consent, record their teacher

demonstrating concepts or speaking. Students will then be able to refer back to these notes at any time throughout the day and will not have to worry about missing important notifications whilst in class, since their phone will be on and in their hands.(Docksai,2009:p39).

There are websites that allow students to tune into a game-like, interactive activity with the teacher's presentation where they have to answer questions based on the content in the lecture or material covered in the homework. These activities allow teachers to keep tabs on students throughout their lecture and see who is paying attention and who is not. In addition to this, teachers can use quiz games, like Kahoot!, to test how much of the lecture students understood and to stimulate them to pay attention and learn the material.

*'Students enjoy learning with technology, so, our educational environment has to be tailored basing on the technologies our children and students use on a daily basis'.Karehka Ramey
March 4, 2013*

Eventually, CPs can be educational tool, mainly because you can download helpful apps as well as access the internet. Some students use the calculator, some use a translator app. Some of our biology students use a biology app in class to get information. CP can be a good educational tool.

2.3 Teacher's Training

Teachers are the key factors in integrating technology such as adopting cell phones in EFL teaching. Teachers should become familiar with all the updated technology and acquire essential skills toward applying technology in their teaching. Teachers also need to provide instructions to students on the use of technology in the class.

In order to ensure success, government and schools should offer training opportunities to teachers, so that they will be prepared and confident in using all of these technologies. With more skills and confidence in applying all the

technologies, teachers can better facilitate EFL teaching and learning and students can learn and benefit more. (Guoqiang and Shuyan 2008 p77)

2.4 Student's Participation

Students need to have basic computer literacy and actively engage in using all of the technologies. They should be encouraged to acquire basic training from the computer center or from their teachers. They should also be guided toward learning all the options while using their cell phones. With adequate guidance, students can view their teacher's Web page or access some other online English learning resources via cell phones, and they can also take online tests. Schools and teachers could also design customized mobile Websites based on the unique features of the cell phones so that students will find it is easier to navigate using their cell phones.

Students can download materials or software for further reading, listening, and finishing their assignments or obtaining help in learning English after class. If teachers and students are in the same location, they can also share files via Bluetooth. Students should know how to store educational materials such as listening materials or books in their cell phones for later review. They should also be able to store reading materials such as the passages and articles from their textbooks or keep the listening materials downloaded from other places. With all the instructional multimedia materials stored in their cell phones, students can have more opportunities to work within an authentic context.(etal:p78)

2.5 Attitudes

The primary issue is people's attitudes toward the usage of CP. Schools and institutions do have their reasons to worry about CP usage in classes. For example, students might use them wrongly by browsing online or playing games while they are in class or they might even become too addicted. But,

considering great advantages that CPs can bring, the adoption of CPs in education should be greatly encouraged.

“It's time we asked the kids to get them out and use them for learning, rather than just banning them for use at school where more relevant work is required like filling out worksheet study guides based on a textbook that is five years old” (Sharpley 2006: 107).

2.6 Features of CP Used in ELT

Previously, before the appearance of technology, teachers were using limited number of tools in teaching process “the conventional tools” based on chalk, board, paper, pen,etc. During time, these tools seem to become traditional and normal with less benefit. These traditional methods are not considered bad or damaging students, but, as the use of EL has increased in our world, so has the need for attractive tools for ELT and competent teachers to guide students in the language. Over the last decades, governments, all over the world attempt to take advantages of I.C.T to enhance their educational system through it. With the rapid growth of science and technology, the use of modern technologies in language teaching and learning has created favorable context for reforming and exploring ELT models and approaches for a new age. (Tough, 1971:p149)

Modern technologies play a positive role in improving activities of students and teaching effect in the classroom. Among all modern communication devices, mobile phones are the most powerful communication medium even richer than other devices as they can act as a learning device. With such a learning device the learner controls the learning process and progress in his/her own space based on his/her cognitive state.

Learning through the computer or mobile devices enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline.

However, learning through m-learning provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, they can learn every time and everywhere they are. Among all the mobile devices, CPs are probably the most popular and widely used all over the world.(Saran ,2008:p39).

CP as ML devices is more prevalent and the most popular of mobile devices. Today, there are almost billions cell phone subscribers worldwide. Cell phones are making our lives easier and becoming very hard to imagine life without cell phones because people are accustomed to them. Cell phones are so advanced and smart that they actually perform almost the same functions and features as personal computers as.(Chinnery, 2006:p120)

“cell phones are not just communication devices sparking new modalities of interacting between people, they are also particularly useful computers that fit your pocket, are always with you, and are always on. Like all communication and computing devices, cell phones, can be used to learn” .(Prensky, 2004,)

Before teaching and learning with CP can be done, a thorough look and analysis of their basic and up-to-date functions is necessary. In this section, I would like to discuss how CP features can be used inside the classroom for teaching English. English is a language of four skills and how these skills can be inculcated and evaluated with the help of the CP.

2.6.1 Internet

Networked learning environment facilitates the language teaching and learning by providing teachers and learners with valuable sources of materials. Teachers can exploit multimedia to support their language teaching. The websites which contain pages of text & graphics have become more sophisticated because different types of data are now available including audio, animation and video. Teachers also integrate authentic materials found

on different Websites. Regard learners; they are exposed to a wide range of resources such as online dictionaries, thesauri, machine translation software...etc. These resources enable learners to learn vocabulary while reading. In addition to that, quite a few authentic language journals are available on the net and databases. (Miangah and Nezarat, 2012 :p210).

The use of the Internet can remove the greatest obstacle in the access to the authentic written word. Learners can obtain lecture notes and prepare for lessons beforehand or review the lessons from anywhere at any time suitable for them. As an alternative to the Web, there are very many CD ROMs, e.g. encyclopedias, that present information in a more compact, reliable and easily accessible form.

Internet also provides tools for language learners to improve their language skills. Learners are exposed to numerous software programs to improve their reading, listening, speaking skills and grammar knowledge. One of the possibilities of internet is that, it can provide verbal interaction between learners through teacher monitoring. Verbal interaction can be provided by chat rooms through which learners can improve their language skills. Through the internet also, can learn vocabulary in an effective way, by learning the vocabularies with visual clues to help them understand, this rich, contextual environment is provided in the internet.(etal,p312).

Beside vocabularies, learners can enhance their reading skills through the internet, as it provides different types of texts for different need s and interests, and also they can develop their communicative skills via asynchronous and synchronous, which are faster and cheap in coasts.

2.6.2 Camera

Beautiful pictures, natural sceneries and scenes that captivate the mind when the students are taken to the field trip or educational tour can be captured by using camera. Back to class they can be used for group discussion them.

Enthusiastically they involve themselves in the activity and express their feelings and experience in their own language. This will definitely develop their English language skill. Images thus captured can be used for making albums, project works etc. it can also be used as a flash card for teaching new words.(etal, p315).

2.6.3 Voice Recorder

It is a very useful facility available on mobile phones. It facilitates one to record speech sounds in the CP. One can record the conversation and replay it. It is a very useful tool that a teacher can use inside the classroom. Of the four skills of English language, listening is the basic skill. Only heard sounds are produced, those unheard are never produced. Hence, it is mandatory to give listening practice to learners of a foreign language. Mobile is a very simple and convenient tool to do this. Teacher can record or download audio clippings from internet or movies and play it inside the classroom. Students can be made to listen to it carefully and questions can be asked to check their comprehension skill. .(etal, p316).

2.6.4 Note Feature

Note is a valuable feature. It can be used to take notes. English language can be acquired from watching movies, listening to news, by reading books and newspapers etc. When we come across a new word, or structure, or an expression we can immediately save them in the mobile phone by using the note feature. Frequently or occasionally it can be revised as we cannot keep everything in our memory. (etal, p318).

2.6.5 Software Features

ELT via technology is not restricted to use them as instructional devices only, but, experts also invented applications used for linguistic purposes only.

These applications include; dictionaries, gaming applications, evaluating apps and etc....These apps are specially designed to teach and learn English language. Dictionary is one of the most important of these applications or programs are dictionary, the important sources in language. It is the register of words, meanings structure, pronunciation and roots of a language can be found. (Huang, C. and P. Sun.2010).

There are many software dictionaries such as oxford, Miriam Webster, long man, and so on. We will not speak about names, rather on purposes. In these dictionaries, the learner will find; the meaning which includes the explanation and many other alternative meanings “synonyms”. Also the learner will find “how the word could be used in the sentence and other grammatical considerations such as morphological and syntactical implications. One of the most important things provided by software dictionaries is pronunciation. Conventional dictionaries “paper dictionaries” can provide transcription only but software ones can provided transcription along with pronunciation by a native speaker’s voice, though, it could reduce the problem of pronunciation (etal, p:12).

Furthermore, many dictionaries provided pronunciation in both American and British accent, in which there are two microphone buttons. Software dictionaries can provide a historical background about the word by giving its root and the time when the word started to be used. Moreover, new software dictionaries moved towards more smart solutions. In this diction, the learner can use the CP camera instead of the keyboard to scan the intended words to get their properties “meaning”. Software dictionaries can save the words and searched previously by the user, thus he/she could have a register. Thus EL teaching and learning have no choice to avoid the use of dictionaries as the process of teaching and teaching English progresses. Mobile dictionary is a mobile application that translates words from one language to another. The application allows having English and two additional languages on the device at the same time. While reading, students may come across many new words.

By using the mobile dictionary they can find out the meaning of the words. Reference work is made easy with this facility on the mobile.

For these reasons mentioned above software dictionaries are considered to be more practical than paper ones, and could motivate the user to use them in various ways. (etal, p:15).

There are other software apps, which are used only for language learning purposes such as gaming apps. In such apps, the user can compose words and grammatical structure and then get the evaluation.

Eventually, all these apps can be used in/outside the classroom whether by monitoring of teacher or not to assist ELL.

2.6.6 Text message feature:

Communication is an important skill to be practiced in English classes. We can create fun in the classroom by making the students send text messages among themselves. The teacher can divide the class into heterogeneous groups. A theme can be given to each group. The group members should send their opinion regarding the topic in simple sentences. The group leader collects and consolidates all the messages send by the members and holds an open discussion with the members and presents it in the class. By doing it students learn how to organize and express their thoughts and ideas in simple language. Teacher corrects the mistakes at the end of each presentation.(etal, p:18).

2.7 Practical Ideas for CP's Features in ELT:

The following ideas for using CPs features for English language teaching and learning generally focus on developing the four skills and in many cases integrate speaking with listening and reading with writing. The material and activities can be modified to conform to different syllabi and are easily adaptable for different ages, learning levels, and interests. It is important to

note that the names of the features used here may not be the same for all mobile phones. (Reinders,2010, p:20)

2.7.1: Idea 1: Use the Notes feature to collect every-day language:

Most mobile phones have a feature that allows them to take notes. Ask students to use this feature to take notes on English they read or hear outside of school and either present the notes to the class or send them to you as a text message. Instead of giving regular homework, you can ask students to hunt for specific language forms (e.g., common nouns, the past perfect tense, formulaic expressions), and the student who collects the largest number of correct samples wins.

Students have a tendency to tune out when a classroom lesson is over; this activity helps them to solve that problem by motivating learning to continue outside the class room and breaking the boundary between class time and daily activities.(etal,p:21).

2.7.2 : Idea 2: Use the Camera feature to take pictures of text :

One of the easiest ways to use a CP for learning is to record samples of the target language by taking pictures. Students can take pictures of English text by using the Camera feature on their mobile phones. They can then make a collage of the images or upload the pictures to a accounts. If students do not have a data connection (or if you do not want them to incur data costs), they can transfer the pictures to a computer and upload them from there. (etal,p:22).

2.7.3: Idea 3: Use free Apps to organize language samples

An extension to Ideas 1 and 2 is to use a free program like Evernote (www.evernote.com) to upload notes and pictures to your account (which can be accessed from any computer). One perfect feature is that the program recognizes words in pictures (such as on billboards or even handwritten notes)

and converts it to text, generally and very accurately. Students can use this program to organize personal notes on their account and share it with a group or the whole class. Different accounts can be exchanged, compared, and discussed in class. Again, to avoid data costs, notes could be transferred from CP by Bluetooth feature, or to the computer for uploading.(etal,p:26).

2.7.4: Idea 4: Use the Voice Memo Recorder feature to record language from media outlets and conversations outside the classroom:

Most phones include a memo recording feature that can collect language samples from TV or radio. The students' collected samples give you an opportunity to analyze the language, discuss where they were collected, and provide feedback. Also students can record interviews or conversations they engage in outside the classroom. Obviously you will have to consider privacy issues and impress upon learners the importance of obtaining their interlocutors' permission before they do interviews, either with each other or native speakers. (etal,p:29).

Students can play the interviews and conversations in class for feedback and discussion. This idea can be used to send students on quests to collect information from sources in the community, including from native speakers. The principle remains: try to get students to use the language as much as possible!

2.7.5: Idea 5: Use the Text Messaging feature to reinforce vocabulary learning and for circular writing:

A study by Thornton and Houser (2003) shows that Short Message Service (SMS) text messages can be used to send out vocabulary items at spaced intervals, thus increasing student retention. For example, you could text the words covered in class to encourage students to review them outside the school context. By sending out the words multiple times, you increase the chances that students will remember them.

The reality is that many students do not like to write. They associate writing in the school context with boring assignments and a punitive environment of criticism and negative feedback. In other words, the fun is missing. However, if one considers writing as any form of textual communication, it becomes clear that students actually write a lot. The number of text messages, status updates on social networking sites, and instant messages (IMs) sent by the average young learner is stumbling; clearly, a lot of writing is going on! The challenge is to encourage the type of writing that helps students learn English.(*etal,p:33*).

If students are not ready to write essays, they can practice with shorter texts to develop their writing skills. One activity is circular writing, where students create a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this on to the next student, who adds another message, and so on until the story is complete.

The teacher is copied and has a record of the story as it emerges. You can experiment with different text types such as narratives (as in the example above), or shorter forms such as news reports, instructions, and warnings.

2.7.6: Idea 6: Use the mobile phone for social networking:

Like Twitter, Face book and MySpace are enormously popular social networking tools that allow groups of “friends” to meet, post messages, share pictures, and generally interact online in a many ways. Most of the interaction takes place in writing, and simply asking students to use English instead of their native language produces a great deal of writing practice.

Some teachers actively use such sites to keep in touch with students or to organize activities online. The sites can be accessed through mobile phones, and it could be good fun to ask students to post on each other’s pages in relation to a topic you have just discussed in class. This activity is best used within range of a wireless network, so it may not work for everyone.

All the ideas above allow you to offer increased opportunities for language learning and teaching by taking advantages of a tool that students are intimately familiar with, and carry around at all times. Dealing with the challenges of using CPs may seem daunting, but, if teachers use them, they will find it to be a worthwhile investment of their time and a welcome addition to their language teaching methods.(etal,p:37).

2.8 Advantages and Disadvantages of CP in ELT

Using CP in a language classroom has some advantages and disadvantages. This research has highlighted some of the detailed issues that students, teachers and coordinators might have before considering using a CP in classroom.(Chartrand2009, p:1).

2.8.1 Advantages of cell phones in ELT

Mobile devices have numerous advantages, referred to by many specialists, including (Milard, 2003), and (Woodill, 2011) and the researcher summarizes the advantages they mentioned related to the field of teaching and learning summed up in(etal, p:3):

- **Multimedia Ability:** The ability to easily record and playback a student's pronunciation and compare it to a native speaker's pronunciation is a great learning tool for the language learner. Increases student use of the four skills - reading, writing, speaking and listening
- **Internet Access:** Access to the Internet gives students the ability to search for and receive information about any topic and it increases student motivation through the use of familiar technology.
- **Social Networking:** Using social networking websites such as Face book and Twitter can be a positive way for students to share information, thoughts and ideas on a variety of subjects. Some students, who may be shy

in a classroom, may do much better in a social networking situation. This can Promote the use of English for communicating.

- **Other advantages:** Even unenthusiastic learners are attracted towards this technology, helps students become more competent in English and also help in assessing the language skill of the learners.

2.8.2 Disadvantages of CP in ELT

In spite of the advantages above, there are some challenges facing the use of CPs identified by (Rogers, K. 2011) :

- **Distractions:** While students can access dictionaries and other online information for learning during class time, the same use is inappropriate during a quiz. Also, watching videos that are not related to the lesson, playing online games, and using social networks for connecting with friends but not in the target language are inappropriate uses of the device during class and may lead to class.
- **Cheating:** Looking at dictionaries or searching for answers during a quiz or a test is a serious academic offence and should be dealt with appropriately. However, it may be difficult to observe such an offence.
- **Disconnecting:** Some educators believe that students spend too much time with digital devices, which contribute to an alienation of students in the classroom. They believe that language students should spend time in a classroom doing group activities that contribute to social interaction.
- **Technical Problems:** Using digital devices in the classroom requires the Instructors to spend a substantial amount of time planning for the lessons, training with the hardware before classes begin and spending some time during class to distribute the devices and returning them after class. The amount of time spent during class to teach the student how to use the devices is also a problem. Moreover, some technical problems may arise during class such as network failures and individual students having problems with the

hardware require the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems.

- **Other secondary disadvantages:** such as all the students will not have mobile phones with them, activities such as browsing internet, sending messages, making calls will cost money, for young learners, the consent of the parent is necessary for using mobile phones in the school and finally the use of noisy phones in the classroom may harm the classroom atmosphere.

2.9 Theoretical Consideration

In our modern life, technology is an essential component of our everyday life, day by day it becomes effective and more used, nearly, it enters every aspect of life, and nowadays people cannot live without it. Most youth are passionate about having the most recent mobile phones just to boast among their peers. They use them to make phone calls, take photos, listen to songs, watch videos, or gain access to the internet for entertainment.

One of the most important technologies in recent years, is CP, in which many things are available, one of these things is learning and teaching English via CPs. There are a number of strong arguments in favor of using CPs in ELT, because it provides many options such as making learning English interesting. It satisfies both visual and auditory senses of the student. In TEL, tape recorders, videos, televisions, radios use to be the most important technologies available for the teachers of English language. But, most of the teachers have an intrinsic problem with using CP in the classroom, in other words, they oppose them in the classroom for various reasons, and even those who use them, they use fewer properties found in CPs.

One of the most complicated problems is that, teachers “especially old ones” are bigoted the old methods which depend on chalk and blackboard, and do not desire to change. The majority of teachers lack of the knowledge about CP’s properties, and how are in use to facilitate English language teaching and learning, and consequently, they do not know the new methodologies of

teaching English via technology. Some of teachers are affected by society, which sees CP as invaluable device that waste time and corrupt morals.

This study presents how to change CP device from a communication device to an educational tool. It also, devotes to investigate the effectiveness of using CP as a tool to teach and learn English It demonstrates that a mobile phone could be a useful tool in learning and teaching English Language. In this study, the researcher emphasizes the potential of CP as a learning tool for students and has incorporated them into the learning environment. In addition the study discusses the challenges and expected difficulties In Sudan.

In spite of the international school spreading in Sudan, which used Taps” as the main component of the classroom, but these schools represent the minority in Sudan generally and in Khartoum specially. One major reason behind this is that, schools cannot supply technological requirement which supports the idea. Also, teachers should monitor the students to ensure the proper use. Schools should take the benefit from these schools who apply CP teaching and learning and how they preserve their time and get the fun of learning.

Over the last decades, governments, all over the world have attempted to take advantages of I.C.T., as general and especially of CPs, to enhance their educational system through it, expect our government in Sudan. Our government needs to understand that there is no way to stop the evolution of technology and no way to separate technology from education.

Thus, in Sudan Ministry of Education should adopting using technologies in education process, because sooner or later they will forced to adapt because there are many informal trends attempting to make the curriculum in one application , and others make it in the form of PDF, sound clips, and video clips.

Eventually, whether we refuse or accept, CP will take their place in teaching and learning as general and in teaching and learning English language exclusively.

2.10 Previous studies

2.10.1 Previous studies Outside Sudan

2.10.1.1 The First Study

This study was published in November 2011 at Jahangirnagar University. This study was submitted by; Roksana Begum, and entitled; “Project for Cell phones as instructional tools in the EFL classroom”. To collect the data Begum has adapted descriptive methodology through using three data collection tools which are; questionnaire for hundred students, interview of teachers, and observation from the classroom.

Begum’s study has come out with findings such as CPs should be used as an educational tool, he added to make sure they are not misused, we can start these trend at universities, as the whole students have cell phones and aware of their use. Moreover, he asserts that, if we put in consideration the huge number of people who use mobile phones, and the expected future for mobile devices for English learning, we should develop a proper policy to integrate mobile device in the classroom activities.

2.10.1.2 The Second Study

This study was published in 2017, at international conference on linguistics, literature and culture. The study was submitted by; NuhiBlaaca, and entitled: "Smart Phone use in English Language Teaching ". In the procedures of data collection, Bllaca has used quantitative methodology by using questionnaire distributed to 125 secondary students.

This study came up with results such as; smart phones have an obvious positive impact on learning, but it could affect negative if it is not used adequately and uncontrollably, and the negative effect would spread to health related issues.

2.10.2 Previous Studies In Sudan

2.10.2.1 The First Study

The first study submitted by: Nahla Mahgoub AhmedAl-Amin (2016) and entitled “Exploring the use of mobile phones in ELT in secondary schools”. This study has published at Nile Valley University. Nahla’s study has followed Descriptive approach to collect the data through using questionnaire distributed to teachers.

Nahla has come up with the following result; firstly, she stated that, EL teachers can use CPs well, and most of them are skill full in using internet. Secondly, some of the teachers using their CPs to enhance teaching in very restricted areas. Thirdly, most of ELT teachers have positive attitudes towards using CPs in secondary school. Lastly, ELT teachers know the benefits of using CP as pedagogical tool and they are ready to use it in teaching.

The second study was conducted by Hana Mohamed Eltayeb(2013), and entitled “The aspects of mobile learning by presenting the differences techniques and aspects of using mobile devices in education” .This study has published at Al- Zaiem Al-Azahri University.According to the perspective of researches and studies in this area, the study offers a comparison between e-learning and m-learning, a classification of education by mobile devices, and shows the categories of mobile learning. The paper also provides the readiness of mobile learning by presenting the results of study conducted at faculty of Computer Science and Information Technology at Al- Zaiem Al-Azahri University in Sudan.

2.10.2.2 The Second Study

The study found out that, software and applications, that has been used in mobile education growth increasingly, now a day most of desktop application has mobile phone versions for example Model , Blackboard, Office etc. , beside that many mobile application and software tools can be used to enhance the educational process.

The paper also shows that mobile technologies are ready and available for implementing m-learning, and there is a considerable readiness from the people to use mobile in learning. The study also concludes that mobile technologies are perceived as an effective tool in improving communication and learning.

2.11 Conclusion

Finally we can conclude that mobile technologies and its applications are became important part of our life it is involved in most of our life activities and enhance these activates by the advantages of these technologies, therefore using mobile technologies in educational process will be essential to keep pace with the constant evolution and experience the reality.

CHAPTER THREE

METHODOLOGY OF STUDY

3.0 Introduction

In this chapter, researcher is going to reflect the basic information of the methodology used in this study. The researcher describes the population of the study and the way they sampled. It also involves the instrument through which the data were collected, and the procedures of data collection including the applied methods to ensure that the instrument is valid and reliable, such as examination of the instrument by the supervisor and refereeing.

3.1 Research Methodology

The descriptive is adapted in this study. The present study tries to describe the nature of the phenomenon and the problem, present it as it is and consequently, highlight the area of weakness which needs more focusing. After that and according to what is mentioned above, the researcher tries to find solutions for the problem by providing recommendations, and also platforms the road to the other researcher to deal with the other aspects of the phenomenon. The information was gathered through direct questionnaire distributed personally by the researcher.

3.3 The instrument of Data Collection

The present study uses one tool as active for gathering information, which is questionnaire. The questionnaire has been designed by the researcher where as its purpose and instruction was provided verbally. It includes three parts; the first and second parts include 7 statements, where the third part includes 6 statements, each part is designed to collect information for one hypothesis respectively. In designing the questionnaire, the researcher tried to cover

whole aspects of the phenomenon as much as possible following tool of data collection. To know teachers view.

3.2 Population and Sampling

This study depends on simple random sample of 60 teacher; they are English language teacher at secondary schools in Khartoum locality. Participants are from both genders with no intention to focus on one sex upon the other. They were asked to conduct a written questionnaire, and they were asked to provide personal information as well as other relative information such as years of experience. Their ages range and the majority of them have smart phones as well. The researcher preferred secondary school teachers to primary school ones for the following reasons:

1. Firstly, using English in secondary school is higher than primary ones, thus their potential needs for attractive teaching methodologies is higher.
2. Secondly, most students in secondary school have smart phones, thus they are cultural about and they can use them in different level.
3. Thirdly, since secondary school curriculum is more complicated, therefore, the new methodologies “CP teaching and learning” can be spread

3.4 Questionnaire Validity

Validity test means that the meter gives the same results if used more than once under similar conditions. It also means that if a test is applied to a group of individuals and their scores are monitored, then the same test is re-applied to the same group and the same scores are obtained and the test is completely stable. Validity is also known as the accuracy and consistency of the measurements obtained from the test.

3.5 Questionnaire Reliability

Reliability is a measure used to determine the degree of sincerity of respondents through their answers on a given scale. Honesty is calculated in many ways as easy as the square root of the stability coefficient. The value of honesty and consistency ranges from zero to one. The measure of truthfulness is to know the validity of the instrument to measure what has been set for it.

Table (3.6) Validity and Reliability statistics

Axis	Stability coefficient	Honesty coefficient
The Answers	0.855	0.925

Source: Prepared by researcher from the field study, 2018

It is clear from the results of Table (1) that all the coefficients of consistency and truthfulness of the responses of the survey respondents to the statements related to each of the hypotheses of the study and to the complete questionnaire were greater than (50%) indicating that the study questionnaire is very stable and honest, and makes statistical analysis acceptable.

3.7 Research Procedures

The survey was developed during a period of two weeks. Respondents were asked to tick the suitable choice for each statement. After that, the data were analyzed following tool of data collection.

To know teachers view about the problem exactly, the researcher put five choices, which are “Strongly agree, Agree, Disagree and strongly disagree”. Statistically, using package for the social sciences “SPSS” program to obtain the target results.

3.5 Problems Encountered by the Researcher

Dealing with such topics needs careful consideration due to its importance in teaching and learning English as a second language. So, there might be some

expected problems such as the time frame in which the study should be fulfilled and the financial support might hinder the achievement of such study. This is due to the deteriorating economic conditions and also the search for the enough sources of information out of the reference books in the libraries.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the study presents a thorough analysis followed by discussion to the statement of the research mentioned in the very beginning of the study. The researcher shows the results of the questionnaire in the tables which manifest the respondents' performance. This is to clarify the use of information and communication technologies specially using the CP in teaching and preparing for the lessons as easy as possible.

Each table reflects certain information about the hypotheses of the study. The aim of the study is to justify the awareness of teachers with the importance of using technology in carrying out their roles and hence making the teaching process a success. Each table includes information about the respondents' responses about the statements of the questionnaire. These statements are divided into three groups. Both the first and the second tables include seven items and the last one includes six items.

4.1 Data Analysis

In the section below, the study presents a thorough analysis and discussion based on the SPSS data analysis and the observation of the researcher's results according to the subjects' responses.

The tables below show the frequencies of agreeing or disagreeing to the statements of the questionnaire as well as being neutral concerning the use of communication and information technology by teachers and the role of CP in facilitating the teaching and learning processes.

Table (4.1.1) shows the frequency distribution of the responses of the sample members of the study on the terms of the first axis

No	The phrase	Frequency and ratio%				
		Strongly agree	I agree	Neutral	disagree	Strongly Disagree
1	You are familiar to use I.C.T in the class room.	5 8.3%	21 35.0%	16 26.7%	18 30.0%	0 0.00%
2	Using I.C.T in the English classroom provides so many options such as making learning El an interesting.	16 26.7%	26 43.3%	11 18.3%	6 10.0%	1 1.7%
3	The usage of ICTs enables you as a teacher to modify teaching and learning methodologies in order to create student-centered learning environment instead of teacher-centered.	19 31.7%	27 45.0%	10 16.7%	4 6.7%	0 0.00%
4	By using I.C.T. , I plan better for my lesson.	19 31.7%	19 31.7%	13 21.7%	8 13.3%	1 1.7%
5	Using ICTs devices aid teachers to teach language skills (reading, listening, writing, speaking, grammar.etc...) and help them to save time and make their job easier.	23 38.3%	25 41.7%	5 8.3%	5 8.3%	2 3.3%
6	Implementing I.C.T. in ELT has a great impact on improving student's fluency and accuracy in learning English language.	21 35.0%	17 28.3%	14 23.3%	6 10.0%	2 3.3%
7	Teachers in Sudan are well trained in using I.C.T in ELT.	3 5.0%	8 13.3%	14 23.3%	20 33.3%	15 25.0%

Source: Prepared by researcher from the field study, 2018

It is clear from the above table that the number of the respondents who agree to the familiarity of teachers with using I.C.T. in presenting their information in class room as shown clearly in the first statement 43% of the respondents. Also, there is similarity between the results in the second and the third statements in which more than 88% of the respondents have agreed upon the importance of using I.C.T in classrooms and creating a students' – centered learning environment. The statements in all of the 4th – 5th are clearly agreed

upon with 85% of the students. The 6th statement has similar result about 63% of the respondents were agree that using I.C.T is helpful students to improve their fluency and accuracy in ELL. The last statement shows that above 50% of the respondents were not agreed to that, teachers are well trained.

Table (4.1.2) shows the results of the selection of the First hypothesis

No	The phrase	Chi Square value	sig	Median	Explain
1	you are familiar to use I.C.T in the class room	9.733	0.021	3	Neutral
2	Using I.C.T in the English classroom provides so many options such as making learning E1 an interesting.	30.833	0.000	2	I agree
3	The usage of ICTs enables you as a teacher to modify teaching and learning methodologies in order to create student-centered learning environment instead of teacher-centered.	20.400	0.000	2	I agree
4	By using ICTs , I plan better for my lesson	19.667	0.001	2	I agree
5	Using ICTs devices aid teachers to teach language skills (reading, listening, writing, speaking, grammar.etc...) and help them to save time and make their job easier.	40.667	0.000	2	I agree
6	Implementing I.C.T. in ELT has a great impact on improving student's fluency and accuracy in learning English language.	20.500	0.000	2	I agree
7	Teachers in Sudan are well trained in using I.C.T in ELT.	14.500	0.006	4	Strongly Disagree
	Total	97.905	0.000	2	I agree

Source: Prepared by researcher from the field study by SPSS program, 2018

The above table indicates that the value of the square assigned to the difference between the answers of the different respondents on the first hypothesis was (0.000) and this value is less than the significant level (5%). This indicates statistically significant differences between the responses and those who strongly agree.

Table (4.1.3) shows the frequency distribution of the responses of the sample members of the study on the terms of the second axis

No	The phrase	%Frequency and ratio				
		Strongly agree	I agree	Neutral	disagree	Strongly Disagree
1	Using CPs in teaching makes you a productive teacher and save your time in classroom for other activities.	9 15.0%	31 51.7%	15 25.0%	4 6.7%	1 1.7%
2	Teachers can capture student's attention by using certain CP's exercises in the class room.	9 15.0%	29 48.3%	15 25.0%	6 10.0%	1 1.7%
3	Using CPs in ELT ensures multiple resources, and enables teachers to use different types of audios & visuals materials in the classroom.	16 26.7%	30 50.0%	12 20.0%	2 3.3%	0 0.00%
4	CP's features such as : SMS, camera, etc... can be used in ELT effectively .	34 56.7%	21 35.0%	2 3.3%	3 5.0%	0 0.00%
5	Student's pronunciation will increased because of using CP's dictionary.	7 11.7%	24 40.0%	20 33.3%	9 15.0%	0 0.00%
6	CP's dictionary has more properties than paper ones.	18 30.0%	27 45.0%	10 16.7%	4 6.7%	1 1.7%
7	Portability of CP makes learning process flexible and continue anywhere at any time.	8 13.3%	22 36.7%	19 31.7%	11 18.3%	0 0.00%

Source: Prepared by researcher from the field study, 2018

Table (4.1.3) shows the percentages of the respondents on using CP in teaching, preparing and facilitating the teaching as well as the learning processes. It is clear that more than 60% have positive response towards the importance of using CP in saving time preparing the teaching process. Similar percentages range between 50% to 75% in the remaining statements. The

statements reflect the feasibility of teaching through using the CP in driving the attention of the students as well as using the CP dictionaries in addition to utility of such opportunities by teachers.

Table 4.1.4 shows the results of the selection of the second hypothesis

	The phrase	Chi Square value	sig	Median	Explain
1	Using CPs in teaching makes you a productive teacher and save your time in classroom for other activities.	47.000	0.000	2	I agree
2	Teachers can capture student's attention by using certain CP's exercises in the class room.	38.667	0.000	2	I agree
3	Using CPs in ELT ensures multiple resources, and enables teachers to use different types of audios & visuals materials in the classroom.	26.933	0.000	2	I agree
4	CP's features such as : SMS, camera, etc... can be used in ELT effectively	47.333	0.000	1	Strongly agree
5	Student's pronunciation will increased because of using CP's dictionary.	13.733	0.003	2	I agree
6	CP's dictionary has more properties than paper ones	37.500	0.000	2	I agree
7	Portability of CP makes learning process flexible and continue anywhere at any time.	8.667	0.034	2.5	Neutral
	Total	225.667	0.000	2	I agree

Source: Prepared by researcher from the field study by SPSS program, 2018

The above table indicates that the value of the square assigned to the difference between the answers of the different respondents on the first hypothesis was (0.000) and this value is less than the significant level (5%).

This indicates statistically significant differences between the responses and those who strongly agree.

Table 4.1.5 shows the frequency distribution of the responses of the sample members of the study on the terms of the third axis

No	The phrase	%Frequency and ratio				
		Strongly agree	I agree	Neutral	disagree	Strongly Disagree
1	Using CP in classroom plays a positive role in improving activities of students	17 28.3%	28 46.7%	9 15.0%	6 10.0%	0 0.00%
2	You can make test for your lesson and furthermore ensures fun of learning by using CP's apps such as quiz games.	11 18.3%	24 40.0%	16 26.7%	9 15.0%	0 0.00%
3	CP' teaching methodologies helps students to become more competent in English.	14 23.3%	17 28.3%	22 36.7%	6 10.0%	1 1.7%
4	Using CP inside the classroom motivate students and enthusiastic them to share their ideas.	9 15.0%	19 31.7%	17 28.3%	11 18.3%	4 6.7%
5	Using CP in ELT promotes students motivation and English learning interest to be a practical way to get students involved in the language learning.	14 23.3%	21 35.0%	12 20.0%	12 20.0%	1 1.7%
6	With using CP in the classroom, teacher can get pedagogical support (software, training, multimedia, data shows, etc...).	12 20.0%	21 35.0%	15 25.0%	10 16.7%	2 3.3%

Source: Prepared by researcher from the field study, 2018

Based on the above table, 74% of the respondents agree to the CP increases the students' motivation in learning. Also, 58% of them agree that such technology creates a sort of competitions among them. In the third, fourth, fifth and sixth statements there are similar percentages of the respondents about how this technology encourages them because it includes quizzes and games. In that 51.6% is represented by the third statement and 46% in the fourth statement. The last fifth and sixth statements get 58.3%

Table 4.1.6 shows the results of the selection of the third hypothesis

No	The phrase	Chi Square value	sig	Median	Explain
1	Using CP in classroom plays a positive role in improving activities of students	19.333	0.000	2	I agree
2	You can make test for your lesson and furthermore ensures fun of learning by using CP's apps such as quiz games.	8.933	0.000	2	I agree
3	CP' teaching methodologies helps students to become more competent in English.	23.833	0.000	2	I agree
4	Using CP inside the classroom motivate students and enthusiastic them to share their ideas.	12.333	0.015	3	Neutral
5	Using CP in ELT promotes students motivation and English learning interest to be a practical way to get students involved in the language learning.	17.167	0.002	2	I agree
6	With using CP in the classroom, teacher can get pedagogical support (software, training, multimedia, data shows, etc...).	16.167	0.003	2	I agree
	Total	113.472	0.000	2	I agree

Source: Prepared by researcher from the field study by SPSS program, 2018

The above table indicates that the value of the square assigned to the difference between the answers of the different respondents on the first hypothesis was (0.000) and this value is less than the significant level (5%). This indicates statistically significant differences between the responses and those who strongly agree.

4.2 Discussion

It could be true to say that the above mentioned verify the statement of the research in the sense that they justify and prove the first hypothesis which states that: "EL Teachers are not quite aware of CT teaching methodologies.". The phrase "quite aware" is explained here in this sense as not all the teachers are capable of using this technology. However, even if some of them know how to use it, but not in the way intended as having a complete knowledge. One could argue that using information and communication technology as represented in the Cell Phone has some familiarity among teachers as well as learners. This could be maintained that these modern technologies are forced on people and it is one of the factors of modernity. So, there are likely some teachers who are unaware of how to neither use the cell phone nor be unaware of its uses and applications.

It could be said that the majority of learners like to be motivated and encouraged to perform their duties and do their class work and home work. A teacher who never uses modern technologies is less attracting and of less motivation to his students. However, the one who uses modern information and communication technology is more driving and creates a sense of desire on his students and hence achieve the intended goals of his lessons.

Due to the development occurred in the world, traditionalism is less wanted and / or desired by students, because internet and satellite channels' programs

make some sort of enlightenment among the people all over the world. The students are part of this world. So, they prefer the teacher who uses modern technology tools like CP, projector, etc. the students need someone to attract them. As known to many teachers, planning the lesson and preparing its parts is a very difficult and time consuming thing, so by using such technologies, a teacher can easily prepare and plan his lesson. This thing facilitates the writing and drawing because the computer is programmed by applications that could enable the teacher to write, draw, or whatever.

The traditional way of teaching the four skills needs a knowledgeable and capable teacher who can read as fluent as the native speaker when teaching and listening for example, but in modern time things are not so quiet complicated, due to the presence of tapes, cell phone or CDs through which a teacher can teach listening easily by using the native speakers own speech which is encouraging and beneficial at the same time. This is because students want to imitate the native speaker in order to be native – like. The case is not restricted to listening only, but it can cover the other language skills.

Instead of writing all the sentences on the board, a teacher can prepare the material on the cell phone or on the projector and distribute the material to his students to learn and thus save much time and space via using such an interesting tool. In this sense, information and communication technologies are useful to both the teachers and the students who deal with studying the language. One could argue that not all the teachers in Sudan are well – trained and well –equipped to perform the task of teaching. This might be unexpected, however, it is definitely right, because of the difficult situations lived by teachers and the training courses are incomplete or financially not funded. This may make the teacher lazy enough to develop his/ her standard in teaching second language. The problem of training is something controversial due to the environment of the learning process. The problem is not only from the side of the teacher, but in may include the students themselves who have their own familial problems. One could say that training

is a complementing process to develop the learning situation. However, it needs support. This makes the majority of the respondents disagree with the seventh statement.

It could be true to say that; in Sudan the children are more aware of using cell phone than adults. So, their knowledge of this technology enables the teachers to perform many tasks and activities. This may range between speaking, chatting and sending messages among the students. The use of cell phone inside classroom stirs the student's participation in the class and drives them to be to the point, because they love using cell phones. The activities may include songs or games for this reason many students will be eager to participate. A real teacher can get use of such technology in attracting and reflecting students' attentions to the lesson by giving them drills and activities to do in their cell phones. The result will be amazing, due to their thorough knowledge of using the cell phones. The evaluation at the end of the lesson will be fantastic and successful

It could be true to say that there are many benefits in using and applying the technological methods in teaching and learning processes. Such benefits are exemplified in using software dictionaries which are described to be more effective and faster than the paper dictionaries. In addition to chatting and sending messages among students in classroom create a sense of freedom and relaxation which enhance the learning process. This is aside from the fact that the CP enables the students as well as the teacher to possess easily audio materials which can be used in seconds without wasting the time fetching for the materials helpful in achieving the goals of the lesson.

From the analysis above, it could be clear that the first seven items give answer to the first question which state "*To what extent do EL teachers aware of I.C.T. methodologies?*" Due to the fact that the statements relate to some of the teachers' unawareness of the importance of CPs using in teaching and learning.

It could be glanced that, the motivation of the two groups will be different in the sense that, the CP group has more motivations toward the lesson, because it is reflecting and includes games and quizzes. However, the traditional group is less motivated.

The second set of statements in the second table answer the second question of the study " *To what extent English teachers aware of the role played by CPs in the process of ELT?*". In the sense that the role of CPs using in learning and teaching is undeniable.

One could argue that using technology in teaching as using CPs in preparing, presenting and encouraging the learning process is a modern view towards developing and enhancing the second language learning in classrooms. Due to the development in technology, teachers should adapt themselves through having training in order to utilize the informational technology and the modern technologies materials in being fashionable.

The last six statements give solution to the third question which cited as follows "*How far using CPs does enhance teaching, and motivates students to enjoy and take the benefits of language class?*". This question includes the role of entertainment which is needed in encouraging the students in their learning process.

4.3 Testing the Hypotheses

In testing the hypotheses, it could be stated that:

1. Nearly 76% of the respondents agree and / or strongly agree with the assumption that "EL teachers are not quite aware of I.C.T teaching methodology". From table (4.1.2), it is clear to the researcher that, the majority of the samples of the study agree with the terms of the first hypothesis. And this result matches with the first previous study of Nahla , mentioned in chapter two.
2. The materials mentioned in table (4.1.4) supports and enhance the second hypothesis which states that:" EL Teachers are not quite aware of CPs

effectiveness in ELT”. However, to remove the confusion, by saying not quite aware, the researcher meant to say that their knowledge is not quite sufficient in this domain.

3. Table (4.1.6) highlights the statements that match with the third hypothesis which states that: “Using CPs in ELT enhances learning and drives motivation”. This could be logically stated via comparing between two teachers who have different class rooms. One of these teachers uses a CP in preparing his lessons and presenting his material to his students, the other used traditional ways of presenting his materials.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS, FURTHER SUGGESTIONS AND SUMMARY

In this chapter, the researcher is going to present a summary for this study, the main findings which he obtained, commendations to be considered and suggestions for further studies to complete the circle.

5.2 Findings

The study found out the following:

- 1) The importance of modern technologies in dealing with ICT as well as in teaching is undeniable in a world that is dominated by globalization.
- 2) Teachers who are aware of such technologies get use of it and can perform their task easily
- 3) Using CPs in preparing and teaching processes leads to the enhancement of the process and finally to successful learning
- 4) Students whose teachers use smart machines like cell phones are more attracted to the learning than others
- 5) Using such technologies proves to save time and allow many activities to be performed inside classrooms.
- 6) CPs can help both the teachers and the students to apply many tasks as the same time.
- 7) Students are more interested in learning through playing games or listening to music.

5.3 Recommendations

The researcher recommends the following:

- 1) The concerned teachers should try to be fashionable and use the technology of the time in performing his task of teaching to be more attractive and encouraging for his students.
- 2) Teachers are recommended to look for new techniques to facilitate the process of learning to their students and be more motivating to their students in classrooms.
- 3) Teachers should develop their abilities in facing the technological revolution and be more aware of using CPs in their teaching process.
- 4) Syllabuses designers should put the using of technology in their consideration to push forward the learning process.
- 5) They should include all the modern technologies in the training courses and sessions giving to the new teachers.

5.4 Suggestions for further studies:

The present study tries to know teacher's opinion about using I.C.T as educational tool. As the phenomenon is quite wide, the researcher wants to suggest other relative problematic areas to be investigated by next researchers to cover the other aspects of the phenomenon. The coming researchers would investigate:

- Student is the most important element of educational operation “learners centered approach” thus, why not their response and motivation will be investigated?
- The managements of Secondary Schools also are an area to be investigated in, to measure their opinion to use I.C.T as educational tools in ELL & ELT.
- Syllabuses designers also, are field of research.

5.1 Summary

The study investigates the benefits of using information technology and CPs in enhancing and developing the learning process and facilitating the teachers' tasks in teaching and preparing their lessons. The study aims at making the teachers aware of the importance and effectiveness of such technology.

The researcher tries to shed light on the necessity of using CPs in teaching for the fact that students need to attract by modern ways that suits their time. The questions and the objectives mentioned in the very beginning of the study try to make the picture clear and more to the point. Traditional ways are no longer needed in dealing with teaching the language because languages change and everyday new ideas, information and technology develop, so the teacher also should be developed and he/ she should be up – to – date and fashionable.

By using a questionnaire to justify the statement of the research, the researcher achieved the goals intended and the study might be a reference in some way or another in that teachers might use it as sample for solving the problems of today's teacher who ignores the importance of dealing with technology and cell phones specially in a time such technology spreads widely.

The study comes out with a number of results that could be beneficial in the domain of teaching and syllabuses designing. These results are based on the respondents' responses in dealing with the questionnaire submitted to them. The findings are followed by recommendations and suggestions for the teachers and syllabuses designers.

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Appendix

Sudan University Of Science And Technology Collage Of Graduate Studies – Collage Of Linguistics Questionnaire

The purpose of this questionnaire is to obtain data about the benefits of using I.C.T as general and CPs especially in teaching English Language. The data collected from EL teachers of Secondary Schools in Khartoum Locality.

Statement	Stongly agree	Agree	Nutral	Disagree	Stongly agree
H1: EL Teachers are not quite aware of I.C.T teaching methodologies.					
1. you are familiar to use I.C.T in the class room					
2. Using I.C.T in the English classroom provides so many options such as making learning El an interesting.					
3.the usage of ICTs enables you as a teacher to modify teaching and learning methodologies in order to create student-centered learning environment instead of teacher-centered					
4.By using ICTs , I plan better for my lesson					
5. Using ICTs devices aid teachers to teach language skills (reading, listening, writing, speaking ,grammar.etc...) and help them to save time and make their job easier.					
6. Implementing I.C.T. in ELT has a great impact on improving student's fluency and accuracy in learning English language.					
7. Teachers in Sudan are well trained in using I.C.T in ELT.					

Statement	Stongly agree	Agree	Nutral	Disagree	Stongly agree
H2: EL Teachers are not quite aware of CPs' effectiveness in ELT.					
1. Using CP in teaching makes teacher a productive and save time in classroom for other activities.					
2. Teachers can capture student's attention by using certain CP's exercises in the class room.					
3. Using CPs in ELT ensures multiple resources, and enables teachers to use different types of audios & visuals materials in the classroom.					
4. CP's features such as : SMS, camera, etc... can be used in ELT effectively					
5. Download & use applications of English dictionaries with voice recognition for correct pronunciation.					
6. CP's dictionary has more properties than paper ones					
7. Portability of CP Take advantage of learning opportunities any time any where .					

Statement	Stongly agree	Agree	Nutral	Disagree	Stongly agree
H3: Using CPs in ELT enhances learning and raises students' motivation to enjoy and take benefits of language classes.					
1. Using CP in classroom plays a positive role in developing skills of students by accessing to EL teaching sites on internet, download &use applications.					
2. Teacher can make test for the lesson and furthermore ensures fun of learning by using CP's apps such as quiz games.					
3. CP' teaching methodologies helps students to become more competent in English.					
4. Using CP inside the classroom motivate students and enthusiastic them to share their ideas.					
5. Using CP in ELT increase students' motivation to learn English by Provide new and practical exciting ways to get students involved in to learn English .					
6. With using CP in the classroom, teacher can get pedagogical support (software, training, multimedia, data shows, etc...).					
7. Using CP in ELT enhances learning by Providing students with educational activities from several sources to choose among and method of learning.					