بسم الله الرحمن الرحيم

Sudan University of Science and Technology

College of Graduate Studies

كلية الدراسات العليا

The Attitude of Learners towards
The use of technology in enhancing English
Language Learning

موقف دارسى اللغة الانجليزية نحو إستخدام التكنولوجيا فى
تعزيز تعلم اللغة الأنجليزية

**A Thesis submitted in partial Fulfillment of the MA
In English Language (Applied Linguistics)**

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الآية

قال تعالى:

﴿ ٱلرَّحۡمَـٰنُ ۝١ عَلَّمَ ٱلۡقُرۡءَانَ ۝٢ خَلَقَ ٱلۡإِنسَـٰنَ ۝٣ عَلَّمَهُ ٱلۡبَيَانَ ۝٤ ﴾

صدق الله العظيم

سورة الرحمن

Dedication

To my father (RIP)

To my mother

To my husband who encourage me and support me during the course of the study.

To my family and friend s

Acknowledgements

Abstract

This Study aims at exploring the use of new the attitude of Lerner's tower the use of new technology means to help student to enhance and improve their English language.

The researcher designed a questionnaire for the third year students of College of Languages in Sudan University of Science and Technology.

The researcher used the SPSS to analyzed the data after the analysis of data.

The researcher revives to the following results: both teachers and students can use technology means in classroom to enhance and develop language.

In the end of the research the researcher gives some recommendations, class must have technology means; teachers should have training courses to help them to know how to use technology means.

المستخلص

يهدف هذا البحث الى استشكاف موقف دارسي اللغة الإنجليزية نحو استخدام وسائل التكنولوجيا لتساعد الطلاب على تعزيز وتطوير اللغة الأنجليزية .

صممت الباحثة استبيان لطلاب من الفرقة الثالثة كلية اللغات بجامعة السودان للعلوم والتكنولوجيا .

استخدمت الباحثة طريقة التحليل الاحصائى لتحليل البيانات .

بعد تحليل البيانات توصلت الباحثة الى الاتى :-

يستطيع الاساتذة والطلاب استخدام وسائل التكنولوجيا فى الفصل لتعزيز وتطوير الطلاب فى اللغة الانجليزية.

فى نهاية البحث اوصت الباحثة الاتى : يجب ان تحتوى الفصول على احدث ادوات ويجب ان يعطى كورسات تدريبية للاستاذة لتساعدهم فى التعامل مع وسائل التكنلوجيا.

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CHAPTER ONE

Introduction

Chapter One
Introduction

1.0 Background:

Technology is a tool that can change the nature of learning. The use of technology in various in fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. In every step of our liver, the significance of technology is seen and enjoyed in these days. Web — based technologies and powerful internet connection provide various new possibilities for the development of education technology.

English is the only language that has attracted many people around the world, for the most part due to the globalization. Students learn faster easier than before because of the use of technology in education institutions. It is **quite** clear that English has become necessity today.

As the number of English learners is increasing, different teaching methods have been implemented to test effectiveness of the teaching process. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as marking teaching interesting and also making teaching more productive in terms of improvement. Technology is one of the most signification drivers of both social and linguistic change. The use of English language has increased rapidly after 1960.

At present, the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library communication across borders, and key subject in curriculum and language of imparting education.

Development of English around the world, English has been learned and used by more and more speakers. Teachers are creative, intelligent people, and once they learn to use technology in their professional lives for keeping records, for creating document, and for enhancing their own learning they will soon discover the many ways in which technology can enhance what they are doing with their student.

1.1 The Statement of the Problem:

This research investigates the Attitude of learners towred the use of technology in enhancing English language and how it can develop and improve the learners' competence and how Sudanese universities students use this technology in right way to learn language.

1.2 Objectives of the study:

- To promote the poor English and proficiency standard among university students.
- To encourage the huge numbers of students to communicate in English language inside universities.
- To investigate the use of technology in learning programs in universities.
- To encourage students to learn more.
- To improve student skills.
- To help teacher and learners can go on line.

1.3 Questions of the study:

1- What is the best way to use room multimedia in enhancing English?

2- Does Sudanese teachers really use new technology in their English classes?.

3- how many Sudanese universities equip their classes with multi in English learning courses?.

4- What are the factors behind low proficiency of English among students?

1.4 The Hypotheses of the study:

1. The perfect way to use technology means by applying it in university grades.
2. Complexity and advancement of new technology obstructed. Its use in learning process.
3. The use of technology in teaching English courses is rare.

4. Negligence and disinterests of the students in dealing with technology affect enhancing proficiency of English.

1.5 Significance of the Study:

The primary significance of this study is to encourage the use of technology in English teaching and learning. It is expected to serve as a reference document for using technology in educational profile.

It will also assist in policy formulation, planning and implementation of new technology in teaching and learning.

Addition, it will contribute in enhancing online and distance studies.

1.6 The limits of this study:

This study focuses on using new technology in learning   English in Sudan University specifically languages faculty; Third Year 2015-2016.

1.7 Methodology of the study:

- The researcher is going to adopt the descriptive analytical method.

    - A questionnaire will be administered to 3rd year students of English as SUST as a tool of data collection the data obtained will be analyzed using statistical package for (SPSS).

CHAPTER TWO

Literature Review and Previous studies

Chapter Two
Literature Review

2.1 Introduction

In this chapter, the researcher previews the work or relevant studies that examine the use of technology in learning process. The researcher discusses the history of new technology in enhancing English performance of the university students. Also the researcher investigates the kinds of new technologies and ways of enhancing English.

It is well known that our new life is highly affected by the area of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education.

Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills Ybarra & Green, 2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

The term new technology includes communication techniques for language teaching in which the personal computer plays a central role Davies & Hewer, (2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the ELL student should be familiar with using computers and internet, and capable of interacting with these techniques.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results Sharma, (2009).

2.2 Historical Background:

Technology and English language education are related to each other Singhal, (1997). During the sixties and seventies of the last century English language learning laboratories were being used in various educational institutions. The traditional language laboratory was consisted of a number of small cabinets, provided with a cassette deck, a microphone and a headphone for each one. Teachers use a central control panel to monitor their students' interactions. The main advantage of that type of technology was that verbal behavior of students would help them to quickly learn the second language. The students' skills can be enhanced by encountering more practical drill problems. Although the language laboratory was a positive step in linking technology and language education, this technique was actually tedious and boring for learners Singhal, (1997). Also, there were minimal interactions between the teacher and his students.

Computer assisted language learning (CALL) software has provided another teaching tool for second language education. The use of computers in English language classroom is useful for both teachers and learners. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses.

2.3 New Technology:

Technology based on its uses; below we considered many types of definitions.

Oxford Advanced Learner's Dictionary: defined technology as "scientific knowledge used in practical ways in industry; for example in designing new machines".

The web site Useoftechnology.com defined technology as a body of knowledge devoted to creating tools, processing actions and extracting of materials.

Merriam-Webster says technology is: "Application of knowledge to the practical aims of human life or to changing and manipulating the unman environment. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive".

According to the Dictionary of Sociology / 1998 / GORDON MARSHALL defined the New technology as "any set of productive techniques which offers a significant improvement (whether measured in terms of increased output or savings in costs over the established technology for a given process in a specific historical context".

2.4 Types of the new technologies

Karehka Ramey. Use of technology.Google.Web. Nov 2012.6 May (2015) new technology have played important role on the way we live and work. It will be argued that the integration of new technologies into language learning is very necessary step. The huge number of technologies ensured the acquisition of different kinds of language skills and competencies. The most famous devices of the concern which are used in teaching process are:

- Use of computers in the classroom: using computer in classroom changed the way the look and the way they function. There are both desktop computers and portable computers commonly known as laptops. Also there are some new computer related gadgets like the I pad or Galaxy tablet. These computers can be used by teachers to assign work to students and study groups in a classroom. Also teachers can use computers to illustrate visual related subjects which help students to learn easily.

- Creating class websites and blogs: it is very easy to create a website or blog using Word press or any other content management software, so students will find all academic assignments via that blog. It is very easy to manage and post data to a blog, because they have simple programs for that purpose.

- Use of digital microphones in the classroom: teachers can opt to these wireless digital microphones due to the big halls or classroom of big number of students. These digital microphones are not expensive so even a small income generating school can manage to buy a wireless microphone for every classroom. These kinds of devices can help students ask clarification questions to their teachers in class. Also they will help students during the classroom debate.

- Use of mobile devices: Teachers and students can use smart-phones for academic purposes in the classroom. Mobile learning is becoming so popular for many reasons, it is accessible from anywhere, and mobile phones are very light and have the same application as PC. To access

course materials and also to post questions about specific subjects can be done in the classroom or outside the classroom.

- Use of smart interactive whiteboards: teachers can display visual images on these white boards which improve the learning process. Learning is more easily with visual images. Also white board can be used to draw, write or manipulate images.
- Use of online media: Distance and online learning are considered as solution to those who are not interested in the classroom studies.

2.5 Technologies in Classrooms:

Vanessa Carter. Different types of classroom technology. (chapter8/lesson 14.google. web. 5 may 2015). The most available devices that are used in learning process considered as simple and easy use devices. These devices are the more accessed to students and institutes for the simplicity and less expensive devices. This makes such kinds of technology very important for teachers and students as well to stay ahead. When it comes to technology and its use in the classroom usually different aspects should be under focus. Technology can add excitement to lessons, the issue of the objective of using technologies in learning process. It paved the way to avoid paper and pencil lessons. Dawn is some of simple handy devices that will take lessons in learning to good level.

2.5.1 Computer

Computer is the most functional and necessary piece of technology in today's classroom. Computer not only helps with presenting lessons. The computer services are the main connector to all of other technology. Computer also allows students to use and practice important skills such as reading programs, writing and listening program.

2.5.2 Laptop

Some research demonstrates that laptops can be an important learning tool but evidence suggests more and more faculty are banning laptops from their classrooms. That they distract students and detract from learning. The nature of laptops attracts students due to the possibility to join webs and internet during class but that does not harm the use of it as a tool in learning class.

2.5.3 Multimedia Projectors

Multimedia projectors are commonplace in many of today's classrooms related to its culture. They project images, presentations, or videos from a

computer, laptop, or document camera onto a screen or wall. The projector will be the gateways to all technology use in your classroom because it helps create a visual connection for students from a variety of devices and programs.

2.5.4 Document Camera

Document camera helps in reading from a story book. The camera works when it is connected to a multimedia projector. The item, such as a book, worksheet, or science experiment is placed under the camera; it projects onto the screen live and in action. It shows every movement and detail of that object.

2.6 Advantages of technology in teaching and learning English language

A-To cultivate students' Interest in Study

Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effect naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

B-To promote Students' Communication Capacity

Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive, recipients of knowledge. So, it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, the PPT courseware activate students' thinking; the visual and vivid courseware rand help them to transforms English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students, so multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

C-To Widen students' knowledge to Gain an Insightful Understanding to Western Culture

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

D-To improveTeaching Effectiveness

Multimedia teachings enrich teaching content and make the best of class time and break the "teacher centered" etching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multi-media sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers, instruction, and the information provides is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

E-To Improve Interaction Between Teacher and Student

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teacher and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

F-Creates A Context For Language Teaching

Multimedia teaching creates a context for language teaching. This method make the class lively and interesting, as well as optimizing the

organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the content of classes. And also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process. It is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching.

LEARNING

Base of teaching is on the learning. For better teaching, we must know how we can learn. According to this matter we must assist that how human learn and then we can design teaching programs for easy and effective learning. Also, for recognition of learning we must know about theories of learning which are important in learning. There are many theories of learning but four theories are effective for teaching program which are, Behavioral Theory, Social Learning, Learning by Observation, Cognitive (gestalt) Theory. But before any explanation about theories of learning we should know a definition of learning. What is learning? Learning all such realms breeds hope. What is learnable, we can potentially teach- a fact that encourages parents, educators, athletic coaches and animal trainers. What learning has? We can potentially change by new learning. No matter how unhappy, unsuccessful or unloving, we are, that need not be the end of our story. Of all the worlds creatures, we humans are the most capable of changing our behavior through learning. By definition, experience is key to learning. Conditioning is the process of learning associations.

WEB-BASED LEARNING

In recent years the terminology has been changed for web based learning; it was called as technology based or distance learning, online education, in the end it is now called e-learning and we based learning. A variety of basic language skill can be developed with the help of web-based language learning activities. It is known that; there are four basic skills in English which are listening, speaking, writing, and reading. These skills can be put on the web and made interactive in a variety of ways. One of these ways is internet communication tools such as e-mail, blogs and

chat. These tools provide integrated environment for teachers and students. Students generally feel positive about web-based learning tolls, when they are:

- Well-designed, easy to learn user friendly.
- When the tool is good as support,, not as replacement of lectures.

2.7 English Language Skills:

We mean by English language skills, 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 as shown in Figure 1.
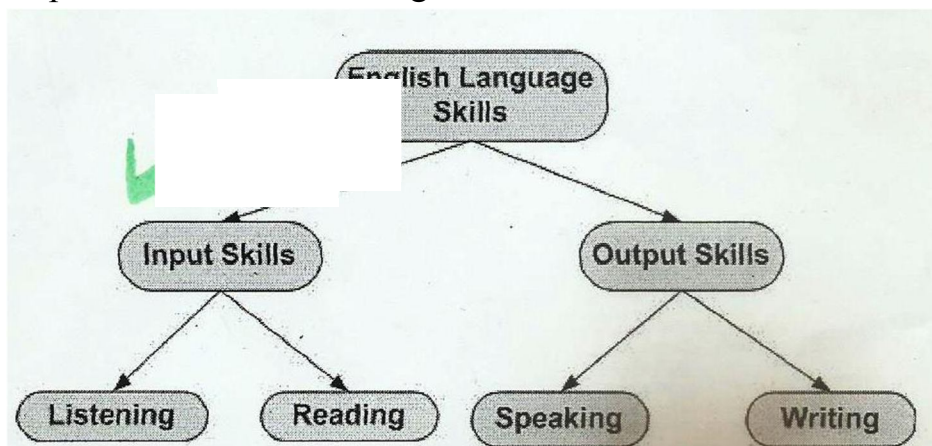

Figure 1: Classification of English Language Skills

In the following Sections, it will be focused on the effect of using technology with each of the English language skills:

2.7.1 Listening:

Listening is defines as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning Saricoban, (1999). The listener should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language education.

Listening is considered as a principal language skill, through listening people can acquire a large portion of their education. Their information, their ideas, and their understanding of the works. As an input skill,

listening plays a vital role in student's language development Saricoban, (1999).

There are several technical ways for improving the listening capability of the ELL student, which are summarized below.

2.7.1.1 Use of Computers:

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop there 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 second language may also aid the communication capabilities of the student.

2.7.1.2 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.

2.7.1.3 Use of CD-Players

The use of CD-Player devices is another modern tool for listening comprehension. DC-players are electronic instruments used specifically to run audio DC-ROMs. Lectures and listening examinations can be saved on these audio CDs for latter use by the ELL student.

2.7.1.4 Use of Tap-Recorders

Tap-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 still be utilized in certain cases and are attached with some English language learning text-books.

2.7.2 Reading

Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language Constantinescu,(2007). During the reading process, the English language learner can improve his

vocabulary and terms, acquire new information and ideas, and enhance his real-world knowledge.

Several methods can be utilized to improve the reading ability of the learner through the use of technology. Some of them are summarized below.

2.7.2.1 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 text, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read Ybarra & Green, (2003). Computers can perform several tasks simultaneously and run programs at a very high speed. Learning computer programs can check exercises after they are performed by students, move students gradually from easy to more difficult problems according to their abilities. Computers can also be used to correct answers for the learners, and to simulate tests in an easy to understand manner Alkahtani, (1999).

2.7.2.2 Use of Multimedia Software

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

2.7.2.3 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 prepares solely to enhance the reading abilities of English language learners. There are also a huge number of resource 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.

2.7.2.4 Use of Electronic Dictionaries

Another modern way for improving the vocabulary of the learner focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several bult-in function and tools that are not provided in book dictionaries Constantieneascu,

(2007). Electronic Dictionaries are also easy to use and represent quick tools for vocabulary acquision.

2.7.2.5 Reading CD-ROM Based Newspapers

Compact discs (CDs) can be used to store large amounts of information digitally. For example, all the 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 Seedhouse, (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.

2.7.3 Speaking

Human communication can be taken place between the speaker and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple terms. The speaker has to convert his message into spoken language, while the listener has to understand the language of the speaker. Inserting technology in learning English language speaking can take several forms as indicated in the following sections.

2.7.3.1 Use of Internet Voice Chatting

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.

2.7.3.2 Use of Speech Synthesis Programs

Modern computer programs can generate voice signals and decode human sound. These types 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.

2.7.4 Writing

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills for the ELL student are listed below.

2.7.4.1 Use of Computers

Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for the students. However, the use of computer and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar sills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil Ybarra & Green, (2003).

2.7.4.2 Writing E-mails

Electronic mail is a 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).

2.7.4.3 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.

2.8 Previous Studies

LIU, M. Navarrete, C.C, Maradiegue, E., and Wivagg, j. (2014)

Mobile Learning and English Language Learners.

A case study of Using iPod Touch as Teaching and learning tool.

Journal of Interactive learning Research, 25(3)

- conducted a research paper entitled A case study of using Ipod Touch as teaching and learning tool.

  This study focused on the use of mobile technology and its benefits in learning inside the classroom and out the classroom.

After analyzing the questionnaire data, it was approved that using Ipod and mobile technology can support students and teachers in learning and teaching English.

International Journal of Scientific & Technology Research

Volum1, Issue5, June 2012

A study of the Application of Digital Technologies in Teaching and learning English language.

EisaAmiri, (2012) conducted a research paper entitled, A study of the application of digital technology in teaching and learning English language, the study focused on the use of interne, ICF, VLE, digital media and software.

After analyzing the questionnaire data, it was approved the used as internet communication tools both teaching and learning are facilitated. Students learn faster and easier than before because of the use of technology in schools.

Computers in Human Behavior

23(2007) 680-879

Technology-enhanced language learning

ShuChing Yang, YI, JU Chen

Graduate Institute of Education National Sun-Yat-Sen University

- .Xang (2007) Field of Technology – enhanced language learning- this study focused on the use of technology particularly theuse of internet in learning program after analyzing the questionnaire data. It was approved that internet tool facilitate learning program.

After analyzing the questionnaire data it was approved that internet tool facilitates language learning.

CHAPTER THREE

Research methodology

Chapter Three

Research Methodology

3-0 Introduction

This chapter describes the research methodology. It gives full description of the research tool which was used to collect the data besides the population and the procedure.

The research used the descriptive analytical method to analyze data collected.

3-1 Data collection tool

The data of the present study was obtained by using questionnaire for students. The researcher constructed close-ended question to gather information from third year students, college of languages at Sudan University of Science and Technology. The questionnaire was about the impact of new technology in enhancing English, it contains 13questions.

3-2 population of the study

The population was third year students at college of languages in Sudan University of Science and Technology in academic year 2016 -2017.

3.3 sampling

The sample of this study consists of (30) students both selected randomly form the population

3.4 validity and Reliability of the questionnaire

The questionnaire was first given to 'Dr.Ayman Hamad Elneil, Dr. AbdulrahmanAbulgassim who are staff membersat Sudan University of Science and Technology, department of English language. They made some modifications to assure its validity.

3-5Reliability of the research

For easy checking of the questionnaire reliability, it was designed according to the following format: (agree, neutral and disagree, and itis also numbered by 1.2.3.etc.

3-6 Validity and Reliability

The researcher used the questionnaire to investigate the impact of new technology and how it can enhance English language.

Since questionnaire target students of English department because are related to the aim and the objective of the study, therefore, the answers are more valid and reliable.

The questionnaire focused on students' activities in classroom to accumulate information related to their benefits of using technology in learning process the issue confirms the validity.

3-7 Procedures

The researcher distributed the questionnaire hand in hand foruniversity students at Sudan University of Science and Technology. He explained the purpose and the academic aim of the study. He explained the way of responses and answers as for the questions that were raised by some students. Participants were given enough time to answer all questions. The class were highly controlled, well lighted and ventilated. The students

finally were very motivated to answer all the questions.When they finished answering the questionnaire, the researcher collected the whole corpus to be analyzed using the statistical programme SPSS.

CHAPTER FOUR

Data Analysis and Discussion of results

Chapter Four
Introduction

4.0   Introduction

In this chapter , the questionnaire was conducted for the student third year of Sudan university for science and technology.

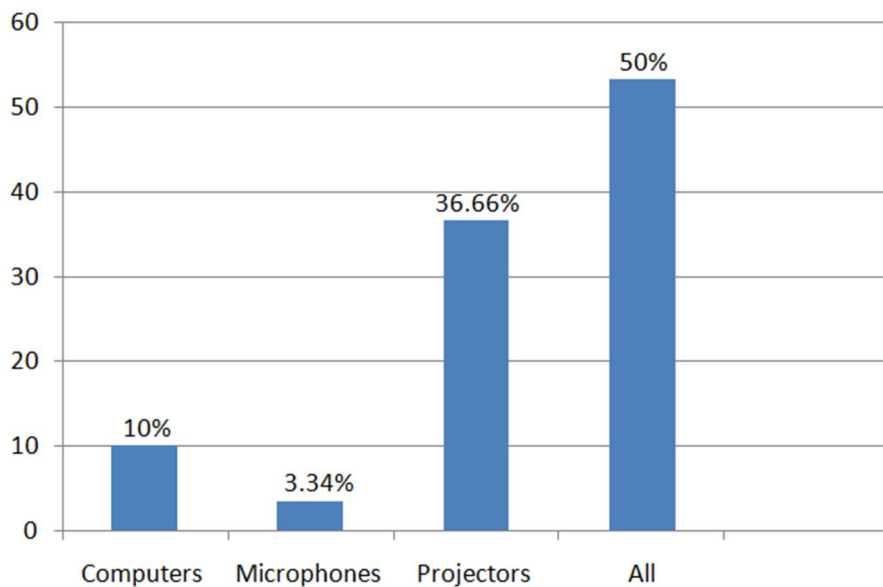The data collected and will e introduced analyzed stalisticaly.

Analysis and Results

Q1: What are the types of technology devices in your classroom?

Table (1)

| Factor	Frequency	Percentage
Computers	3	10
Microphones	1	3.34
Projectors	11	36.66
All	15	50
Total	30	100

Figure (1)

From table (1) and figure (1) we note that the answer of most of the individuals study is (All) by frequency (15) and percentage 50%, followed by (Projectors) by frequency (11) and percentage 36.66%, and the percentage of both (Computers and Microphones) is 13.34%.

Q2: To what extent do students use technology devices in classrooms?

Table (2)

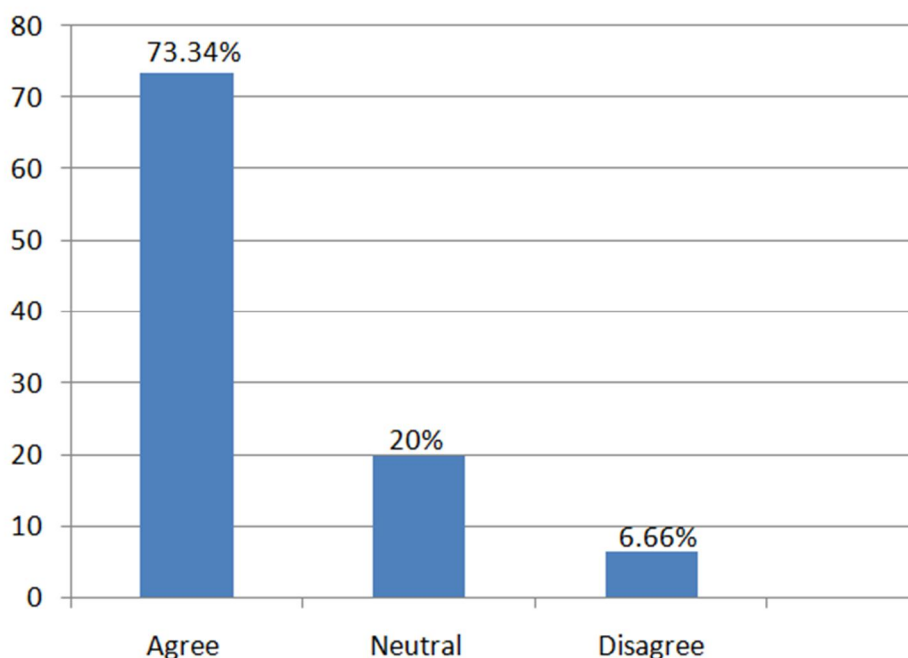| Factor	Frequency	Percentage
Always	5	16.67
Sometimes	17	56.66
Rarely	5	16.67
Never	3	10
Total	30	100

Figure (2)
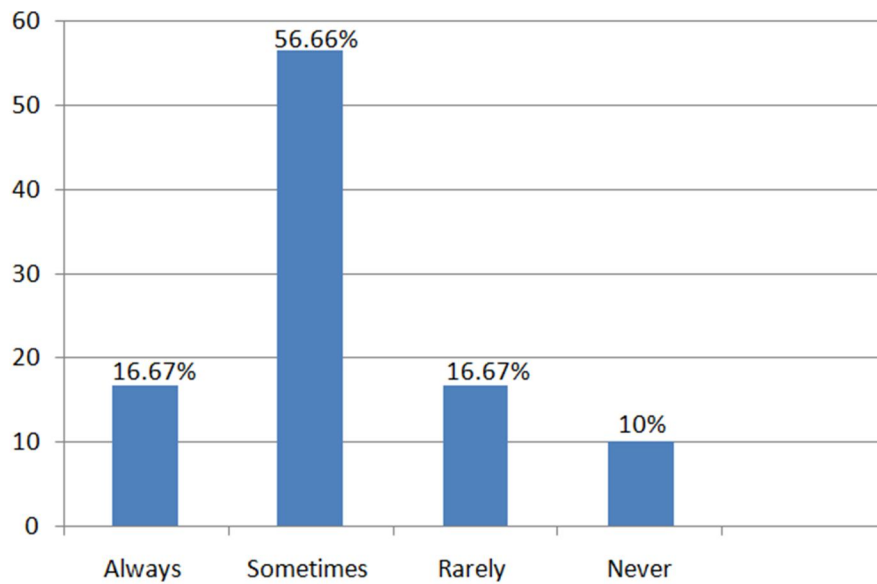
From table (2) and figure (2) we note that the answer of most of the individuals study is (sometimes) by frequency (17) and percentage (56.66%), followed by both (always and rarely) by frequency (5) and the percentage of (never) is 10%.

Q3: Are students ready to use technology devices in English learning courses?

Table (3)

| Factor	Frequency	Percentage
Agree	22	73.34
Neural	6	20
Disagree	2	6.66
Total	30	100

Figure (3)

From table (3) and figure (3) we note that the answer most of the individuals study is (Agree) by frequency (22) and percentage (73.34%), followed by (neutral) by frequency (6) and percentage (20%) and the percentage of (Disagree) is 6.6%.

Q4: To what extent do teachers use new technology in teaching English?

Table (4)

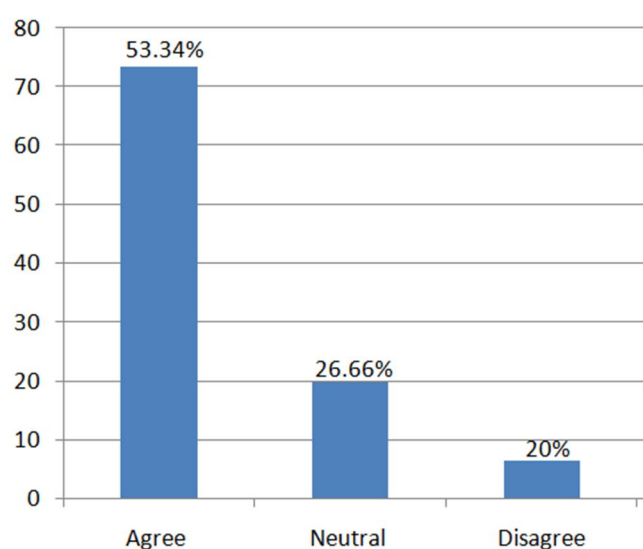| Factor	Frequency	Percentage
Always	5	16.67
Sometimes	17	56.67
Rarely	6	20
Never	2	6.66
Total	30	100
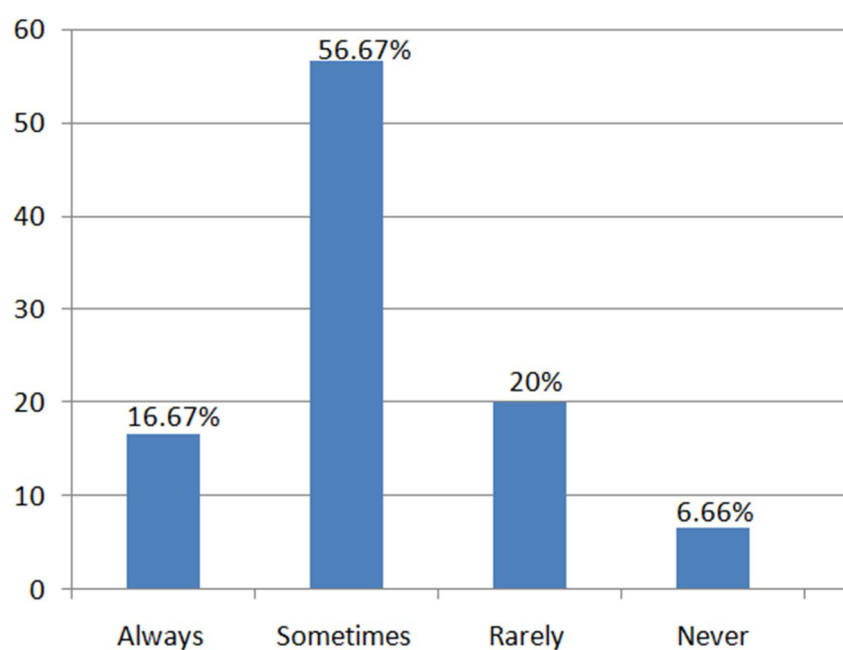
From table (4) and figure (4) we note that the answer of most of the individuals study is (sometimes) by frequency (17) and percentage (56.67%), followed by (rarely) by frequency (6) and percentage (20%) and total percentage of always and never is 23.32%.

Q5: Poor of English and proficiency of student's attributed to their ignorance of new technology tools interest.

Table (5)

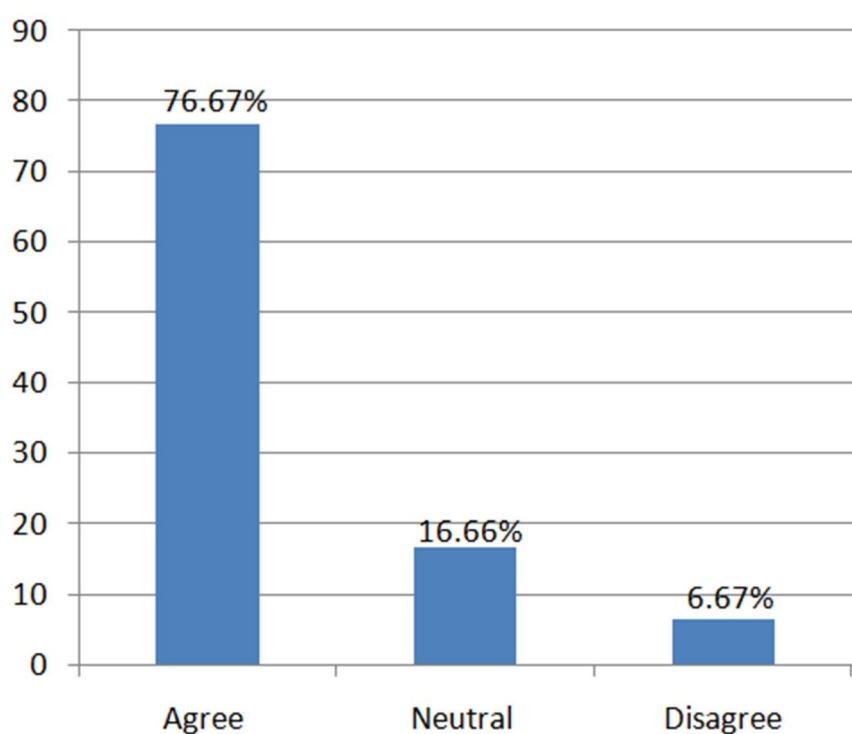| Factor	Frequency	Percentage
Agree	16	53.34
Neutral	8	26.66
Disagree	6	20
Total	30	100

From table (5) and figure (5) we note that the answer of most of the individuals study is (agree) by frequency (16) and percentage 53.34%, followed by (neutral) by frequency (8) and percentage (26.66) and the percentage of (disagree) is 20%.

24

Q6: Technology devices are very important in learning English.

Table (6)

Factor	Frequency	Percentage
Agree	23	76.67
Neutral	5	16.66
Disagree	2	6.67
Total	30	100

From table (6) and figure (6) we note that the answer of most of the individuals study is(agree) by frequency (23) and percentage (76.67%), followed by (neutral) which is by frequency (5) and percentage (16.66%) and the total percentage of who answered Disagree is 6.67%.

25

Q7: Using technology devices help students in communication and promote proficiency standard.

Table (7)

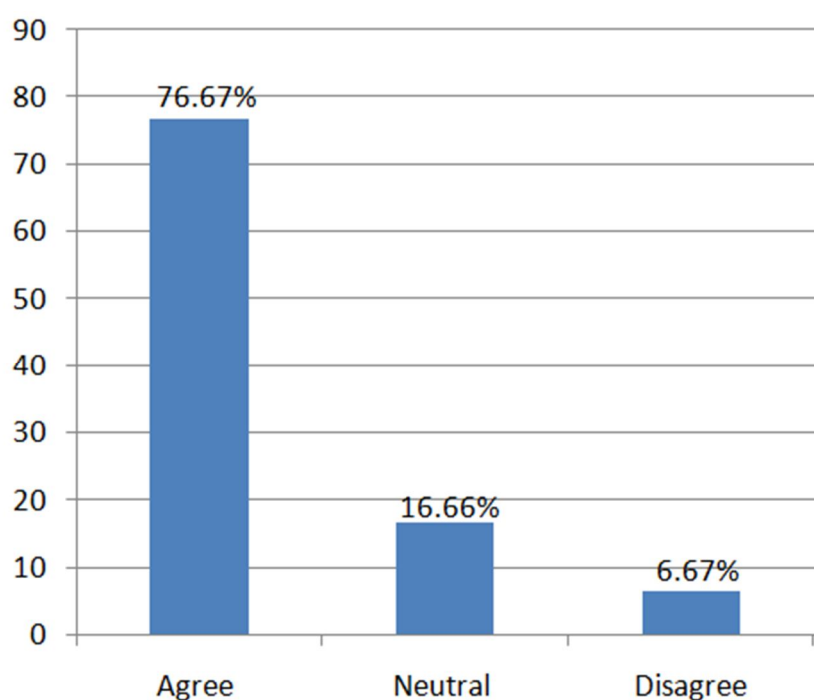| Factor	Frequency	Percentage
Agree	23	76.67
Neutral	5	16.66
Disagree	2	6.67
Total	30	100

From table (7) and figure (7) we note that the answer of most of the individuals study is(agree) by frequency (23) and percentage (76.67%), followed by (neutral) which is by frequency (5) and percentage (16.66%) and the total percentage of who answered Disagree is 6.67%.
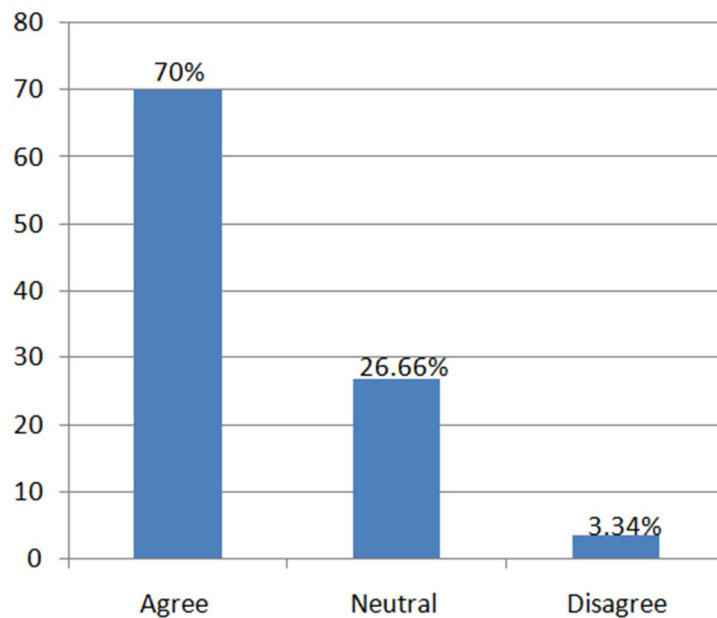
Q8: Using technology in classrooms enhance attitudes and save students times in learning programs.

Table (8)

Factor	Frequency	Percentage
Agree	21	70
Neutral	8	26.66
Disagree	1	3.34
Total	30	100

Source: prepared by researcher, using SPSS, 2015

Figure (8)

From table (8) and figure (8) we note that the answer of most of the individuals study is(agree) by frequency (21) and percentage (70%), followed by (neutral) which is by frequency (8) and percentage (26.66%) and the total percentage of who answered Disagree is 3.34%.

Q9: Multimedia teaching creates attractive educational context for language learning.

Table (9)

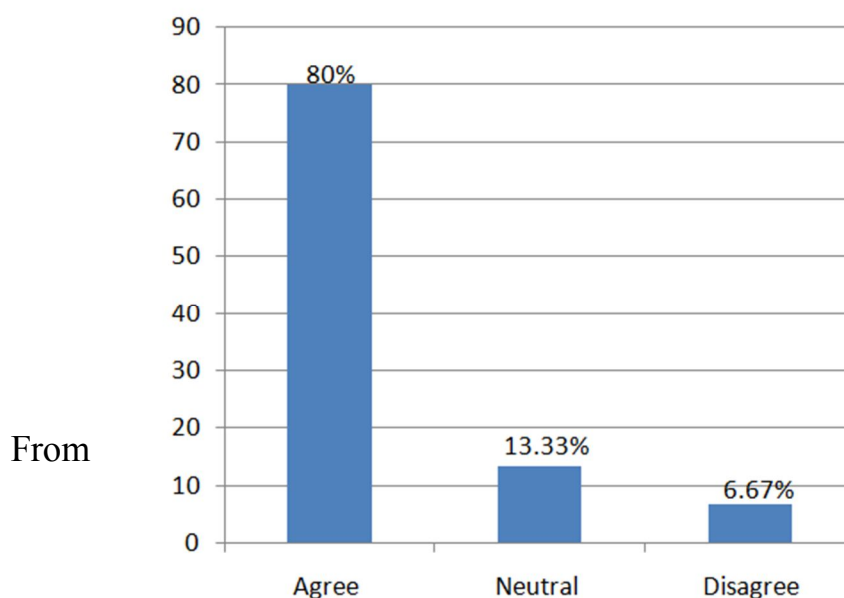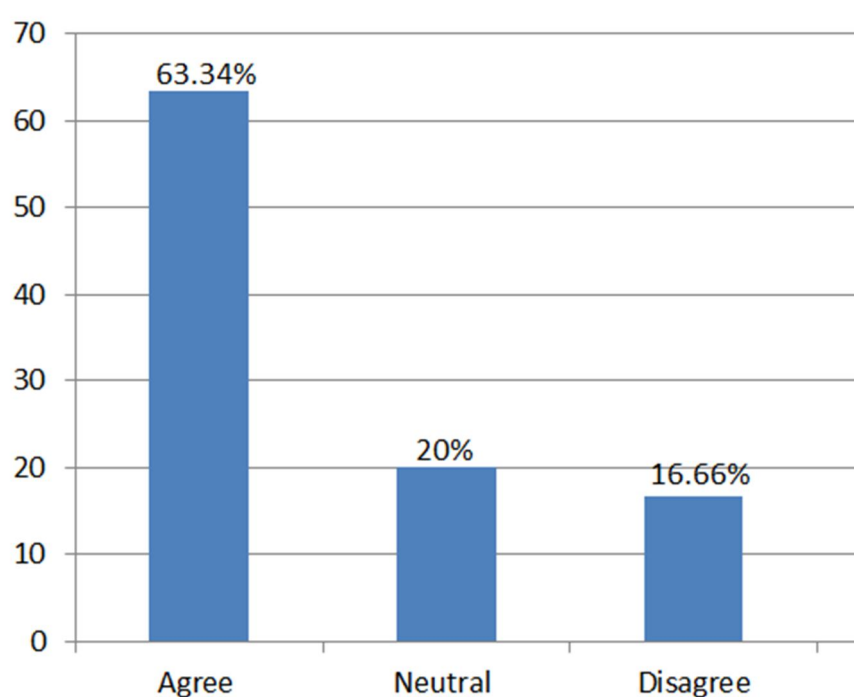| Factor	Frequency	Percentage
Agree	24	80
Neutral	4	13.33
Disagree	2	6.67
Total	30	100

From

table (9) and figure (9) we note that the answer of most of the individuals study is(agree) by frequency (24) and percentage (80%), followed by (neutral) which is by frequency (4) and percentage (13.33%) and the total percentage of who answered Disagree is 6.67%.

Q10: Technologies bring varieties of methods to English language learning classes.

Table (10)

Factor	Frequency	Percentage
Agree	19	63.34
Neutral	6	20
Disagree	5	16.66
Total	30	100

Figure (10)

From table (10) and figure (10) we note that the answer of most of the individuals study is(agree) by frequency (19) and percentage (63.34%), followed by (neutral) which is by frequency (6) and percentage (20%) and the total percentage of who answered Disagree is 16.66%.

Q11: Technology means are more effective than the traditional ones.

Table (11)

Factor	Frequency	Percentage
Agree	19	63.34
Neutral	6	20
Disagree	5	16.66
Total	30	100

Figure (11)

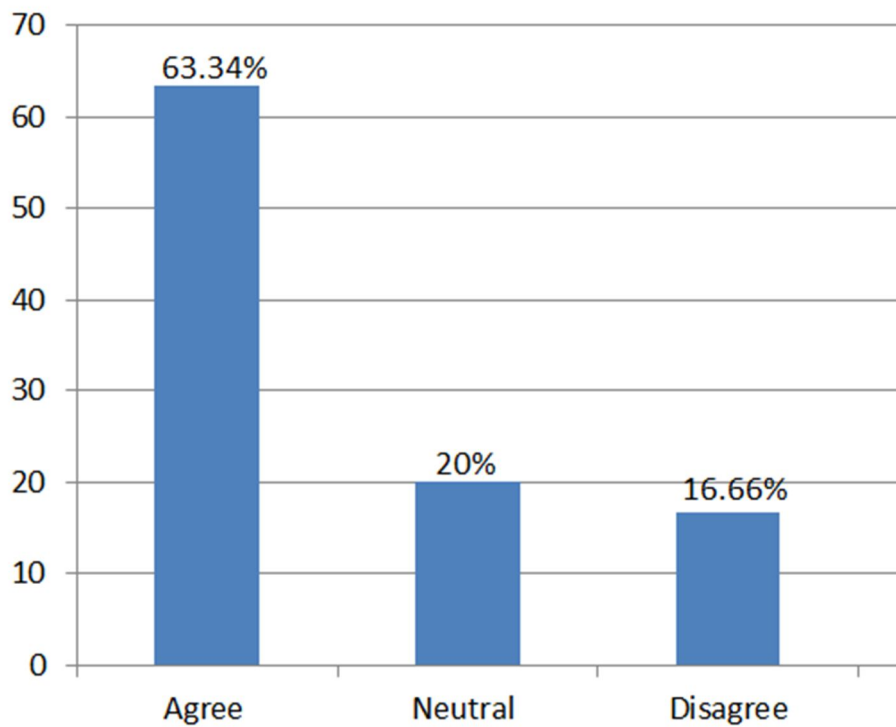

From table (11) and figure (11) we note that the answer of most of the individuals study is(agree) by frequency (19) and percentage (63.34%), followed by (neutral) which is by frequency (6) and percentage (20%) and the total percentage of who answered Disagree is 16.66%.

Q12: Technology devices motivate both teachers and learners to learn a lot.

Table (12)

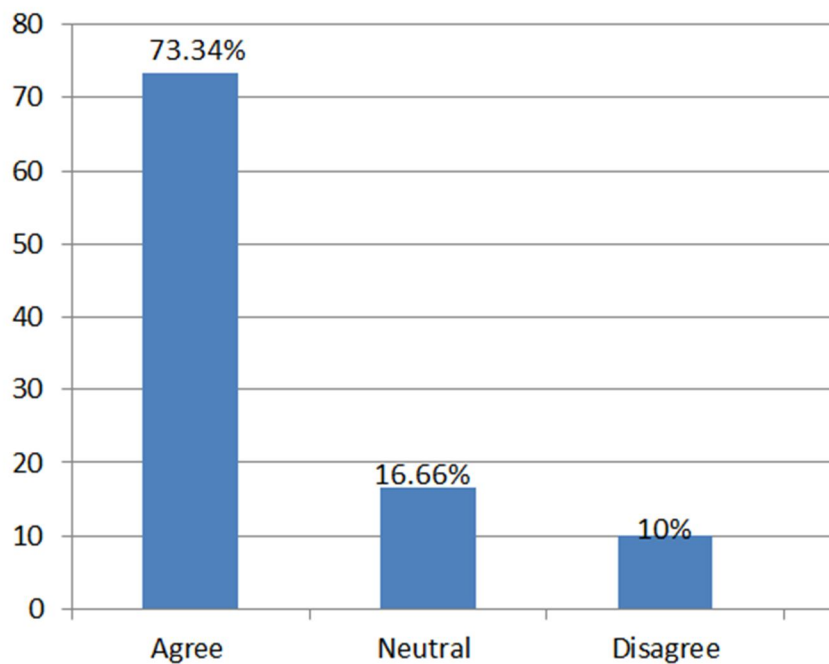| Factor	Frequency	Percentage
Agree	22	73.34
Neutral	5	16.66
Disagree	3	10
Total	30	100

Figure (12)

From table (12) and figure (12) we note that the answer of most of the individuals study is(agree) by frequency (22) and percentage (73.34%), followed by (neutral) which is by frequency (5) and percentage (16.66%) and the total percentage of who answered Disagree is 10%.

Q13: The technological facilities provided by Sudanese universities are insufficient for learning process.

Table (13)

Factor	Frequency	Percentage
Agree	20	66.67
Neutral	4	13.33
Disagree	6	20
Total	30	100

Figure (13)
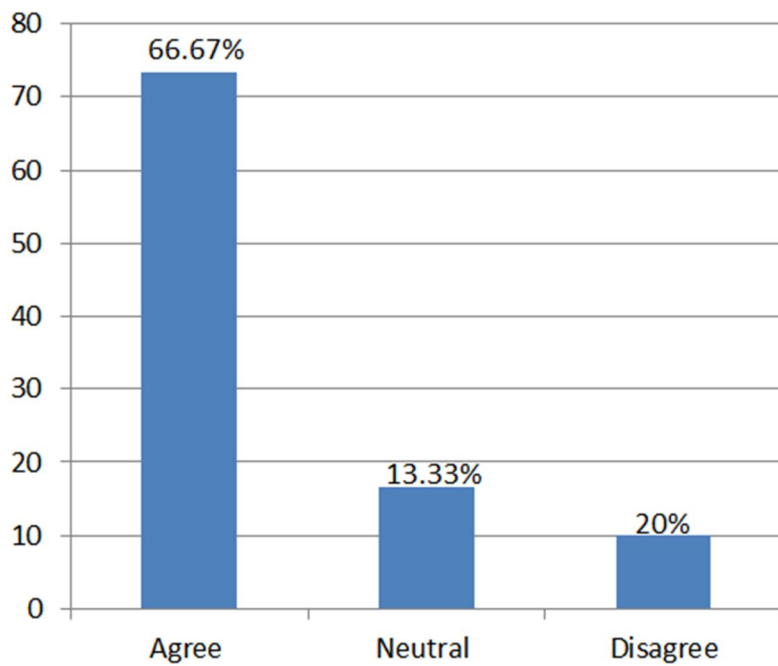
From table (13) and figure (13) we note that the answer of most of the individuals study is(agree) by frequency (20) and percentage (66.67%), followed by (neutral) which is by frequency (4) and percentage (13.33%) and the total percentage of who answered Disagree is 20%.

CHAPTER FIVE

Findings, Recommendations and Suggestions for further studies

Chapter Five

Conclusions, recommendations and Suggestions for further studies

5.0 Introduction:

This is the final chapter of the study. It consists of conclusions, recommendations and suggestions for further studies.

5.1 Conclusion:

The researcher achieved the data analysis and come out with the following conclusions.

. the positive affected of using new technology on learners to enhance English Learning.

The use of technology enhance and enriches student's knowledge and information.

New technology has an important role in develop the student's skills.

Using technology in classrooms chances attitudes and save student's time in learning programs.

The training courses to assist to a teacher to benefit the maximum of technology use.

5.2 Findings:

- The importance of technology devices such as computers (laptops), projectors, speakers and internet facilities.
- Willingness and the availability of technology devices are the essential factors to enhance learning and teaching language.

- Readiness among student to use technology in learning indicates the propriety future of technology in learning process.
- The use of technology on learning process supports the necessity of technology knowledge for students the teacher.
- Government and other partners of educations should pay more on using technology.
- Using of technology devices raises the need for training courses to assist teachers to benefit the maximum of technology use.
- Using technology devices helps students in communication and promote proficiency standard.
- Using technology in classrooms enhances attitudes and save students' time in learning programs.
- Multimedia teaching creates attractive educational context for language learning.
- Technologies bring varieties of methods to English learning classes.
- Technology means are more effective than the traditional ones.
- The technological facilities provided by Sudanese universities are insufficient for learning process.

5.3 Recommendations:

Depending on the results of the study. The recommendations are as follows:
- Computer (laptops), projectors, speakers should be as part of classroom facilities.
- Governments and other partner's education should accept combing technology with learning process.
- Technology means should replace the chalk and the black board to save time and energy.

- Teachers must use technology tools in classrooms instead of traditional ones.
- Universities must provide training courses for teachers to assist them to use new technology.

5-4 Suggestions for further studies:

- The role of technology to students with disabilities.
- How can technology simplifying teacher work.

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Appendix

Appendix

Questionnaire for students

Please put (√) for the appropriate answer.

1\ What is the types of technology devices in your classroom?

Computers   Microphones   Projectors   All

2\ To What Extent do students use technology devices in classroom?

Always   Sometimes   rarely   Never

3\ Are students ready to use technology devices in English Learning Courses?

Agree   Neutral   Disagree

4\ To what extent do teachers use new technology in teaching English?

Always   sometimes   rarely   never

5\ Poor of English and proficiency of student'sattributed to their ignorance of new technology tools interests.

Agree   Neutral   Disagree

6\ Technology devices is very important in learning English

Agree   Neutral   Disagree

7\ Using technology devices help students in communication and promote proficiency standard

Agree   Neutral   Disagree

8\ Using technology in classrooms enhance attitudes and save students times in learning programs

Agree   Neutral   Disagree

9\ Multimedia teaching creates attractive educational context for language learning

Agree   Neutral   Disagree

10\ Technologies bring varietiesof methods to English language learning classes.

Agree   Neutral   Disagree

11\ Technology means are more effective that the traditional ones

Agree   Neutral   Disagree

12\ Technology devices motivate both teachers and learners to learn a lot.

Agree   Neutral   Disagree

13\ The technological facilities provided by Sudanese universities are not insufficient for learning process.

Agree   Neutral   Disagree