

## Using information and Communication Technology in E.F.L Classrooms at University level

(Case Study of Gezira and Butana University lectures)

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### Abstract

Using Information and communication Technology in EFL classroom at university level is very important for universities lecturers in Sudan. This study aims to investigate the role of ICT in teaching English in Sudanese universities represented by Gezira and Butana University. The study casts light on the importance of ICT today particularly in the field of English language teaching. Moreover, investigates the problems which face Sudanese EFL teachers in using ICT in classrooms at university level. The study has followed the descriptive analytical method. The data for the study[ has been collected by means of questionnaire and an interview with some ICT experts and technicians. The study has used the (SPSS) statistical package for social science programme for analyzing the data. The study has reached many important results: There are many problems facing Sudanese English language teachers at university level in teaching English language while using the technology of information and communication because, they are not specialized in the field. In the light of these results the study recommends that: Introducing ICT into educational curricula so as to be understood and used easily by learners and teachers. Also the necessity of training EFL teachers on using these technologies. Finally the study recommends all teachers at university level to have a full knowledge of using ICT in education because it is very important nowadays.

### المستخلص:

يعتبر استخدام تقنية المعلومات والاتصالات مهماً جداً لتدريس اللغة الإنجليزية لأساتذة الجامعات السودانية ممثلة في جامعتي الجزيرة والبطانة. تسلط الدراسة الضوء على أهمية تقنية المعلومات والاتصالات هذه الأيام - تحديداً في مجال

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تدريس اللغة الإنجليزية إضافة لبحث المشكلات التي تواجه معلمي اللغة الإنجليزية السودانيين في استخدام تقنية المعلومات والاتصالات في قاعات الدراسة في المستوى الجامعي. اتبعت الدراسة المنهج التحليلي الوصفي، جمعت البيانات لهذه الدراسة بواسطة أداتي الاستبيان والمقابلة مع بعض خبراء وفنيي تقنية المعلومات والاتصالات باستخدام نظام (SPSS) الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات. توصلت الدراسة إلى عدد من النتائج الهامة: أولاً هنالك العديد من المشاكل التي تواجه أساتذة اللغة الإنجليزية في تدريس اللغة الإنجليزية في المستوى الجامعي باستخدام تقنية المعلومات والاتصالات وذلك لأنها ليست مدخلة في المنهج الدراسي منذ البداية، كما أن الأساتذة غير متخصصين في هذا المجال. على ضوء هذه النتائج توصي الدراسة بضرورة إدخال تقنية المعلومات والاتصالات في مناهج الدراسة حتى يسهل فهمها واستخدامها لكل من الدارسين والمعلمين. ضرورة تدريب معلمي اللغة الإنجليزية على استخدام هذه التقنيات. أخيراً توصي الدراسة كل المعلمين بالمستوى الجامعي بالمعرفة التامة باستخدام تقنية المعلومات والاتصالات في التعليم لأنها مهمة جداً هذه الأيام.

#### **1-0 Background:**

Information communication technology (ICT) has become within a very short time one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of “ICT” as part of the core of education alongside reading, writing and numeracy. Because it became very important that helps scientific research and education or a key of mastering education and technology.

“ICT” stands for information and Communication technologies and is defined s resources, decimate, store, and manage information. These technologies include computers, the internet, broadcasting technologies (radio and television) and telephony.

This study aims at investigating the problems that face Sudanese (EFL) teachers when using ICT in ELT English language teaching at university level. It also aims at finding solutions to these problems. The main objective of the study is to cast some light on the importance of ICT today not only on teaching and learning but also it introduced and affected every inch of our day-to-day life willingly or reluctantly. Mastering ICT skills and improved teaching and learning environment is a new learning culture. As the new millennium unfolds itself most people are by now aware that they are in the midst of one of the most dramatic technological revolution in history that is changing everything, the ways in which they think, communicate, transact, business and spend our leisure time. The technological revolution centers on computer information, communication and multimedia technology society and therefore, scribes education central role in the aspect of our life. (Lee, 2005).

#### **1-1 Statement of the problem:**

The study aims at investigating the problems that face Sudanese EFL teachers when using ICT information and communication technology in teaching English language at university level. The main factor that can lead to the failure of ICT or the use of any technology in language education is not the failure of technology. But the failure invest adequately in teacher training and the lack of ICT skill and knowledge to take the advantage of technology flexibility.

#### **1-2 Objectives of the Study:**

This study intends to achieve the following objectives:

- 1- To cast some light on the importance of ICT today particularly in the field of ELT.
- 2- To develop problems solving strategies and work skills.
- 3- To train the ELT teacher in using ICT to benefit from its privileges in developing the content of English language.

- 4- To investigate the problems which face Sudanese EFL teachers in using ICT in classrooms at university level.
- 5- To introduce the educational media into the curricula helps in understanding it easily.

**1-3 Questions of the study:**

This study is trying to find answers to the following questions:

- 1- To what extent are Sudanese EFL teachers aware of the importance of using ICT in EFL classes?
- 2- What is the role of ICT in solving the educational problems?
- 3- How can teacher training affect using ICT in EFL classes adequately?
- 4- Why do Sudanese EFL teachers encounter many problems in using ICT in classrooms at university level?
- 5- How can introducing ICT into curricula help in an understanding it easily?

**1-4 Hypotheses of the Study:**

- 1- Most Sudanese EFL teachers are not aware of the importance of using ICT in EFL classes.
- 2- ICT helps a lot in solving educational problems.
- 3- Teacher training plays great role in using ICT adequately in EFL classrooms.
- 4- Sudanese EFL teachers encounter many problems when using ICT in classrooms at university level for lacking ICT knowledge and practice.
- 5- Introducing ICT into curricula helps in understanding it easily.

**1-5 The significance of the Study:**

This study is hoped to be of great help to EFL teachers, learners, technicians and consequently their students. In addition, the study is expected to raise teachers a awareness of the importance of using ICT teaching. The study is also intended to be of benefit to the syllabus designers in the field of English language teaching and learning.

**1-6 Research Methodology:**

The descriptive analytical method will be used for data collection. The tool will be a questionnaire for (50) EFL teachers at university level and an interview with (20) ICT expert and technicians. The data of this study will be analyzed with statistical package for social science program (SPSS).

**1-7 Delimitations of the Study:**

The study is limited to the problems that face Sudanese EFL teachers in using information and communication technology in EFL teaching at Gezira and Butana universities during the year 2017- 2018.

**2-0 Literature Review:**

This paper is carried out to investigate the problems that face Sudanese EFL teachers when using (ICT) information communication technology in (ELT) English language teaching at university level. It also aims at finding some solutions to these problems. According to Andrews (2000) ICT stands for new multimedia technologies, including computer software and CDROM, the internet, mobile phone television, films and other technologies. A large amount of research in ICT has been conducted including many studies on the effects of ICT on students' motivation many of these focus on motivation of use of ICT on students language learning to provide much evidence to demonstrate that ICT has a positive effect on motivation. Many reports show that ICT increases students' learning including language learning, achievement and enthusiasm in the use of ICT in their lessons, make them stay longer on task, but, many previous unrecognized problems appearing with the use of computers, which suggest that ICT does not increase motivation. Some researchers also considered many other problems in the use of ICT.

**2-1 Definition of technology:**

According to Stolorich (2006: 39) Technology means "Applied science". In other words, any valid and reliable

process or procedure that is derived from basic research using the “scientific method” is considered a “technology”. Educational or Human Performance. Technology may be based purely on algorithmic or heuristic processes. The word technology comes from the Greek “Techne” which means craft or art. Another word “technique”, with the same origin, also may be used when considering for field educational technology, so educational technology may be extended to include the techniques of the educator.

### **2-2 Objectives of Technology Education:**

According to Ames (1992: 261) one type of motivation goal reached by using ICT is the performance goal, which is directed towards achieving success in relation to the achievements of one’s colleagues.

Motivation theories have also recognized the effects of the control of the learner. The extent to which learners see events as being under their personal control. However students will only accept the use of ICT if they find it both usefull and easy to use.

Increased motivation through perceived value of an activity might lead to:

- A greater interest and involvement in learning.
- Greater self-esteem.
- Determination to achieve specific tasks.
- Trying to do better than one’s peers.
- Achieving more control over one’s own learning.

Using this type of software are motivated to stay on task longer and that they take pride in their achievements using the materials. However, these types of exercises are now regarded by many people not to be a good representation of the way in which people learn. Furthermore, there is little substantiated evidence that this type of software improves pupils’ skills other than at a very basic level. However, in a study of the use of two different ILS in primary and secondary schools teachers found that there was an increased commitment and dedication

to studying, shown by the higher levels of concentration when using the systems, with fewer non-task interactions taking place, compared to the pupils in non-ILS using classes. To summarize, evidence from studies in education has show that the main aspects of Pupils' motivation are an enhanced enjoyment and interest, enhanced self-esteem and an increased commitment to the learning task. However, the need for teacher intervention is essential to avoid leaving the technology to control the lessons. The teacher needs to see the real effect ICT materials have on the learning process. Furthermore, there should be an appropriate balance between hands- on and other work and the motivational aspects of using ICT will be effective only with appropriate planning and guidance from the teacher.

#### **2-4 Mian Advantages of ICT:**

According to Anderson (2000: 8) in creating this new teaching and learning environment. ICT offers numerous advantages and provides opportunities for:

- a- Facilitating learning for children who have different learning styles and abilities, including slow learners, the socially disadvantaged the mentally and physically handicapped, the talented and those living in remote rural areas.
- b- Making learning more effective, involving more senses in a multimedia context and omer connections in a hypermedia context and.
- c- Providing a broader international contextfor approaching problems as well as being more sensitive response to local needs.

From the leaning-teaching perspective, ICT should spport:

- a- Access to online resources that use a powerful combination of video, text andgraphics, perepared by specialists in a cerntalized facility and delivered to individuals or groups by technology.

- b- Provision for the teacher to reach a whole class or part of a class, assisted by technology as appropriate.
- c- Provision for all students to learn the same way or to choose ways that suit their individual learning styles, assisted by technology as appropriate, access to individualized curriculum pathways, managed by technology.
- d- Access to individualized diagnostic testing and assessment of progress, managed by technology.
- e- Allow students to move independently between learning areas as necessary, managed by technology.
- f- Large screen video display (projector).
- g- Individualized access to network resources including wireless networking.
- h- Continuity of access to network resources away from school.

### **2-5 Will ICT Replace the Teacher?**

According to Hunnaffin (1993: 26) the answer is a resounding NO! In fact, with the introduction of ICT in the classroom, the teacher's role in the learning process becomes even more critical. What can and should change is the kind of role that the teacher plays. The role of students, in turn, also expands. And since ICTs can open up the classroom to outside world, the community can also play a new role in the classroom. As learning shifts from the "teacher-centered model" to a "learner-centered model" the teacher becomes less the sole voice of authority and more the facilitator, mentor and "guide on the side". The teacher's primary task becomes to teach the students how to ask questions and pose problems, formulate hypotheses, locate information and then critically assess the information found in relation to the problems posed, and since ICT-enhanced and discover new experience even for the teachers, the teachers become co-learners and discover new things along with their students. Additionally, it is not uncommon to see students in an ICT-enabled classroom

assume both formal and informal roles as teachers of their peers and younger students, sometimes even of their own teachers. Teachers and students from different schools, subject-matter experts, parents, community and business leaders, politicians, and other interested parties also become involved in the learning process - as resource persons, critics, mentors, and cheerleaders. They also comprise a public, and other media. Yet many teachers are reluctant to use ICT, especially computers and the internet. The reasons for this reluctance: poor software design, skepticism about the effectiveness of computers in improving learning outcomes, lack of administrative support, increased time and effort needed to learn the technology and how to use it for teaching, and the fear of losing their authority in the classroom as it becomes if schools and other educational tools. At the in-service level, ICT teacher professional development (TPD) should be long-term, teacher-directed, and as flexible as possible. For many under-qualified, over worked, and underpaid teachers from developing countries, effective adoption of ICTs hinges on being given continuous opportunities to learn what they need to learn based on their specific circumstances and experience, when they have the time to learn it. Institutionalized incentives and support for teachers to pursue ICT TPD are also critical. This may take the form of promotions for teachers who innovate with (as opposed to merely using) ICT in the classroom or simply making sure those teachers have adequate access to technology after training.

#### **2-6 Drawbacks of ICT:**

Anderson (2000: 195) that: "Besides the undoubted advantages of ICT, it is rather important to draw attention to certain drawbacks of ICT. Computer games. Part of the attractiveness of computer games is based on having a feeling of control over a quasi-reality, being in the thick of the action, and the ability to raise self-esteem by achieving goals, power and success in the screen world (a desire to win, or win

back), and a curiosity about the unknown. If something goes wrong, the person in control tries to fix it. In the worst case, this fixing is chaotic and essentially irrational. In that aspect, computer games are similar to other types of hazard games or stock market games. Another dimension of their attractiveness can be associated with purely psycho-physiological mechanisms and a reflexive physiological adrenaline reaction to moving images. Some of this excitement takes place when one is getting accustomed to new software applications, or while creating programs (especially by hackers). Some programmers may perceive the world and events they are working with in an entirely irrational manner. The process of winning a game, or debugging the program they create, may depend on the positions of planets or some ritual actions of men! Loss of orientation and the destructive behavior of a hacker are other negative consequences of ICT use. However, it would be unjust to blame computer-driven information culture for all negative phenomena of contemporary life connected with ICT. The cure for these problems lies not inside ICT themselves, but in building a solid moral orientation for youth in how to use this new information sphere. In other words, we must give them a good upbringing.

### **3-0 Sample of the study:**

The sample of this study consisted of 50 Sudanese EFL teachers at the department of English language from Gezira and Butana University and (20) ICT experts and technicians from UNESCO institute and the Academy of Health Science who teach ICT as major specialization.

### **3-1 The Questionnaire for EFL Teachers:**

A questionnaire is designed for EFL teachers at university level to collect information about using ICT (Information and communication technology) in English language teaching at the Faculties sample of this study (Gezira and Butana

University. To elicit teachers' opinions and attitudes towards using these new technologies in English language teaching. The questionnaire is also given to some EFL experts for validation, then it is distributed to EFL teachers after making amendments suggested by experts. Teachers' responses to the statements of the questionnaire statistically treated and analyzed.

### **3-2 instruments:**

The data of this research has been elicited through two instruments. Questionnaire for EFL teachers and an interview with some ICT experts and technicians who are specialized in the field of ICT.

### **3-3 Tools of Data Collection:**

There are two procedures which followed in collecting the data for this study. They were questionnaire for EFL teachers and an interview with some ICT technicians. The information was collected through a self administered questionnaire distributed personally to the subject of this study. Also the researcher held the interview with the technicians.

### **3-4 Interview:**

This study concentrates mainly on using ICT in ELT teaching at university level. Teachers and technicians are chief manager who influence and control these two factors (ICT) and (ELT), therefore the researcher has interviewed some ICT technicians because they are specialized and know the surroundings of ICT field. They were asked about different related points in order to know their opinions attitudes, suggestions and advice will be of great help.

### **3-5 Validity and Reliability of the Questionnaire:**

#### **i- Reliability:**

Reliability is a term that used when the assessment tool has the ability to perform accurately its intended purpose when it is applied again over time. The basic idea of reliability as stated by Huck and Cornier (1996: 76) is summed up by the word consistency. The same thought on reliability has also been granted before by Black and Champion (1976: 232) as "ability to

measure consistently”. The consistency here, is simply used to mean that the same questionnaire gives same outcome when it is repeated again, so it is a consistency of the results. A number of methods have been adopted in measuring the reliability, the researcher uses the “Split-half reliability” method. First, the common measure of correlation “Pearson’s correlation Coefficient” is applied with its following formula.

$$R_{xy} = \frac{N\sum XY - \sum X \sum Y}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where r = correlation

R = Reliability of the test

N : number of all items in the test

X: odd scores.

Y: even scores

$\Sigma$  : Sum

$R = \frac{2 \cdot r}{1 + r}$

$$Val = \sqrt{\text{Reliability}}$$

Correlation = 0.75

$$R = \frac{2 \cdot r}{1 + r} = \frac{2(0.75)}{1 + 0.75} = \frac{1.5}{1.75}$$

Reliability = 0.86

Based on this statistical result, it is clear that the questionnaire adequate reliability.

## **ii- Validity:**

The implementation of validity based on the presence of reliability that is if a questionnaire is unreliable, it is not possible to prove its validity. “Reliability analysis is often viewed as a first-step in the test validation process” (Wells and Wollack, 2003). “Spearman – Brown” constitute a formula which is applied (based on the calculation of reliability) to calculate the validity (v), it is simply:

$$v = \sqrt{r}$$

$$v = \sqrt{0.86} = 0.88$$

This statistical result reflects an ideal questionnaire validity.

#### 4-1 Results of the Questionnaire:

The questionnaire consisted of thirty five questions. They were designed in a way that can help to find out the real problems facing the EFL teachers. Fifty EFL university teachers answered the questionnaire. The results are shown in the following tables:

**Q1: Lack of access to resources of ICTs such as computer and internet.**

Table (4.1) Lack of access to resources of ICTs such as computer and internet

|                 | Frequency | Percent |
|-----------------|-----------|---------|
| Extremely agree | 8         | 16.0    |
| Agree           | 12        | 24.0    |
| Neutral         | 27        | 54.0    |
| Disagree        | 3         | 6.0     |
| Total           | 50        | 100.0   |

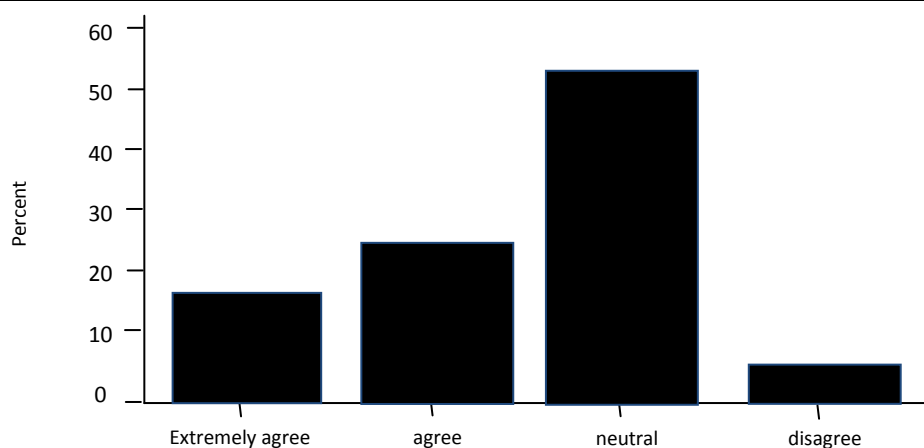


Figure (4.1) lack of access to resources of ICTs such as computer and internet

From the above table it is noticed that (3%) of the teachers disagree that there is a lack of access to resources of ICTs such as computer and internet whereas (40%) of them agree. This means that the majority of the teachers agree that there is a lack of access to resources of ICTs such as computer and internet.

**Q2: There are enough trained instructors to teach ICTs courses in Sudan.**

Table (4.2): Sufficiency of ICT instructors in Sudan

|                    | Frequency | Percent |
|--------------------|-----------|---------|
| Extremely agree    | 1         | 2       |
| Agree              | 6         | 12      |
| Neutral            | 15        | 30      |
| Extremely Disagree | 13        | 26      |
| Disagree           | 15        | 30      |
| Total              | 50        | 100     |

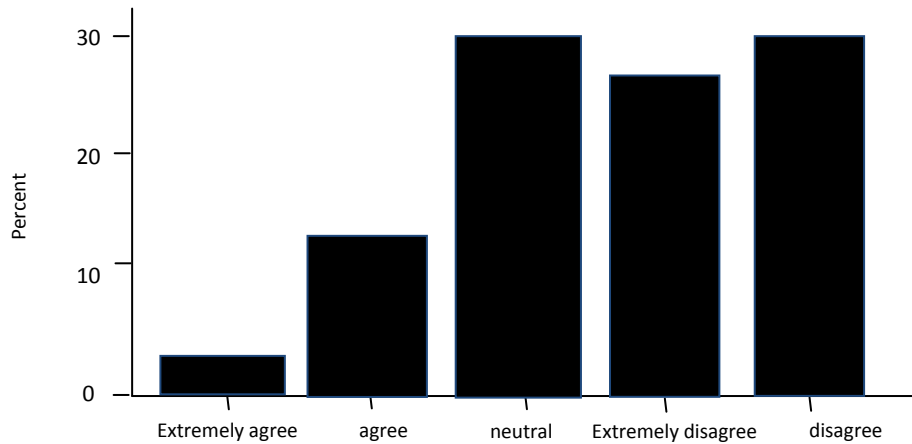


Figure (4.2): Sufficiency of ICT instructors in Sudan

With referenceto the results obtained in the above table(14%) of the teacher agree that there are enough trained instructors to teach ICT courses in schools while (55%) of them disagree which certifies that really tehere are not enough trained instructors to teach ICT courses in Sudan.

**Q3: There are no trained technicians to operate and maintain ICTs tools in universities.**

Table (4.3): Availability of trained technicians for operating ICTs in universities

|                 | Frequency | Percent |
|-----------------|-----------|---------|
| Extremely agree | 25        | 50      |
| Agree           | 22        | 44      |
| Neutral         | 1         | 2       |
| Disagree        | 2         | 4       |
| Total           | 50        | 100     |

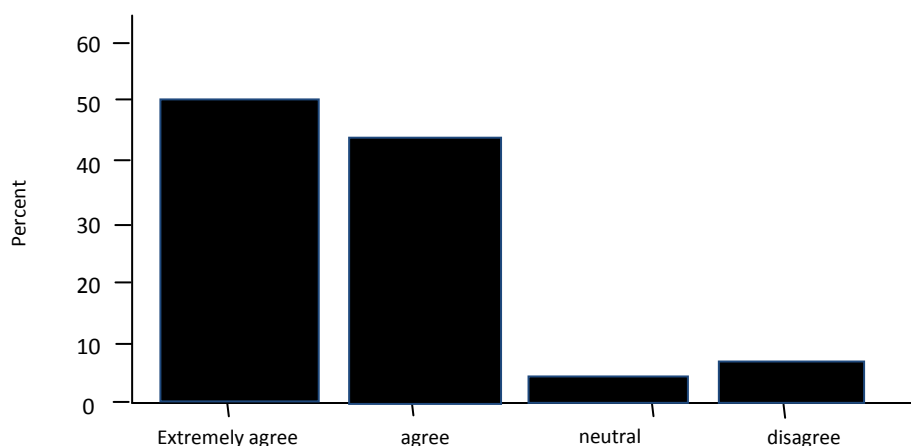


Figure (4.3): Availability of trained technicians for operate ICTs in schools

According to the above table only (4%) of the teachers disagree that there are no trained technicians to operate and maintain ICTs tools in schools. While the highest percent (94%) of the teachers agree that there are no trained technicians to operate and maintain ICTs tools in schools. This is due to the fact that the base construction of ICT is not well built in Sudan because is one of the developing countries.

**Q4: Most people think that the computer can replace the teacher.**

Table (4.4): Computer replacing the teacher

|                    | Frequency | Percent |
|--------------------|-----------|---------|
| Extremely agree    | 1         | 2       |
| Agree              | 2         | 4       |
| Neutral            | 12        | 24      |
| Extremely Disagree | 21        | 42      |
| Disagree           | 14        | 28      |
| Total              | 50        | 100     |

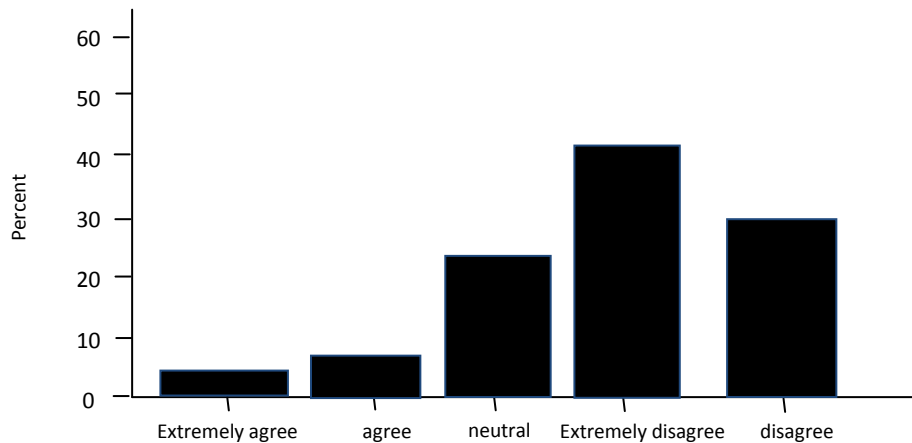


Figure (4.4): Computer replacing the teacher

From the above table (6%) of the teachers agree that the computer can replace the teacher where as (7-%) the highest number of the teachers disagree that the computer can replace the teacher. This emphasizes that computer can never teplace the teacher because the teacher's role in the learning process becomes even more critical. What can and should change is the kind of role that the teacher plays, the teacher becomes co-learner andiscovers even new things with his students.

**Q5: Most teacher dependon traditional teaching materials even in the age of advanced technologies.**

Table (4.5): teachers' dependence on traditional materials

|                    | Frequency | Percent |
|--------------------|-----------|---------|
| Extremely agree    | 14        | 28      |
| Agree              | 23        | 46      |
| Neutral            | 6         | 12      |
| Extremely Disagree | 4         | 8       |
| Disagree           | 3         | 6       |
| Total              | 50        | 100     |

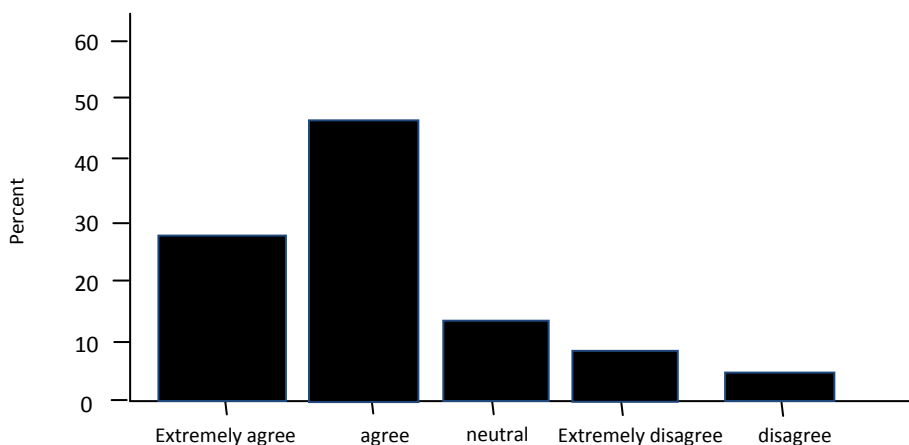


Figure (4.5): teachers' dependence on traditional materials the above table indicates that (14%) of the teachers disagree that most teachers depend on traditional teaching materials (74%) of them agree, so the statistical results indicate that the majority of the teachers depend on traditional teaching materials because they are easy to use whereas, ICTs costs them much time and effort and some of them do not know even to use it.

**Q6: Using ICTs in ELT increases students' participation in EFL classes.**

Table (4.6): The Role of ICTs in increasing students' participation

|                    | Frequency | Percent |
|--------------------|-----------|---------|
| Extremely agree    | 3         | 6       |
| Agree              | 24        | 48      |
| Neutral            | 4         | 8       |
| Extremely Disagree | 13        | 26      |
| Disagree           | 6         | 12      |
| Total              | 50        | 100     |

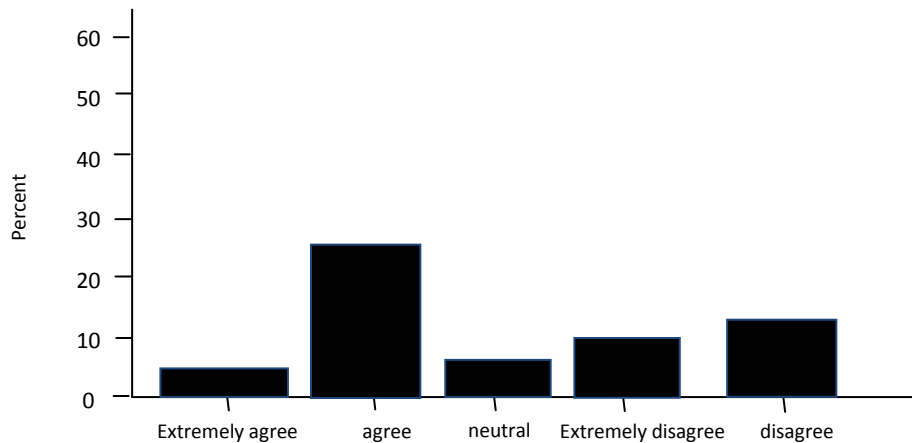


Figure (4.6): The Role of ICTs in increasing students' participation

the above table shows that (8%) only of the teachers disagree whereas disagree whereas, (82%) agree which means the highest percent agree that using ICTs in EFL classes increases students participation because it attracts and brings kind of interaction inside the classrooms. Moreover, it is very easy and useful.

**Q7: Using ICTs in education is very important to every teacher.**

Table (4.7): Importance of using ICTs in education

|                 | Frequency | Percent |
|-----------------|-----------|---------|
| Extremely agree | 33        | 66      |
| Agree           | 17        | 34      |
| Total           | 50        | 100     |

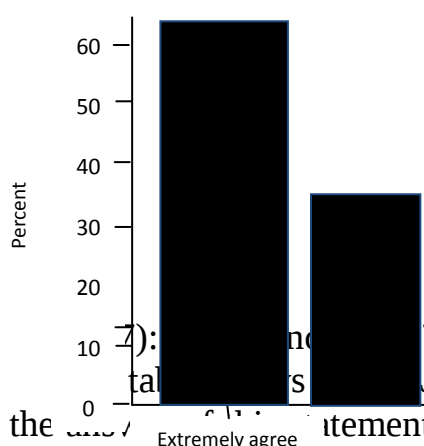


Figure (4.7): Importance of using ICTs in education  
 The total frequency is 50 (100%) a hundred percent is given to the statement which means all teachers agree that using ICTs in education is very important to every teacher because, using ICTs in education is really very important not only to every teacher but also to everyone because the world is now in the age of information technology particularly teachers have to be copying with the least and up-to date information in their field.

**Q8: Introducing ICT in educational curricula raises teachers awareness in dealing with advanced technologies.**

Table (4.8): Involving ICT in education and teachers' learners' awareness

|                 | Frequency | Percent |
|-----------------|-----------|---------|
| Extremely agree | 36        | 72      |
| Agree           | 14        | 28      |
| Total           | 50        | 100     |

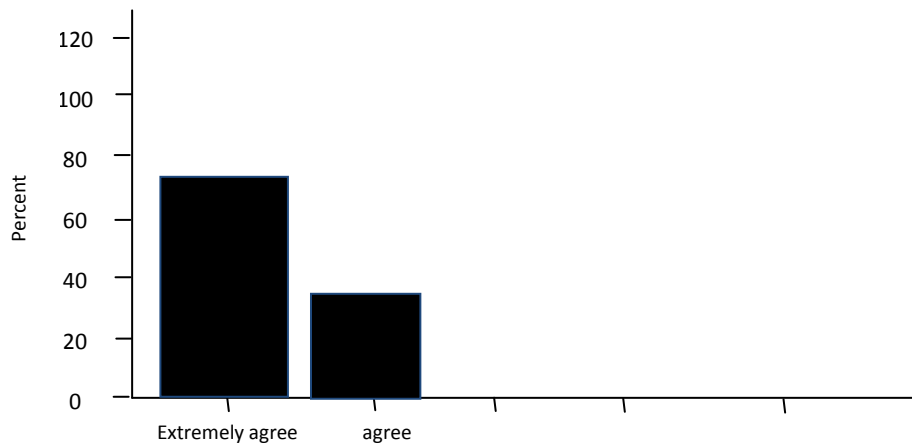


Figure (4.8): Involving ICT in education and teachers' and learners' awareness

the above table indicates that (100%) percent of the teachers, agree that introducing ICT in educational curricula raises teachers and learners awareness in dealing with advanced technologies because it will be compulsory if it is introduced in educational curricula and all teachers and learners will be accustomed and have more training and practice on it. Thus their awareness will be increased.

**Q9: ICTs will be come the most dominant tool of teaching and learning in Sudan.**

Table (4.9): The dominance of internet in Sudanese teaching

|          | Frequency | Percent |
|----------|-----------|---------|
| Neutral  | 25        | 8       |
| Disagree | 25        | 12      |
| Total    | 50        | 100     |

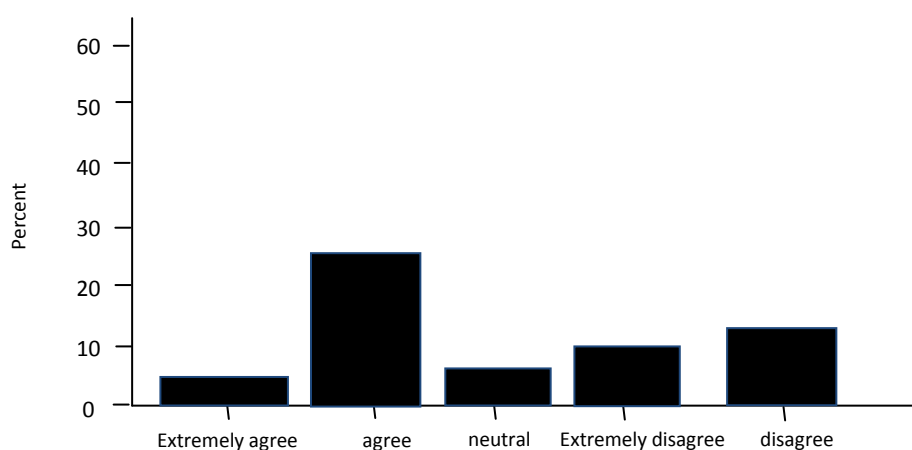


Figure (4.9): The dominance of Internet in Sudanese teaching the statistical analysis of the above table indicates that (50%) of the teachers are neutral and (50%) of them disagree. That means the most of them either are neutral or disagree that ICTs will become the most dominant tools of teaching and learning because Sudan is on of a developing country, people use ICTs but not to the extent that it becomes the most dominant tool but in the future may by.

### **5-0 Conclusion:**

The present study aims at investigating the difficulties facing EFL lecturers in using ICT at university level. The main objectives of the study is to investigate the problems facing EFL lecturers when using ICT English language teaching at university level. In addition to cast some light on the importance of ICTs in ELT. The descriptive analytical method is adopted. Two tools were a questionnaire for EFL teachers at university level and interview with some ICT experts and technicians. The result of the questionnaire clearly illustrated the weak performance of the teachers because they are not professional in the field of ICT, so there are many difficulties face them in using ICT in ELT at university level.

Rapid changes in technology will ensure that ICT will proliferate in the class room. It is predicated that there will be many benefits for both the learner and the teacher. Including the promotion of shared working space and radical new ways of teaching and learning. Ultimately, the use of ICT will enhance the learning experiences for students and help them to think and communicate creatively.

### **5-1 Findings of the study:**

Based on study the researcher finds out the following findings:

- 1- ICT is not introduced adequately into educational curricula.
- 2- There are not enough trained instructors to teach ICT courses at universities.
- 3- Teacher training plays a great role in using ICT adequately in EFL classrooms.
- 4- Using ICT in education is very important to every teacher.

- 5- Using ICT in ELT increases EFL learner motivation for more and better learning.
- 6- Computer can never replace the teacher.
- 7- Most EFL teachers are not professional in the field of ICT.
- 8- There are not enough ICTs laboratories for more practices at schools.
- 9- Most learners have no previous background about ICT.

### **5-2 Recommendations:**

Based on the on the findings of the study the researcher suggests the following recommendations:

- 1- ICT should be inteoduced adequately into educational curricula, because if it is introduced it will raise teachers and learners' awareness in dealing with advanced technologies.
- 2- There should be enough trained instructors to teach ICT courses in Sudan, if so all learners and teachers will know how to deal and operate ICTs in schools and universities.
- 3- Training teachers on using ICTs in education and benefiting from the privileges of the computer in developing the content.
- 4- Having a full knowledge of using ICTs in education is very important to every teacher in order to be coping with the technological development because students are coping with it.
- 5- Using ICT in ELT increases EFL learners motivation for move and better learning because they will be more attentive for the usage of sunds, pictures and movements. Thus their participation and interaction will increase.
- 6- Computer can never replace the teacher because teacher's role in the learning process becomes even more critical. What can and should cange is the kind of role that the teachers play.

- 7- EFL teachers should undertake advanced ICT courses since they are not professional in the field.
- 8- Universities should establish more ICTs laboratories so that students can find a wide chance for practices.
- 9- All learners should undertake advanced ICT courses so that they can deal with it easily.

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