

Exploring the Impact of ICT on Promoting Scholastic Activities: A Case Study of Omdurman Area 2015 - 2016

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Abstract: *This study is intended to recognize the relationship between the Information and Communication Technology (ICT) use in teaching and learning language. The researcher used the descriptive analytical experimental method of research. The data of the study was collected by the use of the test which was addressed the first year in Omdurman locality that represented the sample of the study. The participants in the study were (160) secondary school students from two schools. The data which obtained was analyzed by using (SPSS) Statistical Package for Social Science. The main findings of the research revealed that Information and Communications Technology makes learning words fast, easier and enjoyable. And ICT shorten the learning time. The use of ICT in teaching learning process develops reading comprehension skills as well as listening skills. The researcher recommended that ICT should be implemented to School books, teaching methods and all learning materials*

Keywords: Information and Communication Technology, teaching and Learning, English language

1. Introduction

Information and Communication Technology has become in all aspect of life, specially in educational activities and quality education .but in the past was dominated by strong teachers with high degrees and qualification, so now with world moving, quickly into digital media and Information, the role of ICT in Education is becoming more and more important and this will continue to grow and develop in this century.

So the role of schools and traditional teachers as if they were left behind times with outdated forms of curricular contents and pedagogical practice.

The domains of education have been affected by the wide spread of Information and Communication Technology (ICT) and there are many researches have proven the great benefits to quality of education ICT has ability to innovate , enrich and deepen the skills ,to motivate and engage students to relate school experience to work practice , create s job opportunities for tomorrow's workers as well as strengthening teaching and helping school to change .

The role of computer technology as an aid in foreign language teaching and learning is increasing. Educators are recognizing its ability to create both independent and collaborative learning environments in which students can acquire and practice a new language. The rapid development of computer technology has changed the way lessons are being delivered. This is especially so in delivering of English language lessons where the use of computer technology has greatly enhanced the quality of the outcomes of the lessons taught .Although a large number of English language teachers around the world use computer in

teaching English language, Sudanese English language teachers are still using traditional methods of teaching English language. Sparks, (1998) states that many English language teachers are inclined to use the more familiar methods of teaching they remember from their own experience as students (cited in Abdullah, Abidin, Luan, Majid & Atan, 2006), These traditional conventional teaching techniques often conflict with new instructional strategies introduced in many educational developmental programmes such as using computer in their teaching. Chapelle (2005,) pointed out that “technology is changing the jobs of language teachers through the changes it prompts in the language itself, the opportunities for studying language, and the options available for teaching language”. Current computer technology provides new opportunities to increase the effectiveness of language learning and teaching especially in the field of teaching and learning foreign languages. Taffe and Gwinn (2007), wrote: There are at least two important aspects of literacy-technology integration: (1) using technology to teach more effectively and enhance the learning of skills and strategies that currently make up a strong reading / language arts curriculum, and (2) effectively teaching and enhancing the learning skills and strategies that make up the strong reading / language arts curriculum of the future.

Incorporating well-organized and effective computer technology into foreign language learning and teaching strategies for improving students' language proficiency has been refined by researchers and educators for many decades. Based on the rapidly changing evolution of computer technology, it is important for English language teachers to recognize how effectively and efficiently to integrate computer technology into their curriculum design for helping students to acquire foreign or second language easily

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and to enhance their own teaching performance as well. Nowadays. In the field of English Language Teaching (ELT), educational applications related to the field of computer technology become more common in view of the need to present visual and interactive learning processes.

On the other hand, some difficulties are encountered in the integration of computer technology into foreign language teaching situations and in using tools properly. English language teachers have to develop their computer knowledge and skills in order to use computer technology as a teaching tool.

2. Statement of the Problem

The aim of this is to explore the impact of Information and Communication Technology in English language teaching and answer the following questions: to what extent is ICT used in classroom teaching? What are the objectives of using ICT in classroom? Rosenberg, (2001); Steeples and Jones, (2002) asserted that teaching practices have changed due to the use of information and communication technology in education (Naidu 2005). This means that teachers will have to learn, and be familiar with using computer technology in their classroom Instruction. This study focuses on the potential of computer-based technology as a powerful tool for teaching EFL.

This is indeed an important area and a current trend in foreign language teaching, which is under the discipline of applied linguistics. However, it might be of help to know about the teachers own ideas about how can computer-based technology supplement their teaching performance

Objectives of the Study

This study aims the following

- 1) To explore how does the implementation of ICT promote English language teaching
- 2) To find out to what extent do students interact and motivate with ICT use in the classroom.
- 3) To find out whether using ICT in classroom enhances the listening skills or not.

Questions of the study

To what extent do students interact and motivate when ICT is used in the ELT class room.

What are the differences there between the outcome of class use ICT and class with traditional way of teaching?

How far does ICT develop listening skills?

Hypotheses of the Study

This study has the following as its hypotheses:

- 1) Students interact and motivate when ICT is used in the ELT classroom.
- 2) There is a difference achievement between classroom using ICT and traditional way of teaching.
- 3) ICT teaching techniques develop listening skills.

Significance of the Study

The significance of the study emerges from the fact that Information and Communication Technology has become in all aspect of life, especially in educational activities and quality education with world moving, quickly into digital media and Information, the role of ICT in Education is becoming more and more important. The findings of this study may convince policy makers in stressing the importance of using ICT in teaching and learning English language in our secondary schools.

3. Previous Studies

The researcher has found a number of studies related to this study so the other researchers various t studies under different titles this section presents previous related studies Abd ElBaset (2004) conducted a research to investigate the utilization of PowerPoint presentation in teaching English language, compared to the traditional method of teaching at secondary level in Karrari Locality- Omdurman - Sudan. Another purpose was to examine the effect of PowerPoint in immediate and delayed achievement for two groups of second year secondary school students.

Ninety students were selected and divided into two groups. The experimental group and control group consisted of 45 students in each group. The experimental group was taught by the teacher aided by computer, whereas, the control group was taught without the help of computer. Each group took 15 teaching hours to complete their task.

The results showed that: 1) there was statistically significant difference between the means of the experimental group and control group in immediate achievement. 2) There was a statistically significant difference between means of experimental group and the control group in delayed achievement, in favor to the experimental group

Naser (2005), conducted a study to find out how much teachers benefit from computer and Internet in education and to find solution for the problems of the availability of this information technology devices in Sudan. The researcher applied the descriptive analytic method. The subjects of the study consisted of the Education College students of Khartoum University, Alzaeem Alazhari University, Sudan University, and Juba University. The researcher chose a random sample and some educationalists and specialists in the field from each university. It included 116 students (male and female). The questionnaire and the interview were the tools used to collect the data.

The results revealed that: 1) using information technology participates in education development, 2) the trained cadre in the mentioned field is not available, 3) this technology is not available widely for institution in order to get benefit out of it and, 4) using by using it in the system of distance learning.

Ahmed (2007), conducted a study to examine the impact of instructional technology on teaching English in high secondary school in Khartoum State. The study aimed at searching for the trends of the English language teachers

towards the use of educational technologies in secondary schools and the impact of that upon the students' learning. The researcher used the descriptive method. A questionnaire was used as data collecting tool. The participants were teachers and directors of English language at secondary level in Khartoum State. The findings revealed that: 1) lack of the technological means, 2) absence of practical training of English teachers to use technologies and, 3) weak concern of the Ministry of Education in directing the English language teachers towards using educational technologies in teaching English.

Ahmed (2008), conducted a study to examine which technologies are used in teaching and learning of English language skills and areas such as grammar and vocabulary acquisition in Sudan. The study, also, attempted to examine the impact of CALL courseware programmes in Khartoum secondary schools on teachers' achievement in English as a foreign Language (EFL) reading classroom in terms of their perceptions of learning effectiveness, teacher, classroom interest and difficulty. The study compared CALL-based English class and traditional English class over four months. A group of 74 second year students from different schools were divided into two classes. Both classes were taught by the same teacher and covered the same topics in their weekly three-hour reading lessons. Also a written survey was administered at the end of the four months. The results revealed that most students in the CALL class showed positive response. They perceived their learning environment and they were offered ample opportunities for collaboration and mutual support, as well as for exposure to, and interaction with, a variety of interesting, enjoyable and useful materials and tasks. Many teachers are willing to use technology in their classes but they need training and they believe that students would be more motivated since they are far more familiar with technology than the teachers themselves.

Natalie (2009) conducted a research about how English was taught with and without the use of ICTs in Hong Kong primary schools and compared and evaluated the use of ICT-supported activities alone or combined with non-ICT-supported activities. The study compared and contrasted the structure of English lessons in conventional classrooms versus computer-rich environments and highlighted what computers can and cannot do in comparison with other teaching tools in different instructional contexts. The study also was intended to investigate and analyze student-teacher interaction at various episodes in a lesson, i.e. how students responded to the teacher's questions and how the teacher provided feedback when the teacher switched between the use of different activities and tools. It was hoped to investigate the usefulness and effectiveness of teaching tools in a lesson. The research was developed in two phases: the pilot study and the main study. In the main study, before each lesson observation was conducted in a target school, the researcher interviewed the principal to get overall picture of school's policies on ICTs from an administration's perspective. Then, she interviewed teacher to be observed in order to collect information about lesson plan, lesson objectives and attitudes towards the use of ICT in ELT. During the lesson observations in the main study, the researcher made notes of what was happening in the lesson

and videotaped the lessons. After observations, questionnaires were administered to students at the very beginning (stage 1 & stage 2) of data collection in the main study to elicit their perceptions of the use of computers. The findings of the research revealed that successful use of ICTs relies heavily on how teachers play mediating roles in selecting and switching between different ICTs and non-ICT tools with associated amplification and reduction effects. Bordbar (2010), investigated the reasons and factors behind teachers' use of computer technology in the classroom. Also the study aimed to explore teachers' attitudes towards computer and information technology and how they apply their practical computer-assisted language learning experience and knowledge to their language teaching. The participants of the study were 83 high school English as a Foreign Language teachers in Iran who had knowledge and experience of using computer for the purpose of learning and teaching English. The results showed that almost all the teachers had positive attitudes towards computer use in the class. The results also pointed to the importance of teachers' vision of technology itself, their experience with it, their level of computer skill and competence, and the cultural environment that surrounds its introduction into schools and English institutes in shaping their attitudes towards computer technology

Methods and sampling

The population of the study was the first secondary school in Khartoum state Omdurman Locality Schools of Musa Aldaw and Wadi Saydanan During the School year (2016-2017). The researcher chose to carry out the study in these institutions because he is interested in secondary school education and the access to them is possible beside the quality and number of the students fitted the purpose of the study. To carry out this study the researcher selected classrooms and number of (160) students participate divided in two groups control and experiment then pre/post tests were conducted.

Instrument of the study

The researcher used tests to collect data of the study. He thinks that the test is suitable tool through which the needed information can be collected. The test consists of six parts and its validity was checked by jury members of PHD holders in field of ELT. The reliability also was subjected to Cronbach's Alpha measurement which was .74 that indicated positive coefficient.

4. Results

This study explores the impact of ICT on promoting teaching English Language. The instrument that the researcher used to collect the data was test for the first secondary school year students. The number was (160) students. The test consists of six parts. The data of the research was analyzed by (SPSS) program and tabulated by the researcher.

4.1 Paired sample T. Test

Table 4.13: Paired sample T.Test (control group)

Questions	Group	N	Means	SD	T value	P value
pronunciation	Pre-test	80	4.53	2.635	-2.025-	.046
	Post-test	80	5.49	2.855		
Vocabulary	Pre-test	80	4.40	2.473	-2.798-	.006
	Post-test	80	5.42	2.232		
communication	Pre-test	80	4.88	2.602	-1.257-	.212
	Post-test	80	5.40	2.390		
interaction	Pre-test	80	5.58	2.750	.960	.340
	Post-test	80	5.15	2.481		
Accuracy	Pre-test	80	4.78	2.709	-.970-	.335
	Post-test	80	5.15	2.581		
Fluency	Pre-test	80	6.12	2.888	2.923	.005
	Post-test	80	4.95	2.565		
Total	Pre-test	80	29.76	4.853	-3.345-	.001
	Post-test	80	31.70	3.937		

The following is an explains of Table (4.13) above which includes the results of the (Paired sample T.Test) for the scores of the control group students in the two tests according to each question:

The table shows the pretest and posttest, the sample number, the mean, the standard deviation, the value of P and the value of T.

We find in the first question (pronunciation) that the P-value (0.046) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the pronunciation question. This can be seen in Table (4.1), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the second question (vocabulary) that the P-value (0.006) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the vocabulary question. This can be seen in Table (4.3), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the third question (communication) that the P-value (0.212) and this value compares to the value of the moral level 5%. Given the large P-value versus the value of 5%, this indicates that there is no difference between the average scores of the students in the first test and the second test in the communication question. This can be seen in Table (4.5), where are no differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the fourth question (interaction) that the P-value (0.340) and this value compares to the value of the moral level 5%. Given the large P-value versus the value of 5%, this indicates that there is no difference between the average scores of the students in the first test and the second test in the interaction question. This can be seen in Table (4.7), where are no differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the fifth question (Accuracy) that the P-value (0.335) and this value compares to the value of the moral level 5%. Given the large P-value versus the value of 5%, this indicates that there is no difference between the average scores of the students in the first test and the second test in the Accuracy question. This can be seen in Table (4.9), where are no differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the sixth question (Fluency) that the P-value (0.005) and this value compares to the value of the moral level 5%. Given the equal P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the Fluency question. This can be seen in Table (4.11), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in total score of all questions for the control group the P-value (0.001) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test (pre-test) and the second test (post-test) in the all question.

Table 4.14: Paired sample T.Test (experiment group)

Questions	Group	N	Means	SD	T value	P value
pronunciation	Pre-test	80	4.60	2.514	-6.714-	.000
	Post-test	80	7.12	2.357		
Vocabulary	Pre-test	80	4.75	2.533	-8.651-	.000
	Post-test	80	7.75	1.782		
communication	Pre-test	80	4.95	2.485	-9.294-	.000
	Post-test	80	8.05	1.799		
interaction	Pre-test	80	5.00	2.681	-8.084-	.000
	Post-test	80	7.98	2.025		
Accuracy	Pre-test	80	4.72	2.590	-9.179-	.000
	Post-test	80	8.12	1.865		
Fluency	Pre-test	80	6.22	2.605	-4.139-	.000
	Post-test	80	7.76	2.148		
Total	Pre-test	80	29.95	4.575	-22.239-	.000
	Post-test	80	46.55	5.041		

The following is an explains of Table (4.14) above which includes the results of the (Paired sample T.Test) for the scores of the experiment group students in the two tests according to each question:

The table shows the pretest and posttest, the sample number, the mean, the standard deviation, the value of P and the value of T.

We find in the first question (pronunciation) that the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the pronunciation question. This can be seen in Table (4.2), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the second question (vocabulary) that the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the

students in the first test and the second test in the vocabulary question. This can be seen in Table (4.4), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the third question (communication) that the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the communication question. This can be seen in Table (4.6), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the fourth question (interaction) that the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the interaction question. This can be seen in Table (4.8), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the fifth question (Accuracy) that the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the Accuracy question. This can be seen in Table (4.10), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in the sixth question (Fluency) that the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test and the second test in the Fluency question. This can be seen in Table (4.12), where are differences between students' scores in the first (pre-test) and second (post-test) tests.

We find in total score of all questions for the experiment group the P-value (0.000) and this value compares to the value of the moral level 5%. Given the small P-value versus the value of 5%, this indicates a difference between the average scores of the students in the first test (pre-test) and the second test (post-test) in the all question.

4.2 Summary of Analysis

The analysis in table (4.13) of the control group shows that the value of P has risen with some questions compared with the value of significant (0.05), It also decreased some questions compared to the value of significant (0.05). This indicates a significant difference between the scores of the students in the two tests when the value of (p) was large and there was no significant difference between the scores of the students in the two tests when the value of (p) was small. The difference between the students' scores in the two tests is explained by the fact that there is no change in the grades of the students in the second exam compared to the first. This is evident in reference to tables (4.5), (4.7), (4.9).

From Table (4.14) of the experimental group, the value of P has been reduced compared with the value of significant (0.05) in all the questions this indicates a significant difference between the scores of the students in the two tests, means the development of the second test scores compared to the first.

This explains the hypotheses of research, where the interaction of students in the experimental group when the use of techniques and also the development of the skill of listening to them because of their application of techniques, as reflected in their grades, unlike the control group that relied on the tech study only and not implemented

5. Findings and Recommendation

The main findings of the research revealed that Information and Communications Technology makes learning words fast, easier and enjoyable. And ICT shorten the learning time. The use of ICT in teaching learning process develops reading comprehension skills as well as listening skills. The researcher recommended that ICT should be implemented to School books, teaching methods and all learning materials.

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