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The Impact of Instructional Technology on Teaching English in high Secondary School.

**A -Thesis submitted for the degree of Master in Education
Curriculum Studies.**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۖ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۖ
إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۖ الَّذِي عَلَّمَ بِالْقَلَمِ ۖ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۖ

الآيات 1 - 5: سورة العلق

Dedication

To my small family

With great love

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Abstract

This study aims at searching for the trends of the teachers of English language towards using the educational technologies in the secondary schools in Khartoum State and the impact of that upon the students' learning.

The researcher applied the descriptive methodology in this study. The means used for data collection are the questionnaire for the teachers of English language in addition to the interview form for the directors of the English language.

The target group is composed of the teachers and the directors of the English language in the secondary schools in Khartoum State. The researcher reached to important results among which:

- 1- The Secondary Schools in Khartoum State lack the technological means and consequently the absence of the practiced training for the teachers in these schools to use these technologies.**
- 2- Weak concern of the Ministry of Education in directing the teachers of English language towards using the educational technologies in teaching this subject.**

In the light of these results the researcher presents the important recommendations of which:

- 1- It is necessary for the concerned bodies to give more attention to the importance of the educational technologies and schedule training courses for the teachers in this field.**
- 2- It is important to establish lingual teachers and laboratories in the domain of the English language at the secondary schools in Khartoum State.**
- 3- It is significant to avail specialized technical coders in the field of producing, operating and maintaining the educational technologies at the secondary schools.**

مستخلص البحث

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Chapter One

The General Frame of the Study

1 – 1 Introduction:

Scientific progress, technology and the population explosion have led to the knowledge accumulation, fast transference of it and the increase of individual educational ambitions. This formed many pressures on the educational institutions to provide education with high efficiency for the increasing numbers of students with low possible costs.

It has become for the education new prospects and fields, that is because of the stunning challenges derived from the needs of the epoch and the development necessities which targets the education and its styles. All these are for meeting its excessive increase in preparing the students and education demanders, which requires educational institutions with specifications that receives this huge numbers of the students.

Furthermore the knowledge is in excessive increase where the available time in classes will not be able to absorb that. This increase requires using the technology in the educational process, especially in the English Language.

The educational technology are considered as one of the important pillars of developing the education, because they supports and increases its efficiency. The perfect usage of educational technology requires special kind of teachers who have the sufficient knowledge, skill, and the capacity of the effective functional utilization of these technology in the context of modern teaching systems, as well as using technology in teaching the English language, surely it makes this subject take distinguished place among other subjects.

English language is considered to be international language, and consequently the learning of it has become a necessity in the modern era where in it interests are interlinking with each other. Moreover the communication of people is increasing, so that the learning of national language alone is not enough to address the development challenges at all levels.

The importance of learning English language at the secondary school stage stems as it is from one of the subjects that qualify for admittance of university education.

The question about the extent of the provision of educational technology and its role in teaching English language in the secondary school stage in Sudan, and about the extent of effectiveness and harmony with other elements, which combines the educational positions was at the concern of the researcher which made the feeling this problem went deep on him. So he gave it his concern and adopted it with research so as this study must reach to results for those who are concerned with the technology, may find it helpful to them in standing on the education and developing evaluation and development of educational technology as well as the media used in teaching of English language in the context of the walk on and efforts exerted to enable the students, to understand this subject, which may help achieve the educational objectives.

The world pays great attention to the trends of teachers which is very essential in the education process since it has great effects on the motivations of students towards the subject and consequently on their performance.

The preparation and training of the teacher is ever continuing process concerning the entire world, Learning organizations and international institutions. There is increasing attention to improve the trends of teachers towards the process of education and its technology.

This improvement is essential target for those who work in this field. In addition to that the technical, economic, cultural and political education technology and different media of improving the outputs of education process, the world has become a small village due to the technology in the recent time that a normal person can move easily from one place to another virlrally.

English language is the medium of communication of people all over the world. It is the language of sciences, media, economy, policy, that is to say it is the dominant language and internationally agreed upon as a complementary element of development of different fields. This unique position of the English language has drawn attention to acquire it and students have been encouraged to acquire it so as to know what is going on all over the world.

Who follows up this situation in Sudan, notices the decline of the standard of English language and the obvious retardation of the students standard of all stages.

Many factors have critical contributions to this problem which leads to this situation. Insufficient attention of using educational technology is one of these factors. Since the trends of teachers towards using educational technology is central point to improve the ways of teaching of English language, the researcher has bound himself to work on this tissue and that is through research and study as essential step on the way of improving the situation of English language in the secondary stage in Khartoum State.

1 – 2 the problem of the study:

The problem of the study is about the trends of the teachers of English language towards the use of educational technology in teaching English language in the secondary stage in Khartoum State.

1 – 3 Questions of the study:

- 1- To what extent those educational technology concerning the teaching of English language are available in the secondary schools of Khartoum State?
- 2- Do teachers use educational technology in teaching English language in high secondary school?
- 3- Is there any relation between the weakness of the student's standard in English language in secondary stage in Khartoum State and the lack of attention of using educational technology in English language?
- 4- Does the Ministry of Education and the inspectors of English language in localities follow up the use of technology in teaching English language?
- 5- Are there any problems hindering the use of technology in teaching English language in the secondary schools of Khartoum State?
- 6- Do the gender factor and years of experience of the trends of the teacher of English language towards the use of in educational technology in the secondary schools of Khartoum State?

1 – 4 The Importance of the study:

- 1- Because of the importance of the trends theoretically and practically of utilizing educational technology and work to improve those trends concerning educational field.
- 2- There are so many studies concerning of educational technology in teaching the different subject, but the researcher has found no research that looked into the trends of the teachers of English language towards the use of technology in teaching English language.

3- The researcher views that the trends of English language teachers have the top role of the positive motivation of the students towards English language and there for their performance.

4-The researcher has noticed the decline of the standard of the students at English language, though the lack of attention of using education technology in teaching English language and the negative trends of English language teachers might be one of the reasons of decline.

5-The following up of the researcher that English teachers lack the attention of using technology in teaching English language.

6-The international growing concern of English language as it is the dominant language applies to us Sudan to concern of English to follow the international development and that to make sure it is taught with latest modern technology.

1 – 5 the aims of the study:

1- To look for the use of educational technology in teaching English at High Secondary schools in Khartoum state.

2- To find the relation between the weaknesses of the students at English language and the lack of using educational technology in teaching English language in the secondary schools of Khartoum State.

3- To try to look for the following up and in the availability of educational technology concerning the teaching of English teachers in the secondary schools at Khartoum State.

4- To try to find if there's any scientific effect facing the use of educational technology in teaching English language in high secondary schools in Khartoum State

5- To try to find for the extent of the years of the experience on the trends of the English teachers language towards the use of

educational technology in high secondary schools in Khartoum State.

- 6- To try to find out to what extent do the educational technology concerning teaching of English language and its availability in high secondary schools in Khartoum State.

1 – 6 Hypotheses of the study:

- 1- The trends of English teachers at the secondary stage in Khartoum State towards the teaching of technology are positive
- 2- The trends of English teachers at the secondary stage – Khartoum State towards the use of educational technology are positive connection.
- 3- There is a connection between the weakness of English language of the students at the secondary stage and the lack of attentions of using technology.
- 4- The Ministry of Education of Khartoum State, the inspectors of English language in localities, the principals follow up the use of technology to teach English language.
- 5- There are so many difficulties hindering the use of education technology in teaching English language at secondary stage of Khartoum State.
- 6- The gender factors and years of experience affect on the trends of teachers of English language towards the use of the education technology in teaching English language of Khartoum State.
- 7- The education technology of teaching English language are available in the secondary schools – Khartoum State.

1 – 7 The methodology of the study:

The researcher will follow the descriptive method which is suitable for this research because it aims to illustrate and clarify what should be done. He also finds it the most scientific method to treat the problem through rich and academic terminologies.

1 – 8 The Duration of the study:

2006 – 2007

1 - 9 The place of the study:

The secondary schools of the government education offices in the seven provinces of Khartoum State.

1 – 10 Terminologies of the study:

- 1- The psychological trend is a group of ways of acceptance or rejection against specific psychological controversial issue.
- 1- English language teachers are the male and female English teachers who teach English language in the secondary schools of Khartoum State (2000-2001)
- 2- English language is a group of definitions and various issues that are included in the curriculum of English language for the secondary stage.
- 3- Educational technology are complicated compounds which include individuals, behaviors, opinions, instruments and institutes that analyze the problems of education and find the solution .
- 4- Educational technology in this study are all the media, media and technical instruments that are available to be used in teaching English language at the secondary stage.
- 5- The secondary stage is the stage that follows the basic stage. It is three years.
- 6- Khartoum State includes seven provinces. Omdurman, Umbadda, Karari, Khartoum, Jabel Awlia, Bahri and Sharg Elnil.

Chapter Two

Theoretical Framework and Previous studies

2 – 1 the Concept of the Educational Technology

The educational media passed through many definitions which were linked to the development of different educational theories, as well as, the following ways and styles of teaching, on different stages. The naming of the media was connected with the feelings, where they were classified as hearing media and visual media and hearing visual media. Furthermore, they were called aid media, clarifying media and the educational media, the educational communication media and finally educational technology. This definition is considered to be the most modern name attained by the education scholars in this era, where the concern on it has been transferred from the educational media, from apparatuses and materials, to the subsistence of the educational process, and to that which must be realized from the behavioral objectives, under the integrated system which was linked with educational psychology, and the concentration of the student's tendency, motives and trends.

Bashir Abdul Karim Al Kalob, defines the educational technology as the suitable technological materials and tools, for educational positions which used by both the teacher and students, with the experience and skill to improve the education and learning process.(Bashir Abdul Karim Al Kalob, 1993, pp221)

Abdallah Omar Al Fara defines the educational technology as methodological process in generalizing education and learning process, its implementation and evaluation in the light of specific objectives established basically, on the researches in educating the human being and

invest all human and non-human accessible sources for making ideal learning.(Al Fara, Abdala Omer, 1992, pp127)

The researcher considered the term "educational technology", through his presentation to the moralities of this study regarding that the word technology media the practical generalization of using the media in serving its educational purposes in a way that lightens the most recalling and stimulation degrees.

2 – 2 The Importance of the Educational Technology

The educational technology got the concern of the education people particularly the specialists in this field. This attention has increased on the effect of the fast technological development, which included the educational equipment and material. Indeed that the importance of the educational technology does not be found in the technology itself, but in what can be able to realize of objectives through its application in the education and learning process.

Mohammed Mahmoud Al Hila refers to the importance of the educational technology in the following points;

1. It assists in communicating the information, attitudes, trends and skills.
2. It assists in upgrading the efficiency and readiness of the teacher.
3. It changes the role of the teacher from carrier of information and the student as the recipient, to the role of the planner, executing and evaluator of learning
4. It attracts the attention of the learner to the learning process which may increase his momentum to practice and doing educational activities to solve the problems.
5. It assists in prinsing information live and with clear image.(Al Hila, Mohamed mahmoud,2000, pp79-80)

2-3 Conferences Held in Sudan Indicating the Importance of Educational Technology:

1. The Institute of Education, Al ATRWA UNICEF/UNISCO, and the section of Educational Technology in the Education Rehabilitation – Khartoum

This conference was held on 20 – 28 May, 1975 in collaboration of the expert of Al Atrwa and the Head of the Education TV (Khalil Al Bihimis) where they agree with the Institute of Educational Rehabilitation, Khartoum, on changing the sections name from Hearing and Visual Media to Technology Education. This section supports the programmers of training and rehabilitation of teachers in service. This change expresses the deep denotation in the new conception of the role which can be done by this section in the effective participation in developing the teaching process. This conference has referred to the necessity of appointing all the potentials of knowledge, science and modern technology in developing the education and learning process and making use of it in raising the level of the professional performance level of the teachers.

(AL ARWA, UNICEF/UNISCO, 1975,p12)

2. The Conference of the National Television Corporation in collaboration with the Directorate of Educational and Factions Programmers.

This Conference was held on November, 1992, at Al Sharqa Hall, Khartoum, under the motto "Towards Educational Transitional and Creative Television, a matter which emphasize the importance of the role of the television in upgrading the levels of the education and learning process, as well as making use of it in the Sudanese schools, particularly the basic stage.

The recommendations of that Conference included the following:

1. Providing production media and movement, with high priority to the media used for clarification, from the stage of transference from the stage of the blackboard to the stage of transmitting the image by the TV to the Video, as a stage of developing the use of clarification media, instead of the blackboard.
2. Forming task group to produce schools' period programmers for all of its educational stages.¹

To sum up, the researcher thinks that, holding these conferences represents an evidence for the importance of using the educational technology in the field of education; and it is a signal for the response of the Ministry of Education to the development which included different countries in the domain of education in making use of the technological subjection, in the field of education to upgrade the level of education and the level of students' learning, as well as the teachers' professional performance.

2 – 4 Brief history of the English language:

English is a member of Indo-European family of language. This broad family includes most of the European languages spoken today. The Indo-European family includes several major branches:

- a. Latin and the modern Romance languages.
- b. The Germanic languages.
- c. The Slavic languages.
- d. The Celtic languages and Greek.

The influence of the original Indo-European language designated herto Indo-European, can be seen today even though no written record of

its exists. The word father for example is vater in German, pater in Latin and piter in Sanskrit. These words are all cognates, similar words in different languages share the same root.

Of these branches of the Indo-European family, two are, for our purposes of studying the development of English, of paramount importance, the Germanic and the Romance (called that because the Romance language derive from Latin, the language of ancient Rome, not because of any bodice – ripping literary genre. English is in the Germanic group of languages. This group began as a common language in the Elbe river region about 3.000 years ago. Around the second century BC, this common Germanic language split into three distinct sub-groups:

- a. East Germanic was spoken by people who migrated back to Southern Eastern Europe. No East Germanic language is spoken today, and the only written East Germanic language that survives is Gothic.
- b. North Germanic involved into modern Scandinavian languages of Swedish, Danish, Norwegian and Icelandic (but not finish), which is related to Estonian and is not an Indo-European language.
- c. West Germanic is the ancestor of modern german Dutch, Flemish, Frisian, and English.

The majority of the words in modern English come from foreign not Old English roots. In fact only about one sixth of the known Old English words have descendants surviving today. But this is deceptive. Old English is much more important than these statistics would indicate. About half of the most commonly used words no modern English have Old English roots. Words like be, water and strong for example, derive from Old English roots.

Old English, whose best known surviving example is the poem *Beowulf* lasted until about 1100. This last date is rather arbitrary, but most scholars choose it because it is shortly after the most important event in the development of the English language.

Latin had been only a minor influence on the English language, mainly through vestiges of the Roman occupation and from the conversion of Britain to Christianity in the seventh century, but now there was a wholesale infusion of Romance words.

Sometimes French words replaced Old English words, *crime* replaced *fiven* and *uncle* replaced *eam*. Other times French and Old English components combined to form a new word, as the French *gentle* and the Germanic *man* formed *gentleman*. Other times, two different words with roughly the same meaning survive into modern English. Thus we have the Germanic *doom* and the French *judgment* or *wish* and *desire*. It is to compare various revisions of a familiar text to see the differences between Old, Middle and Modern English.

2 – 4– 1 Late Modern English:

The principal distinction between early and late – Modern English is vocabulary. Pronunciation, grammar and spelling are largely the same, but late – Modern English has many more words. These words are the results of two historical factors. The first is the Industrial Revolution and the rise of the technological society. These necessitate new words for things and ideas that had not previously existed. The second was the British Empire. At its height, Britain ruled one quarter of the Earth's surface, and English adopted many foreign words and made them its own. The industrial and scientific revolutions created a need for neologisms to describe the new creations and discoveries. For this, English relied heavily on Latin and Greek. Words like *oxygen*, *protein*, *nuclear* and *vaccine* did not exist in the classical languages, but they were created

from Latin and Greek roots. Such neologisms were not exclusively created from classical roots though; English roots were used for such terms as *horsepower*, *airplane* and *typewriter*. This burst of neologisms continues today. Perhaps most visible in the field of electronics and computers *byte*, *cyber*, *bios*, *hard*, *drive* and *microchip* are good examples.

Also, the rise of British Empire and the growth of global trade served not only to introduce English to the world, but to introduce words into English. Hindi and the other languages of the Indian sub continent provided many words such as *pundit*, *shampoo*, *pajama*, and *juggemout*. Virtually, every language on Earth has contributed to the development of English. From French (*sauna*) and Japanese (*tycoon*) to the vast contributions of French and Latin. The British Empire was a maritime empire, and the influence of nautical terms on the English language has been great. Words and phrases like *three sheets to the wind* and *scuttle butt* have their origins on boards ship.

Finally, the 20th. Century saw two world wars and the military influence on the language during the latter half this century has been great. Before the Great War, military service for English. Speaking persons was rare; both Britain and the United States maintained small volunteer militaries. Military slang existed, but with the exception of nautical terms, rarely influenced Standard English. During the mid twentieth century, however, virtually all British and American men served in the military. Military slang entered the language like never before. *Blockbuster*, *nosedive camouflage*, *radar*, *spearhead* and *landing strip* are all military terms that made their way into Standard English.

2 – 4 – 2 American English:

Also significant beginning around 1600 AD was the English colonization of North America and the subsequent creation of a distinct American dialect. Some pronunciations and usages "froze" when they reached the American shore. In certain respects, American English is closer to the English of Shakespeare than modern British English is. Some Americanisms that the British decry are actually originally British expressions that were preserved in the colonies which lost at home. E.g. *fall* as a synonym for autumn, *trash* for rubbish, *frame up* which was reintroduced to Britain through Hollywood gangster movies and *loon* as a verb instead of lend.

The American dialect also served as the route of introduction for many Native American words into the English language. Most often these were place names as *Mississippi*, *Roanoke* and *lawa*. Indian – sound names as *Idaho* were sometimes created that had no Native-American roots, but names for other things besides places were also common. *Raccoon*, *tomato*, *canoe*, *barbecue*, *savanna* and *hickory* have Native-American roots, although in many cases the original Indian words were mangled almost beyond recognition.

Spanish has also been great influence on American English. *Aramidillo*, *mustang*, *cangon*, *ranch*, *stampede* and *vigilante* are all examples of Spanish words that made their way into English through the settlement of the American West.

2 – 4 – 3 The history of the English language a cultural subject:

it was observed that remarkable twelfth – century chronicler, Henry of Huntington, that an interest in his past was one of the distinguishing characteristics of man as compared with the animals. And in these days when the cultivated man or woman on conscious of deficiencies in his education without some knowledge of economics,

medieval history, recent advances in the basic natural sciences, so also he may discover a desire to know something of the nature and development of his mother tongue. The medium by which he communicates his thought and feelings to his fellow men, the tool with which he conducts his business on the government of millions of people, the vehicle by which have been transmitted to him the science, the philosophy, the poetry of the race is surely worthy of study. It is not to expect that everyone should be a apologist or should master the technicalities of linguistic science. But it is reasonable to assume that the liberally educated man should know something of the structure of his language. Its position in the world and its relation to the other tongues, the wealth of its vocabulary together with the sources from which that vocabulary has been and is being enriched and in general the great political, social and cultural influences which have combined to make his language what it is. The purpose of the present book, then is to treat the history of the English language not only as being of interest to the special student but as a cultural subject within the view of all educated people, while including enough references to technical matters to make clear the scientific principles involved in linguistic evolution.

2 – 4 – 4 Influences at work on language:

The English language today reflects many centuries of development. The political and social events that have in the course of English History.

2 – 4 – 5 The importance of English language:

So intimate is the relation between a language and the people who speak it that the two can scarcely be thought of a part. A language lives only so long as are people who speak it and use it as their native tongue, and its greatness is only that given to it by these people. A language is important because the people who speak it are important – politically,

economically, commercially, socially, and culturally. English, French, and German are important languages because they are the languages of important peoples; for this reason they are widely studied outside of their use. But Romanian and Serbian and Malay are seldom learned by any save the native populations.

Sometimes the cultural importance of an ethnic group or nation has at some former time been so great that their language remains important among cultivated people long after it has represented political, commercial or other greatness. Greek, for example, is studied in its classical form because of the great civilization which its literature preserves the most complete record of; but in its modern form as spoken in Greece today the Greek language is largely neglected by the outside world.

The importance of English language is naturally very great. Spoken by more than 340 million people as a first language in the United Kingdom, United States and the former British Empire, it is the largest language accidentally. English, however, is not the largest language in the world. Western estimates of the population of China would indicate that Chinese is spoken by more than 880 million people in China alone. But the numerical ascendancy of English among European languages can be seen by a few comparative figures. Spanish, next in size to English, is spoken by about 210 million people, Russian by 200 million, Portuguese by 115 million, German by 105 million, French by 80 million native speakers (and a large number of second language speakers), Italian by 62 million. Thus at the present time English has the advantage in numbers over all other western languages. But the importance of a language is not just a matter of numbers or territory; as we have said, it depends also on the importance of the people who speak it. The importance of the language is inevitably associated in the mind of the world with the political role played by the nations using it and with their influence in

international affairs; with the extent of their business enterprise and the international scope of their commerce; with the condition of life under which the great mass of their people live; and with the part played by them in art and literature and music, in science and invention, in exploration and discovery in short, with their contribution to the material and spiritual progress of the world. English is the mother tongue of nations whose combined political influence, economic soundness, commercial activity, social well-being and scientific and cultural contributions to civilization give impressive support to its numerical precedence.

Finally there is the practical fact that a language may be important as a lingua franca in a country or region whose diverse populations would otherwise be unable to communicate. This is especially true in the former colonies of England and France where the colonial languages have remained indispensable even after independence and often in spite of outright hostility to the political and cultural values which the European language represents.

2 – 4 – 6 the future of the English language:

The extent and importance of the English language today make it reasonable to ask whether we can not speculate as to the probable position it will occupy in the future. It is admittedly hazardous to predict the future of nations; the changes during the present century in the politics and population of the developing countries have confounded predictions of fifty years ago. Since growth in language is primarily a matter of population, the most important question to ask is which populations of the world will increase most rapidly. Growth of population is determined mainly by the difference between the birth rate the death rate. Although the international migration has been an important factor in the past, demographic projections based on trends of recent years indicate

that migration will make only a minor difference in the distribution of a population during the next century. The single most important fact about current trends is that the less developed countries of the world – in Africa – Asia – and Latin America have experienced a precipitous drop in mortality during the twentieth century without a corresponding drop in the birth rate. As a result, the population of these areas is younger and growing faster than the population of the developed countries in Europe and North America(Peter Hubbard, 1993,p189).

The effect of the economic development upon the growth of population is especially clear in Asia, where the Soviet Union and Japan are growing at rates only slightly higher than that of Europe, while South Asia is growing at a rate more than twice as high. By one authoritative projection, India, Pakistan and other countries of South Asia will account for 43% of the increase in world population between the mid 1970's and the end of the century. China is growing at a moderate rate between that of Europe and South Asia. But with a population presently in excess of 880 million, the absolute increase will be very high. The one demographic fact which can be stated with certainty is that the proportion of the world's population in the economically developed countries will shrink during the next century in comparison with the population in the presently developing countries. From majority of slightly more than two to one, the populations of the developing countries will increase their majority to perhaps three and a half to one by the year 200. since most of the native speakers of English live in the developed countries, it can be expected that this group will account for a progressively smaller proportion of the world's population.

In the future of a language were merely a matter of the number who use it as a first language, English would appear to be entering a period of decline after four centuries of unprecedented expansion. What

makes this prospect unlikely is the fact that English is widely used as a second language throughout the world. Estimates of the number of the speakers with varying degrees of proficiency range between 50 million and 300 million.

As a matter of fact we can say that the technology of learning is mainly connected with.

- 1- Human – being resources.
- 2- Teaching and technology.
- 3- Materials as a whole printed.

2 – 5 Problems facing teaching English language:

2 – 5 - 1 Mother tongue interference:

although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively most older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary. There are so many examples of sentences produced by our students containing grammatical or lexical errors which I believe to be due to mother – tongue interference I would be quite acceptable if translated into a number of other language. And the child who produced (she who is sitting on my chair) was clearly translating from his own language. If we transposed its syntax into English we should have "she + in my chair + sitting is". Note that this does not account for the omission of the auxiliary form "is" which has already been touched upon a zero choice. We are not suggesting that all choices deliberated. The auxiliary may well be omitted because the learner does not hear it clearly in the new language in its contracted form e.g. "I've finished" is heard as "I finished".

2 – 5 - 2 Overgeneralization:

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner process new language data in his mind and produces rules for its production, based on the evidence where the data are inadequate or the evidence only partial.

2 – 5 – 3 Errors encouraged by teaching material or method:

Having related mentalism to overgeneralization we can relate behaviorism to those errors to be induced by the teaching process itself. Those who support the behaviorist theory, at least in its more extreme form, would deny that errors have any positive contribution to make to the learning of any skill, such as language. To them, error is evidence of failure of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error. It is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for us to bear in mind the possibility of some of our student's errors being due to our own teaching. Unfortunately, these errors are much more difficult to classify and pit (order. Cop. Cit.) admits this. It is however, not easy to identify such errors except in conjunction with a close study of the materials and teaching technology to which the learner has been exposed. This is probably why so little is known about them.

2 – 5 - 4 The teacher's attitude to error:

The teacher's attitude to error is of crucial importance. Nothing will undermine a learner's confidence as much as a series of derogatory comments on his language performance. Insensitive correction during oral work can be particularly damaging because it encourages a with

drawed attitude in the learner; harsh written comments have an unpleasant permanence in exercise books and discourage revision. Nevertheless, the teacher must have a positive attitude to error and be prepared to do something about it. As with causes of errors there is a link here between attitude and underlying theory.(Richard J. C.,2001)

2-5-4-1 The behaviorist attitude:

We have already made the point that behaviorist view errors as a symptom of ineffective teaching or as evidence of failure. They also view it as being due very largely to mother – tongue interference that the teacher (which here must include course designer) has failed to predict and allow for. When errors do occur, they are to be remedied by a bombardment of correct forms. This bombardment is achieved by the use intensive drilling or over – teaching.

2-5-4-2 The mentalist attitude:

When dealing with errors arising from overgeneralization we suggested that the learner process the new data in his mind and comes up with a succession of rules that produce new patterns in the target language. The learner is constantly attempting to solve problems and make sense of the linguistic evidence around him.

Consequently, error inevitable; it is. In fact an integral part of the learning process and developing competence. Students will produce errors because their hypotheses about the new language are wrong or incomplete. Errors are not, therefore, to be regarded as signs of failure, but as evidence that the student is working his way towards the correct rules. Nor are errors harmful to the learning process, as the behaviorists suggest. On the contrary, students learn by making errors and having them corrected.

This attitude to errors removes much of the over anxiety caused by the behaviorist instance on eliminating them from the classroom al

together. At sometimes, it allows teachers to adjust the level of difficulty according to their students progress, motivation and so on.

An effortless class is going to cause boredom: a sense of challenge must be included, as in any teaching task, but if the task is made challenging, errors, mistakes will be made.

The language teacher must be connected about what is going on in the learner's mind and must be prepared to discuss language problems. He must be prepared to help his students to sort things out for themselves, and should be too hasty in rejecting a controlled amount of grammatical terminology and mother tongue explanation. Grammatical explanation along, however, is most unlikely to be effective; it is better used a pack up device or extra strategy at the revision stage.

2-5-5 An eclectic approach:

As with other aspects of Teaching English as Foreign Language TEFL, methodology is the most commonly used in remedial work. Structural drills can be useful in attempting to eradicate error, but remember that the learner is doing his best to sort things out for himself and requires intellectual, as well as mechanical help.

2 -5-6 Remedial strategies:

In spite of this particular heading, there are no exclusive strategies for the correction of error that do not exist elsewhere. In other words, there is no separate methodology for getting things right. The avoidance of excessive error will inevitably be one of the chief aims in any lesson or teaching programme. There is nothing more certain to produce error than an exercise where students are required to write sentences with newly introduced words. However, that has already been discussed under useful classroom technology will go on along way towards minimizing the possibility of error, and will do so without depriving students of a sense of challenge. After all, we could devise a series of substitutions tables that

become progressively more complex but fail to give their users very much more than a mere promise of freedom. (we might be finish with a rather rigid programmed learning course).

Having admitted that a certain amount of error is as useful as it is inevitable, we must return to the problem of what teachers can do about those errors that persist and, in so doing, become an obstacle to learning (Hywell Jones, 1992,p215).

2-5-6-1 Errors of syntax:

There are four basic structures in the English clause or simple sentence, and they can be illustrated as, subject, verb, object or complement and adverbial of time. If the four structures are color – coded it is not necessary to use any grammatical terminology at all. Learners can manipulate colored cards to practice getting the structures, or sentence parts, into the right sequence. Intermediate errors will not be recorded and the physical handing of the structures, will be an additional advantage. Note we are making use here of a very simplified model of systemic grammar.

2-5-6-2 Other errors in oral practice:

When a learner makes an error in oral work she/he has an audience. Some members of that audience will not recognize it as an error, but others will and will show an interest in the teacher's reaction.

2-5-6-3 Errors in written work:

The students used audience here is just the teacher. Ideally, the teacher will check written work with the writer, but this gets increasingly difficult as the later progress beyond the elementary stage. It is very doubtful whether written corrections have much effect unless the writer is extremely well motivated. There is of course, more than one way of indicating errors in written work.

2 – 6 learning strategies:

Learning a foreign language is of course, different from learning one's mother tongue. The learner is more mature, has already acquired a language and has probably developed strategies for learning in general. Present research on adults learning a second language as immigrants seems to indicate they employ a combination of instinctive language. Learning capacity similar to that possessed by the child learning its mother tongue, and learning strategies more similar to those used for solving problems.

Human problem – solving ability seems to consist of the capacity to make theories or generalization and then put these to the test. If the theory does not appear to work, we go back and start again. To what extent can this cognitive process be applied to the learning of the language? Is this model of language learning superior to the behaviorist stimulus response model?

There are no clear – cut answers to these questions. This will become clear if we examine three different areas of language. The three types of language items:

2 – 6 - 1 Phonological Item:

The sounds of the language may be best learned by a simple process of repetition and reinforcement. Certainly this is the attitude adopted by most teachers. It is of course, possible that students develop their own personal strategies for remembering sounds of sound patterns, but it is unlikely that the teacher will suggest these for them.

2 – 6 - 2 Lexical Items:

Can be learnt by frequent repetition and exposure, but there is also a strong possibility that the student will adopt memorization strategies when learning these. Teachers can aid this process by teaching new vocabulary in relation to a particular topic. Students are more likely to

remember seven lexical items which are all thematically related (e.g. items of furniture, adjectives for describing people, mood, etc.) rather than seven items which are not related in any way.

When learning structural items, there is much stronger evidence that students are adopting hypotheses, although this often appears to happen unconsciously: if you the student to explain the rule, he is often unable to do so. One simple hypothesis adopted at some stage may be that the structure is exactly parallel to that in the L_1 . The result is L_1 interference. However, the student's hypotheses may not have any connection with L_1 ; they may be based on the student's experience of structures previously taught in the L_2 . Let's look at an example of this process:

Structure 1: It's a car.

Structure 2: It's a blue car

Student's response to question: what color it is? It is blue.

2 – 7 Competence and performance:

It is worth remembering that the behaviorist regarded language learning as the acquisitions of skills, comparable to the process of learning to do something practical, like driving a car. The complex skill was broken into a series of habits, which were drilled until they became automatic and unthinking. The habits were taught in a series of small steps, so as to avoid errors. The mentalist would say that a speaker of a language knows his language; the behaviorist that he is able to perform in it. This distinction between knowledge and performance is a crucial one for teachers of foreign language. Not only does it reflect the characteristic difference between the behaviorist and mentalist principles, we must still consider the role of performance alongside that of knowledge in the teaching process.

Noam Chomsky, the distinguished American linguist, pointed out that native speakers make many errors when speaking (when performing) even though a native speaker has, by definition, a perfect command of his language, perfect knowledge of grammatical rules, lexis and the sound system. The native speaker's perfect knowledge Chomsky called "competence" and he therefore made a distinction between "competence" and "performance". Competence knows what is grammatically correct; performance is what actually occurs in practice. Chomsky regarded performance as a faulty representation of competence, caused by psychological restrictions, such as memory lapses and limitations, changes of direction half way through a sentence, hesitation and so on. To see this distinction in action, let us look at a transcript of an English speaker "performing".

2 – 8 Methods and strategies of teaching English:

In this section we will take a brief look at four methods of language teaching which have been used at various times in this century. Although we shall present these in a sequence which corresponds roughly to their historical development, it should not be assumed that each method in turn was totally abandoned in favor of its successor. The situation is more complex than that. To begin with, it is certainly true that all four methods have survived intact and are still being used by some teachers somewhere in the world. Moreover, the methods themselves have been modified by teachers and text book writers, which still remaining recognizably the same basic method. Then there have been considerable borrowing versions have resulted. As we shall see ultimately the idea of adopting a method and sticking to it or abandoning it is unsatisfactory.

The very idea of a method is becoming unfashionable. However, the four following methods are archetypes – classic. Examples and offer a

clear picture of the way language teaching has developed in the present's century.

2 – 8– 1 the grammar translation method:

This way only called a "method" by later methodologists who were pointing out its weakness. For a long time, it was uncritically assumed this was the only way languages should be taught.

The method consisted of giving the students some grammatical rules and paradigms. Paradigms are list of forms arranged according to a grammatical pattern.

Simple present indicative active tens of the verb "to go"

| | Singular | Plural |
|--------------------------|--------------------|---------------|
| 1 st . person | I go | We go |
| 2 nd . Person | You go | You go |
| 3 rd . person | He She go It | They go |

Students were also given lists of vocabulary (lexical items) together with their translation equivalents in the mother tongue (L₁) and they are given grammatical rules such as.

First the students had to memorize all these 'facts' about the language and they were often tested on their knowledge by being asked to recite the paradigms or give the translation of words, or they were asked to pare words.

In retrospect, there were many serious disadvantages to the grammar – translation method. Here are some obvious ones:

- 1- The grammatical analysis was very neat and satisfactory for the grammarian who had devised it, but it often made facts about the language very confusing to the student.

- 2- The method put a tremendous strain on students' memories.
- 3- Word – to – word translation was often unsatisfactory.
- 4- The students had to learn a lot of grammatical terms (noun, tense, etc...)

In fact, they had to learn a new language for talking about language (Brumfit Johns, 2001, p165)

2 – 8 – 2 The direct method:

Some times called the oral method or the natural method. It has often been pointed out that the direct method was developed as a reaction to the grammar – translation method. This is true, but in fact people have been learning languages by this method at least as early as Roman times, when young men were provided with Greek tutors to teach them Greek, the cultural language of Europe in those days and an essential part of one's education. The simple idea behind the direct method was that we learn languages by hearing them spoken and engaging in conversation: reading and writing can be developed later.

Practitioners of this method immersed their students in a flow of examples of the spoken language, while actively demonstrating the meaning of what they were saying, if possible suiting their actions to the words. At the same time they would encourage the students to speak (cue them) often by asking questions.

2 – 8 – 3 The audio – lingual method:

It could be said that this method consists entirely of drilling in one form or another.

Audio – lingual media listening & speaking. The method consists of presenting an oral model to the student, on tape or in the teacher's voice and carrying out a series of pattern drills based on the model. The following principles were applied:

- 1- Students should first listen; then speak, then read and finally write the language. (In extreme forms of this method, students had to listen for many hours before they were allowed to speak).
- 2- The grammar should be presented in the form of model patterns or dialogues. Drilling consisted of forming new utterances on the basis of the original pattern. This was called "analogous" pattern drilling. That is, the student formed the new utterances by analogy.
- 3- Drilling should show the stimulus–response-reinforcement scheme. Students should always be rewarded when they responded correctly, by seeing that they had got the answer right.
- 4- Student should proceed by very easy step, starting with simple repetition and going on to simple drills, then more complex drills and so on. Ideally, the possibility of a student making an error should be avoided altogether, because positive reinforcement (rewarded) was considered more effective than negative reinforcement (punishment). This principle was called "error prevention".
- 5- By repeating the stages of stimulus – response – reinforcement, students will develop correct language habits. Once a habit had been formed, a student could produce examples of the pattern effortlessly and without thinking about how to do so. The student was then regarded as being fluent in that pattern.

2 – 9 Technology, methods and approaches:

We have also introduced a variety of technology for presenting and practicing structural items. It is worthwhile discussing briefly the difference between three words which are often used when talking about TEFL technology, methods and approaches.

When we used the word approach we mean that an idea or theory is being applied, that whatever the teacher does, certain theoretical

principles are always born in mind. When we talk about the technique we mean the procedure used in the class – room. Finally, a method is a set of procedures or a collection of technology used in a systematic way which is hoped will result in efficient learning.

A technique then is the narrowest term, meaning on single procedure. A method will consist of a number of technology probably arranged in a specific order. The word approach is much more general and has the implication that ever method or technology the teacher uses, he does not feel bound by these, but only by the theory in which he believes. If he can find new and better methods or technology which will fit in with his approach, then he will adopt these.

A final word of warning approach is used formally in the sense we have described. The behaviorist has been introduced; later he will introduce the mentalist approach and the communicative approach. However, approach is used informally to mean something closer to method. We might say for example, that a teacher should vary his approach when teaching different types of class. This does not mean that the teacher should change his theoretical beliefs for each type of class. Some technology have developed independently, but many of the important ones have arisen from particular methods.

2 – 9 – 1 An eclectic approach:

Probably most teachers of TEFL nowadays; if asked what method they use, would reply that their approach is "eclectic". By this they mean that they do not follow any single method, but rather than that they use a selection of technology. For one thing, it is much more flexible and can easily be adapted to suit a wide variety of teaching situations. Perhaps its biggest advantage is that a teacher who approaches TEFL eclectically is less likely to become fixed in one single method and more likely to keep an eye open for new technology and approaches.

Although much research has been conducted on the effectiveness of different methods of teaching foreign languages, it is really very difficult to demonstrate scientifically what is or is not 'a good' method. The truth is that a lot seems to depend on factors such as the personal qualities of the teacher and his/her ability to get on well with his/her students, which are difficult things to measure. Because we have lacked solid scientific evidence, the teaching of foreign languages in general has been for long time the victim of the fashion. D. A. Wilkins writes in *Linguistic in Language Teaching. First Principles* (p. 208): viewed historically, language teaching had always been subject to change, but the process of change has not resulted from the steady accumulation of knowledge about the most effective ways of teaching language; it has been more product of changing fashion. In other words, though teachers have tended to keep from one method to another as each new fashion turns up; they do not seem to have become any wiser. If then we decided to stop looking for the one definitive and perfect method and concentrate instead on acquiring skills and technology, what should be our criterion for selecting these? Which should we adopt and which reject? The answer must be simply adopting those which are successful. If it works use it. There is, of course, still the problem of knowing.

What we mean by success every language teacher should begin by considering what the aims of his/her pupils are, both in the short and long run, and judge success by whether these are achieved. The question of the objectives will crop up again and again in this book; and it is one should never be far from our minds, whatever aspect of TEFL we are considering. We began this section by favoring an eclectic approach to TEFL and encouraging pursuit of successful technology rather than methods. A word of warning is appropriate at this stage. "Eclectic" is convenient term, but it is also vague. If we condemn blind chasing after

methods, we should also condemn the blind adoption of technology. It may turn out that an eclectic approach to TEFL is nothing more than a bundle of technology which a certain teacher has encountered by chance and adopted quite arbitrarily. It is important, therefore, that teachers should be aware of some of the theoretical principles which lie behind the major trends in foreign language teaching. Without this background knowledge, teachers will be merely practitioners of technology which has been passed second on second hand. Teachers owe it to their profession to go deeper into their subject than this.

Ultimately, they are the ones who know most about the practice of TEFL, and they are the ones who should contribute to progress in the field by developing a critical attitude to all approaches that appear on the horizon and deciding whether they are valid or not. The opinion of the teacher is invaluable, but only if it is informed opinion (Peter Foster, 2003, p330).

2 – 10 the Previous Studies

Researchers have conducted several educational studies in the field of implementation of the educational technology in the teaching process; some of those studies have been carried out in foreign countries and the other in the Arab world. Among the most important studies which have generally contributed generally in this field:

2 – 10 – 1 Sudanese Study:

(1) Adil Awad Mohamed Hussein, 199

-- Subject of the Study: Education Media, Usage, and its Role in the Development Educational Process:- Unpublished M.Ed. thesis, Omdurman Islamic University, Faculty of Education.

That study aimed at:

- 1- Investigating the problems, which face schools in the field of using educational media and the constraints that impeded its usage.
- 2- Recognizing the trends of the teachers concerning the educational mean
- 3- Developing the teaching ways of the curriculum methodology.
- 4- Reality of Educational media in an effective educational sector, on basic stage.
- 5- The researcher has used the experimental methodology.

This study has come out with the most important following results:

1. The need of more concern given by the competent bodies towards using educational media by the teachers.
2. The emphasis of the teachers on the impact of using educational media in making the teaching process a success.

Among other recommendations of the research came with formation of an executive permanent committee for the educational media, in the different centers of educational media.

(2) Al Fatih Malik Ahmed, 2000

- Title of the Study: The Impact of the Educational Technology in the Teaching Skills Development : M.Ed. Thesis (unpublished) Sudan University for Science and Technology – Faculty of Education.

The aim of the study was high lighting using of educational media, in the education process, which clarifying the difference between the educational media and technology of education using, in that concern the descriptive methodology.

Among the results of that study are:

Using audio and visual mean, will provide more opportunities in attaining teaching skills, through shortening the time duration in repeating and replicating for education positions.

One of the most important recommendations was, the work to minimize the cost of the management of the educational technology programme and the production integration of the educational media among the specialized centre.

(3) Layla Taj Al Sir Abdul Azim, 2000

- Subject: The Impact of the self-education in the learning of physics students, by using the educational package. M.Ed. (unpublished), University of Khartoum, Faculty of Education.

- The study aimed at:

1. Recognition of the effectiveness of the usage of self-education of the learning of physics students by using the educational package.
2. Designing educational package for physics.

The researcher has used the experimental methodology. And the most prominent results:

- Existence of difference in the system used in the education and the degree of learning for the group for which the package have been applied.

The most important recommendation of the study:

- Study of the education and technological return for using self educational mean and its relationship with economic cost compared with the traditional ways of teaching.

(4) Tariq Ahmed Gasim Al Seed, 2001

- Subject of the Study: The impact of using of the technology of sound recording on the academic learning pupils of Grade Nine of the basic education, M.Ed. thesis (unpublished) - University of Yemen, Faculty of Languages, Arts and Education.

The objective of the study:

1. Identification of the impact made by the technology of sound recording on the academic learning for pupils of Grade Nine of the basic education (Grade One in secondary school).
2. The possibility of setting up a model of how can you design a accompanying lesson, through usage of the technology of sound recording (the recorder).In this respect, the researcher used the experimental methodology.

The main results of that study was:

- 1-Usage of sound recording, lead to positive results in the student tendency to learn the details of the curriculum.
- 2-Save much time and effort which have being wasted in the traditional educational methods.

The study recommended that:

1. Providing equipment regarding this teaching system, for its effectiveness in realizing the education objectives.
2. The necessity of establishing laboratories of languages, at the secondary schools, and appointing technicians, to operate and maintain the educational sound recording sets.

(5) Aza Ali Gamil, 2002

- Title of the Study: The impact of using video in teaching maps material to, Grade One, Secondary stage, Omdurman Province, M.Ed. Thesis – Faculty of Education, University of Khartoum

-The study aimed at:

1. Identifying the problems, which face the teaching of maps reading material in the Sudanese secondary stage.
2. Introducing the educational technology in the curriculum, to cope with the fast technological development.

3. Benefiting from the experiences of other countries in using video and TV sets in the education and looking forward for the possibility of applying them, in the Sudanese environment.

She used the experimental methodology in designing the educational programmes.

The sample of the research comprises the female students of the Grade One of Ahmed Al Bashir Al Abdadi and Omdurman Model Secondary Schools.

The most important results of the study were:

1. There were differences in the performance, accounted for the benefit of the group that being taught with the video.
2. The application of the educational programmes with the video tape, led to the increase of the academic learning of the experimental group. That media, using this technology would assist in achieving the desired educational and behavioral objectives.

The most important recommendations on training of the teachers of geography at the secondary schools concerning how to analyze down the educational content to smaller units, where technological mediators can be used effectively.

1. Giving more attention to the capability of self-learning, to address what can be described as knowledge accumulation and swift transference.

(6) Ibtisam Yousuf Al Abdi, 2004

- The subject of the study: Using education media in teaching biology, Faculty of Education, UNIVERSITY OF KHARTOUM., Reality, Problems and Solutions. M.Ed. Thesis – Faculty of Education – UNIVERSITY OF KHARTOUM

The objectives of the study were represented in:

1. The study of the current situation from the reality of using the educational media, teaching and learning biology.
2. The position of the teachers of UNIVERSITY OF KHARTOUM. – Faculty of Education towards using of educational media in biology.
3. Solution of problems which hinder the use of educational media in teaching biology in the Faculty of Education – UNIVERSITY OF KHARTOUM.
4. An attempt of developing of educational media from the local environment to be used in teaching biology in the mentioned college.

The researcher used descriptive analytical methodology and the most important results of this study were:

1. Non-availability of educational media in the Faculty of Educational, UNIVERSITY OF KHARTOUM., biology sections, and what was available was not sufficient for the subject
2. The buildings of the Faculty of Education were not suitable for using education media.
3. The teachers and students of the Faculty of Education, UNIVERSITY OF KHARTOUM. the impact of educational media used in teaching.
4. Several problems facing using educational media in teaching biology in the Faculty of Education, were arised in the mentioned university, most of which:
 1. The technicians were neither well qualified nor trained.
 2. No special budget for the biology section at the Faculty of Education was allocated to provide educational media.
 2. No specialized workshop at the section, was established for manufacturing and maintenance of the educational media.

The main recommendations were:

1. Re-qualifying and training of the biology's teachers and technicians in modern scientific ways, to play their assigned role in an efficient way.
2. Establishing workshop for maintaining the educational media at biology section.
3. Allocating special budget for every section so as to meet its needs.

(7) Abdal Moniem Hassan Babiker, 2005

- The title of the study: The Impact of the educational media, in the promotion of scientific thinking skills, in physics with reference to the student of secondary stage in Omdurman Province. Ph.D. thesis (published), Faculty of Education, UNIVERSITY OF KHARTOUM.

The objectives of the study were represented in:

1. Knowing of the conception of scientific thinking and its skills.
2. Experiencing investigations on the effectiveness of educational media, in promoting those skills with reference to, secondary stage in Sudan compared with the usage of the traditional method currently followed.

The researcher depended in data collection and analysis on the experimental methodology.

The most important results of the thesis were:

1. Using educational media in teaching the scientific subjects has proved its effectiveness in promotion of scientific thought skills, for the students of secondary stage in Sudan, compared with the use of the traditional method in the teaching.
2. Adopting no programmes based on using the contemporary educational media, in training the teachers of scientific subjects in the Sudanese secondary schools, were found to be of the most

important reasons, which led to deterioration in the type of the educational results.

(8) Gasm Al Seed Ahmed Gasm Al Seed, 2005.

- The title of the study: Using educational technology in the development of secondary stage educational technology in Sudan. Ph.D. thesis (published), Al Nielain University – Faculty of Education:

The objectives of the study were represented in:

1. Identification of the importance of the educational media in the improvement of the teaching curriculum level at the secondary stage.
2. Identification of the opinions of the teachers of the secondary stage on the introduction of the educational technology in developing the secondary stage curriculums and the extent of their contribution in using and manufacturing the descriptive method.

The researcher used the descriptive methodology and the most important results were:

1. No concern was given by the educators who were working in the education field, to use the educational media, particularly the computer, where the teacher was confined to use the black board.
2. The school was short of any type of media which can be used in the activation of the syllabus.

The researcher has recommended the following:

1. Establishing centers using the educational media at the localities and centers, and conducting surveys to identify the shortcomings.
2. Training of teachers on usage of educational media, and benefit from the privileges of the computer in developing the content.

2-10-2 Arab Studies:

(1) Gazi Khamis and Amir Ibrahim, 1989:

- The title of the research: The Impact of Electronic Calculator on the Academic Learning of the Students in Matrix Issue. Published Research., Faculty of Educational, University of Packagehdad.

The study aimed at identification of the impact of Electronic calculator in using academic learning in the matrix issue. in the University Second Level, Education College, Mathematics Section, Packagehdad, compared with the traditional method.

The two researchers used the experimental methodology and after adjusting the experimental variables the researcher reached the following results:

1. Existing difference of statistical significance in the academic learning of the individuals of the experimental group, compared with the academic learning of the individuals of the adjusting group for the interest of the first group.

The researchers recommended that for the importance of using the computer as assistant factor (Catalyst)in the education process, in the Faculty of Education, classifying it as a modern media of multi privileges.

(2) Gasim Hohamed Al Mubarak Al Silace, 1999

- The title of the study: The Reality of Educational Technology in Teaching the Social subjects in the primary stage from the point of views of the teachers and the Educational Directors, Riyadh, M.Ed. Thesis (unpublished), University of King Saud College of Education

The study aimed at:

1. Identifying of the importance of using educational technology in teaching the social subjects in the primary stage.

2. Identifying the extent of benefit from the technology and obstacles which impede that.

The researcher followed the survey style in data collection from the schools, as well as using the questionnaire form as a major tool.

The results of the study showed positive signs as far as the importance of the mean is concern.. The results indicated that there was development in the teachers of the primary stage in using the modern educational media and concentration on the traditional media.

The study recommended that, further studies in this domain should be carried out, yet, the importance of supporting the schools with special centers for these media.

2-10-3 Foreign Studies

(1) Weliver, 1968

This study had been conducted in Northern Carolina State in USA.

This study aimed at testing the effectiveness of using educational TV set in teaching physics sciences course for Grade Nine and comparing that with the traditional teaching system.

The sample of the study consisted of (24) class from several schools in Carolina State.

The experimental methodology was used with the (pre) and (pro) test. The two groups conducted a test in the high, medium and low in the two groups.

The results proved that the educational TV method was more effective than the traditional method.

Weliver, P.W. TV instruction and the attainment of objectives for Nine Grade in physical science course “Journal of Research in Science Technology 1968, 15 pp 81, 88)

(2) Anthony and Amdjoe:

Published Research –College of Engineering – University of Laborg,
United Kingdom

The study aimed at designing and appraising educational computer programme in mathematics, for the students of engineering college to deal with the problems which the first grade students suffer from.

The two researchers used the educational experimental methodology on the basis of dividing the curriculum into small units. The programme contains additional units, that review the basis of the mathematics branches.

The two researcher used the continuous appraisal for the academic learning of the students during unit studying to know the efficiency of the programme.

The two researchers reached the following results:

1. Studying by this programme, realized its academic purposes through covering the study needs effectively. This success was attributed to the privilege of using computer.
2. Success of the experiment depended on the strength of the idea in using computer as a source of information located, for solving problems of the students individual differences and shortening the time duration of the study.

Anthony Conformed Joe: “A Modern and Attractive Approach to Technology” Volume 32 Number 2

In the light of the results of the previous research literature, it is possible despite of the multitude of the researches

Chapter Three

Methodology & Procedures

3 – 1 Methodology of the study:

The suitable methodology for this study is the descriptive methodology.

3-1-1 Population of the study:

The intended population of this study was school teachers and directors of English Language at Khartoum State.

3-1-2 The Sample of the study:

Sample (1)

It includes 60 teachers of governmental secondary schools of English at Khartoum State, who participated in English Language. This sample represented 60 of the total number of Khartoum State teachers.

Sample (2)

Thirty Directors of English language of the governmental secondary schools at Khartoum State.

3-2 Tools of the study:

The data of this study have been derived from the respondents of the two samples to a questionnaire and an interview.

3-2-1 The Questionnaire:

The researcher has made up the questionnaire and consulted with his supervisor to change some topics according to his feedback. After that the questionnaire has been evaluated by the scholar specialized in education and curriculum development. According to their feedback, the researcher has changed by adding some topics and deleted some ones. This leads to the validity of the questionnaire. The reliability of the questionnaire has been calculated by a small sample of the questionnaire.

and by using SPSS we find Alfa Cronbach according to the equation

$$\alpha = \frac{k}{k - 1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

where S is standard deviation (Lyle. F. Bachman, 2004, pp64)

which reached 0.80 is higher percentage according to the educational opinions

Sixty copies of questionnaires were distributed to the teachers who have been teaching English language at Khartoum State.

3-2-2 The Interview:

Thirty copies were distributed to the directors who has been supervising English language at Khartoum State.

3 – 3 Procedure:

In the first tool "questionnaire" the researcher distributed the copies to the teachers of the English language at Khartoum State to fill out answer them with ample time to each one to refresh teachers' memory to help them answering the questions.

3-3-1 Interview Procedure:

In the second tool "Interview" the researcher has distributed (30) copies to the directors of English language to answer them in writing.

Technology of data analysis:

The data and information that were collected for this study were analyzed by using simple percentage.

3-3-2 Statistical Methods of the study:

The analysis of the Questionnaire form designed for the teacher's was conducted, after down loading the information which the researcher had collected through the questionnaire form. For more accuracy he formulated certain statistical tables to assist analyzing the opinions of the

subject's sample of the study. To accomplish that, the researcher used the following rules:

Arithmetical mean

$$\bar{x} = \frac{\sum_{i=1}^n f_i \cdot x_i}{\sum_{i=1}^n f_i}$$

where f_i is frequency and x_i the degree of the scale

- Standard deviation

$$s = \frac{\sqrt{(\sum f_i \cdot x_i^2 - (\frac{\sum f_i \cdot x_i}{\sum f_i})^2)}}{\sum f_i}$$

where f_i is frequency and x_i the degree of the scale

-

- Test of (T) average of one sample:

$$t = \frac{\bar{x} - \mu}{\frac{\sigma}{\sqrt{n}}}$$

Chapter Four

Analysis and discussion of the Results

4 – 1 Introduction

This chapter deals with the analysis and discussion of the data obtained from the questionnaire administrated to secondary school teachers of English and the interview administrated to the directors of English language in Khartoum State. The data have been analyzed and also the questionnaire and the interview. The results are tabulated and discussed.

Below there are a number of tables which show the analysis process through the main area that constitute the questionnaire form.

4-1-1 The first Issue: The significance of the educational technology in teaching English language at the secondary schools.

Table (1) shows the result of (T) test of the average of one sample, to identify the opinions of the sample on the issue.

| No | clause | Arth. Mean | S.D | calculated T value | D.F | T. value | interpretation at 0.05 | result |
|----|---|------------|-------|--------------------|-----|----------|------------------------|------------------------------|
| 1 | It improves performance in the educational process in the secondary schools | 4.74 | 0.741 | 13.90 | 34 | 0.000 | function | Agr. With a very high degree |
| 2 | It assists in communicating information through lovely way to the students | 4.66 | 0.591 | 16.58 | 34 | 0.000 | function | Agr. With a very high degree |
| 3 | It provides solution for class crowedness | 4.06 | 1.056 | 5.92 | 34 | 0.000 | function | Agr. With a high degree |

| No | clause | Arth. Mean | S.D | calculated T value | D.F | T. value | interpretation at 0.05 | result |
|----|--|------------|-------|--------------------|-----|----------|------------------------|------------------------------|
| 4 | It observes the individual differences among the students | 3.83 | 1.317 | 3.72 | 34 | 0.000 | function | Agr. With a high degree |
| 5 | It provides live expertise for the students | 4.54 | 0.852 | 10.71 | 34 | 0.000 | function | Agr. With a very high degree |
| 6 | It induces the concern of students and renews their activities, contributions and satisfy their desires in education | 4.83 | 0.568 | 19.04 | 34 | 0.000 | function | Agr. With a high degree |
| 7 | It contributes in reduction of failure rates of the students | 4.03 | 1.043 | 5.83 | 34 | 0.000 | function | Agr. With a high degree |
| 8 | It reduces the time used in transferring information, skills and expertise to the students | 4.71 | 0.458 | 22.12 | 34 | 0.000 | function | Agr. With a high degree |
| 9 | It assists in explaining the abstract terms by live media which enables visual images in he learners' brains. | 4.74 | 0.561 | 18.39 | 34 | 0.000 | function | Agr. With a very high degree |
| 10 | It assist in simplifying and explaining the information and thoughts | 4.69 | 0.530 | 18.82 | 34 | 0.000 | function | Agr. With a very high degree |
| 11 | It assists the students in performing the required skills with activity and desire | 4.46 | 0.886 | 9.73 | 34 | 0.000 | function | Agr. With a high degree |

This table indicate that the study sample of individuals, agreed with a very high degree, on all clauses of this issue, which proves the

significance of the educational technology in teaching in teaching English language at the secondary schools because it:

- 1- Improve performance in the educational process in the secondary schools.
- 2- Assist in communicating information through lovely style to the students.
- 3- Assist in providing live expertise to the students.
- 4- Stimulates actively the concerns and renew their activities and participation.
- 5- Minimizes the time used in transferring the information, skills and attractiveness of the students.
- 6- Assists in simplifying and explaining the information and thoughts.

4-1-2 The Second Issue: The role of the educational technology in the academic learning of English language at the secondary schools.

Table (2) explains the result of (T) test of the average of one sample, to identify the opinions of the sample on the issue.

| No | Clause | Arth. mean | S.D | calculated T value | DF | T. value | interpretation at 0.05 | result |
|----|---|------------|-------|--------------------|----|----------|------------------------|------------------------------|
| 1 | Enhancing the relationship between the teacher and the student,if it is used effectively and efficiently which may contribute in the increase of academic achievement | 4.66 | 0.684 | 14.34 | 34 | 0.000 | function | Agr. With a very high degree |
| 2 | The teacher keenness in communicating in English with students during displaying the educational mean will contribute in increasing their academic learning | 4.63 | 0.547 | 17.61 | 34 | 0.000 | function | Agr. With a high degree |

| | | | | | | | | |
|---|---|------|-------|-------|----|-------|----------|-------------------------|
| 3 | Training of the teachers of the English language on operating and maintaining the educational technology will increase in academic learning of the students. | 4.60 | 0.604 | 15.67 | 34 | 0.000 | function | Agr. With a high degree |
| 4 | It avails to the teacher and the student a chance to know the immediate results of his/her work through feedback which may contribute in the academic learning of the students. | 4.69 | 0.530 | 18.82 | 34 | 0.000 | function | Agr. With a high degree |

The table above shows that the study sample individuals agreed on all clauses of this issue with a very high degree which media that the educational technology have a very big role in the increase of the academic learning of the English language. This comes through:

- 1- Enhancing the relationship between the teacher and the student, if it is used effectively and efficiently which may contribute in the increase of the academic learning.**
- 2- The teacher keenness in communicating in English with students during displaying the educational mean will contribute in increasing their academic learning.**
- 3- Training of the teachers of the English language on operating and maintaining the educational technology will increase in academic learning of the students.**
- 4- It avails to the teacher and the student a chance to know the immediate results of his\her work through feedback which may contribute in the academic learning of the students.**

4-1-3 The Third Issue:

The characteristics and conditions of the educational technology used in English language teaching at the secondary schools.

Table (3) represents the result of (T) test of the average of one sample, to identify the opinions of the sample on the issue.

| No | Clause | Arth. mean | S.D | calculate d T value | DF | T. value | interpretati on at 0.05 | result |
|----|---|------------|-------|---------------------|----|----------|-------------------------|------------------------------|
| 1 | Of concern and attention for the students. | 4.69 | 0.867 | 11.50 | 34 | 0.000 | function | Agr. With a very high degree |
| 2 | In its preparation, designing and production psychological basis and general principles should be observed | 4.60 | 0.847 | 11.17 | 34 | 0.000 | function | Agr. With a high degree |
| 3 | It should be in connection with the syllabus and checking its objectives | 4.83 | 0.453 | 23.89 | 34 | 0.000 | function | Agr. With a high degree |
| 4 | Proportional with the time and effort required for its usage. | 4.51 | 0.658 | 13.60 | 34 | 0.000 | function | Agr. With a high degree |
| 5 | Proportional with the environment in which it is displayed from its tradition, and its industrial or natural resources. | 4.26 | 1.010 | 7.36 | 34 | 0.000 | function | Agr. With a high degree |
| 6 | It complies with the number of the students in the class | 4.57 | 0.655 | 14.20 | 34 | 0.000 | function | Agr. With a very high degree |
| 7 | Well designed and follows the sequence of thoughts, elements and transfer from one educational objective to | 4.69 | 0583 | 17.11 | 34 | 0.000 | function | Agr. With a very high degree |

| | | | | | | | | |
|----|--|------|-------|-------|----|-------|----------|------------------------------|
| | another. | | | | | | | |
| 8 | Within its design and production the right content from the aspects of academic, technical and structure should be observed. | 4.66 | 0.591 | 16.58 | 34 | 0.000 | function | Agr. With a very high degree |
| 9 | It must contain the elements of the motivation, attraction and stimulation of attention.. | 4.66 | 0.802 | 12.21 | 34 | 0.000 | function | Agr. With a very high degree |
| 10 | It must be creative and distant away as possible from the traditional production. | 4.57 | 0.655 | 14.20 | 34 | 0.000 | function | Agr. With a very high degree |
| 11 | It must be made from the raw materials found in the local environment to minimize the cost | 4.46 | 0.919 | 9.38 | 34 | 0.000 | function | Agr. With a high degree |

The table above confirms that the study sample individuals agreed on all clauses of this issue with a very high degree, where these individuals asserted that, these characteristics and conditions which the educational technology used must enjoy English language teaching:

- 1- It may be of concern and attention for the students.
- 2- It should be observed in its preparation, designing and production, the psychological basis and general principles in connection with the syllabus and checking its objectives. .
- 3- It should be proportional with the time and effort required for its usage.
- 4- It should be proportional with the environment in which it is displayed, in terms of its traditions and its industrial natural aspects.
- 5- It compiles with the number of the students in the class.
- 6- It should be well designed as for the sequence of thoughts, elements and transfer from one educational objective to another.

- 7- It should be observed within its design and production, the right content from the academic, technical and structural aspects.
- 8- It must contain the elements of the motivation, attraction and stimulation of attention.
- 9- It must be creative and distant away as possible from the traditional methods.
- 10- It must be made from the raw materials found in the local environment to minimize the cost.

4-1-4 The Fourth Issue: The role and contribution of the teacher in the academic learning of the students at the secondary schools using through the educational technology.

Table (4) introduces the result of (T) test of the average of one sample, to identify the opinions of the sample on the issue.

| No | clause | Arth. mean | S.D | calculated T value | DF | T. value | Interpretation at 0.05 | result |
|----|---|------------|-------|--------------------|----|----------|------------------------|------------------------------|
| 1 | English language teacher using educational technology shall contribute in the increase of the academic learning of the students | 4.54 | 0.741 | 12.31 | 34 | 0.000 | Function | Agr. With a very high degree |
| 2 | English language teacher keenness in monthly tests upgrade the academic learning levels. | 4.54 | 0.701 | 13.02 | 34 | 0.000 | Function | Agr. With a very high degree |
| 3 | Understanding of the English language teacher may assist in the performance of the students. | 4.66 | 0.684 | 14.34 | 34 | 0.000 | Function | Agr. With a very high degree |
| 4 | The teaching burden weigh may affect directly on the performance of the teacher and hence on the academic learning level of the students. | 4.63 | 0.770 | 12.50 | 34 | 0.000 | Function | Agr. With a very high degree |

The table above confirms that the study sample individuals agreed on all clauses of this issue with a very high degree, which media that the role and contribution of the teacher in the students' academic learning of English language at the secondary schools through using educational technology, this role represented in:

- 1- English language teacher using educational technology shall contribute in the increase of the academic learning of the students.
- 2- English language teacher keenness in monthly test upgrades the academic learning levels of the students.
- 3- The accurate follow up and correction of the English language teacher may rise in the performance of the students.
- 4- Love of the teacher of English language may improve the performance of the students.
- 5- The teaching heavy burden may affect directly on the performance of the teacher and hence the academic learning level of the students.

4-1-5 The Fifth Issue: The difficulties and problems which face the teachers of the English language at the secondary schools in Khartoum State by using educational technology in teaching the material.

Table (5) expresses the result of (T) test of the average of one sample, to identify the opinions of the sample on the issue.

| No | clause | Arth. mean | S.D | calculate T. value | DF | S. value | interpretation at 0.05 | result |
|----|---|------------|-------|--------------------|----|----------|------------------------|-----------------------|
| 1 | Discouragement of the school management to the teachers of the English language in using educational technology | 4.20 | 1.079 | 6.57 | 34 | 0.000 | function | Agr. With high degree |

| | | | | | | | | |
|---|--|------|-------|------|----|-------|----------|-----------------------|
| 2 | Non existence of the material used in producing educational technology. | 4.20 | 1.023 | 6.93 | 34 | 0.000 | function | Agr. With high degree |
| 3 | Carelessness of the school management, in the participation of teachers, in the training courses in the field of using educational technology. | 4.26 | 1.172 | 6.34 | 34 | 0.000 | function | Agr. With high degree |
| 4 | Non existence of the specialized technical staff in producing, operating and maintaining educational technology. | 4.06 | 1.282 | 4.87 | 34 | 0.000 | function | Agr. With high degree |
| 5 | The increase of teaching burden in the timetable of the teacher, may constitute constraint in using educational technology. | 4.34 | 1.027 | 7.73 | 34 | 0.000 | function | Agr. With high degree |

This table explains that the study sample individuals agreed on all clauses of this issue with a high degree, on all the problems indicated in this issue which media that these problems can be represented in:

- 1- Discouragement of the school management to the teachers of the English language to use educational technology.
- 2- Non existence of the material used in producing educational technology.
- 3- Carelessness of the school management in the participation of teachers in the training courses in the field of using educational technology.
- 4- Non existence of specialized technical staff in producing, operating and maintaining educational technology.

5- The increase of teaching burden in the timetable of the teacher may constitute constraint in using educational technology.

6- Shortage in financial aspects.

The first issue:

Table (1) explains all the individuals of the study sample agreed with a high degree, on the clauses from (1) to (11).

This agreement showed the importance of the educational technology, in teaching the English language, at the secondary schools.

In Clause (1) we can notice that the individual of the sample, were totally agreed that the educational technology improve the performance in the educational process at the secondary schools. while clauses (2, 5, 6) indicate the agreement of the sample to a high degree that, the educational technology, act to communicate the information through a popular way to the students, and attract their attention and make them more active, and provide them with a live expertise in the field of teaching English language. Rushdi Ahmed Tiama, 1999, p. 95) mentioned that, the educational technology attract the attention of the students all along the period; through what they introduce by various and many language activities, which they introduce.

Clauses (3, 7, 8) altogether pointed to what the educational technology, can provide as solutions for the prevailing chronic problems, particularly in this state. For example it can provide a solution to the problem of the crowd ness of the classrooms, which would lead to the reduction of failure rate and minimize the time required to complete the curriculum.

In clause(4), where the agreement was with a high degree, which emphasizes that the educational technology can actually observe the individuals' differences between the students, this activity puts the educational mean in a suitable place, in a way that every student to see it and benefit from it.

Where the agreement was with a high degree with the Clauses (9,10, 11), that asserts the importance of technology in explaining information and thoughts and they introduce to the students the educational activities that satisfy their needs, as well as reflect to them the required skills in an active way and high desire.

Table (2) indicates that all individual of the study sample, agreed with a very high degree, on all clauses of the area, this can be confirmed by the answers of the individuals of the study sample, which concentrated on the big role played by the educational technology in increasing the academic learning of the English language that can be through:

The active use of the teacher to the mean, which may lead to the strengthening of the relationship between him and his students, a matter that can be positively reflected on the increase of the academic learning in this subject.

The keenness of the teacher in speaking and communicating in English language with the students, during displaying the mean would undoubtedly rise the level of the students in expressing themselves of the subject.

This is besides the contribution of the educational technology; in training the teachers of the English language in using, operating and maintaining media.

In addition to that, the educational technology, can avail the opportunity of the immediate identification of the accessible results, by using this media through the feedback method, which assures the teacher on the teaching methodology used; that leads spontaneously to the increase of the academic learning of the students in the English language.

The Second Issue:

The role of the educational technology in academic learning in English language at the secondary school.

The Third Issue:

Characteristics and conditions of the educational technology, used in teaching English language at the secondary schools:

Looking into table (3) it is becoming obvious that, the individuals of the study sample have agreed upon all the clauses (1 – 11), with a very high degree. This proves that the agreement of all individuals of the study sample on the same characteristics and conditions, which the educational technology used in teaching English language, must be, characterized by:

1. The capability of stimulating the attention of the students.
2. Observing the physiological basis of the student and the general principles of the learning process in designing, preparation and production.
3. The strong relationship between the school curriculum and the grading syllabuses, as well as checking up the objectives of these curriculums.
4. The proportional relationship between the educational mean, the time and the effort which were needed to be used in each grade.
5. The convenience with the environment in which they are demonstrated, in terms of customs, traditions and natural resources.
6. The fitness of the used educational mean and the number of the students in the same class.
7. The good designing of the mean through consistency of the ideas and elements. Moreover, the transference of them by a regular way from one educational objective to another.

8. Checking up the correctness of the context of the educational mean, to suit the academic and technical aspects in the production process.
9. Containment of elements of motivation, attraction of attention and stimulation of their followers.
10. Renewal and creation and distant them away, if possible, from the monotonous traditional production.
11. Using the local materials, available, to produce the media, aiming at minimizing the cost.

The Fourth Issue:

The role of the teacher and his contribution on the academic learning of the student of the English language at the secondary schools, through usage of educational technology.

It is clear that from table (4), the individuals of the study sample agreed on the clauses (1 – 4), with a very high degree, a matter that confirms the role of the teacher and his contribution in the academic learning of the students of English language at the secondary schools, by using the educational technology in this field. This role is represented by:

1. Using the educational technology, by the teacher of the English language, in teaching English language at the secondary schools, will contribute generally, in increasing the academic learning of those students.
2. Using the educational technology, by the teacher of the English language in teaching English language, together with his keenness in conducting monthly tests assists in increasing their academic learning of the students.
3. The good command, and love of the English teacher, to the English language, would basically assist in improving and increasing the performance of the students.

4. The heavy teaching burden, levied on the teachers of English language, who use the educational technology at the secondary schools, would directly affect their performance, and consequently affect the level of the academic learning of the students.

The Fifth Issue:

The difficulties and problems which face the teachers of English language at the secondary schools, in Khartoum State, by using educational technology in teaching this subject:

Table (5) expresses the result of (N) test for the average of one sample to identify the opinion of the sample on this area.

As from table (5) the individuals of the study sample, agreed with a high degree on all clauses (1 – 5) explained on that table, which media that, the agreement on all the problems stated are facing the teacher of the English language at the secondary schools, by using the educational media, in teaching this subject.

These problems can be shown as follows:

1. Discouragement of the school management to the teachers of English language to use educational technology in teaching the subject.
2. Non-availability of the raw materials used in producing educational technology.
3. Carelessness of the school managements, in encouraging the teachers to participate in the training courses, designed for using educational technology.
4. Non-existence of specialized technical cadres in producing, operating and maintaining the educational media.
5. The increasing burden on the teaching, e.g. the timetable, constitutes a big constraint to the teacher of the English language at

the secondary schools, in using the educational technology in teaching the subject.

4-2 Analysis of the interview questions asked to the Directors of the English language at the Ministry of Education

(A) Question one:

What is the reality of the teaching of English language at the secondary schools, in Khartoum State, in terms of the provisions of educational technology concerning the teaching of this subject?

From the answers of distinguished directors, they unanimously (one hundred per cent) agreed upon, the non-provision of educational technology at the secondary schools in Khartoum State. Thus some of them mentioned that some of the private schools possess the prerequisites foundations to provide their technology inside them

A number of directors attribute the cause of the non-existence of these technologies to the unavailability of the capacities, in addition to the non-existence of the trained teachers in this field.

(B) Question two:

What is the percentage of the teachers of English language, understanding of the importance of insuring the educational technology in the teaching process?

Most of the directors were generally agreed upon the possession of the teacher to a high degree of understanding of the importance of using educational technology in the teaching. While others see the economic situation of the teaching does not provide him an opportunity for thinking in the importance of these technologies and consequently the necessity of using it in the teaching process.

In addition to that, the absence of these technologies at the secondary schools, and therefore that the practical training of the teachers of the English language, has affected directly on the level of the awareness and

care of the teacher of the necessity of using the educational technology during the teaching.

(C) Question Three:

Does the school management at the secondary stage encourage the teacher in using educational technology in teaching English language?

From the answers on questions (1), (2), and (3) that the school management of the secondary stage in Khartoum State, do not have basically the readiness to encourage the teachers in using the educational technology in the teaching because they were required to provide the necessary capabilities for these technology, a matter that they can not make available because of the clear shortage in the financial aspects of these managements.

(D) Question Four

Are there any scheduled training courses, in the field of qualifying and training the teacher in using the educational technology, in teaching the English language?

It is obvious from the answers of their questions there is a general agreement (one hundred per cent) within the directors that there were not scheduled training courses in using the educational technology by the teacher at the secondary school in Khartoum State.

(E) Question Five

Are the specialized technical expertise available in the field of the producing, operating and maintaining the educational media at the government's secondary schools in Khartoum State?

From the answers of the directors it is noticed that they agreed unanimously on the non-availability of the specialized technical expertise in the field of producing, operating and maintaining the educational technology at the secondary schools in Khartoum State. Because of the

non-existence of the educational technology in itself in all of the school which represent the study sample.

(F) Question Six:

Would the teaching burden weight – in your view – represent a problem, in using the English language teacher for the educational mean during the teaching process?

There is a general agreement within the directors that the teaching burden weight, which constitute a basic constraint for the teacher stand between the teacher and active using of educational technology during the teaching.

(G) Question Seven:

Would the academic qualification, alongside with expertise years time, represent a positive impact, in using the educational technology, in teaching English language?

All answers of the directors agreed on the positive active impact for both factors of the academic qualification and the expertise years in the field of using educational technology in the teaching process.

(H) Question Eight:

What is the extent of the concern of the Ministry of Education in directing the teachers of the English language in using the educational technology in teaching the English language?

Some of them pin pointed to the clear degree of deterioration of the concern of the Ministry of Education, in directing the teacher in using educational technology during the teaching and strengthening the capabilities of the teacher, a matter that negatively reflected on the outcome of educational process.

While the other part of the directors confirmed the non-existence of any degree of concern of the Ministry of Education of directing the teachers

in using the educational technology because of non-availability of these aids from the beginning .

(I) Question Nine

What are the difficulties and problems, which constitute a constraint in the field of using educational technology in teaching English language?

There is a consensus amid all the directors that there are a number of problems and difficulties that hinder using the educational technology in teaching English language subject. These problems represent:

1. Non-availability of the modern educational technology at the secondary schools in the State.
2. Shortage of financial resources in school of the State.
3. Non—existence of the qualified cadres, specialized technical expertise, in the field of producing, operating and maintaining the educational technology.
4. Non-existence of the training opportunities or scheduled training courses for the teachers of dealing with the different types of educational technology.
5. The clear tendency of some teachers to theoretical style, represented in the lecture and in all fields of teaching English language.
6. The economic situation of the teacher, and his concern of much business out of the school zone in which he is working.

4-3 Discussion of the Results:

Through the previous analysis process, the researcher reached to the result of this study as follows:

1. The Questionnaire directed to the teachers:
 - The teachers of the secondary stage, all for them, agreed on the importance of educational technology in the teaching process through providing the live expertise and simplifying the information as well as the accompanying educational activities.
 - On the other hand, the researcher find the concentration is very clear on the big role of the educational technology, in increasing the academic learning, in general, and in the field of academic learning of the subject of the English language, the theme of the study in particular, through the immediate knowledge of the learning results through the feedback.
 - There were some characteristics and conditions which must be considered in generalizing the educational technology, where it was unanimously agreed upon in general.
 - In spite of all the teachers have confirmed (representatives of study sample), the importance of the role and the contribution of the teacher in the learning of the students of the English language subject through using the educational technology, however, the practical reality denies completely this fact.

The teacher needs these educational aids during his teaching process. In addition to the busy daily and weekly crowded timetable. Moreover, the other business assigned to him by the school management. All these did not give the teacher sufficient time to think of, and consider the necessity of using the educational technology through his teaching work.

- Using the educational technology, in the teaching process, face many constraints; the researcher thinks that the top of these difficulties is that, most of the school managements lack the overall understanding and convention of the necessity of availing teaching aids at the schools for all. The syllabuses, curriculums and the programmes on different levels at the secondary stage and other stages. This factor represents the basic pillar on which a good educational system, can be built, through applying the educational technology at the schools.
- The school management that cares always by quality control, through granting the quality, which is organizing training courses for the teachers to use the educational technology in coordination with the concerned bodies at the Ministry of Education, as well as making the involvement and contribution in these courses a compulsory matter, would contribute, undoubtedly in preparing a qualified and trained cadres, on the good utilization of the learning sources and enrichment of the teaching process.
- The researcher noticed during his field visit to the secondary schools in Khartoum State (selected as a sample). These schools lack of any type of the educational technology, therefore the non-existence of specialized technical cadres in the field of maintaining these educational media.
- This matter is attributed to the obvious shortage of financial resources of the school managements, a matter that made allocation of a certain budget to buy the educational technology and to maintain it in a difficult issue.
- The researcher can see the active school management would be able, through the parents' councils for example, and its relationship with local community, its communications with the concerned

bodies, in the Ministry of Education represented in the Educational Rehabilitation, to supply the school with the possible educational technology, and provide the qualified trained teacher in using these teaching aids.

- Furthermore, taking into account the factors of the academic qualification and expertise years and their impact in the overall success of the educational process. Moreover, the academically qualified teacher who practiced the educational work of a sufficient period has the capacity for giving and creation in the context subject gating the educational technology in the services of the education process.
- This is contrary to the teacher who lacks the academic qualification and the practiced expertise, who deprived the suscepility of development, modernization and coping with all what is new in the educational field.

4-4 The Interviews of the Directors

It is crystal clear that there is a complete shortage in preparing the elements that can contribute in realizing the educational objectives, moreover the trained and qualified teachers in the security valve at the success of the educational process, as well the existence of appropriate educational mean in undoubtedly it leads to assisting the teacher to realize his objectives of the teaching process.

For sure that the concern of concerned bodies in the Ministry of Education, by the importance at using the educational technology by the teacher during his teaching work, result on it the success of the educational process in general, through the remarkable increase in the level of academic and educational learning of the students.

Furthermore some directors pointed out to clear deterioration degree of the case of the Ministry of aspects of directing the teacher towards using educational technology through the scheduled training courses, especially for the fresh graduated leaders a north that is reflected negatively on the outcome of the educational process.

The Economic situation of the teacher and dealing with many assignments and works outside the context of his school, undoubtedly, it is how affected in the degree of his concern of the educational measure, and consequently on the degree of using it.

The researcher noted during his field visit, the phenomenon of non-existence of the English Literature and linguistic societies, which enrich the activities of students a matter which influenced with a high agreement on the level of students knowledge of the English language, therefore the researcher thinks that the necessity of providing the important capacities to establish and generating the specialized language laboratories as well as training of the teachers in using and dealing with it.

Chapter Five

Conclusion of the Results, Recommendations and Suggestions

5 – 1 Conclusions:

In the light of the objectives of this study, as well as the issues presented in the study and discussion and through the analysis of the information stated in the previous chapters. It is obvious that there was a severe lack of concern about the educational technology, and their use in the teaching process, as one of the assisting elements that make the educational process a success. Therefore, to avoid these shortcomings, it would be better to reconsider and intensify the educational effort to investigate the importance and necessity of the use of the educational technology by the teacher, as they were considered to be as an active factor in increasing the academic achievement of the student. The study concludes the following:

- The secondary schools in Khartoum State are lacking the educational technology and consequently there was no physical training for the teachers of English Language, in using the educational technology, in these schools.
- The Ministry of Education was not keen enough to direct the teachers of the English language, at the secondary schools, to use the educational technology in teaching this subject.
- In spite of the directives stipulated in the National Comprehensive Strategy of Education to use the educational technology. lack of funds constituted a major obstacle in implementing these directives and at the same time transforming them into a tangible reality.

- Heavy teaching burden related to the teacher, besides the critical economic situation he is experiencing left its negative impact on his concern of the educational technology in the teaching process.
- No appropriate school environment was established, e.g. provision of instruments and teaching aids, as well as building spacious theaters. .

5 – 2 Recommendations:

From the previous chapters of this study and the results which have been reached, the researcher in recommending the following:

1. The competent bodies should give more concern to the importance and necessity of using the educational technology.
2. The study also recommends the establishment of specialized theaters in English Language at the secondary schools, in the State.
3. The researcher recommends the importance of recruiting specialized technical cadres in the field of producing, operating and maintaining the educational technology, at the secondary schools.

5 – 3 The Suggestions:

Finally the researcher suggests certain studies that might be conducted on the following areas:

1. The reality of the educational technology in teaching English Language, at the basic schools, in Khartoum State.
2. The reality of evaluating of methods, applied on the educational technology, at the schools of the state.

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Appendices

The First Issue:

The Significance of the Educational technology in teaching English language at the secondary schools

The significance of the educational technology in teaching English language stems from:

| No. | Terms | Agree with a very high degree | Agree with a high degree | Agree with a moderate degree | Agree with a small degree | Agree with a very small degree |
|-----|---|-------------------------------|--------------------------|------------------------------|---------------------------|--------------------------------|
| 1 | It improves performance in the educational process in the secondary schools | | | | | |
| 2 | It assists in communicating information through lovely way to the students | | | | | |
| 3 | It provides solution for class crowdness | | | | | |
| 4 | It observes the individual differences among the students | | | | | |
| 5 | It provides live expertise for the students | | | | | |
| 6 | It induces the concern of students and renews their activities, | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | contributions and satisfy their desires in education | | | | | |
| 7 | It contributes in reduction of failure rates of the students | | | | | |
| 8 | It reduces the time used in transferring information, skills and expertise to the students | | | | | |
| 9 | It assists in explaining the naked terms by live media which enables visual images in he learners' brains. | | | | | |
| 10 | It assist in simplifying and explaining the information and thoughts | | | | | |
| 11 | It assists the students in performing the required skills with activity and desire | | | | | |

The Second Issue:

The role of the educational technology in learning academic English language in the secondary stage

The role of the educational technology in academic learning of English language appears in:

| No. | Terms | Agree with a very high degree | Agree with a high degree | Agree with a moderate degree | Agree with a small degree | Agree with a very small degree |
|-----|---|-------------------------------|--------------------------|------------------------------|---------------------------|--------------------------------|
| 1 | Enhancing the relationship between the teacher and the student, if it is used effectively and efficiently which may contribute in the increase of academic learning | | | | | |
| 2 | The teacher keenness in communicating in English with students during displaying the educational mean will contribute in increasing their academic learning | | | | | |
| 3 | Training of the teachers of the English language on operating and maintaining the educational technology will increase in academic learning of the students. | | | | | |
| 4 | It avails to the teacher and the student a chance to know the immediate results of his/her work through feedback which may contribute in the academic learning of the students. | | | | | |

The Third Issue:

The characteristics and conditions of the educational technology used in teaching English language.

The mean used must be:

| No. | Terms | Agree with a very high degree | Agree with High degree | Agree with a moderate degree | Agree with a small degree | Agree with a very small degree |
|-----|--|-------------------------------|------------------------|------------------------------|---------------------------|--------------------------------|
| 1 | Of concern and attention for the students. | | | | | |
| 2 | In its preparation, designing and production psychological basis and general principles should be observed | | | | | |
| 3 | It should be in connection with the syllabus and checking its objectives | | | | | |
| 4 | Proportional with the time and effort required for its usage. | | | | | |
| 5 | Proportional with the environment in which it is displayed from its tradition, and its industrial or natural resources. | | | | | |
| 6 | It complies with the number of the students in the class | | | | | |
| 7 | Well designed as for the sequence of thoughts, elements and transfer from one educational objective to another. | | | | | |
| 8 | Within its design and production the right content from the aspects of academic, technical and structure should be observed. | | | | | |
| 9 | It must contain the elements of the motivation, attraction and stimulation of attention.. | | | | | |
| 10 | It must be creative and distant away as possible from the traditional production. | | | | | |
| 11 | It must be made from the raw materials found in the local environment to minimize the cost | | | | | |

The Forth Issue:

The role of the teacher and his contribution in students' academic learning English language at the secondary schools by using the educational technology:

| No. | Terms | Agree with a very high degree | Agree with a high degree | Agree with a moderate degree | Agree with a small degree | Agree with a very small degree |
|-----|---|-------------------------------|--------------------------|------------------------------|---------------------------|--------------------------------|
| 1 | English language teacher using educational technology shall contribute in the increase of the academic learning of the students | | | | | |
| 2 | English language teacher keenness in monthly tests upgrade the academic learning levels. | | | | | |
| 3 | Understanding of the English language teacher may assist in the performance of the students. | | | | | |
| 4 | The teaching burden weigh may affect directly on the performance of the teacher and hence on the academic learning level of the students. | | | | | |

The Fifth Issue:

The difficulties and problems which may face the English language teachers of the secondary schools in Khartoum State, in using educational technology when teaching this material.

These difficulties may refer to:

| | | | | | | |
|---|--|--|--|--|--|--|
| 1 | Discouragement of the school management to the teachers of the English language in using educational technology | | | | | |
| 2 | Non existence of the material used in producing educational technology. | | | | | |
| 3 | Carelessness of the school management, in the participation of teachers, in the training courses in the field of using educational technology. | | | | | |
| 4 | Non existence of the specialized technical staff in producing, operating and maintaining educational technology. | | | | | |
| 5 | The increase of teaching burden in the timetable of the teacher, may constitute constraint in using educational technology. | | | | | |

Assessors of the questionnaire

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- 2- Dr. Mohamed El-Hassan Ahmed - Faculty of Education – University of Khartoum.
- 3- Dr. Abd Elfattah Hassan Saeed - Faculty of Education – University of Khartoum.
- 4- Dr. Thuraia Hamdoun - Faculty of Education – University of Khartoum.
- 5- Dr. Samia Hashim Mohamed - Faculty of Education – University of Khartoum.