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Integrating Informal Digital Learning of English (IDLE) into Teaching Reading Skills to EFL Learners in Some Sudanese Secondary Schools

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Abstract

The importance of this study is derived from the fact that EFL teachers in countries such as Sudan, which is a least developed country always face many difficulties to integrate Informal Digital Learning of English (IDLE) because it is a self-directed online learning that takes place outside of official educational initiatives like degree-based programmes or organized online professional development modules and the government does not support this type of learning. This study aims to increase the perceptions of those EFL teachers about the importance of integrating (IDLE) into teaching reading skills. The study considers teachers' awareness, perceptions, and their attitudes towards (IDLE), it also aims investigate to what extend EFL teachers integrate (IDLE) into teaching reading skills. Results and findings showed that teachers' perceptions about (IDLE) are not adequate for the recent need to use technology, results showed that (50.00%) of EFL teachers do not integrate (IDLE) into their teaching approach Integrating technology into teaching even though CALL is now normalized.

Keywords: Informal Digital Learning of English (IDLE), Teaching Reading Skills, EFL Learners, Computer Assisted Language Learning (CALL), EFL teachers' perceptions, Information and Communication Technologies (ICTs).

1 Introduction

UNESCO (UNESCO, 2023) discusses the relationship between technology and education in the concept-note for the 2023 Global Education Monitoring Report., it stated that: for technology to support education, certain conditions need to be met. But in practice, they are not. Education cannot benefit from technology if hundreds of millions of learners and teachers lack access to electricity. They always face problems to access the internet because it costs more money than they can safe from their salary to buy the service from the providers, many of them do not have computers or smart phones to use. There are various obstacles that make it hard for instructors and students in

the Sudan to use technology to improve literacy instruction when working with the English language.

a. Electrical Power Supply.

b. Internet Connectivity.

c. Curriculum and Educational Policy

d. Value of Teachers.

e. The training and Professional Development.

One of the factors which affects integrating Informal Digital Learning of English (IDLE) into teaching reading skills to EFL learners is the teachers' perceptions. When this factor is considered, new educational techniques that integrate technology into teaching EFL can only be understood when instructors' attitudes on technology are considered. Watson and Rockinson-Szapkiw, 2021). This study's first portion examined Sudanese instructors' views on using Informal Digital Learning of English (IDLE) to teach reading skills to EFL learners. The second portion examined how they employ Informal Digital Learning of English (IDLE) to teach reading skills to EFL learners.

Dorothy Chun (2019) describes the period following the 2010s as ecological CALL to explain the development of Computer-Assisted Language Learning (CALL) in an era of rising digitalization and widespread mobility. She argues that today's pupils have more opportunities than ever to learn a language and apply it in a variety of contexts as a result of the widespread availability of digital technologies (e.g., formal instruction, extracurricular, extramural). Considering this, researchers in South Korea (Lee, 2020; Lee & Lee, 2021) Indonesia (Lee & Drajati, 2019) Malaysia (Balouchi & Samad, 2020) Sweden (Lee & Sylven, 2021) and China (Lee, 2019) have all focused on the phenomena of Informal Digital Learning of English (IDLE), (Lee & Lu, 2021; Zhang & Liu, 2022) have also emphasized and focused on IDLE.

Activities in self-directed English in informal digital contexts are motivated by individual interests and are carried out independently, as described by Lee and Lee (2021). Consistent with this view, (Zhang and Liu ,2022) add that IDLE should be student-initiated and conducted in an environment that is not associated with official education. IDLE distinguishes itself from the digital wilds by considering both form-focused (e.g., learning vocabulary on mobile applications) and meaning-focused (e.g., YouTube video commenting) activities outside of the classroom as social practices. It has been shown that (Sauro & Zourou, 2019). Empirical research by Lee (Lee, 2020) shows that IDLE is associated with a wide variety of characteristics, such as drive, interest, pleasure, vocabulary, fluency,

openness to communication, sensitivity to culture, and brainpower (Lee & Lee, 2021; Lee & Lu, 2021; Lee & Taylor, 2022). According to (Zhang & Liu, 2022).

Imagination has been seen as a nebulous but essential component in the approaches of second language (L2) teaching since it focuses on how language learners themselves build a universe of possibilities (Murray, 2013). The ability to "imagine of things as maybe being so," as stated in earlier study, highlights the importance of imagination in allowing language learners to "occupy the possible selves" (Egan, 1992, p.43). Liu and Noppe-Brandon (2009) offered a similar definition: the ability to conjure up new worlds and create unforeseen possibilities. Based on interview data from 269 first-year university students in Japan enrolled in a self-directed learning course, Murray (2013) investigated the pedagogical application of imagination by identifying its six tentative components: engagement, exploration, personalization, reflection, support, and autonomy. Students were able to actively engage in the process of exploring additional possible selves and learning possibilities because their imaginative skills were supported.

Students, with their teachers' guidance, could tailor their learning paths to their own needs in a self-directed setting and develop into independent language learners. Despite these studies on the importance and pedagogical potential of imagination, it is still an under-researched concept that merits more attention to come by a more concrete and consistent understanding, particularly in the new world order complicated by increasing globalization and digitalization. According to Pennycook (2006), globalization has encouraged transcultural flow and cross-border communication, and English has become a worldwide medium of communication for persons from varied language groups in both online and offline settings. Learning outcomes cannot be accurately predicted if learners' attitudes are seen as a black box. The implications for future English-speakers and the "contexts or communities in which they might utilize the target language" (Murray, 2013, p.377). Hence, creativity, a multifaceted and vital resource for language acquisition and use, may play a pivotal role in easing L2 learners' IDLE and preparing them for a globalized future.

This study would help Sudanese Secondary Schools’ EFL teachers make the best use of (IDLE) in teaching reading skills by discussing the problems to recommend solutions and aiding concerned authorities in establishing regulations in accordance with the findings of the study. This would be accomplished by knowing the perceptions of teachers as well as how they integrate technology into their teaching activities. In order to increase the teachers’ perceptions and use of integrating Informal Digital Learning of English (IDLE) into the techniques of

teaching reading skills to EFL learners in Sudanese secondary schools, this study attempted to answer the following questions:

a. What are the perceptions of Sudanese secondary schools' EFL teachers about Informal Digital Learning of English (IDLE)?

b. To what extend do Sudanese secondary schools' EFL teachers integrate Informal Digital Learning of English (IDLE) into Teaching Reading Skills

2 Literature Review

2.1 Informal Digital Learning

We now live in a knowledge- and information-based society as a result of the rapid development and the wide spread of computer technologies and communication networks. The rapid development and innovations in today's educational technology have expanded opportunities for unstructured instruction. According to Jokisalo and Riu (2009), we barely use 20% of the knowledge we acquire in school.

In informal settings, students determine their own learning goals and pace. Self-directed and self-regulated learning is complemented by social and group elements in the educational process (Rashid, Rahman & Rahman, 2016). Learners can collaborate to increase the information's relevance and utility to their own lives (Yunus, Mohamad & Waelateh, 2016). Thus, formal education should not be viewed as the exclusive means of education.

One definition of informal learning is the lifetime process through which people pick up knowledge from their own experiences and the educational influences and resources around them (Foley, 1999). Learning begins with a student's desire to acquire new knowledge and hone existing abilities (Pozgaj & Vlahovic, 2010). Facebook and Twitter, two examples of social networks, make the Internet a more engaging and user-friendly place by allowing users to quickly and easily connect with one another, the enable them to share and spread information, collaborate on projects, and maintain open lines of communication with one another; they also facilitate informal learning (Rashid and Rahman, 2014).

The rapid growth of SNSs over the past few years has been the single most remarkable phenomenon in the entire history of information and communication technologies. Facebook, with over a billion active users every month as of this writing, is by far the most popular SNS on the entire Internet (Facebook, 2012). Social scientists, economists, and business marketers are just some of the fields that have studied Facebook extensively so far. There has been a recent synthesis of

research on how social networking sites affect users' perceptions of their own identity, self-presentation, friendships, and privacy (see, for example, Rosenberg & Egbert, 2011; Rashid et al., 2016; Wang, Moon, Kwon, Evans, & Stefanone, 2010; Zwier, Araujo, Boukes, & Willemsen, 2011; boyd & Hargittai, 2010; Waters (e.g. Wilson, Marin, Rhea, Wilson, Loenneke & Anderson, 2012).

The effectiveness of social networking sites as an informal learning environment is still up for debate; nevertheless, many researchers (Ellison, Steinfield, & Lampe, 2011) have found that they are largely used as tools to reinforce current social relationships and promote the maintenance of social capital. Academics have, however, cautioned against using Facebook for schoolwork (Selwyn, 2009). Since students don't appear to care about utilizing it for school, we should concentrate on its potential as a social platform, the argument goes (Madge, Meek, Wellens & Hooley, 2009). In their research, academics have shown that SNSs can aid in "the process of building networks of information, relationships, and resources that are applied to real circumstances," which can be beneficial for informal education (Anderson & Dron, 2011, p. 87). In order to make the transition from the group to the network as the hub of learning, Siemens (2005) argues that a paradigm of education oriented on discovery, connection, creation, and evaluation within networks that connect people, digital artefacts, and information is required. The goals of this research are twofold: (1) to ascertain whether or if Facebook is an efficient medium for promoting English language learning informally, and (2) to investigate the pros and cons of such learning.

2.2 Digital Resources for Reading Skills

Reading, whether in print or digital form, is not seen as particularly valuable by college students, according to research by Pecorari et al. (2012). They concluded that students' distaste for reading may be traced back to a lack of desire stemming from illiteracy. The use of annotation tools for collaborative and deep reading (Seatter, 2019); the use of keyword searches to make connections between digital texts (Park & Kim, 2016); the use of critical reading strategies like evaluation and analysis (Manarin et al., 2015); and the evaluation of digital texts for their reliability by comparing and finding contradictions in th (Baildon & Baildon, 2012). Hence, teachers shouldn't assume that students at the university level already have the reading skills they need, especially for digital reading, and should offer them reading lessons (Fisher et al., 2011).

Students' changing reading behaviours include browsing and scanning, selective reading, less in-depth reading, and decreased reading focus due in part to the increased usage of mobile devices like smartphones for reading (Liu & Huang, 2016). Schulmeister (2013) also noted that

teachers automatically presume that pupils can understand digital materials without any problems because they were raised with technology. Nevertheless, this notion is incorrect since digital reading skills, like the ability to critically evaluate digital texts, are not acquired inadvertently through the consumption of leisure media (Bennett et al., 2008).

Students who lack the background information, practice, and awareness necessary to successfully engage in digital reading may fall behind their peers who do. They are unable to comprehend the abundance of information contained in digital multimodal texts, since they lack the ability to evaluate texts appropriately, think critically, and understand the subtleties of meanings sent by the authors. It is becoming increasingly important to prepare the faculty to guide and support tertiary students in digital reading as its use becomes more widespread in higher education (Rockinson-Szapkiw et al., 2013). (Karchmer-Klein & Shinas, 2012). Our objective is that this study will contribute to that end by providing teachers with a taxonomy of digital reading that will help them better understand what students need to know in order to make sense of the vast amounts of content available online.

Reading is a critical thinking skill that is essential for English as a Foreign Language (EFL) students' academic and later, adult life success (Hulme and Snowling, 2011). Higher order comprehension skills (e.g., inference generation) require a foundation in the language (e.g., vocabulary, grammatical knowledge), the mind (e.g., working memory, (De Beni and Palladino, 2000) and metacognition (e.g., for the aspects of knowledge and control, Channa et al., 2015)), and the text itself (Oakhill et al., 2003).

Digital reading devices (computers and laptops, e-books, and tablet devices) are becoming increasingly important to students, parents, and workers as a means of supplementing traditional reading comprehension and learning skills in the classroom, at home, and on the job (e.g., inference generation). The effect of a computer interface on reading comprehension in typically developing youngsters was compared by some authors to that of printed texts. Despite a clear preference for the former, studies have shown that children and teenagers have more trouble understanding digital texts than printed ones (Mangen et al., 2013; Delgado et al., 2018). (Singer and Alexander, 2017).

The international research on e-learning courses for reading comprehension focuses on a variety of skills and methods. The cognitive (vocabulary, inference making) and metacognitive (using methods, monitoring comprehension, identifying important portions of a book) aspects of reading comprehension have all been the focus

of separate research efforts. Gives a rundown of the research publications that have proposed using computers for training purposes, along with a brief synopsis of what was discovered. There is a wide range of ages and academic levels represented, with the majority being students in middle and high school. The majority of training program participants outperformed their counterparts assigned to comparison groups and maintained their improvements, contributing to a positive overall outcome throughout the investigations.

Specifically, the iSTART program has been employed in several studies including adolescents and young adults (O'Reilly et al., 2004; Magliano et al., 2005; McNamara et al., 2006). The software encourages participants to use their own explanations, past knowledge, and reading skills to better comprehend scientific descriptions. Students who participated in the iSTART program showed greater gains in self-explanation and summary than their counterparts. In addition, students' strategic knowledge was an important predictor of performance on comprehension tasks that included multiple choice questions: those students showed the greatest growth in their ability to correctly answer bridging inference questions, while those with the lowest growth in strategic knowledge showed the greatest growth in their ability to correctly answer text-based questions.

ITSS was utilized with elementary school students to facilitate text-analysis and classification activities based on the identification of essential concepts and terms (Meyer et al., 2011; Wijekumar et al., 2012, 2013, 2017). Students in the ITSS group showed considerable improvement in text comprehension compared to those in the control group, suggesting that the program had a positive effect. Although most of the research has focused on typically developing children, we also looked at situations involving children who have experienced learning disabilities. A study by (Potocki et al., 2015), for instance, looked at the impact of two separate computer systems with distinct goals: one targeted comprehension abilities, including inferencing and text structure analysis, while the other focused on decoding abilities.

Most automated solutions tend to improve readers' ability to understand what they read. Note, however, that most children were trained in a group setting, without the guidance of an individual physician who could take into consideration the child's cognitive and psychological needs. A web-based distance reading comprehension programme that offers tailored teaching to the child in the child's own home has not been investigated, as far as we are aware.

Unlike home-based programs, which rely solely on parental supervision, internet-based distance training allows the psychologist to keep tabs on the child's progress and activities via an app and

encourage him or her with written notes. Whilst literature on the topic of distance training is currently few, there is some indication that such programs can be a useful complement to interventions often administered in traditional settings like schools, rehabilitation clinics, and homes (e.g., Mich et al., 2013).

3 Methods

This study used a descriptive-analytical research methodology, analyzing data acquired via a questionnaire consisted of two types directed to a sample group of Sudanese EFL Secondary level instructors who teach English as a foreign language at some Sudanese Schools located in Khartoum, Sudan. The questionnaire has been distributed to the 84 group members and served as the data collection instrument. In a formal environment, all the respondents teach English as their specialization and as a foreign language. The questionnaire was distributed to seven referees to ensure its content validity. As a result, the questionnaire items were adjusted based on the comments of the reviewers. The instrument's goal was to assess respondents' perceptions toward the integrating Informal Digital Learning of English (IDLE) into Teaching Reading Skills to EFL Learners in Some Sudanese Secondary Schools.

3.1 Participants

This study was conducted online, with a questionnaire distributed to Sudanese Secondary school teachers in Khartoum. The questionnaire was given to 84 Teachers who work as EFL instructors over 15 years. All the teachers teach English as a major required course of the Sudanese secondary school curriculum, which qualified their students to enter Universities. Participants had at least 15 years of experience teaching English in traditional classes with very limited resources.

3.2 Questionnaire items

The questionnaire contains eighteen items designed in to two parts to assess teachers' perception towards integrating Informal Digital learning of English and how to apply this technology in order to enhance English language learning. The two types were designed to answer the questions of the study as follows:

a. The first one was designed to investigate EFL teachers' perception of integrating Informal Digital Learning of English (IDLE) into teaching reading skills to EFL learners, it contains eight items with five responses to each (strongly agree, agree, not sure, disagree, strongly disagree).

b. The second one was designed to investigate to what extent teachers use of Informal Digital Learning of English (IDLE) into teaching reading skills to EFL learners, it contains ten items with five responses to each (always, usually, sometimes, occasionally and never).

4. Results, Analysis, and Discussion

4.1 Results

a. The table below displays the teachers' responses to the first part of the questionnaire, the number of teachers who participated are eighty-four, their responses are distributed to five types (strongly agree, agree, not sure, disagree, strongly disagree) a shown.

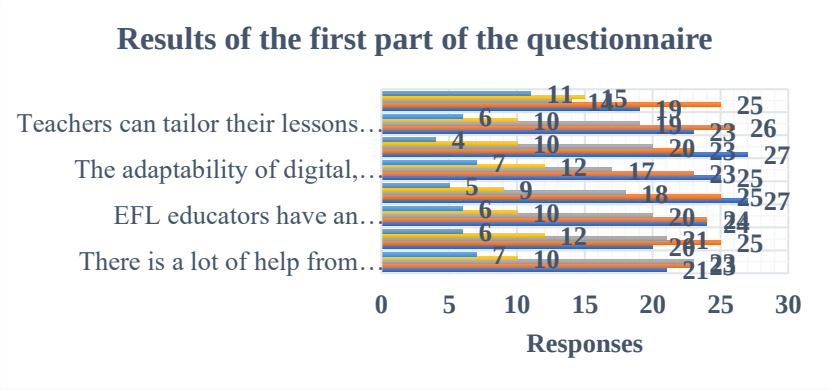
Table 1: Results of the first part of the questionnaire

NO	Items	SA	Agree	NS	Disagree	SD
1	There is a lot of help from informal digital learning to create methods of teaching reading.	21	23	23	10	7
2	Teachers can improve their methods for instructing reading skills at any time and from any location using informal digital learning.	20	25	21	12	6
3	EFL educators have an opportunity to expand their reading instruction experience by using digital tools for informal learning.	24	24	20	10	6
4	Digital learning outside the classroom allows educators to choose their own pace and tailor their lessons for individual students.	27	25	18	9	5
5	The adaptability of digital, informal education allows educators to equip students with the best possible reading comprehension abilities in any language, regardless of time or location constraints.	25	23	17	12	7
6	Teachers can gain more experience in the field of language instruction through the use of informal digital learning.	27	23	20	10	4
7	Teachers can tailor their lessons for their EFL students by using	23	26	19	10	6

	digital tools that facilitate informal learning.					
8	The ability of teachers to teach reading skills on their own, with the use of informal digital learning, has been shown to be significantly improved.	19	25	14	15	11

The below chart might give a clear view and explain the above table's content of part one results according to the participants' responses to questionnaire items:

Chart 1: Results of the first part of the questionnaire



b. The second parts investigated to investigate to what extent teachers use of Informal Digital Learning of English (IDLE) into teaching reading skills to EFL learners. The table below displays the eighty-four teachers' responses to the ten items distributed to five responses (always, usually, sometimes, occasionally and never).

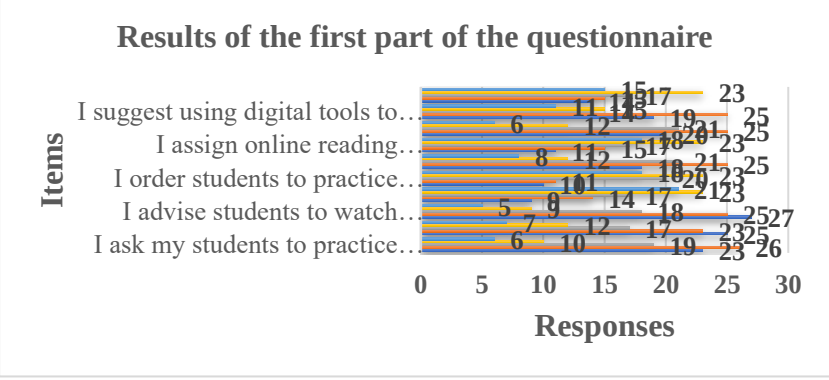
Table 2: Results of the second part of the questionnaire

No	Item	Always	Usually	Sometimes	Occasionally	Never
1	I ask my students to practice reading by watching English-subtitled films or television shows.	23	26	19	10	6
2	I recommend using social media platforms to explore stuff in English.	25	23	17	12	7
3	I advise students to watch online news programs in English.	27	25	18	9	5

4	I recommend playing online English-language games.	9	14	17	23	21
5	I order students to practice their English by writing emails to others in English.	10	113	20	23	18
6	I encourage students to communicate with fluent English speakers through online means.	18	25	21	12	8
7	I assign online reading materials in English for students to access.	11	15	17	23	18
8	I recommend using ICTs to chat with native speakers.	20	25	21	12	6
9	I suggest using digital tools to read English materials outside of the classroom.	19	25	14	15	11
10	I try to motivate my students to read stories written in English in digital fiction forms.	14	15	17	23	15

The below chart might give a clear view and explain the above table's content of part two results according to the participants' responses to questionnaire items:

Chart 2: Results of the second part of the questionnaire



4.2 Analysis, and Discussion

4.2.1 Part one of the questionnaire

The table below displays the statistical analysis which stated the means, the standard deviation, the percentage and the sample rank of the first part of the questionnaire. The first part was designed to investigate the teachers' perception of integrating Informal Digital Learning of English (IDLE) into teaching reading skills to EFL learners.

Table 3: Statics of the first part of the questionnaire

No	Item	Mean	Standard Deviation	Percentage	Sample Direction
1	There is a lot of help from informal digital learning to create methods of teaching reading.	3.4881	7.69415	69.7619	Agree
2	Teachers can improve their methods for instructing reading skills at any time and from any location using informal digital learning.	3.4881	7.66159	69.7619	Agree
3	EFL educators have an opportunity to expand their reading instruction experience by using digital tools for informal learning.	3.59524	8.31865	71.9048	Agree
4	Digital learning outside the classroom allows educators to choose their own pace and tailor their lessons for individual students.	3.71429	9.65401	74.2857	Agree
5	The adaptability of digital, informal education allows educators to equip students with the best possible reading comprehension abilities in any language, regardless of time or location constraints.	3.55952	7.49667	71.1905	Agree
6	Teachers can gain more experience in the field of language instruction through the use of informal digital learning.	3.70238	9.52365	74.0476	Agree
7	Teachers can tailor their lessons for their EFL students by using digital tools that facilitate informal learning.	3.59524	8.52643	71.9048	Agree
8	The ability of teachers to teach reading skills on their own, with the use of informal digital learning, has been shown to be significantly improved.	3.30952	5.4037	66.1905	Not Sure

In item one (69.7619%) of the participants agree with that there is a lot of help from informal digital learning to create methods of teaching reading, the mean (3.4881) explains that most of the participants have a clear perception towards the help which can be given by informal

digital learning of English in creating effective methods of teaching reading skills. The standard deviation (7.69415) shows a strange distribution that indicates more spread out of the data.

Statistics of the second item illustrate that (69.7619%) of the participants believe that teachers can improve their methods for instructing reading skills at any time and from any location using informal digital learning. According to the mean (3.4881), most of them think that they can integrate informal digital learning of English into their teaching techniques to improve their methods for instructing reading skills despite the odd distribution of the standard deviation (7.66159) as a result of data spread out.

In item three of the questionnaire, (71.9048%) of the participants agree an opportunity given to EFL educators to expand their reading instruction experience by using digital tools for informal learning. The mean (3.59524) confirmed their agreement with these opportunities. The participants data spread out of the mean as stated by the standard deviation (8.31865), but this does not affect their believes that there is an opportunity provided by using informal digital learning of English to EFL educators to expand their reading instruction experience by using digital tools for informal teaching reading skills.

Item four has the highest percentage (74.2857), it indicates that most of the participants aware of the fact that digital learning outside the classroom allows educators to choose their own pace and tailor their lessons for individual students. Their believe is confirmed by the mean (3.71429), which is also the highest mean in this part of the questionnaire, it shows that the direction of the sample goes towards the response (Agree) which the second top rank of the five responses of the questionnaire. A high standard deviation (9.65401) illustrates differences in their responses to item four, it indicates a strange distribution without effecting participants' perception towards the statement of the item.

Their responses of item five (The adaptability of digital, informal education allows educators to equip students with the best possible reading comprehension abilities in any language, regardless of time or location constraints) displays that (71.1905%) agree with this item. This agreement is confirmed by the mean (3.55952), despite the standard deviation (7.49667) which has not affected the sample direction.

In item six (74.0476%) of the participants agree with the experience which can be gained by teachers in the field of language teaching using informal digital learning. The mean (3.70238) indicated that most of the participants have a clear view of how to benefit from the the use of informal digital learning. This item has the highest standard

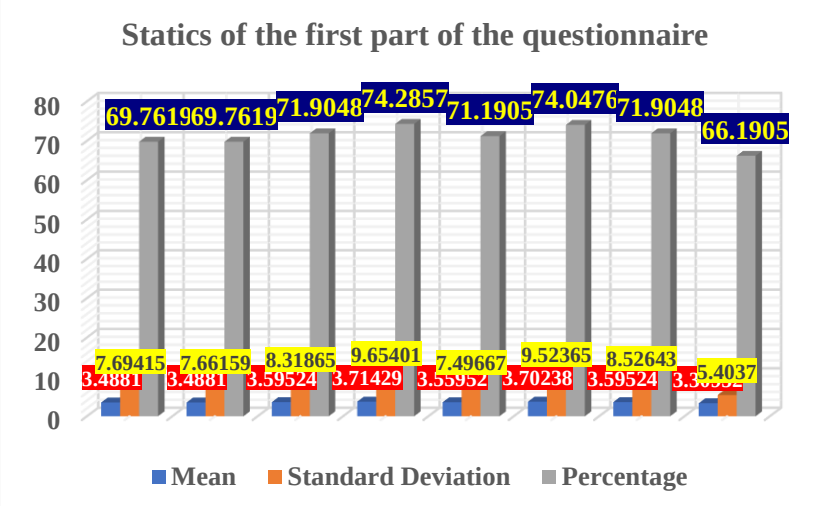
deviation (9.52365), it displays that the data is more spread out as a result of many diversities in the participants responses despite their agreement.

Participants responses to item seven explains that (71.9048%) agree with the fact that the teachers can tailor their lessons for their EFL students by using digital tools that facilitate informal learning. A confirmation to this perception is declared by the mean (3.59524) which shows the sample direction is (Agree). This item has a high standard deviation (8.52643) which explains that the data is more spread out, but it does not affect their perceptions of the use of informal digital learning of English in facilitating teaching reading skills.

In the last item (item eight) statistics represent that (66.1905%) of the participants agree with that the ability of teachers to teach reading skills on their own, with the use of informal digital learning, has been shown to be significantly improved. This item has the lowest mean (3.30952%), as a result of this, the ample direction goes towards (Not Sure). Despite its lowest standard deviation (5.4037), this item indicates that (33.8295%) of the participants are not sure of the significant improvement for the teachers' ability to teach reading skills achieved by using informal digital learning

The below chart might give a clear view and explain the statics of the results of part one according to the participants' responses analysis:

Chart 3: Statics of the first part of the questionnaire



4.2.2 Part two of the questionnaire

The table below displays the statistical analysis which stated the means, the standard deviation, the percentage and the sample rank of the second part of the questionnaire. The second part was designed to

investigate the teachers' use of Informal Digital Learning of English (IDLE) into teaching reading skills to EFL learners.

Table 4: Statics of the second part of the questionnaire

No	Item	Mean	Standard Deviation	Percent	Sample Direction
1	I ask my students to practice reading by watching English-subtitled films or television shows.	**3.595238**	**8.526429**	**71.90476**	**Usually**
2	I recommend using social media platforms to explore stuff in English.	**3.559524**	**7.496666**	**71.19048**	**Usually**
3	I advise students to watch online news programs in English.	**3.714286**	**9.654015**	**74.28571**	**Usually**
4	I recommend playing online English-language games.	**2.607143**	**5.585696**	**52.14286**	**Sometimes**
5	I order students to practice their English by writing emails to others in English.	**2.595238**	**5.683309**	**51.90476**	**Sometimes**
6	I encourage students to communicate with fluent English speakers through online means.	**3.392857**	**6.83374**	**67.85714**	**Sometimes**
7	I assign online reading materials in English for students to access.	**2.738095**	**4.38178**	**54.7619**	**Sometimes**
8	I recommend using ICTs to chat with native speakers.	**3.488095**	**7.661593**	**69.7619**	**Usually**
9	I suggest using digital tools to read English materials outside of the classroom.	**3.309524**	**5.403702**	**66.19048**	**Sometimes**
10	I try to motivate my students to read stories written in English in digital fiction forms.	**2.880952**	**3.63318**	**57.61905**	**Occasionally**

In item one, (71.90476%) of the teachers mentioned that they usually ask their students to practice reading by watching English-subtitled films or television shows, the mean (3.595238) indicates that most of the teachers prefer instructing their students to benefit from English-subtitled films or television shows. The standard deviation (8.526429)

shows a strange distribution that indicates more spread out of the data, but it does not affect the percentage of the teachers who ask their students to practice reading by watching English-subtitled films or television shows.

In item two, (71.19048%) of the teachers said that they usually recommend using social media platforms to explore stuff in English., the mean (3.559524) shows that most of the teachers usually instruct their students to use social media applications to explore stuff in English. The standard deviation (7.496666) displays a strange distribution that indicates more spread out of the data, but it does not influence the percentage of the teachers who recommend their students to use social media applications to explore stuff in English.

The teachers participated in this questionnaire usually advise their students to watch online news programs in English, (74.28571%) of the teachers find it essential to facilitate teaching reading skills. The mean of this item (3.714286) is the highest one, it confirmed the importance of advice given by teachers to their students to watch online news programs in English. This item has the highest standard deviation (9.654015) which displays a strange distribution that indicates more spread out of the data without a significant impact on the percentage of the teachers who usually advise their students to watch online news programs in English.

In item four (52.14286%) of the participants sometimes recommend playing online English-language games, the mean (2.607143) confirms the low number of teachers who recommend their students to play online English games. The standard deviation (5.585696) represents an acceptable distribution of data despite the low percentage of the responses in this item.

Item five has the lowest percentage and the lowest mean, (51.90476%) of the participants sometimes order their students to practice their English by writing emails to others in English, the mean (2.595238) shoes that half of them do not order their students to practice their English by writing emails to others in English. As a result of the participants' responses and the low number who ask their students to write emails in English, the standard deviation (5.683309) indicates more spread out of the data.

In item six, (67.85714%) of the teachers mentioned that they sometimes encourage their students to communicate with fluent English speakers through online means, the mean (3.392857) indicates that most of the teachers prefer instructing their students to communicate with fluent English speakers through online means. The standard deviation (6.83374) shows an odd distribution that indicates more spread out of the data, but it does not affect the percentage of

the teachers who encourage their students to communicate with fluent speakers via online means.

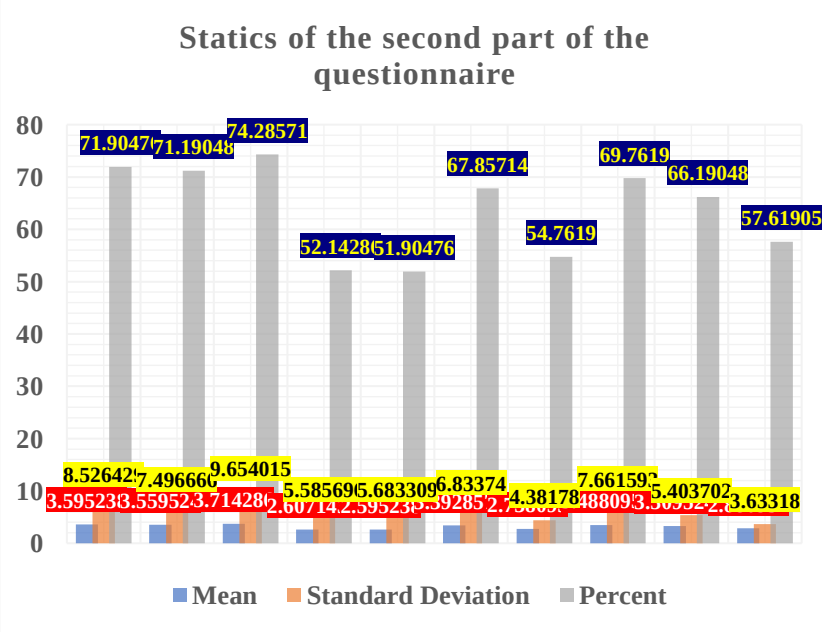
The participants in item seven, sometimes assign online reading materials in English for their students to access, this is clearly shown because (54.7619%) of them use this technique. The mean of this item (2.738095) confirmed the direction of the sample towards (sometimes) response. This item has a high but acceptable standard deviation (4.38178) which displays a strange distribution that indicates more spread out of the data without a significant impact on the percentage of the teachers who sometimes assign online reading materials in English for their students to access.

In item eight, (69.7619%) of the participants declared that they usually recommend their students to use Information and Communication Technologies (ICTs) to chat with native speakers, the mean (3.488095) indicates that most of the teachers instruct their students to use (ICTs) in chatting with fluent speakers of English. The standard deviation (7.661593) shows an odd distribution that indicates more spread out of the data, but it does not affect the percentage of the teachers who encourage their students to communicate with fluent speakers via online means.

In integrating (IDLE) in teaching reading skills, (66.19048%) of the participants in item nine sometimes give a suggestion to their students to use digital tools to read English materials outside of the classroom, the mean (3.309524) supports the percentage of the participants who suggest using digital tools to read English materials. The standard deviation (5.403702) shows a strange distribution that indicates more spread out of the data, but it does not affect the percentage of the teachers who ask their students to practice reading by watching English-subtitled films or television shows.

In item ten in the second part of the questionnaires, (57.61905) of the participants occasionally try to motivate their students to read stories written in English in digital fiction forms, the mean (2.880952) is the lowest mean in the whole questionnaire, which is an indication of the lowest numbers of the participants who motivate their students to read stories written in English in digital fiction forms. The standard deviation (3.63318) is low but acceptable, it also displays a strange distribution that indicates more spread out of the data without a significant impact on the percentage of the teachers who sometimes assign online reading materials in English for their students to access.

Chart 4: Statics of the second part of the questionnaire



4.3 Results

Based on two questions of the study, the results show that most of the Sudanese secondary schools' EFL teachers have a clear perception about Informal Digital Learning of English (IDLE), but the need to consider integrating (IDLE) an essential technique in their teaching methodology despite the lack of appropriate ICTs tolls. EFL teachers also need to know that their ability of teaching reading skills on their own with the use of informal digital learning has been shown to be significantly improved.

The results also display an inadequate use of technology by Sudanese Secondary Schools EFL teachers in their methods of teaching because they do not always integrate Informal Digital Learning of English (IDLE) into teaching reading Skills, the study also proofed that teachers need to spend more efforts to motivate their students to read stories written in English in digital fiction forms, they would assign more online reading materials in English for their students to access.

5. Conclusion

The purpose of this study was to investigate the attitudes held by EFL teachers in Sudan regarding the Informal Digital Learning of English (IDLE) and to determine the extent to which these teachers incorporate IDLE into the instruction of reading skills to EFL learners in

some secondary schools in Sudan. The researcher gave a two-part questionnaire to eighty-four Sudanese secondary schools' teachers who teach English as a foreign language. Findings of the study indicated that teachers of English as a foreign language in Sudan have distinct perceptions of the significant role that IDLE plays in the instruction of reading skills. According to the findings of the study, teachers do not always incorporate Informal Digital Learning of English (IDLE) with the process of teaching reading skills, they do not spend more effort to motivate my students to read stories written in English in digital fiction forms, and they sometimes assign online reading materials in English for their students to access. Finally, the study found that teachers do not spend more effort to motivate their students to read stories written in English in digital fiction forms.

6. Recommendations

It is highly recommended that for the Sudanese secondary schools EFL teachers to:

a. Increase their perceptions about integrating Informal Digital Learning of English (IDLE) and to believe that teach reading skills on their own, with the use of informal digital learning, has been shown to be significantly improved.

b. Encourage their students to play online English-language games by providing them with the appropriate games which suite their English level.

c. Train their students to practice their English by writing emails to others in English and order them write these emails regularly.

d. Assign online reading materials in English for their students to access as a part of their homework.

e. Spend great efforts to motivate their students to read stories written in English in digital fiction forms, this can be done by choosing interesting digital fiction stories

7. Study limitations and future research directions

For the sake of future and additional research, a few restrictions should be highlighted and demonstrated, one of which being the fact that the data collection tool was only distributed online. Characteristics of the participants' personalities that could influence the findings or regional variations were not measured. In this study, the sample size was sufficient to generate adequate findings once statistical analysis was performed. In his next research, the researcher

will address these many restrictions. In addition, a study will be carried out to investigate the implementation of informal digital learning of English (IDLE), with the aim to enhance the productive skills of EFL students.

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