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**Attitudes of EFL University Teachers in Public Universities in Khartoum State ,towards  
Research Publication ,a Case Study**

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**ABSTRACT**

This study investigates the attitudes of EFL university teachers in Khartoum State towards publishing scientific research and the challenges that they encounter to publish their research. The study used the descriptive approach. A questionnaire was used as a tool for data collection. The data was analyzed with the Statistical Packages of Social Sciences SPSS. The sample of the study included forty EFL university teachers from eight public universities of Khartoum State. The results showed that most university teachers face difficulties finding suitable journal with high rank to publish in. In addition to the lack of funds for their studies. The study recommended giving more facilitation to encourage teachers to conduct research.

**KEYWORDS**

*EFL: English as a foreign language ,UT: University Teacher - attitudes, publication*

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## اتجاهات أساتذة اللغة الانجليزية كلغة أجنبية في الجامعات الحكومية في ولاية الخرطوم نحو نشر البحث العلمي: دراسة حالة

### المستخلص:

تتناول هذه الدراسة اتجاهات أساتذة اللغة الانجليزية في الجامعات الحكومية في ولاية الخرطوم نحو نشر البحث العلمي. تهدف الدراسة لمعرفة ما إذا كان لدى أساتذة اللغة الانجليزية في الجامعات السودانية اتجاهات إيجابية حيال النشر العلمي أم لا، وكذلك لتقصي التحديات التي تواجههم في النشر. استخدمت الورقة استبانة كأداة لجمع البيانات. تم تحليل البيانات بواسطة الحزمة الإحصائية للدراسات الإنسانية. كانت عينة الدراسة أساتذة اللغة الانجليزية السودانيين في ولاية الخرطوم. حجم العينة كان أربعين أستاذاً من الجامعات الحكومية الثمانية في ولاية الخرطوم. أوضحت النتائج أن 90% من أساتذة الجامعات يواجهون مشكلة إيجاد مجلة مناسبة للنشر، بالإضافة إلى القصور في تمويل الدراسات. أوصت الدراسة بالمزيد من التسهيلات لتشجيع الأساتذة على البحث العلمي.

كلمات مفتاحية: أساتذة اللغة الإنجليزية ، الجامعات السودانية ، الاتجاهات ، النشر.

### **Back ground:**

Research is important in every discipline in general. It is necessary in the education field and in the process of EFL teaching in specific. It is a vital means for investigating reasons of difficulties that face students in learning the language, helping teachers in promoting learning outcomes and solving teaching problems encountered in the classroom. Since research is important for EFL teachers, at university level this study focuses on the challenges that hinder research and publication. (Kagan,2010).

### **Statement of the problem:**

Conducting research is one of the basic roles of university teachers. English as a foreign language university teachers in Khartoum State ,are not an exception ,as they are expected to fulfill their roles . Publishing research increases its credibility . In this study the researchers investigated the UT of EFL attitudes towards research publication.

### **Objectives:**

- 1-To find out whether EFL Sudanese university teachers in Khartoum State have positive attitudes towards publishing scientific research.
- 2-To investigate the challenges that EFL Sudanese university teachers in Khartoum State encounter in publishing their research.

### **Hypotheses of the Study:**

- 1-EFL university teachers in Khartoum state have negative attitude towards research publication.
- 2-UT of EFL in Khartoum state face challenges in publishing research.

### **Questions of the study:**

- 1-What are the attitudes of the Sudanese EFL university teachers in Khartoum State towards research publication?
- 2-To what extent do Sudanese EFL university teachers in Khartoum State face challenges in research publication?

### **Methodology of the Study:**

The study used the descriptive approach. A questionnaire was used as a tool for data collection. The data was analyzed with the Statistical Packages of Social Sciences (SPSS). The population was EFL Sudanese University Teachers in Khartoum State. The study sample is purposive as it is based on a certain area and a limited number of subjects. Elder(2009,14)The sample was selected consisting of 123 of the EFL teachers of Sudan University of Science and Technology (SUST), University of Khartoum ,Neilain University, Elzaeim Alazhari University, Bahri University, Omdurman Islamic University, Alguraan Alkareem University and Sudan Open University. About one third of the sample (40 teachers) responded to questionnaire.

## Reliability and Validity of the study

### Cranbach's alpha method:

A reliability test was conducted using Cranach's alpha equation as shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{n}{n-1} * \frac{1 - \frac{\text{Total variations questions}}{\text{variation total grades}}}{1 - \frac{\text{Total variations questions}}{\text{variation total grades}}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \frac{\text{Total variations questions}}{\text{variation total grades}}}{1 - \frac{\text{Total variations questions}}{\text{variation total grades}}}} * \sqrt{\frac{n}{n-1} * \frac{1 - \frac{\text{Total variations questions}}{\text{variation total grades}}}{1 - \frac{\text{Total variations questions}}{\text{variation total grades}}}}$$

Cranbach's alpha coefficient = (0.91), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study.

Validity coefficient is the square root of the reliability coefficient is (0.95), and this shows that there was a high sincerity of the scale that rises the benefit of the study.

### Limitations of the Study:

This study was limited to EFL Teachers of Sudanese public universities in Khartoum State. It was conducted in 2022.

### Significance of the Study:

The study was important to the stakeholders in the field; the ministry of high education, universities and teachers. It showed them the challenges that face EFL teachers in Sudan in research publishing and the attitudes of these teachers towards the same issue.

### Theoretical framework and literature review:

#### Importance of Research in ELT

No doubt that research is important in enhancing the process of teaching the language . Moreover, it inspires creativity and active learning in the teacher (check structure. It develops the teacher's research skills, enhances their self-esteem and promotes their awareness of their students' needs. It is possible for the results of research to lead (ideally) to changes in methods or practices in education, such as a teaching method that encourages students to learn languages more effectively.

Fareh and Saeed (2011, (155) said :

"The role of the teacher as researcher transfers teachers from a state of powerlessness to a state of power and from being mere receivers of training and lecturing to initiators of change and more efficient and active teachers. "

### The significance of action research in the context of language teaching are:

1. It aims at improving teaching and learning practices in classrooms because it attempts to find solutions to specific problems that a teacher or a group of teachers may encounter in teaching a certain subject. It is usually conducted at small-scale levels for practical purposes rather than for the purposes of theoretical research. Fareh and Saeed (2011).

2. It is practical, manageable and can be carried out by a single classroom teacher or in collaboration with other colleagues. That is why it is sometimes referred to as classroom-based or collaborative research because it handles problems that practicing teachers really encounter in their daily teaching activities.
3. Action research conducted by teachers contributes to changing and re-defining the traditional role of teachers. Teachers who conduct action research will be in a better position to create desirable changes in their teaching practices. In fact, they become initiators of pedagogical changes and improvements rather than recipients of ready-made proposals. Sagor (1992: 5) emphasizes the necessity for creating a shift in teachers' roles. He holds, "By changing the role of teachers, we can profoundly change the teaching and learning process in our schools."
4. Action research promotes the teachers' understanding of the teaching process and enhances their problem solving knowledge and skills. Once a teacher feels that his action research has been fruitful and has led to solving a certain problem, his confidence builds up and he becomes more prepared to take risks by investigating more teaching problems and finding solutions.
5. It can revitalize our teaching and lead to positive change in our teaching practices.
6. It raises teachers' awareness of the difficulties involved in their jobs and the complexities of teaching and learning.
7. Action research is conducive to faster professional development on the part of teachers because teacher changes and decisions will be based on reliable data collection (Burns, 2010: 7).
8. It helps teachers develop more effective and more focused teaching materials.
9. It allows and trains teachers to observe, analyze and reflect on the problematic areas in their teaching.
10. It also reinforces the spirit of team and collaborative work among the teachers of the same subject. They can share experiences and solutions for the problems they encounter in their classes.

Other researchers who have highlighted the advantages of action and collaborative action research include Richards and Farrell (2005:171-194; Atay (2006); Burns (2010: 6-7).

It has become clear that action/collaborative action research seems to be indispensable for language teachers. They have to be encouraged to practice conducting such a type of research. Practicing teachers need to be involved in in-service training workshops to train them how to conduct action research individually and collaboratively. Furthermore, a component on action research needs to be incorporated in the teacher training courses and programs at the undergraduate as well as the graduate levels.

### **Goals of Educational research:**

Educational research should aim at improving educational practice by analysing the world of Education to understand it and make it better. It should be a critical, reflective and professionally oriented activity.

Educational research Julio López-Alvarado (2017)

Newby (2010) suggested that educational research should have three objectives: to explore issues and find

answers to questions (for academics), to share policy (e.g. relationships between education/work/training, for policy makers) and to improve practice (for practitioners).

Historically, the role of the educational researcher has moved from academic theorist, through expert consultant, to reflective practitioner (Nisbet,2005).

Educational research has changed from the positivist assumptions underpinning the scientific–experimental paradigms which had prevailed during the 20th century, to the recent postmodernist and poststructuralist trends, which challenged the previous assumptions (Gray, 2013).

The purposes of education can be affected by the context of the historical periods and by ideology. The purposes of education research can also be affected by the views and beliefs of reality. Educational research can in turn be affected and constrained by ethical issues. Julio López-Alvarado (2017) & Pring (2000) defined virtue as a general disposition to do the right thing at the right time. Any virtue or ethical value therefore, embodies the values which prevail in a social or cultural tradition at any given time in history.

### Types Of Educational Research

Pramodinid and Sophia (2012) mentioned the types of the educational research as follows:

- 1-Historical research** generates descriptions, and sometimes attempted explanations, of conditions, situations, and events that have occurred in the past. For example, a study that documents the evolution of teacher training programs since the turn of the century, with the aim of explaining the historical origins of the content and processes of current programs.
- 2-Descriptive research** provides information about conditions, situations, and events that occur in the present. For example, a survey of the physical condition of school buildings in order to establish a descriptive profile of the facilities that exist in a typical school.
- 3-Co relational research** involves the search for relationships between variables through the use of various measures of statistical association. For example, an investigation of the relationship between teachers' satisfaction with their job and various factors describing the provision and quality of teacher housing, salaries, leave entitlements, and the availability of classroom supplies.
- 4-Causal research** aims to suggest causal linkages between variables by observing existing phenomena and then searching back through available data in order to try to identify plausible causal relationships. For example, a study of factors related to student 'drop out' from secondary school using data obtained from school records over the past decade.
- 5-Experimental research** is used in settings where variables defining one or more 'causes' can be manipulated in a systematic fashion in order to discern 'effects' on other variables. For example, an investigation of the effectiveness of two new textbooks using random assignment of teachers and students to three groups – two groups for each of the new textbooks, and one group as a 'control' group to use the existing textbook.
- 6- Case study research** generally refers to two distinct research approaches. The first consists of an in-depth study of a particular student, classroom, or school with the aim of producing a nuanced description of the pervading cultural setting that affects education, and an account of the interactions

### Why Publication is Important for Teachers?

Case (2019 ) view about publication is: “Writing or recording something for language teachers or learners which is read, listened to or watched by more than one person who you don’t know”. He mentioned some of the reasons to publish are:

- It helps teachers to learn about the language and the writing process
- It more generally improves teaching, e.g. by helping teachers brainstorm ideas for their classes
- It improves your CV/ helps you get better jobs
- It impresses students and motivate them
- It helps put teachers in touch with like-minded people and useful people for their future career
- It helps teachers to organise and remember your own ideas
- It can help change things in ELT
- It can provide a supplementary income (in a way that is a nice change from just doing more teaching) or even an alternative career path

### Pramodinid and Sophia added:

- Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands.
- Teachers project their own personality upon learning experiences. Research methodologies give teachers the tools to analyze and make informed decisions about their practice.
- Research helps teachers to share with colleagues.

### Results and discussion

The following tables show result of the UT questionnaire .

**Table (1): Teachers years of experience:**

Valid	Frequency	Percent
less than 5 years	0	0.0%
More than 5 years	40	100.0%
Total	40	100.0%

Tables (1), shows that all responses have a reasonable experience in university teaching of EFL, as all of them have been working as UT for more than 5 years .This declares that the respondents have reasonable experience in teaching EFL in universities.

**Table(2): Gender:**

Gender	Frequency	Percent
Male	18	45.0%
Female	22	55.0%
Total	40	100.0%

Table (2)shows the distribution of the gender factor among respondents as females represent 55% of the sample ,while males were 45% of them. Therefore results are likely attitudes of females towards publishing.

**Table(3) : Age of participants:**

Age	Frequency	Percent
Under 40	38	95.0%
Over 40	2	5.0%
Total	40	100.0%

Table (3) shows age of participants ,as the majority of them were young scoring 95%of the sample under 40,while only 5%of them were over 40 years old. This indicates that the results represent views of young university teachers.

**Table (4): Participants place of service in Khartoum:**

Valid	Frequency	Percent
Yes	29	72.5%
No	11	27.5%
Total	40	100.0%

Table (4) shows that the majority of the teachers who participated serve inside Khartoum state ,while 27% of them serve outside the state university branches. This is likely common for universities like Alguraan Alkareem university where the main campus is located in Omdurman while they have colleges in various Sudanese cities.

**Table(5): Difficulty in finding suitable journals:**

Valid	Frequency	Percent
Yes	31	77.5%
No	9	22.5%
Total	40	100.0%

Table (5) illustrates that the majority of the university teachers in Khartoum state face difficulties in finding suitable journals with high rank to publish their research in after they have gone through all the challenges of conducting research. As below results show that 77.5%of the EFL teachers in Khartoum state can't easily find suitable journals for publication.

**Table(6): Teaching load affects research practice:**

Valid	Frequency	Percent
Yes	19	47.5%
No	21	52.5%
Total	40	100.0%

Table (6) shows that heavy teaching duty EFL university teachers have does affect their research practice, although 52.5% of the teachers believe that the teaching load they receive does not prevent them from conducting research .

**Table(7): *Explanation for rejection received:***

Valid	Frequency	Percent
Yes	36	90.0%
No	4	10.0%
Total	40	100.0%

Table (7) shows that the majority of the EFL university teachers of Khartoum state don't receive explanations for rejection of the papers they submit as 90% of them have answered yes to the statement ,I don't receive explanations for rejection to my papers. Receiving full explanation for rejection of papers not only enhance researchers research skills ,but also give them justification for the rejection which reduces the frustration they have after rejection and encourages them to improve.

**Table(8): *High cost of research:***

Valid	Frequency	Percent
Yes	36	90.0%
No	4	10.0%
Total	40	100.0%

Table (8) According to the table below 90% of the teachers declare that the research they conduct cost a lot and they lack funding .This result shows that the financial factor plays a crucial role in research conducting in the first place not to mention publication.

**Table(9) : *Publication preferred for promotion after PhD:***

Valid	Frequency	Percent
Yes	38	95.0%
No	2	5.0%
Total	40	100.0%

Table (9) illustrates that 95% of the EFL university teachers prefer to publish their research after they receive their PhD for academic promotion as they earn no financial benefit publishing having a master degree.

**Table(10) : *Publishing in high rank journal is expensive:***

Valid	Frequency	Percent
Yes	40	100.0%
No	0	0.0%
Total	40	100.0%

Table (10) shows that all participants believe that publishing in high rank journals costs a lot and that their universities don't pay nor can they afford the high expenses of publishing. This result also sheds light in the financial factor regarding publication.

**Table(11) : Publication and examination of teaching practice:**

Valid	Frequency	Percent
Yes	39	97.5%
No	1	2.5%
Total	40	100.0%

Table (11) shows that the majority of the Khartoum university EFL teachers believe that research publication engages them into a more systematic examination of teaching practice by examining and exploring classroom problems and their solutions. This result illustrates the need of continuous professional development for these teachers to develop both their teaching performance and research skills.

**Table(12): Different manuscript styles to each journal enhance writing skills:**

Valid	Frequency	Percent
Yes	40	100.0%
No	0	0.0%
Total	40	100.0%

Table (12) illustrates that all participants of the questionnaire believe that having different manuscript styles for each journal enhance their writing skills. This result supports the idea that research publishing assists the developing of academic writing skills among researchers.

**Table(13) : Research Publishing Provides knowledge exchange :**

Valid	Frequency	Percent
Yes	40	100.0%
No	0	0.0%
Total	40	100.0%

Table (13) illustrates that all participants think that research publishing gives them the chance to exchange knowledge of ELT through conferences . which pours in the direction of the importance of research publication in the EFL university teachers professional development. The results also show the teachers awareness of the professional role research publishing plays.

**Table(14) : Acquiring knowledge through publication:**

Valid	Frequency	Percent
Yes	40	100.0%
No	0	0.0%
Total	40	100.0%

**Table (15): Publication enhances professional development:**

Valid	Frequency	Percent
Yes	40	100.0%
No	0	0.0%
Total	40	100.0%

Tables (14) and(15) shows that all responses believe publishing their research helps them acquire new knowledge for classroom teaching like organizing and remembering ideas, which also indicates the awareness the EFL university teachers have concerning the role of research publication in improving their teaching performance

**Table(16): Publishing and the C.V:**

Valid	Frequency	Percent
Yes	40	100.0%
No	0	0.0%
Total	40	100.0%

Table (16) shows that all participants believe that publishing research is important for their career as it improves their C.V, which is an indicator of the EFL university teachers awareness of the importance of publications in their career.

**Table (17): chi-square test results for the all questions:**

No.	Phrases	Chi-square value	df	Sig.	Median	scale
1	I serve inside Khartoum state	32.40	1	0.000	1.00	Yes
2	I face difficulties in finding the suitable journal with high rank in my field	18.10	1	0.000	1.00	Yes
3	I have heavy teaching load which affects my research practice	12.10	1	0.000	1.00	Yes
4	I don't receive explanations for rejection to my papers	10.10	1	0.000	2.00	No
5	The studies which I conduct cost a lot and there is no research funding	25.60	1	0.000	1.00	Yes
6	I prefer to publish after the PhD for the academic promotion since no work earn during master when publishing	25.60	1	0.000	1.00	Yes
7	Publishing in high rank journal cost a lot, my university doesn't pay and I can't afford to pay	32.40	1	0.000	1.00	Yes
8	research publication engages me into a more systematic examination of my teaching practice by examine and explore classroom problems and their solutions	No statistical different			1.00	Yes
9	Having different manuscript /styles to each journal enhance my writing skills	36.10	1	0.000	1.00	Yes
10	Research Publishing gives me the chance to exchange knowledge of ELT through conferences	No statistical different			1.00	Yes
11	Publishing my research helps me to acquire new knowledge for classroom teaching like organizing and remembering my ideas	No statistical different			1.00	Yes
12	Publishing my research enhances my skills professionally generally by improving my teaching, e.g. by helping you brainstorm ideas for your classes	No statistical different			1.00	Yes
13	publishing research is important for my career because it improves CV which helps me get better job opportunities	No statistical different			1.00	Yes

**The results of table (17) Interpreted as follows:**

- 1-The value of chi – square calculated to signify the differences between the I serve inside Khartoum state was (32.40) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 2-The value of chi – square calculated to signify the differences between the I face difficulties in finding the suitable journal with high rank in my field was (18.10) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 3-The value of chi – square calculated to signify the differences between the I have heavy teaching load which affects my research practice was (12.10) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 4-The value of chi – square calculated to signify the differences between the I don't receive explanations for rejection to my papers was (10.10) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 5-The value of chi – square calculated to signify the differences between the studies which I conduct cost a lot and there is no research funding was (25.60) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 6-The value of chi – square calculated to signify the differences between the I prefer to publish after the PhD for the academic promotion since no work earn during master when publishing was (25.60) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 7-The value of chi – square calculated to signify the differences between the Publishing in high rank journal cost a lot, my university doesn't pay and I can't afford to pay was (32.40) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 8-There is no difference between the respondents' answers about the research publication engages me into a more systematic examination of my teaching practice by examine and explore classroom problems and their solutions
- 9-The value of chi – square calculated to signify the differences between the having different manuscript /styles to each journal enhance my writing skills was () with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 10-There is no difference between the respondents' answers about the Research Publishing gives me the chance to exchange knowledge of ELT through conferences
- 11-There is no difference between the respondents' answers about the Publishing my research helps me to acquire new knowledge for classroom teaching like organizing and remembering my.
- 12-There is no difference between the respondents' answers about the Publishing my research enhances my skills professionally generally by improving my teaching, e.g. by helping you brainstorm ideas for your classes.
- 13-There is no difference between the respondents' answers about the publishing research is important for my career because it improves CV which helps me get better job opportunities.

According to the above mentioned results the first hypothesis of the study is not true as EFL university teachers in Khartoum state actually have positive attitudes towards research publication .Most of them agree upon the importance of research publication in their career development and developing their writing and research skills. On the other hand EFL university teachers in Khartoum state stated that they face many issues regarding publication .Most of these issues are related to finance and funding .

**Findings of the questionnaire were as follows :**

- 1-All teachers agree that research publication involves them in evaluating their teaching experience.
- 2-All teachers are conceived that research publications enables them to develop their knowledge.
- 3-Majority of the English language university teachers serve in Khartoum state.
- 3-Females represent more than half of the teachers.
- 4-Most of the teachers have experienced teaching for more than 5 years.
- 5-Teachers face hardship finding suitable journals for their publications.
- 6-A great number of the participants agree that the heavy teaching load they have affects their research practice.
- 7-Half the teacher said they don't receive explanations for the rejection of their papers.
- 8-University English language teachers lack the financial aid needed for research publication whether from their institutes or personally .
- 9-Most teachers prefer to publish their research after they conduct their PhD.
- 10-Most teachers are keen about their promotion through publishing.
- 11-Teachers believe that different manuscripts raise their writing.

**Conclusion**

The study is about attitudes of university EFL teachers towards publishing research papers. According to the statistic results shown above we conclude that the university teachers of English have a positive attitude towards research publishing. Results have shown that the UT of EFL are aware of the importance of research publication and its role in their professional development . However, they face many challenges when conducting research. One of these challenges is the financial issue. Another is that journals do not justify their rejection of manuscripts because they are inflexible.

**Recommendations**

- 1-University teachers of English language should be given less teaching load to encourage them to research and publish.
- 2-Universities and institutions should set reasonable budget for research in the area of English language .
- 3- Publishing journals should adopt flexible manuscripts to encourage publication.

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