CHAPTER-V
SUMMARY
AND
CONCLUSION
CHAPTER V ___________________________ SUMMARY & CONCLUSION

5.1. Summary

5.1.1. Results of the Questionnaire

The subjects’ problems in using mobiles as a tool of English writing skills can be ranked according to the results obtained as follows:

It was found that 30% of the subjects used this tool correctly as a tool associated with some other tools such as computers, multimedia, Internet and all other social websites…etc. On the contrary, it was observed that 70% of the subjects missed one of its important use. (i.e. its use in sending and receiving E-mails. This signifies that the subjects do not have the ability to use it as a main tool in Ed Tech. This can generally be attributed to the insufficient explanation on the part of the teacher and mobile based writing techniques are not well-integrated into the curriculum inside classrooms.

It was found that 46% of the subjects used the tool of computer in association with some other tools, such as mobiles, e-mail exchange, chatting wikis, multimedia, smart board notebook. It has also been observed 53.33% of the subjects missed this tool completely. Therefore, it can be said that the subjects are not acquainted with this tool. Consequently, it can be said that this tool was not in the focus of teaching-learning process due to the lack of sufficient explanation and students are not encouraged by teachers to use this tool of educational technology.

The results revealed that 43.33% of the subjects used the tool of multimedia correctly. However, it was observed that this tool of the multimedia was not also used as a main tool of the Ed Tech by 80.66% of the subjects. Conversely, it was used in certain situations associated with some other tools. This indicates that the subjects may not have the ability to use it in their writing skills. This complexity could present a particular challenge for language learners, whose range of available discursive repertoires in their foreign language is often limited.

It was found that 66% of the subjects used the tool of the Internet as a tool of Ed Tech. In addition to this, it has been found that 34% of the subjects missed this tool
completely. Therefore, it can be said that the subjects are not acquainted with this tool. This is because using this tool does not mean that the subjects have the ability to use it as a main tool in Ed Tech. Consequently, it can be said that this tool was not in focus of the teaching-learning process, either due to the faulty teaching material or lack of sufficient explanation of its importance in teaching and learning process.

This study is in line with a study conducted by Mubarak who discovered that “Teachers can use Facebook outside the classroom to post links of useful videos and files to students and to send them homework they can do at home. They can also create their own groups that include their students and use that for instructional purposes, such as developing writing skills through posting topics for the students to write on and collaborative learning through setting topics for discussion. In this way, teachers can give more exposure to their students and provide them with more opportunities to improve their English skills.

It was found that 10% of the subjects used the tool of Smart Board Notebook correctly. More precisely, it was observed that 90% of the subjects used this tool in association with some other tools. This indicates that this tool was more focused on in learning teaching process, than the other Ed Tech tools.

It was found that all the subjects have a problem in using the Synchronous CMC Tools correctly. Through analyzing subjects’ answers, it has been found that the subjects’ problems in using these tools might be due to the error of omission. Accordingly, it can be said that the subjects lack the knowledge of the importance of this tool in learning English writing skills.

The results revealed that 2.66% of the subjects used the tool of Asynchronous CMC Tools correctly. However, it was observed that this tool of the Audio Visual Aids was not also used as a main tool of the Ed Tech by 20% of the subjects. Conversely, it was used in certain situations associated with some other tools. This indicates those subjects may not have the ability to use it in their writing skills.

Researchers have reported that student writing skills can be improved via networked computers. Foreign language teachers integrate e-mail-based activities into their curriculum.
It was found that 60.66% of the subjects used the tool of Chatting correctly. More precisely, it was observed that 70% of the subjects used this tool in association with some other tools. This indicates that this tool was more focused on in learning teaching process, than the other Ed Tech tools.

It was found that 58.66% of the subjects used the tool of the E-Mail Exchange as a tool of Ed Tech. In addition to this, it has been found that 41.33% of the subjects missed this tool completely. Therefore, it can be said that those subjects are not acquainted with this tool. This is because using this tool does not mean that the subjects have the ability to use it as a main tool in Ed Tech. Consequently, it can be said that this tool was not in focus of the teaching-learning process, either due to the faulty teaching material or lack of sufficient explanation.

As the researcher of this study, this study is in line with a study done by González-Bueno in the context of the superiority of the written language produced in the email exchange over the traditional writing is attributed to the fact that learners typing their messages were able to take more time to consult references and edit their messages before sending them. Other researchers have also stressed the fact that the revision process in the email exchange helps improve the foreign language learner’s writing style, Beauvois & Eledge, (1996).

The present study is in line with a study done by Van Handle & Corl, (1998) who states about an exchange between intermediate German learners at Ohio State University and Mount Holyoke College. The students in the two institutions exchanged e-mail over the course of one semester to "promote participation and language skill development in the intermediate level classroom" (p.130). Students were assigned readings that they then discussed on a joint e-mail list.

It was found that 93.33% of the subjects used the tool of Word Processor incorrectly. More precisely, it was observed that 94% of the subjects used this tool in association with some other tools. This indicates that this tool was more focused on in learning teaching process, than the other Ed Tech tools.

It was found that 70% of the subjects used the tool of Social Networking Sites correctly. More precisely, it was observed that 70% of the subjects used this tool in
association with some other tools. This refers to the students’ lack of motivation and weak participation in class using this tool.

The researcher agrees with some studies conducted by Li and Hart, (1996) who thinks that the web’s multimedia capabilities and interactive functions have made it an attractive medium to conduct instruction. Among the reasons for using the web in ESL learning increased student motivation, authentic language, and global awareness have been cited, Meloni, (1998). However, there are still many problems with the application of the Internet in the classroom including the reliability of the information on the web, the cost of the equipment needed to connect to the Internet, inequality of access between the haves and have-nots, and frustrating slow connections, Lyman, (1998); Sussex & White, 1996; Warschauer, (2000).

In brief, the Internet, with its synchronous and asynchronous tools, is an effective teaching tool. In order to use it in EFL teaching effectively, EFL teachers need to be trained on doing that, Eastment, (1999), p. 2; Külekçi, (2009, p. 159), to raise their awareness of the importance of using the Internet in English teaching, and to be provided with practical support and opportunities to know about the impact of the Internet on their teaching. Eastment, (p. 2).

It was found that 4.66% of the subjects used the tool of the wikis as a tool of Ed Tech. In addition to this, it has been found that 95.33% of the subjects missed this tool completely. Therefore, it can be said that the subjects are not acquainted with this tool. This is because using this tool does not mean that the subjects have the ability to use it as a main tool in Ed Tech. Consequently, it can be said that this tool was not in focus of the teaching-learning process, either due to the faulty teaching material or lack of sufficient explanation by teachers of the importance of using wikis inside and outside classrooms.

These differences are most likely due to the students' different cognitive abilities of receiving the instruction given by teachers regarding writing skills via technology performed inside the classrooms.
5.1.2. Results of the Treatment Test

I-Discussion of the Results related to Hypothesis One and Hypothesis Five:

Based on the findings related to hypothesis one (It is hypothesized by the researcher that some Libyan university students have no idea of using educational technology to develop their EFL writing skills) and hypothesis five (Because of gender difference, students have some difficulties and problems in using English writing skills via technology) there were statistically significant differences between the achievement of the treatment test results of the experimental group and the treatment test results of the control group. The findings show that the experimental group benefited from using computers and mobiles as tools of educational technology in learning English language writing skills.

As a researcher of this study, I would like to add that there is no effect of gender difference on the different abilities of the Libyan university students in learning English language writing skills as a foreign language via educational technology, as it has been hypothesized by me at the beginning of this study.

II- Discussion of the Results related to Hypothesis Two:

The experimental group, which learned English writing skills via mobiles and computers, achieved higher scores in writing than the control group. This supports the second hypothesis (the subjects of this study can't understand the relationship between the importance of grammatical structure of sentences and writing messages to each other by using technology tools)which states that educational technology has a significant effect on the students' writing messages skill in general. The fact that educational technology has developed the writing skill of most of the subjects of the experimental group because of the help of word processor by detecting writing errors and suggesting alternatives. Students were reviewing and editing during and after their writing tasks in contrast to the pen and paper method.

The researcher of this study agrees with some authors like Owston & Wideman, (1997) who summarises a “study of children's writing in a high-computer-access setting compared to a setting with infrequent usage, conducted during a three-year
period beginning with third grade, showed that frequent use of word processing contributed to improved writing skills”. This study is in line with another study of second-grade students indicated that word processing improved children’s general writing skills and contributed to longer compositions. Jones, (1994).

III- Discussion of the Results related to Hypothesis Three and Hypothesis Four:

It is hypothesized by the researcher that different levels of students’ limited cognitive and comprehensive abilities cause some difficulties and problems and students are unaware of the importance of communication and interaction skills among them by using writing skills via CMC tools. Educational tools enable the learner to get feedback about errors from linguistic repertoire available in the word processor easily. The software is able to give comments on errors made by users and provides suggestions for checking and correcting linguistic errors that occurred in writing. It also electronically explains error corrections. The word processor is also equipped with a number of linguistic information.

The results showed that there were significant differences between the results of writing a paragraph and correcting grammatical errors of the experimental group and those of the control group in favor of the experimental group. No significant effect was found for teaching style by educational technology tools or by traditional method. The researcher found out that communicative and interactive tools such as Facebook, Online learning and E-mail and chat exchanges motivated and increased the ability of English writing skills of the experimental group which was learning via different technological tools.

The findings of the present study were in contrast with what was reported by Tone and Winchester, (1988) who found that computer-mediated writing instruction has given disappointing impact, and it is too early to adopt word processor as a helpful medium in improving students’ writing.

The field of second/foreign language teaching and learning is no exception. Even though functions of the Internet in relation to language learning can be defined and classified in various ways, the Internet serves mainly as a publishing, communication, and informational tool, Cunningham, (2000);Lee, (2000). In its information-providing function, the Internet is utilized as a virtual library in which students can
search for and receive information. Web resources pertinent to various purposes and topics can offer potential teaching materials, thus serving as a valuable pedagogical tool in a language classroom. In fact, the most frequent classroom use of the Internet is searching for Web resources to gather information.
5.2. CONCLUSION

This study, titled “A Study on the Use of Educational Technology to Develop Language Skills of the EFL Learners with Special Reference to the Writing Skills” aims at making those students better users of the tools of Ed Tech.

It was hypothesized in the introductory chapter of this study that it is observed by the researcher that the students’ problems of developing English writing skills are numerous. Some students have no idea or knowledge about the use of Ed Tech tools in developing English writing skills. In an attempt to pinpoint the effect of being aware of Ed Tech tools and of being unaware of them, this study attempted to investigate the difficulties encountered by some Libyan university students in some Libyan universities.

It is observed by the researcher, that the learners’ problems in using mobile-based-writing, computer-mediated interaction, discussions and formal compositions in many Libyan universities and institutions are numerous. Most of the learners have no knowledge of using computer-assisted classroom discussions, e-mail exchanges and Web-based writing. This study helps the learners to be aware of the use of educational technology in developing the writing skills of the learners.

The researcher found out that the problem of the present study springs from students’ low achievement in writing part of English language achievement tests, lack of motivation and weak participation in class.

In this study, the researcher investigated the reasons behind learners’ difficulties, she found out those reasons and finally she suggested some solutions to those problems.

To examine the problems of the students a questionnaire and a treatment test were administered.

It was found out that the majority of the subjects used the tool of the computers, specially the tool of CALL.

Secondly, it was found that most of the subjects used the tool of internet and the main weakness observed was in the tool of E-Mail Exchange and Chatting.
Thirdly, it was found that all the subjects did not use the tool of the mobile based writing. Analysis of this study indicates that while there is important evidence in the developing world that mobile phones impact educational outcomes by facilitating increased access, much less evidence exists as to how mobiles impact educational outcomes by promoting new learning.

The study reveals that there remain important issues that must be taken into consideration for future computer interventions to facilitate improved access to education. Students using CMC to improve their writing social interaction abilities achieved significantly better results after the treatment when they have been taught through the CMC tools, and tested by using this test, representing that CMC is effective as a tool for writing any text (article, paragraph, essay, composition or project) and helps in correcting grammatical errors, stylistic errors, syntactic errors or spelling errors.
The Reasons of The EFL Learners Difficulties Are:

1. When teaching the students, teachers do not emphasize and focus on the use of all Ed Tech tools in general and inside the classrooms in particular.
2. Teachers ignore the importance of mobile based writing while it is the most used tool by the students all the time.
3. Computers are not taught as a separate tool to help learners increase their motivation in learning all English writing skills.
4. Teachers do not teach their students through each tool as an acquainted tool.
5. No focus is given by teachers on chatting to help students to interact with each other professionally.
6. Teachers do not teach their students the wikis and its uses and to explain its importance to help them to use it inside and outside the classrooms.
7. Ed Tech techniques and programs may be used less in ELT in Libya, especially in the areas of writing skills.
8. ELT staff in Libyan educational establishments are not trained to use such facilities as a normal part of their work.
9. Students are not encouraged by teachers to regard the computer as a normal part of their education rather than something out of the ordinary.

The findings of the present study were in contrast with what was reported by Tone and Winchester (1988) who found that computer-mediated writing instruction has given disappointing impact, and it is too early to adopt word processor as a helpful medium in improving students’ writing.

The researcher of this study agrees with some authors like Owston & Wideman, (1997) who summarises a “study of children's writing in a high-computer-access setting compared to a setting with infrequent usage, conducted during a three-year period beginning with third grade, showed that frequent use of word processing contributed to improved writing skills”. This study is in line with another study by Jones, (1994) on second-grade students indicated that word processing improved children’s general writing skills and contributed to longer compositions.
The study shows that the problem springs from students’ low achievement in writing part of English language in the achievements of treatment test, lack of motivation and participation in class.

All these applications and tools play different instructional goals. English teachers can integrate them to give more chances for learners to use English which, in turn, will help them to learn or improve their English language writing skills. Teachers and instructors can also use these applications to arouse interest and to communicate and give feedback to their EFL/ESL students which can make the process of learning more interesting.

Finally, this study gives an idea about how to write a paragraph, an essay, an article and a composition by using the Mobiles, Computers and an Internet as tools to develop EFL writing skills.

The results of this study may be relevant to researchers in other language skills as well as other fields of research. Further research need to be carried out to know whether EFL/ESL learners using Internet will be motivated enough to depend on themselves or interact and work together. More studies into the attitudinal aspects of CMC would also be useful.

The study also reveals, however, some important issues must be taken into consideration for future mobile phone interventions which facilitate improved access to education.

1. Students using CALL achieved higher mean scores in their treatment test than using pen and paper.

2. Students using CAW to improve their writing skill achieved better results and this demonstrates that CAW is an effective method for improving writing in general.

3. Students using CMC to improve their writing communication ability achieved significantly better results after the treatment test when they have been taught through the CMC method, demonstrating that CMC is effective as a tool for writing a paragraph, correcting grammar errors, and correcting style errors. However, students
who were taught through CMC instruction did better than those who were taught by traditional method in correcting spelling errors.

4. The word processor, which was used in teaching writing to the students, allows the learner to use the program by himself at any time, in and out of classroom. The application of the program promotes student-centered approach, problem solving strategies, and self-dependence skills.

5. The user utilizes the linguistic features presented in the computer-based program according to his individual needs. The computer allows each student to get the kind of feedback he/she needs.

The main aim of this study is to present and defend an innovative and practical method of teaching writing. It also aims to present strengths and weaknesses in applying such a method. The findings of this study suggest the following:

1. Students may benefit more from studying writing with the aid of CALL.

2. Students may be more interested and self-directed to use mobiles to improve their writing according to the user’s pace. The use of multimedia at home by the students, for instance, is an extension in the time and place of the writing task.

3. Using WinWord 2003 or any other recent CAW error checking programs enables the learners to have an easy access to the most recent beneficial linguistic features in checking, evaluating, and correcting errors.

4. Such programs are helpful in providing feedback on error type, linguistic rules, and examples.