RECOMMENDATIONS FOR FURTHER RESEARCHERS AND FOR TEACHERS
5.3. RECOMMENDATIONS

In terms of the significant findings of the present study, the following recommendations are advised to be followed or implemented which may assist in developing EFL learners’ English language in general and their writing ability in particular by using computers and mobile techniques:

1. When teaching the students, teachers are recommended to emphasize and focus on the use of all Ed Tech tools in general and inside the classrooms in particular.
2. More emphasis is recommended to be put on the tool of mobile based writing because it is the most used tool by the students all the time.
3. Computers are recommended to be taught as a separate tool to help them to increase their motivation in learning all English writing skills.
4. Teachers are recommended to teach their students through each tool as an acquainted tool.
5. More emphasis is recommended to be put on using chatting to help students to interact with each other professionally.
6. Teachers are recommended to 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 more in ELT in Libya, especially in the areas of writing skills.
8. ELT staff in Libyan educational establishments can be trained to use such facilities as a normal part of their work.
9. With the increasing use of technology in Libyan education, it is suggested that teachers be instructed in the design and use of Computer-Assisted Language Learning (CALL) programs and multimedia labs.
10. Students should be encouraged to regard the computer as a normal part of their education rather than something out of the ordinary.
11. Appropriate exercises that are commensurate with the level of students taught by Computer-Assisted Writing (CAW) must be carefully selected, so our expectations of benefits may be achieved.
In addition to what the present study has concluded, researchers have the opportunity to explore many techniques in which Computer-Assisted Language Learning (CALL) can enhance language teaching and learning. More studies should be conducted in the future to investigate the roles of CALL on teaching and learning EFL activities and skills.

1. Similar studies should be conducted in other educational settings with different student populations in order to get additional information about the effectiveness of CALL on EFL Libyan learners.

2. The results of this study may be relevant to researchers in other language skills as well as other fields of research.

3. Further studies should be conducted to find out learners’ attitudes towards computer-assisted writing. Questions are raised to see if the use of CAW creates situations that motivated learners to improve their writing.

4. Further research need to be carried out to know whether EFL learners using CAW will be motivated enough to depend on themselves or interact and work together. More studies into the attitudinal aspects of Ed Tech would also be useful.

5. Further studies should be conducted to find out learners’ attitudes towards mobile-based writing. Questions are raised to see if the use of mobiles create situations that motivated learners to improve their writing.

6. Further studies should be conducted to find out learners’ attitudes towards the Internet writing. Questions are raised to see if the use of Web based writing creates situations that motivated learners to improve their writing.

7. Further studies should be conducted to find out learners’ attitudes towards Wikis writing. Questions are raised to see if the use of Wikis create situations that motivated learners to improve their writing.

8. Further studies should be conducted to find out learners’ attitudes towards word processor writing. Questions are raised to see if the use of word processor create situations that motivated learners to improve their writing.

9. Further studies should be conducted to find out learners’ attitudes towards chatting writing. Questions are raised to see if the use of chatting creates situations that motivated learners to improve their writing.
Further studies should be conducted to find out learners’ attitudes towards E-Mail exchange writing. Questions are raised to see if the use of E-Mail exchange writing creates situations that motivated learners to improve their writing.