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The use of educational technology in language teaching has been expanded rapidly in the last few years. Many EFL (English as a foreign language) teachers nowadays use technology in their classrooms such as computer-mediated communication via email, Web-based writing incorporated task-based Internet activities, interactive publisher-produced CD-ROM, interactive software, threaded discussions and many others. \textit{Salaberry, (2001)}.

\textbf{Cochran and Smith} showed that elementary students involved in computer-based writing projects increased the level of their communication skills when paired in collaborative writing assignments completed in a technology-based setting. Moreover, he indicated that learning to write is not just a mechanical process in which students manipulate grammar and words on a page in order to produce literary works. Young children are often encouraged in writing to invent spellings, to write for a variety of audiences, to participate in peer editing, and to produce a number of drafts of the same writing. \textit{Cochran and Smith, (1991)}

It is a well-known fact that online learning plays a great role and helps in facilitating and stimulating teaching and learning English as a foreign language. Online learning provides major benefits to both students and teachers. The benefits include convenience, time and geographic flexibility. The Internet makes resources more accessible at a low cost. Moreover, multimedia tools simulate real task environments which can motivate learners as well as facilitate learning. However, the adoption of technology in development, delivery, and administration is not a simple process which requires minor modification. Educators and educational institutions must be aware that it is a fundamental shift of philosophy, policy, and instruction. \textit{Bates, (2000)}.

1.1. Need for the Study

This study explores how the use of educational technology helps to develop the writing skills of EFL learners in Libya. It begins with the role of the Internet in developing English language writing for many foreign language speakers around the
world. It also analyses the relationship between educational technology and foreign language writing skills, focusing on computer-assisted classroom discussion, electronic e-mail exchanges, Web-based writing and electronic chatting either by using computers or mobiles.

The need for this study springs from the following resources. The researcher observed some Libyan undergraduate university students who have no knowledge of using educational technology in developing their English skills. The present study verifies the reasons behind the Libyan university students in learning English writing skills. Some of these students learnt English language skills from their first school level, but some others learnt the same skills after their primary school, this leads to significant differences among those students.

As English is not their first language or their second language, but it is their foreign language and the students think in Arabic language when they write.

1.2. Statement of the Problem

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.

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.
1.3. Research Questions

This study has been designed to investigate and verify the problems of using computers and the Internet by some Libyan university students in developing writing skills. In other words, the study seeks to provide satisfactory answers to the researcher's six questions:

1- Do all students in Libyan universities, colleges, and institutions practice and understand English writing skills via technology?

2- What are the difficulties encountered by Libyan university students in using computers and mobiles as ways of learning English writing skills, and in this case what are the reasons behind their difficulties in writing in English via educational technology?

3- In which tool the Libyan undergraduate university students are weak in perception and production abilities of learning English language writing skills taught via technology?

4- What are the difficulties encountered by Libyan university students in using Internet, E-Mail writing and chatting with all its types (Written chatting, Audio chatting and Video chatting) as ways of learning English writing skills?

5- What are the problems faced by Libyan university undergraduate students in using Wikis and Weblogs as ways of learning English writing skills, and in this case what are the reasons behind their problems in writing in English via educational technology?

6- Do Libyan university students know how to publish their written works on Websites and how to answer their teachers’ questions asked on the Websites inside and outside classrooms?
1.4. Research Hypothesis

* -It is hypothesized by the researcher that some Libyan university students have no idea of using educational technology to develop their EFL writing skills. Educational technology helps English language learners to develop their language skills. It is useful for the EFL (English as a Foreign Language) students to develop their writing skills.

*-Different levels of students' cognitive and comprehensive abilities lead to arising some difficulties and problems.

*-The students do not understand the importance of grammatical structure of sentences while writing by using technology tools.

*-Students are unaware of the importance of communication and interaction skills among them by using writing skills via CMC tools.

*-Because of gender difference, students have some difficulties and problems in using English writing skills via technology.

1.5. Objectives of the Study

1. To analyze the problems in writing skills of the EFL learners in Libya.
2. To investigate the reasons behind the EFL learners’ difficulties and to suggest technical remedies to eliminate the problem. Moreover, to draw out relevant suggestions which would help the students in improving their writing skills via technology.
3. To make computer-mediated communication awareness a reliable vehicle for better English language writing among non-native English speakers in Libya.
4. To probe the relationship between technology and foreign language writing skills in Libyan university students.

1.6. Justification of the Study

This study explains how the interaction fosters greater student participation. The present study is selected as the researcher observed the problems faced by some Libyan students in writing in English via educational technology. This study analyses the different approaches which can be used by teachers to integrate technology and
the classroom learning. These can roughly be divided into cognitive approaches and socio-cognitive approaches. From a cognitive perspective, writing is represented as a problem-solving process, shaped by the ways the writer interprets the rhetorical problem posed by the writer’s purpose, the reader’s needs, the exigency of the situation, the goals they set, and the strategies they control to solve their identified problem. Flower & Hayes, (1981). As a social process, task interpretation, goal setting, and juggling of multiple demands must take into account the discourse practices in which the writing is situated. In this study, grounded within these two perspectives, writing is defined as a problem-solving behavior in a situated context.

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

"The diffusion of computers and the Internet is likely to be as important for the development of writing as was the earlier advent of printing press.” Matsuda et al, (2003, p 164).

“Technology, along with its various tools, has become an essential element in the process of teaching and learning languages. The most effective technology tool is computer. With the help of multimedia and Internet, integrating computer in teaching and learning languages has become more effective and useful. Both multimedia and Internet with its synchronous and asynchronous tools can help effectively in teaching and learning languages, making that more interesting, enjoyable, and useful. Their importance in EFL teaching and learning comes out of the fact that they provide EFL learners with more opportunities and exposure to practice and learn English and its culture. They can also create motivating and enjoyable learning environment in which EFL learners are engaged” Marwan S. Moqbel and Dr. L. V. Padmarani Rao, (2013,p.1).

To the researcher’s knowledge no studies have been conducted on the effect of using the educational technology to develop EFL writing skills and in the context of Libya. The present study also recommends researchers with an instrument, action procedures and experimental findings for use in future research.
1.7. Methodology
This study investigates the reasons behind the difficulties encountered by some Undergraduate students of EFL in various Libyan universities and institutions.

1.7.1 Sample of the Study
Students involved in this study are aged between 20 and 23. The students' mother tongue is Arabic. Sample size is 150; male and female students who spent about eight years of learning English are selected for the study. The reason behind choosing Libyan students who are specialized in English is that these students are supposed to be acquainted with using all techniques of English writing skills via the Internet and computers.

1.7.2 Tools of the Study (Instruments)
Computer-assisted classroom discussions, computer-mediated communication like electronic e-mail exchanges, electronic chatting, and Web-based writing have been conducted for the learners. A paragraph writing, an essay writing, an article writing, and a composition writing also have been conducted for the learners. Data has been collected through questionnaire and treatment test. Data collection was made, according to the objectives of the study as expressed through the specific research questions and hypotheses.
Paragraph drafts, essay drafts, composition drafts, article drafts, and the students' responses to the questions of questionnaire and treatment test have been discussed, analyzed by using pie charts and tables, and followed by a summary of the results obtained.

1.7.3. Research Procedures
The following steps were followed:
1. Reviewing of literature related to the topic of the research to get full understanding of the impact of using educational technology in learning English as a foreign language in different contexts, especially on developing writing skills.
2. Designing the tools of the study.
3. Consulting a number of language teaching and information technology (IT) experts and specialists to verify the validity and reliability of the tools.
4. Applying experimental method in collecting and analysing the data.
5. The learners’ errors have been treated in the following way: The learners’ errors in each mechanism and technique was marked in every single sheet and in every answer to a question involved in the questionnaire and treatment test. The errors, which were recurrent and systematic, have been considered problems in using computers and the Internet. The errors, which were not recurrent and systematic have been ignored as they were not considered problems in using computer-mediated communication. After analysis, the samples have been statistically classified as follows:

The percentage of learners who used each technique correctly.

The percentage of learners who used each technique incorrectly.

The percentage of learners who did not attempt to answer the questions.

6. Setting some practical suggestions and recommendations based on the results of the study.

1.8. Definitions of Operational Terms

Mobile-Based Email: Mobile plays a significant role in teaching and learning English particularly in learning writing skills for several reasons; because of the characteristics of mobile usage such as the physical characteristics (e.g., size and weight), input capabilities (e.g., keypad or touchpad), output capabilities (e.g., screen size and audio functions), file storage and retrieval, processor speed, and the error rates (i.e., malfunctions which result from flaws in hardware, software and/or interface design). Mohammad Akram Mohammad Alzu'bi and Muhannad Rushdi Nimer Sabha, (p. 180).

Computer-Assisted Language Learning: Computer-Assisted Language Learning (CALL) is used to describe any kind of language learning activity that makes use of computers. Computers have been used for language teaching since the 1960's. Throughout the 1970s and 1980s, CALL became the dominant term and extended its field to contain the communicative approach. Much of the latest studies in the area of CALL have focused on Computer-mediated Communication (CMC) technologies and CMC's possibility for a better L2/FL environment of meaningful interaction between learners in the target language. CMC is the communication carried out between more
than two participants interacting via the computer. **Lunde, (1990); Warschauer, (1995).** Since 1994, there has been an increasing use of CMC at the university level. **Morse, (2003).**

**Computer-Mediated Communication:** Computer-mediated communication has been rapidly replacing other means of communication in many institutions of modern life because it demonstrates a number of features in the enhancement of foreign/second language learning, such as greater levels of participation and more motivation and interest. **Warschauer, (1995).** “The advantage of CMC brought about by the Internet is that users all over the world are allowed to ask questions, to choose, negotiate, and consider various topics, to negotiate meanings that greatly motivate and improve their language abilities in order to achieve communication synchronously or asynchronously, without boundaries of time and space. Among the various forms of CMC in language teaching, using mobile phone as a tool with email as a means of a synchronous communication is useful for foreign language teaching and learning” (Ibid).

**Wiki:** Erben et al defined a wiki as a collaborative website that many people can work on or edit. It allows a group of people to freely create and edit web page content i.e.an online resources for which content can be created collectively. Photographs and video recordings can also be embedded in a wiki. **Erben et al., (2009, pp.133-135).**

**Web-Quests:** Torres described Web-Quests as task-based and content-based learning. It is a lesson prepared by teachers in the form of a web page with preselected links. It gives students the opportunity to be exposed to authentic materials that improve their language writing. **Torres, (2007).** Moreover, it requires collaboration and cooperation among groups, thereby helping students to learn from each other and to develop social skills and critical thinking. However, few studies have investigated its effects on improving writing skills. Web-Quests provide the opportunity to integrate technology into teaching and makes students focus on how to use and find quality information on the Internet. Furthermore, it helps students develop autonomy as they do their work, share opinions, discuss, and solve problems. **Barros & Carvalho, (2007).**

**Online Literature Discussions:** According to Schlick Noe, in literature discussion activities, small groups of students “gather together to discuss a piece of literature in
depth.” The literary work is of the group of students’ own preference. And the discussion is “guided by students' response to what they have read.” In an online literature discussion group, similarly, all students read the same literature selection and share its meaning cooperatively, but through online postings instead. Such an online literature discussion benefits English learning students in many respects. Schlick Noe, (2004).

**Web-Based Writing:** Incorporated task based Internet activities.“… and also learn how to conduct research on the Web.” (Warschauer, in Press).

**Synchronous CMC Tools:** Synchronous tools are those tools that can be used to make a real-time communication, Pritchard, (2007. p. 7) such as instant messaging (IM), text chat, audio/video chat, audio conferencing, video conferencing, Skype, etc.

**Asynchronous CMC Tools:** Asynchronous tools enable communication over a period of time through a “different time-different place” mode, Ashley, (2003). Asynchronous tools. Discussion boards, web logs, e-mail, and social networking sites like Facebook are examples of asynchronous CMC tools that can be used as teaching tools.

**Discussion boards** are asynchronous communication tools. They can be used to post a comment, to ask and answer questions, or to give a feedback online. Both teachers and students can use them to make discussions and contact each other in groups. They can really facilitate collaborative discussions and activities, O’Leary, (2005, p. 2), promote problem-solving skills. Chin, (2004, p. 111), and provide more opportunities for students to interact, Schulte, (2010, p. 7).

Erben, Ban, and Castañeda, (2008) claimed that discussion boards are the best place for ELL students to express their feelings and experiences, adding that by reading the posting of others and working on their writing before posting, students can improve their language. However, to make use of them more effectively in teaching, teachers need to use them purposefully to meet the objectives of a specific course and to make them non-threatening in order to encourage students to participate, TeacherStream, (2009).
Weblogs are “personal interactive e-diaries/journals” which allow interaction through responses to a given topic. In relation to learning a language, they can be used to develop writing skills and abilities of EFL students Farreny, n.d.; Miyazoe &Anderson, 2010; (W.-S. Wu, 2005) and reinforce reading skills. This was supported by what based on reviewing previous literature, that blogs can create opportunities for EFL students to improve their reading and writing skills and build their vocabulary.

Using blogs in teaching EFL/ESL is useful for both teachers and students as Hashemi and Najafi, (2011) claimed, using blogs as an educational tool in English classes is not only refreshing, highly motivating, and exciting for the language students but it also creates innovative ways of teaching language skills for language teachers as well. Indeed, blogs are authentic, interesting, and communicative resources that can serve a variety of purposes in the foreign language classroom. A medium to reflect on material, inquire into issues, and interact with others, blogs provide a rich and easy-to-use environment for both learners and instructors. (p. 603).

Social networking sites such as Facebook, Twitter, and other applications such as Whats App, Viber, Wechat and etc, can be used in teaching English as a second and foreign language, too. Through using such a tool in teaching and learning English, students can have a lot of opportunities to use English language.

Electronic chatting: Chat forums differ from e-mail and mailing lists in that the “chat” or talk occurs synchronously or in real time. After the text is entered by a student, it is displayed almost immediately on their screens.

The integration of the Internet in the classroom making pedagogical and curricular changes to incorporate Internet applications (e.g., browsing skills, search engines, site evaluation, and emails) into classrooms, Wetzel, (2002).
1.9. Limitations of the Study

The population of this study is Libyan university students who specialized in English language. The Undergraduate students are randomly picked up from the Libyan universities, which include Tripoli University, Benghazi University, Alzawia University and The African Institution. The students were randomly chosen from these Libyan universities and institutions. The universities and institutions lie within Libya (from the west of Egypt to the east of Tunisia).