RESEARCH ARTICLE

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A STUDY ON THE USE OF EDUCATIONAL TECHNOLOGY TO DEVELOP ENGLISH LANGUAGE WRITING SKILLS OF EFL LIBYAN UNIVERSITY STUDENTS

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ABSTRACT

Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing the oral language material. It is important for providing evidence of our students' achievements. It is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader or on one's own feelings and thoughts.**(1)**

A number of advantages for students related to the general use of technology in classrooms have been reported. These include increased motivation, improvement in self- concept and mastery of basic skills, more student-centred learning and engagement in the learning process**(2)**. Additionally, there seems to be a beneficial multimedia effect, especially for low achieving students, when it is used to illustrate concepts and organize factual information.**(3)**

Key Words:mediated, incorporated, advent, beneficial, benefits, accessible, simulate, facilitate, institutions, fundamental.

INTRODUCTION

The use of educational technology in language teaching has been expanded rapidly in the last few years. Many EFL (English as a foreign language) instructors nowadays use technology intheir classrooms such as computer-mediated communication via email, Web-based writing incorporated task based Internet activities, interactive software, threaded discussions and many others. Many studies on the effects of

educational technology on achievement and students attitudes regarding learning with technology have been reported (Salaberry, 2001).

''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).

A number of advantages for students related to the general use of technology in classrooms have been reported. These include increased motivation, improvement in self- concept and mastery of basic skills, more student-centred learning and engagement in the learning process (SteppGreany, 2002). Additionally, there seems to be a beneficial multimedia effect, especially for low achieving students, when it is used to illustrate concepts and organize factual information (Nowaczyk, 1998).

It is a well-known fact that online learning has 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 (Bates, 2000).This study reviews the literature related to the study and Previous Studies Conducted in the Same Field.

Finally, this study reports on a survey of students' perceptions towards learning English using an electronic e-mail exchange, electronic chatting, Computer-assisted classroom discussion, Computer-mediated communication and using Smart board Notebook. More specifically, it reports on the Libyan undergraduate university students' perceptions on learning English independently using the techniques and strategies of educational technology.

Literature Review

Educational Technology Tools:

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 AkrammohammadAlzu'bi and MuhannadRushdiNimerSabha,p. 180).

Thornton and Houser, (2005), who showed that, according to pre and post-tests, learners demonstrated linguistic gains by receiving mini lessons via mobile email, and that more than 70% of learners preferred to receive these over mobiles compared with desktop computers.

Most of the studies have been conducted on the effect of Mobile on Vocabulary or the effect of email on writing and most of them found that using mobile or email in teaching foreign language skills and vocabularies proved to be effective in most of the cases. However, the current study is unique because it is conducted on using email and mobile together and their effect on writing skills.

Computers: 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).

CALL is not a method, but according to UzunboyluandOzcinar (2009), CALL can be used to reinforce what has been learned in the classrooms. It can also be used as remedial to help learners with

limited language proficiency. Learners and teachers can benefit from CALL systems, because they offer learners the chance to practice extra learning material at their convenient time in a stress-free environment (Zinovjeva, 2005). Computer programs offer students opportunities for more interaction and also help learners use the language effectively and in actual environments (Harless et al., 1999).

Egbert (2005, p. 4) defines CALL as" learners learning language in any context with and around computer technologies". Moreover, Jarvis (2004, p. 116) develops these broad definitions to characterise the software applications as which are "Language specific as well as more generic Information Technology (IT) programmes".

Recently, there is a great interest in development of CALL systems. In the field of second language learning, many research efforts have been done to improve such systems (Tsubota et al., 2004; Abdou et al., 2006).

Internet has the potential to be used in EFL/ESL class and offer students what is missing from their environment. Real life language experience helps students not only to increase their functional communicative experience but also to motivate them to use English in their daily lives (Fox, 1998).

However, as Chun and Plass (2000, p. 152) believe, "the use of a networked environment for learning in general and for second language acquisition in particular is of great importance because that is different from the traditional design of text-based and stand-alone systems" . On the one hand, there are a number of reasons to integrate using Internet and computer into a language curriculum (Chun and Plass, 2000, p. 161).

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".**(4)**

Multimedia: Multimedia involves the use of a variety of media, such as text, film, video, audio, animation, and graphics. ("Teaching English using multimedia," 2009; Warschauer, 1996). It can be represented by CD-ROM. What makes multimedia more powerful is its connection to hypermedia (Warschauer, 1996), i.e. linking the multimedia resources all together including video, audio, graphic and text (Lamper& Ball, 1990, p. 5).

Using multimedia in the classroom is important. It plays a positive role in improving the quality of teaching. It can also make students interested in the course, increasing their motivation which, in turn, can help them to improve and develop their English language skills ("Teaching English using multimedia," 2009). Moreover, using multimedia in the classroom can increase creativity and communication among students and provide learning opportunities for students according to their levels and learning styles (Hollenbeck & Hollenbeck, 2004, pp. 2-3). A multimedia software allows students to enter into "computerized micro worlds" to experience language and culture and manipulate language forms and functions (Warschauer&Meskill, 2000, p. 5).

This is what Fotos and Browne (2004) also stated,A typical multimedia language program might allow students to do a reading assignment in the target language, use a dictionary, study grammar and pronunciation related to the reading, perhaps access support materials and translations in the students' first language (L1), view a movie of the reading, and take a comprehension test on the reading content, receiving immediate feedback, all within the same program. (p. 6)

Internet: (Ganderton, 1998; Hellebrandt, 1999; Kelm, 1992; Lee, 1997; Sanaoui&Lapkin, 1992; Van Handle &Corl, 1998; Warschauer, 1996) report that the arrival of the Internet could offer a turning point in English teaching methodology. Internet technology has a global reach and provides

extensive international resources. The Internet enables English learners to access useful language resources and communicate directly with native English speakers. In the first case, learners can practice applying information, while in the second case, they can overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English integratively via real world situations. Students can also broaden their international perspectives, learn diverse knowledge forms, and appreciate and accept different cultures.

Erben et al., (2009, pp.133-135) 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 resource for which content can be created collectively. Photographs and video recordings can also be embedded in a wiki.

Garza and Hern (2006) cited Erben et al. as mentioning that wikis made writing look more of a process than a series of static draft that are tweaked and wasted time.Jonassen (1998) emphasized that the wiki appears to be an ideal "mind tool" and can be used to engage learners in authentic learning tasks that require active and collaborative thinking and learning.

Most students are now familiar with the concept of electronic mail (e-mail). E-mail software allows users to send messages electronically via the Internet to another recipient. This concept gives students the opportunity to communicate with the lecturer, with his/her classmates (individuals or group) and with native speakers. Also, there are mailing lists that provide a forum for a group of people to exchange e-mails about a particular topic. There are lists specifically for teachers and lists available to students. All participation in lists is handled via e-mail, although it is possible to subscribe to lists over the Web.**(5)**

Email, a conversational writing medium, is a form of asynchronous computer-mediated communication which has been described by Warschauer, Shetzer, &Meloni (2000, p. 3) as "the mother of all Internet applications." Several researchers have reported on the various pedagogical benefits of email exchanges, namely extending the time and place for language learning, expanding topics of discussion beyond classroom-based topics, encouraging student-centred language learning, increasing learner autonomy and independent learning (Warschauer, Turbee, & Roberts, 1996), encouraging equal opportunity participation, increasing students' motivation (Gray& Stockwell, 1998; Ishida, 1995; Warschauer, 1996) promoting the development of syntactic complexity and grammatical accuracy (Wu et al., 2008; Flórez-Estrada, 1995; Stockwell & Harrington, 2003), and, above all, connecting learners and their keypals quickly and inexpensively (Hedderich, 1997).

Other researchers have stated that shy or reserved EFL learners who fear to take part in face-to-face interactions feel at ease and confident when keyboarding with their native keypals because email exchanges provide such learners with an anxiety free environment (Sullivan & Pratt, 1996). Yet other researchers have noted that learners' email exchanges with their native pals have significantly improved their communicative competence (Edasawa&Kabata, 2007; St. John & Cash, 1995; Van Handle &Corl, 1998) and their attitude towards writing (Egbert, Jessup, &Valacich, 1991) and also provided them with authentic feedback on their writing from a real communication partner (Ishida, 1995).

Email exchanges have also been reported as helping learners to produce more language output and express their opinions more openly than in traditional writing activities (González-Bueno, 1998). Some studies have described the influence of email exchanges on improving all four language skills, especially writing and reading (Greenfield, 2003).

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

1.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, Facebook, etc.

2.Asynchronous CMC Tools:Asynchronous tools enable communication over a period of time through a "different time-different place" mode (Ashley, 2003). 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 (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).

3.Facebook:plays several instructional functions. Teachers can use it 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 expose their students to more English and provide them with more opportunities to improve their English skills, especially that EFL students have not opportunities to use English outside the classroom (Mubarak, 2012).

METHODOLOGY

1.Need for the Study: This study explores how the use of educational technology helps to develop the writing skills of EFL learners. It refers to 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.This study investigates the reasons behind the difficulties encountered by some Undergraduate students of EFL in various Libyan universities and institutions.

The need for this study springs the following resources. Firstly, the researcher observed Libyan undergraduate university students who have no knowledge of using educational technology in developing their English writing skills. Secondly, the lack of researches in this field takes our teachers and students far away from technology contemporary life. So, the new tendency in English language education focuses on integrating technology to teaching and learning process.

2.Statement of the Problem: It is observed by the researcher, that the learners' problems in using 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.

3.Research Questions: This study has been designed to investigate 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 two questions:

1- What are the difficulties encountered by Libyan university students in using the Internet and computer-mediate communication as a way of learning English writing skills?

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

4.Research Hypothesis: It ishypothesized by the researcher that Libyan undergraduate 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 to the EFL (English as a Foreign Language) students to develop their writing skills. Lewis (1997) recommends that "composition for beginning learners should be a guided activity so students do not become frustrated". Writing paragraph in a language is a difficult task to the students. The use of graphics can make this much

more enjoyable. Using clip art can also help students to convey their thoughts more clearly.

5.Purposes of the Study

1-To make computer-mediate communication awareness a reliable vehicle for better foreign language writing among non-native English speakers.

2- To probe the relationship between technology and foreign language writing skills.

3- Toanalyze the problems of the EFL learners.

4- To investigate the reasons behind the EFL learners' difficulties.

6.Significance of the Study: This study explains how the interaction fosters greater student participation. In addition, "the students join e-mail discussion groups in their own fields and also learn how to conduct research on the Web"(Warschauer, in Press).

Finally, this investigation gives an idea about how to write a paragraph, an essay, an article and a composition by using the Internet and the SMART board Notebook Software as a tool to develop EFL writing skills.

7.Limitations of the Study

The population of this study is Libyan university students who are specialized in English language. The Undergraduate students are randomly picked up from the Libyan universities, which include Tripoli University, Benghazi University, Alzawia University, The African Institution ,and many other colleges. The students will be 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).

8.Samples of the Study: Students involved in this study are aged between 20 and 23. The students' mother tongue is Arabic. Male and female students who spent about eight years of learning English will be 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.

9. Tools of the Study (Instruments) :Data collected through questionnaires, personal interviews, seminars, test-treatment-post -test, observations and a combination of many other procedures such as mail-questions. Data collection is made, in part,

according to the objectives of the study as expressed through the specific research questions.

10. Data Analysis

Paragraph drafts, essay drafts, composition drafts, article drafts, andthe students' responses to the test and their personal points of view to the procedures of data collection is discussed, analyzed by using pie charts, tables, and figures and followed by a summary of the results obtained.The samples will be statically classified as follows:

(i). The percentage of learners who used each technique correctly.

(ii). The percentage of learners who used each technique incorrectly.

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

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

11.THE DISCUSSION

This section is concerned with the discussion of the results obtained through analysing data of the study. The subjects' problems in using Educational Technology as a tool of English writing skills can be ranked according to the results obtained as follows:

Mobile-Based Writing: The following is the presentation of the results obtained through examining the subjects' answers targeted in this study. These throw light on the subjects' ability to use the mobile as a tool of English writing skills.

Table 1

Mobile-Based Writing	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	45	55	50	150
Percentages	30%	36.3%	33.3%	100%

It can be seen that this technique was correctly used by 45 of the subjects. But it was incorrectly used by 55 subjects, whereas it was not attempted by 50 subjects. Therefore, the percentages were 30%, 36.3% and 33.3% respectively. It can be said that the majority of the subjects used this technique incorrectly. This clearly signifies that most of the subjects were not able to use mobiles as a tool of learning English writing skills.

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Computers

Table 2

Computers	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	70	60	20	150
Percentages	46.6%	40%	13.3%	100%

As can be seen in table 2that this technique was correctly used by 70of the subjects. But it was wrongly used by 60 subjects, whereas it was not attempted by 20 subjects. Therefore, the percentages were 46.6%, 40% and 13.3% respectively. It can be said that the majority of the subjects used this technique correctly. This clearly signifies that most of the subjects were able to use computers as a tool of learning English writing skills.

CAW

Table 3

(CAW)	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	60	40	50	150
Percentages	40%	26.6%	33.3%	100%

It can be seen that this technique was correctly used by 60 of the subjects. But it was incorrectly used by 40 subjects, whereas it was not attempted by 50 subjects. Therefore, the percentages were 40 %, 26.6% and 33.3% respectively. It can be said that the majority of the subjects used this technique incorrectly. This clearly signifies that most of the subjects were not able to use **CAW** as a tool of learning English writing skills.

However, through examining the subjects' responses, it was found that the use of the tool of **CAW**is limited. (26.6%) of the subjects did not use this tool in their correct places. This indicates that the subjects' knowledge of the use of CAW is rather limited.

CMC

Table 4

(CMC)	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	100	30	20	150
Percentages	66.6%	20%	13.3%	100%

As can be seen in table 4 that this tool was correctly used by 100 of the subjects. But it was wrongly used by 30 subjects, whereas it was not attempted by 20 subjects. Therefore, the percentages were 66.6%, 20% and 13.3% respectively. It can be said that the majority of the subjects used this technique correctly. This clearly signifies that most of the subjects were able to use CMC as a tool of learning English writing skills.

Multimedia
Table 5

CDs, DVDs, TV, Radio& SBN	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	65	48	37	150
Percentages	43.33%	32%	24.66%	100%

It can be seen that this technique was correctly used by (65) of the subjects. But it was incorrectly used by (48) subjects, whereas it was not attempted by (37) subjects. Therefore, the percentages were (43.33%), (32%) and (24%) respectively. It can be said that the majority of the subjects used this technique incorrectly. This clearly signifies that most of the subjects were not able to use multimedia as a tool of learning English writing skills.

The Internet
Table 6

Internet	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	99	20	31	150
Percentages	66%	13.33%	20%	100%

It can be seen that this technique was correctly used by 99 of the subjects. But it was incorrectly used by 20 subjects, whereas it was not attempted by 31 subjects. Therefore, the percentages were 66%, 13.33% and 20.66% respectively. It can be said that the majority of the subjects used this tool correctly. This clearly signifies that most of the subjects were able to use the Internet as a tool of learning English writing skills.

Weblogs or Blogs
Table 7

Web Blogs	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	140	8	2	150
Percentages	93%	5.33%	1.33%	100%

This tablepresents the participants' responses regarding the effect of blogging on their writing skills. It is evident that according to the students, blogging increased the quantity, quality and ease of their writing. Furthermore, all the students agreed that the blog served as an on-line archive where they could organise and showcase their written achievements to classmates.Blog-writing familiarised them with the use and functions of computers, leading to their typing skills being improved.

It can be seen that this technique was correctly used by 140 of the subjects. But it was incorrectly used by 8 subjects, whereas it was not attempted by 2 subjects. Therefore, the percentages were 93 %, 5.33% and 1.33% respectively. It can be said that the majority of the subjects used this tool correctly. This clearly signifies that most of the subjects were able to use Blogs as a tool of learning English writing skills.

Social Networking Sites
Table 8

Social Network Sites	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	70	30	50	150
Percentages	46.66%	20%	33.3%	100%

It can be seen that this technique was correctly used by 70 of the subjects. But it was incorrectly used by 30 subjects, whereas it was not attempted by 50 subjects. Therefore, the percentages were 46.66 %, 20% and 33.3% respectively. It can be said that the majority of the subjects used this tool incorrectly. This clearly signifies that most of the subjects were not able to use Social Networking Sites SNS as a tool of learning English writing skills.

E-Mail Exchanging
Table 9

E-Mail Exchange	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	88	60	2	150
Percentages	58.66%	40%	1.33%	100%

It can be seen that this technique was correctly used by 88 of the subjects. But it was incorrectly used by 60 subjects, whereas it was not attempted by 2 subjects. Therefore, the percentages were 58.66%, 40% and 1.33% respectively. It can be said that the majority of the subjects used this tool correctly. This clearly signifies that most of the subjects were able to use E-Mail Exchanging as a tool of learning English writing skills

Chatting
Table 10

Chatting	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	91	43	16	150
Percentages	60.66%	28.66%	10.66%	100%

It can be seen that this technique was correctly used by 91 of the subjects. But it was incorrectly used by 43subjects, whereas it was not attempted by 16 subjects. Therefore, the percentages were 60.66%, 28.66% and 10.66% respectively. It can be said that the majority of the subjects used this tool correctly. This clearly signifies that most of the subjects were able to use chatting as a tool for learning English writing skills.

Wikis
Table 11

Wikis	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	7	140	3	150
Percentages	4.66%	93.33%	2%	100%

It can be seen that this technique was correctly used by 7of the subjects. But it was incorrectly used by 140 subjects, whereas it was not attempted by 3subjects. Therefore, the percentages were 4.66%, 93.33% and 2% respectively. It can be said that the majority of the subjects used this tool incorrectly. This clearly signifies that most of the subjects were not able to use Wikis as a tool of learning English writing skills.

Web Quests

Table 12

Web Quests	Correctly Used	Incorrectly Used	Not Answered	Total
Number of Subjects	87	63	0	150
Percentages	58%	42%	0%	100%

It can be seen that this technique was correctly used by 87 of the subjects. But it was incorrectly used by 63 subjects, whereas it was not attempted by 0 subjects. Therefore, the percentages were 58%, 42% and 0% respectively. It can be said that the majority of the subjects used this tool correctly. This clearly signifies that most of the subjects were not able to use Web Quests WQsas tool of learning English writing skills.

12. RESULTS

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 projects are not well-integrated into the curriculum inside classrooms.

It was found that 46% of the subjects used the tool of computers 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 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 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. 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 by the teachers.

It was found that all the subjects have a problem in using the Synchronous CMC Tools correctly. Through analysing subjects' answers, it has been found 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

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other tools. This indicates those subjects may not have ability to use it in their writing skills.

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 Exchanging 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. That 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 insufficient explanation by teachers.

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.

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.

There were statistically significant differences between the pre-test results of the subjects' answers and the post-test results of the subjects'. The findings show that the students largely benefited from using computers in learning writing. That means, the computer seems to be a helpful instructional means in EFL writing assignments and tasks.

13. CONCLUSION

It was hypothesized in the introductory section 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 in developing English writing skills. In 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 students in some Libyan universities.

To examine the above hypothesis, a questionnaire and an interview were administered. Firstly, it was concluded that the majority of the subjects used the tool of the computers, specially the tool of Computer Assisted Language Learning 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.

14-SUGGESTIONS

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 CALL programs and 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 emphasize 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 emphasize 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 about the wikis and its uses and to explain its importance to help them to use it inside and outside classrooms.

7. CALL techniques and programs may be used more in ELT in Libya, especially in the areas of writing skills.

8. Libyan educational establishments are advised to include CALL facilities in their educational programs.

9. ELT staff in Libyan educational establishments can be trained to use such facilities as a normal part of their work.

10. With the increasing use of technology in education, it is suggested that teachers should be instructed in the design and use of CALL programs and multimedia labs.

11. Students should be encouraged to regard the computer as a normal part of their education rather than something out of the ordinary.

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