

إستخدام التكنولوجيا في كتابة مشاريع التخرج والإشراف عليها

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ملخص الدراسة

هذه الورقة البحثية دراسة إستكشافية تهدف إلى البحث في إستخدام التكنولوجيا في كتابة بحوث التخرج والإشراف عليها في قسم اللغة الإنجليزية بكلية الآداب بجامعة الزاوية. للحصول على البيانات المطلوبة، تم توزيع إستبيان للأساتذة وآخر للطلاب. أظهرت النتائج أن معظم الأساتذة والطلاب المشتركين في البحث لا يستخدمون التكنولوجيا في أعمال مشاريع التخرج كالكتابة والتحرير والتصحيح والمراجعة والإرسال والإستلام لهذه الأعمال عبر الإيميل. وأظهرت النتائج أيضا أن أولئك الذين يستخدمون التكنولوجيا لديهم معرفة وخبرة محدودة في استخدام تطبيقات الحاسوب والتكنولوجيا ذات العلاقة مثل إستخدام الإيميل وخصائص ويندوز. كما أظهرت النتائج أن أسباب هذه المشكلة تكمن في إنعدام الوعي بأهمية وفائدة إستخدام التكنولوجيا والمواقف السلوكية السلبية واللامبالاة إضافة إلى معوقات أخرى تتعلق بعدم توفر خدمة الإنترنت والمعدات التكنولوجية الضرورية.

لحل هذه المشكلة تم إقتراح بعض الخطوات التي يلزم القيام بها والتي تشمل رفع الوعي بين الطلاب والمدرسين بأهمية وجدوى إستخدام التكنولوجيا وتزويد المؤسسات التعليمية بالمعدات الضرورية إضافة إلى تقديم التدريب الضروري للطلاب والمدرسين لإكسابهم المعرفة والمهارات الحديثة في إستخدامات الحاسوب والتكنولوجيا ذات العلاقة.

Integrating technology in writing and supervising graduation projects

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Abstract

This is an exploratory study aiming at investigating integration of technology in writing and supervising graduation projects in the department of English at the Faculty of Arts/University of Zawia. Two questionnaires were distributed: one to teachers and the other to students to obtain relevant data. The results have shown that most of the teachers and students investigated are not using technology in their graduation project works including writing, editing, correcting, reviewing, sending and receiving these works. The results have also shown that those who integrate technology have very limited knowledge and experience related to the use of computer applications and other technological tools like using email and Windows features. It has also been found that the reasons behind this problem include lack of awareness of the importance and usefulness of using technology, negative attitudes, indifference in addition to other limitations related to the unavailability of internet service and necessary technological equipment. To solve this problem several procedures have been suggested including raising the awareness of both teachers and students of the importance and usefulness of integrating technology, providing educational institutions with the necessary equipment and providing teachers and students with the necessary training to update their knowledge and skills related to the use of computers and other technological tools.

Introduction

The speed at which technology is normalized into all aspects of our life is very obvious. Smart screens, laptops, notepads, mobile phones are just a few examples of technology that have become integral to our life and are used by people on a daily basis. In such situation, we, as EFL teachers, are confronted with two major questions related to the use of technological tools for pedagogical purposes especially foreign language (FL) teaching (Salaberry 2001:51):

1. What new technologies can be used for pedagogical purposes?
2. How can we integrate these new technologies into FL teaching and learning programs?

According to Slaouti (2013, 79), there are some factors that should be considered when answering these two important questions. The first factor relates to the availability of these technologies in our institutions. Second, teachers' confidence in using technology will affect their ability to make related decisions. A third factor is linked with the learners themselves, their needs and their expectations. Finally, our use of technology will be influenced by our beliefs and opinions about teaching and learning English and the relevant principles and theories we adopt.

As for communication between students and teachers or even among students themselves, there are various technological tools available nowadays including both synchronous and asynchronous tools. Examples of the former are Messenger programs (e.g. MSN and Yahoo), telephony software such as Skype and video conferencing, and the latter includes bulletin boards or forum spaces, Blogs and email (Slaouti 2013, 82). Such communication and collaboration between teachers and students or among teachers and students is also enhanced by the emergence of the social media tools such as Facebook, Twitter and Google applications Like Google drive, Gmail and Google docs.

It is obvious that technology is providing expanded opportunities to both learners and teachers both within and out of the classroom. Therefore, it is important to raise teachers' and students' awareness and understanding of the impact of using technology on learning and teaching practice in order to optimize target outcomes.

Word processing and word processor

Word processing is the creation of documents using a word processor program, a computer application used for the production of any kind of printable material including its composition, editing, and formatting (Kennedy 2009, 1). Microsoft Word is the most widely used word processing program and the most common word processor used in Libya especially in writing and supervising graduation projects.

Some of the functions that Microsoft Word as a word processor is capable of include generating indexes of keywords and their page numbers, tables of contents

(or figures) with titles and subtitles and their page numbers, batching mailings using letter templates and address database, cross-referencing with section or page numbers, footnote numbering and headers and footers, chapters and section formatting, and creating new versions of documents in various types. Other word processing functions include spell checking, grammar checking and a thesaurus in which words with similar or opposite meanings can be found. Also, Microsoft Word enables users to employ styles including changing font size and type, and highlighting colours. Finally, a word processor like Microsoft Word enables you to integrate images, diagrams, videos and sound files into your document (Kennedy 2009, 2).

When using Microsoft Word for writing assignments and projects, it is possible to write, modify and improve text. Also, text written using a word processor can be saved and retrieved at any time. Word processor functions enable to delete, insert, copy and paste text when required which in itself enhances thinking about the accuracy and cohesion of the text. Using these functions involves purposeful thinking which is reflected in the decisions we make to change something which, in turn, is immediately seen on screen (Slaouti 2013, 90). It is obvious therefore, that word processor can be utilized to enhance and develop learners' writing ability.

A word processor enables students to complete their assignments and revise their compositions easily and quickly since they do not have to rewrite the whole thing again and again. Brierly and Kemble (1991) see word processor as the most efficient and useful computer software that is used for editing text and checking and correcting writing errors.

Another feature of Microsoft word called Track Changes, when activated, allows teachers and supervisors to show their students their errors either within text or in balloons shown on the margins of the document. Comments and suggestions can also be given using these balloons. When students receive these corrected documents they have the options of accepting or rejecting these corrections one by one or all of them together by a single click, which saves them effort and time to go through the document all over again and correct it manually. Moreover, students will not have to struggle with handwritten feedback which might not be clear. Also, if a soft copy is used, it can be sent through email at any time to teachers for corrections. Using a soft copy will also facilitate the teachers and supervisors' task of correcting their students' errors and giving them the

required feedback especially if Track Changes with its various functions is activated and used.

Previous studies

A study conducted by Pipers (1987) on the use of word processor by learners has found that students consider writing as a 'fluid' piece of work and thus were willing to spend more time composing and editing. The study also showed that they are willing to pay more attention to and concentration on their writing tasks.

Another study was conducted by Li and Cumming (2001) aimed at finding whether word processing might change L2 learners' writing processes and improve the quality of their essays. Their data analysis showed advantages for the word-processing medium over the pen-and-paper medium in terms of greater frequency of revisions and higher scores for content of the completed compositions.

A study conducted by Yilmaz and Erkol (2015) aimed at exploring the effects of using word processor as opposed to the traditional paper and pencil on Turkish EFL learners' essay writing. The results have shown that word processor had a considerable effect on the teaching and writing process of writing. It was also found that word processing helped learners in forming positive attitudes towards writing and as a result, a sense of cooperation between teachers and students and among students themselves was built up.

In the Libyan context, Ahmed (2014) conducted a study to investigate the application of email in thesis supervision in Libyan universities and academies. The results have shown that half of the participating supervisors did not use email in their supervision. Similarly, half of the supervisees investigated were found not to be using email to communicate with their supervisors mainly because their supervisors were not willing to use it. One of the possible reasons for not using email by supervisors was that they were technophobes because they lacked knowledge and experience in using technology and thus they were not aware of its importance and usefulness amongst other reasons.

Apart from the last study, all other studies were conducted in other countries and dealt with other contexts. Moreover, all the studies reviewed focus on the use of technological tools in writing in general. As a result, this study is important since it sheds light on the use of these technological tools in writing and supervising

graduation projects at the university level in order to highlight related issues and suggest possible ways to deal with them.

Sample and Data collection procedure

The target population of the study consists of 145 fourth year university students in the Department of English at University of Zawia. These students are in their final year of study and they are in the process of writing their graduation projects. It was possible to distribute a students' questionnaire to 73 students. The questionnaire aimed at collecting data related to the topic of the study. It was written in the mother tongue of the students to ensure understanding due to the observed weak level of some of the students who may not be able to understand the questionnaire in English or misunderstand some questions, or who may not be able to express their ideas and opinions in the English language required by some open ended questions contained in the questionnaire.

Another questionnaire was distributed to the teachers who are supervising graduation projects this year. It was written in English and consisted of two parts. The first part was similar to the students' questionnaire and aimed at collecting information related to the process of graduation projects supervision. The second part was adapted from Daives's (2012) ICT "can do" lists for teachers of foreign languages and aimed at investigating the basic computer skills those supervisors have and which they need to fulfil teaching and supervision tasks. It was possible to obtain 21 completed copies of the questionnaire.

Data analysis and results

1. Students' questionnaire

Q1. Who is your supervisor in your graduation project?

The purpose of this question is to find about the number of graduation projects supervised by each teacher and how that may affect the accuracy of the results. The following table represent the results of this question.

Supervisor	Number of supervisees	Supervisor	Number of supervisees
1	11	12	2
2	5	13	1
3	5	14	2
4	4	15	11
5	3	16	4
6	1	17	3
7	2	18	1
8	2	19	1

9	1	20	3
10	6	21	2
11	1	22	2

Q2. How do you submit your graduation project works to your supervisor?

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
Handed to him/her	58	79%
Sent by email	13	18%
both	2	3%

Q3. You submit your graduation project works as

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
Hard copy	50	69%
Electronic copy	20	27%
Both	3	4%

Q4. Do you like the way you submit your graduation project works to your supervisor?

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
Yes	64	88%
No	9	12%

Q5. If your answer to the previous question was 'No', why do you use this method while you do not like it?

All those who answered this question used hard copies to submit their graduation project works. The following are the reasons given by those nine students for not using the method they like (i.e. using an electronic copy to submit their graduation project works).

- It is the method preferred or demanded by the teacher. (5 students)
- It is the only method available for us. (2 students)
- We do not have computers or printers to use an electronic copy. (2 students)

Q6. What method do you like to use and why?

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
Hard copy	43	59%
Soft copy	30	41%

Those who preferred using a hard copy gave the following reasons:

- Clearer and easier to understand corrections through discussion of errors with the supervisor. (15 students)

- Easier and quicker to make corrections and changes before typing. (7 students)
- To meet my supervisor and communicate directly to understand things better and discuss and correct errors (7 students)
- I do not have a computer or email and I do not know how to type or use the internet. (4 students)
- My supervisor wants me to use this method. (4 students)
- It enhances understanding and helps memorizing and keeping information, (3 students)
- It is safer than an electronic one which can be damaged or lost because of viruses or electric failure. (2 student)
- It helps me organize my thoughts. (2 students)
- 'I am satisfied with using this method'. (1 student)
- 'In this way there will always be a copy to look at and I can see it at any time'. (1 student)
- 'Maybe because we are used to it'. (1 student)

Those who preferred using a soft copy gave the following reasons:

- It is easier and quicker in sending my work and in making corrections. (15 students)
- It is quicker because errors can be done immediately without the need to rewrite everything which saves time that can be spent in doing other things. (10 students)
- It is less tiring and saves effort spent in correcting spelling and grammatical errors which are done by the computer automatically. (6 students)
- It is a clearer, more organized, more advanced and more civilized way. (5 students)
- You can send your work at any time with no need to wait until you meet your supervisor. (4 students)
- It is more convenient and more enjoyable. (2 students)
- It is safer to keep your work; when using a hard copy it is possible to lose paper and which requires space too. (2 students)
- I can have a look at my work several times and make the required corrections and modifications before typing. (2 students)
- Not costly and economic in terms of paper. (2 student)

Q7. If you are using a soft copy, what method does your teacher use to give you corrections, comments and feedback (for example by using colours, underlining, highlighting, by using a specific program or tool)?

- Corrections are made by highlighting using different colours. (11 students)
- Corrections are made by underlining words and sentences which contain errors. (9 students)
- By putting coloured lines across errors which require corrections and telling me what I should do. (3 students)
- Corrections are made orally and immediately and I write notes and remarks on paper. (2 students)
- The supervisor himself/herself makes the required corrections and modification and return it corrected. (2 students)
- ‘By making corrections in another copy’. (1 student)

Q8. Do you use email to send your graduation project works to your supervisor and receive them from him?

<i>Options</i>	<i>Number</i>	<i>Percentages</i>
Yes	25	34%
No	48	66%

Q9. If your answer to the previous question was ‘No’ why?

- I do not have an email. (11 students)
- I prefer using face to face communication with my supervisor. (7 students)
- My supervisor does not use the internet. (6 students)
- I prefer using a hard copy; it is clearer and safer. (6 students)
- My supervisor does not have an email. (5 students)
- I have no internet connection or bad or weak internet connection (5 students)
- My supervisor prefers using a hard copy. (4 students)
- I do not like using email (2 students)
- It is not suitable for correcting errors. (2 students)
- ‘I do not have my supervisor’s email.’ (1 student)
- ‘I did not speak with my supervisor about using it.’ (1 student)
- ‘It takes time for the supervisor to reply.’ (1 student)
- ‘Because I like handwriting.’ (1 student)
- ‘It is safer to use a hard copy so as not to lose my work.’ (1 student)

➤ 'Because I am using a hard copy'. (1 student)

2. Supervisor's questionnaire

Supervisors' questionnaire consists of two parts. the first part included questions similar to those found in the students' questionnaire and which aim at gathering data related to the teachers' method of supervising graduation projects including receiving students' works and giving feedback to them. The following is the analysis of the results of this part of the questionnaire.

Part one

Q1. How many projects are you supervising this year?

<i>Supervisor</i>	<i>Supervised projects</i>	<i>Supervisor</i>	<i>Supervised projects</i>
1	10	12	3
2	10	13	3
3	3	14	3
4	10	15	3
5	2	16	7
6	3	17	4
7	4	18	11
8	4	19	1
9	3	20	2
10	2	21	5
11	3		

Q2. How do you receive students' project work?

<i>Options</i>	<i>Number of supervisors</i>
By email	3
By hand	12
Both ways	6

Q3. You receive your students' project work as a

<i>Options</i>	<i>Number of supervisors</i>
Hard copy	7
Soft copy	6
Both	8

Q4. You give your feedback and corrections on a

<i>Options</i>	<i>Number of supervisors</i>
Hard copy	9
Soft copy	9
Both	2
Other	1

The 'Other' option was expressed by one teacher who said that they give their feedback orally when they meet their supervisees.

Q5. Do you like the way you selected in Q4?

<i>Options</i>	<i>Number of supervisors</i>
Yes	17
No	4

Q6. If you selected 'No' in Q5, why don't you use the way you like?

The four teachers who disliked the way they use to give feedback and corrections to their students gave the following reasons:

- Some students do not use the internet for some reasons which include economic ones and, therefore, I cannot force them to use the way I like. (2 teachers)
- It does not help me correct the data. (1 teacher)
- Students lack computer skills necessary to use a soft copy. (1 teacher)

Q7. If you are using a soft copy, what procedure(s) or program do you use to give comments and corrections? Eg. Highlighting, underlining, Track Changes, colors, etc.

- Colors (7 teacher)
- Underlining and giving notes (4 teacher)
- Highlighting and writing comments on the margins (3 teacher)
- Using Track Changes features including corrections through highlighting via different colors, underlining and adding comments in the margin. (2 teachers)
- 'I correct the errors myself without using these procedures' (1 teacher)
- 'I rectify the mistakes by using the red color' (1 teacher)
- 'I correct errors orally when we meet' (1 teacher)
- 'I write my comments in balloons'. (1 teacher)
- 'I use italics and bold features'. (1 teacher)

Q8. What do you think the advantages of using a soft copy are?

- Easily checked, edited and corrected by both teachers and students. (14 teachers)
- It is not time/effort consuming. (6 teacher)
- More economic in terms of space and money. (5 teacher)

- Readable for the student and it clearly shows them their errors and gives them the chance to correct them. (3 teacher)
- Easily accessible and comfortable to use. (2 teacher)
- It helps me spot the errors clearly. (2 teacher)
- ‘Having time to check the project.’ (1 teacher)
- ‘It does not need face to face meetings.’ (1 teacher)
- ‘Encourages both the teacher and the student to continue the project.’ (1 teacher)
- ‘More precise than using a hard copy.’ (1 teacher)
- ‘Teacher can save student’s work which helps in following the student’s progress.’ (1 teacher)

Q9. Have you ever used email to receive and send students’ project works?

<i>Options</i>	<i>Number of teachers</i>
Yes	13
No	8

Q10. If your answer to Q9 is ‘No’, why?

- Students’ computers have technical issues or weak internet connection. (2 teacher)
- Students do not know how to send their works by email or do not have emails. (2 teachers)
- ‘Teachers need to correct the mistakes in front of the students to enable them avoid these mistakes in the future.’ (1 teacher)
- ‘To develop students’ ability in handwriting.’ (1 teacher)
- ‘This is my first year in supervising.’ (1 teacher)
- ‘I lack time for that.’ (1 teacher)
- ‘Female students do not prefer using emails when it comes to research projects.’ (1 teacher)

Part Two

This part of the teachers’ questionnaire is intended to explore the teachers’ basic computer skills required for teaching English as a foreign language. In this part teachers were asked to indicate what they can do under each given heading (Windows, Word, Email software) by placing a tick (√) in front of the thing they can do. The following table contains analysis of the related results. The number in front

of each point indicates the number of teachers who CAN NOT do that point out of 21 participants.

<i>Windows</i>		
1	Use a mouse and I know when to right-click or left-click	2
2	Open a Windows application – i.e. start a computer program under Windows	4
3	Close a Windows application – i.e. terminate a computer program under Windows	4
4	Use a Windows Menu Bar	6
5	Maximise a window	5
6	Minimise a window	7
7	Restore a window	7
8	Use scroll bars	8
9	Open two or more Windows applications at the same time	3
10	Use the Windows Task Bar to toggle between applications	9
11	Use Windows <i>My Computer</i> to examine the contents of different folders	6
12	Move or copy a file from one folder to another	3
13	Move or copy a file from one disk to another	3
14	Find a file that I have mislaid	5
15	Rename a file or folder	3
16	Create a new folder	2
17	Format a USB	9
18	Format a hard disk	11

<i>Word</i>		
19	Start <i>Word</i>	1
20	Exit <i>Word</i>	4
21	Open a new document	1
22	Type at a reasonable speed	3
23	Set paper size (e.g. A4) and margins	4
24	Set paper orientation to portrait or landscape	10
25	Change view from Normal to Print Layout and zoom in and out	6
26	Insert page numbers into a document	5
27	Insert headers and footers into a document	5
28	Save a document that I have typed	1
29	Print a document	2
30	Open a document that I have previously saved	1
31	Modify/add to a document that I have previously saved	2
32	Save a document that I have modified or added to	2
33	Insert new text	2
34	Delete existing text	2
35	Change or modify existing text	3
36	Toggle the Insert key	13
37	Toggle the Num Lock key	12
38	Select text by clicking and dragging (i.e. highlight text)	5
39	Copy and paste selected text within a document	3
40	Cut and paste selected text within a document	2
41	Search for text in a document	3
42	Align text to the left, right or centre	4

43	Change the font, size or colour of text	2
44	Make text bold, italic or underlined	2
45	Type non-standard characters: e.g. é, ü, ß, ñ, ©	8
46	Create a bulleted or numbered list	6
47	Set and use tabs	8
48	Create a table within a document	4
49	Convert existing text to a table	10
50	Convert a table to text	10
51	Make hidden formatting characters visible or invisible	16
52	Insert a picture into a document	4
53	Insert an audio file into a document	10
54	Copy and paste from another application, e.g. text from a Web browser, a table from a spreadsheet, a picture from image editing software	9
55	Do a spell check	3
56	Do a grammar check	4
57	Use the thesaurus	12

<i>Email software</i>		
58	Start an email software application	5
59	Exit an email software application	6
60	Set up a filing system for storing messages that I send and receive	9
61	Set up my email software to send only plain text	12
62	Compose and send a new message online, including the name and email address of the intended recipient, and a meaningful subject line	3
63	Check for an incoming message	2
64	Read an incoming message	1
65	File a received message	4
66	Delete an unwanted incoming message	2
67	Print a received message	3
68	Reply to a received message, including pasting of parts of the received message	2
69	Compose a new message offline, including the name and email address of the intended recipient, and a meaningful subject line	9
70	Send a message that I have composed offline	7
71	Paste a previously composed word-processed text into a message that I will send	9
72	Send a message to multiple recipients	4
73	Forward a message to one or more recipients	4
74	Open an incoming attachment and I know where it is filed on my computer	3
75	Send an attachment to a message: a Word document, a picture, a sound file, etc	5
76	Set up and maintain my email address book	9
77	Set up and send group messages	10
78	I understand basic "Netiquette"	11
79	I understand why I should never open an unidentified attachment	7
80	I understand that computer viruses can be transmitted via email and that up-to-date anti-virus software is essential while I am receiving and sending messages	7
81	I understand that my computer can be "hacked" while I am online and that a firewall is essential	9
82	I understand the implications of copyright and plagiarism when using materials contained in other people's emails:	7

The table below summarises these results in a form of scores. Each point in the previous table represents one mark and thus the total score will be 82. Also, scores have been transformed into percentages to facilitate interpretation.

<i>Teacher</i>	<i>Score out of 82</i>	<i>%</i>	<i>Teacher</i>	<i>Score out of 82</i>	<i>%</i>
1	80	98%	2	18	22%
3	65	79%	4	71	87%
5	48	59%	6	70	85%
7	72	88%	8	73	89%
8	62	76%	10	69	84%
11	33	40%	12	43	52%
13	68	83%	14	81	99%
15	80	98%	16	81	99%
17	31	38%	18	41	50%
19	4	5%	20	74	90%
21	81	99%			
<i>Average score 59/82</i>			<i>Average percentage 72%</i>		

Discussion of results

Analysis of the results has shown that the majority of the students (79%) hand their project works to their supervisors while only 18% send them by email. Similarly, the number of the teachers who receive these works by hand is much bigger than that of the teachers who receive them by email (12 vs 3) excluding those who use both ways. Also, a considerable majority of the participant students (69%) use a hard copy while only 27% of them use an electronic one. However, teachers are almost divided equally between those who use a hard copy and those who use a soft one (7 vs 6) in addition to those who use both ways (8 teachers). Generally, these results give a strong indication that both teachers and students have a tendency to use traditional methods rather than technological ones in dealing with graduation project works. This supports findings of some previous studies (e.g. Ahmed 2014) that some Libyan teachers are technophopes because they lack knowledge and experience in using technology and thus they are not aware of its importance and usefulness.

When asked whether they like the way they use to submit their works to their supervisors, 88% of the participant supervisees said 'Yes' while only 12% gave a negative answer. The same applies to teachers; 17 teachers liked the way they use while only four disliked it. Interestingly, all teachers and students who said they do not like the method they use were using a hard copy. This supports findings reached

by Emhamed and Krishnan (2011) that most of the Libyan teachers have positive attitudes towards integrating technology in their teaching process.

When they were further asked about their reasons for using the method which they do not like, students either said that it is the preferred or demanded method by their supervisors or that it is the only option they have because they do not have computers to use an electronic copy. The latter reason was also mentioned by teachers who attributed their lack of use of a soft copy to their students who either do not use the internet or who lack computer skills necessary for using a soft copy. This harmonizes with Ahmed's (2014) findings that one of the reasons for not utilizing technology is the bad quality of the internet service including weak signal coverage in some areas and the unavailability of the internet service in some other areas of the country with the added fact that technological facilities including computers, internet and mailing services are either limited or unavailable in Libyan educational institutions.

When asked about the method they like to use, a considerable majority of the participant students (59%) selected 'hard copy' as their preferred choice while 41% preferred using 'soft copy'. Most of those who preferred using hard copy attributed that to its advantage of meeting the supervisors and discussing errors with them which makes understanding clearer and easier. On the other hand, most of those who preferred using a soft copy highlighted some of its features including being quick and flexible in sending and receiving their works and in making the corrections without the need to rewrite everything which saves effort and time in addition to being economic and not costly in terms of money and paper.

To further explore both the students and teachers computer skills, participants who used a soft copy were asked about the procedure used to give corrections, comments and feedback. The answers show that most of the supervisors use highlighting using different colors or underlining words and sentences which contain errors. It was also clear from the answers that only a few teachers use Track Changes functions like giving comments and corrections in balloons at margins. Some answers have also shown that some teachers make corrections orally or they make them themselves in the same copy or in another copy which may indicate that these teachers are not acquainted with the basic computer features.

Regarding the use of email, the results have shown that only 34% of the participant students use email to send and receive their graduation project works while 66% do not use it. This contradicts results obtained from participant teachers which show that 13 teachers use email contrasted with 8 who do not use it. The main reason for not using email is that students or their supervisors do not have email or do not have or use the internet. Other major reasons include preferring using a hard copy or face to face communication between supervisors and supervisees. It is obvious from these answers that the majority of students and a considerable number of teachers are not integrating technology in graduation project works. This is supported by the teachers' scores in the second part of the questionnaire which show that the average score in basic computer skill needed by the English language teacher is only 72% which means that, on average, teachers lack 28% of these basic skills. It should be emphasized here that we are talking about basic skills and not highly sophisticated ones. Possible reasons for this suggested by some previous studies (e.g., Emhamed 2011, Abdullah 2014) include lack of training, lack of hardware, and lack of administrative support.

Conclusion

This research paper aimed at investigating the use of technological tools and computer applications in writing and supervising graduation projects in the Department of English at University of Zawia. The results have shown that most of both teachers and students are not efficiently utilizing these technological tools in their graduation project works. It has also been found that most of those who exploit technology in their works have very limited computer skills and are not aware of the wide range of possibilities of using and benefiting from technology and its applications related to teaching and learning English as a foreign language. Although some reasons for such situation are realistic and convincing including bad internet service and lack of facilities in educational institutions, other reasons might be superficial and impractical including negative attitudes, lack of desire and will to change oneself, and indifference which may result in students and teachers being not aware of the importance and usefulness of using technological applications in teaching and learning and particularly in graduation project works.

In order to address this issue, there is an urgent need to raise the teachers' and the student's awareness of the benefits and profits of integrating technology not only in their graduation project tasks but in all other educational works. Another important step is to

provide necessary training for teachers and students to acquaint them with the necessary knowledge and skills of using computers and their applications through well-prepared and well-organized training courses and workshops. This will not be possible if institutions continue to lack related facilities and necessary equipment. Therefore, providing institutions with these facilities and equipment should be given priority by administrations including the ministry of education. This will eventually change the negative attitudes and the feelings of indifference amongst both teachers and students and will lead to improvement in the quality of the educational outcomes.

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