The Effectiveness of Using a Computer in Teaching Some Writing Skills on Enhancing Prep Stage Impaired-Hearing Pupils' Use of English Vocabulary and Grammar

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مستخلص الدراسة

هدفت الدراسة الحالية الى دراسة فعالية برنامج في مهارات الكتابة لاستخدام المفردات اللغوية و القواعد النحوية لدى تلاميذ المرحلة الاعدادية ضعاف السمع . و قد كانت عينة الدراسة مكونة من مجموعة واحدة وهي المجموعة التجريبية من مدرسة الامل للصم وضعاف السمع في محافظة قنا . وقد جاء تحليل البيانات احصائيا من خلال اختبار (ت) لعينة اقل من ٣٠ . وتبين من الاختبار البعدي اثر الفعالية الكبيرة من بعض من مهارات الكتابة المفردات اللغوية و القواعد النحوية . و قد اوضحت النتائج انه يوجد فروق ذات دلالة احصائيا في مستوى مهارات الكتابة في المفردات اللغوية والقواعد النحوية لاستخدام برنامج كمبيوتر بناء على معطيات الدراسة قد ارتسمت بعض نتائج الدراسة امكانية استخدام برنامج الكمبيوتر للتلاميذ ضعاف السمع المرحلة الاعدادية ؛ و قد اوضحت ايجابية فعالية كبيرة لتنمية مهارات الكتابة .

الكلمات المفتاحية : برنامج كمبيوتر – مهارات الكتابة – مفردات لغوية – قواعد نحوية – ضعاف السمع .

Abstract

The present study investigated the effectiveness of using a computer – based -program in teaching some writing skills on enhancing prep stage impaired - hearing pupils' use of English vocabulary and grammar. The sample of the present study comprised one group, an experimental group (N=13). The subjects of the experimental group were from Al-Amal school for deaf and Hearing impaired pupils' in Qena. Data was collected through T-test, the findings of the post test showed a remarkable improvement in some English writing skills vocabulary and grammar of the experiment group. Likewise, findings indicated a statically significant increase in the pupils' level of the writing skills vocabulary and grammar of the use of computer – based-program. Based on findings of the study, some conclusions were drawn: using computer – based program is acceptable for impaired hearing pupils' prep stage and it has a positive effectiveness on developing writing skills.

Key words: computer program – writing skills –vocabulary – grammar – hearing impaired.

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Introduction:

Writing is an important channel of communication and interaction between people. It is an essential part of any language course as one of the four language skills; listening, speaking, reading and writing. The act of writing is a cognitive process that involves comprehension of ideas, expressive language, and mechanical skills." (Dorn, Soffos, 2001, p. xi). To skilled and practiced writers, the act of writing is a natural, subconscious act. For children developing this skill, it is complicated and incorporates both cognitive and motor capabilities occurring simultaneously.

Writing is not a skill that just develops in the primary school years but rather it has its beginnings in the early stages of life. According to Gunning (2008,p. 465), "Writing evolves from pre- speech gestures children make and from the language they hear and later use, as well as from developing realization that the spoken word is not the only way to represent reality".

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills .Writing is not just an end result, but also a process that helps the student to develop ideas and to think logically. Further, writing consists of some skills that are related to one another and important for both individuals and societies. According to Murray (2000), writing is a set of skills that are important for both individuals and communities.

When we learn a language, four skills are needed for communication and interaction. We usually learn to listen first, then speak, then to read, and finally to write.

English is composed of four main skills, Ahmed (2006) stated that listening, speaking, reading, and writing. Although all of these skills are important, interrelated and cannot be separated, yet developing the writing skills with all it difficulty has been neglected for a long time due to the adoption of traditional approaches to language teaching that mainly focuses on speaking and listening. So in spite the importance of the writing skill in our life, it received a little attention. This, in turn, resulted in the students' weakness in the main writing skills.

Learning to write is a complex process, for both individuals and society that takes a place over time with continued practice and

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guidance. Mandell and Mandell (1989) viewed writing as a demanding activity requiring higher order thinking and organizational skills as well as mechanical skills. The specific skills of writing they have highlighted are identifying a stimulating topic, selecting clarifying vocabulary and using correct spelling and appropriate punctuation and capitalization.

Writing is not only the process the writer uses to put words on a paper but also the resulting product of the process.

The difficulty of writing lies in generating ideas into a logical argument, or realizing these ideas and concepts in grammatical sentences and rhetorical patterns. Teachers do not have certain ways to describe this process to their students, although they are able to teach certain structural and grammatical aspects in the product.

Hassan, Mohamed (2012) pointed out that writing is a mental process that includes the ability to transfer the phonetic symbols to visual symbols; it embraces the ability to self-expression by using rules of expression and rules of dictation that are accepted among language owners, in addition to, handwriting.

There is obviously a great need for the writing process to have a definite goal according to the audience and the purpose. Communication is a necessary demand of the writing process, especially in the case of hearing impairment.

It is very important to communicate what is on paper to a certain audience. It is necessary for students to communicate with other people, to understand them, read what they have written and write to them.

Using Gunning's idea that writing develops from language children hear and use, it would make sense that children who have incomplete access to a language would, therefore, have problems in the development of written language. Children who are hard of hearing have differing access to sound, which depends on many different factors. If the access to sound was in some way impaired, then access to spoken language would also be affected to some degree. If access to spoken language was impeded then development of written language would also be impacted. Lauren, Perry noted that hearing impairment affects a person's writing in various areas, Research has identified some of these areas, such as syntax, grammar, writing errors, and others (Antia, Reed, and Kriemeyer; Marscharkand Spencer; Mayer; Paul; Yashingo – itano,Synder and May Berry).

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Even though researcher may stress different points, this is not to say that some areas of writing in hearing impaired students of a specific age or span of age levels, but there has not been researching on the consistency of the problem areas over length of time – As a result, it must be determined if, after progressing through, schools, hearing impaired students still show the same writing errors related to their hearing impairment.

Mayer, Conie (2006) stated that children with more interaction and a better understanding of their language tend to transit into writing easier than others.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Mohamed, Samak (1998 . p 379)   stated that writing is a productive skill in which the writer expresses what he or she uses from reading. It is divided into creative writing and functional writing.

Writing has three axes forming the total writing skills: first the written expression, second spelling, and third handwriting.

Writing skills are various and multiple like punctuation, capitalization, spelling, vocabulary and grammar.

Students dislike and avoid writing because it is frustrating. Many students are frustrated in their attempts at written work because of the difficulties in the mechanical aspects of writing.

Trying to write a correct piece of writing by using the write punctuation and capitalization is very important. The ignorance of how to use them correctly can result in even greater chaos .King (2003, p, 195) believed that "although punctuation marks may appear physically insignificant on a page of print and evanescent in our speech, without them all would be chaos.

Mandell and Mandell (1989) reported that mechanics of writing cover many points the most important of which are capitalization and punctuation usage. Mechanics are a necessary part of the writing process without them sentence would be difficult to be understood, but with them, sentence takes on clarity. The mechanics of writing differ from other aspects of composing because they depend on certain rules.

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One of the most important aspects of recent educational reform
efforts is the increased care and attention to writing skills. Developing
writing skills requires much more than concentration on grammar and
vocabulary.

Peck and Coyle (1999, p 22) mentioned that "the essential skill in
writing is the ability to generate a correct sentence followed by another
correct sentence. By correct here they mean a sentence that follows the
conventions of standard English, in terms of punctuation, spelling,
"vocabulary and grammar".

In the last decades, lots of scientific studies were interested in
checking the effectiveness of the different methods in developing writing
skills. Many researches and studies also were published, on the subject
of developing writing skills.

*The most important aims of writing skills

- To develop the ability of students to express their emotions and
  ideas.
- To develop the linguistics and the linguistic tasting
- To enable students to be perfect in formulas and styles, rhetorical
  concepts.
- To encourage them to collect and receive ideas and in a good
  presentation.
- . 5. To back to knowledge sources, "Faggal, Abd Allah
  Mahmoud".

The majority of impaired hearing pupils in the preparatory stage have
difficulties in writing correct words and good sentences with suitable
grammar. They easily forget the newly learnt vocabulary and they
cannot write a good grammar sentence. The present study attempted to
investigate the effectiveness of using a computer - based program in
teaching some writing skills on enhancing prep. Stage impaired-hearing
pupils' use of English vocabulary and grammar

Statement of the study

The present study tried to investigate this problem: writing skills of a
sample of third-year prep pupils are below expected level. The majority
of Impaired Hearing pupils have difficulty in writing vocabulary and using
.grammar well

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Vocabulary and Grammar are two fundamental pillars of the language mansion. If vocabulary can be regarded as the bricks, grammar is the framework of the building. Vocabulary and Grammar acquisition is one of the significant issues that received great importance, particularly in recent years. Effective language vocabulary and grammar acquisition are particularly important for English as a second or a foreign language. The problem of this study was determined by the low level of third-year prep stage impaired-hearing Pupils' use of English vocabulary and grammar as shown in the results of the pilot study..

1. Hopefully, this Computer Program may provide a solution to overcome writing difficulties for impaired hearing pupils.
1. Helping EFL teachers to integrate the modern technology into learning and teaching writing skills.
1. Offering some suggestions and recommendation for EFL teachers to improve writing skills of impaired hearing pupils.

Findings of the Study
:The following results were derived from the data analysis

- Before the experiment, English writing skills of hearing impaired prep stage pupils (n =13) both males and females were poor and inadequate. Their mean scores in the writing performance were low (11.7, 10.3).

- After the study was conducted "t-test" was used in analyzing the data obtained. Results revealed and confirmed a remarkable degree of improvement in student's achievement in the posttest in writing skills vocabulary and grammar .there was positive correlation between the effectiveness of computer program and their achievement in the posttest of writing skills(15.6, 14.9)

Conclusion
Based on the findings of the current study, the following conclusions are .drawn

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1. Using computer program is quite acceptable for impaired hearing pupils prep stage and its introduction in the learning environment
.is beneficial for teaching writing

2. Integrating computer program has a positive effect on improving and developing writing skills (i.e. vocabulary and grammar)

.3. Computer program has the same effect on the two writing skills

4. The teacher plays a totally different role in the computer program environment which is very helpful for teacher and impaired
.hearing pupil

5. Involvement of students in the learning process is an important
.strategy to help pupils improve their writing skills

Recommendations

Based on the findings and conclusions of the present study, the
: following recommendations are presented in several fields as

In the field of Ministry of Education

1. Ministry of Education has to prepare schools and supply them with the modern methods of technology that could be suitable with each disability generally, and specially, for different levels of hearing
.loss to over comer their disabilities

2. It also must support schools financially to improve the educational,
.environmental and psychological services for the pupils

3. It should grant encouragement rewards to the teachers for their
.massive efforts with those pupils

4. The Ministry has to rebuild lab classes to help pupils with hearing impaired as they need both class and also they cannot dispense
.of labs to achieve the educational information

In the field of Professional Academy for Teachers in Egypt

1.A big responsibility lies on the Professional Academy for Teachers in Egypt in the field of special needs. That's why the source of training and rehabilitation is transferring from old thinking to modern thinking and linking international modern technology with the Egyptian schools in general, and especially with special
.needs schools

2. One of the most difficult challenges that faced the Professional Academy for Teachers. (2016) was changing the vocational

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learning system, the school book and also its content, aims and qualification because it is unrelated to the pupil scientific mental standard. Another challenge is that "the Professional Academy for Teachers", has to connect with the school book and modern technology.

3. To put special curriculums for hearing impaired pupils suitable for their ability and needs in the same time.

4. To put methodology plans and change the criteria for qualifying hearing impaired pupils as mush in lined with modern age requirements.

5. To train teachers on modern technology methods and connecting them with school subjects.

6. To train teachers on how to achieve the content and the information, putting in consideration pupil's psychology.

7. To train teachers on sign language in case of connection failed to get the information as the usual way

8. to make a generation of hearing impaired teachers who are able to fight for teaching their peers from hearing impaired pupils in a way that could be closer than any other one.

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