Effects of Using Googling Techniques on Improving Correct Writing Structures Among Iranian Students

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Abstract:

It is indispensable to take advantage of the modern technological facilities in helping the task of English language education. The emergence of ICT tools has been considered as a new resource for having better English knowledge achievement. To address this issue, this study was conducted to investigate the effects of Googling techniques on improving Iranian TEFL students' writing skill. A group of 40 male and female TEFL students were selected from Islamic Azad University, Bandarabbas Branch, Iran. To study the impact of using Googling techniques on teaching writing, first, Oxford Placement Test (OPT) was used for assessing the participants' homogeneity. The learners were assigned into two homogenous groups, one as experimental group (Googling group) and the other as the control group (Traditional group). The whole course consisted of 8 sessions and each session took 60 minutes, it was given 8 topics throughout the term a lot of specifically one topic for every session. At the end of every week on Thursdays and Fridays, the same topic was selected for experimental and control groups, and the participants were required to write the most relevant materials and ideas concerning the selected topic. The members in the experimental group were motivated to participate in using Googling techniques in this way, and the control group members were required to perform writing tasks through conventional writing techniques in class. Two parallel writing tests (essay tasks) were administered as the pretest and posttest for both groups. The results of statistical analysis of posttest writing scores revealed that Googling techniques had a significant impact on the writing skill of the experimental group members.

Key Words: Googling techniques; Correct Writing Structure; TEFL Student, Technology, Writing Skill

Introduction

Students trying to learn English as a second or foreign language need further language support. They need to practice in listening, reading, speaking, and writing skill in order to develop their experience and skills (Ybarra & Green, 2003). For enjoying such tasks, they are in need of using various devices which can help them learn the language effectively. The term new technology includes communication techniques for language teaching in which the personal computer plays a central role in writing (Davies & Hewer, 2012). Using Googling techniques and other forms of computer mediated communication have been used for a variety of purposes in foreign language classes. Googling techniques are concerned with the clear structures which are available in the net which are useful as a communication channel. In EFL writing classes' Googling techniques can be a powerful tool for teaching you can look up the accurate structure just by pushing a button in the net. This technique gives enough opportunity for the student to be a good writer. According to Belisle (1996) it gives a chance to teacher in order to monitor the process of the students' writings to save class time for the teacher's assignments and comments. To find out the implementation of improving writing, the researcher needs to take the time to examine this technique and evaluate whether it is successful for improving students' performance or not. Therefore, improvements are needed by the application of using Googling techniques on net. The problem that is

going to be discussed in this study can be formulated in the following research questions: Does using Googling techniques significantly improve Iranian TEFL students' writing skill and also do the EFL learners have any specific attitudes towards lo learn writing through Googling techniques.

Previous Studies on Using Googling techniques

Importance of Googling techniques in learning and ESL writing in terms of language learning and L2 writing, it is stated that the net armed with Google, based on Shei's (2008) ground-breaking work, let ESL/EFL learners to study particular words and patterns to envision whether or not the text they need created represents normal and linguistic communication usage (GIPD) (Geluso, 2011; Stapleton & Radia, 2009).Based on the premise that Google permits ESL learners follow of wide selection of natural patterns, based on frequency occurrences, and thereby discover and hunt appropriate patterns in the method of acquisition and L2 writing, very few empirical studies have be done. In a related study, some studies which have been conducted during this method (Conroy, 2010; Geluso, 2011; Sha, 2010; Shei, 2008; Stapleton & Radia, 2009; Wu dialect 2010; Wu et al., 2010) are reviewed and mentioned. Wu (2010) studied the students' use of corpora and the internet -based corpus, through an off-line collocation learning system, constructed primarily based on Google, to consider how they use the operate of pattern-hunting to expand their text.The findings of his observation and questionnaires displayed that three out of twelve students did some kind of pattern-hunting, and the result was promising. He reported that grammar errors, erroneous sentence structures, and imperfect sentences were prevalent throughout their work. He makes associate argumentation as a result of the constraints of the subject themselves and their family and their restricted language ability, their writing exhibited a narrow vary of vocabulary and few expression expressions. More importantly, the four most common words used were like, come, want and live. Wu (2010) expressed the Sentence structure was not complicated. He found out all over that proficiency is a difficulty that could be a barricade creating less practiced learners sluggish in relation pH scale and text generation and confining their activities to text revision and correction. This study is the direct use of Googling techniques which makes the way easier for any study in the ESL field.

Sha (2010) stated that "the dynamic corpus or search-engine-based corpus is superior in usability, search speed, the number of solutions and in particular, preference investigations" (2010, p. 377). He also showed that Google has spellchecker that BNC doesn't have. He concluded that there is "a robust proof that static corpora are losing ground to the online corpora" (2010, p.390). Thus, he reminded us of the outstanding capability of Google as a concordance that will take the place of typical corpora in terms of GIPH and GIPD, there by promoting DDL and the Web corpus consultation. Correspondingly, Geluso's (2011) study focused on the naturalness of GIPD, based on the frequency of occurrences on the internet. He chose twenty five Japanese EFL learners and set them to write essays regarding 9 paragraphs. Throughout training, the researcher got them to Google draft their essays and correct their erroneous patterns. Finally, he recruited 4 native speakers of English to blind rate learners' Google-informed and non-Google-informed patterns, in terms of their naturalness. The result of his study strongly suggests that by using the internet as a corpus and Google as a concordance, students can improve the naturalness of their writing.

Methodology

The participants of this study were 40 students aged from 23 to 38, who were studying English as a foreign language in BA Level at Islamic Azad University- Bandarabbas Branch located in Hormozgan,

Iran who were non-randomly selected.The data for the current study was collected by means of using two tests: Oxford Placement Test (OPT) and a writing test which was used as pre and posttests. It is important to homogenize students before they start their class at advanced level, a standard version of OPT developed by University of Cambridge Local Examination Syndicate was administered in order to place the students at different levels of proficiency. The whole test included 40 grammar expressions.

The second instrument was a pretest of writing selected from among the common topics of Cambridge academic writing which was given to the participants. The writings of the learners were corrected employing the inter-rater methodology and based mostly on the marking rubrics of the (OPT). Reliability and validity of the check was taken into thought as well.

The first phase of this study was the pilot phase during which 40 students with similar features to the target sample took both the assessment instruments comprising the sample OPT tests used for homogenizing and the pretest of writing. In this phase of the study, the participants were selected. The participants were randomly assigned to two groups, an experimental and a control group with 20 students in each of them, respectively. Then the participants of the study in both groups received the writing pretest to ensure their homogeneity regarding their second language writing. In the second phase, the teachers get involved the learners in the new treatment. Like the academic writing section, all groups were assigned to write about one topic, and were given 30 minutes to write an essay of about 4-5 paragraphs in the classroom out of various topics. In the third phase, following 1 month of instruction in eight sessions the writing posttest was administered. The papers of the participants were accumulated, scored via the inter-rater method, and analyzed by using statistical tools.

Table (1) analysis of covariance on scores of pre-test and post-test in two groups control

statistical power	eta squared	Significance level P	F	degrees of freedom	sum of squares	Source changes
١/٠٠	/٨٧۴	/٠٠١	٢۵٧/٢٩۴	١	١٩٨/۴۶١	pretest
١/٠٠	/٧۴١	/٠٠١	١٠۶/٠۴٨	١	٨١/٧٩٩	group

As shown in Table 1 by controlling the pre-test, the subjects in both groups there was no significant difference in score of p =001 / and F= 048/106). The effect or difference is equal to /741 it means that 74 percent of individual differences in scores are related to the effect of education. So the hypothesis is accepted.

Conclusion

The use of technology in ESL is getting popularity because it can enhance interactive activities which motivate students. However, there is a little research available in the area of using the Googling techniques as a tool to help second language writers make decisions about their writing. The findings of the study showed that there were statistically significant differences between the experimental group and the control group in favor of the experimental group. It is interesting to know that new method of teaching Googling techniques is thought to have led to a growth in the learners' writing performance in the experimental group but there is a problem in which it has been recognized that not all sources on the Internet are written by native English speakers or follow perfect grammar.

Usage-based theories of language learning suggest that native speakers of a language are acutely aware of formulaic language due in large part to frequency effects. Corpora and data-driven learning can offer useful insights into frequent patterns of naturally occurring language to second/foreign language learners who, unlike native speakers, are not privy to a lifetime of input and fine-tuning. Recently, the use of the web in combination with the Googling techniques as an accessible corpus and concordance

has received much attention. This article describes an experiment which tests the hypothesis that TEFL BA student perceive learner-generated phrases to be more natural after learners have searched the phrases on net and modified them in light of the frequency of search results.

Google searches from the perspective of a learner show that theoretical knowledge with vertical links to subject and disciplinary communities as well as coherence built through links between concepts is fairly readily accessed on the Internet. The importance of information literacy for students, the critical need to curate content on the web, as well as the implications for the curriculum of framing "knowing" as encompassing "being familiar" and "comprehending" are enlarged.

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