English Language Learning: Writing Process Perception, Reading Proficiency, and Exposure to Modern Technology

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Abstract*— *This study aimed to find out the students' English language learning with regard to their perception of their writing process, reading proficiency, and exposure to modern technology. The first set of data were gathered from forty-six (46) Bachelor of Arts in English Language (AB-EL) students at the Visayas State University (VSU) using a questionnaire adopted from Mohite (2014). The study followed a descriptive survey method and descriptive statistics were used. Results showed that the respondents were conscious and more focused in checking their grammar and relevance when given a writing task. This implies that they lack understanding of the compositional aspect of writing in English. Findings suggest the need to help students develop meaningful composition and that teaching syllabi in English should include and stress the importance of improving the students' ability to formulate ideas and transform information other than the importance of grammatical correctness of sentences in writing. The second set of data were gathered from forty (40) AB-EL students at VSU using a questionnaire that covered respondents' exposure to modern technology and their purpose (Muduli, 2014), and a reading proficiency test from International English Language Testing System (IELTS, 2017). Data were analyzed using descriptive statistics and Spearman Rho's for correlation analyses. Results showed that the student fell under "intermittent users" with regard to their test scores which means that they are not proficient readers. Findings further revealed that there is a significant and negative relationship between the students' reading proficiency and their use of tablets, internet, and social networking sites. The study suggests that students are to learn more on how to make use of their exposure to modern technology to enhance or facilitate their English language learning.

Keywords— *Language learning, writing process perception, reading proficiency, exposure to modern technology.*

I. INTRODUCTION

As part of their academic requirements, university students need to demonstrate writing skills when they produce their own texts which are based on their knowledge and background (Davidson, 2007). However, writing sometimes seems to be a difficult learning task especially to those students who lack basic skills in writing. Since writing is not merely just a classroom activity but also a difficult cognitive task, students struggle to think upon and search ideas, as well as organize, develop, revise, and shape those ideas in the best manner possible to express their messages to readers in a logical, unambiguous, and clear way (Alhaisoni, 2012). With regard to the students' exposure to modern technology as they learn the target language, schools across the country use technology to enhance student learning. Tools like the Internet, laptops, digital cameras, emails, interactive whiteboards, LCD projectors, and other course-specific software that support the curriculum are common to all people. According to Shih (2008), the purpose of both the traditional and computer-assisted cooperative language-learning classroom is to provide a space in which the facilitation of learning and learning itself can take place. Promoting students' motivation and learning interest is truly one of the ultimate goals of multimedia language teaching. Text-based reading has been constant on Web, even with the recent multimedia versions of Web 2.0 that enhance pages with images, sounds, and video clips. Having the capacity to read proficiently is a basic skill that affects students' learning experiences as well as performance in school. Reading comprehension is critical to understanding written communication (Stearns, 2012). Even when students are able to recognize words and fluently read texts, they may not comprehend what is read. To promote academic success among students and as new technologies emerge, there is a push to integrate technology into the classroom. It is therefore important to know some of the students' perception of the writing process, their reading proficiency, and their exposure to modern technology to facilitate students' language learning.

Objectives of the Study

This research was raised to help determine the students' English language learning with regard to their perception of the writing process, reading proficiency, and exposure to modern technology. Specifically, it aimed to:
1. Determine the students' perception of the writing process;
2. Determine the students' reading proficiency;
3. Determine the students' exposure to modern technology;
4. Determine the students' purpose of using modern technological devices and /or services; and
5. Determine the relationship between the students' reading proficiency and their exposure to modern technology.

II. MATERIALS AND METHODS

This study followed a descriptive survey method. The researchers used a survey questionnaire adopted from Mohite (2014) for the students' perception of writing and a self-report questionnaire adopted from Muduli (2014) for the students' exposure to modern technology. The reading proficiency test was from the International English Language System (IELTS, 2017). The data gathered were analyzed using descriptive

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statistics which included the measures of central tendency, frequency and percentage distribution. To determine the relationship between reading proficiency and exposure to modern technology, Spearman's Rho correlation analysis was used.

III. RESULTS AND DISCUSSION

From the first set of respondents composed of forty-six (46) AB-EL students with regard to their perception of the writing process the items "I check my grammar" and "I check if the content of what I have written is relevant to the topic" tied as the top choices of students when they are given a writing task. These were followed by "I organize my thoughts first before I start writing" and "Reading around my topic helps me in writing". Come next are the items "I read the teacher's remarks on my previous work and I follow the advice that were written on the paper" and "I read the text myself to check if it is easy to follow and if it is understandable to the readers". Lastly is the choice "Before finalizing my work, I usually write a draft first and then revise or correct it". Based on the results, the students were found to be conscious and more focused in checking their grammar and relevance when given a writing task. However, the results do not necessarily follow that such is the order of their writing process. Results only showed that the respondents are more particular in the final stage in writing rather than in the initial stage which is the organization of their thoughts and ideas. This implies that the students in the studied sample lack the understanding of the compositional aspect of English writing and they do not view their English written text as a means of communication. They basically produce written outputs for the teacher's evaluation. From the second set of respondents composed of forty (40) AB-EL students, results showed that the technological devices which students are highly exposed with 6 hours of usage are the mobile phones followed by computer or laptops. On the other hand, the first technological service which accumulated the highest frequency and percentage from the extremely high with 6 hours usage classification is the messaging followed by internet, then social networking. Results imply that a number of respondents own mobile phones and computer or laptops. For the respondents' purpose of using these technological devices and /or services, the purpose "for entertainment" ranks first followed closely by "for communication", then "for study". This implies that the students do not necessarily resort to modern technology for academic purposes. They still find time to go to the traditional way of studying their lessons. Findings further revealed that tablets, Internet, and social networking sites have a significant negative correlation to reading proficiency. The remaining devices or services which are mobile phones, computer /laptops, iPhones/ipods, earphones /headsets, calling, messaging /texting, and music/video streaming do not have a significant relationship with the reading proficiency of the respondents. This implies that students' frequent usage of their tablets, when they always go surfing the Internet, and when they regularly visit socially networking sites could somehow explain why almost half of them are in the "intermittent users" category in the band score of IELTS' scoring guideline.

IV. CONCLUSION AND RECOMMENDATIONS

Findings suggest the need to help students develop meaningful composition and that the teaching syllabi in English should include and stress the importance of improving the students' ability to formulate ideas and transform information other than the importance of grammatical correctness of sentences in writing. Furthermore, students are to learn more on how to make use of their exposure to modern technology to enhance or facilitate their English language learning.

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