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***Using a Program Based on Mobile Computer -  
Supported Collaborative Learning and Social Media  
Applications in Developing Student Teachers' EFL  
Creative Reading Skills and Cultural Awareness***

**BY**

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**Abstract**

The study aimed to investigate the effectiveness of using a program based on mobile computer - supported collaborative learning (MCSCL) and social media applications in developing EFL creative reading skills and cultural awareness among student teachers at the Faculty of Education. The design of the study was a mixed research methodology. It combined both quantitative and qualitative methods of collecting data. The participants of the study were sixty (N= 60) students enrolled in third -year English section at the Faculty of Education, Benha University, Egypt. They were tested before and after the treatment. They were taught through using a program based on mobile computer - supported collaborative learning (MCSCL) and social media applications. The instruments of the study included an EFL creative reading skills test, an EFL cultural awareness scale and a semi-structured interview. The results of the study revealed a statistically significant difference between the mean scores of the study participants in the pre and post administrations of the EFL creative reading skills test and cultural awareness scale in favor of the post administrations. These results were ascribed to mobile computer - supported collaborative learning (MCSCL) and social media applications.

**Keywords:** Mobile Computer -Supported Collaborative Learning (MCSCL) – Social Media Applications- EFL Creative Reading – Cultural Awareness

**استخدام برنامج قائم على التعلم التشاركي النقال المدعوم بالكمبيوتر  
وتطبيقات التواصل الاجتماعي لتنمية مهارات القراءة الإبداعية والوعي الثقافى  
فى اللغة الإنجليزية لدى الطلاب المعلمين**

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**المستخلص باللغة العربية**

تهدف الدراسة إلى توضيح فاعلية استخدام برنامج قائم على التعلم التشاركي النقال المدعوم بالكمبيوتر (و تطبيقات التواصل الاجتماعي لتنمية مهارات القراءة الإبداعية والوعي الثقافى فى اللغة الإنجليزية لدى الطلاب المعلمين . ويعد هذا البحث من البحوث المختلطة / المدمجة التى دمجت أساليب البحث الكمية والكيفية معا. وتكونت عينة الدراسة من ستون طالب من الطلاب المعلمين تم اختيارهم عشوائيا من طلاب الفرقة الثالثة شعبة اللغة الإنجليزية بكلية التربية جامعة بنها، جمهورية مصر العربية. هذا وقد تم اختبار عينة الدراسة قبل اجراء المعالجة وبعد تطبيق البرنامج القائم على استخدام التعلم التشاركي النقال المدعوم بالكمبيوتر و تطبيقات التواصل الاجتماعي. واشتملت ادوات الدراسة على اختبار فى مهارات القراءة الإبداعية فى اللغة الإنجليزية ، ومقياس فى الوعي الثقافى فى اللغة الإنجليزية ومقابلة شبه منظمة . وأشارت نتائج البحث الى وجود فروق ذات دلالة احصائية بين درجات الطلاب (عينة الدراسة ) فى القياس القبلى - البعدى فى مهارات القراءة الإبداعية والوعي الثقافى فى اللغة الانجليزية لصالح القياس البعدى . وترجع هذه النتائج الى فاعلية استخدام البرنامج القائم على التعلم التشاركي النقال المدعوم بالكمبيوتر وتطبيقات التواصل الاجتماعي فى تنمية تلك المهارات والوعي الثقافى لدى الطلاب المعلمين . الكلمات المفتاحية : التعلم التشاركي النقال المدعوم بالكمبيوتر - (MCSCCL) تطبيقات التواصل الاجتماعي -مهارات القراءة الإبداعية فى اللغة الإنجليزية -الوعي الثقافى فى اللغة الإنجليزية

## **Introduction**

Nowadays, learners live in a technological age where knowledge is not only a means but an end in itself. They live in a generation of digital revolution and use information and communication technologies (ICT) and Internet. Technology plays an important role in people's lives especially college students to develop 21st century skills among them. Twenty- first century skills refer to a set of skills needed to succeed and work such as learning and innovation skills (creative skills, critical thinking, communication & collaboration skills), information and communication technology skills. These technological advancements play a significant role in teaching and learning English language and its skills. Moreover, language learning is divided into language skills and language system. The four language skills (listening, speaking, reading and writing) are classified into receptive skills (listening and reading) and productive skills (speaking and writing).

Language learning involves mastering the four language skills: listening, speaking, reading and writing. Reading is a lifelong skill that is done every day by everyone consciously or unconsciously. Readers can spend hours a day for reading, while the others just need some minutes. Whatever they do, no matter how long they read, and whatever the purpose, they should enjoy their reading activities. Enjoying the reading time can affect student's understanding toward of reading texts, and take the readers to the level of creative reading by revealing some ideas and using their own words that can give contribution to their own lives and others as well . When people read, they make words real, put themselves in the places and situations that are described in the text, play with meanings and act out scenes in their heads. This imaginative engagement is a creative behavior (Holden, 2004, Harmer, 2007, Dincer, 2011, Suzanne, 2015).

Mohamed (2013) stated that reading is a creative process that can help students understand their own ideas well and relate to the ideas of others. Creative readers make sure that they know what the writer is saying where they devote their energies to construct implicit relationships between ideas, events and contexts. They focus on thinking about the implications of what the writer has said. Hassan, Abdel-Haq, Mohamed & Abed (2018) considered reading as a complex process that

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takes place on the word, the sentence and the text level. Moreover, Alyousef (2005) stated that reading is an interactive process between a reader and a text that leads to automaticity or reading fluency. In this process, the readers interact dynamically with the text as they try to elicit the meaning. The reader uses knowledge, skills and strategies to clarify the meaning. Thus, the creative exploration of the ideas in the text helps learners develop both reading comprehension and creative reading skills.

Wang (2012) asserted that the characteristics facilitate creativity can be developed through reading or writing activities and practices such as thinking, remembering, reasoning, feeling curious, exploring and freedom of expression. This is because reading and writing often require critical, analytical and self-expressive abilities, as well as a sense of self-discovery. Suzanne (2015) stated that there are three abilities in reading; literal, critical and creative reading. Literal reading means an ability to catch the explicit information. Critical reading is the ability to analyze or evaluate the implicit information. Creative reading is the ability to apply or expose the ideas creatively. In the same context, Sakolrak (2014) clarified that students should attain literal, analytical, interpretative and creative reading skills. They should be able to state facts and ideas and understand the meaning of what they read both literally and analytically. They critique what they read and apply learned content in problem solving both inside and outside their classrooms.

Creative reading includes novel concepts that the reader should creatively understand to comprehend the text. Active engagement of the text is a prerequisite for creative reading to occur. Moorman & Ram (1994) clarified that readers should attempt to incorporate the text into their own backgrounds. Ebrahim (2017b) clarified that creative reading is the ability to personalize natural phenomena by using as many personal qualities as possible , mention all the characteristics of someone to express opinions , suggest different titles for a story, produce various questions about information that is not directly mentioned in the text , thinking reflectively to generate more ideas for interest or clarity. Yurdakal (2019) indicated that creative reading can be characterized as reading to make inferences, imply, give appropriate reactions and make critical judgment.

Creative reading requires thinking and revealing the thoughts of the reader. It happens when the readers add something to what they read

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from themselves. In the creative reading process, students firstly need to comprehend a text to understand it. Thus, Isiksalan (2018) clarified that the processes of creative reading consist of four stages: creational memory, analogy, unsubstantial analogy and analysis by arranging. Creational memory includes perceptual and cognitive and mental skills (e.g. perceiving, learning, remembering, thinking, contriving and understanding). Analogy is the association of two different concepts. Unless there is another concept that would ground analogy, unsubstantial analogy will occur. An arrangement occurs when a question is handled in a new way. Therefore, persons who accomplish creative understanding will be able to identify unknown words, tell whether the text they read is interesting or not, establish a cause and effect relationship regarding the personal acceptances and beliefs of the characters in the text and make inferences by associating the action states in the text throughout reading.

Isiksalan (2018) stated that in creative reading skill, the persons are aware of their own learning process, follow with their self-control and use a series of learning strategies. Creative reading includes synthesizing, integration, application and extension of ideas. It can be a natural extension if the teacher asks for elaboration of divergent predictions. It has taken place when a story is dramatized, set to music and interpreted through the visual arts or theme. Students can be encouraged to rewrite a scene, the story climax or add conclusion for their own invention. Moreover, Yurdakal (2019) stated that creative reading is the highest level of cognitive skills as synthesis, integration, application and expansion of thought. It is a process of stimulating the mental activities of the student and reveals itself in all types of in-class activities. Therefore, it is the process of creating and producing a new interpretation through using the past experiences and analytical thinking processes of the reader.

Creative reading includes five aspects. The first aspect is creative interpretation. It involves reconstructing reading materials. The second one is creative inquiry that deals with how to ask questions. The third is creative integration that focuses on combining words, concepts and images of a story into new words or perceptions in the readers' mind. The fourth is creative application that involves looking for various situations that may relate directly or indirectly to what has been read. The last aspect is creative criticism. It deals with the process of separating facts

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from opinion and drawing conclusion that may differ from the author. In order to read creatively, students should be capable readers with various levels from simple decoding of words into internal concepts to the active engagement of the text and building complex mental worlds to model textual elements. Thus, creative reading is the abilities to go beyond the text to be involved inside and outside it to pose questions and bring new ideas to what is read (Holden, 2004, Mohamed, 2013).

It can be concluded that creative reading is the highest level of reading skill. It is a process of stimulating the mental activities of the student and reveals itself in all types of in-class activities. Because of the importance of EFL creative reading skills, researchers conducted many studies in order to develop EFL creative reading skills and sub-skills at the university level such as Moharam (1997) who confirmed the effect of using the discussion method on developing first-year faculty of education English majors reading comprehension and creative reading skills. Abdul Latif (2006) investigated the effect of training first year English Majors in integrating creative reading and writing skills on their performance. Moreover, Abdurraheem (2015) investigated the effectiveness of an inquiry-based program in teaching poetry in developing poetry appreciation, creative reading and creative writing skills of Faculty of Education English Majors.

In the era of globalization it is essential to know, at least, one foreign language to be able to better communicate in any formal or informal situation. Besides speaking a foreign language one has to be familiar with best practices in international settings, recognize cultural differences, develop effective intercultural communication skills and be familiar with codes of ethics. Cultural awareness becomes essential to interact with people from other cultures. Individuals should be aware that it is difficult to think and behave in the context of their own culture within the confines of another culture. Understanding a language involves not only the knowledge of grammar, phonology and lexis but also certain features and characteristics of the culture. Language is a part of culture and culture is a part of a language. The two are interwoven so that one cannot separate the two without losing the significance of either language or culture. However, teachers sometimes do not much address cultural issues in language classrooms due to factors like shortage of time, lack of cultural knowledge or lack of training. Language and

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culture are interrelated and would lose their significance if separated. Culture is accepted as a valuable component of all foreign language programs and should be incorporated into language teaching (Brown, 2007, Simsek, 2014, Constantin, Cohen-Vida, & Popescu, 2015 Yeganeh & Raeesi, 2015).

It can be said that teaching culture forms an important aspect in English teaching. The learning of cultural background knowledge should never be ignored or omitted in language acquisition. So students' cultural awareness needs to be enhanced to improve their linguistic competence. In addition, Lawson-Davenport (2014) and Wang (2018) clarified that culture has a large influence on learning and understanding. The basis of one's beliefs, morals, values and understandings comes from one's culture. In order to recognize the individual's way of thinking, one must look at the influence of sociocultural processes on one's current level of cultural awareness. Cultural awareness is a continuous process that encourages honest and open engagement with everyday cultural realities. It consists of three components: understanding what culture is, how cultures are different, and how these differences may affect communication and collaboration. In the same context, McKay (2003) clarifies that culture has a significant influence on language teaching in terms of two aspects: linguistic and pedagogical. The first aspect is that culture affects the semantic, discourse and pragmatic levels of language. The second aspect is that culture affects the content of the materials and teaching methods used in language instruction.

Wilson-Brooks (2010) stated that cultural awareness is the foundation of communication and involves the ability of becoming aware of cultural values, beliefs and perceptions. Banks (2018) indicated that cultural awareness is being aware of issues related to race, culture, ethnicity, diversity, inequality and privilege in educational setting. Hammami (2012) defined it as the ability to value and evaluate cultural practices, products and perspectives of the culture studied. Saniei (2012) clarified that the main learning principles of cultural awareness approach involve the encouragement of: learning from experience; apprehension before comprehension, where the learner is helped to become aware of something before trying to achieve conscious understanding of it. They also include affective and cognitive engagement with an encounter text



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or task, discovering clues to the interpretation of an experience by reflecting on that experience and tolerance of ambiguity.

It can be noted that the relationship between language and culture is a complex one. As language and culture are two inseparable entities, the incorporation of cultural issues in teaching is inevitably recommended. Thus, the most important aspect of learning any foreign language is learning its culture. Consequently, in their study, Yeganeh & Raeesi (2015) emphasized the role of culture in EFL classrooms. Moreover, Tomlinson & Masuhara (2004) indicate that cultural awareness consists of perceptions of own and other people's cultures. These perceptions are internal, dynamic, multi-dimensional, and variable.

YANDELL (2010), Collins (2013) and Belli (2018) asserted that cultural awareness provides students with a safe environment to foster interactions among diverse students from different communities that help them to develop shared interests. Moreover, researchers conducted studies to develop and enhance cultural awareness among university-level students such as Mohammed (2011) investigated the effect of using a program based on functional grammar on enhancing EFL pre-service teachers' grammatical competence, oral communicative competence and cultural awareness. In her study, Shehata (2013) confirmed the effectiveness of an E-conversation course in developing Faculty of Education English majors' aural-oral communication skills, cultural awareness and reducing oral communication apprehension. Ayed (2016) investigated the effectiveness of a visual literacy-based program on developing first year English major' communicative writing skills, presentation skills, and cultural awareness. Moreover, in her study , Diab (2018) revealed that the suggested CLIL-based program is effective in developing third year student teachers' EFL receptive skills and cultural awareness. In the same vein, Diab, Abdel-Haq & Aly (2018) confirmed the effectiveness of using the CLIL approach in enhancing EFL student teachers' cultural awareness.

In conclusion, Yurdakal (2019) indicated that creative reading is the most neglected type of reading because the teachers have insufficient knowledge about the subject and do not know the methods used in creative reading process. Holden (2004) emphasized that creative reading

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has been ignored while creativity is recognized as central and critical issue in reading. It includes novel concepts which the reader must creatively understand to comprehend the text. Active engagement of the text is a prerequisite for creative reading to occur. Readers should incorporate the text into their own backgrounds. Frank (2013) & Wang (2018) stated that when people think of culture, they often think of artifacts such as food, clothing, music, art, or literature. Others may associate culture with conventions such as social interaction patterns, values, ideas, and attitudes. Therefore, teachers should use every opportunity to teach and explain cultural knowledge to enhance students' cultural awareness. They should be aware of the existence of the different cultures and become knowledgeable in the target culture. English teachers should be familiar with the target culture. They should use every means available to enrich their knowledge of the country and the people and familiarize themselves with the customs and habits, history, beliefs and social values. In the teaching process, they should consciously reflect and analyze different and contrastive cultural facts to enhance students' cultural awareness.

English language learning is one of the leading sciences due to the universality of English language. In the 21st century, educators are utilizing emerging technologies to develop not only graduates' knowledge, but also their soft skills to enhance competencies parallel with employer's requirements. Collaborative learning (CL) has become one of the latest trends in education towards active learning where students actively engage in building their knowledge through discovery, discussions, and expert guidance. CL is a learning approach that relies on the theory of constructivism. It is also called group-learning activities and a form of instruction in higher education due to their multiple learning outcomes. It is one of the four Cs of 21st century learning along with communication, critical thinking skills and problem solving and creativity and innovation. CL environment becomes successful when having a good structured environment to help students collaborate with each other and work together in an organized way and share their thoughts with each other (Cox, 2014, Nadiyah & Faaizah 2015, Rodriguez ,2018,de Hei , Tabacaru, Sjoer, Rippe & Walenkamp, 2019).

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CL is learning activity designed and carried out by pairs or small interactive groups. It encourages construction of knowledge, deeper understanding and skill development through its ability to engage students dynamically in the learning process. It helps to understand the content deeply by giving students the opportunity to practice argumentation and critical thinking through interaction with peers. Thus, a good CL design aims to support teachers to easily orchestrate or conduct the interaction between students and assure that students will learn the desired content in a limited amount of time through a sequence of learning activities. CL is based on the collaboration among students and teachers. Teachers are not the ones guiding the learning process (Mulliah, 2006, Andreas, Tsiatsos, Terzidou, & Pomportsis, 2010, Isotani, et al., 2013).

It can be noted that CL represents a significant shift away from the typical teacher centered approach. Teachers who use CL think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students. Students in CL environment have to work actively in a purposeful way to learn new information and acquire new skills. They need to integrate the new material with previous knowledge or use it to reorganize what they thought they knew. In CL situations, students are not simply taking new information or ideas, but creating something new with such information and ideas (Rodríguez, Riaza, & Gomez, 2017).

CL is an activity that involves a process wherein a group of students cooperates with each other to solve any task in an interactive environment. It is based on the model that knowledge is created within a population where participants actively collaborate by sharing experiences in a shared setting. The process of construction of meaning, learning and knowledge development requires active engagement with the objects and individuals in a social context. Thus, social media and new technology are being reflected as effective mediators of CL, through providing educational support to the students regarding developing creative thinking, sharing materials and expertise in a virtual network. As a result in their study, Sarwar, Zulfiqar, Aziz & Chandia (2019) examined the perception and usage of social media sites in the perspective of student CL and performance through incorporating the Technology Acceptance Model (TAM).

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The role of the teacher in CL is to act as a facilitator who helps students to merge and construct their knowledge by relating it to their former knowledge and experience. In addition, the teacher should collaborate with the students to help them learn how to work together effectively and maximize their ability as independent learners .CL enhances social skills by engaging students to work in parallel with their colleagues and take responsibility for their own learning. Working collaboratively gives students the opportunity to involve and contribute to their learning community. CL could empower team-working skills, especially with those students who are too shy to contribute in the traditional classroom discussions (Alrayes, 2012).

Rodríguez, Riaza, & Gomez (2017) clarified that CL is comprised of five components. The first component is positive interdependence. Members in the teams have to rely on one another to achieve the final objective. Therefore, they are linked with others in a way that ensures that they all succeed together. If a member of the team fails to carry out his/ her part, everyone suffers the derived consequences. The second component is relevant interaction. Members help and encourage each other to learn by explaining what they understand and benefitting from shared knowledge. All tasks have to be developed interactively providing one another with feedback, challenging one another's conclusions and reasoning. The third component is personal responsibility. All students in a group are responsible for the success of their share of the work and for mastery of all of the materials used. The fourth component is social skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. The fifth component is group self-evaluating. Team members set group objectives and assess what they are doing well-what needs improvement or would change for the collaborative work to be carried out in a smoother way.

Learners in CL should participate actively and responsibly by doing their fair share of work and helping their peers to learn. It promotes critical thinking, students' active involvement in learning processes, higher achievement and class attendance, promoting student-teacher interaction, skills of social interaction, responsibility, understanding of diversity and the building of leadership skills. Moreover, CL techniques can be organized into five types: discussion: where student interaction

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and exchange is achieved primarily through spoken words, reciprocal teaching: where students purposefully help each other master subject matter content and develop discipline-based skills, encouraging interdependence, problem solving: where students focus on practicing problem-solving strategies, graphic information organizing: where groups use visual tools to organize and display information, and collaborative writing, where students write in order to learn important course content and skills (Andreas, Tsiatsos, Terzidou, & Pomportsis, 2010 ,Lee, 2010).

Collaborative groups work together toward a common goal determined by the teacher. CL is student-centered and includes five elements: positive interdependence, individual accountability, face-to-face interaction, use of collaborative skills and group processing. Positive interdependence means that the group works together to reach a common goal. In order to reach the goal, everyone in the group must complete his part. Individual accountability means that all group members are responsible for the successful completion of their individual task. Face-to-face interaction requires group members to offer feedback to each other, as well as to encourage each other. Appropriate use of collaborative skills includes making sure that students practice team-building skills such as trust, communication, leadership, and effective conflict resolution and instructors should teach and model these skills to students. Finally, group processing requires team members to evaluate their progress (Streetman, 2018).

CL promotes active engagement in the learning process. It also enhances student communication, shared ideas, and mutual feedback from peers. Students are encouraged to share resources, provide mutual support, and express group celebration for the accomplishment of the assigned task, and the groups may determine how they wish to approach the given mission, but the teacher should still act as facilitator and be an active part of the learning environment. Collaborative group strategies allow students to participate in conversation and debate. Moreover, computing technologies have been used to support CL for achieving varied learning goals such as language learning. They promote social interaction and communication like texting, email, posting to websites and synchronous chat (Ilic, 2013, Streetman, 2018).

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Moreover, CL is used to cover all activities involving collaboration within an educational or problem solving context. When people collaborate within an educational context, they engage in certain learning group activities that do not occur in individual learning contexts. Computer support can play an important role in increasing the probability that such useful group learning activities will occur. This approach to computer supported collaborative learning (CSCL) releases application designers from the obligation to immerse themselves in learning theory, and affords a more practical approach for designing software that supports CL (Kharrufa, 2010).

Lenox (2015) indicated that CL is learning that happens when small teams of students participate in a variety of activities in an effort to gain deeper understanding of a topic. It creates a supportive learning environment because group members are responsible for the learning goals of themselves and each other. It promotes active-learning practices which have a more dramatic impact on student achievement than any other variable. Wieland (2011) clarified that CL originates in Vygotsky's theories on social knowledge construction, which emphasize the social nature of the learning process .A particular script type is a computer-supported collaborative learning (CSCL) script, which entails a scaffolding approach to systematically support students in computer-supported learning environments. CSCL scripts are based on different approaches to shape online group interactions and ensure that students have meaningful interactions.

CL requires technological as well as pedagogical and social aspects to be taken into consideration grounded on careful planning, curricular and pedagogical implementation. Online collaborative tools have been found to be fundamental for facilitating interaction between students as well as to promote intra-group emotional support. CL increases students' active roles in participation by requiring them to interact in a group environment, as well as to manage their relationships and the content they develop. Therefore, the use of social webs is positive, making learning fun, meaningful and interactive, and can get students more involved in activities, in addition to increasing their motivation, learning among peers, feedback and active learning (Hernández-Sellés, Muñoz-Carril & González-Sanmamed, 2019).

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In recent years, the Internet has facilitated active learning by allowing for new forms of dialogue between teachers and students. In addition, social web-based technologies have an increasingly greater presence in students' daily lives. A social web application is defined as a platform in which users can easily create, communicate and publish online content (e.g. blogs, wikis, forums and social networks). Social web tools have therefore become important instruments for use in education. CL contexts, mediated by technology, encourage interaction among students so that they can acquire knowledge, skills and attitudes through active participation in the process. It can be said that collaborative methodologies in which students interact with their peers through the use of different social web tools are being increasingly used in universities. These collaborative methodologies allow students to actively participate in their own learning (Molinillo, Aguilar-Illescas, Anaya-Sánchez & Vallepín-Arán, 2018).

Social media technologies are a variety of networked tools that allow for and encourage collaboration, communication, and productivity among users. These technologies included social networking forums (SNFs) such as Facebook, Edmodo, and Twitter, blogging sites such as WordPress and video sharing sites such as YouTube and Vimeo (Won, Evans, Carey & Schnittka, 2015). Moreover, in their research Alvarez, Alarcon, & Nussbaum (2011) have clarified the potential of mobile devices in education, and the benefits of incorporating them in the classroom for eliciting collaborative learning and active student participation.

It can be said that the rapid growth in the emerging mobile technologies has resulted in a new category of social media that offers an efficient mechanism for communication, collaboration, and building connections among its users. It can be said that the fast development of information technologies makes it necessary to use social media into current academic applications and other related expansions. Social media consists of a variety of web based tools which enable their users to distribute and share new ideas, thoughts, and information in a more interactive and virtual environment. There are a number of terms associated with social media such as social networking communications, social networking sites, social networking tools, blogs, and Web 2.0. Social networking sites providing modern Internet resources have played

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a key role in providing users with unique ways to access, socialize, and communicate and co create with each other. These web-based tools serve as a critical mechanism for communication and collaboration among students (Sarwar, Zulfiqar, Aziz & Chandia , 2019).

One of the trends in CL is using mobile devices for supporting the process and products of collaboration, which has been forming the field of mobile-computer-supported collaborative learning (MCSCL). CSCL that was based on and transformed from CL, aims to employ computer technology to facilitate collaboration, discussion, and exchanges among peers or between students and teachers and help achieve the goal of knowledge. CSCL process included five stages: copresence, awareness, communication, collaboration and coordination. MCSCL can be defined as using mobile devices to enhance CL that involves the use of small groups in which students work together to maximize their own and other's learning. The essential element of MCSCL is that it must simultaneously integrate the characteristics of mobile devices and cooperative learning in teaching activities. It increases a learner's active participation in activities by providing more opportunities for instant interaction between learners and their peers via the use of mobile devices sharing and knowledge creation (Sung, Yang & Lee, 2017).

Technology supported collaborative learning assists individuals to work as teams for a common project or task with getting good use from the technologies such as; computer, mobile phones, internet etc. Thus, Keser & Ozdamli ( 2012) clarified that CSCL used to be applied in the class environment, however today, web-based is applied more. Moreover, Rodríguez, Riaza, & Gomez (2017) clarified that CL through ICT means that students acquire an adequate degree of responsibility, sufficient to enable them to take their own actions, including apprenticeships, from an equal and shared responsibility. CSCL is concerned with studying how people can learn together with the help of computers. The rapid development of internet technologies enabled the transformation of uses and practices, giving them an educational and pedagogical dimension and it has led to radical change (Seralidou & Douligeris, 2015).

Lee (2010) explored CSCL as an instructional model for developing the skills and competencies required in the knowledge society and how it is effective. Lee (2010) indicated that CSCL is based



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on a different learning paradigm (social and constructive learning) and a new way of using ICT applications for learning. It is the combination of ICT applications and CL to provide an environment which supports collaboration between students in order to enhance students' learning. CSCL can take diverse forms both in face-to-face course and online distance courses. ICT can be used to mediate communication synchronously or asynchronously. Alrayes (2012) and Dado & Bodemer (2017) indicate that CSCL is considered as activities in which two or more learners interact and are mutually engaged towards the accomplishment of a common learning goal with the support of information and communication technologies. It can be said that CSCL is supportive and facilitates interaction and stimulates learning, which does not exclusively mean information delivery. CSCL interactions may occur face-to-face (e.g., working together using a multitouch table), remotely (e.g., online distance courses) or a combination of both (e.g., blended classrooms). It is an instructional technology that encourages students to learn together and jointly solve problems .

Lárusson (2010) & Dondzila (2015) clarified that CSCL focuses on building technology that extends the physical boundaries of the classroom, enabling students to engage in meaningful collaborative learning activities that they could do offline, when in a face-to-face setting, but online, at their pace and outside class time .Any CSCL application combines a learning activity with a collaborative environment. The collaborative environment should enable students to create an online intersubjective space that adequately supports the students' cooperation .CSCL environments allow for student autonomy and increased reflection, while focusing on collaboration. One focus of CSCL environments is to help with content individualization while limiting individual learning.

It can be said that social media tools such as the technologies are used to facilitate social interactions, make possible collaborations, and enable negotiations across multiple people. Social media has created potential to promote personal learning environment as an educational approach to enhance self-regulated learning. It encourages creative thinking, mutual work, and self-paced learning among students because social media tools can highly support such collaborative activities .Using social media tools enable its users to conduct social interactions, create

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interpersonal relationships with peers, and guide the individuals to cope with an unfamiliar social environment. Using the social media sites enable individuals to express themselves, create associations, look for information, and interact with each other. Social media has changed the way in which people communicate, interact, socialize, and collaborate. Collaboration through social media supports more of a constructivist approach toward learning, whereby students and educators can work together for mutual contribution (Sarwar, Zulfiqar, Aziz & Chandia , 2019).

Thomas & Akdere (2013) investigated that social media technologies facilitate communication and collaboration in various ways and forms such as blogs, wikis, Twitter, instant messaging (IM) and Facebook .Thus, various social media tools are seen primarily as a means to communicate and exchange information. Lan, Lin & Hung ( 2012) clarified that web-based collaborative learning (WBCL) helps in increasing student involvement with the subject matter; enhancing students' critical thinking skills, promoting problem-solving skills among students and providing learners more opportunities to participate in learning activities without the limitation of knowledge levels. Chang (2012) clarified that the use of computers and internet technology was considered examples of collaborative and communicative tools. Thus, students can collaboratively work in pairs, small groups, or with the whole class through asynchronous components, such as a discussion forum or e-mail, allow for the possibility of more complex tasks.

CL model includes three basic elements. The first one is technical elements. These elements include learning management systems like Moodle, or Social Media technologies like Facebook. The second one is social elements. They include forms of communication, roles of learners, organizational issues and social structures. The last one is the pedagogical elements that embrace concepts of learning, phases of individual/group learning, support of developing new skills and interconnections between instruction from work and opportunities for co-construction of new knowledge (collaboration) .It can be said that collaborative educational activities could be supported on-line by a diversity of collaborative environments or collaborative tools in e-learning environments. These activities could be implemented in the e-learning system by services such as wiki, blog, workshop, e-note or e-

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journal, e-mail, discussion forum, chat, video or audio conference tools. Particularly these tools are applied in their common purpose (Tuparova & Tuparov, 2010, Goggins & Jahnke, 2013).

It can be said that the broad use of mobile devices influences teaching and learning by enabling more flexible environments where learners can learn and practice anywhere and anytime. The use of mobile technologies has been influencing both modern communication ways and foreign language learning. Mobile-Blended Collaborative Learning model has been integrated in and out of the classroom learning to help language learners to practice English by means of collaborative, authentic language activities based on project-based learning approach. In online collaborative learning, students learn primarily by communicating among themselves via the Internet. In online cooperative learning, students are allocated to, and learn in, small groups and communicate within those groups via the Internet (McInnerney & Roberts, 2004).

Mobile-Blended Collaborative Learning (MBCL) model is considered a first stage to conceptualize the use of mobile technologies and applications to combine formal and informal learning. The basic rationale behind this model is to overcome the drawbacks of traditional foreign language education. The MBCL model puts forward three application categories including tools for collaboration, tools for coordination, and tools for communication in order for the blend of formal and informal learning. On this basis, WhatsApp as a mobile-instant message tool was integrated into the project work to enable the students to collaborate, coordinate, and communicate in both synchronous and asynchronous modes. Mobile, asynchronous collaboration enables learners to connect with their peers at their own pace and wherever they desire. Learners were motivated towards mobile learning due to its seamless connectivity, especially for collaborative tasks (Avci & Adiguzel ,2017, Chun,2017).

It can be concluded that CL using mobile technology has additional advantages in connectivity, instantaneity, and individuality. Students who use mobile devices and social media can access teaching material

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instantaneously, engage well with the content, and communicate other with easily. Thus, in her study Chun (2017) she explored how female students at a university described their experiences with mobile collaborative learning. The results of the study revealed that mobile collaborative learning is effective in improving learning experiences for students in higher education. Moreover, Avci & Adiguzel (2017) stated that in MBCL setting, students can be provided with various authentic tasks or activities in which they can actively participate. In addition, Cox (2014) and Mahmood (2018) clarified that that collaborative writing technologies such as Google Docs are a helpful tool in supporting the development of constructivist learning environments. Students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. In his study, Lenox (2015) confirmed the relationship between collaborative learning and improvement in persuasive writing.

Within the context of social learning theory, mobile technology integration applications are strongly linked to the following three concepts: First, CL and group work usually take place in contexts such as social networking, online learning, and virtual classrooms. Second, the concept of modeling responses and expectations from the teacher and the student is rather effective. Online collaboration can take many forms, including tasks such as working together on the design of a new product, exchanging ideas to solve a complex problem, or constructing new knowledge using a shared knowledge base. CSCL is the study of a particular form of learning, which considers all levels of formal education. It can facilitate the sharing of knowledge in organizational work teams. It also has the ability to break down communication barriers and encourage people to ask questions. It points to knowledge construction as an outcome of peer interaction, justifying widespread implementation of collaborative activities (Wieland, 2011, Wilson, 2013, Al-Zahrani, 2015, Stewart, 2018).

It can be said that nowadays digital social media (Facebook, twitter, yahoo messenger, google plus,) are very popular among young generations and they are influenced more by them. Thus, social networking sites are an online platform where people can create their own profile and can interact with the people all over the world. It can be noted that digital social media like Facebook, Twitter, and Google Plus

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have an impact on learning. In his study, Belal (2014) investigated the influence of digital social media on writing and speaking, how they motivate students to improve their productive skills, and in what extend SNS is useful for the students to improve English language. In their study, Bozanta & Mardikyan (2017) confirmed the effects of social media on CL.

It has been suggested that social media tools such as wikis can promote online collaborative and interactive learning. Social media tools are user-centered and support communication, information sharing, and collaboration. The popularity of the social media tools depends on the extent to which they facilitate information sharing, and on their connectivity with other programs. Collaboration appears to be valuable in facilitating student learning with the use of web-based technologies such as the wiki. Today, social media such as Facebook, Twitter, and YouTube is considered a major part of lives .The rise of Web 2.0 tools, which are described as the web based services providing users visual, textual and interactive information, has made social media very popular all over the world (Chu, Capio, Aalst & Cheng ,2017).

It can be said that there are certain social media tools to aid the collaborative sessions. Facebook, Twitter, Skype, and WhatsApp were found to be the most used tools for CL purposes. The use of social media tools allow users to view, like, comment, and exchange ideas that leading to close collaboration and engagement between team members. Moreover, Mobile learning is convenient in that it is accessible from virtually anytime and anywhere. CL takes place when students work together, in small groups, toward a common goal, exploring specific topics or improving their skills. It is based on social constructivist learning theory, which emphasizes that learning and knowledge building are affected by interaction and collaboration. In recent years, social web-based technologies have an increasingly greater presence in students' daily lives. CL contexts mediated by technology encourage interaction among students so that they can acquire knowledge, skills and attitudes through active participation in the process. Web-based social networking platforms have been widely adopted as collaborative tools for facilitating foreign language teaching (Wang, 2014, Al-Samarraie & Saeed, 2018, Molinillo, Aguilar-Illescas, Anaya-Sánchez, & Vallespín-Arán ,2018,Yan, 2019).

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The popularity of digital media such as WhatsApp or Short Message Service has improved students' ability to communicate effectively. Another important enabler of CL is group processing which can be considered effective when group members are able to monitor the attainment of group goals and manage to work smoothly as a real team. Learners can access social media sites such as Facebook, Twitter or YouTube and communicate instantaneously with the instructor and peers at home or in the classroom. Moreover, CL involves communication and interaction among students. Thus, mutual trust is important for students' teamwork engagement. Students can use Slack for example to integrate some other applications' functions, such as email and instant message. Team members' discussion and task coordination on Slack can be seen by their teacher and other team members. In addition, Telegram, as one of the most favoured social networking sites, has millions of users from primary schools to universities. On Telegram, people from all ages can create their own profiles, chat with each other and share their favorite photos and videos. It also has applications useful for teaching and learning. It is also a technological tool which can nurture the student-teacher relationship by creating positive learning experiences (Gan, Menkhoff & Smith, 2015, Aghajani & Adloo, 2018, Zhang, Meng, de Pablos & Sun, 2019).

It can be concluded that social media has been utilized by colleges to encourage CL and social interaction. Students use social media in general for the purpose of interactive engagement in the social environment. Social media tools such as MySpace, Facebook and Twitter play a positive role in enhancing the performance of learners and encourage active collaborative learning at the level of higher education. In their study, Al-Rahmi & Zeki (2017) explore the use of social media in the process of CL. Thus, CL relies on group work. Working in groups provides students with many opportunities to communicate. Collaborative tasks can integrate listening, speaking, reading, and writing. In their study, Mnkandla & Minnaar (2017) explained the adoption of social media into e-learning by using online collaborative learning (OCL) in higher education. Thus, social media such as blogs, wikis, Skype or Google Hangout, Facebook, and even mobile apps, such as WhatsApp could facilitate deep learning and the creation of knowledge in e-learning at higher educational institutions. Social media

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should be used in e-learning to effectively facilitate social learning, collaboration, and interaction among students and between students and lecturers to enhance deep learning in a safe environment.

Mahmood (2018) examined how using google docs can enhance collaborative learning among non-native English-speaking students at a university in Oman. The results of the study revealed that Google Docs promoted collaborative interactions among students, such as learning from each other and communicating with the teacher. In addition, the students used alternate social media such as WhatsApp to communicate with their peers in the collaborative writing activity. Thus, Google Docs can be used to enhance collaborative learning among non-native English-speaking students. In her study, Diab (2019) confirmed the effectiveness of using some online-collaborative learning tools (Google Docs and Padlet) in developing student teachers' EFL creative writing skills and writing self-efficacy. Yan (2019) explored the impact of the application collaborative learning of college English writing on WeChat Platform. The results revealed that WeChat Platform is effective in improving writing efficiency and developing critical thinking by engaging in student-student and student-teacher collaboration and interaction, information sharing, communicating and socializing with classmates.

As a result in the present study, the researcher focused on using a program based on mobile computer supported collaborative learning MCSCL and social media applications such as telegram, Facebook , What's app and twitter to improve student teachers' EFL creative reading skills and cultural awareness.

### **Context of the Problem**

In light of the researcher's experience in teaching at the university level, and the review of related studies such as Moharam (1997), Abdul Latif (2006) Mohamed (2013), Abdurraheem (2015) Masoud (2014), El Morsi, (2015), Ebrahim (2017a-b) , Salem (2017) , Mohammed (2017) and Hassan, Abdel-Haq, Mohamed, & Abed (2018) confirmed that creative reading skills are neglected. The students focused only on the literal reading comprehension. The teachers do not give their students opportunities to express their opinions and views in reading texts creatively. They focused only on answering the direct reading questions where the answers are stated explicitly.

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Moreover, student teachers face several difficulties in cultural awareness. They are uninterested and have a lack of training in how to teach and learn the cultural issues. Their motivation in learning culture is low and they have a lack in cultural knowledge .Ibrahim (2005) clarified that it is important to develop cultural awareness among EFL students through using a training program. Mohamed (2011) investigated the effect of using a program based on functional grammar on enhancing EFL pre-service teachers' grammatical competence and cultural awareness enrolled in English section at the faculty of education, Minia University. Elsabagh (2012) confirmed that students should recognize that every person's thinking, language and conduct is based on cultural influence. In her study, she investigated the effect of web-based projects on enhancing the cultural awareness and writing competence. In the same vein, Shehata (2013) and Ali (2015) clarified that EFL students should understand and evaluate critically the common stereotypes and generalizations about the target culture . The teachers' role is to make students excited and curious about the target culture and encourage them to understand of its native people Moreover, Diab, Abdel-Haq & Aly (2018) investigated the effectiveness of using the CLIL approach to enhance EFL student teachers' cultural awareness.

To document the problem, the researcher conducted a pilot study on thirty students (N= 30) enrolled in third -year English section at Benha Faculty of Education. The pilot study consisted of an EFL creative reading skills test and an EFL cultural awareness scale. The results of the study revealed that students expressed little interest related to creative reading. They focused only on answering the direct reading questions where the answers are stated explicitly. In general, they have difficulties in creative reading skills. According to cultural awareness, the study revealed that students faced several difficulties in cultural awareness. They are uninterested and have a lack of training in how to teach cultural issues. Their motivation in learning culture is low and they have a lack in cultural knowledge. Thus, there is a need for improving EFL creative reading skills and cultural awareness among student teachers.

### **Statement of the Problem**

Based on the observation of the researcher, the results of the pilot study and taking into consideration some recommendations of related



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studies, the researcher noticed that students' level in EFL creative reading skill and cultural awareness is low. In spite of the importance of EFL creative reading skills and cultural awareness, third -year students enrolled in English section at Benha Faculty of Education have difficulties in EFL creative reading skills and cultural awareness. The current study examined the effectiveness of using a program based on mobile computer supported collaborative learning (MCSCCL) and social media applications in developing EFL student teachers' creative reading skills and cultural awareness.

### **Questions of the Study**

1. What are the EFL creative reading skills suitable for student teachers?
2. What are the EFL cultural awareness dimensions suitable for student teachers?
3. What are the features of a program based on mobile computer supported collaborative learning (MCSCCL) and social media applications for developing EFL student teachers' creative reading skills and cultural awareness?
4. How far is using a program based on mobile computer supported collaborative learning (MCSCCL) and social media applications effective in developing EFL student teachers' creative reading skills?
5. How far is using a program based on mobile computer supported collaborative learning (MCSCCL) and social media applications effective in developing EFL student teachers' cultural awareness?

### **Hypotheses of the Study**

Based on the related studies and research questions, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean score of the study participants in overall EFL creative reading skills on the pre-and post- administration of the EFL creative reading skills test in favor of the post- administration.
2. There is a statistically significant difference between the mean score of the study participants in overall EFL creative reading sub- skills on

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the pre-and post- administration of the EFL creative reading skills test in favor of the post- administration.

3. There is a statistically significant difference between the mean score of the study participants in EFL cultural awareness on the pre-and post- administration of the EFL cultural awareness scale in favor of the post- administration.

## **Methodology**

### **A. Participants**

The participants of the study consisted of sixty students (N=60). They were chosen from third -year students enrolled in English section at Benha Faculty of Education, Egypt. The participants represented one group who taught through using a program based on mobile computer supported collaborative learning (MCSCL) and social media applications.

### **B. Design**

The design of the study was a mixed research methodology. It combined both quantitative and qualitative methods of collecting data. To conduct the quantitative analysis the pre- post experimental group design was used. The study participants were tested before and after conducting the program. In addition, a qualitative analysis of the students' performance is provided.

### **C. Instruments**

In order to fulfill the purposes of the study, the following instruments were designed.

#### **A. An EFL Creative Reading Skills Test**

The EFL creative reading skills test was prepared by the researcher to measure the EFL creative reading skills among third -year students enrolled in English section at the Faculty of Education, Benha University, Egypt( *see appendix A*). It was used as a pre-posttest (applied before and after implementing the program). The test consisted of two reading passages followed by twenty questions (*see appendix B*).

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The students are required to read the passages and answer the questions. The time of the EFL creative reading skills test lasted two hours .The researcher calculated time taken by each student finishing the test and the average was found to be two hours . The test was graded by the researcher through using a rubric prepared by her. The rubric consists of three parts; each part has three items ranging from "3" marks to "1" mark. The students were given "3" marks when their performance is high and "1" mark when their performance is low (*see appendix C*).

### **B. An EFL Cultural Awareness Scale**

The EFL cultural awareness scale was prepared by the researcher to measure EFL cultural awareness among third year students enrolled in English section at Faculty of Education, Benha University, Egypt (*see appendix D*). It was administered before and after implementing the program. The scale consists of (40) statements with five options for each statement. The options were never, rarely, sometimes, often and always. The student teachers had to mark their responses in any one of the options stated. Scores allotted to the responses were 1,2,3,4 and 5.The time of the EFL cultural awareness scale lasted one hour. The researcher calculated time taken by each student finishing the test and the average was found to be one hour.

### **C . A Semi-Structured Interview**

The semi- structured interview was constructed to examine the importance of a program based on mobile computer supported collaborative learning (MCSCCL) and social media applications among third -year students enrolled in English section at Benha Faculty of Education, Egypt and its effectiveness in developing EFL creative reading skills and cultural awareness. The interview took the format of face to face semi-structured interview. The researcher interviewed students one time at the beginning of the study, a second time in the middle, and a third time at the end of the study to gain greater insight on their EFL creative reading skills and cultural awareness throughout ten weeks. The researcher generally asked the students about their participation in the program. She used open ended questions to avoid responding with yes-no (*See Appendix E*). Six students participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted the students and asked them to give brief self-introduction as a

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way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If students did not understand any question, she could simplify it or change it .At the end of the interview, the researcher thanked the students for their participation.

### **Determining the Validity of the Research Instruments**

The EFL creative reading skills test, cultural awareness scale and the interview were submitted to jury members, they were asked to determine the validity of the instruments in terms of clear instructions, items and suitability for the students' level. They indicated that the test, the scale and the interview instructions were clear and suitable for students' levels and background knowledge. Therefore, the test, the scale and the interview were considered valid measures of EFL creative reading skills and cultural awareness (Face Validity).To ensure the content validity of the test, scale and interview, they were developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the test, scale, and the interview questions and methods of correction. Therefore, the content of the test, scale and the interview was representative of the skills that were intended to be measured. Thus, the tests and the interview were valid and having a content validity.

### **Determining the Reliability of the Research Instruments**

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of third-year students enrolled in English section at Benha Faculty of Education, Egypt. Then, they were administered to the same group again after two weeks. The Pearson correlation between the two administrations was (0.88) at the 0.01 level. Therefore, the instruments were reliable.

## **A Program Based on Mobile Computer Supported Collaborative Learning (MCSCCL) and Social Media Applications**

For achieving the purpose of the research, the researcher designed a program based on MCSCCL and social media applications. After assessing

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third- year students enrolled in English section at Benha Faculty of Education, Egypt creative reading skills and cultural awareness, the study participants were required to attend program based on MCSCL and social media applications (*See appendix F*).

### **The Aims of MCSCL and Social Media Applications Based Program**

The program aimed at developing EFL creative reading skills and cultural awareness among third -year students enrolled in English section at Benha Faculty of Education, Egypt.

### **The Objectives of MCSCL and Social Media Applications Based Program**

By the end of the program, third- year students will be able to:

- ask questions about the points the text does not include.
- use appropriate questions related to the topic.
- add new idea to the content of the text through questions.
- predicting events from the text.
- mention possible reasons for the events.
- present various conclusions for incomplete story.
- create or invent new ideas for the topic.
- present various solutions for specific problem.
- transform the passage into a story.

### **The Content of MCSCL and Social Media Applications Based Program**

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. The program contained variety of topics, situations and activities designed for developing EFL creative reading skills and cultural awareness. They were suitable for third-year students enrolled in English section at Benha Faculty of Education such as; Holden(2004); Tomlinson, & Masuhara (2004); Abdul Latif (2006); Harmer (2007); Alvarez , Alarcon & Nussbaum (2011); Hepburn (2011); Alrayes (2012); Shehata (2013); Al-Zahrani (2015); Dondzila (2015); Al-Rahmi & Zeki (2017); Chun (2017); Diab, Abdel-Haq & Aly (2018); Diab (2018); Isiksalan (2018) and Diab (2019).

### **Framework of MCSCL and Social Media Applications Based Program**

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The treatment began in October 2019 and continued through December 2019. The researcher met the students for three hours per week for ten weeks and also communicated with them via what's' app messages, e-mails, Facebook group and telegram. Week (1) was used for pre -testing and week (10) was used for post testing. Each session was devoted to the following: introduction, objectives, procedures, the role of the researcher and students and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were applied.

The program was taught to the study participants by the researcher herself. It lasted ten weeks with sixteen instructional sessions and each session lasted for 90 minutes. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that she told them about the importance of EFL creative reading skills and cultural awareness. Then, she began to introduce the concept of MCSCL and social media applications and its importance for language learning and EFL creative reading skills and cultural awareness.

Following the introduction to the program, the rest of the program sessions were instructional through which the EFL creative reading skills and cultural awareness were introduced .At the beginning of each session, the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of the each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation). At the end of the program, the researcher assessed the students' achievement after implementing the program using EFL reading skills test and cultural awareness scale (summative evaluation).

### **The procedures of MCSCL and Social Media Applications Based Program**

Based on Avci& Adiguzel (2017) and Rodríguez, Riaza, & Gomez (2017), the program will be implemented through using:

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1. Mobile computer Supported Collaborative learning comprised of five stages:
  - **Stage One:** positive interdependence. Students have to rely on one another to achieve the final objective. Therefore, they are linked with others in a way that ensures that they all succeed together. If a member of the team fails to carry out his/ her part, everyone suffers the derived consequences.
  - **Stage Two:** Relevant Interaction and Communication. Students help and encourage each other to learn by explaining what they understand and benefitting from shared knowledge. All tasks have to be developed interactively providing one another with feedback, challenging one another's conclusions and reasoning.
  - **Stage Three:** Personal Responsibility. All students in a group are responsible for the success of their share of the work and for mastery of all of the materials used.
  - **Stage Four:** Social Skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
  - **Stage Five:** Group Self-evaluating. Students set group objectives and assess what they are doing well-what needs improvement or would change for the collaborative work to be carried out in a smoother way.
2. Then, the researcher created Whatsapp group, Facebook group and telegramgroup as social media applications to communicate with her students during conducting the program.
3. The Researcher also used mobile computer supported collaborative learning based on social media applications by focusing on three application categories including tools for collaboration, tools for coordination, and tools for communication in order to make blend of formal and informal learning.
4. For example, WhatsApp as a mobile-instant message tool was integrated into the study to enable the students to collaborate, coordinate, and communicate in both synchronous and asynchronous modes. This model signifies the affordances of mobile technologies in collaborative learning setting. Mobile, asynchronous collaboration enables learners to connect with their peers at their own pace and wherever they desire.

## **Findings of the Study**

### **A . Quantitative Analysis of the Findings**

The findings of the present research are presented in the light of the hypotheses of the research using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

#### **Testing Hypothesis (1)**

The first hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL overall creative reading skills on the pre-and post- administration of the EFL creative reading skills test in favor of the post- administration .Table (1) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL overall creative reading skills.

**Table (1):"t" test between the mean scores of the study participants in the pre and post assessment of the EFL Overall Creative Reading Skills**

<b>Skill</b>	<b>Assessment</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>T-Value</b>	<b>D.F</b>	<b>Sig.</b>
<b>EFL Creative Reading Skills</b>	<b>Pre</b>	<b>60</b>	<b>26.9000</b>	<b>4.03250</b>	<b>31.594</b>	<b>59</b>	<b>0.01</b>
	<b>Post</b>	<b>60</b>	<b>50.2500</b>	<b>3.68977</b>			

Table (1) showed that the study participants outperformed in the post administration of the EFL overall creative reading skills, where "t-value" is (31.594) which is significant at the (0.01) level .Thus, the first hypothesis was supported.

#### **Testing Hypothesis (2)**

The second hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL creative reading sub- skills on the pre-and post- administration of the EFL creative reading skills test in favor of the post- administration. Table (2) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL creative reading sub-skills.

**The second hypothesis has the following sub-hypotheses**



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- There is a statistically significant difference between the mean score of the study participants in EFL posing questions skills on the pre-and post- administration of the EFL creative reading skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL prediction skills on the pre-and post-administration of the EFL creative reading skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL transformation skills on the pre-and post- administration of the EFL creative reading skills test in favor of the post- administration.

**Table (2): "t" test between the mean scores of the study sample in the pre and post assessment of the EFL Creative reading Sub-Skills**

Skills	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
Posing Questions Skills	Pre	60	7.8667	1.91751	18.532	59	0.01
	Post	60	14.7167	2.38705			
Prediction Skills	Pre	60	11.2000	2.39915	20.607	59	0.01
	Post	60	20.7167	2.12405			
Transformation skills	Pre	60	7.8333	1.69912	21.808	59	0.01
	Post	60	14.8167	1.91751			

Thus, table (2) indicated that the study participants were much better in the post administration than the pre administration in EFL creative reading sub-skills where "t" value is (18.532) for EFL posing questions skills, (20.607) for prediction skills, and (21.808) for transformation skills at the (0.01) level. Therefore, the second hypothesis was confirmed.

**Testing Hypothesis (3)**

The third hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL cultural awareness on the pre-and post- administration of the EFL cultural awareness scale in favor of the post- administration .Table (3) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL cultural awareness.

**Table (3):"t" test between the mean scores of the study participants in the pre and post assessment of EFL Cultural Awareness**

Skill	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
EFL Cultural Awareness	Pre	60	63.5000	33.48792	24.036	59	0.01
	Post	60	180.9167	18.60590			

Table (3) showed that the study participants outperformed in the post administration of cultural awareness, where "t-value" is (24.036) which is significant at the (0.01) level .Thus, the third hypothesis was supported.

**B . Qualitative Analysis of the Findings**

At the beginning of the program, the students were afraid of reading. They focused only on literal questions where the answers are explicit in the reading passage. They felt frustrated when they did not know the meaning of any word. They could not guess the meaning of unknown words, predict or infer the answer. Moreover, they face several difficulties in cultural awareness. They have a lack of training in how to teach cultural contents. They are uninterested in learning cultural issues. Their motivation in learning culture is low and they have a lack in cultural knowledge. After participating in a program based on MCSCL and social media applications, students gained more confidence and their creative reading and cultural awareness are developed.

Their participation in a program based on MCSCL and social media applications and its activities helped them to get involved in creative reading and master its different skills required to them. In the interview data, six students had similar positive reaction towards using MCSCL and social media applications. They clarified that participating in the program helped everyone to move forward in a clear direction. Everyone works to achieve common and shared goals. They also worked together, collaborating and co-operating to make progress. To understand how students perceived the importance of MCSCL and social media applications in developing EFL creative reading and cultural awareness, some interview questions were asked. Examples from the researcher's transcripts provided insight into the students' perceptions about the activities in MCSCL and social media applications. Students clarified that their EFL creative reading and cultural awareness were improved because of the various activities that increased their desire to read.

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Therefore, it can be concluded that a program based on MCSCL and social media applications is effective in improving EFL creative reading and cultural awareness. The students' views in this regard are as follows:

**Student (1):** MCSCL and social media applications helped me to be engaged with the topics of discussion.

**Student (2):** MCSCL and social media applications provided opportunities for creating an enjoyable learning experience.

**Student (3):** Through participating in MCSCL and social media applications, I became more motivated to express my opinions and conduct more discussions.

**Student (4):** MCSCL and social media applications helped me to be in control of my learning and understand more information.

**Student (5):** Through MCSCL and social media applications, I can use different electronic devices such as; tablets, mobiles phones.

**Student (6):** I did the activity and my professor gave me feedback each time .I feel closer to my professor. I think there is a good rapport between us.

## **Discussion of the Results**

The primary purpose of the present study was to develop EFL creative reading skills and cultural awareness among third -year students enrolled in English section at Faculty of Education, Benha University, Egypt through using a program based on MCSCL and social media applications. The program included variety of tasks and activities for helping students to enhance their EFL creative reading skills and cultural awareness. The results of the study revealed that the program based on MCSCL and social media applications proved to be statistically and educationally effective in developing EFL creative reading skills and cultural awareness among third -year students enrolled in English section at Faculty of Education, Benha University Egypt. It can be clarified that using program based on MCSCL and social media applications is effective in language teaching in general and EFL creative reading and cultural awareness in particular. In addition, a program based on MCSCL and social media applications highlighted the role of various activities in enhancing EFL creative reading and cultural awareness. The use of MCSCL and social media applications particularly in language classroom will provide non-threatening and motivating learning

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environment which is one of the essentials of language learning. It offers various means such as animation, pictures when presenting the information. This will make learning more interactive, effective, interesting and fun.

The participants clarified that they were free in terms of the learning environments and time, had opportunities to choose activities, participated in decisions, became free, expressed them more, and experienced leadership skills. During the practices, a WhatsApp group was formed to share the materials. Freedom to choose the materials could be considered as another opportunity provided. Students, who watched the videos sent to them, reportedly began to watch gradually more videos in the internet related to the topic. In addition to the videos sent by the researcher, students found the opportunity to watch and share the videos was very appealing and beneficial to them. These results are consistent with Avci & Adiguzel (2017) who explored the effects of using mobile instant messaging application, WhatsApp on the language proficiency of EFL students. They revealed that practicing English in an authentic setting where the students used the target language for a real purpose facilitated their language learning, improved their communication skills and vocabulary knowledge, and made them recognize colloquial English.

It can be said that using MCSCCL and social media applications enhanced student teachers' creative reading skills. They had the ability to think creatively, use their minds effectively while reading. They had the ability to ask questions about the ideas that the reading passage does not include in order to understand the ideas clearly. They used suitable questions related to the ideas in the passages. It can be concluded that students posed questions in order to add new ideas and information to the reading passages to understand the text creatively and effectively. In this context, MCSCCL and social media applications helped students to cooperate with each other and exchange opinions and questions whether offline (inside the lecture) or online (through communication technologies tools).

Moreover, students' prediction skills improved through implementing program based on MCSCCL and social media applications. The program included activities and tasks that improved prediction skills.

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The students predict the upcoming events based on the text events they read. They had the ability to draw conclusions and predict outcomes. In addition, students' transformation skills improved after participating in the program. They became able to create and invent new ideas for the topic of the reading passages. They presented a variety of alternatives for the ideas or the problems and they had the ability to transform the reading passages into poems or short stories. The results of the cultural awareness scale clarified that it is important to incorporate culture into teaching. These results are in line with the results of Yeganeh & Raeesi (2015) indicate that for teachers informing the learners on the target language habits and daily life is the main goal. Moreover, the teachers paid much attention to geography, history, social and political conditions of L2 country. This means that teachers seek to enhance students' knowledge of the target culture rather than skills.

It can be noted that program based on MCSCCL and social media applications proved to be effective in developing student teachers' EFL cultural awareness. The researcher used authentic and comprehensible input to develop students' cultural awareness. These results are consistent with Diab , Abdel-Haq & Aly (2018) where they invoked interest and curiosity about the target culture. Moreover, they encouraged the participants' awareness to recognize that social factors like age, gender, social class and ethnicity influence how people use the language. After that, they presented to the participants the case that language use changes according to whether the particular situation entails an ordinary routine for people of the target culture or is an unusual and unexpected situations. In addition ,they focused on two major components of culture in their research: big-C culture and small-c culture. The big C includes factual knowledge about the fine arts such as music, painting, theatre and film. The small c of culture as it comprised a wide multiplicity of aspects, many of which are inter-connected, including attitudes, customs, social relationships, politeness conventions and the uses of physical space and body language, that were very interesting to students.

## **Conclusions**

The results of the study revealed that the participants' EFL creative reading and cultural awareness developed after the implementation of a program based on MCSCL and social media applications. The effectiveness of MCSCL and social media applications may be due to the various activities, tasks and strategies the researcher presented to the students. Through the implementation of a program based on MCSCL and social media applications, major findings of the study were considered as the students' chances for learning by doing and experiences, their belief for better learning and development of learning skills with fun and enjoyment. Moreover, their emphasis on certain personal developments such as thinking, self-confidence, communication skills and team spirit and their consideration of instructor as a guide for learning. Moreover, the research found that using MCSCL and social media applications had positive effects on students' EFL creative reading and cultural awareness. It also had positive effects on students' self-directed learning readiness in terms of the opportunity. It enhances time management, role of the teacher, student centeredness, access to the material, need for learning, creating sense of responsibility, and interesting feature of the model.

It can be concluded that CL is one methods of active learning emphasizes that learning and knowledge building are affected by interaction and collaboration .It increases students' active roles in participation by requiring them to interact in a group environment, as well as to manage their relationships and the content they develop. It takes place when students work together, in small groups, toward a common goal, exploring specific topics or improving their skills. Thus, collaborative work increases active learning by forcing students to take the initiative in managing their groups and the content developed in the groups (Molinillo, Aguilar-Illescas, Anaya-Sánchez & Vallespín-Arán, 2018). Moreover, Albeshar (2012) clarifies that CL can enable learners to achieve highly, develop their thinking and deepen their understanding, develop leadership skills, promote positive views about other learners, build self-esteem and acquire a sense of belonging, and that it also makes for enjoyable learning.

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In conclusion, it can be clarified that transformation skills are developed more after implementing the program, then the prediction skills, and posing questions. Students created new ideas for the topics they used and they also presented creative solution for any problem they handled. Moreover, they became able to transform the reading passage into an interesting story.

### **Recommendations of the Study**

In the light of previous results, the following recommendations could be presented:

- English language teachers should be trained on using MCSCL and social media applications while teaching English to their students in different educational stages.
- English language teachers should emphasize the development of the students' EFL creative reading and cultural awareness in the early educational stages to develop them in the following stages.
- Curriculum designers should make use of MCSCL and social media applications in designing English language courses and overcoming any teaching or learning problems.

### **Suggestions for Further Research**

Based on the findings of the present study, the following implications for further research are suggested:-

- The effectiveness of using MCSCL and social media applications in English language learning among students at secondary level.
- The impact of using MCSCL and social media applications on other language skills such as listening, speaking and writing.
- The effectiveness of using MCSCL and social media applications in enhancing students' critical thinking skills and motivation towards English language.
- The effect of using other strategies on developing student teachers' EFL creative reading skills and cultural awareness.

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