



جامعة الإمارات العربية المتحدة
United Arab Emirates University

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PhD Dissertation Defense

Entitled

*AN INVESTGATION OF MULTIMODAL MOBILE LITERACY EFFECT ON PROMOTING 10th
GRADERS' EFL WRITING, MOTIVATION AND INTERCULTURAL COMPETENCE*

by

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Abstract

This study aimed at investigating the effect of integrating multimedia mobile learning as a platform on promoting EFL writing performance, motivation and intercultural competence. The SAMR model (Substitution/ Augmentation/ Modification/ Redefinition), a 21st century framework for evaluating m-learning, was adopted. The study employed a quasi-experimental design. A sample of some students from 10th grade public schools in three major cities in the UAE was selected. The sample comprised of two groups: A treatment group (n= 176) and a control group (n=179). The experimental group made use of WhatsApp to learn English writing whereas traditional paper-based learning was used with the control group. Two instruments were implemented; (1) a writing pretest/posttest was used to assess students' writing achievement, (2) an online retrospective questionnaire was administered to assess students' writing motivation and their intercultural competence. Results show statistically significant differences between the experimental and the control groups concerning writing performance and writing motivation in favor of the experimental group. However, no significant difference between the two groups concerning their intercultural competency was found. The study was consistent with the real cases targeting a better understanding of the effects of WhatsApp as an m-learning platform on students' writing performance, motivation and intercultural competence. The study incorporates some recommendations for curriculum, pedagogy and research.

Keywords: mobile technology, writing achievement, motivation and intercultural competence.