

The Effect of E Service Learning on Developing Research Writing Skills and Teachers ,Beliefs for English Section Students of General Diploma, Faculty of Education, Helwan University

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Abstract

This study aimed at developing the required research writing skills and teachers , beliefs for English section students of general diploma, faculty of education, Helwan university through using e service learning . The participants of the study were 30 students who represented the study group . The study employed a research writing skills test and teachers, beliefs questionnaire . The necessary research writing skills were determined through a checklist approved by a jury of specialists in teaching EFL. During the experiment, the study group received instruction through using e service learning . The experiment lasted for three months. The analytical descriptive method and the quasi experimental design were used. The statistical analysis of the obtained data from the pre and post administrations of the test and the pre and applications of teachers, beliefs questionnaire confirmed the effect of using e service learning on developing research writing skills and teachers , beliefs for English section students of general diploma, faculty of education, Helwan university. Thus, the aim of the study was achieved as using e service learning showed a large effect size on developing research writing skills and teachers , beliefs for the participants . Based on the obtained results, it was recommended that due attention should give the development of research writing skills and teachers, beliefs through e service learning .In addition, using e service learning in developing other language skills was also suggested.

Keywords: e service learning, research writing skills and teachers , beliefs .

فاعلية التعلم الخدمي الإلكتروني فى تنمية مهارات كتابة البحث ومعتقدات**لدى طلاب شعبه اللغة الإنجليزية دبلوم عام كلية التربية جامعة حلوان**

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المستخلص :

هدفت الدراسة الي تنمية مهارات كتابة البحث والمعتقدات لطلاب دبلوم عام شعبه لغة انجليزية كلية التربية جامعة حلوان باستخدام التعلم الخدمي الالكتروني والعينة تكونت من ٣٠ طالب من طلاب الدبلوم العام شعبه لغة انجليزية كلية التربية جامعة حلوان وقد تم تحديد مهارات كتابة البحث تم تصميم الاختبار لمهارات كتابة البحث ومقياس للمعتقدات واستمرت التجربة ثلاثة أشهر استخدم المنهج الوصفى التحليلى وشبه التجريبي وتحليل النتائج قد تم التحقق من فاعلية التعلم الخدمي الإلكتروني فى تنمية مهارات كتابة البحث ومعتقدات لدى طلاب شعبه اللغة الإنجليزية دبلوم عام كلية التربية جامعة حلوان وقد اقترحت الدراسة أن يولي المعلمون الاهتمام اللازم لتنمية مهارات مهارات كتابة البحث ومعتقدات المعلمين ، بالإضافة إلى استخدام التعلم الخدمي الالكتروني في تطوير جوانب لغوية أخرى.

الكلمات الافتتاحية : التعلم الخدمي الالكتروني.مهارات كتابه الابحاث.معتقدات

Introduction

The quality of education has been changed . The major aim of teacher preparation programme in the past was to create qualified teacher that acquired different types of knowledge about pedagogy ,subject matter and practical classroom experiences . Today ,the focus is to be on developing student teacher, life skills through obtaining knowledge by him/ her self and working in ways that enable him /her to come up with new ideas .So, the nature of the programme itself is very important contributor to the quality of instruction .

Teacher preparation can be done through two ways:

- 1- Integrated preparation :**It is divided into two years courses including principles of education , psychology, social and historical foundations of education and basic culture courses . When the students succeed at the end of the second year .They take different courses in the third and fourth years . They study methodology , technology, educational philosophy , comparative education as well as specialized and cultural courses
- 2- The continuing teacher preparation:** It is for graduates for non educational faculties. Students enroll in educational courses full time for one year or part time for two years .They study principles of education , psychology , curricula and methods of teaching and educational technology.

In general , Teachers need to have a sound preparation in the following areas

- 1- development of a good level of knowledge and competence in their field.
- 2- development of the tools to build a strong cultural and professional identity .
- 3- capacity to integrate and participate in constructive processes

- 4- a positive and decisive attitude to face the need to make research processes
- 5- the skills of observing , reflecting and drawing conclusions from their own experiences
- 6- the skills of writing with different purposes([http:// ascsc .ksu edu .sa2021](http://ascsc.ksu.edu.sa2021)).

The current trend in teacher education offers the use of online programme . It allows for increased enrollment of students and increased accessibility . Students attend class in their own time and place . On the other hand, they can not have the same benefits of the in person class .There is less connection to the materials used in face to face classroom. So, educators suggest using programmes , approaches and methods of teaching that provide opportunities for integrating in person and online instruction together such as e service learning (Bharath , 2020).

Anderson (2001) stated that service learning should be integrated into teacher preparation programme for the following reasons:

- 1- Preparing new teachers to use service learning as a teaching method with students .
- 2- Helping in socializing teachers in the essential moral and civic obligations of teaching and fostering lifelong civic engagement.
- 3- Enhancing pre service teachers ,ability to reflect critically on current educational practices and their own teaching.
- 4- Developing in service teachers the dispositions and abilities needed to adopt other educational forms such as authentic assessment.
- 5- Accelerating the process of learning how to perform a variety of roles to meet students, needs as a counselor and moral leader.
- 6- Developing human service oriented teachers who can work effectively in schools with integrated services.

Particularly, service learning partly evolved from Dewey 1916-1936 theory learning by doing. It bridges and connects theory and practice by allowing students to apply knowledge and skills they already have. John Dewey discussed the active nature of understanding and the conditions for participatory democracy. He stated an early theoretical foundation for a pedagogy that engages students in actual social problems. So, students learn through a combination of action and reflection (Lukenchuk, 2016)

Service learning is a form of experimental education where learning occurs through a cycle of action. Students participate together through a process of applying what they are learning to community problems and at the same time, reflecting upon the experience. They seek to achieve the objectives for the community and deeper understanding for themselves. Also, it is a flexible pedagogy which is used in a variety of classroom and community settings (Lai, 2018).

In respect to language learning, service learning is effective in engaging students in the learning process as it provides a meaningful context for language practice. Students can read and speak, write a reflection and participate in discussion about relevant topics in their communities. It also copies students hands on experience. Students can reflect on their values and develop new perspectives, so they communicate their ideas, thoughts and feelings (Minor, 2001)

He, (2015) mentioned that with risks of service learning for interacting with the community, instructors move to online learning platforms to enhance using service learning. E service learning enhances the potential to transform service learning and online learning to free service learning from geographical constraints. So, e service is not pedagogical curiosity, rather, it is a key to the future of service learning.

E service learning bridges online learning and community service .It was explored by Daily Herbert, Donnelly Salle and Pipadon Stocks (2008) .It best addresses the changing needs of students , communities and universities. It encourages students to apply the theoretical knowledge to make their learning experienced. .Students become more socially responsible. . It faces the challenge of lack of interaction, in addition, access can be considered another benefit as it can engage individuals that may be unable to participate in a service learning activity (German,2020).

There are five forms for using e service learning in classroom:

- 1- E service learning l hybrid type 1: Service can be fully onsite with teaching fully online involving students in community service and linking it to their field of study .It is a way to sharpen the demands of organizations to present well prepared professional graduates.
- 2- E service learning hybrid type 2: Service can be fully online with teaching fully onsite .The lesson that takes place is face to face and the service involves the creation of online resources
- 3- E service learning hybrid type 3 :A blended format with instruction and service can be partially online and partially on site
- 4- Extreme service learning : The instruction and service can be online .There is no on site component (Abanesi, Aramburuzabala, Brozmanova Cayuela, Cinque, Culcasi, Dima, García, Izquierdo, Lázaro, , Mikelić , Sarraute and Zunszain,2019).

The above forms of e service learning can be implemented in EFL classrooms.It is up to the teacher to choose the type that is suited to his/her class and select the tools to be used . So, the researcher of the present study chose e service learning hybrid type 3 in which instruction and service can be partially online and on site .

Advocates of using service learning or e service learning assured that writing can be developed through using e service learning . That is because there are several features of both service learning and

writing instruction that support a convergence of service and writing for student teachers . First. the critical awareness demanded for writing is similar to that for effective community participation .Second, they bridge academic and non academic communities because communication and writing skills are in wide demand and are observed in assessing higher education .Third, they are under theorized and their union helps to raise questions about larger issues (Kankiewicz, 2018) .

Of all writing skills .research writing is the most important one that should be developed in higher education .Students have to master research writing skills during their academic career . They range from critical thinking to creative writing and problem solving . Though students have good knowledge about the topic and the research process, research writing is a different skill .Good communication skills and good writing skills are required to help the reader understand the point(Miner and Miner, 2005) .

Research writing is so important in the 21st century .It includes a process that can be used in various fields and applied to a variety of situations .It encourages developing better organizational and planning skills while simultaneously increasing insight and knowledge. Students form their own ideas about what could be answered that has not been yet. They feel more involved in their learning and increase their involvement in class (Morgan, 2020).

The process of research writing is suitable for students and teachers in research oriented composition and rhetoric classes. They tend to separate thinking, researching and writing into different categories that are not necessarily connected . Students first think, then research and then write. The process of research writing is more complicated . Students think about what they want to research and write about but at the same time they learn what to think based on their research and writing (Krause, 2020).

The research writing skills include the following :

- 1- English language skills : Students need to practise and master writing and reading skill.
- 2- Writing structure : Students need to know how to structure a sentence and a paragraph.
- 3- Good vocabulary: They should know essential vocabulary used in research writing .Students need to use descriptive, analytical and explanatory verbs
- 4- Reasoning skills :They are necessary because students have to think and find the reasons behind a result or situation .they are about the possible reasons , solutions and explanation for a phenomenon (<http://Reading craze,2018>).

Research writer is a person skilled in gathering ,organizing ,analyzing and presenting information . S/he can paraphrase data and simplify them. In addition, s/he must understand how to do in depth research. To be a good research writer, s/he should not only know and master the fundamental basic of spelling , punctuation and grammar but also master a set of highly specialized skills in constructing the research including content, organization, coherence and cohesion (Lathan, 2019) .

Clearly, training student s on developing the quality of research writing is in need of improvement. It represents a challenge in thinking , styles and the way of writing . However, what it includes, what skills should be developed , how it can be carried out successfully and how its effect can be examined , might be context dependent. So, the development could be relevant for students, trainees ,school principals and teachers .It needs further research to find ways and create methods to develop.

Golpour (2019) stated that one factor that may affect developing and teaching research writing skills for higher education students is how to teach them and teachers, beliefs about them. In addition,

Truong and Pham (2018) indicated that recent studies assured that what teachers do in the classroom is directly governed by what they think and believe .There is an increased interest in exploring how teachers think ,feel and perceive about the nature of research writing

Teachers can hold various conscious or unconscious beliefs that can influence their teaching .Teachers, beliefs affect what they do in the classroom , their practice, attitudes and students, beliefs, while students, beliefs affect their motivation ,attitude, achievement ,proficiency, anxiety and success, behavior and language learning strategy(Gilakgani and Sabouri, 2017).

Teachers, beliefs are critical for recognizing more about the input that teachers provide for the improvement of English language teaching and learning. They have a deep impact on classroom principles ,their aims ,procedures and roles. They can get a special approach towards their learners .Teachers can be guided to adopt teaching strategies for developing students ,skills ,creating a good learning environment and increasing motivation. In addition ,they affect teaching, the kinds of thinking and decision making underlie their classroom practices (Liao,2007).

The sources of teachers, beliefs:

- 1- Teachers, experience as language learners : They try to remember when they were learners and how they were taught. They reflect on what they got and contribute to forming their beliefs about teaching .
- 2- Experience from teaching : It can be found through finding out the methods, strategies and techniques that can be used effectively for a group of students
- 3- Experience from schools ,parents and local society within school.
- 4- Education based or research based principles(Abdi and Asadi 2015).

Teachers, beliefs are divided into :

- 1- Beliefs about teacher,s instructional roles: Teachers believe that if they are enthusiastic about subject matter and show students that they care , students will be more interested and motivated.
- 2- Beliefs about students ,activities: Teachers believe that instructional tasks are less critical for learning than oral or written texts.
- 3- Beliefs about learning and learners :Teachers, beliefs about students, learning are to be a responsible for developing students, motivation and interest(Anderson and Reynolds ,2020) .

Teachers, beliefs should be considered when planning teacher development programmes . Bellalenn(2008)indicated that for teacher training programme to be effective , teachers should promote reflective practice to reflect about their beliefs. It should compare these beliefs with the new information towards challenging beliefs and replace them with the relevant beliefs acquired through experience in a different context.. Reflective practice can be conducted with a socio constructivist approach. Through the training programme, teachers ,beliefs can be reshaped gradually.

Therefore, the researcher of the present study suggested using e service learning for developing research writing skills and the teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University

Context of the Problem.

While teaching to English section students of general diploma ,faculty of education , Helwan University ,they were asked to write a research with introduction, body and conclusion . The researcher felt that they had great difficulty in research writing skills . To make sure of the existence of the problem she felt, the researcher did the following procedures .

First : Interview

The researcher held informal interviews with seven staff members of Faculty of Education, Helwan University . It aimed at identifying the following

- The reasons behind students, weakness in research writing
- The components of research writing skills
- How do they usually teach research writing skills?

The results of the interview revealed that students were not trained on writing research skills . So,they were weak in proving ideas with evidence, organizing sources, finding data and supporting argument for each point . In general, they lacked most of research writing skills. They were not aware about the effective method of teaching research writing skills for those students . They used regular instruction that was based on choosing topics and asking students to write about them .

Second : Administering a research writing test

The researcher administered a research writing skills test to 20, English section, general diploma students of the Faculty of Education Helwan University. It included three topics. Students were asked to write about one of the following subjects

- 1- Teacher of the 21 st century
- 2- Classroom disciplines
- 3- Life long learning

Most of students (70 %)wrote it as they were used to write any essay without proving the points of views , organizing sources and finding supporting argument for each point . The result revealed their weakness in most research writing skills. So, there was a pressing need to develop them for those students.

Third : Using teachers, beliefs questionnaire

To be more sure, the researcher of the present study applied teachers, beliefs questionnaire for the same 20, English section, general diploma students of the Faculty of Education, Helwan

University because they were the available ones at that time . It included twenty items concerning the different teachers, beliefs aspects . The researcher found that most of them had negative teachers, beliefs .

Fourth : Reviewing Previous studies

Some previous studies ensured that there was a weakness in research writing for English students section at the faculty of education such as Kankiewicz(2018) and Hertzbeg (2021) and teachers, beliefs such as Abdi ,and Asadi(2015) and Anderson and Reynolds (2020)

So, having been sure of the existence of the problem, the researcher conducted this study in a trial of developing research writing skills and teachers, beliefs for English section, general diploma students of the Faculty of Education, Helwan University .

Statement of the Problem

The problem of the present study is represented in the weakness of the required research writing skills and the negative teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University. Thus, in a trial of overcoming this problem, the present study attempted to use e service learning for those students in a trial of overcoming their problem of developing their required research writing skills and teachers , beliefs .

Questions of the Study

In order to tackle the above problem, the present study attempted to answer the following main question:

What is the effect of e service learning on developing required research writing skills and teachers, beliefs for English section, general diploma students of the Faculty of Education, Helwan University ?

From the main question, the following four sub- questions were derived:

- 1- What are the required research writing skills to be developed for the English section, general diploma students of the Faculty of Education, Helwan University ?
- 2- What is the proposed framework of using e service learning for developing research writing skills and teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University ?
- 3- To what extent will e service learning develop each research writing skill of the English section, general diploma students of the Faculty of Education, Helwan University ?
- 4- To what extent will e service learning develop positive teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University ?

Hypotheses of the Study

The present study hypothesized that :

- 1- There is a statistically significant difference between the mean scores of the study group students on the pre and post administrations of the research writing skills test at the level of (0.01) , in favour of the post administration of the test.
- 2- The e service learning is effective in developing each research writing skill of the English section, general diploma students of the Faculty of Education, Helwan University.
- 3- There is a statistically significant difference between the mean scores of the study group students on the pre and post applications of the teachers, beliefs questionnaire at the level of (0.01) , in favour of the post application.

Aim of the study

The present study aimed at developing the required research writing skills and teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University through e service learning.

Variables of the Study

The present study variables are as follows:

- 1- The independent variable : e service learning
- 2- The dependent variable :developing the required research writing skills and teachers, beliefs of the English section, general diploma students of the Faculty of Education, Helwan University.

In the present study , the researcher measured the effect of the independent variable (e service learning) on the dependent variable (developing the required research writing skills and teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University .

Delimitations of the Study

The present study was confined to:

- 1- Thirty English section, general diploma students of the Faculty of Education, Helwan University . The reason for choosing this sample was that they were asked to write researches in all courses . So, there was an urgent need to improve their way of presenting ideas and expressing their points of views in their researches .
- 2- Using e service learning type 3 in which are students partially onsite and partially online . It is preferred for some students to conduct and do tasks face to face while others like doing online tasks .So , both sides can be partially available .
- 3- Developing only the required research writing skills (flowing smoothly from introduction, body and conclusion ,organizing sources and finding supporting argument for each point) for the English section, general diploma students of the Faculty of Education, Helwan University .
- 4- The experiment lasted for two months , one section per a week. It started on 18th September , and continued to 25th December , during the first term of the academic year 2019-2020.

Significance of the Study

The significance of the present study lies in the fact that it attempted to develop the required research writing skills and teachers , beliefs of the English section, general diploma students of the faculty of education, Helwan University . It is hoped that the results of the present study would contribute to:

- 1- Providing empirical evidence on using e service learning in improving research writing of the English section, general diploma students of the Faculty of Education, Helwan University
- 2- Suggesting alternative methods for developing teachers, beliefs of the English section, general diploma students of the Faculty of Education, Helwan University
- 3- Presenting a list of the required research writing skills and teachers, beliefs of the English section, general diploma students of the Faculty of Education, Helwan University .

Definitions of terms

E service learning

Malvey, Hamby and Fottler(2006, p187) defined e service learning as an electronic form of experiential education and incorporates electronically supported service learning .It is delivered online and uses the internet and state of the art technologies that permit students , faculty and partners to collaborate at a distance in an organized, focused, experiential service activity which simultaneously promotes civic responsibilities and meets community needs.

Riesco, Pickin, Meana and Rodríguez (2020,p109)defined e service learning as a service learning course mediated by information and communication technology , wherein the instructional component ,the service component , both occurs online , often in a hybrid model.

It is defined in the present study as a way of teaching that aims at connecting between on site and online instruction. It involves investigation, preparation, action, reflection and demonstration to address community issues.

Research writing skills

Lee (2017, p2) defined research writing as a process of knowing how to structure a paper ,understand references , how to correctly cite resources and the development of writing fluently and effectively convey the message.

Kevin and Krause (2020, p1)defined research writing as writing that uses evidence (from journals, books, magazines, the internet) to persuade or inform an audience about a particular topic .

In the present study ,research writing skills are the English section, general diploma students of the Faculty of Education, Helwan University , abilities of flowing smoothly from the introduction till conclusion ,citing resources, using concrete details providing arguments that support the topic ,following a logical sequence and using evidence to support argument.

Teachers , beliefs

Borg (2011,p370) defined teachers, beliefs as the proposition teachers consider to be rule and which are often tacit , have a strong evaluative and affective component, provide a basis for action and are resistant to change,

Chen (2020 ,p371)defined teachers, beliefs as the proposition teachers consider to be true and which are often tacit , have strong evaluative and affective component, provide a basis for action and are resistant to change.

In the present study Teachers ,beliefs are defined as the English section, general diploma students of the Faculty of Education, Helwan University , thoughts about preparation and training, students, learning ,learning environment, teaching, teacher,s role, feedback ,teaching materials and technology and assessment.

Review of literature

It is divided into three parts

Part 1: Service learning and e service learning

Service learning will be dealt in the first section

The importance of service learning

Through service learning , teachers can present concepts in the classroom that can be applied within that community. It provides students with opportunity to relate what they learn with action and improve others, performance . In addition , in the primary stage, the older students teach their younger counter parts essential reading skills . As the younger learn how to read , the older can understand the patience (Spalino ,2017).

Twitmer (2021) indicated that service learning has the following various goals to achieve :

- 1- Intellectual development : Students, mental abilities can be improved .
- 2- Basic skills acquisition : It involves problem solving , leadership and citizenship.
- 3- Moral and ethical development: different values can be enhanced as honesty and patience.
- 4- Social and civic responsibility.
- 5- Career preparation :It helps them in choosing the career and practicing it.
- 6- Multi cultural :It can develop their culture and knowing other cultures.
- 7- Understanding and personal growth.

Categories of service learning

Funco (2010)identified the categories that define the various levels of service learning :

- 1- Learning goals can be primary and the service outcomes are secondary,
- 2- Service outcomes are primary and learning goals are secondary,
- 3- Service outcomes and learning goals can completely be separate ,
- 4- Service and learning goals of equal weight and each enhances the other for all participants.

Ways of students, learning through service learning:

Eyler (2013) mentioned that there are five different ways of students, learning through service learning :

- 1- Interpersonal learning : Students re evaluate personal values and motivations by channeling the urgent interest to service learning projects.
- 2- Academic material:It can be taught through practical application and reflective instruction. So, it can be applied outside classroom and test taking .
- 3- Cognitive development : Students use critical thinking and problem solving skills in a context . It presents additional information and experience for students.
- 4- Transformation within students: Students deal with things in a new way, moving in a new direction and creating new picture with depending on the old ones.
- 5- Effective citizenship and behavioral issues : Students can understand social issues that are connected with their community.

Teaching with service learning

Service learning unit can be split into four parts according to Gawron (2016)

- 1- Pre reflection: In brainstorm, students can write their views about topics to help their community.
- 2- Research: Students use techniques to help them search efficiently. They conduct online polls and create graphs to chart their findings . Students summarize their findings using images, graphs and different multi media elements.
- 3- Presentation : Students present their findings to schools, outside take holds . They present posters and write letter to local schools .
- 4- Reflection:Students think back on what they get through the project , what they learn by themselves and how they think differently.

Types of service learning

Donaghey (2021) stated that there are four types of service learning:

- 1- Direct service learning : It involves person to person /face to face service projects. Students service impacts on individuals who receive the service from students.
- 2- Indirect service learning :It deals with board issues, environmental and community development .It focuses on the projects that benefit the whole community not each individual.
- 3- Research based service learning : It includes presenting information on the effective , needed and urgent projects.
- 4- Advocacy service learning : It involves educating others about topics of public interest projects . It raises awareness and action in some important issues that affect the community .

Elements of service learning

The five critical elements of service learning are:

- 1- Community voice / student voice: It is essential to build bridges makes changes and solves pressing problems.
- 2- Thoughtful action service should be necessary and valuable to the community.It makes a difference in a measurable way.
- 3- Orientation and training: The students, faculty community members, should be provided with information that can help them prepare for the experience
- 4- Reflection : It works as a vehicle to process the experience and apply the academic work .The students, faculty community members, share the actions , stories and facts about the service and the issues that help to place the experience into a boarder context.
- 5- Evaluation / continuous improvement : It measures the impact of students, learning experience and the effectiveness of the service in community (Gobert, 2021).

Challenges of service learning

Suwaed (2018) identified the obstacles of applying service learning as follows:

- 1- The limited time which was assigned for the task.
- 2- Lack of confidence at the beginning of the task.
- 3- Lack of experiences in such tasks .

E service learning will be dealt in the following second section :

The nature of e service learning

It occurs when the instructional component and the service component are conducted online .The difference between service learning and e service learning is that e service learning requires that the service or the learning component takes place partially or completely online . It requires thinking of the learning process not as a face to face transposition but as a specific reflection on what its development would be like in a virtual environment .So, the singular and permanent continuity online /offline is reflected (Abanesi alt 2019).

Benefits of e service learning

The benefits of e service learning are numerous . Valdner 2010 stated that e service learning can be effective in

- 1- engaging students, life experiences and the ability to learn from hands on tasks.
- 2- compensating for the lack of interaction that can occur in traditional distance learning courses .
- 3- presenting a new motivation to e learning and applying information in a real world courses.
- 4- -enhancing the viability of service learning itself .Service learning should be online to remain relevant and viable.

In addition, German(2019) added other benefits for using e service learning as follows:

- 1- providing instructors with the means of creating active learning environment that connects students with content in different ways.
- 2- encouraging students to master skills and find collaborative solution online.

Moreover, Selmo(2020) stated that e service learning is implemented to

- 1- provide opportunity to enhance engagement across borders to take part in interaction through dialogues across difference .
- 2- open up spaces for learning to acquire knowledge for global citizenship and critical media literacy.
- 3- encourage critical engagement ,extended dialogue and activities beyond the digital.

Outcomes of e service learning

Valdner (2010) identified the outcomes of e service learning as follows:

- 1- Product completion :The product is presented with concrete examples of the programme and better understanding of the strengths and weaknesses of the programme.
- 2- Student ,s satisfaction : Students value the ability to conduct a real analysis.
- 3- Client satisfaction : The client expresses satisfaction with the work.
- 4- Student client interaction :Students can not meet the client face to face.They can interact online .
- 5- Skill building : They can develop leaderships and problem solving .It is a key to the future of service learning ,promoting community engagement and interaction with distance learners.

The characteristics of e service learning students

E service learning students are to be

- 1- Consultants : They learn about consulting , what it deals with , how to develop relationship with a client .They learn about the topic they are consulting about and about social cause.
- 2- Organizers : They learn organizational skills ,how to work effectively with teammates , how to organize a consulting project and how to use technology to complete the work.
- 3- Managers : They learn about themselves .They find out if they like project management with others. They can lead to a new career or personal growth opportunities (German,2019).

In e service learning , students look for ways to gain work experience and build on long lasting partnerships with their communities that can be helpful in their future career .Student ,s learning is enhanced by providing multiple opportunities for practice and reflection.

Rules of e service learning

There are three rules of e service learning

- 1- Reality: It enhances connection between learning objectives and the service project . Strategies for realistic projects include formalized project management protocols, roles and responsibilities . Students need training in technology and service learning best practices .
- 2- Reciprocity :It empowers students to assist in structuring and implementing the project .Community partners and educators can develop a co educational relationship by working together to design projects.
- 3- Reflection : It emphasizes the construction of knowledge where students connect their service project to the course outcomes by emotionally and intellectually engaging in service experiences .Reflective exercises eg journals , group discussion should be completed at different points throughout the service experience(Valdner, 2010).

Steps of e service learning

Applying e service learning goes through the following

- 1- Investigation : Students identify the needs, interests ,skills ,assessment, strategies , partner search and measurement. They learn about community resources and field trip
- 2- Planning and preparation :Students plan a budget , project time line to address the needs. They put steps inn order on a board .
- 3- Action: They document the action and research the best practices .There are four types for service actions:
 - A. A-Direct :It affects the persons that students want to impact.
 - B. B-indirect :It takes the form of fund raising .Students are not in the presence of the person
 - C. Advocacy : When agreeing or disagreeing with issue or solution.
 - D. Research : It involves finding out new information that informs and demands action
- 4- Reflection: It deals with digital scrapbooking , video editing and writing There are several types of reflection
 - A. Cognitive: It examines the new knowledge and skills students get from their service experiences.
 - B. Affective: It looks at what students feel as a result of their experience and how it changes students, attitudes or opinions.
 - C. Process :It deals with what students learn from the process and how to work with others.
- 5- Demonstration and celebration : It involves presentations through communication skills and e portfolio (Kaye ,2010 and Elkind and Flasher, 2021) .

Considerations for implementing e service learning

Strait and Nordyke (2011) highlighted the following considerations to be used in implementing e service learning :

- 1- Establishing effective process for vetting community partners or service projects.
- 2- Developing communication procedures between instructor – students and community partner .
- 3- Managing community partner expectations as it deals with whether the community partners expect too much or not.
- 4- Maintaining regular feedback with the community partner
- 5- Assessing what can be worked better next time round .
- 6- Assessing the impact or effect of the work of students on the community.

Quality criteria of e service learning

The criteria for judging the quality of e service learning are:

- 1- Being meaningful and relevant to persons and offering opportunities to learn and deepen understanding for all participants,
- 2- Having defined goals,
- 3- Meeting needs and goals defined by community partners,
- 4- Being designed and planned by students /student groups that collaborate with community partners ,
- 5- Being linked to the study programme in an explicit way,
- 6- Encouraging systematic reflection on the learning process to connect between theory and practice,
- 7- Being assessed by the civic community partners or university,
- 8- Enhancing voice and active participation of students and community to apply active learning ,and
- 9- Offering appropriate time frames to make experience in an effective and sustainable way(Abanesi , Aramburuzabala, Brozmanova Cayuela, Cinque, Culcasi, Dima, García, Izquierdo, Lázaro, , Mikelić , Sarraute and Zunszain,2019).

Challenges

Instructors need to ensure that students are prepared and willing to work on the project . Poor students conduct , lack of professionalism and commitment may hamper the successful completion of the e service learning project .In addition, there is broken relationship between students and community partners

Part 2 : Research writing skills

Before discussing the nature of research writing, it is important to know more about research paper and different types of research .

A research paper is different from a research proposal as a research paper is aimed at demonstrating student,s academic knowledge of a subject . On the other hand, a proposal paper is a persuasive piece meant to convince the reader of the importance and the effective value of the research (Hertzbeg, 2021).

There are various types of research paper as follows:

- 1- Analytical research: It includes posing a question and collecting relevant data to analyze different points of views .
- 2- Argumentative research : It presents two sides of a controversial topic . It is aimed at persuading the reader to give the same point of view of the writer.
- 3- Definition research : It describes facts or objective arguments without being emotionally biased to the author.
- 4- Compare and contrast research : It analyzes difference between two points of views.
- 5- Interpretative : It requires using knowledge that gained from case study.
- 6- Experimental research : It describes an experiment in details. Experiments are aimed at explaining a specific issue with certain actions .
- 7- Survey research : It includes asking questions to respondents .The researcher collects data and analyzes it to present the research(www paperpile. 2021).

The good written research provides the evidence to the reader in such a way that can consume it wholly, as the reader could use the research data and build on what is written . But , a badly written research lacks interest and fails to deliver the research in correct manner . So, when students write an academic paper, they should devote a lot of time and effort .Then, they should communicate their ideas and points of views (Holloway.2010).

Progress in research writing

It is important to hone the skill of research writing to demonstrate the ability to understand , relate what has been learnt as well as receive critical peer feedback. To achieve the progress in research writing, students need

- 1- developing writing skills .
- 2- effective use of all kinds of resources.
- 3- -finding more information about the chosen subject . They learn new and Interesting information about the discipline,
- 4- finding information and understanding it and where to look for it, and thinking better (<http://Reading craze,2018>).

Classification of Research writing Skills

This is divided into three types:

First :Transferable skills

Before discussing the effective research writing skills, it is important to know that mastering research writing skills depends on having other transferable skills as mentioned by Hertzbeq(2021)

- 1- Managing time : It deals with making to do lists, set goals and think about priorities .
- 2- Communication skills: Hood communication enables students to influence the decisions of others .
- 3- Presentation of information: It is important to prepare for the way of presenting data effectively.
- 4- Taking initiative : It means being be a person to create the idea and get it of the ground .
- 5- Lateral thinking: It deals with being able to think creatively to solve problems.

Second: The main research writing skills

Fleming(2019) mentioned the following research writing skills

1- Introduction

- Introductory sentence which is interesting.
- Write sentences to warm up ,

2- body paragraph

- Begin with a good topic sentence.
- Use examples with citations .
- Use clear transition sentences .
- Write in a logical manner .

3- Paper format

- Suit the title pages with the assignment requirements .
- Write page numbers in the right location.
- Have each citation with a bibliography entry.
- Write proper formatting in text citations .

4- Proof reading

- Check for confusing word errors.
- Check for logical flow .
- Restate the summary using different words .
- Mention previous research or positions on the topic.
- Give the right length.
- Use enough resources.
- Include the required variety of source types.

Third: The skills acquired in research writing process

Throughout writing research paper ,the following skills can be acquired :

- 1- Analyzing information sources : Students should find out the most credible information sources , analyze them and synthesize the material.
- 2- Developing a questioning mindset : Students should examine the problem and find the most effective solution after weighing all the pros and cons.

- 3- Focusing on the main issue : Students need to investigate the topic and review lots of articles and documents.
- 4- Organizing the ideas within the necessary format : It should be formatted according to certain writing requirements.
- 5- Brainstorming original ideas : Students learn how to present ideas without copying other authors, ideas
- 6- Follow tutor,s instructions : Students conduct a research under teacher,s control. They make discussion and follow rules and recommendations.
- 7- Expanding knowledge : Students identify the topic and explain the importance of it to the reader(<http://buyresearch.papersnet>,2020).

The elements of research writing

Hertzbeg(2021)mentioned the common elements of research writing as follows:

- 1- **Introduction** : It includes the opening statements of the research. It also should
 - A- Set the context : It provides general information about the main idea and explain the situation.
 - B- Mention the importance of the main idea : It attracts the reader,s attention to keep reading .
- 2- **Body** : It states the thesis, proves the points ,organizes sources and finds supporting argument for each point.
- 3- **Conclusion** : It involves summary of the points .

Tips for research writing

Sudhir (2010) stated the following tips for research writing:

- 1- Being objective and minimizing the use of technical language through using present tense and active voice.
- 2- Treating the data confidentially is important for revising and re writing the research.
- 3- Showing originality and providing a ready availability of the findings .
- 4- Avoiding grammatical mistakes and being free from any error.
- 5- Presenting the logical analysis of the subject matter .
- 6- Being an attempt to solve some mental problems.

Parts of research writing

Golden(2020)divided parts of research writing into three

1- **Researching a topic** : It involves

- introducing a topic :It should be characterized by being interesting and not Complicated.
- locating resources : Before writing , students should research the topic through using books, academic journals ,online encyclopedias and expert interviews .
- taking notes : When researching the topic, students should take notes on the information and organizing notes.
- develop an objective : :Students ask themselves how the collected data fits in with the objective of the research ,and
- talk to teacher: Students should ask for advice or suggestions.

2- **Organizing the essay**: It includes

- break up the essay into sub topics : Students need to discuss many aspects of research. They try to divide the essay into sub topics,
- choose a format : Research follows a specific style concerning citing the sources and writing mechanics ,
- create outline :Students should visualize how each of essay parts fit the research
- make a plan : It is good to create blocks of time each day to work on specific parts of essay .

3- **Writing essay**:

- create an introduction : They should introduce the topic and the purpose of the essay.
- build the body of the essay .
- cite the references properly.
- state the conclusion ,
- revisit the objective : Students review the different parts of the essay and evaluate to what extent the essay accomplishes the objectives of the essay.

Challenge of research writing skills

In 2021, Litmoren stated that students see research writing as toughest challenge they face to get their college degree . Facing these challenges make students more prepared and to be more confident in completing the research .The challenges can be presented in

- 1- Data : Researching and gathering the data required in writing the research.
- 2- Resources : Lack of knowledge about how to find the appropriate resources and the different tools used in collecting data.
- 3- Coherence and consistency : Students can not create outline of the main and secondary points. They can not follow the coherence and consistency in writing.
- 4- Evidence: : Students can not find appropriate evidence to support the research . Evidence can be quoting a conclusion or a theory from a source.
- 5- Citations: Students tend to forget citing their sources .It leads to plagiarism

Part 3 Teachers , beliefs

The nature of teachers, beliefs

Bellalenn(2008) stated that teacher,s beliefs are characterized by

- 1- Being formed early and self perpetuated and perserved through out time and experience and reason,
- 2- Being prioritized according to their connections or relationships to other beliefs,
- 3- Affecting perception,
- 4- Affecting individuals, behavior,
- 5- Being established by time a student attends college, and
- 6- Being effective in identifying tasks and choosing the cognitive tools.

Learners ,beliefs about their teachers are to be:

- 1- The teacher is the source of information while students do not have any Information.
- 2- It is the role of the teacher to impart this knowledge to the learner through activities as explanation and writing .
- 3- The teacher is given a programme in advance for different students with high levels(Abdi and Asadi 2015).

Kocaman and Cansiz(2012)assured that teachers, awareness of their own beliefs is important component of the constructivist approach. They become a reflective practitioner and increasingly central to their views of themselves as they develop confidence in meeting role demands. Bellalenn(2008) stated that teachers, beliefs can be changed through three steps; they realize that their beliefs are inappropriate, opportunities can be provided to discover new knowledge and find ways to connect between the new and the old beliefs ..

Elements of teachers, beliefs

The common elements of teachers, beliefs are :

- 1- The existence of relationships between beliefs and knowledge: There is a close relationship between knowledge growth and developing teachers, beliefs .
- 2- Beliefs are acquired through communication: Teachers can develop their positive beliefs through interaction with others. New thoughts can be created and replace the negative ones.
- 3- A continuum that reflects a range of beliefs from factual to evaluative(Mansour, 2009),

Principles of teachers, beliefs

In 2001, Richards stated that teachers, beliefs are based on several principles as follows :

- 1- Focusing on the form of language,
- 2- Enabling teachers to use language,
- 3- Addressing learners, mental processing capabilities,
- 4- Focusing on vocabulary or meaning ,
- 5- Taking account of teachers, affective involvement,

- 6- Addressing learners, needs or interests ,
- 7- Monitoring learner,s progress and providing feedback,
- 8- Managing the lesson and the group, and
- 9- Facilitating learner responsibility or autonomy.

Classification of teachers, beliefs

1. Beliefs about behaviour management :
 - Classroom rules should be discussed and posted .
 - Students have some discipline problems when they are engaged in interesting problems and challenging activities.
 - Classroom runs smoothly when there are clear expectations for behaviours.
 - Treating students with respect reduces behaviour problems.
2. Beliefs about classroom practices:
 - Doing activity can create sense of community .
 - Encouraging students and giving feedback motivates students , creativity.
 - Work sheets are used.
 - Students overcome problems when they feel that teachers care about them
 - They learn best by being actively engaged in the classroom .
 - Some students show little desire to learn .

Assumptions of teachers, beliefs

Teacher,s beliefs share the following basic assumptions:

- 1- The beliefs influence both perception and judgment which influence what teachers do in the classroom.
- 2- The beliefs play an important role in how teachers learn to teach ,how they interpret new information about learning and teaching and how the information is translated.
- 3- It is important to understand teacher,s beliefs to improve teaching practices and develop professional teacher preparation programme (Abdi and Asadi, 2015).ee

Categories of teachers, beliefs

According to Gilakani and Sabouri,(2020),teachers , beliefs can be categorized into :

- Beliefs related to defining language learning,
- The relationship between written and spoken language,
- -Strategies related to language learning ,
- Learners and their ability to learn,
- The nature of language classroom,
- Teacher,s role ,
- Curriculum , learning to teach ,and the nature of teaching they are connected with each other (Gilakani and Sabouri,2020).

Chen (2020) indicated that teachers pedagogical beliefs can be categorized into:

- 1- Transmissive teacher : Teacher acts as classroom authorities or organizes activities to transmit knowledge.
- 2- Constructive teacher : Teacher acts as facilitators and encourages students to construct meaning for themselves.

Teachers ,beliefs approaches

Teachers beliefs are grouped into three methodological approaches:

- 1- A skill based approach : It deals with language as consisting of discrete skills reading , writing., peaking and listening.
- 2- A rule based approach : It considers language as a process of rule governed activity.
- 3- A function based approach: It focuses on using authentic language in social context (Liao,2007).

Evaluating teachers, beliefs

Teachers, beliefs could neither be measured nor observed .They can not be directly accessed because their beliefs may be held subconsciously . Teachers are unable to explain what they have on their minds or what goes on . In addition, teachers subconsciously or consciously want to create an image of themselves, if they are being evaluated or participate in a research. On the other hands, there are different methods used to gain access to and uncover teachers beliefs. Qualitative approaches can be used to gain a more in depth

explanation and understanding of teachers thinking process. In addition, verbal report method such as think aloud technique , interview ,journal can be applied in measuring teachers, beliefs(Erkmen,2012).

Challenges of teachers, beliefs

While beliefs are the most valuable psychological construct to teachers education. They are one of the most difficult to define and does not lend itself to empirical investigations. Teachers beliefs represent a challenge to research .They are still surrounded with ambiguity and conclusiveness that is because beliefs are abstract and unobservable in nature and associated with other constructs .

Teacher preparation programme and teachers, beliefs

Teachers, beliefs can be considered significant subjects in teacher education.The course is designed to help teachers develop their thoughts and principles .Teachers, beliefs really direct and define their behaviours towards their learners . In addition, teachers ,beliefs about the subject are linked to classroom practice because their beliefs affect curriculum decisions about what and how to teach a training programme (Gilakani and Sabouri,2020).

Two factors affect the beliefs of pre service teachers:

- 1- Existing work assured that students joined education preparation programme with a set of beliefs deriving from their educational experiences . It is very difficult to change teachers, beliefs because in human learning it is a challenge to unlearn existing beliefs than it is to learn new beliefs .
- 2- The majority of work on teachers, beliefs is based on in service teachers not pre service teachers (Decker and Kaufman,2020).

According to Kern (2020), teacher preparation programme should reflect the core beliefs about teachers in the following domains :

- 1- Intellectual competence
 - curious and competent problem solvers .
 - mastering communication skills.
 - deep understanding in content and modes of thoughts.

- 2- Interest in lifelong learning.
 - learn more about the content.
 - follow and learn about learning and teaching.
 - interest in learning about their students and community.
- 3- Respect for diversity.
 - consider themselves and their students as members of community.
 - interest in teaching diverse students .
- 4- Ability to be a reflective decision maker.
 - learn from one,s own learning.
 - learn from students as well as teaching them.
 - skills in assessing one,s own teaching.
- 5- Collaborative and leadership skills.
 - participate collaboratively with peers .
 - be members of learner community.
- 6- Pedagogical skills .
 - become facilitator of learning.
 - use various methods appropriate to content.
 - understand learners.
 - skills in assessing students, outcomes ,
 - understanding of how learners develop along multiple dimensions .
- 7- Comprehension of democratic principles and philosophies
 - know more about different philosophies.
 - understand the historical and contemporary roles of schools and democracy.
 - articulate own philosophy and draw implications for practice .
- 8- -Commitment to professional activities.
 - follow and carry out models of practice .
 - learn more about the contemporary research and writing.

Instruments of the Study

1- A research writing skills test

To ensure the progress of the participants in research writing skills , a pre-post test for measuring the required research writing skills for the English section general diploma students , the Faculty of education, Helwan university was designed . It consisted of two questions . The first one entitled choose the correct answer and the second one was writing a research using the acquired research writing . It was submitted to jury members specialized in the field of methods of teaching English who assured its the validity and appropriateness.

To measure the reliability of the test, the test –retest reliability was counted. It was $r=0.79$. So, the test was reliable and could be used before and after the experiment. The final version of the test is shown in appendix (c).

2- A research writing skills rubric

In order to measure the students, progress in research writing skills accurately, the researcher designed a scoring rubric as a pre-post measuring instrument . It measured the thirteen research writing skills required for the participants . It was submitted to jury members specialized in the field of methods of teaching English to test the validity and appropriateness. Having done their modifications, the rubric became valid. The final version is shown in appendix (b).

3- Teachers , beliefs questionnaire

In order to measure the change and progress in teachers , beliefs the researcher designed a teachers, beliefs questionnaire as a pre-post measuring instrument . It measured 40 teachers , beliefs items / aspects required for the participants . It was submitted to jury members specialized in the field of methods of teaching English and educational psychology to test the validity and appropriateness. Having done their modifications, the questionnaire became valid .The final version is shown in appendix (d).

Method of the study

The present study followed the descriptive analytical method for reviewing the theoretical background of the study. Furthermore , the quasi experimental pre- post tested one group design was used in the experimental part of the study to investigate the effect of e service learning on developing research writing skills and teachers, beliefs for English section, general diploma students of the Faculty of Education, Helwan University .

Participants of the study .

The participants of the study consisted of 30 , English section general diploma students , the Faculty of education, Helwan university in the academic year 2020-2021. They were considered the study group as their need of training on how to write a research essay with its components was urgent.

Duration of the experiment

The experiment lasted for two months , one section per a week. It started on 25th Sept ., and continued to 23rd Dec 2019 . It is worth noting that the pre administration of the test and the application of the questionnaire were on 18th Sept while the post administration of the test and the application of the questionnaire were on 25th Dec .The instruments of the study were used before and after the experiment. The study group was taught through the e service learning .

The Suggested framework

- **The aim:** It aimed at developing the required research writing skills and teachers , beliefs of the English section, general diploma students of the Faculty of Education, Helwan University through e service learning
- **The content :** The content consisted of ten sessions . Each session dealt with specific topic using the steps of e service learning. It involved a blended format with instruction and

service partially online and partially on site. The sessions were entitled as follows :

Session 1 : Better school.

Session 2 : At risk students .

Session 3 : Learning foreign language for adults .

Session 4 : Teaching life skills in English classroom .

Session 5 : Using smart board in teaching foreign language.

Session 6 : Teachers, requirements during preparation .

Session 7 : Virtual learning environment.

Session 8 : Building mind.

Session 9 : Can age and gender affect learning foreign language?

Session10 : Using social media in teaching foreign language.

Procedures

The proposed framework of the present study displayed in Appendix (e) went on as follows:

1- Investigation

- Teacher asked students to see a video presenting the topic.
- Teacher discussed its importance with the students.
- Students interacted online or via phone with some organizations and community members /partners .They presented their personal experiences .
- If possible, they connected online through video conference or micro soft teams to know more about their services.
- Students interacted with participants to identify their interests and skills of what they cared about and were good at .
- They conducted survey through the internet and evaluated what they found While paying due attention to the needs identified before.
- Students created a group chart to fill in as the group discussed the strengths and challenges.

- Each student wrote, drew and created his/her perspective through the blue sky worksheet of blue paper what it looked like .After presenting the idea ,it was allowed for each one to share creation with the group.

Example session 1 :

- Teacher asked students to see a video about the ideal school after twenty years to be selected as the better one.
- Students interacted online or via phone with some supervisors ,teachers and consultants in the Ministry of Education.
- They discussed with educational consultants in national and international organizations if possible,
- They identified the characteristics of better school and the different sides that required to be developed after conducting the survey.

2- Preparation

- Online , teacher asked students to read some paragraphs starting with introduction.
- Students learned about the topic resources and searched for evidences that supported the importance of the topic and guest speakers via the internet . They gathered information through action research and interview . They could also make direct observations.
- Online ,they brainstormed possible actions to take.
- Students were asked to collect data from different resources using internet if needed .
- They broke the plan into action steps in order with timeline that could be checked off.
- They could use rubric in planning and implementing the plan needed .

- Students designed a plan to address the needs. They discussed together online to reach a definite proposal .They wrote the introduction .

Example

- Students read some texts or paragraphs about the better schools.
- They visited some ideal schools as field trip and observed all aspects of creating the ideal school and if there was something missed or not found . They discovered how to achieve quality in each school.
- They made tutoring sessions. They discussed what they found and how to improve what was found .

3- Action

- Online , students were trained on writing the body of the paragraph and how to present argument from the data collected with evidences .
- They were provided with transition words list and how to cite resources .
- In class , they discussed with their teacher and raised questions to be resolved or answered such as:
 - ✓ What skills /talents/ needs should the tasks improve ?
 - ✓ How should they apply activities ?
 - ✓ What were the difficulties they met in their practice of the tasks?
 - ✓ How did they face the challenges ?
- Action was planned with partners as they learned and made connection with them in the community and they transformed their thoughts into action.
- Students transformed plan into effective action towards the topic .They mentioned the specific steps that should be followed to address the issue.

- They began to write about their experiences and they carried out what they had learned and applied it in the community .

Example

Students created a plan includes different steps and carried out most of them such as

- Cleaning their classroom
- Saving smart board and using it
- Painting buildings
- Cleaning bathroom
- Saving a healthy learning environment
- Organizing playground

4- Reflection

- They discussed how their plans could increase or decrease developing the issue
- Students discussed together how to conclude their essay with some online tasks.
- They examined how their experiences related to their own lives .
- They evaluated how to change and improve the abilities .
- Students tried to carry out their plans in organizations and evaluated the effect of their plans .They described what happened during application and discussed thoughts and feelings.
- Online, They suggested realistic improvement of the service and received feedback from partners and tried to modify their plan .

Example

- They carried out their plans for better schools and presented their points of views to consultants .
- They discussed together their findings and wrote their essay in the first draft.

- They followed the recommendations and suggestions. So, the essay could be presented.

5- Demonstration

- Students demonstrated their essay and communicated results to organizations and community partners.
- They explained what they had learned and accomplished .
- They could educate others and exemplify to themselves what they had learned.

Example

- Students presented their essay online and corrected each others.
- Each student demonstrated his / her essay.

Assignments

Teacher asked students to write their impressions about what they learned and how it could affect their teaching and their ways of thinking .They expressed what they acquired and how their thoughts could be changed and developed.

Example

Complete

- In the past they thought the best way to teach English was
- Nowadays they think the best way to teach English is

Evaluation

It involved the formative and summative evaluation .Each session ended with evaluation. Students were asked to write a research about the topic that discussed in some sessions or exercise as they were asked to complete sentences .Finally, the research writing skills test was used as summative evaluation after the experiment .

Example

- Write a research essay about the ideal school.

Complete

- 1- Introduction should include -----
- 2- Citing appropriate resources depends on-----
- 3- Providing evidence includes-----

Data Analysis and Results

The results of the study are discussed and interpreted in relation to the study questions and hypotheses, mentioned earlier, as follows:

1- Answering the first sub- question

To identify the required research writing skills for the English section general diploma students, faculty of education , Helwan university, a checklist was designed by the researcher. The checklist was submitted to seven jury members who approved it. It included thirteen main skills in its final version (see appendix A) . Thus, the first sub- question of the present study was answered.

2- Answering the second sub –question

The second sub- question was answered as a suggested framework for using e service learning was designed and displayed as shown before in the previous three pages . For more details, the suggested framework of the present study is shown in appendix (e) .

3-Answering the third sub -question

Answering the third question is related to verifying the hypotheses of the present study. So they will be dealt with together as follows:

A- Findings related to the first hypothesis:

The first hypothesis stated that “-There is a statistically significant difference between the mean scores of the study group students on the pre and post administrations of the research writing skills test at the level of (0.01) , in favour of the post administration of the test.

The research writing skills test was administered to the study group before and after the experiment. Data obtained were treated statistically . Findings are shown in table(1).

Table (1)

t- Value , Mean scores , Standard of Deviation of the Experimental Group on the Pre and Post Administrations of the Test and the Effect Size

AdminisTration	Mean Score	standard deviation	Calculated tvalue	The Effect Size
Pre	9.4	6.4	12.9	0.84
post	20.3	15.2		large

Table (1) revealed that the calculated (t) value (12.94) was significantly higher than the tabled (T) value (2.75). Thus, using e service learning had significantly improved the study group research writing skills. Hence, the first hypothesis was verified.

Moreover, the effect size was calculated using eta square. It was (0.84) i.e higher than the large effect size value (0.8). This showed that using e service learning significantly improved the study group research writing skills and had a large effect size on developing them.

B- Findings related to the second hypothesis

The second hypothesis stated “The e service learning is effective in developing each research writing skill of the English section, general diploma students of the Faculty of Education, Helwan University, . The research writing test was administered to the study group before and after the experiment. Data obtained were treated statistically. Findings are shown in table(2)

Table (2)

***t*- Value , Mean scores , Standard of Deviation of the Experimental Group on the Pre and Post Administrations of the Test and the Effect Size on Each Main Skill**

Skills		Mean Score	standard deviation	Calculated tvalue	The Effect Size
1-flowing smoothly	Pre	4.5	3.2	17.25	0.91
	post	15.1	8.8		large
2- providing current accurate information	Pre	8.1	1.3	18.6	0.92
	post	19.5	2.6		large
using different types of transition	Pre	10.5	5.9	14.1	0.87
	post	2.5	8.3		large
4-usincg concrete details	Pre	13.5	3.4	9.8	0 .766~0,8
	post	18.9	5.7		Large
5-citing sources properly	Pre	3.6	4.2	18.8	0.92
	post	9.5	7.9		large
6-following a logical sequence	Pre	14.5	9.8	14.9	0.88
	post	15.5	9.1		Large
7-providing arguments that support the topic	Pre	14.4	7.8	21.3	0.93
	post	21.5	9.8		Large
8-paraphrasing statements	Pre	6.1	12.4	3.9	0.59
	post	11.7	1.3		medium
9-using clear specific language	Pre	15.7	7.7	16.8	0.88
	post	17.3	2.3		Large
10-following accurate mechanics	Pre	6.9	2.7	7.5	0.65
	post	12.2	9.3		medium
11-making in depth discussion	Pre	8.5	3.1	13.8	0.86
	post	16.4	4.2		Large
12-recording all resources correctly in reference	Pre	5.7	4.03	11.4	0.81
	post	10.3	13.2		Large
13- using evidence to support argument	Pre	5.1	2.5	14.8	0.88
	post	15.5	9.6		Large

Table (2) revealed that the calculated (t) value of each research writing skill was higher than the tabled (T) value (2.75). Thus, using e service learning significantly improved each of the research writing skills for the English section, general diploma students of the Faculty of Education, Helwan University .

Moreover, the effect size of each skill was calculated using eta square formula. It was higher than the large effect size value (0.8) as shown in table (2) expect for two skills (paraphrasing statements and following accurate mechanics) . They had medium effect size .This showed that using e service learning was effective in developing each of the research writing skills for the English section, general diploma students of the Faculty of Education, Helwan University except for two skills . This may be due to the nature and difficulty of those skills. Yet, it had a large effect size on developing most of the research writing skills for the study group. Thus, the second hypothesis of the study was verified and the third sub question was answered as shown before in table(2).

C- Answering the fourth sub -question

Answering the fourth question is related to verifying the third hypothesis which stated that “There is a statistically significant difference between the mean scores of the study group students on the pre and post applications of the teachers, beliefs questionnaire at the level of (0.01) , in favour of the post application”. The teachers, beliefs questionnaire was applied on the study group before and after the experiment. Data obtained were treated statistically . Findings are shown in table(3).

Table (3)

***t*- Value , Mean scores , Standard of Deviation of the Pre and Post Applications of the teachers, beliefs questionnaire scale and the Effect Size**

teachers'beliefs aspects	Mean Score	standard deviation	Calculated tvalue	The Effect Size
Pre	9.5	0.17	17.2	0.90
post	24.1	0.86		large

Table (3) revealed that the calculated (t) value (17.2) was significantly higher than the tabled the (T)value (2.75).Thus, using e service learning significantly improved the study group teachers, beliefs aspects .

Moreover, the effect size was calculated using eta square . It was (0.90) i.e higher than the large effect size value (0.8) .This showed that using e service learning had a large effect size on the study group teachers, beliefs aspects . Thus , the third hypothesis was verified .

Findings of the study assured that the main question and its sub questions were answered as e service learning significantly improved the study group in research writing skills as a whole and each of them separately except for two skills and had a large effect size of (0.90)on the teachers, beliefs .

Discussion of results

The statistical analysis presented above , resulted in the verification of all the hypotheses of the study and answering the study questions. It also realized the achievement of the study main aim , which was to develop the required research writing skills and teachers, beliefs for the English section , general diploma students, faculty of education, Helwan university throughout the use of e service learning .

The comparison between the performance of the study group before and after the experiment showed the improvement achieved in the required research writing skills and teachers, beliefs in the post performance . The researcher attributed this improvement to the following factors:

- 1- Using e service learning as an effective way to connect between online and on site instruction. It connects the learning process with performing tasks with the aim of service the community. This view supported Selmo, s view (2020) as he stated that e service learning can be used to open up spaces for learning as an important arena to acquire knowledge for global citizenship and critical media literacy. It can facilitate an engagement across borders and provide a space for students to participate in

- dialogue across difference . In addition, it promotes a critical engagement and extended dialogue activities.
- 2- The facilities of e service learning in terms of geographical barriers ; it could free students from going to any place . They could interact with partners in any organization at any time online . This view supported Walder ,Widener and McGorry ,s views (2012) as he indicated that e service learning is arguably a facilitator rather than a barrier to widening service opportunities .It can free service learning from geographical barriers and equip online learning with a tool to promote engagement .
 - 3- Incorporating e service learning for higher education students was effective and meaningful . It enriched their knowledge and used high thinking skills , developed their social relationships and decision making . This view supported Germain ,s view(2019)who stated that e service learning opportunities are self fulfilling for all parties. It is effective promotional tool for universities .They apply knowledge , service community ,exercise social responsibility ,learn about non profit management and assist organizations.
 - 4- Addressing issues related to the interests and needs of teachers and their preparation programme related their learning with their interests and community. This view supported Petersen,s view (2020) as he indicated that service learning can be considered as an effective tool during teacher,s preparation . It can encourage pre teachers to construct meaning from their teaching and service engagement education. It enhances self efficacy, attitudes and abilities. It can also help pre service teachers in addressing issues related to education and society faced by learners .It assists teacher,s growth in their awareness of students backgrounds and their reflective actions in teaching.
 - 5- The idea of changing teachers, beliefs concerning the way of teaching, the role played and managing the class affected the students, perspectives and thinking concerning teacher education. This view supported Valcke and Hermans ,s view (2010) as they stated that teachers, beliefs have become a crucial variable

in studying teaching behaviour and teacher education . Teachers' beliefs are central to recent theories about teacher's identity .They are of vital importance for teacher education since they determine the way of teaching and develop the meaning making and decision making .They also are part of a complex set of variables and processes that determine teaching behaviour.

- 6- Training English section students on using e service learning as they recognized how to use online tasks in community service . This way of learning helped in changing their beliefs about the possibility of applying technology to serve learning process This view supported Galvis(2012) as he stressed the importance of using e service learning as it changes teachers' beliefs about technology , their own students and good teaching .Teachers' beliefs play a decisive role when integrating technology.
- 7- Each session was ended with reflection and demonstration in which students can reflect their experiences after connecting with partners and thought how they presented their performance .This of course affected their way of thinking about teaching and their beliefs This view supported Gilakgani and Sabouri (2017) as they assured that teachers' beliefs are affected by training courses, learning experiences ,professional development and teaching practices .The different aspects that teachers understand about particular changes in English language teaching are related to what they believe about them. Consequently in order to have a deeper understanding of the specific changes in English language teaching, it is necessary for teachers to have a deeper understanding of their beliefs.
- 8- Practicing research writing skills enhanced their abilities to analyze data , cite sources and paraphrase statements .They could be good at writing a research paper easily in other courses when required . This view supported Lee ,s view (2017) as he mentioned that In a world with an abundance of information, students develop the knowledge and skills to carry out accurate research , analyze information and put it into a particular format. They know how to structure research ,understand formatting ,

references, styles. They find out how to correctly cite sources in addition, the development of writing fluently and effectively is increased to convey the message .

- 9- Facing the challenges of developing research writing skill as it is one of the most difficult writing skills. Students needed more practice and continuous training on each sub skill .The steps followed were effective and students moved smoothly from one step to another whether it could be carried inside classroom or online. This view supported Rietdik,s view (2018)as he indicated that the improvement of research writing could be relevant for students ,trainees and teachers .So, the quality of research writing is in need of improvement , what it consists of and how it can be carried successfully.
- 10-The logical sequence of e service learning steps and its treatment in transforming from training on the easy skill and then moving to more difficult one . Students were trained on presenting different views and interpreting information. This view supported Jackson,s view (2013)as he mentioned that the five stages of service learning constitute a process that is key to students ,effectiveness and critical to the learning of transferable skills and content. The stages are linked together and often experienced simultaneously ,Each stage reveals one part of a dynamic interdependent whole.
- 11-The idea of presenting various views and paraphrasing statements developed their style of writing .They were trained on using specific vocabulary when presenting points of views .They reflected their experiences in the final draft of the paper. This view supported Hewer and Massey, s view (2012)as they stated that the goal of research writing is to bring together different views ,evidence and facts about a topic from different resources . They interpret the information into their own writing .It is about a relationship between them , other writers and their teachers and audience .It shows two things , what they learned about the topic and what other people know about .

12-Raising students, awareness about the importance of developing research writing skills as they could organize , analyze and explain data .They became more involved in classroom and used their mentality actively. This is consistent with Lawjure,s opinions(2021) as he stated that there are many reasons why a research paper for any educational degree is important .It develops writing abilities and critical thinking. A research paper is one of the most common assignments in colleges today.

Recommendations

In the light of the results of the present study, the following recommendations are suggested

- 1- More emphasis should be placed on developing students, research writing skills in different educational stages.
- 2- Students should be given opportunities to use e service learning to develop other language skills .
- 3- Applying e service learning in teaching English for enhancing students ,learning and developing interests
- 4- Directing the attention towards developing pre and in service teachers, beliefs

Suggestions for further research

- 1- Further research is needed to examine the effect of e service learning on developing language skills for undergraduates students.
- 2- Training pre and in service teachers on research writing skills
- 3- Further research is suggested to investigate the effect of teachers, beliefs on improving their linguistic performances .

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