

**The Impact of Digital Learning Applications on Improving
English Language Electronic Writing Skills for the
Students of Tourism and Hospitality College**

By

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مستخلص البحث

يقدم التعلم الرقمي مجموعة متنوعة من الفوائد لتعليم اللغة الإنجليزية وتعلمها. ويمكن أن يساعد التعلم الرقمي في جعل التعلم أكثر جاذبية وتحفيزاً للطلاب ويمكن أن يوفر لهم إمكانية الوصول إلى مجموعة أوسع من موارد التعلم. وهدفت الدراسة إلى التحقق من تأثير برنامج التعلم الرقمي الذي تم تصميمه لتحسين مهارات الكتابة الإلكترونية للطلاب باللغة الإنجليزية. وأجريت الدراسة على مجموعة من (n=40) طالباً من أصل (n=70) طالباً في برنامج السنة التحضيرية في كلية السياحة والفنادق. وتم اختياراً طلاب المجموعة التجريبية التي استخدمت برنامج التعلم الرقمي بشكل عشوائي. وتم تقييم مهارات الكتابة الإلكترونية للطلاب باللغة الإنجليزية قبل وبعد البرنامج باستخدام اختبار موحد. وأظهرت النتائج أن الطلاب في المجموعة التجريبية حققوا تحسناً كبيراً في مهارات الكتابة الإلكترونية باللغة الإنجليزية بعد تطبيق البرنامج المصمم لذلك. وتشير نتائج هذه الدراسة إلى أن برامج التعلم الرقمي المصممة يمكن أن تكون فعالة في تحسين مهارات الكتابة الإلكترونية للطلاب باللغة الإنجليزية. وتعتبر هذه النتائج مهمة لكل من المعلمين والباحثين والطلاب في مجال اللغة الانجليزية.

الكلمات المفتاحية:

التعلم الرقمي، مهارات الكتابة الإلكترونية، كلية السياحة والفنادق، برنامج التعلم الرقمي.

Abstract:

The digital learning offers a variety of benefits for teaching and learning English. It can help make learning more engaging and motivating for students and it can provide them with access to a wider range of learning resources. The study aimed to investigate the impact of a designed digital learning programme on improving students' English language electronic writing skills. The study was conducted with a group of (n=40) participants out of initial (n=70) in the Preparatory Year Programme at the College of Tourism and Hospitality. The students were randomly assigned to the experimental group, which used the designed digital learning programme. The students' English language electronic writing skills were assessed before and after the programme using a standardized test. The results showed that the students in the experimental group achieved significantly greater improvement in their English language electronic writing skills as a result of implementing the designed programme. The findings of this study suggest that designed digital learning programmes can be effective in improving students' English language electronic writing skills. The results are important for teachers of English, researchers, and students as well.

Key words:

Designed digital learning programme, English language electronic writing skills, College of Tourism and Hospitality.

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Introduction:

Digital learning is the use of digital technologies to enhance teaching and learning. It can involve the use of a variety of tools and resources, such as computers, tablets, smartphones, interactive whiteboards, and online learning platforms (Sarker et al., 2019). Digital learning can be used to support all four language skills (reading, writing, speaking, and listening) in the English language classroom. Biletska et al., (2021) mentioned that teaching and using digital tools to create interactive presentations, provide students with feedback on their work, and give them access to authentic English language materials. Biletska et al., (2021) added some specific examples of how digital learning can be used to teach English writing. Teachers can use digital tools to provide students with feedback on their writing assignments. They can also use digital tools to help students learn about different aspects of writing, such as grammar, punctuation, and sentence structure.

Overall, digital learning offers a variety of benefits for teaching and learning English. It can help make learning more engaging and motivating for students and it can provide them with access to a wider range of learning resources (Pinto & Leite, 2020). Moreover, digital learning can also help to:

Personalize learning: Digital learning tools can be used to tailor instruction to the individual needs of each student. For example, teachers can use digital learning software to track student progress and identify areas where students need extra support.

Promote collaboration: Digital learning tools can be used to create opportunities for students to collaborate with each other on projects and assignments. For example, students can use online writing tools to share and edit their work with each other, or they can use video conferencing tools to work on presentations together.

Prepare students for the future: In today's world, it is essential for students to be able to use digital technologies effectively. By using digital learning in the classroom, teachers can help students to develop the skills they need to be successful in the future (McKnight et al., 2016).

Overall, digital learning is a powerful tool that can be used to enhance teaching and learning English in a variety of ways.

Context of the Problem:

Despite the availability of information resources and electronic communications in our time, most students at tourism and hospitality colleges use the related applications for non-educational purposes. The current study aimed to train those students to implement digital learning applications to develop their writing skill and writing sub-skills. Digital learning applications, e-literacy and writing have developed significantly in previous years in most countries of the world. Abou Shaaban, (2020) explained that digital learning tools are elements of a new type of computer-based learning that allows curriculum planners to reuse them several times in different educational situations.

Octaberlina & Muslimin, (2020) stated that learning through text-based, audio, image, video, and interactive simulations helps the learner in the educational process to a great extent. In the same way, (Mercer et al., (2019) on digital learning stated: "I have recently seen a number of discussions in support of and opposed to the introduction and application of digital learning in our classrooms. In theory, digital learning seems to be very useful for all schools and students, with many advantages to digital learning" such as integration, time, place, individuality, participation, database, ownership, as well as parental participation, transparency, and communication with the classroom.

Febrianto et al., (2020) added a similar view on digital learning and mentioned: "There is no doubt that digital learning today is more enjoyable for students than the traditional way, and far from being dazzled by electronics and the Internet, this leads to the learning environment to be the preferred environment for students. On the other hand, the teaching methods used today, which use multiple media, make students more integrated and this leads to greater commitment." In the same perspective, (Granić & Marangunić, 2019) stated that learning by mobile phone is learning electronically through computer-operated devices, and in general, with mobile technology, one means all mobile phones that include a digital personal assistant either from digital cell phones or iPods.

The trend of using digital learning and its applications has become the focus of attention not only for educators specialized in learning, but also for those engaged in marketing. An example of this was mentioned by Grabinski et al., (2020) on the importance of digital learning for teachers and students where he wrote that 52 % of university preparatory year students took their tests

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through digital learning applications to measure E-writing skills and 77% of parents considered the effective impact of digital learning application technology vital to their children's future in terms of acquiring the skills needed to read and write electronically. Grabinski et al., (2020) also said there were some reasons that make digital learning important, and these include personalization, application connectivity and efficiency.

Moreover, digital learning achieves what educators currently consider: the student must be the focus of the educational process, as he/she is the one who interprets, discusses, analyzes, and expresses his/her opinion, so researchers do their best to create ways of self-learning that combine the use of educational models, multimedia use, network learning, e-learning, etc. (Alghizzawi et al., 2019). Writing with its skills, topics and activities is considered a great source of learning and education, and by applying modern technology in the teaching and learning processes, many fields and topics related to language learning have appeared on the one hand, and the use of educational technology on the other.

Among these terms that have been associated with the integration of English language skills and uses of technology, appeared the term: electronic-writing which (Armstrong, 2019; Ikpeze, 2018) stated that E-writing contains information available to the learner and that is presented in a systematic manner that suits his mental level and interests, and can be invested in different educational situations. Mohamadi, (2018) stated that by implementing the tools of digital learning emerges the role of many applications related to e-writing and the extent to which they affect the level of students' achievement. E-writing is mainly based on the device being used, since there are specialized and non-specialized writing devices.

Furthermore, (Hyland & Hyland, (2019) added that the difference between the two types lies in the type of the screen used, with multiple formats of the files used for writing, so that some of them can be adjusted in terms of font size or adding some comments easily. Electronic writing is unique in its sources as they are interactive, with links to information included in the writing text that can be copied and adapted that makes it much easier, especially in conducting various researches.

Howard, (2018) stated that electronic writing is a more selective writing of a text than a total writing of it, and as in handwriting, it aims to practice various tasks that support research interests, without the need to follow the one-way path of the text from the beginning to the end. Moreover,

(Kawinkoonlasate, 2019) explained that electronic-writing, like ordinary writing consists of three stages: comprehension, understanding and applying, and that comprehension of the ideas in electronic-writing is more important because the reader of the written task will find it very difficult to understand and interpret if he encounters difficulties in comprehending the text.

Statement of the Problem:

The problem of the research is the inadequate use of digital learning applications for preparatory year students at the College of Tourism and Hospitality in Riyadh, despite their importance in improving students' electronic writing in English. The researcher first noticed the problem when he was working at King Saud University, (First Preparatory Year Programme). Although every student owned at least one cell phone, students did not use their mobile phones to improve their English language skills. The problem continued with the same programme at Prince Abdulrahman Al-Faisal University in Dammam, eastern of Saudi Arabia. Students were more interested in using their mobile phones to chat or play games instead of improving their English language electronic writing skills.

The research problem was slightly dealt with by applying the WhatsApp in texting some assignments to students. Covid-19 Pandemic made the research problem crystal clear that there is an urgent need to benefit from the digital learning applications in contacting students at their homes (Dwivedi et al., 2020). The research problem became extremely important to the researcher to conduct his research. That point became dominant while working at the College of Tourism and Hospitality in Riyadh.

Questions of the Study:

The researcher designed a digital learning-based programme to develop students' English language E-writing skills in an attempt to answer the following main question:

1. What is the effect of the learning programme based on the digital learning applications to improve the English language E-writing skills for students at the College of Tourism and Hospitality?

The following sub- questions stemmed from the main question as follows:

2. What are the English language E-writing skills needed for students at the College of Tourism and Hospitality?

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3. What are the digital learning applications suitable to design a learning programme to improve E-writing English language skills for students at the College of Tourism and Hospitality?
4. What is the impact of a digital learning-based program on improving English language E-writing skills for students of Tourism and Hospitality Colleges?

Hypotheses of the Study:

The following hypotheses were formulated to be tested:

1. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the mean scores of the pilot group students between the writing skills pre-test and the post-test.
2. There are no significant differences regarding the suggested electronic writing skills between the writing pre-test and the post-test.
3. There are no significant differences in implementing the recommended digital learning applications between the pre-test and the post-test.
4. There is no impact of the designed digital learning programme on improving English language E-writing skills for students of Tourism and Hospitality Colleges.

Objectives of the Study:

The objectives of the study can be stated as follows:

1. Improve the English-language electronic-writing skills needed for students at the College of Tourism and Hospitality using digital learning applications.
2. Design a proposed vision for a program based on digital learning applications and measure the impact on the development of English language electronic-writing skills for students at the Faculty of Tourism and Hospitality.
3. Reveal the impact of using digital learning applications in the development of English language e-writing skills for students at the Faculty of Tourism and Hospitality.

Significance of the Study:

The current study may be useful in:

1. Drawing the attention of the teachers of English in the colleges of Tourism and Hospitality to the need of paying more attention to the development of English language E-writing skills for students.
2. Providing English language teachers in Tourism and Hospitality colleges with information on digital learning applications to help them develop students' electronic-writing skills.
3. Providing the authors of English language courses in the colleges of Tourism and Hospitality and other colleges with a model of a program based on applications of digital learning that can be used to develop the English language E-writing of students, which can be used to develop English language teaching in those colleges.
4. The study may benefit those who are responsible for the teacher's professional and academic development programs.
5. The study may benefit the English language supervisors and coordinators who supervise the colleges of Tourism and Hospitality.
6. Paving the way for researchers on how to use digital learning applications to develop electronic-writing skills for students at different levels of education.

Delimitations of the Study

This research is delimited to the following points:

- A) A sample of students of the Faculty of Tourism and Hospitality - preparatory year in Riyadh, Saudi Arabia.
- B) Time Limits: second semester of the academic year, 2022/2023.
- C) Objective Limits: a program based on digital learning applications to develop English language Electronic-writing skills for students of the Faculty of Tourism and Hospitality.

Study Terms

Digital Learning

Abdel-Majeed, 2021, stated that digital electronic-learning is an educational system that results from the integration and interaction of three key components: education, technology, and content, and therefore it is teaching, content or educational activity through digital electronic technologies.

The researcher defines digital learning operationally as an education based on the use of multiple technological means to meet students' different educational needs to suit the modern era.

Training Programme

Defined as "Key activities involving objectives and content, carried out by several development training methods over a certain period of time", (Назаров, 2021).

The training program in this research is defined as "an organized and planned educational plan, aimed at raising the level of students in using digital learning to show to what extent it influences the development of electronic-writing skills.

Electronic (digital) Writing

Bean & Melzer, (2021) define electronic writing as "Presenting ideas in the form of a written message in an appropriate way, so that the other party can understand it and act towards it as required."

The researcher defined electronic writing operationally as an exchange of information between a sender and a receiver in multiple written, audio, or readable ways aimed at attempting to develop many skills of the receiver that may or may not be followed by a kind of development.

Literature Review

The researcher reviewed the literature and read some of the previous studies over the last five years that have shed light on applications related to the digital learning and their impact on learning English language, and the improvement of E-writing skills. By looking at these studies, the researcher has come to match the results of most of these studies with the research hypotheses imposed by the researcher in the research plan. The related writing obstacles learners and teachers face make the need to rely on the digital learning

techniques and methods an urgent need. Nowadays the availability of writing digital applications makes it easier than ever for both teachers and learners to implement these technologies in the classrooms (Haleem et al., 2022).

Research studies in second language indicate that technological development is very important and effective in learning a new language. Prayudi et al., 2021 state that computer-based activities provide language learners rapid information and excellent materials. Moreover, (Guan et al., 2018) explains that multimedia and all kinds of internet materials encourage learners to learn more. In the same way, (Al Khatri, 2019) stated that there are many advantages of Computer Assisted Language Learning to both language learners and the teachers. These advantages include the integration of unlimited virtual materials from various resources where there is a computer, mobile phone or tablet device with Internet access (Law et al., 2018).

The Imel, 2018; Serry et al., 2018 studies, agreed that students who practiced vocabulary in writing by the support of technological means, had an impressively higher scores than the results of the group studied in the traditional way. These studies recommended the use of technology in teaching English because it is an influential method. Imel, 2018; Serry et al., 2018 added that there are positive advantages to online writing, including strengthening vocabulary, supporting cognitive background, supporting fluency in speech, and inferring the main ideas.

Studies by (Chang et al., 2018; Hellmich, 2017; Koelzer, 2017; NGONGO, 2017; Smith & Lewis, 2017), have pointed to the importance of using digital and technological learning in learning foreign languages, particularly English, which comes as a second language from the original language. Consequently, this is why it is argued that digital training can be integrated into the foreign language writing curriculum to strengthen students' knowledge of training in the digital age and allow learners to become skilled writers.

The studies of Armstrong, 2019; Hallisey, 2017; S. R. Hoye, 2017 agreed that teachers who had additional training in technology were more comfortable using technology associated with digital learning applications in the classroom than teachers who had less time. The studies showed that this field is still in need of more professional development to gain a deeper understanding of the transitional role played by digital tools in the classroom in the development of E-writing skills.

The Methodological Procedures of the Field Study

To answer the research questions, the researcher read:

1. Studies related to English language electronic-writing skills.
2. Studies related to smart applications of digital learning.

The researcher conducted a pre-test for preparatory year students at the Faculty of Tourism and Hospitality in the English electronic-writing skills before applying the research experiment to find out later if there are differences between the pre-test and the post-test results.

Instruments and Materials

The present study used the following instruments:

1. E-writing Skills Checklist.
2. Pre-post- E-writing Test.
3. The designed digital learning-based programme.

Participants of the Study

Participants of the study were Common First Year (Preparatory students) who volunteered to take part in the study in addition to English language teachers in the Common First Year Programme who were given a questionnaire to find out their perspectives on using digital learning applications. The sample students were level B students who study Q Skills Reading and Writing, Books 3 and 4. The students take the Q Skills general English as a preparation for joining the College of Tourism and Hospitality. The total number of the sample that took the pre-tests was (n=69). Of that number, forty students completed the treatment till they finished with the post-tests.

Statistical Plant

14.1 Sample size Calculations

The current study was conducted to assess the difference between pre and post-test concerning writing, paired samples. T-test or corresponding statistical analysis for nonparametric data is proposed (Figure 1). A minimum total sample size of (n=36) participants will be sufficient to detect the effect size of 0.50, a power (1- β) of 90 % (=0.90) at a significant level of $p < 0.05$. Proposing a non-response rate of 10%, accordingly, a total sample size of (n=40) ($36 + 3.6 =$

39.6) was applied during current study. The sample size was calculated according to G*Power software version 3.1.9.6. (Faul et al., 2013).

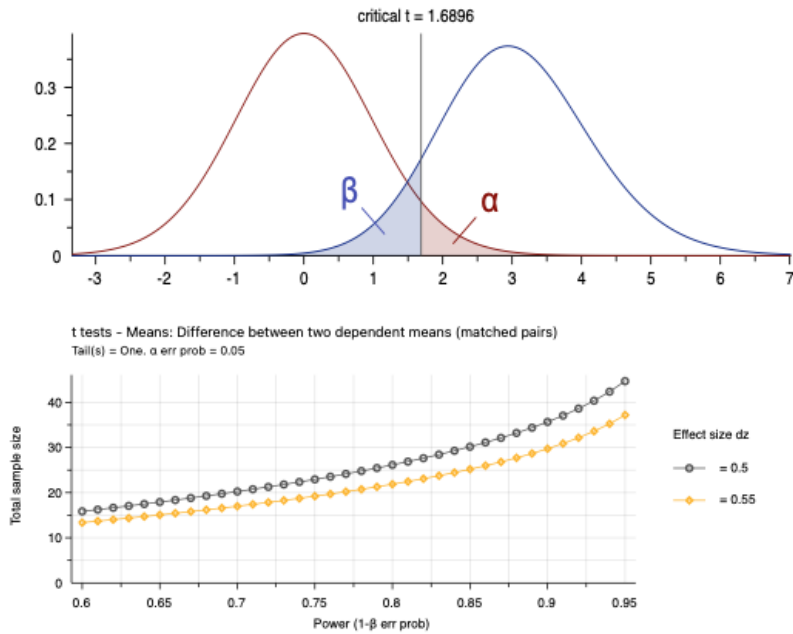


Figure 1 Sample Size Calculations

Table 1 Variables of study

| Variable | Symbol | Denote | Number of samples |
|----------|--------|---------------|-------------------|
| | A0 | A0: Pre-test | 40 |
| | A1 | A1: Post-test | 40 |
| Total | | | 40 |

14.2 Statistical Analyses

The statistical analyses were carried out to evaluate and compare between pre and post-test; Paired samples was performed. Data was collected, checked, revised, and organized in tables and figures using Microsoft Excel 2016. The collected data were subjected to outliers' detections and outliers were handled using IBM-SPSS. Normality was applied to check the data normality whether parametric and nonparametric data using Shapiro-Wilk test. Data was described statistically using both graphical and numerical description. Descriptive statistic of parametric data (grades, and grades %) was performed in terms of minimum, maximum, mean, standard deviation. Inferential statistics for comparing between pre and post-test was performed by Paired samples t-test.

However, nonparametric data was described in terms of frequency (n, %) in addition to mean and standard deviation. Inferential statistics for comparing scores were performed using Chi-squared test and between pre and post using Wilcoxon signed rank at significance probability levels of 0.05. Reliability and internal consistency was performed using Cronbach's alpha test at a probability level of 0.05. Data analysis was carried out using computer software Statistical Package for Social Science (SPSS) IBM-SPSS ver. 29.0 for Mac OS (Knapp, 2017).

15. Results and Discussion

The descriptive statistics in terms of minimum, maximum, mean, standard deviation (SD) of writing grades and grades % of total writing grade in Table (2), Figures (2-4). The grades in pre-test ranged between 0 to 13 with an average (\pm SD) of 6.3 ± 3.5 , however, post-test ranged between 3 to 16 with an average (\pm SD) of 10.6 ± 3.2 . The difference between Pre-test and post-test was highly significant as revealed by paired t-test ($p=0.002^{**}$).

The grades in pre-test ranged between 0 to 65 % with an average (\pm SD) of 31.4 ± 17.6 %, however, post-test ranged between 15 to 80% with an average (\pm SD) of 53.1 ± 16.0 %. The difference between Pre-test and post-test was highly significant as revealed by paired t-test ($p=0.002^{**}$).

Table 2 Descriptive statistics in terms of Mean, SD of Writing grades and grades % of total writing grades.

| Time | Writing | |
|------|---------|----------|
| | Grades | Grades % |

| | Min | Max | Mean | SD | Min | Max | Mean | SD |
|---------------|---------|-----|------|-----|---------|------|------|------|
| Pre | 0 | 13 | 6.3 | 3.5 | 0.0 | 65.0 | 31.4 | 17.6 |
| Post | 3 | 16 | 10.6 | 3.2 | 15.0 | 80.0 | 53.1 | 16.0 |
| T-test | -3.06 | | | | -3.06 | | | |
| Sign. | 0.002** | | | | 0.002** | | | |

*, **, ***, Significant at $p < 0.05$, < 0.01 , < 0.001 ; ns, non-significant at $p > 0.05$

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Table 3 The Electronic Writing Checklist

| Skills | | Response | | | | |
|----------|---|----------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
| A | Content | | | | | |
| 1 | Writing a topic sentence that captures reader's attention. | | | | | |
| 2 | Writing supporting sentences. | | | | | |
| B | Organization | | | | | |
| 3 | Structuring the whole composition contains two levels: a) introduction, body, and conclusion in the whole composition, b) introduction, body, and conclusion in the paragraphs. | | | | | |
| 4 | Using rich supporting details. | | | | | |
| 5 | Supporting ideas with reasons and examples | | | | | |
| 6 | Avoiding the repetition of ideas and details. | | | | | |
| 7 | Writing a strong conclusion that restates the main idea. | | | | | |
| C | Vocabulary and Word Choice | | | | | |
| 8 | Using descriptive adjectives to retain reader's interest throughout the paragraph. | | | | | |
| 9 | Using a variety of compound nouns. | | | | | |
| 10 | Using a variety of transition and linking words to connect ideas. | | | | | |
| D | Grammar | | | | | |
| 11 | Writing complete sentences. | | | | | |
| 12 | Using subjects–verbs agreement. | | | | | |
| 13 | Using the right tense throughout the paragraph. | | | | | |
| 14 | Using sentence variety properly | | | | | |
| E | Mechanics & Layout | | | | | |
| 15 | Guiding the reader through the composition by using correct punctuation and spelling. | | | | | |
| 16 | Producing eligible handwriting, clearly formed letters, uniform spacing between words. | | | | | |

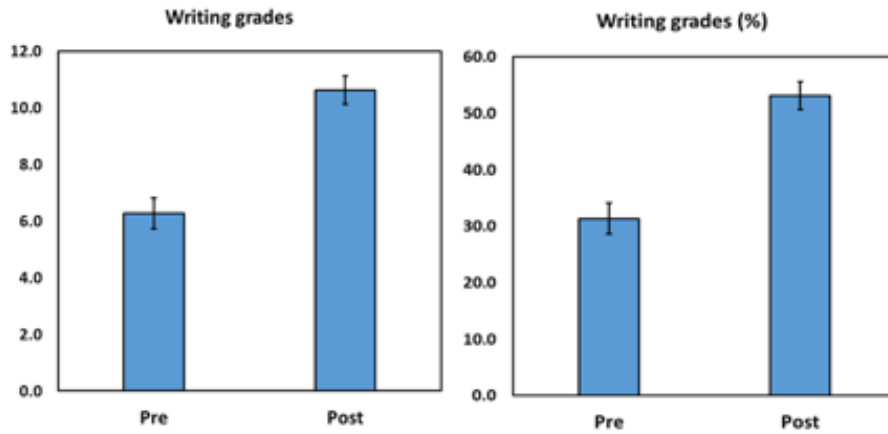


Figure 2 Bar chart presenting grades of writing both pre- and post-tests.

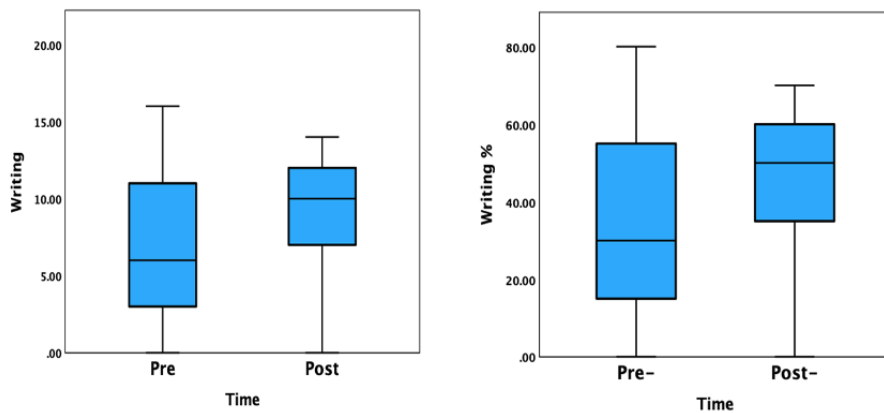


Figure 3 Boxplot presenting grades of writing (%) both pre- and post-tests

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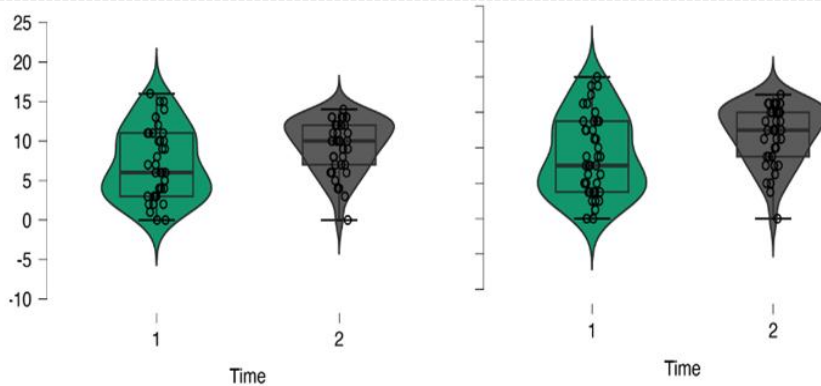


Figure 4 Violin Boxplot presenting grades of writing (%) both pre- and post-.

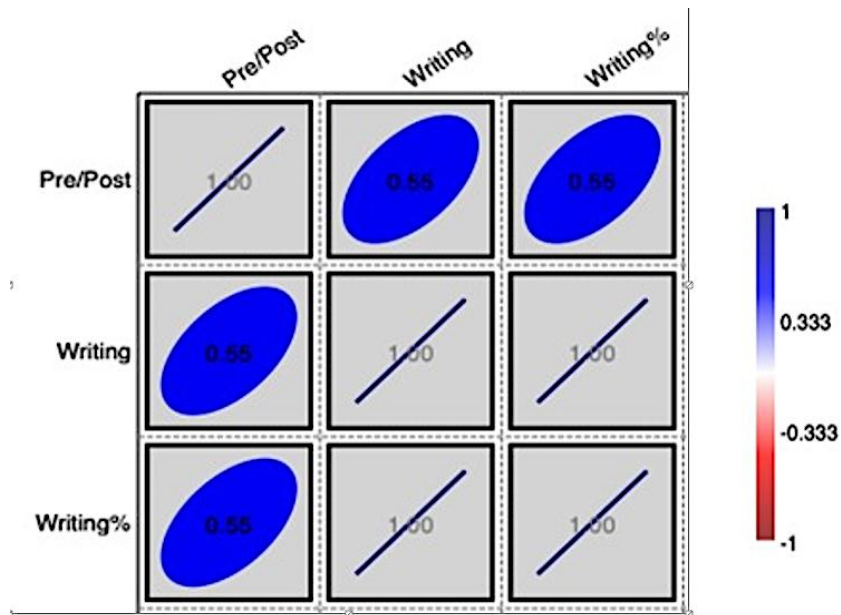


Figure 5 Heat map showing the interaction between pre/post with writing skills. Blue colour for positive correlation, red colour denotes negative correlation; boxed grey colour denotes significant correlation.

There was a positive direct significant correlation between Pre/post with writing skills ($r=0.55$, $p<0.001^{***}$). These interrelationships were revealed also confirmed by heat-map presented in Figure (5) in addition to Canonical Correspondence Analysis (CCA) presented in Figure (6) and Correlation matrix in Table (4). The Canonical Correspondence Analysis (CCA) presented in Figure (5) shows the relationship of all variables and all participants, where participants presented as black points and variables (factors) presented as green arrows (pre/post). The arrow gives the direction of the effect of the factor if it positive or negative. The two axes CCA-1 and CCA-2 represent a total variance % of 70.87% and 8.99%; respectively. The two PCAs represent a total variance of 79.86% of the study.

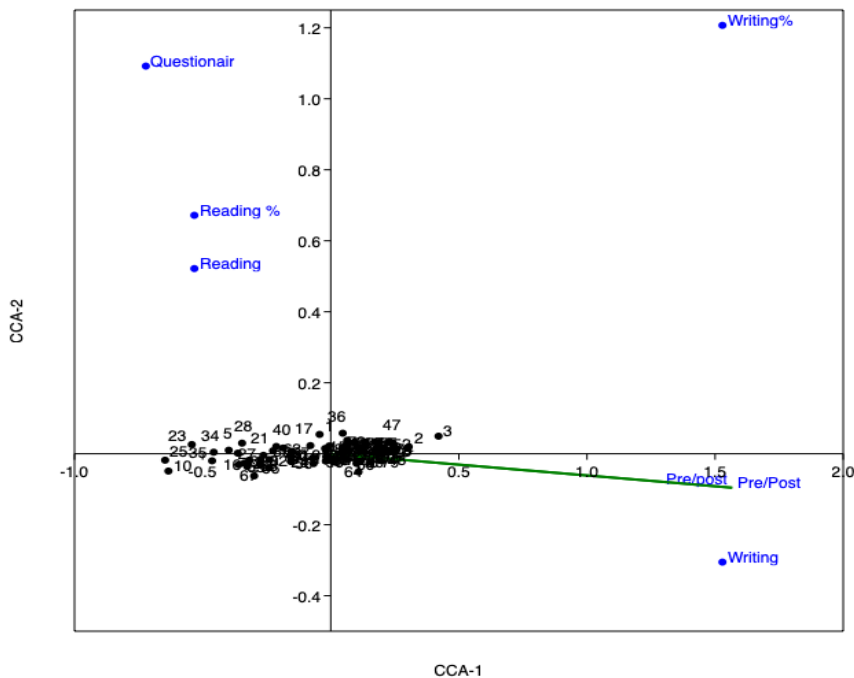


Figure 6 Correlation matrix presenting the interrelationship between study variables including pre/post with related to e-writing skills. The lower triangle represents r correlation coefficient, upper right triangle.

Table 4 Correlation matrix presenting the interrelationship between study variables including pre/post and with writing skills. The lower triangle represents r correlation coefficient, upper right triangle.

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| Variables | Pre/Post | Writing | Writing% |
|-----------|----------|-----------|-----------|
| Pre/Post | | <0.001*** | <0.001*** |
| Writing | 0.548 | | <0.001*** |
| Writing% | 0.548 | 1.000 | |

Conclusion

Based on the results of the present study, the following conclusions were reached:

- It is stated that the suggested designed programme using digital learning applications improved students' performance in English language e-writing skills.
- The study revealed that using digital learning applications into sets of collaborative activities as writing, reviewing, and editing was successful and helped learners improve their English language E-writing skills.
- The study revealed that implementing digital learning applications and tools in the EFL classrooms provided support for the collaborative production of the shared knowledge, documents, and materials by means of group interaction through online peer reviewing and editing of given texts.
- It is stated that the study showed the importance of English language E-writing skills that students of the preparatory year programme at the College of Tourism and Hospitality should acquire by adopting digital learning applications, websites, and tools within face to face and collaborative groups.
- Providing students with a student's manual helped them do the activities more accurately and foster their schemata in English language.
- Peer reviewing and group feedback via applications such as Padlet improved the quality of the final writing tasks.

Recommendations

Recommendations for Teachers a.

- It is recommended for English language teachers to implement digital learning applications, tools, and platforms in their EFL classes.
- Teachers should be trained on using technology and the related tools while teaching for the benefit of their students.
- Teachers should always encourage the students to use technology and applications that help them foster their English language skills.
- Teachers are recommended to form groups on Smartphones using the WhatsApp application to send instructions to students since the majority attend classes with their devices.

Recommendations for Students b.

- Students should be given the opportunity to collaborate either face to face or online to do the tasks and give and receive feedback.
- Students should be encouraged to use devices such as smartphones and the available applications to practice and improve their English language different skills.

Recommendations for Curriculum Designers c.

- Implementing technology in general and specifically digital learning applications should be added to the objectives of the different courses students take.
- Course books activities should be redesigned to achieve the new objectives related to the designed digital learning programmes.
- Technical support resources should be provided to guarantee the quality of the implemented applications.
- Syllabus designers should pay attention to the effect of using technology and digital learning applications to raise students' motivation and refresh their schemata.

d. Recommendations for Further Research

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Due to the limitations of the study there are some recommendations for further research. These recommendations include:

1. Since the sample size was limited to students of Tourism and Hospitality in the Common First Year Programme, the findings may not be applied to similar Preparatory Year Programmes. As a result, future research might be conducted with similar programmes to compare the results.
2. Further research is needed to improve students' English language E-writing skills using the digital learning applications.
3. Further research is needed to investigate the effect of using e-feedback on improving students' skills in summing up the created texts.
4. Further research is needed to develop students' autonomous learning in English language writing classes.
5. Further research is recommended in other colleges to find out more about the impact of implementing digital learning applications in teaching English language other skills.

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