



Ministry of Higher Education and Scientific Research
University of Batna 2
Faculty of Letters and Foreign Languages
Department of English



**The Use of Computer Softwares to Enhance EFL Students'
Writing Skill**

Thesis Submitted to the Department of English in fulfillment of the Requirements for the Degree of
Doctorate in English Language and Literature

Presented by:

Mrs. Samia CHERFAOUI

Supervised by :

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Dedication

To my family, my husband, and the soul of my beloved brother I dedicate this work.

Acknowledgments

My sincere gratitude would go first and foremost to my supervisor, Pr. Nadir Kaouli, who has been so serious about the work right since the beginning of the journey of bringing this work into life. I highly appreciate his constant support and guidance all along the days of writing the content of this thesis. Without his help, this work would have never been accomplished and/or impossible to realize.m

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Last but not least, many thanks also go to all the teachers who have taught me in the past and all the way along up to this day.

Abstract

This study seeks to investigate the effectiveness of using computer softwares typically the use of paragraph punch software. It also seeks to explore teachers' and students' attitudes towards the use of computer softwares and their effectiveness in teaching writing skill to EFL students at Ammar Thelidji University of Laghouat. The main aspects of writing that this study focused on are all related to the paragraph writing particularly writing the topic sentence, supporting sentences, concluding sentences, spelling, organization, and mechanics in general. The study was conducted with first year LMD students, a number of 68 students, at the department of English, Laghouat University, during the academic year 2017-2018. A descriptive and quasi-experimental study including a pre and post- test design, was carried out with the students during the 2nd semester, April, 2018 in three main phases; the pre-teaching phase, the teaching phase, and the post teaching phase. In the pre- teaching phase, two questionnaires were administered to both teachers and students in order to find out their attitude about the use of computers in general and its use for teaching writing skill in particular. The analysis of data gathered revealed that both teachers and students had positive attitudes towards the use of computers. In the second phase, a number of 68 students were randomly chosen to take part in the study. They, first, had a pre- test in order to evaluate their level of writing at the paragraph level. The students, then, in both groups, the experimental (34) and the control (34) were assigned some writing activities in two different ways, traditional way for the control and using the paragraph punch software for the experimental group. Later on, the students had a post-test to evaluate their writing performance. After the analysis of data and the descriptive statistics, the results obtained revealed that there were significant differences in the post-test mean score between the experimental and the control group with regard to the aspects considered in this study. Last but not least, and in the last phase of the study, the findings gathered from the post questionnaire with the experimental group revealed that the students of this group showed great interest in using the paragraph punch software for the writing skill.

List of Acronyms

AI : Artificial Intelligence

CAI : Computer-Assisted Instruction

CAL : Computer-Assisted Language

CALI : Computer-Assisted Language Instruction

CALL : Computer-Assisted Language Learning

CAW: Computer-Assisted Writing

CMC : Computer-Mediated Communication

CELL : Computer-Enhanced Language Learning

CBL : Computer-Based Language Learning

EFL : English as a Foreign Language

ESL : English as a Second Language

FL : Foreign Language

FLL : Foreign Language Learning

ICALL : Intelligent Computer-Assisted Language Learning

L1 : Language One (Native Language)

L2 : Second Language

LAN : Local Area Network

NSs : Native Speakers

NNS : Non-nativeSpeakers

TEFL : Teaching English as a Foreign Language

TESL: Teaching English as a Foreign Language

WAN : Wide Area Network

WP :Word Processing

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General Introduction

General Introduction

1. Background of the Study

Over the last few decades, Computer-Assisted Language Learning (CALL) has increasingly become an important part of the language learning process. Although the potential of computers for educational purposes has not been fully explored yet, and despite the fact that schools and universities still make a limited use of them, it is obvious that we have entered a new information age, in which the links between technology and Teaching English as a Foreign Language (TEFL) have already been established.

As a matter-of-fact, numerous articles have been written about the role of technology in education in the 21st century; the time wherein the use of computers by Foreign Language students (FL) has become vital in learning English as a Foreign Language (EFL). Thus, researchers and practitioners, after having realized the important role of computers in teaching English as a Foreign Language (FL), looked forward for effective ways to integrate them into various types of English Language courses. Hence, several computer-aided approaches, methods, and techniques have been presented and different computer-based programs have also been used for teaching different language skills including the skill of writing.

To be successful as an efficient writer has always been the very ultimate goal of both native and nonnative students as well as their teachers. To be able to clearly convey an idea in a written text shows that the student has a good mastery of the language, be it native or foreign. Writing with clarity is a great sign of the learner's success. Accordingly, experts in the field have given due attention and importance to writing skill above the rest skills. Leki, for instance, (as cited in B. Kroll, 2003, p. 315), pointed out that "Writing researchers and practitioners in English as a FL have long assumed that writing does or should play a central role in tertiary education, and indeed in the lives of educated citizens in a democracy".

Furthermore, Hyland, (1996), claimed that "... command of good writing skills is increasingly seen as vital to equip learners for success in the twenty-first century" (p. xiii). In this sense, students' overall success is in the first place highly determined by their ability to write effectively in the FL that they are being exposed to.

However, teachers still find it a very difficult task when it comes to trying to make out of their students good writers especially when learners are asked to write in a FL. Indeed, Hyland, (2003), stated that “Learning how to write in a second language is one of the most challenging aspects of second language learning”. Thus, and due to the complexity of the writing process, students very often struggle in order to come up with a good piece of writing. For that reason, Raimes, (1991), pointed out that “the teaching of writing must be undertaken with recognition of the complexity of composing, student diversity, learners’ processes, politics of pedagogy, and the value of practice”. Nunan, (1989), meanwhile, strengthened this point when he said that “It is easier to learn to speak than to write no matter if it is a first or second language” (p. 12). Writing, thus, is and cannot be a skill that students can learn and master over night, it; however, takes a good period of time, hard work, and practice in order for students to become effective writers.

Accordingly, writing as a skill that teachers believe all students need to master has been at the core of FL educational research. There have been a good number of researches done for the sake of helping teachers encourage their students become successful writers. Hence, different studies have been conducted trying to find new ways that might help students improve their writing skill. In this perspective; Hyland (2003), in the preface of one of his books stated that “Writing is among the most important skills that Second Language (SL) students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher” (p. xv). Elsewhere, he added that “Its complex, multifaceted nature seems constantly to evade adequate description and explanation, and many forms of enquiry have been summoned to help clarify both how writing works and how it should best be taught” (2002, p.1). In other words, writing is better to be thought of as the leading characteristic which indicates that FL learners have grasped the system of how the FL works.

Nowadays, the use of technology in education is becoming inevitable. Different technologies have already been integrated into the classroom. Computers, for instance, are a necessity. Over the last few decades, and due to the great developments in technology, (CALL) has gained prominence in the educational field and has become an important part of the language learning process. Teachers, thus, can use computers, for instance, as a supplement tool in order to teach and enhance their students’ language skills. When it comes to teaching the writing skill, computers could be very helpful. Accordingly, several

computer-assisted writing (CAW) programs and software such as blogs, emails, and word processors, have been presented and widely used to teach the writing skill. Different computer software are beneficial to teaching the skill of writing as they give learners the opportunity to learn how to write in multiple ways and, thus, can speed up their writing process. Consequently, the present study major goal is to give some insights on how beneficial the use of computers in language learning classrooms could be in general and computer software in particular in improving EFL students' writing skill at the Department of English at Laghouat University. This study seeks also to come up with future suggestions for future researches in the area of teaching writing through the use of computers so that teachers will be able to use it.

Accordingly, the present study is an attempt to explore the effects of the use of paragraph punch software on EFL learners' developmental performance in writing, and at the same time, investigate their attitudes towards computer-aided facilities. It was conducted at the Department of English Language and Literature, Ammar Thelidji University during the academic year of 2017-2018 with 1st year LMD students.

2. Statement of the Problem

In the last few decades, and in order to cope with the technological changes occurring in educational settings, European universities have sought to integrate computers into the teaching of foreign languages so that learners can learn in a more enjoyable and motivating environment. Computers can, thus, serve a great deal on bettering the way teachers present the different language skills in a more efficient way especially due to the fact that most students, nowadays use computers and/or many other technological devices like smart phones, ...etc, on a regular basis.

However, and despite the fact that computers have already been integrated into the classroom, they are not used most of the time. Nearly most of the teachers seem to be apprehensive to try and use them in their teaching classes. Computers are integrated into the FL classrooms, yet, still not used though there are several studies conducted in the area of FL teaching through which computers can be used to enhance language teaching and EFL student performance. Students, when asked about the kind of activities they are doing in the laboratories, where each student is sitting in front of a computer, replied "we never used them, we are not using them". In fact, this proves that, still, there is a gap that needs to be

filled. This study seeks to investigate through a quasi-experimental research any possible use of computers that would help in the teaching/learning of a FL in general, and the teaching/learning of writing skill in particular. As a matter of fact, previous research done in the area of teaching writing skill, has proved that writing has always been considered as the most difficult skill. Accordingly, this study tries to find out whether the use of some computer software may enhance students' writing skill.

3. Aims of the Study

The present aims at investigating whether the use of some specifically designed computer software would be helpful in improving students' writing performance in English. Thus, this study seeks to raise both FL teachers as well as their learners' awareness of the role of computers and technology at large when effectively used in the classroom. It also aims at finding out the possible uses of computers in the development of the student's writing skill and highlights the ease it would provide teachers with in the process of teaching writing.

4. Research Questions

The main questions raised in this study are:

- What are the students' and teachers' attitudes towards the use of paragraph punch software for teaching writing skill?
- In what way could the implementation of computer software be helpful in the FL classroom?
- What features of writing would the use of specifically designed computer software programmers enhance the students' writing performance?

5. Hypotheses

Three main hypotheses are put as follows:

- The use of computers software does not help EFL students to improve their writing skill.
- The use of computers software improves the students' writing performance.
- The use of paragraph Punch software raises the students' awareness of the writing conventions.

6. Research Design and Methodology

To know the best research methodology of a study is of high importance in any conducted research, and since the objectives of this study are to discover both teachers' and students' attitudes towards the integration of computers into FL classrooms and the

effectiveness of the use of some specifically designed computer software in enhancing EFL students' writing skill, we opted for conducting a descriptive and a quasi-experimental study at the same time. Accordingly, the descriptive method was carried out as a first stage of the study. A questionnaire, after it had been piloted out with a number of 5 teachers and 17 students, had been administered to a randomly chosen sample of teachers consisting of 12 teachers out of the whole population of 29, and a randomly chosen sample of 68 first year LMD student enrolled in the academic year of 2017-2018 out of the population of 135) from the department of English at Laghouat University in order to find out about their perceptions with regard to the integration of computers into language classrooms. This stage was not to be neglected for it helped shape the way for how the second stage of implementing paragraph punch software as an enhancing tool for students' writing skill could be carried out.

The second phase of the study was carried out in the form of a quasi-experimental design for it best suits the second objective of this study which was examine to what extent the implementation of computer softwares could be effective in improving first year LMDEFL students' writing skill. For that reason, two groups randomly chosen participated in the study. The control group consisted of 34 students and the same number of students for the experimental one (34 students). Therefore, the design of this quasi-experimental study went through three significant steps: the pre-test, the treatment, and the post-test. In this sense, both groups had regular writing classes and had to take a pre-test in order to evaluate their writing performance. The experimental group, then, was introduced to the new computer software, paragraph punch with clear instruction and guidance, while the control group still had the same traditional writing classes.

Later on, both groups were assigned to take a post-test in order to be assessed in terms of writing paragraphs. Finally, a post-questionnaire was administered to students of the experimental group.

7. Significance of the Study

This study is significant because it could provide both teachers and students with necessary information about the role of computers in teaching English as a FL in general and teaching writing skill in particular. Furthermore, and since there are many issues of concern to students, parents, educators, and society at large about whether computers can

really enhance students' learning process, this study seeks to highlight some beneficial uses of computers in teaching and/or learning a FL. Though it is apparent that almost all students have the access to or are using computers, educationalists still seem to question their effects on the development of students' cognitive abilities. Accordingly, this study would also try and find answers to the most important questions that have been asked. Hence, this study would be of a great help to teachers as it tries to throw some light on how computers, computer software, could be used in the teaching of a FL, notably, teaching of writing skill.

In this respect, several studies suggested that learners generally have a positive attitude towards using technology for learning language skills like writing because technology has positive impact on learning/teaching process. In addition, many researchers stressed that CALL improves the skill of writing, Warschauer (1996, pp. 16-18) and facilitates communication and interaction between learners, Cooper and Selfe (1990). Greenfield (2003), for instance, reported that students enjoyed the CALL class and made significant progress in writing.

Cobine (1997), for example, found that the computer had a good effect on the improvement of the skill of writing in the sense that learners could conceivably experiment with phrase and linguistic functions. Computer tutorials offered them grammatical choice and then provided immediate feedback on structures, like sentence structure, subject-verb agreement, and the use of countable and uncountable nouns. Similarly, this study is based on using a software instrument which is equipped with facilities for providing users with feedback about various linguistic errors.

Furthermore, Gousseva (1998), conducted a study about a computer-aided writing class. Students were divided into small groups who interacted via computer. The aim of the study was to investigate the students' attitudes towards computer-mediated language learning. Gousseva (1998) found that students' attitudes towards CALL was usually positive because they could see different viewpoints and improve the skill of writing. She also said that students felt more comfortable in the CALL environment. She concluded that students of the writing section focused on the role of computer-based facilities that were used in the writing class, as a means to increase interaction and share ideas with each other; while the students stressed the importance of computer-based facilities, that were used in the writing class as additional tools to practice English.

Meanwhile, Adair-Hauck, Willingham-McLain, and Youngs (1999) studied the effects of using technology enhanced language learning (TELL) on the performance of college-level students in writing. The sample of the study consisted of two groups, the experimental group and the control group. Both were taught by the same instructor, textbook, and ancillary materials, but the experimental group performed better than the other group did in the skill of writing. The findings of the study also showed that it was feasible and in fact desirable to integrate computer-based instruction into learning and teaching language.

Yet, Stevens (1999) recommended the use of the computer for learning/teaching the skill of writing. He believed that the word processor had a positive effect on the development of students' achievement in writing. He designed several word processor-based exercises and activities, and he suggested the some points to be followed as, for example, finding the missing word and writing it, the use of search and replace letters in a certain text, double clicking a word , cutting it , and asking a student to past it in the correct place, editing by which the teacher presents a text with errors, and students work individually or cooperatively (in group or pairs) to revise it, and sentence completion in which the teacher gives students a number of open-ended sentences or close exercise to complete.

Moreover, Cumingham (1990) conducted a study about the usefulness of word processor for learners . Analysis of the data showed that students found the computer-based writing class to be challenging and comfortable. The students believed that word processing helped them to improve their performance in writing. They also reported that using the word processor benefited them in concentrating their attention on certain aspects of their writing such as grammar, word choice and organization. The result that were reported by Cumingham indicated that the word processor was positive and contributed to improve writing abilities by increasing willingness to write and revise and sharing ideas with others.

Having reported related literature about the use of word processor for teaching and learning writing, Hulstijn (2000) noted that there is a dearth of CALL investigation studies. Similarly, Adair-Hauck, Willingham-McLain, and Youngs (1990) pointed out that there is a lack of research oriented CALL articles. Few studies are also based on applied work; others are theoretically oriented and glorify the use of technology for teaching EFL skills, such as the skill of writing . This study, however, is a further verification to test the effectiveness of using paragraph punch software on EFL students' writing performance. Furthermore, it investigates the students' opinions of computer-aided writing, the word processor.

8. Organization of the Thesis

This study contains five (5) chapters. Chapter one (1) provides a general grounding about the topic under investigation. It gives a general view about writing, its importance, and the difference between writing and the rest of the skills. Chapter two (2), highlights the challenges faced by teachers in using computers, learners' motivations, autonomy, and technology use in the classroom. The role of computers, teachers' and students' new roles in the classroom are also presented in this chapter. This chapter also sheds some light on computer software that have been found and used in teaching language skill typically the writing skill. Chapter three (3) explains how data was gathered, i.e., the method used, piloting and description of the questionnaire to both teachers and students. It also accounts for the stage of the pre-experiment data collection and analysis as it provides both teachers' and students attitudes towards the use of computers. Further explanations on the importance of conducting a quasi-experimental research, the population, and sample are also highlighted in this chapter. Meanwhile, chapter four (4) presents the results from data analysis as well as the data collection procedure. Chapter five (5) discusses the findings obtained about the topic under investigation. Finally, Space is devoted to the general conclusion, some implications and recommendations for future researches are also highlighted by the end of this work.

Chapter One: General Background about the Writing Skill

Introduction

Writing is usually considered as one of the most difficult skills especially when it comes into writing in a second or foreign language. Students, most of the times, complained that it is one of the hardest tasks that they could be assign to them. Meanwhile, writing teachers throughout the history of teaching writing have tried their best to make of their students good effective writers both in L1 and L2 writing. Thus, this chapter is devoted mainly to considering and reconsidering some notions about writing; the different definitions which have been given to writing is the first point to be discussed in this chapter, the different reasons of why people need to write in the first place, how very significant the skill of writing is and has become in the academic as well as business and the workplace world, and what differentiates the written word from the spoken word. In addition to that, L1 and L2 differences and similarities are also investigated in this chapter, and finally, concluding with the most common approaches that writing teachers often adopt in their writing classes. This chapter, hence, seeks to shed some light on different aspects that has to do with writing and, thus, provides a better understanding about it.

1.1 What is Writing ?

The fact of holding a pen and writing down about any topic that might be heard of, read about, and/or might cross an individual's mind seems to be considered as something very easy by many people. Gere (1988), for Instance, stated that "writing is a cheap activity; all we need to start is only a pen and a piece of paper" (p. 9). This idea is also strengthened by Kari in the journal of Teaching Writing at the Elementary Level when she pointed out that "to an elementary learner, writing is defined as " making marks on paper". (v 10, no 1- 2).

Writing as a skill is also defined by Tarigan (1994) as "an activity of producing or drawing graphic symbols which represent a language that is understood by people so that other people can read the graphic symbols presented". What Tarigan meant by this definition is that people will be able to understand the graphic symbols presented to them only if they can understand the language and the graphics themselves. This point is further supported by Ramelan (1992) who stated that "writing is representation or symbol of language" (p. 14). In this respect,

writing is regarded as one of the most important means through which people can communicate with each other.

Therefore, it ought to be mentioned here that writing is necessary in our every day life communication for it is through and by writing that individuals are able to pass on their feelings, ideas, and experiences. Through writing they can tell in order to agree or disagree, prove or disprove, persuade and convince.

However, writing is more complicated than just that. Writing is not simply a matter of writing things down and far more complex than simply a recording of the things which have been heard, or read about. Accordingly, Eudora Welty, (as cited in Gere, 1988), claimed that “Writing ... is one way discovering sequence in experience, of stumbling upon cause and effect in the happenings of a writer’s own life.”

In addition to that, the process of writing is what enables the individual’s brain and thinking process to be more active especially when they come to the state of expressing their feelings and/or ideas. As this is reported by Dunn (2002, p. 4) “writing could be a stimulus for keeping people’s brain active since writing grants people to “articulate” brain, express ideas, desires, and also dread”. Being an active process as well as an activity which requires more of hard work from the part of the writer, Troyka and Hesse (2005) go on to claim that “The physical act of writing triggers brain processes that lead you to make new connection among ideas” (p.2).

In this respect, writing demands mental functioning and efforts. To come up with a good piece of writing, the student as a writer should put all his/her logical thinking and reasoning into practice which is not an easy task to do. For this reason, Nunan (2003) states that “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader” (p.88).

The idea of the complexity of writing is more supported by Bell and Burnaby (1984, cited in Nunan, 1989) who argue that “writing is an extremely complex activity that requires the simultaneous work of the cognitive skills in order to produce a piece of writing” (p. 36). Furthermore, Jim A. P (2010) made this point even more stronger by claiming that "writing

skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns, but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter”(p. 2). Thus, students need to have a good mastery not only of the graphic form and the grammar of the language, but need also to know how to structure, choose the right vocabulary throughout the developmental process of generating more ideas in order to produce a more organized and coherent piece of writing.

More other definitions are given to writing. Writing plays an integral role in determining the culture of a specific society that uses a specific language. Accordingly, Sperling (1996 cited in Weigle, 2005), stated that” writing, like language in general, is a meaning making activity that is socially and culturally shaped and individually and socially purposeful” (p. 55). Hamp-Lyons and Kroll (1997, cited in Weigle, 2002) strengthened this idea when they pointed out that “writing in an “act” through “context” which finishes a specific purpose, and that is suitably formed for its audience purposely”. Writing, thus, serves as a means of informing about the culture of a given society through the writings of its individuals to a much bigger audience of other cultures.

Last but not least, one feels as though ought to say that writing gives students the opportunity to express their feelings and ideas more freely and also to convey their messages to a wider audience in meaningful form of communication which is writing. It can also be concluded that writing is one of the complex skills which requires of the student a better understanding of how the system of the language operates, its graphic symbols, its grammar, as well as an awareness of the difficult process of composing to produce a good piece of writing. Yet, students and people in general write to accomplish different aims in life, therefore, at this point it is very important to know about some of the reason that often give them a strong reason to write.

1.2 Why Teaching Writing

It cannot be denied that writing is almost everywhere in our everyday life especially with these new technological advances the world is increasingly witnessing in the recent few decades. Sending a short message via mobile or through the net; e-mail, facebook ...etc, has

become a daily, if not a very necessary, activity for many individuals. However, this kind of writing is different from the sort of writing that students are required to do in schools or colleges for the former can be informal while the later is more formal. Hence, and because of the difficulty of the process of writing people most of the times prefer to listen or speak rather than to write as it is argued by Mc Donough and Shaw (1993, p.15). It seems that individuals only write out of necessity and for different reasons. Accordingly, Terry Tempset Williams (2001, as cited in Carolyn Forché and Philip Gerard, 2001, p. 06) wrote an essay in which she mentions her reasons of why she usually writes. She said:

... I write to make peace with the things I cannot control. I write to create fabric in a world that often appears black and white. I write to discover. I write to uncover. I write to meet my ghosts. I write to begin a dialogue. I write to imagine things differently and in imagining things differently perhaps the world will change. I write to honor beauty. I write to correspond with my friends. I write as a daily act of improvisation. I write because it creates my composure. I write against power and for democracy. I write myself out of my nightmares and into my dreams. I write in a solitude born out of community. I write to the questions that shatter my sleep. I write to the answers that keep me complacent. I write to remember. I write to forget. I write to the music that opens my heart. I write to quell the pain. I write to migrating birds with the hubris of language. I write as a form of translation. I write with the patience of melancholy in winter. I write because it allows me to confront that which I do not know. I write as an act of faith . I write because I believe in words... (p.06).

Thus, through the words of T. Tepest Williams, it becomes even much clearer that the activity of writing is a very powerful tool not only in learning, but in life in general. Writing, therefore, can be done for different reasons with different purposes in the writer's mind. Harmer (2007, p. 3) made the point much stronger when he stated that "And then it became clear that education was desirable for the whole population, not just for the efficient running of society, but also for the fulfilment and advancement of individuals. Thus we no longer have to ask ourselves whether writing is a good thing or not. We take it as a fundamental right".

In this respect, writing is one of the skills which can stimulate students' interest despite its challenging nature mainly when it comes into writing in a foreign language. Raimes (1983) pointed out that there are basically two important reasons of teaching writing skill.

She first highlighted the need of writing especially when students are confronted with the task of communicating in another new culture. Raimes then stressed the point of learning to write for this can be considered as a good sign of good learning. Accordingly, Raimes (1983) stated that:

Writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. (p.3)

Hence, one cannot agree more with Raimes' statement made above. Writing, thus, can help students in developing their vocabulary and to raise their awareness towards the grammatical structure of the language be it first, second or foreign. Besides to that, it can also give them more courage to not be afraid of taking risks in the target language as they try to play with words in order to express their ideas and feelings. More importantly, the process of writing grants students the opportunity of being part of the language, a sense of being involved they can feel as they write through the use of their brains, hands, and eyes. All these put together are leading characteristics of the happening of a process which is learning.

Moreover, Jane B. Hughley (1983) stated that "one of the most critical responsibilities as writing teachers is to communicate to our students this broader view of the functions and benefits of writing". She, thus, considered writing as a lifetime skill which can serve four critical, enduring purposes for the learner. First, Hughley views writing as an essential form of communication; through writing individuals are more likely to feel capable of expressing their feelings, dreams, hopes ...etc. When they write letters to family members, individuals can recount their stories as they can write letters to thank a person or complain about something. Yet, when students come to write they try to transmit their points of view about how successful or unsuccessful they have been in understanding new concepts or theories during their programme of study.

Second, writing helps in developing critical thinking and problem solving; in other words, writing enables students to explore their deepest thoughts and feelings and to fill the

gaps of their understanding to see whether gathering additional information is required or not and if they need to rethink a question. Hence, writing is one of the ways through which individuals can define themselves and their problems in order to clarify their ideas to understand and solve a problem at the same time. Third, writing is a means of self-actualization; through writing, students can learn about themselves, about who they are, what their potentials are, and what they believe. They can also discover something deep inside themselves in order to reach their goals and to become more aware of themselves. Fourth, writing helps in controlling personal environment; while most students believe that being able to communicate in a second or foreign language requires of them to be able to speak it. Yet, this case is not always true. It is writing which serves them beyond the moment once a face-to-face meeting has come to an end. Writing, thus, allows students to control the personal environment wherein the language being used is not the first language.

It can be concluded here that it is very important, if not a must, for students to develop their writing skill notably in English, because teachers can make sure that students are learning only if they can or have already developed the skill of writing. For this reason, Chris Tribble (2007, as cited in Harmer, 2007, p. 3) said that “to be deprived of the opportunity to learn to write ... to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associated with power and prestige”. Having developed the skill of writing as well as their vocabulary and grammatical structures, students will be more able to write with less frustration and with more sense of encouragement. Yet, mastering the required skill for the sake of becoming effective writers is not only the responsibility of the students. Having good language communicators in the written form is a result of the teaching process itself. Teachers, thus, play a central role in doing just so. Knowing the importance of the skill of writing in the world nowadays is the other vital issue individuals should be aware of which is the following point to shed some light on.

1.3 The Significance of Writing

Since the dawn of education, instructors, researchers as well as educators have given too much importance to the skill of writing. Writing was, still is, considered as something which lies at the heart of human education. If someone mastered the art or had the ability to write, he or she is likely to be regarded as a well educated person and, thus, his or her future learning is

secured. C. Peter Magrath (2004), a chair of the National Commission, once stated that “Good writing leads to clearer thinking and successful communication”. However, the way through which writing is being taught, the use of different tools to teach writing and chances for students to be able to produce coherent and meaningful texts have really become hard to find. In other words, writing is offered just the back seat with less importance and concern being given to it. While Kroll (2003) considers writing as the most important part of the educational system, Leki (2003) very properly states that “writing plays a major gate keeping role in professional advancement” (p.324).

Indeed, it does not go without saying that writing as a skill is not only important in educational setting, but also for a nations’ advancement in commerce, economics, business and political affairs in general especially when it comes into writing in English. Any country’s business can flourish and prosper even much better than ever before if its individuals are able to communicate through the power of the written word.

Hence, being able to communicate in a foreign language, as it is mentioned above, can help the entire nation to go beyond its usual horizons and be open to new cultures of different peoples. Putting these two together, knowing how to use a foreign language coupled with having the ability to write well, more advantages will be reached for sure and for the benefits of all. For this reason, Leki (2003) goes on to state that “in a democracy, writing is a powerful tool for justice” (p. 318). In this sense, writing gives the chance to those people who feel as though they are voiceless and want in a way or another to make of their feelings, ideas, and opinions, a voice which can be heard, sensed and conveyed in a message which is written properly.

The number of books, articles and reports which have been written about both first and foreign/second language writing is also a leading characteristic about how very important is the skill of writing is. Several journals, such as the Journal of Second Language Writing, have been founded for the sake of publishing the results and discussions of some researches in the area of second and foreign language learning and writing in specific with university students.

Writing as a skill is very important for it helps learners throughout the development of their learning process into many ways. It helps them in gaining a better understanding in all

the disciplines. Hence, the input given to the students can only be assessed through writing in the form of written tests or examinations. Moreover, writing is also used as a powerful tool in the teaching of the different modules to help students reflect on what they read, listened to, and more importantly, to record and work out their own thinking and thought process on paper. Writing enables attention to be paid to detail as it also slows down the thinking process so that the individual can think in a step by step manner. Furthermore, writing plays a very integral role in clarifying what the student understands, which, as a result, also allows him/her to learn the subject content more clearly and more thoroughly. (Monica Sevilla).

Also, writing is as one of the most important forms of communication. An individual's thoughts, experiences, and/or feelings can all be communicated via the written form especially for those who are unable to speak. In addition to that, the employment or promotion of an employee in the business world is determined, and to such an extent, by writing as it is sited in (Mary Ellen Guffey & Dana Loewy, 2010, p. 4), "Businesses are crying out- They need to have people who write better" said Gaston Caperton, executive and College Board president. Accordingly, the ability to write open doors to professional employment, people who cannot write and communicate clearly will not be hired (M. E. Guffey & D. Loewy, 2010, p. 4). For this reasons, students must acquire and master this skill to make sure that the opportunity and availability of finding a job in the future is guaranteed. Former Senator, Bob Kerry, from American National Commission on Writing said:

From poetry to letters to stories to laws, we must learn to write in order to participate in the range of experiences available to us as human beings. Our spiritual lives, our economic success, and our social networks are all directly affected by our willingness to do the work necessary to acquire the skill of writing. In a very real way neither our democracy nor our personal freedoms will survive unless we as citizens take the time and make effort needed to learn how to write. (Kerry qtd. in "Every Child a Reader and Writer (p.3)

Thus, in almost every aspect of every day life, writing is increasingly becoming even more necessary and essential skill than ever before. Thus, it must not be neglected and ought to be taught carefully and without any sense of ignorance from the part of both native as well as foreign language teachers. Accordingly, "Being able to write is a vital skill for "speakers" of a foreign language as much as for everyone using their own first language. Training students to write demands the care and attention of language teachers" (Harmer, 2004, p. 3-4). The

notion of speaker is raised here which is quite different from the notion of writing. Therefore, differences between the skill of writing and speaking should be distinguished in the next point.

1.4 Writing and Speaking Main Differences

While the matter of the difference between writing and speaking is most of the times taken for granted, the point is not that simple. There has been a great deal of talk in the literature about the difference between these two different somehow similar skills and the issue has always been at the core of those hot discussions. Accordingly, Romy Clark and Roz Ivanic (1997) argued that:

“One most difference between speaking and writing is that most people acquire the ability to speak in their first language without making any conscious effort, whereas writing has to be learned. This has the effect for most people of making writing a more self-conscious activity, and carries with it the association of ‘school’ which for many people is not always a happy or successful experience ” (p. 85).

What R. Clark and R. Ivanic meant by the argument made above is that while the individual can acquire the ability to speak his or her first language naturally through a spontaneous process linguists commonly refer to as Language Acquisition, to be able to write in ones’ native language is a more demanding process wherein the individual has to be first taught in an academic setting the graphic symbols of the language and second the convention of the writing skill. R. Clark and R. Ivanic went even further in their argument by exploring the cognitive process that distinguishes the writing skill from speaking by saying that “all language use involves some form of mental planning, and there is a continuum between slow, carefully planned production of language and fast, relatively spontaneous production of language” (p. 85). Writing, thus, is referred to as the slow and carefully planned production since when people are confronted with the task of writing, they give much more time to think and consider the what to write and the how to write compared to when they are in the mid of a conversation where speech is more free and spontaneous and where no comments are made about what is right or wrong in a person’s speech. The other very important difference with regard to the cognitive process of writing and speaking these two authors highlighted is that

writing can be done at a distance from the reader, whereas speaking is interactive, simultaneous, and/or face-to-face (p. 86).

Moreover, the relationship between writing and speaking is also discussed by Vivian Cook (2004) who tried to make this point as clear as possible by quoting one of the famous American poets T.S. Eliot when he said:

“an identical spoken and written language would be practically intolerable; if we spoke as we write, we would find no one to listen; and if we wrote as we speak, we should find no one to read. The spoken and written language must not be too near together, as they must not be too far apart” (cited in Cook, p.31).

The idea Cook wanted to convey through the words of T. S. Eliot is that despite the fact that there are differences between these two skills, yet they can also function as the two sides of the same coin for both are productive skills provided that they must not be too identical or too different.

David Crystal (1987), however, claimed that the difference between writing and speaking are very transparent that nobody would bother themselves with the question of what similarities or differences can be found between these two. Hence, and according to him, it is so obvious that “speech uses the transmitting medium of ‘phonic substance’, typically air-pressure movements produced by the vocal organs, whereas writing uses the transmitting medium of ‘graphic substance’, typically marks on a surface made by a hand using an implement. It is simply a physical thing. The study of sounds is one dimension; the study of symbols is another” (D. Crystal, 1987). Nevertheless, Crystal stressed the fact that we need to see the relationship between speech and writing as more than just something physical. Therefore, Crystal pointed out that there are differences between writing and speaking at the level of the language structure. For this reason, he stated that “the grammar and vocabulary of writing is by no means the same as that of speech, nor do the contrasts available in the writing system correspond to those available in the sound system”.

Furthermore, D. Nuna (1991, p. 83) raised a different point related to this issue. He stated that “when developing appropriate classroom activities and procedures for teaching written language, it is important to be aware of the differences between spoken and written

language”. Hence, teachers of writing need to be aware of these differences as they should also raise their learners awareness towards that because, as he added, “It therefore follows that spoken and written language, which exist to fulfil different functions, will exhibit different characteristics”(p. 83).However, for Halliday (1985b, as cited in Nunan, 1991, p. 84) the skill of writing has come into existence only because early in the history of human beings and because of the lack of any other means through which people can communicate, especially when it comes to the recording of what people have sold or bought, which really is the reason that led to the emergence of a new form of language: writing. Yet, Nunan (1991,p. 86) highlighted another significant difference of what he called ‘decontextualised’. By this term he meant that there are times when people need to send each other messages because of the distance and time which keeps them apart. In such situations the writer must take into his or her consideration the reader’s knowledge about the topic because of the writer’s inability of being there to explain to the addresses in case things were not clear enough.

In addition to that, another difference in terms of manner of production is pointed out to by Gillian Brown and George Yule (1983, p. 4-5). They claimed that “from the point of view of production, it is clear that spoken and written language make somewhat different demands on language producers” (p. 4). Different demands in the sense that when individuals tend to speak they have the full range of voice quality effects available to them (facial expression, postural and gesture systems). Gillian Brown and George Yule went on to make even larger claims about the difference between writing and speaking. “Not only is the speaker controlling the production of communicative systems which are different from those controlled by the writer, he is also processing that production under circumstances which are considerably more demanding”, In other words, unlike the speaker who must monitor what he or she has just uttered and then decide whether it goes hand in hand with what he or she has meant in the first place, the writer does have the opportunity to go back, reread, check, reorder, and even change the ideas which he or she has already written. The writer can also take his or her time for the sake of choosing the right words (p. 5). Some essential differences in the nature of speakers and writers are highlighted by Harris, 1993, p. 4) according to the following table:

Speakers	Writers
1.Can refer to people, objects and so on inthe shared environment by pointing with gestures or by using pointing words	1.Do not share an immediate environment with their readers and have to make explicit references to people and objects
2.Can check whether they are being understood by looking at the listener’s expression, by asking or by being directly prompted	2.Have limited means of knowing once the text is finished whether the reader will understand the message – need to anticipate the potential misunderstandings andappropriate levels of shared knowledge
3.In conversation they are encouraged by ‘listener markers’ such as ‘mm’ and ‘yes’and - in live conversations – by gestures	3.Have to find ways of motivatingthemselves to continue creating a text
4.Can backtrack and fill in information that may have been omitted – precise sequence is not a prerequisite of effective communication	4.Have to have a plan in order to achieve both a sequence and a selection that will lead to effective communication

Table 1. 1. Differences between speakers and writers (adopted from Harris, 1993, p. 4).

This point was also discussed by Diane L. Schallert, Glenn M. Klelman and Ann D. Rubin (1977). Aristotle, (as cited in Diane L. Schallert, Glenn M. Klelman and Ann D. Rubin, 1977, p.1) pointed out that “writing and speech differ in both function and style”. In other words, in speaking individuals can repeat and use a wide range of the available means of prosody (intonation, stress, and rhythm). However, in writing individuals tend to be more precise. Moreover, the Russian psychologist Vygotsky (1962) described many of the differences between writing and speech. Accordingly, he considered differences in sentence structure, precision, and detail. He stated that "In writing ... we are obliged to use many more words, and to use them more exactly" (as cited in Diane L. Schallert, Glenn M. Klelman and Ann D. Rubin, 1977, p. 2). His description of the uses of the two modes of language is put in these words:

Writing is addressed to an absent or an imaginary person or to no one in particular -- a situation new and strange to the child....In conversation, every sentence is prompted by a motive. Desire or need lead to request, question to answer, bewilderment to explanation. The changing motives of the interlocutors determine at every moment the turn oral speech will take. It does not have to be consciously directed -- the dynamic situation takes care of that. The motives for writing are more abstract, more intellectualized, further removed from immediate needs. In written language, we are obliged to create the situation, to represent it to ourselves. This demands detachment for the actual situation (p. 99).

Differences in the physical natures of speech and writing is also reconsidered by Diane L. Schallert, Glenn M. Klelman and Ann D. Rubin, (1977). They claimed that there are some obvious physical differences between speech and writing. While speech provides auditory information, writing provides visual information, speech is generally temporary while writing is permanent (p. 3).

Besides to the differences mentioned above, speech and writing also differ in the types of things they are usually used to communicate as Olson (1977) strongly argued. He proposes that oral and written language differ even as to the representation of reality they facilitate. Oral language is said to be the language of common-sense knowledge, while written language is suited to representing scientific and philosophical knowledge. Furthermore, according to Olson, the primary purpose of speech is to maintain social relations between communicants. However, the primary purpose of written language is to communicate information (as cited in Diane L. Schallert, Glenn M. Klelman and Ann D. Rubin, 1977, p. 15). Thus, common differences between writing and speaking can be summarized in the following table:

Speaking	Writing
1. Characterized by hesitations, interrupts, self-corrections, re-starts, fillers → → Redundancies	1. Relatively concise
2. Characterized by stress, pitch, accent, Intonation	2. Characterized by spelling and punctuation Conventions
3. Relies on gesture and paralanguage	3. It has less modal modifications
4. Concrete, fragmented, (mainly / often) informal, context-dependent	4. Elaborate, complex, abstract, formal
5. Characterised by turn-taking	5. Characterised by monologue
6. There is a mutuality of exchanges	6. The relationship between the sentences operates at several levels, which gives a thematic unity to texts. This thematic unity is built up from logical progression and grammatical linkage
7. It is less organised or structured, syntactically simple, characterised by short or coordinated sentences	7. Organised and structured. There are more subordinations and passives used. Sentences are longer.
8. It has a lower degree of lexical density and a lower ratio of structure (function) words	8. It has a higher degree of lexical density and a higher ratio of structure (function) words

Table 1.2. Commonly perceived differences between speaking and writing (based on Harris, J. 1993 and Hyland, K. 2002, p.4).

Raines (1983, p. 4), meanwhile, asserted that speaking and writing are two different processes. Hence, it is not enough only to teach students to speak English. She added that

students do not naturally know how to write in English when they speak adequately because learning to write is not just an extension of learning to speak.

Ur (1996, p. 159) made a list of several generalisations of the differences between written and spoken discourse. Those are mainly related, to mention one of them, to the use of standard language. In the use of standard language, for instance, it is very acceptable for the speaker to not use the standard English, but when it comes to writing, the use of standard English is the norm because what is written will sometimes reach a larger audience who may not understand if a regional variety is used in writing.

Harmer (2004) took his own vision of how writing and speaking seem to look the same or different as he stated “ When considering how people write, we need to consider the similarities and differences between writing and speaking, both in terms of their forms and in the processes that writers and speakers go through to produce language” (p. 6). Thus, according to him, writing and speaking are two different skills based on the time and space in which they operate; “whereas spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space” (Harmer 2004, p. 7). With regard to the participants, Harmer went on to claim that “a lot of spoken communication takes places between people who can see each other” (p.7).

However, during writing, the person whom the writer is addressing, who might be known or unknown, cannot be seen. In terms of signs and symbols, he pointed out that “Both writing and speaking have their own signs, symbols, and devices to make communication more effective” (p. 10). Yet, another significant difference pointed out at by Harmer is that of the final product of both skills. Therefore, he argued that “If we consider a face-to-face conversation to be a ‘work in progress’, writing usually turns up as a finished product” (2004, p. 11). The language being used and how well it is organized also differs from a writing to a speaking situation. In this respect, Harmer claimed that “Two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness”(2004, p. 9).

To conclude one ought to say that no matter how different or similar writing and speaking may look like, they are both considered as two basic means of communication without which

the existence of human beings would be in vain, useless, if not impossible. It is only through these two that people can and are able to communicate, share, pass on a message, and more importantly, give sense to their life. However, differences do exist not only between writing and speaking skill, but in terms like L1 writer and L2 writer and this is the coming issue to be investigated.

1.5 First and Second Language Writing

The view that was hold about L2 writing which many thought that it is much similar to L1 writing has come into question and was the topic of many discussions and studies as was stated by Maria Pilar Aygustin Llach (2011, p. 44) “Learning to write in the L2 seems to involve the same composing processes as L1 writing. However, there are some differences between both situations”. Though researches made about L1 has a long history, L2 research is just a recent one of its kind.

Harklau, 2002, p. 334, as cited in Maria Perl Llach, 2011, p. 44) pointed out that “The first main obvious difference between L1 and L2 writers is that L2 writers already have at their disposal a fully, or in some cases only partially, developed linguistic system and L1 literacy abilities”(p. 4). In other words, unlike the case of child who is not yet able to write a word in his or her mother tongue which is considered as a disadvantage for him or her, L2 learners do already have a functioning system of their native language which can act as a facilitators and help them during the process of writing since writing takes place in the classroom setting.

Among the other differences between L1 and L2 writing are those summarized by Eli Hinkel, (p. 09-10) who stated that “The differences between L1 and L2 writing are so extensive that they can be identified in practically all aspects of written text and discourse (...) distinctions between them extend to:

- discourse and theoretical organization
- ideas and content of writing
- rhetorical modes (e.g., exposition, narration, and argumentation)
- reliance on external knowledge and information
- reference to sources of knowledge and information
- assumptions about the reader’s knowledge and expectations (e.g., references to assumed common knowledge and familiarity with certain classical works)

- the role of audience in discourse and text production, as well as the appraisal of the expected discourse and text complexity (i.e., reader vs. writer responsible text)
- discourse and text cohesion

Accordingly, through the pointed mentioned about it seems that L1 and L2 writing are two different skills which students are required to master. Raimes (1994, as cited in Maria Perl Liach, 2011, p. 10) reported that “although writing ability in an L1 is closely linked to fluency and conventions of expository discourse, L2 writing requires a developed L2 proficiency, as well as writing skills that pertain to the knowledge of discourse conventions and organizing the information flow”. In other words, to write in one’s L1 language all that is required of the students as a writer is fluency and writing according to the conventions of discourse of his or her native language, however, writing in an L2 requires of him or her to be more proficient and skillful enough in knowing how to write more organized compositions that respect the target language discourse.

In this respect, Silva (1993, p. 657), whose name is very accounted with the topic of the differences between L1 and L2, once pointed out that “it has been shown that both L1 and L2 writers employ a recursive composing process, involving planning, writing, and revising, to develop their ideas and find the appropriate rhetorical and linguistic means to express them”. Yet, and as a result of the great amount of studies which have been conducted in the last few decades about L2 writing contributed and to such an extent in showing the distinct nature of L2 writing as well as the most common differences between these two. Further more, Silva (1993) after having collect a total number of 72 of both L1 and L2 reports, tried to find out what the differences in the composing process and text features of these two writers are likely to be. His findings are summarized as follows:

The Written Text	Fluency	<ul style="list-style-type: none"> L2 texts were shorter and less fluent
	Accuracy	<ul style="list-style-type: none"> L2 writers made more grammar errors (with verbs, nouns, articles, etc).
	Quantity	<ul style="list-style-type: none"> The texts were less effective (lower holistic scores).
	Structure	<ul style="list-style-type: none"> L2 writers' texts were stylistically distinct and simpler in structure. They evidenced distinct patterns in the use of cohesive devices, especially conjunctive (more) and lexical (fewer) ties, and exhibited less lexical control, variety and sophisticated overall.
Composing Model in L2 (more difficult and less effective)	Planning	<ul style="list-style-type: none"> L2 writers did less planning. They devoted more attention to generating material, but this generation was more difficult and less successful (they spent more time and some of the ideas were not reflected on the text). The organization of the generated material was more difficult.
	Transcribing (producing the written text was more laborious, less fluent, and less productive).	<ul style="list-style-type: none"> L2 writers spent more time referring back to an outline or prompt and consulting a dictionary. Pauses were more frequent, longer and consumed more writing time. They wrote at a lower rate. They produced fewer words of written text.
	Reviewing	<ul style="list-style-type: none"> In general, L2 writing involved less reviewing. In this reviewing the focus was more on grammar and less in mechanics.

Table 1. 3. Differences between L1 and L2 writing processes and text features as adopted from Silva, (1993, p. 661-668).

Thus, with regard to the writing process, Silva(1993) came to the conclusion that there exist some similarities between L1 and L2 writing. Yet, L2 writers tend to do less in the way of advanced planning, devote less time to planning and they are less creative when it comes to generating ideas. Thus, the writing process in L2 is considered as more laborious, less fluent, and less efficient than in L1. Furthermore, the speed of writing in L2 is lower and texts tend to be shorter with less amount of revision done, less profound and less efficient (Eileen Fitzpatrick, 2007, p.86).

With regard to L2 text characteristics, Silva showed differences in fluency, accuracy, quality and coherence. In this sense, L2 texts are shown to be shorter, with more errors and less quality. Concerning the structure of the texts, L2 writers use different text structures and establish different logical relationships between different parts of the text due to their cultural backgrounds which can be viewed in the way L2 writers elaborate arguments, how they connect their sentences and paragraphs, as well as in the way they present their arguments and reach their own conclusions. Meanwhile L2 writers texts' are characterized by its less complex, less matures and simple structure which sometimes tend to be less appropriate stylistically (Eileen Fitzpatrick, 2007,p.87)

However, one ought to highlight the point here that Silva's integral aim after conducting a good number of studies was not only to stress the differences that could be found and ignore the similarities that could exist between L1 and L2 writings, but to clarify things and make writing teachers well aware of these two aspects so that, having this in mind, they could be well prepared to teach writing and in the appropriate way.

Yet, one should not forget about the similarities between L1 and L2 writing. Accordingly, Roca de Larios, Murphy & Martin (2002, as cited in Eileen Fitzpatrick, 2007, p. 87) after the analysis of 65 studies in relation to the cognitive processes of L2 writers found similarities in the strategies used by L2 writers and in the global approach through which those L2 writers approach the writing task, the setting of objectives, and the perception of writing as a complex task which can be broken down into a number of simpler tasks (p. 87).

In sum, despite the fact of the good number of studies which have been conducted in this area added to that the hard attempts of scholars to come up with new insights about the nature

and the difference between L1 and L2 writing, yet it should be highlighted here that because L1 composition research is several decades ahead of the L2 research much further research is needed in the future. Hence, a lot is to be done in order to provide L2 writing teachers with a much clearer picture about writing and, thus, overcome the claim that writing is one of the most complex skills compared to the other skills so that they could be able to teach it appropriately. This would be the next point that is to be discussed in this chapter which is mainly about the most common approaches to the teaching of writing.

1.6 Common Approaches Used to Teaching Writing

Different approaches to the teaching of writing has been presented in the literature, however, the process approach is the one which gained major importance and dominance over the other approaches in the last few decades. Teachers now turned their full attention to the process that the student is likely to go through while writing rather than to the final product being produced. Hence, adopting the process approach in writing classes is thought of as very crucial in improving students' writing skills simply because it has a great influence on the teaching of both first and second language writing instruction. It has also been among the very researched approaches with great discussions which all sought for the improvement of language learners' writing skills.

Over the past few decades, different approaches to writing have emerged. Each one of these approaches viewed writing from a different perspective and sought for clarifying and giving a better understanding of the skill of writing. Accordingly, Raimes (1983) pointed out that there are six approaches to ESL writing: 1) the controlled-to-free approach, 2) the free writing approach, 3) the pattern-paragraph-approach, 4) the grammar-syntax-organization approach, 5) the communicative approach, 6) and the process approach to the teaching of writing.

1.6.1 The Controlled-to-Free Approach

The controlled approach to writing reflected aspects of the audio-lingual method which dominated foreign language teaching during the period which lasted from the 1950's to 1960's. During this period of time, much importance was given to speech rather than to

writing. Writing was only regarded as one of the tools which can reinforce oral capacities (Silva, 1990, p. 12, Raimes, 1991, p. 408). Accordingly, Raimes, (1991), stated that “So in language instruction, writing took the form of sentence drills, fill- ins, substitutions, transformations, and completions. The content was supplied. The writing reinforced or tested the accurate application of grammatical rules” (p. 408). Thus, students focused on imitations and manipulations as a means of acquiring second language writing proficiency.

Moreover, Scott (1996, p. 145) pointed out that “this approach stresses the importance of grammar, syntax, and mechanics”. This approach is also generally taught sequentially. Teaching writing, in this sense, evolves sentence exercises and then moves on to paragraph manipulations. Scott went on to claim that “Most of the writing is strictly controlled by having students change words or clauses or combine sentences”. It is only when students achieve mastery of these kinds of exercises, typically at an advanced level of proficiency that they are permitted to engage in autonomous writing (p.145).

Hence, in this approach, writing is viewed as a controlled pattern process. Students can have a good mastery of the skill of writing only by following behaviorist perspectives. controlled approach, thus, considers writing as a language practice that utilizes language skills in an original way, in which learning is a habit-formation process (Kroll, 1990). Raimes (1983) claims that when copying paragraphs, students analyze the form of the model, to later on imitate them. This imitation reinforces grammatical structures, idioms and vocabulary. While these language features are reinforced, writing is developed aswell.

1.6.2 The Free Writing Approach

Unlike the previous approach which focuses on form, this approach instead focuses on content. In this approach, teachers give much more importance to quantity than to quality in writing and only rarely do correct their students’ wrings. Therefore, the focus of the instruction of writing is on content and audience. Students are, thus, encouraged to give full attention to fluency and content while they should pay less concern to form. The grammatical accuracy of the students’ writing will be achieved as they follow more the free approach to writing at later stages. The notion of the audience, which is not highlighted in the previous

approach, is also given due attention in this approach. Scott, (1996, p. 145), put it in these words:

In this approach, teachers value quantity over quality in writing and do minimal error correction. The focus of instruction is on content and audience. Students are encouraged to be concerned about fluency and content and give cursory attention to form. Proponents of this approach consider that grammatical accuracy will develop over time. (p. 145).

Thus, the free approach to writing changes teachers' considerations about writing for they turn their interest from form to content and audience which together are considered as the corner stone of this approach. Meanwhile, it is not required of the students to be more aware of their grammatical accuracy for this will be something that they can acquire much easily through time. Thus, teachers' correction is not necessary to any of a student's piece of writing, but sometimes comments are welcomed.

1.6.3 The Pattern-Paragraph Approach

The Pattern-paragraph approach, however, did not emphasize the grammatical form only. Teachers now shifted their interest to what Kaplan (1966) termed as contrastive rhetoric. Kaplan 'doodles article' (1987, p. 9) gave a clear presentation of the thought pattern of the English language, which he considered as dominantly linear, and how different it is from the thought patterns of other languages and cultures in its development (Kaplan, 1966, p. 4). He went on to claim that "different languages and their cultures have different patterns of written discourse" (p. 14). What Kaplan meant by these words is that because of the differences in the language that people use and the culture to which they belong, these peoples' thought patterns tend to be different as a consequence. Kaplan presented his theory as it is put in figure 1:

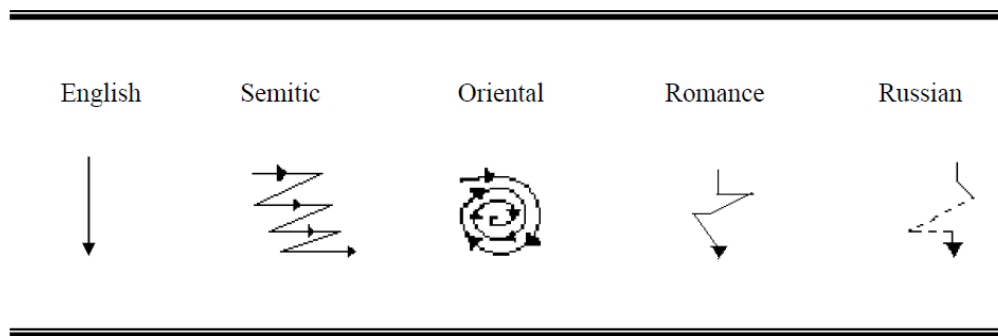


Figure 1.1. Patterns of Written Discourse (Kaplan, 1966, p. 15).

This diagram represents the discourse structures of different languages by non-native English speakers. Paragraphs written in English by non-native speakers were then analyzed by Kaplan to come up with this conclusion regarding the thought pattern of each of these languages. English, for instance was represented with a straight line which means that writing follows a straight and forward structure. Kaplan (1966, p. 6) explained this by claiming that “flow of ideas which occurs in a straight line from the beginning to the last sentence”. The oriental, furthermore, is represented as a spiral starting from the outside to the inside which means that the topic of the paragraph is not stated directly, it rather turn and turns. However, and despite Kaplan’s trial of giving an explanation to the thought pattern of each language, he was criticized since he drew his conclusions about language structure based on style rather than data from actual writing (Brown, 1994; Leki, 1991) and some from translations in the languages he studied.

The paragraph-pattern approach, thus, offers training in recognizing and using topic sentences, examples, and illustrations. This kind of exercise is accompanied with the imitation of paragraphs or essays (Raimes, 1991, p. 409). Students, therefore, are required to produce extended written discourse. What this approach emphasizes, according to Silva (1990, p. 14) is the “logical construction and arrangement of discourse forms”. Following a prescribed model, students will be able to produce a paragraph of their own. Scott (1996) pointed out that “This approach involves the analysis and imitation of model texts and stresses organization above all. By imitating model paragraphs, putting scrambled sentences in order, identifying or writing topic sentences, and inserting or deleting sentences, students are taught

to develop an awareness of the English features of writing” (p. 146). In contrast with the previous two approaches, this approach gives more importance to the organization of the language rather than accuracy of grammar or fluency of content. Moreover, this approach as stated by Raimes, (1983, p. 8), “students copy paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences”.

1.6.4 The Grammar-Syntax-Organization Approach

More than one feature of writing are reemphasized in this approach and all at the same time during the writing up of any piece of writing. Raimes, (1994), in this respect, pointed out that “writing cannot be seen as composed of separate skills which are learned one by one” (p.13). In other words, to come up with a good piece of writing, students should take into their consideration all the aspects that make or may contribute in the process of writing. Scott (1996), furthermore stressed this point by claiming that “This approach requires students to focus on several features of writing at once” (p.146). Hence, and unlike the previous approaches with each focusing on a particular aspect of writing; one on the form, the other on the content or fluency, while another on the organization of language, this approach takes all these put together into account which without one of these feature would not produce a good piece of writing

Teachers, consequently, should prepare and/or design writing tasks through which students would be able to pay their full attention to grammar as well as to syntax, and at the same time, pay more attention to the use of such word like *first*, *then*, and *finally* in order to be able to organize their texts with much care. Accordingly, Scott (1996) stated that “The writing tasks are designed to make students pay attention to grammar and syntax while also giving them words such as first, then, and finally to organize their text” (p. 146). Thus, the job of writing teachers is to stress and help their students in being able to write with more than one feature taken into consideration.

1.6.5 The Communicative Approach

As the name of this approach implies, it can become very clear that the essential focus of this approach is to communicate. Communication, in this sense, suggests that there must be a relation between the one who write, i.e., the writer, and the one who reads, i.e., the reader. For this reason some gave it the name of the interactive approach. Accordingly, John (1990, as cited in Reid, 1993, p. 261) claimed that “The writer is involved in a dialogue with an audience in order to produce coherent communication; it is a transaction between the audience and the writer”. Since the purpose of this approach is to make of students good language communicators, the tasks designed by the teacher must be those of a real-life tasks. Thus, teachers should be aware of the nature of tasks and must choose those kind of tasks which fully engage the students in real life context taken from their everyday life as it was stated by Scott (1996), “Students engage in real-life tasks, such as writing informal and formal letters” (p. 146).

Furthermore, the second important concern of this approach is the audience. Scott (1996, p.146) stated that “The purpose and the audience are the focal points in this approach to writing”. Hence, in order to achieve communication, there must exist a good relation between the reader and the writer relation. Raimes (1983, p.8) stressed this point when she stated that “the communicative approach stresses the purpose of a piece of writing and the audience for it, by responding to the questions *why am I writing this? And who will read it?*”

In sum, two points are of major concern in this approach, the purpose and audience. Thus, students are encouraged to write about real-life situations and this is up to the teacher to prepare the appropriate context to write accordingly.

1.6.6 The Process Approach

The process approach to the teaching of writing has come into being as a reaction to the product approach and has been adopted by teachers in their classrooms when teaching writing. Nevertheless, some controversy still does exist about which of these two approaches could be more beneficial to both the teacher and his or her learners. Thus, trying to give a definite definition to what the process approach is would be illegal to make at this point. Yet, it is worth taking some definitions that have been made by researchers

who seem to all agree upon some similar points. Accordingly, Nunan (1991) stated that “the process approach focuses on the various classroom activities which are believed to promote the development of skilled language use”, (p.86). For that reason, Nunan went on to say that “teachers of writing became much more interested in the processes writers go through in composing texts” (p. 87). In other words, the process approach gives due attention and puts all the focus on the process of writing which involves the idea of how learners can get started and how they move on to generate more ideas. This approach also gives students as writers the opportunity to work on and make of their first drafts a better and a more organized piece of writing which was in the first time full of spelling and grammatical mistakes and/ or errors.

In addition to that, Hyland, (2003), defined the process of writing as the process which students write following a model specified by the instructor. Emphasis shifts from nature of the final product, to the process used to create the final product. Hyland also asserted that “the process approach to teaching writing emphasizes the writer as an independent producer of texts, ...etc” (p. 10). What Hyland meant by this statement is that the focus is no longer on the final product that the learner is likely to come up with, but rather on the process that the learner follows to come up with a good piece of writing. More importantly, the learner is viewed as a self creator of the text and, thus, should, if not must, depend totally on his/her self while producing any given text. Hence, the process approach is a process through which learners are required to focus on the process in their writing tasks rather than on the final products themselves. In other words, it is the process which is stressed more in this approach. When students give major importance to the process, they are likely to come to the point of understanding themselves more and how to progress in writing tasks as well. Learners, thus, would feel more able to explore different strategies which suit their learning style. This point is further stressed by Tickoo, (2003, p. 430) when stating that “the process approach to writing has always been defined as an approach where the focus and emphasis are on the learning outcomes. A dominant mode in it is ‘learning how to’ through inquiry rather than through transmission or memorizing of knowledge”.

Furthermore, Tribble, (1996, p. 160), stated that the process approach, which has come into existence partly because of the limitations of the product approach which dominated the

teaching of writing in most schools, is “an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models” (p. 160). Tribble (1996) also tried to make the point much stronger by saying that the process approach plays a major role in helping learners write better by aiding them in the actual process of writing (p. 118).

Yet, Badger and White, (1999, p. 154), gave an other definition to the process approach. Accordingly, they defined process writing as “... seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on ... grammar and text structure”. In other words, the focus is on the steps of the writing process and not on the production of final texts which is at the heart of the process approach. Learners, thus, are more encouraged to use the process approach and are judged on how well they did follow these steps while composing for the sake of arriving at a final and well organized work.

Another definition made by Kroll (2001) is put in these words :

The “process approach” serves today as an umbrella term for many types of writing courses ... What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts (pp.220-221).

Through the quote given above, it becomes clear that the process approach to writing is given this name mainly because it requires various activities from the part of learners which help them to develop their writing skill in order to become effective writers. In short, the process approach to the teaching of writing puts the learners at the centre of learning how to write. Thus, many aspects are taken into consideration such as ; learners’ needs, learning styles, strategies, goals, expectations, skills and knowledge. The process approach unlike the other approaches gives the learner more chances to practice the skill of writing with more confidence as they can feel more free to express themselves, their ideas and/ or feelings.

Under this approach, which came as a reaction to the previous mentioned approaches, teacher now shifted their interest from sentence combining and controlled composition to what writers actually do as they write. In this respect, new interest replaced the old one. Instead of focusing on accuracy and patterns the focus is now on the process of writing. The writer, thus, become the creator of his/her own texts as was stated by Zamel (1983; cited in Kroll, 1990, p. 15), that writers use their own ways to compose, so this is a “non-linear, exploratory, and generative process”. Concerning the nature of tasks with regard to this approach, Zamel (1983) recommended that teachers not present instruction in the use of thesis and outlines before the students have begun to explore ideas. Hence, teachers should give students time as well as the opportunity to select appropriate topics, generate ideas, write drafts and revise, while at the same time provide them with feedback when necessary. In contrast to the other approaches, attention to accuracy is downplayed. It is delayed to the state when the students have already crossed the stage of generating ideas and organizing them. Meanwhile, attention to grammar is often deleted (Raimes, 1991, p.409-410).

In the process approach, which comes into existence mainly as a reaction to the mentioned approaches, writing was viewed as a “complex, recursive, and creative process, similar in its broad outlines for L1 and L2 writers” (Silva, 1990, p. 15). Teachers who apply this approach are to act as facilitators of writing and do only help students during the writing of their multiple drafts, as well as the editing and revising of their compositions since the teacher’s focus is now no longer on the final product of his/her students’ writing, but, as Zamel (1982) stated, on “the process of discovering meaning”. In other words, how can students produce a meaningful piece of writing. Moreover, Vivian Zamel, (1982, p. 195) summarized it in the following quote:

“Since writers do not seem to know beforehand what it is they will say, writing is a process through which meaning is created. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one's ideas. It implies that revision should become the main component of this instruction, that writing teachers should intervene throughout the process, and that students should learn to view their writing as someone else's reading. Methods that emphasize form and correctness ignore how ideas get explored through writing and fail to teach students that writing is essentially a process of discovery”.

This point was further stressed by Scott (1996, p. 146) who claimed that “rather than concentrating only on the final product, teachers are facilitative in helping students discover ideas, plan, draft, revise, and edit”. Accordingly, the teacher’s job is to ensure his/her student that the first draft that they come to write is not their final one and that they can go backwards and forwards to organize and come up with new ideas, new words which can be added to the first draft as they can omit some other unnecessary ideas if they would like.

However, much criticism was raised against the process approach to the teaching of writing especially among L2 practitioners or what is sometimes better called English for academic orientation. The criticism that they came with is that students who receive L2 writing instruction are not prepared to produce the kind of writings (that is, academic writing) that their community requires of them. Those poor students are not well trained to produce a piece of writing with time or length restriction, for instance the case of examinations, and that consideration of the tasks that those students are likely to face and go through before and during the writing process are regarded as inefficient for the production of the students’ essays or compositions which are the only thing through which their teachers will evaluate them (Horwitz, 1986, 1986a). More importantly, the process approach was also criticized for it did not take into account the context such as home, school, ...etc, in which the students tend or learn to write in interaction with other people. Accordingly, Freedman (1987, p. 3) pointed out that “writing can not be thought of as simply one of the basic skills. Rather, writing is a social activity, and learning to write is a process of enculturation into the social life of one’s community, school and workplace”.

The idea that writing is a process has brought about different views among researchers specialized in the field of writing about which and the number of stages learners should follow during the process of composing. Some researchers introduced the number of three stages to the process of writing while others introduced the number of four or five. In general terms, the stages of the process of writing ranged from three to six.

Thus, with regard to the stages of the process approach to the teaching of writing, different models have been made which show the recursive and complex nature of writing. Accordingly, White and Arndt (1991), suggested that there are six main stages which are :

structuring, drafting, focusing, evaluating, and generating ideas, as it is shown in the following figure:

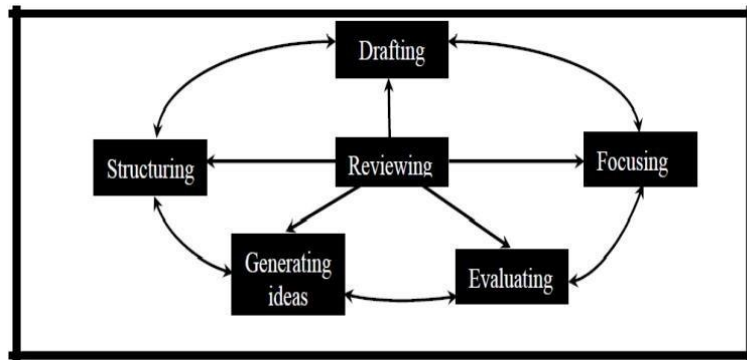


Figure 1.2. White and Arndt’s Writing Process Model (1991, p. 4).

In this sense, White and Arndt, (1991, p.7), stated that there are a number of activities learners should follow to produce a text. These activities are recursive in nature beginning with a discussion in the class whether in small groups or in pairs. After the discussion comes the next activity which is called brainstorming which requires of the students to make notes or ask questions. When the brainstorming is done, learners should then select the appropriate ideas and/or establish a view point and write it down as fast as they can to make a draft. Learners can then do a preliminary self-evaluation. Arranging the information and structuring the text is the thing which they should do to come up with the first draft. Once the first draft is ready, learners can work in groups or in peers for the sake of evaluating and responding to each others’ piece of work. A conference is then hold between the teacher and the learner for further advice and guidance in order to write the second draft which is also to be self-evaluated, edited and proof-read to write the finished draft which is to be responded to as the final draft by the teacher (White and Arndt, 1991, p. 07).

Therefore, and according to White and Arndt, the process of writing requires of the learners to take into consideration many problems at the same time since it is not a linear process. Starting by an idea at the first stage and moving to the next stage is what the learner should be aware of. Due attention is also raised with regard to the interaction among these stages, “some processes occur simultaneously, with one influencing another”(p. 4). The other thing which is of more difficulty to the learner is that of

organizing their ideas coherently with the use of abstract symbols of the language besides to the absence of the person to whom he/she is writing to, the reader. In order to be well conceived by the reader, the learner must provide him/her with enough, truthful, relevant, and clear information. Hence, it is the reader that the learner should always keep in mind while composing. (White and Arndt, p. 4- 5).

Similar view was hold by, J. Harmer, (2004, p. 4-5.6), who presented a similar model of the writing process which according to him consists of four main stages which are planning, drafting, editing, final draft (p.5). According to him, learners when they have decided to write should have a plan in advance “Experienced writers plan what they are going to write” (p. 4). In other words, writers (learners), though some learners prefer to do this operation in their heads as they think of ideas or what is it they are going to say, and before holding a pen and a paper to write should have already developed a plan in the form of making detailed notes or some few jotted words (p. 4). Harmer, meanwhile pointed out that learners must be aware of other important issues during the planning phase; the purpose of their writing since this influences the language they use and the information they choose to include, the audience since this influences the choice of language, i.e., formal or informal language, and the content structure of the piece that has to do with the sequencing of facts, ideas, or arguments they have decided to include (p. 5). At the second stage which is drafting Harmer (2004, p. 5) stated that “We can refer to the first version of a piece of writing as a draft”. Hence, the learner in this stage knows that first draft is not the final one. Consequently a good number is produced at this stage.

The third stage in the process of writing according to Harmer, (2004, p. 5), is the editing stage. Having finished and reread the draft which have been produced, the writer (learner) is likely to find some mistakes that has to do with the content or the accuracy. Harmer, (2004, p.5), suggested some possible kinds of problems such as ; unclear order of information, ambiguous or confusing parts of the text. He also said that “more skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy”(Harmer,2004, p. 5). Once the editing and the necessary changes are done, the learner can produce the final version, which may look different compared with the first draft as well as the plan which was to be followed, to his or her readers “may look considerably different from

both the original and the first draft, because things have changed in the editing process” (Harmer, 2004, p. 5).

However, Harmer, (2004, p.5), himself was dissatisfied with his linear presentation of the process of writing mainly due to two reasons. First, because “it tells us little about how much weight is given to each stage, and, second “by suggesting that the process of writing is linear...”. He explained that learners often do “plan, draft, edit and then often re-plan, re-draft, and re-edit” which does not go with his linear presentation to the writing process which is more a recursive process. Thus, he pointed out that “We need to represent these aspects of writing in a different way..”(p. 5). For this reason he came up with the process wheel which clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up, and down the wheel’s spokes. Only when the final version is really ready then it can be said that the process reached its culmination. The following figure shows process writing as a recursive wheel :

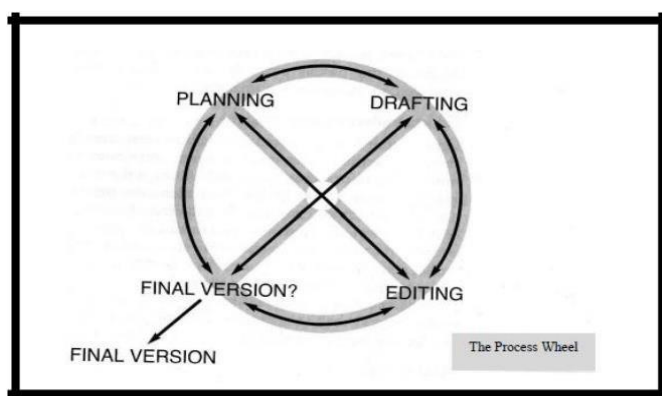


Figure 1.3. Harmer’s Writing Process Model (2004, p. 6).

Hyland, (2003, p. 11), stated that “the model of writing process most widely accepted by L2 writing teachers is the original planning-writing-reviewing framework established by Flower and Hayes (Flower, 1989 ; Flower and Hayes, 1981)”. In other words, the model presented here sees writing as a recursive and not as a linear process. This idea is highlighted by Zamel, (1983, p. 165, as cited in Hyland, 2003, p. 11), when she pointed out that “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”. What Zamel, (1983, p. 165), meant by the

statement made above is that during the process of composing, since writing is regarded as a non linear process, writers (learners) in an attempt to convey meaning can explore and generate more ideas which they can also reformulate as they progress in the process of their writing. The following figure adopted from Hyland, (2003, p. 11), represents the planning, drafting, revising, and editing stages as they occur in a recursive, interactive, and potentially simultaneous sequence whereby the work can be reviewed, evaluated, and revised, even before any text has been produced at all. Therefore, the writer has the opportunity to go backwards and forwards to any of the above mentioned stages as he or she can go to the library in case more data is needed, generating new ideas after the first plan has been revised, or rewriting the text again in order to be more readable after having receiving peer feedback (Hyland, 2003, p.11) :

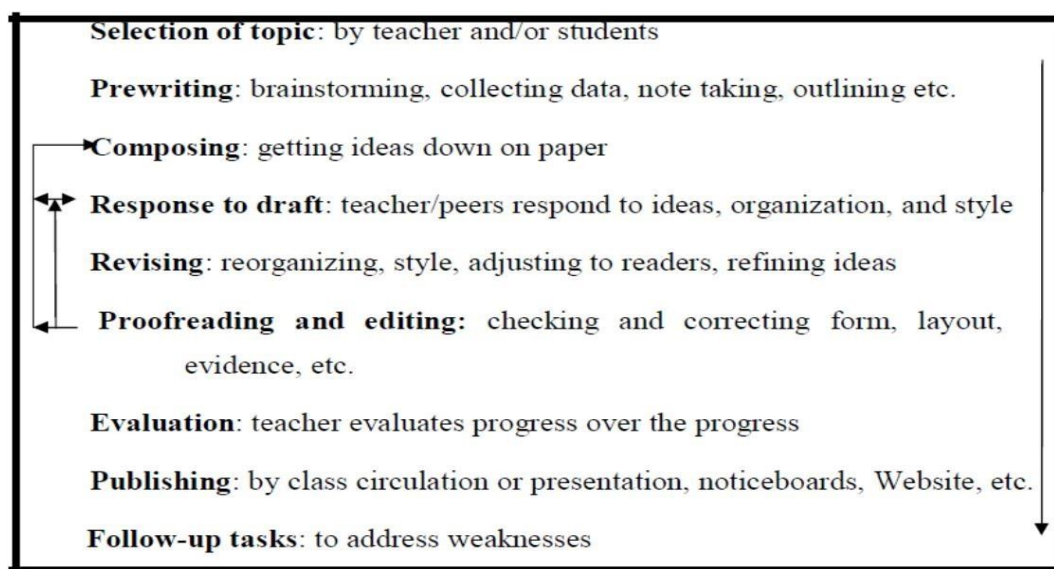


Figure 1.4. Hyland's Writing Process Model (2003, p. 11).

Moreover, Zamel, (1983, p. 171), investigated ESL students' writing processes pointed out at the existence of three main stages to the process of writing that students can employ. She also stressed the fact that these stages are not in a linear, but rather in a recursive cyclical and interactive sequence. She put it in the following words :

Although I had anticipated presenting data that would reflect the various stages of the students' composing processes, stages usually

characterized as pre-writing, writing, and revising, the students' writing behaviors were not entirely amenable to this type of breakdown, a fact which in and of itself attests to the non-linear nature of writing (p.171).

In sum, after having a general view about the different stages of the process approach to writing which have been presented from the point of view of different authors it ought to be mentioned here that despite this fact these authors, in one way or another, seem to all agree on the very common stages to the process of approaching writing. The thing which brought these authors very close to each other, though they do not share the same number of stages to the process of writing, is the idea that the process of writing is rather a recursive process and not a linear one.

To conclude with concerning the teaching of writing, one feels as though one ought to say that no one approach is better than or more privileged over the other approaches for these approaches do overlap and they all, in one way or another, do help writing teachers in their writing classes. Sometimes the teacher feels obliged to use one approach over another while in some other points in time he or she is required to integrate two or three approaches all at the same time depending on the students' need. Thus, the above mentioned approaches are different perspectives through which teachers can approach writing with each focusing on specific characteristics, i.e., the purpose for which the students write and the sort of texts that they should produce, that any writer should take into consideration.

1.7 Types of Written Feedback

Providing students with the appropriate feedback to the writings they have produced, or are likely to produce, is of an integral role to the teaching of writing which any writing teacher should do in order to help their students improve their writing skills. It is one of the activities through which students can make sure that their teachers are paying attention to their written work. With regard to this point, Ferris, (2003b) in one of her studies reported that "Students say that they value teacher feedback, that they pay attention to it, and that it helps them to improve their writing" (p. 30).

Furthermore, in terms of teaching writing via the process approach, giving feedback to students' writing is different compared with the teaching of writing via any of the other

approaches. Accordingly, Hyland, (2003, p. 177) stated that “Feedback therefore emphasizes a process of writing and rewriting where the text is not seen as self-contained but points forward to other texts the student will write” (p. 177). In other words, when giving feedback, much emphasis is put on the process of writing and rewriting since the text is not seen as one final entity which cannot be reviewed at latter stages. Thus, though it can be regarded as a threat on the students part and as a very long as well as a boring task for teachers to do, feedback plays a great role, and to such an extent, in encouraging students to write and see their written products with very wide open eyes and with a more positive view.

In this respect, the literature of teaching writing highlights three main types of feedback that writing teachers can adopt in their writing classes. These three are according to Hyland, (2003), teacher written feedback, teacher-student conferencing, and peer feedback.

The very first type of feedback is teacher written feedback. According to Hyland, (2003, pp. 180- 183), teacher written feedback consists of a number of different forms for the sake of giving students the kind of feedback that they need for their written products. Among which to mention commentary, rubrics, minimal marking, taped commentary, and electronic feedback. In this sense, the Commentary feedback consists of handwritten comments either at the very end of the student paper or in the margins next to the exact point where the teacher wants to say something about what the student have done. More importantly, this type of feedback is better perceived as response to students’ writing rather than as an evaluation to it (Hyland, 2003, p.180-181).

However, Rubrics is the other form of ommentary, it involves the use of cover sheets on which the criteria wich have been used to assess student ‘s writing is given and how the student has performed with rspect to this criteria (Hyland, 2003, p.181).

Nevertheless, Minimal Marking is a type of “in-text, form based feedback”, (Hyland, 2003, p. 181). Hyland, (2003) went further to say that “This technique makes correction neater and less threatening than masses of red ink and helps students to find and identify their mistakes” (p. 181). The use of such a type of feedback, furthermore, points directly at the location and the type of the error that the student have committed through the use of some correction codes. Bryne, (1988, as cited in Hyland, 2003, 181), suggested a set of correction codes which can be used to correct students’ written product. These are

summarized in the following figure :

Symbol	Meaning	Symbol	Meaning
<i>S</i>	Incorrect spelling	^	Something has been left out
<i>W</i>	Wrong word order	[]	Something is not necessary
<i>T</i>	Wrong Tense	<i>PM</i>	Meaning is not clear
<i>C</i>	Concord (subject and verb do not agree)		
<i>NA</i>	The usage is not appropriate	<i>P</i>	punctuation is wrong
<i>WF</i>	wrong form		
<i>S/F</i>	Singular or plural form wrong		

Figure 1. 5. Correction Codes (Bryne, 1988, as cited in Hyland, 2003, p. 181).

Yet, for the case of taped commentary, instead of directly indicating or identifying students mistakes and/or errors, teachers can tape these on a tape recorder and at the same time write a number on the students paper in order to know which number goes with which mistake/error. This type of feedback is another alternative to marginal comments (Hyland, 1990, as cited in Hyland, 2003, p.182).

Last but not least, electronic feedback, and as its name indicates, it is a way of providing feedback through computers, the use of email, for instance, or any other computer based online functions. Thus, teachers can write comments in a separate window. With regard to computer-based tools Hyland, (2003, p. 183) pointed out that it “offers teachers greater flexibility in their responding practices, but ultimately convenience is likely to be the deciding factor in which are used” (p.183).

Furthermore, the other way through which teachers can give feedback to their students written products is that of holding a conference with them. In conferences, teachers can be more able to discuss a paper with the student in person in a form of a face-to face discussion. Conferences, thus, are considered among the very helpful procedures of providing feedback in the sense that it can overcome some limitation of written feedback. McCarthy, (1992 :1, as cited in Hyland, 2003, p. 192), pointed out that “conferencing has important advantages as it can supplement the limitations of one-way written feedback

with opportunities for the teacher and the student to negotiate the meaning of a text through dialogue” (p. 192). Being able to discuss matters that the teacher pointed at on the students’ papers in a face-to-face discussion not only gives students the chance to develop auditory learning styles, but also gives them “a clearer idea of their strengths and weaknesses, develop their autonomy skills, allow them to raise questions on their written feedback , and help them construct a revision plan” (F. Hyland, 2000 ; Riley, 1997, as cited in Hyland, 2003, p. 192). Meanwhile, teachers, when holding a conference with their students, can save themselves time on putting detailed marks on students’ papers, gives them a chance to respond to the diverse cultural, educational, and writing needs of their students, clarify meaning, and resolving ambiguities (Hyland, 2003, p.192).

Nevertheless, it goes without saying that teacher-students conferencing has some drawbacks which are of great concern to both the teacher and students as well. On the one hand, it can be of a big disadvantage for teachers since it is considered as a time consuming task to do as it requires of them very good interactive skills for the sake of making it as successful as possible and making sure that the student has come to a better understanding of the kind of feedback that the teacher has provided them with. For this reason, Hyland, (2003) argued that “The disadvantages for teachers are that conferences consume considerable amounts of time and require good interaction skills” (p. 193). On the other hand, however, some students may feel this type of feedback as not helpful at all for some personal and/or individual reasons. Those students seem to lack the experience and the interactive skills required in order to get involved in a discussion in which they can ask questions, clarify meaning, and discuss their papers with their teachers as active participants. Accordingly, Goldenstein and Conrad, 1990, as cited in Hyland, 2003, p. 192), put it in the following words:

While learners have the opportunity to get individual attention and fully discuss their writing face-to-face with their teacher, second language students are not always in a good position to make the most of this. Conferences differ considerably from the typical classroom situation, and some students may lack the experience, interactive abilities, or aural comprehension skills to benefit. Some students have cultural inhibitions about engaging informally with authority figures, let alone questioning them (p.192).

In sum up, it ought to be highlighted here that conferences can be of paramount importance to the improvement of students' writing only if they were well planned I advance by the teacher. That is why Hyland, (2003), stressed the point that “like any kind of teaching, conferences have the potential of both success and failure and as a result require careful planning and preparation” (p. 193). Furthermore, Patthey-Chavez and Ferris, 1997, as cited in Hyland, 2003, p. 192), stated that “Where they are successful, however, oral conferences can not only lead to revisions in subsequent drafts but have more lasting effects in improving writing in later assignments” (p. 192). Hence, conferences should not, if not must not, be hold in vain, otherwise there would be no point and no use of having a conference neither for the teacher nor for his/herstudent.

In this type of feedback, which has developed from L1 process oriented classes in order to become an alternative to teacher-based forms in ESL contexts, students are required to give and receive feedback whether with regard to the form or the content on each others' written work. Peer response is said to be a very helpful method in the sense that, as Hyland, (2003, p. 198), stated, it “provide a means of both improving writer's drafts and developing readers' understandings of good writing...” (p.198).

Furthermore, Hyland, (2003, p. 198), stressed the point that peer response contributes to the making of writing and learning as social processes that call for authentic social interaction. In addition to that, Mittan, (1989, as cited in Hyland, 2003, p. 198), pointed out that “Collaborative peer review helps learners engage in a community of equals who respond to each others' work and together create an authentic social context for interaction and learning”. Yet, Medonca and Johnson, (1994), stated that, when students respond to one another written product, they “are able to participate actively in learning while getting responses from real, perhaps multiple, readers in a nonthreatening situation” (as cited in Hyland, 2003, p. 198). Moreover, Leki, (1990), and Zhang, (1995), hold an other view about how peer feedback could be of great help to students when they both maintained that “students not only benefit from seeing how readers understand their ideas and what they need to improve, but also gain the skills necessary to critically analyze and revise their own writing” (as cited in Hyland, 2003, p. 198).

Ferris & Hedgecock, (1998), provided a good number of the benefits of the use of peer respond as it follows :

- Writing students can play active roles in their learning process.
- Writing students can receive feedback from various sources and from authentic audience.
- Writing students can understand readers' needs from their peers' comments and questions.
- Reading students responding to peers' writing can develop critical skills necessary for the revision of their own writing.
- Reading students providing response can perceive peers' strengths and weaknesses in writing, then gaining more confidence as student writers. (pp.170-171).

However, peer feedback has several drawbacks with regard to both writing students and those giving feedback. According to Leki, (1990), "peers are not trained teachers and their comments may be vague and unhelpful, or even overly critical and sarcastic" (as cited in Hyland, 2003, p. 198). More importantly, "there is also some, as was point at by Carson and Nelson, (1996, as cited in Hyland, 2003, p. 198), concern that students from collectivist cultures may be more concerned about the need to emphasize a positive group climate than critically appraise peers' writing, making feedback less beneficial".

Hyland, (2003), meanwhile, argued that due to "the fact that learners are rhetorically inexperienced means that they may focus heavily on sentence level problems rather than ideas and organization" (p. 198). One of Hyland's respondents expressed the big disappointment once asked for feedback in the following words :

Just now I asked Chan for some comments for my presentation. Well, he said "oh it's all right". Nothing important, nothing useful. Maybe he didn't like to comment. Especially for Chinese, for Chinese people you know, they seldom comment on some other people's work... I think it is not good. I want to know more about how I done" (p.199).

Hyland (2003) summarized major findings and perceptions about the pros and cons of feedback in the following table:

Advantages	Disadvantages
<ol style="list-style-type: none"> 1.Active learner participation 2.Authentic communicative context 3.Nonjudgmental environment 4.Alternative and authentic audience 5.Writers gain understanding of readerneeds 6.Reduced apprehension about writing 7.Development of critical reading skills 8.Reduced teacher’s workload 	<ol style="list-style-type: none"> 1.Tenency to focus on surface forms 2.Potential for overly critical comments 3.Cultural reluctance to criticise and judge 4.Students unconvinced of comments value 5.Weakness of reader’s knowledge 6.Students may not use feedback in Revisions 7.Students may prefer teacher feedback.

Table 1.4. Potential Pros and Cons of Peer Feedback (Hyland, 2003, p. 199).

In conclusion, and despite the drawbacks highlighted above of peer response, each of the three discussed different kinds of feedback have their own advantages and limitations and it is up to the teacher to be clever enough to know how to make the good and appropriate use of them depending on his or her students’ needs and preferred learning styles. Hence, feedback still plays a central role in learning and/or teaching writing via the process approach and without which teaching writing could be useless. It provides students with a sense of audience, which they might have not experienced before, promotes accuracy, and raises students’ awareness towards their readers’ needs as well.

Conclusion

Having investigated some theoretical considerations about writing, it is worth to mention, though most of the times thought of as the most complex skill, that writing turned out to be a necessity these days. Thus, being able to write especially in a second or a foreign language can determine an individual’s future for it is only through writing that we can make sure that that individual is an intellectual and well educated person. The second chapter, however, will discuss how can a student be more skillful writer when he or she writes through the use of the computer. Thus, the following chapter is entirely devoted to talk about the use of computer in language learning, be it first, second, or foreign language, in general and the integration of this machine to teach writing in particular through the use of paragraph punch software for instance.

Chapter Two: Computer-Assisted Language Learning and FL Teaching

Introduction

Given the strong interest in technology use for language learning, it is important to look at how computers and technology by and large have been used in the field of education so far. This chapter reviews how computers have been used in the past few years to support second language and foreign language learning, and exploring any research evidence with regards to how computer technology can enhance language skills acquisition. This chapter discusses the potentials of computer technology and its use in specific areas, and software tools used in certain language skill areas. Moreover, software design considerations are also discussed in this chapter.

Furthermore, this chapter is entirely devoted to tackle the presence of Information Computer Technology (ICT) in education in general as well as its impact on the learner's performance in particular, and the changing role of both teachers and students in the classroom. Some light is also shed on developing the learner's autonomy, teacher/student motivation, and last but not least, the challenges instructors faced in integrating technology into Foreign Language (FL) classroom. This chapter also provides some definitions to CALL, its brief history and the most famous developmental stages of CALL in the past few decades. Later in this chapter points out at some of CALL advantages and disadvantages, roles the computer does play in the classroom, major computer software that have been in use to help students with all language skills, to finally, devote a section about some of writing software that were integrated to teach writing skill and proved to be highly helpful to students.

2.1 Challenges of Technology Use in FL Classroom

As nothing interesting is ever one-sided, technology is neither black nor white as well. Moreover, it appeared that integrating technology within foreign languages classrooms has certain limitations which might hamper the learning and teaching processes. Assuming that teachers were already granted access to use technology by the educational institution they belong to, The first obstacle they would probably encounter is more technical than practical such as: outdated drivers, incompatible devices, slow internet connection, overheated materials, misplaced cables, and the inadequacy of certain platforms and websites. In addition and on the practical level, there exist other issues which target the mastery of technology use and the performance of both students

and teachers. Teachers should be trained and well equipped of the suitable theoretical background needed to master the use of technology so that they can pass what they know in a smooth way to their students (Erben & Sarieva, 2007).

Hence, students must be well aware of the rules and principles of the technologies used in their classrooms; they also need to be updated whenever new rules were created to guarantee a better performance. Teachers must work to minimize the stress students might feel when performing a certain task, and that would be done by modelling and exemplifying. Familiarizing students with tasks leads to a better understanding and, thus, a more effective learning. Furthermore, keeping discipline is one major challenge for teachers to handle. Students sometimes diverge and access irrelevant websites which would affect their learning in a bad way; besides, controlling all students and checking whether they are using the technologies adequately or not can be time consuming which would slow down the learning process. Thus, both teachers and students should be well aware of the objectives of the lesson; a well prepared presentation of those objectives at the beginning of the session is required (Erben & Sarieva,2007).

Most of the times, those challenged always displayed are technical problems, and these are likely to be the reasons beyond the high level of frustration of teachers. “ This could be a simple as a burned-out bulb or incompatible components in the computer projector or the cable to the laptop”, as claimed by Tony Erben & Iona Sarieva. (2008, p.18). Other problems might include those related to a broken link to desired Web sites or server that is temporarily down. These factors besides many others might make the students feel really very upset. In this perspective, it is highly recommended that teachers should check the technology before they walk into their classrooms.

Furthermore, in case teacher chose any given software to work with, they should take into consideration its quality. The free software, for example, which could be available on the Internet for videoconferencing often appear jumpy online. Despite the low quality of the image which could be as bad as a foggy and rainy day, students always prefer to see the person that they are talking to rather than hearing their voices. When it comes to considering the students’ needs, Tony Erben & Iona Sarieva. pointed out that:

Students should be trained in the use of these technologies before they are expected to carry out an assignment using them. Not only should students be trained in the use of a new program, they also should be advised of any rules surrounding its use. For example, when initiating a discussion board in class, the first step would be to have students introduce themselves and respond to at least one posting by one of their peers. This procedure should first be explained and then modeled to the class. If this type of training is not provided, students may experience stress that distances them from the technologies being used. When used properly, however, the benefits of technology seem so far outweigh the risks (p.18).

Yet, and according to Erben & Sarieva, (2008), what teachers may face in their classrooms is that that has to do with control. Unlike what and how teaching takes place in a traditional classroom which is teacher centred by nature wherein it is easy for the teacher to identify where students are and how much process they need to achieve , in a poorly designed technology-enhanced classroom both the teacher and his/her students seem to feel very lost. One of the best examples to explain this is that the students might end up visiting irrelevant Web sites when they are asked to look for very important piece of information. Consequently, when teachers do not have the exact necessary constraints and explicit rules, they are likely to end up having no control over the exact Web site students need to get access to and nothing to achieve by the end of their class. Accordingly, and in order to insure the best use of technologies in FL classrooms, it is necessary that a pedagogically well stated plan is needed.

According to Dr. T. Manichander (2016), among the most difficult problems that do not allow for an effective use of computers in the classroom are put as follows:

- Lack of ICT skills, low motivation for using new technologies, lack of confidence, negative attitudes, inappropriate training make a barrier for teachers in teaching-learning processes.
- Lack of ICT infrastructure, poor quality of instruments and inadequate maintenance of materials is also a big challenge for us to implement in educational purpose.
- Usage of ICT in education is very much lesser in present condition. Most of the ICT tools used for communication and as a commercial purpose only.
- Lack of support is also a big problem.

2.2 Learners' Motivation and Technology Use

According to Albert J. Mills ...[et al.], (2006, 209), the term “motivation refers to

the individual's effort to produce maximal work results over time in accordance with the wishes of the organization. It has been associated with individual characteristics such as initiative, self-determination, SELF-EFFICACY, locus of control, and persistence”.

More specifically, the term motivation is derived from the Latin word *movere*, which means, “to move”. Hence, what seems to motivate humans and animals has been at the core of psychological research for decades. The word motivation from a psychological point of view has been defined in several ways. To mention some of the definitions, and according to Albert J. Mills ...[et al.].(2006, 209), motivation is “A process governing choices made by persons or lower organisms among alternative forms of voluntary activity”. Furthermore, it can be defined as “An inferred internal process that activates, guides, and maintains behaviour overtime”

The integration of computers into language classrooms has recently been considered as playing a significant part in raising learners' level of motivation. In this sense, and according to Alan Clarke (2011), Learners' motivation has been considered as a key factor in all forms of education and training. Furthermore, in the author's perspective, learners must be able to recognize the benefits of taking part in order to be motivated. Consequently, Clark (2011) claimed that E-learning could provide a range of motivational benefits including:

- Flexibility- learners have more freedom to access learning at the time and place they prefer (e.g. ... discussion forums, mobile learning and blogs).
- Communication- more opportunities for learners to exchange information and support each other through communication technology.
- Independent learning- learners have more choice and responsibility.
- Improve access for disabled learners.
- A rich range of learning experiences to meet different learning preferences.
- Encouragement to create and publish resources.
- Assessment- it can be provided when learners want to undertake it.
- Developing advanced skills such as self-reflection.
- Teachers and managers have better access to learners' performance information.

Other studies have also revealed that learners especially with literacy and numeracy difficulties are often motivated to enhance their skills and knowledge via the use of

technology. Among those study, a study that goes back to the year of 2001 conducted at the Department of Education and Skills' national strategy Skills for life stated that many adults with poor basic skills would be motivated through the use of computers. (Alan Clarke, 2011)

2.3 Computers and Learners' Autonomy

The learner autonomy has always been acquainted with FL teaching and learning. According to experts in the field, learner autonomy has been difficult to define (N Pawlak, Jakub Bielak, Anna Mystkowska- Wiertelak, 2014, p. 290). For this reason, one needs to spot some light on some of the definition given to the term autonomy first. Among those definition is the one put by Holec, (1981, p. 3), stating that autonomy is "the ability to take charge of one's own learning". In this regard, autonomy is viewed as an umbrella term which covers all aspects of the learning process including goal setting, ongoing management of learning, and evaluation of the outcomes. Additionally, Holec, (1980, p. 14), Cotterall, (1995, p. 195), and Sheerin, (1997, p. 54), stated that:

"Autonomy refers to the learning that involves six important activities. That is 1) analyzing one's own strength, weaknesses, or language needs, 2) determining learning objectives, 3) defining the contents and learning progression, 4) selecting methods and techniques to achieve the established learning objectives, 5) monitoring the procedures of language acquisition, and 6) evaluating what has been acquired." (as cited in Francesca Torlone, and Marios Vryonides, 2016, , p. 53).

Hence, in their holec, (1980), Cotterall, (1995, p. 195), and Sheerin, (1997, p. 54), view, autonomy requires a set of attributes. The first and foremost thing is that learners need to point out at their points of strength and weakness. They need also to know all about their language needs, set an objective to reach by addressing the content and their level of progression. They should be wise and selective of the methodology they adopt, the techniques they want to use, set new ways of language acquisition, and ways for evaluating the content that has been acquired as well.

Furthermore, Little, (1991), suggested another definition by approaching the notion of autonomy from a psychological perspective and, thus, viewing the concept not only as taking whole control over self-management, but also over the learner's own

cognitive abilities in charge of effective organization of learning. In other words, autonomy is considered as an individual feature that cannot be limited to a specific situation. In this sense, and despite the fact of providing the learner with a favourable learning environment, it is the learner's willingness of being responsible of his/ her own learning that clearly predicts the occurrence of an autonomous behavior. (cited in Mirosław Pawlak, Jakub Bielak, Anna Mystkowska- Wiertelak, 2014, p. 291). Elsewhere, Little, (1990, p. 4), stated that "Autonomy is a capacity for detachment, critical reflection, decision-making, and independent action". Moreover, Little, (1990, p. 7), added claiming that learner autonomy is "essentially a matter of the learner's psychological relation to the process and content of learning".

Benson, (2001), however, claimed that in order to give a coherent definition of autonomy, one should highlight the three interdependent levels of control; i) "control over learning management which requires of learners to make their own decisions related to planning, implementation and evaluation of the learning process, ii) control over cognitive process involves the learner's mental involvement in the learning process. And finally, iii) control over learning content i.e., the learner's ability to construct his/her own learning goals, set the methodology appropriate and select tools to accomplish his/ her objective. Accordingly, autonomy should rather be interpreted at different levels than to be considered as one and coherent entity. Benson added saying that "autonomy is the recognition of the rights of learning within educational systems" (p. 11). In fact Benson and Voller, (1997, p. 1), claimed that the term autonomy falls into five main categories:

- situations in which learners study entirely on their own.
- a set of skills which can be learned and applied through self-directed in learning.
- an inborn capacity which is suppressed by institutional education.
- the exercise of learners' responsibility for their own learning; and
- the right of learners to determine the direction of their own learning

(as cited in Francesca Torlone and Marios Vryonides, 2016, p. 56).

Additionally, Dickinson, (1993, p. 334), defined autonomy as a "Situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions". More important than that, Dickenson, (1987, p. 11), distinguishes between two types of autonomy; full autonomy which pertains to learners total independence of teachers, and semi-autonomy which can

be considered as the stage at which learners are prepared for autonomy”.

Freire, (1970, p. 2), provided another definition of the term autonomy as “the learner’s capacity and freedom to construct and reconstruct the knowledge taught”. Meanwhile, Scharle and Szabo, (2000, p. 3), stressed this point when they defined autonomy as “the freedom and ability to manage one’s own affairs, which entails the right to make decisions as well”. Gardner and Miller, (1999, p. 112), pointed out that autonomy is “the process of taking personal responsibility for one’s own progress”. Among other experts who defined autonomy is a sense of the learner’s freedom is Kenny, (1993, p. 436), who stated that autonomy is not only the freedom to learn but also the ‘opportunity to become a person’. (cited in David Gardner and Lindsay Miller, 1999, p. 6). In addition to that, Dam et al., (1990, p. 102), characterized learner autonomy as “a readiness to take charge of one’s own learning”. In this sense, Dam et al. (1990, p.102), defined learner autonomy as:

an active participant in the social processes of classroom learning...an active interpreter of new information in terms of what she/he already and uniquely knows... (someone who) knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life.

(as cited in David Gardner and Lindsay Miller, 1999, p. 6).

Following Dam et al., (1990), definition it becomes clear that autonomy is a whole process that requires of learners to be fully engaged in the learning process. Learners, thus, should know how to get access to and interpret new information for themselves, and more important than that, they should know when to utilize this knowledge based on the situation they are put in.

In this regard, Ellis and Sinclair, (1989, p. 2, as cited in Francesca Torlone, and Marios Vryonides, 2016, p. 52), stated that “The autonomous learner displays some ability of evaluating and choosing materials, reflecting on learning, and providing self assessment”. Moreover, according to Mariani, (1994, p. 38), learner autonomy conjures up ‘independence’, ‘self-direction’, ‘awareness’, ‘development’, ‘involvement’, etc , (cited in Francesca Torlone, and Marios Vryonides, 2016 , p. 54).

A good number of studies have been conducted in Japan seeking to know if students are made aware of the importance of autonomy in the learning process. In this regard, Wenden, (1998, as cited in Soufiane Blidi , 2017, p. xxv), gave a summary of number of characteristics which students can develop in themselves in order to become autonomous. Among those characteristics, Wenden, (1998), claimed that students should have insights about their learning styles and strategies. They should also find an active approach to do the learning tasks at hand. More important than this, students should show willingness to take risks, guessing abilities, accuracy and appropriateness, and the ability to process language into separate reference system. Willingness to revise and reject hypotheses and rules that do not apply, and tolerant approach to language are also demanded.

Nevertheless, one should say that not only the above mentioned characteristics that can lead to the development of autonomy in the learner's process of learning, but there are also other factors involved in the process as well such as learners' level of motivation, their learning strategies, and their language awareness. Accordingly, Autonomy should not be viewed as something that can happen over night, but rather as a life long learning process that requires practice, hard work, and too much of efforts from the part of learners (Soufiane Blidi , 2017, p. xxv). Furthermore, Miller, (1996, p. vii), defined autonomous language learners as those who "initiate the planning and implementation of their own learning program". (as cited in, David Gardner and Lindsay Miller, 1999 , p.6).

Wenden, (1991, p. 3), added that when learners are "encouraged to take responsibility for their learning, they tend to be more capable of deciding of how to achieve realistic targets, develop ways to cope with new and unexpected events, and assess their own potential and limitations". Wenden, (2002, p. 31), added that autonomous learners will take more responsibility for learning and this will help develop more effective learners who can set their own goals, reflect on their progress, and seek

opportunities to practice outside the classroom. In this perspective, students can have a sense of “self-confident learners that can believe in their ability to learn, self-direct, and manage their learning” (as cited in Francesca Torlone, and Marios Vryonides, 2016,p. 56).

Moreover, Shafae, (2010, p.6), considered learner autonomy as a skill. Shafae illustrated those learners who are recognized as autonomous as having acquired the “learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately, and independently of a teacher” (as cited in Francesca Torlone, and Marios Vryonides, 2016,p.55).

Among the things that can enhance learners’ autonomy is the integration of computer technology into the classroom especially when it comes into FL teaching/learning. According to , (Josef Schmied, Christoph Haase, and Katrin Voigt, 2005 , p. 27), “ICT is a resource for autonomous language learning”. In this perspective, many researchers, such as Pennington, (1996), support the use of ICT tools like computers and the Internet provided that they must be used wisely and appropriately. (Warschauer et al., 1996, as cited in Josef Schmied, Christoph Haase, and Katrin Voigt, 2005 , p.27).

Furthermore, Littlemore, (2001, p. 43), in one of her conducted studies about the integration of ICT and self-instruction provided a concise summary about researchers’ different views and opinions on learner autonomy, self-instruction, and the use of new technologies. Her summary is put as follows:

- New technologies can be used to encourage different types of independent learning but do not automatically do so; care must be taken not to replace “teacher dependency” with “machinedependency”.
- Learners need to be trained in the strategies required to make the most of the opportunities offered by the new technologies.
- It is important that learners continue to have support from their teachers. They must not simply be left alone with the new technologies.

(as cited in Josef Schmied, Christoph Haase, and Katrin Voigt, 2005 , p. 27).

From the above mentioned points made by different researchers as was mentioned in Littlemore study, one can clearly deduce that they obviously encourage ICT application to a learning environment wherein teachers and learners alike can take the roles needed in order to accomplish the acquisition process in an effective way.

Furthermore, Miranda Hamilton (2013), stated that “However complex the strands of the relationship between SLA, autonomy and technology might be, there is an intuitive connection between independent learning and the opportunity for the authentic use of the target language with technology” (p. 50). In the same resource, Murray,(1999, p. 296), pointed out that “educational technology demonstrates its effectiveness as a purveyor of learner autonomy”. It also enables students to take control and manage their own learning (White, 2006, p. 249). Similarly, Lee, (2011, p. 87), argued that “Blogging fosters learner autonomy, as students take charge of making their own decisions as to what,howmuchandwhentopublishtheirwork”.Meanwhile,Villanuevaetal.,(2010, p. 13), highlighted “the parallel relationship between digital literacies and notions of autonomy as the reading of hypertext ‘implicates’ the learner to decide about making navigational choices with regard to the information offered by the link”. (as cited in Miranda Hamilton, 2013, p. 50).

In addition to that, Villanueva et al., (2010, p. 7), gave a great explanation about the possibilities of developing the learner’s autonomy through the use of technologies:

“The use of ICT opens up a space for complexity and multiplicity that might help the development of autonomy (...) multiplicity of access to authentic documents, multiplicity of access to interaction, the chance to reinforce meta-cognitive ability through experience with others.”

Accordingly, when students use ICT, they tend to be more autonomous in their learning process as it offers a wide range of opportunities, i.e., ICT gives learners the chance to use complex and multiple resources through authentic documents which can help reinforce interaction with other learners, and meta-cognitive abilities as well. This point is stressed more by Fisher, (2004, 50), when saying that with regard to language learning, it is suggested that technology extends opportunities for the learner to read, write and develop intercultural awareness. More importantly, providing linguistic opportunities in authentic contexts that encourage the learner to ‘strive for autonomy in the

targetlanguage’ (Kessler, 2009, p. 79, as cited in Miranda Hamilton, 2013, p. 51). Furthermore, the results of one of Warschauer, (1997, p. 472), conducted studies revealed that most students agreed that computers had the potential to help them become more independent of conventional educational structures. Besides to that, Benson and Chik, (2010, 63), claimed that “the ubiquitous presence of ‘globalized online spaces’ for uploading and generating content, such as *Flickr*, *You Tube*, *FanFiction*, *Net* and *Twitter* have the potential to stimulate autonomous language development and language use through online sharing and discussion between participants. (as cited in Miranda Hamilton, 2013, p. 51).

Littlewood, (1996, p. 98), argued that “students’ willingness to act independently depends on the level of their motivation and confidence; and students’ ability to act independently depends on the level of their knowledge and skills” (as cited in Francesca Torlone, and Marios Vryonides, 2016 , p. 60).

2.4 Software Tools Used to Enhance Language Skills

After having realized the significant role computers play in life in general and education in particular, teachers, instructors, and educators thought of more appropriate ways through which they can integrate the computer into the teaching/ learning of foreign language classrooms. According to Graham, & Lee, (1999, p. 7), “Reading and writing were the most frequently addressed skill areas” (p. 7). As a matter of fact, several software programs were created in order to help students learn a foreign language such as French, Spanish, and English in most of the cases.

Among the most common used softwars is that of the HyperCard. According to Motteram, (1990, as cited in Graham, & Lee, 1999, p. 8), this type of authoring packages “gives educators the chance to author or write computer-based course materials with little or no computer programming experience”. Due to the fact that Hypercard is cheap, easy to be accessed, and the possibility of being used by almost all educators allowed it to be the most common type of software in use”. For that reason, Padilla (1990, cited in Graham, & Lee, 1999, p. 8), reported that “HyperCard is very easy to use and can be directly applied to many aspects of instruction that occur every day in the classroom”

(p.224).

Yet, Graham, & Lee, (1999, p. 9), added another type of software which is referred to as Daedalus. With regard to this type, they also highlighted the use of another component of Daedalus Integrated Environment (DIWE) known as InterChange in second language-learning classrooms. Bump, (1990, as cited in Graham, & Lee, 1999), pointed out that “InterChange is a synchronous discussion tool, which allows users to have real-time written conversation and was originally developed to teach English composition and literature for the native speakers of English, though its use has been expanded to L2 instruction”(p.8).

In addition, Word Processing (WP) was, still is, regarded by many as the widely used software in education. Accordingly, Hyland, (1993, p. 21) pointed out that word processing “... is perhaps the most accepted and universal use of computers in education today”. More importantly, Levy, (1990), said that the use of the word processor does help students in their composing process with features such as, spelling, style, and grammar as well (Graham, & Shinwoong Lee, 1999, p.9).

The use of the Internet either in the form of synchronous or asynchronous chat besides to other uses of digital video are the best instances of internet-based tools commonly used in second/foreign language teaching and learning settings. Such a tool when used effectively gives learners the opportunity of being exposed to authentic, cultural context in which they will be able to respond through a written or spoken form in the target language (Leah Graham, & Shinwoong Lee, 1999, p. 10).

The last type of computer software that Graham, & Shinwoong Lee, 1999, p. 11), pointed at is that which is called Speech Recognition Software (SR). When students use such a computer software they are required to make a meaningful linguistic utterance in the target language which is likely to be translated by a speech recognition program. Thus, the ultimate aim of SR software is to assess and evaluate students’ oral abilities and provide them with immediate feedback immediately afterwards. The usefulness of speech recognition software lies on its ability to (1) recognize nonnative utterances and (2) identify problem areas of student production in order to provide corrective feedback (Derwing, Munro and Carbonaro, 2000, cited in Graham, & Shinwoong Lee, 1999, p. 11).

Furthermore, Warschauer, (1996a, as cited in Fotos and Charles M. Browne, 2004, p. 9), stated that “CALL has been divided into seven general types of activities”. Among the very and most important of these is writing. In this regard, Fotos and Browne, (2004), pointed out that “This includes word processing, text analysis, and desktop publishing, often combined with communication over a LAN” (p. 9). However, the second type of CALL is that which has to do with communication. One of the ways through which this can be done is via email exchange whereby students send each other emails. Furthermore, teachers and their students can use another type of CALL activities such as the use of multimedia that includes courseware presented on CD-ROOM or online in order to study specific language skills like grammar or pronunciation (Fotos and Charles M. Browne, 2004, p. 9). Another CALL activity of a very common use is the use of the Internet, such as Web search in order to get access to new information and to construct home pages (Fotos and Browne, 2004, p. 9-10).

Yet, concordancing and referencing or using a corpus is another type of CALL activities that students can use in order to examine grammar, and vocabulary items. It also allows students to use online dictionaries when seeking definitions or information. Among the other significant type of CALL activities is distance learning. In many of the worlds’ famous universities, some teachers are doing their courses online teaching via the Internet. Accordingly, Fotos and Brwone, (2004), affirmed that “Although it began only recently, distance learning via the Internet has already developed into an important field, with a rapidly increasing number of publications on its implementation and evaluation” (p. 10). Teachers can as well disseminate their lesson plans, course materials, research papers, and other material online by creating a Web page. Last but not least, test taking is the last type of CALL activities that Fotos and Charles M. Browne highlighted its use in their book. Hence, they said:

“There is extensive research on computer-assisted language testing (CALT), suggesting that computer-based tests, particularly those that respond to learners’ choices by presenting subsequent items at varying levels of difficulty, are effective in building language skills because they provide immediate feedback and multimedia support by access to dictionaries, grammatical explanations, and audio and video material for study of test items” (p. 10).

In sum, Fotos and Browne, (2004, p. 11), concluded that “Teachers must therefore meet the challenge of this continually evolving technology and embrace CALL as a powerful instructional partner” (p. 11). Hence, it is required of teachers to know how to get accustomed to the use of CALL activities in their second/ foreign language classrooms since it becomes a necessity nowadays and teachers cannot keep simply avoiding this fact.

In one of her books, Kroll, (2003, p. 288), strongly stressed the fact that teachers, especially ESL teachers and due to the technological advances in the educational world, should not stay outside these developments and keep ignoring those technologies which have become a great part of their students’ world. She went on to say that “Teachers should be prepared to bring computers into the center of their own pedagogical practice” (p. 287). She thus, in an attempt to raise ESL teachers’ awareness about the use of computers to teach writing, began with a review of some critical issues related to word processing, networking, hypermedia, and the use of the Internet as a research tool for writers. Therefore, according to her, one of the basic writing tools which can be used is the word processor. Most word processors include spellcheckers and grammar checkers as well. The word processor is considered by many people as a very useful tool for it “facilitates the mechanical processes of putting words on paper, revising texts, and producing attractive and readable finished copy” (p.288).

ESL teachers have also the opportunity to work with their students in a Network environment wherein the computer can play a significant role in instruction. They can, thus, either use a local area network (LAN or intranet), when using a computer lab, or a wide area network (WAN), for instance, the Internet or World Wide Web, and therefore make it possible for their students to interact with other people in order to develop their writing skill (Barbara Kroll, 2003, p. 294). When using computer, students may participate in such novel activities as online feedback on their classmates’ work or “team editing”, (Kaufers & Neuwirth, 1995, as cited in Barbara Kroll, 2003, p. 294), as they can send each other and receive email “letters” or other sort of messages (Howard, 1992, as cited in Barbara Kroll, 2003, p. 294). Warschauer, (1997, as cited in B. Kroll, 2003, p. 295-296) stated that “Where the students’ computers are linked in a network, the potentials for collaboration and participatory interaction are increased”.

Yet, B. Kroll, (2003, p. 300), added that Hypertext and or Hypermedia is another development of importance to writers as it gives them possibilities to create hypertext, which is a computer tool for building “layered text”. Bernhardt, (1993, p. 164, as cited in B. Kroll, 2003, p. 300) said that:

Like Chinese boxes, a text can be nested within a text, and huge texts can reside within tiny fragments. With the combination of both hierarchical subordination and lateral links from any point to any point, hypertext offers greatly expanded possibilities for new structures characterized by layering and flexibility..

In this sense, through using hypertext, writers can create a “Mosaic of information” (Marcus, 1993, as cited in B. Kroll, 2003, p. 300). These are composed of chunks of information arranged on computer “pages”. Those texts which can take the form of textual, visual, auditory, or any combination of all these put together, can be connected through electronic links in a Web page format. Student writers are then free to use these in order to create their own paths to negotiate the information going from one part of the screen to another (B. Kroll, 2003, p.300).

The Internet and World Wide Web also provide students with a variety of resources online that can assist them and help them during their writing process. Accordingly, students and through the use of these two type of resources can get access to “journals, library catalogs, topical database, search services and other resources on English language” (B. Kroll, 2003, p. 302).

In sum up, no one can deny the effectiveness and the great help the use of computers can provide both teachers and students with, despite the fact that there are some teachers who seem to be afraid of computer use in their classes. Teachers, thus, should an active role and start implementing its use for the benefit of all. In the words of B. Kroll, (2003), “no ESL teachers can afford to remain on the sidelines of these developments, which have transformed and are continuing to transform literacy, language, and all communication in very significant ways” (p.306).

Moreover, Beatty, (2003), divided CALL applications into six types which can be found in all CALL labs. The first of these includes using a word processor. Beatty,

(2003), pointed out that a good program of word processing is Microsoft Word© that is highly used by both teachers and their learners to create learning materials that provide tables, texts, and simple websites. In addition, the use of games for pedagogical purposes with the aim of raising learners' awareness of the learnt materials in a learning environment wherein learning takes place as an activity that is peripheral to play is highlighted by Beatty, (2003). Yet, when it comes to teaching literature in a computer lab, teachers can offer their learners with different literature from different disciplines. Beatty, (2003), also spoke about corpus linguistics as a type of CALL application as well. Corpus linguistics refers to the study of the body of texts. The use of this application helps teachers in developing their learning material by giving them learners systematic errors. Computer mediated communication (CMC) ; either in the form of bulletin boards, where learners and teachers post and share their messages that can be viewed, shared, and commented with different people all over the world, is of great advantage to students ; or through emails, are two types of the most common activities that allow learners to communicate via the Internet making it easy for them to record the messages that they have sent and/or received. Finally, the last application that can be used by both teachers and learners, and provides an endless source of authentic materials that include handouts ; texts ; sound ; video ; and image, is the World Wide Web (Beatty, 2003). Besides to those mentioned computer software, there are others developed mainly to help students with their writing process.

Recently, the use of computers in education has gained a highly significant role. Teachers as well as students are very acquainted with its use on a very large scale. In fact, computer use has become inescapable for every thing now is based on it. Teachers are no longer faced with the question of whether or not computers are helpful for the development of their students' learning process, but, however, with the question of how can they use computers in a more effective way.(Yusof, 2012, p. 43).

Though it has been a very long period of time since computers have been integrated and used in the teaching/learning of both native and foreign language, some teachers still seem to be afraid of their use. Thus, in this chapter, light is shed on the use of Computer-Assisted Language Learning (CALL) and how computer implementation into language classrooms has been of great benefit to the teacher as well as his or her

students.

2.5 Definition ofCALL

CALL has emerged into the area of language learning as a new field. At its heart, CALL takes more than one discipline. As a result of the interaction of those disciplines such as; Language Learning; Computer Science ; Psychology ; Artificial Intelligence ; Instructional Technology and Design ; and Computational Linguistics, for that reason it is very often regarded as an interdisciplinary field of study (Levy, 1997). The fact of being an interdisciplinary field played a major role in the formation and development of CALL from one stage to another and also gave it its nature of being a field of continuous changes and transition (Iandoli, 1990). In the very beginning, CALL came into existence as a part of Computer-Assisted Instruction (CAI). Hertz, (1987, p. 1), stated that CAI is “the use of computers as a tool of instruction according to group and individual needs”. Hence, CAI is one application of Artificial Intelligence (AI). According to Coughlin, (1990, p. 561), Artificial Intelligence “attempts to make computers perform cognitive tasks in all areas of human endeavor”. The following figure better describes the interdisciplinary nature ofCALL.

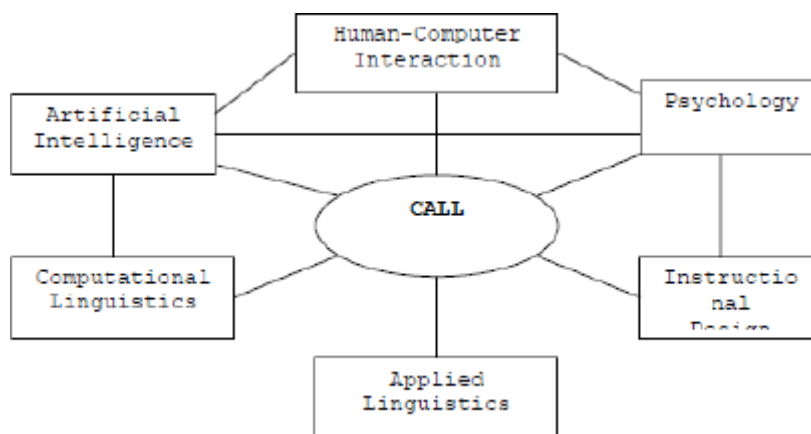


Figure 2.1. CALL and the Related Fields (as Adopted from Levy 1997.)

There has been a lot of hard attempts to give a much clearer definition to what CALL really means. As a consequence, several debates arose due to the controversy of the term. Therefore, different forms of expressions are used when referring to the use of

computers and/or technology as a tool in language learning/ teaching environments.

Among the terms which are very often used one can mention ; Computer-Assisted Language (CAL) ; Computer-Assisted Language Instruction (CALI) ; Computer-Mediated Communication (CMC) ; Intelligent Computer-Assisted Language Learning (ICALL) ; Computer-Enhanced Language Learning (CELL) ; Computer-Based Language Learning (CBLL), ...etc. Chapelle, (2001), who did not herself put the term CALL as the title of her new book though it is all about it, wrote:

Computer-assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in TorontoI have retained this term throughout this volume to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly (p.3).

Furthermore, Egbert, (2005), also raised a point about the debatable issue of the different terms which are used by educators when trying to describe CALL. She wrote that there are three components on which CALL is based: 1) “how learners use it (i.e. word processing) ; 2) the place where it is used (school, home, lab) ; 3) the philosophy behind its construction (Behaviourist, communicative, or integrative)” (p. 4).

Egbert, (2005), provided a good justification of why educators always find it hard to accept new changes in educational settings. She said that in the very beginning books were not welcomed and were even thought of as a threat or a big damage to the human memory which caused controversy. However, and as time passes by, people began to accept them and this is the same story with computers. Moreover, Bax, (2003), made the point much stronger by saying that CALL has not reached the normalization level where it is considered an essential part of the classroom setting. For that reason, Levey, (2005), believed that the term CALL should be considered like an umbrella term encompassing the different uses of technology in language learning and teaching. Thus, Levy, (2005, p. 148) main reasons of saying so are “the distinctiveness and complexity of language as an object for learning, the de facto existence of a substantial, international group of individuals and established professional organizations that have continued to use the term for more that two decades”

In this respect, the term computer-assisted language learning that came into favour in the early 1980's is mainly used to refer to the use of computers by learners in

order to help them learn languages better. Accordingly, Gamper and Knapp, (2002, as cited in Andrew Laghos and Panayiotis Zaphiris, 2005, p. 331), defined CALL as “ a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching”. In addition, Davies (2006, as cited in Margie Berns, 2010, p. 261) gave a more precise way of describing CALL when stating that “it is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element” (261). Levy (1997, p. 1) provided this definition of CALL: Computer Assisted Language Learning (CALL) may be defined as “the search for and study of application of the computer in language teaching and learning”. Elsewhere, Beatty, (2003) defined CALL as “any process in which a learner uses a computer and, as a result, improves his or her language” (p.7). Meanwhile, Egbert, (2005), gave another definition to CALL as “using computer to support language teaching and learning in some way. This definition applies to all languages, skill areas, and contents” (p. 3). Thus, through the different definitions given above it becomes clear that the term CALL covers three important words ; computers, language and learning. The next point to be addressed is CALL history.

2.6 Brief History and Development of CALL

Despite the fact that a lot has been written in the literature about the use of computers, however, no exact date has been given about when exactly computers were used in language learning. Thus, it is much more important to go through the different historical changes that CALL went through in the past few decades.

In the very beginning, it was believed that the use of computers in language learning was common only during the period of World War II, 1940s, when it was used as a spin-off from cryptography (Fotos & Browne (2004). Furthermore, Chapelle, (2001), affirmed that CALL was first used in the USA in the 1950s. Meanwhile, other experts in the area of the use computers in language learning/teaching such as Warschauer and Healey, (1998) and Egbert, Jessup & Valacich, (1991), all claimed that computers were only in use beginning from the years of 1950s even though they were very difficult to use at that time. Yet, and according to Dunkel, (1987), educators began to be more aware of

the benefits of the use of computers in language classrooms after the invention of the first computer in the 1940s. As a consequence of the growing interest in computers, new and humble CALL programmes were invented and put into use such as the ones used by linguists to analyze texts in the 1960s (Fotos & Browne, 2004).

In fact, CALL early projects which were in use in the USA were typically used to teach the Russian language through translation (Beatty, 2003). She also claimed that computers were used in education to fulfill other objectives. The Cold War is the best example of the use of computers for political reasons. She affirmed that through the following words :

In many projects, Cold War (1945-1991) political motivations may have been involved in funding, particularly those based on insecurities about the Union of Soviet Socialist Republics' (USSR) advances in science after the USSR's launch, on 4 October 1957, of Sputnik. The first CALL programs were created at three pioneering institutions: Stanford University, Dartmouth University, and the University of Essex.... all focused on the teaching of Russian. (p. 19, 20).

Chapelle, (2001), wrote that the first kind of CALL projects came first as a part of Computer-Assisted Instruction (CAI) in the Institute for Mathematical Studies in the Social Science at Stanford University under the direction of Richards Atkinson and Patrick Suppes. This project's main objective was to give an introductory course on the Russian Language (Taylor, 1980). In addition to that, another very important project was also used at the university of Illinois called the PLATO system. The word PLATO stands for (Programmed Logic for Automatic Teaching Operations). According to Levy, (1997), CALL started with PLATO which was designed to teach Russian following the old method that of the grammar translation one. As a matter of fact, the reason which in a way or another made computer use in educational settings so limited in the time of its birth was the high cost of its hardware. For that reason, Dunkle, (1987, p. 251) pointed out that "In the past, high initial capital investment for hardware made implementation of CAI prohibitive". However, more technological advances in the area of CALL made it possible and common to have computers all around in language learning environments. The different developmental changes that CALL went through is the point to be tackled next.

According to Warschauer (1996), who stated that CALL has existed for about the period of 40 years and witnessed several changes during the different phases of its historical development mainly due to technological advancement and the approaches followed in teaching in each phase, CALL is divided into three main stages: Behaviourist CALL, Communicative CALL, and Constructivist/ Integrative CALL.

The first stage in the development of CALL was given the name of Behaviourist CALL (Warschauer, 2004). As its name indicates, Behaviourist CALL is based upon the philosophy of the Behaviourist theory to learning which was dominant during the decades of the 1950s and 1960s (Warschauer, (1996). According to this theory, learning is conceived as a process of habit formation or stimulus-response relationships (Ellis, 1997).

In this respect, and according to Taylor, (1980), Behaviourist CALL was built upon the idea that computers can fulfill the task and/or play the role of a tutor. Hence, it can provide its users with drill and practice exercises. Yet, there was something very special of computers as that time they were strengthened by mainframe computers which themselves were connected to terminals by telephone lines as Chapelle, (2001) said. At that stage of CALL, the main programs which were used were based on repetitive language drills and, thus, were often referred to as “drill and practice”. Caroline Howard... (et al), 2005, p. 331-332), supported this point when saying that Behaviorist CALL, which was implemented in the 60s and 70s, could be considered “a sub-component of the broader field of computer-assisted instruction” Informed by the Behaviorist learning model (Kern & Warschauer, 2000, as cited in Caroline Howards...(et al.), 2005), this mode of CALL featured repetitive language drills, referred to as drill and practice.

More importantly, the sort of activities that were implemented were the kind of grammar and vocabulary practice. With regards to the teaching techniques that were followed at the Behaviourist CALL, it was the Audio-lingual method and structural linguistics (Fotos & Browne, 2004). Yet, according to Margie Berns, 2010, p. 262), in Behaviourist CALL the computer functions as “tutor, serving mainly as a vehicle for delivering instructional materials to the learner”.

The way through which tasks were done with learners in Behaviourist CALL was through giving instructional material which can provide learners with corrective feedback

each time their responses were not correct until they could arrive at the point of a good mastery of what they were about to learn and, thus, producing correct forms. In addition, the programs that were adopted in order for learners to do tasks were linear in the sense that all learners had to follow the same steps and the same style, besides to that, exercises were only taken from the text book (Beatty, 2004). Nevertheless, and just like the decline that the Behaviourist theory to learning witnessed the same case happened with Behaviourist CALL. Now, a new change took over Behaviourist CALL and was to be replaced by a new stage of CALL. According to Warschauer, (1996), Behaviourist CALL declined for two major reasons: 1) the theoretical and pedagogical rejection of Behaviourist Approaches to Second Language Acquisition, and 2) the advent of microcomputers or Personal Computers (PC). However, Fotos & Browne, (2004), believed that Behaviourist CALL came to its heydays because of the emergence of a new approach, which sought for other communicative objectives and not simply for formal instructional ones. Hence, these reasons all put together, led to the springing up of a new stage of CALL, Communicative CALL.

Like the previous stage to CALL, communicative CALL came into existence under the influence of the communicative approach to language teaching in the 1970s (Fotos & Browne, 2004). Due to the fact that the philosophy of Behaviourist approach did not satisfy educators' needs at that time for it was focused more on the form rather than on communication, the communicative approach came into being to reach this aim in order to make of the students active learners and help them develop their communicative competence and not simply make of them no more than mere parrots of what they have already been given through the instruction of the teacher (Richards & Rogers, 2001). The same story happened with the use of computers and the development of CALL in the past few decades. For that reason, Fotos & Browne, (2004, p. 05), considered the main goal of communicative CALL as a “communicative use of the language rather than mastery of isolated forms”.

Caroline Howard ... (et al.), (2005), stated that Communicative CALL “emerged in the late 70s and early 80s. It was also during this time that behaviourist approaches to language teaching were being rejected at both the theoretical and pedagogical level, and new personal computers were creating greater possibilities for individual work”(p.331-

332). Furthermore, Berns, (2010, p. 262) with regard to the emergence of Communicative CALL put it in the following words:

With the advent of the microcomputer in the late 1970s, CALL continues to be used for skill practice, but in a non-drill format, with a greater degree of student choice, control, and integration. This phase also includes (a) using the computer as a stimulus for discussion, writing, or critical thinking; and (b) using the computer as a tool or workhorse-example include word processors, spelling, and grammar checkers, and concordancing programs (Margie Berns, 2010, p.262).

According to Warschauer, (2004), Communicative CALL was also based upon the same principles of the cognitive view of language acquisition. Furthermore, Communicative CALL was defined by Fotos & Brwone, (2004, p. 06), as a method “that aimed to stimulate students’ motivation, critical thinking, creativity, and analytical skills rather than merely the achievement of a correct answer or the passive comprehension of meaning”. In this sense and at this stage, the function of the computer was not only as a tutor, but at the same time as a “stimulus” as well as as a “workhorse” (Taylor & Perez, 1989). In very few words, Communicative CALL focused on the teaching of grammar more implicitly and not explicitly like educators used to do in the previous stage. Thus, all the focus was put on the use of forms and not simply on forms per se (Warschauer, 1996).

However, Communicative CALL did not last for a very long period of time and was to be put aside and replaced by the emergence of another stage based on other new perspectives. The end of the 1980s, was the time during which educators sensed the limitations of Communicative CALL as they thought that it failed to fulfill students’ needs especially that computers were not put in a good use or were not used the way it should be (Warschauer, 1996). One of the criticisms of Communicative CALL was that the programs that were used at that time were still like the ones used before during Behaviourist CALL stage i.e., the use of drill and practice focusing more on grammar correctness (Coughlin, 1990). Meanwhile, as Communicative CALL was reassessed and reconsideration were taken with regard to the Communicative Approach in the field of language teaching, the call for another stage began (Warschauer, 1996). As a result of all those criticism which were raised against, Communicative CALL were a strong leading

characteristics towards the emergence and labelling of what became known as Integrative CALL in the decades ahead of the decline of Communicative CALL.

The last stage of CALL was known as Integrative CALL (Warschauer, 1996). According to Fotos & Browne, (2004), Integrative CALL was in use since the years of 1990s. Howard...(et al.), (2005), stated that “This emerged in the late 80s and early 90s while critics pointed out that the computer was still being used in an “ad hoc and disconnected fashion”(p. 332). Warschauer, (1996, as cited in Caroline Howard ..(et al.), (2005) terms integrative CALL as “a perspective which seeks both to integrate various skills (e.g., listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process” (p. 332). In addition to that, Berns, (2010, p. 262), pointed out that “This phase is marked by two important technological developments”. The first as being Multimedia personal computers (MPCs), which enabled reading, writing, speaking, and listening to be combined in a single activity, with the learner exercising a high degree of control over the path through the learning materials. The second as being the Internet, which offered new opportunities for computer-mediated communication (CMC) between learners and teachers, and a wide range of activities centred on the World Wide Web (p.262).

Integrative CALL is different from the previous types of CALL in that it benefited from multimedia (Warschauer, 1996). Through the use of multimedia application this would make of the learning environment a more vivid and real world one which would as well make learners more involved in the tasks especially that all the language skills could be found in one and the same activity. It also, unlike Communicative or Behaviourist CALL, gives learners the opportunity to control their learning process and enables them to focus more on the content, not simply on the form of the language (Warschauer, 1996). Those different kinds of uses in Integrative Call made it even more interactive as learners were able to use authentic situations besides to being able to interact with people of the target language they wanted to study (Coughlin, 1990). In sum, the different developmental changes that CALL went through throughout the past decades are summarized by Warschauer, (2004), as it follows:

Stage	1970s-1980s: StructuralCALL	1980s-1990s: CommunicativeCALL	21st Century: IntegrativeCALL
Technology	Mainframe	PCs	Multimedia and Internet
English - Teaching Paradigm	Grammar Translation and Audio-Lingual	Communicative Language Teaching	Content-Based, ESP/EAP
Views of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-Cognitive (developed in social interaction)
Principle Use of Computer	Drill and Practice	Communicative Exercises	Authentic Discourse
Principle Objective	Accuracy	Fluency	Agency

Table 2. 1. The Three Stages of CALL According to Warschauer's Model (Adopted from Warschauer (2004)).

2.7 Pros and Cons of CALL

The advent of technology has given computers a major role in teaching and learning foreign languages such as English in our case. Nowadays, thanks to the Internet

both teachers and students can get access to a limitless number of books, articles, journals, ...etc. There are other different uses of the computer that made things much easier than they used to be years ago in the learning and teaching of foreign languages. Thus, computers brought several advantages into the area of language learning.

According to Lee, (2000), the reasons for using computers are as follows : (a) experiential learning, (b) motivation, (c) enhancing students' achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding. Taylor (1980) stresses the point that computer assisted language learning programs can be wonderful stimuli for second language learning. Furthermore, Warschauer, (2000), affirmed that getting access to Web pages would ease instruction. Through the use of Emails, students can get in touch with other people all over the world besides to their classmates and their teachers. Hence, all students including those very shy ones can take a great advantages from the use of computers.

When CALL programs and softwares are implemented in language classrooms, this can help students to develop the four language skills, writing, reading, listening, and speaking as it can help them to enrich their vocabulary as well and improve their pronunciation. Students can use different sources which can enable them to enhance their language skills. According to Nunan, (1999), "interactive visual media which computers provide seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning" (p.26).

When it comes to writing, the use of computers proved also to be of great help. Numerous computer programs, such as the paragraph punch that we are concerned with in this study, can be use to help students be more aware of the different stages of the composing process like the pre-writing, and with how they can create an outline of ideas (Gunduz, 2005). Furthermore, T. Ravichandran, (2000, p. 82-89), pointed out that "A word processor in the computer can be very effective in teaching guided/free writing activities". With regard to the use of computers in the teaching of writing skill, Arew & Frommer, 1993, summarized the advantages of CALL as follows :

- Interaction. The student transmits a message and receives one in return.
- Immediate feedback. There is immediate note that a mistake has been made.
- Error analysis. Specific errors are identified and explained.
- Self-correction. Clear error messages help most students to achieve the satisfaction of reaching the correct answer in the end.
- Reinforcement. Students are encouraged by congratulatory messages for correct answers.

Healey, (1999) agreed that computers can be of great help in developing students' reading skills. He pointed out that through using computers students can use different reading techniques such as scanning, skimming, recognizing details, main ideas, topic sentences, and predicting what will come next. According to Jones and Fortescue, (1987), there are three ways in which computers help learners develop their reading skills : (1) incidental reading, (2) reading comprehension and text manipulation through which students are required to first read the text and then do some activities, and (3) answer traditional comprehension questions and study a text in terms of content and structure.

There has been a great number of studies which have been conducted about the advantages of computers in language learning. The findings of those studies revealed that its use is that it increases students motivation (Dunkel, 1990). Students' level of motivation increased as they were introduced to the use of fun and games which were brought into the classroom (Lee, 2000). Such kind of a funny environmental setting is considered as a the corner stone in language classroom (Galavis, 1998 ; Warschauer & Healey, 1998). In addition to that, Lee, (2001) strongly believed that CALL can improve students' academic ability. Yet, Galavis, (1998) and Dunkel, (1990) claimed that the use of technology enhances learners' language proficiency and their overall academic skills. More importantly, one of the very important advantages of computer use is that it lowers anxiety among learners (Chapelle, 2001 ; Levy, 1997).

Moreover, T. Ravichandran, (2000, p. 82-98) stated that the sue of CALL can raise students' Motivation and make them more interested in the process of learning foreign languages sine it provides them with novelty. Learning the language, thus, becomes more interesting, more attractive as language is presented through games, animated graphics and problem-solving techniques. He went on to say that CALL programs gives learners self-instructional tasks that let them master prerequisite skills

and course objectives at a speed and level directed by their own need. Ravichandran, (2000), also claimed that there are some students who like and seem to learn much more effectively to study through a compatible learning style. The notion of Academic Learning Time (ALT), the amount of time a student spends attending to relevant academic tasks while performing those tasks with a high rate of success, is also highlighted by Ravichandran who believed that by using computers, the students are often able to use their ALT more fruitfully. Furthermore, the kind of feedback students get when using computers is immediate besides to the identification of errors through computer database which can be used by the teacher to classify and differentiate the type of general errors as well as the committed errors by learners due to the influence of the first language. Warschauer & Healey, (1998) highlighted some other advantages of CALL claiming that multimodal encourages students to practice and provide feedback. It can also help individualization in a large class, pair or small group work on projects, and the fun factor. Different resources are available and learning styles can be used. The integration of Call facilitates learning with large amounts of language data, and real-life skill building.

However, and despite The fact that the use of computers has shown big advantages in the teaching/learning of FL, yet, it has also shown some disadvantages that teachers and instructors need to be well aware of. Hence, as it has its own benefits, the use of computers in education has its limitations and shortcomings as well. In this respect, Gunduz, (2005), claimed that although computers in language classes have an important role in language learning process, there are some disadvantages ofCALL.

According to Coughlan, (2004), the main reason why computers are thought of as a big disadvantage is due to fact to a lack in having access to technological resources and Internet connection especially for schools which seem to have no access to computers or Internet connection. Furthermore, the costs of hardware and computer equipment are considered as an issue for low-budget schools (Gips et al. 2004; Lai & Kritsonis 2006). Gips, DiMattia, & Gips, (2004), believed that the bad side of computers and computer-assisted language learning programs is that they increase educational costs and harm education. In other words, if schools and/or students can not afford computers this will lead to unfair educational conditions especially that some computer software and hardware are too expensive. For that reason, Mike, (1996), stated that having no or less

opportunities of getting access to technological resources and the Internet had been frustrating for both teachers and students alike. However, and according to Vi, (2005), having no access to computers and the Internet is not the only disadvantage for there are teachers who seem to lack training and support from the school.

The point of the inaccessibility was made much more stronger by T. Ravichandran, (2000), who pointed out that “Perhaps, the major cause of their (teachers’ worry) worry might have developed from the basic problem of accessibility”. Ravichandran continued saying that because computers were most of the time assimilated with department of Science and Math, this fact played a great role in preventing teachers from getting themselves acquainted with their use in the Art faculty.

In addition to that, the other factor which is also considered as a disadvantage of computer integration is when teachers lack adequate training and practice in the use of technology. Accordingly, researchers do agree upon the idea that teachers must increase their computer competency to use technology effectively (Coughlan 2004; Lai & Kritsonis 2006; Schwab & Foa 2001).

Hence, unless both the teachers and students show a good mastery of how to use computers and are competent enough, they will never reach good results after implementing computers into their classrooms. In this sense, if teachers feel that they lack training in technology, they need to take part in training courses afford by the university or ask for one for instance otherwise they and their students will hold negative attitudes towards computer use and language learning in general.

Therefore, one ought to say that for a good integrations and/or implementation of computers into the teaching/ learning of FL classrooms both teachers and their students need based training and practice in technology. There is no other option for the student to know how to use the computer if he or she lacks sufficient training. However, since teachers themselves lack training, they seem to not know how to guide their students in a class where the computer is being used as the a means of doing different tasks. As a consequence, the benefits of computer technology for those students who are not familiar with computer are inexistent (Roblyer, 2003).

Yet, among the challenges and difficulties encountered by teachers when integrating computers into language classrooms is that of the lack of time and technical

support (Jacobsen & Lock, 2005; King, 2003). In some studies which were conducted about teachers' perceptions of the use of technology in the teaching languages such as ChanLin et al, (2006), it was reported that the integration of technology in their classes demanded more time and effort compared to regular classes in which technology was not used. Moreover, Computer anxiety may be another potential disadvantage for some learners (Henning, 1991). Besides, not being familiar with using computers or typewriter keyboards may lead to discrepancies in some learners' performances on computer-assisted or computer-adaptive tests (Hicks, 1989; Henning, 1991; Kirsch, Jamieson, Taylor, & Eignor, 1997).

Teachers need to be aware of the limitations of the program that they are likely to use since softwares used are not yet perfect. Hence, it is required of the teacher to make some adaptations for the computers is not able to figure out all sort of problems such as complex language input. Thus, as a result of the computers' limited artificial intelligence, students often find some problems in getting answers or immediate feedback from the computers as they do from their teacher. According to Warschauer, (2004), a program should ideally be able to understand a user's 'spoken' input and evaluate it not just for correctness, but also for 'appropriateness'. A computers limited artificial intelligence made computers not really of great help and teachers still do have great roles.

In sum, one has to say that, although the application of computer technology is still regarded as something new in the field of foreign and second language learning settings, the use of technology has both advantages and disadvantages for language learning and teaching. However, computers advantages seem to be more significant than its drawbacks. The past decades have shown a great interest for using computers in the teaching of foreign language and its learning. Yet, one also has to say that the effective use of CALL depends all on how much the teachers is open and willing to use them and have positive attitudes towards computer use in foreign language classrooms. Teachers, thus, are required to not be worried all the time about their use since computers can help the teacher if he/ she does not look at them as a replacement, but as a supplement to their job. Computers cannot and will not replace teachers' role, it will only assist him/her with the what it is required of him/her with his/ her students. Therefore, teachers should try to apply CALL programs in order to enhance their teaching and/or to help improve their students learning process and get maximum benefits from technology for the computer

can play a great role in the classroom and, thus, ease some of their loads in the classroom. The computer's role in classrooms is the following point.

2.8 Major Roles of the Computer

In an article entitled *Roles for Computers in Teaching the English Language*, Bertram C. Bruce, (1990), highlighted the different roles of a computer in a language class. According to Bruce, (1990), computers can be used in instruction for different objectives. They can be used in teaching “composition, literature, decoding, reading comprehension, spelling, vocabulary, grammar, usage, punctuation, capitalization, brainstorming, planning, reasoning, outlining, reference use, study skills, rhetoric, handwriting, drama, and virtually every other area of language arts” (p.02). Concerning the functions of a computer, Bruce stated that it can take five main roles. It can function as a tutor. This helps in providing students with individualized instruction and recording their progress. The computer can also function as a tool mainly when it comes to producing a piece of writing, revising it, and checking spelling errors. One other big advantage of computer use is that it gives students the opportunity to explore the language by making the modifications, the additions, and the changes they would like to make. Furthermore, computer use allows students to insert tables, graphics, charts, and pictures which makes of their work look more organized. More importantly, when computers are used in the classroom, this helps to build a sort of a much more stronger relationship between the teacher and his/her students as they all seem to communicate and interact with each other.

Yet, according to Warschauer, (1996), CALL applications in language learning are divided into three main parts : computer as tutor ; computer as stimulus ; and computer as tool. Using computers as a tool happens most of the time when teaching grammar, listening, pronunciation, reading, vocabulary, text reconstruction, writing, and comprehension. However, when using the computer as a stimulus, the computer gives the learner help in, for instance, generating discussions, synthesize information, and critical thinking. As a contrast to using computers both as a tutor and as a stimulus, using computers as a tool, is applied for grammar checkers, word processing, internet, and authoring programs. Elsewhere, Warshauer, (2002), claimed that the role of the computer in education changed from that of a tutor to that of a tool. This point was highlighted by Kern, (2006) who pointed out that CALL's original focus was on tutorials but now the

general trend has been toward tool and especially medium tools.

With regard to the use of computers in writing instruction, Jacobi, (1990), pointed out that the computers can have multiple roles among which it can act as a tutor. According to them, there are many computer applications which help in assessing students performance in grammar, writing, ...etc. Thus, they said:

The default setting for many who consider applications of computers to basic writers has been CAI, especially grammar programs. PLATO (developed at the University of Illinois) and TICCIT (developed at Brigham Young University) represent such applications, each system having numerous programs offering grammar exercises and writing instruction among a broad array of programs. (p. 165).

Yet, Jacobi, (1990), added that other functions of the computer is that of a writing aid (p. 168). In this respect, the computer helps students in and during the different phases of their composing process. They stated that there are several computer-bases writing aids which can provide strategies for inventing, drafting, revising, and editing. The kind of the most common programs which can help students in their writing process are of two types : (1) prompt programs that help students create, develop, and structure ideas, and (2) text-analysis programs that help students analyze and edit texts. Besides to that, some computer software which integrate word processing as well as pre-writing, revising, and editing programs provide students with a complete writing environment (Jacobi, 1990, p.168).

Furthermore, and still according to Jacobi, (1990), the computer can act as a word processor. He pointed out that “there is widespread agreement that the computer with word processing software makes a very good writing tool, especially for encouraging revision”(p.170).ElizabethSommersandJamesL.Collins,(1984,ascitedinMichael G. Morgan, Martin J. Jacobi, 1990, p. 170), concluded that word processing brings about five important changes : (1) students develop into more fluid writers, (2) revision is more intensive, more varied, and sustained over longer periods of time, (3) illegible handwriting is no longer a problem, (4) students are more willing to revise, and (5) students develop a deeper understanding of the writing process. In addition, the computer can as well act as a teaching environment. Jacobi, (1990), said that “ it is critical to consider research that concentrates on the changes the technology brings about in the

classroom environment: to the patterns of interaction, the roles of teachers and students, and the nature of assignments and completion strategies'' (p. 178). Wresch, (1984a, as cited in Marjorie Montague, 1990, p. 41-42), identified six advantages to computer-assisted composing important for understanding the impact that computers have on writing instruction. Wresch main points are as follows :

- Individualized instruction and the teacher's ability to select programs and features most beneficial for the writer.
- Availability of assistance and instruction about writing when it is requested or needed.
- Feature analysis, which provides immediate feedback and response to writers about mechanics, style, or organization of their writing.
- Effective use of students' time especially in regard to revision and rewriting.
- Accommodation of writing as a fluid and dynamic activity.
- Freedom to write and compose without penalty.

To conclude, it becomes clear that technology, i.e., the use of computers, does help both teachers and students alike in various areas of their teaching/learning processes. Computer use can assist students in the progress of the four language skills, listening, reading, writing, and speaking. It can provide them with immediate feedback when needed, gives them suggestions when stuck, and even reward them if they did well. Hence, it is up to the teacher to know how to make an effective use of them. The literature showed a good number of computer software that can assist students in their learning process and with the four language skills.

2.9 Teachers' and Students' New Roles

The presence of technology in society has changed almost all aspects of the every day way of life and so it does to the essence of teaching on both sides teachers' and students' side. Since the integration of computers into Foreign Language (FL) classroom, the role of the teacher has changed radically. Chapelle, (2005), for instance, highlighted that 'technology is changing the jobs of teachers through the changes it prompts in the language itself, the opportunities for studying language, and the options available for

teaching language'. In other words, the use of computer technology provides more opportunities which may help in the development of language education in general and raises the effectiveness of FL learning and teaching in particular. In fact, nowadays, teachers are left with no choice but to use computer technology in their teaching classroom. Robert J Blake, (2013), stressed this point when he said:

Either teachers embrace the new language learning technologies and integrate them in a new pedagogy or they will not only deprive themselves of the enormous benefits afforded by computer-assisted language learning (CALL), computer-mediated communication (CMC), distance learning, social networking, and language games, but they will be increasingly out of touch with their own students, who are by now wired, networked, and computer-savvy' (p. xi).

Morrow, Barnhart, & Rooyakkers, (2002), stressed this point when saying that "Technology incorporation in the classroom is no longer a special effect or idea; technology integration is a necessity in preparing teachers for today's and tomorrow's world".

Traditionally, the common role of teacher in the classroom was that of an expert who must know and does everything. For Eastment, (1998, as cited in Esther Uso-Juan and MaNoelia Ruiz-Madrid, 2007, p. 78), "Teachers are no longer considered to be the only source of information and knowledge, and their role has changed from being the "sage of the stage" to "the guide on the side" . In contrast, the student's role was that of a mere receiver of the content, of an almost 100 per cent reproducer of that content. However, when technology has been integrated, all that has changed and so does students' and teachers' roles with it. New roles have been occupied by both and, thus, bringing some new fresh air into the classroom. Teachers no longer have to act as experts and more work has to be done by the students themselves.

In a classroom wherein computers are used, teachers can take a number of different roles based on the task at hand. Paraskeva, Bouta, & Papagoammo, (2008), pointed out that "Technology can foster a shift in a teachers' role from a traditional one to that of a facilitator in the classroom". In this sense, the job of the teacher has become more of a facilitator. However, teachers have to have a good command of technology use in order for the object of the task to be met otherwise the whole lesson will be a great miss

(p.1085). Hence, teachers must learn to use technology and must allow it to change their present teaching paradigm (Bitner & Bitner, 2002).

There are plenty of benefits technology can provide teachers with based on the teacher's role. According to the Office of Educational Technology, (2017), "Technology offers the opportunity for teachers to become more collaborative and extend learning beyond the classroom". (p. 28).

Michael O, and Robert Maribe, B (2015), wrote about three different types of roles of teachers each with specific aims to fulfill. These are; the executor-only, re-designer, and the co-designer. In this sense, the role of the executor-only involves teachers in implementing ready-made ICT-rich early literacy learning activities. It is a role that most teachers often take when it comes to enact curricula designed by others such as textbooks. However, the role of the re-designer "involves teams of teachers in a purposeful act of adjusting ICT-rich activities and materials, to align with (and/or replace) the current curriculum used in their classes". It allows sharing an understanding of what must be revised, based on what teachers view as important and feasible in their classes. Last but not least, the role of the co-designer "involves teams of teachers in designing and implementing ICT-rich activities for early literacy. It "engages teachers in considering how materials fit their actual classrooms". (Penuel, Roschelle, and Shechtman, (2007), as cited in Michael O, and Robert Maribe, B, (2015), p.131).

In order to achieve successful integration of the ICT in the language classroom in general and L2 classroom in particular, new technological dimension in perspective with the roles played by the teachers who becomes a guide (Willets 1992; Barnett 19993), a resource expert (Willets, 1992), a resource provider and a mentor (Pennington, 1996 cited in Esther Uso-Juan and MaNoelia Ruiz-Madrid, 2007, p.82).

Moreover, teachers' new role has also been redefined by other experts. The European Directorate of General Education and Culture, in a section entitled Impact of New Information Technologies and Internet on the Teaching of Foreign Languages and on the Role of Teachers of a Foreign Language (2003), provided an example of some of those new roles. Those roles are summarized in a very brief way as follows; The teacher as 'facilitator'. When the teacher acts as a facilitator, he/she, by all means must know and be aware of a variety of materials available for improving learners' skills. The teacher

under this role must also be flexible. However, and when taking the job as an 'integrator', the teacher must not only know and understand the functions of different media available, but should also know when is the best time to deploy them. The other type is when trying to work as a 'researcher' wherein it is required of him/her to be familiar with the different uses of electronic tools in order to further develop the linguistic and professional competence and increase his/ her confidence in the use of language. The teacher, here, has to know about the how and where they can get access to information. The other role the teacher can take is that of a 'designer'. To make sure of successful learning scenarios, the teacher need to learn how to put together tasks and materials to guide their learners to successful execution and conclusion of their projects.

Meanwhile, the teacher can also act as a 'collaborator' with other teachers for collaboration with colleagues will lighten the burden and make the efforts more fruitful and rewarding. In addition to the above mentioned roles, the teacher as orchestrator needs to develop fairly sophisticated management skills in order to be able to provide a healthy balance between the different elements which make up the new learning environments. Yet, acting as a 'learner', the teacher must constantly be searching for new patterns confirmed by reliable data from trusted sources because some learners may possess more advanced computer skills than the teacher. The last type of a role the teacher can occupy is that of an 'evaluator' of his/her own (teaching), of the interaction (teaching-learning), of learning (process), and of acquisition(product).

Esther Uso-Juan and MaNoelia Ruiz-Madrid, (2007, p. 83) added that "The common definition of a teacher's new role can be addressed by describing two different but complementary dimensions: the pedagogical and the technological" (p. 84). The following table summarises the definition of the teacher's new role:

New Teacher's Role		
Pedagogical Dimension	Technological Dimension	
<p>Teacher as a language learning researcher who:</p> <ul style="list-style-type: none"> • facilitates learning process. • Assesses learners. • acts as a resource for them, acts as a mediator. • evaluates quality of learning conditions. 	<p>Teacher as ICT researcher who:</p> <ul style="list-style-type: none"> • examines the resources exhaustively, evaluating the quality of learning. • takes into account the correct integration of the ICT-based resources and materials in the curriculum. • searches for specific information, on the Internet or on the software packages. • integrates the technology in his/her teaching. 	<p>Teacher as a developer and creator who:</p> <ul style="list-style-type: none"> • cares about the correct elaboration of a didactic design of the several tutoring materials that he/she will use. • creates customized software packages and materials. • uses authoring tools. • makes use of the Internet to publish his/her own materials on the web.

Table 2.2. New Teacher's Role Based upon Learner Autonomy in Language Learning and ICT Requirements (adopted from Ruiz-Madrid, 2006, p. 141).

As shown in the table above, and for an effective use of technology, “teachers need to learn to use computer technology for constructing and implementing materials for teaching and assessing English, and they need to engage in innovative teaching and assessments through the use of technology’ (Chapelle,2003, as cited in Esther Uso-Juan and MaNoelia Ruiz-Madrid, 2007 , p. 81). Hence, teachers need to be trained and that training should be focused on developing and fostering teachers’ technological skills in order to feel safe when working in a classroom wherein computers are used.

Having discussed the new role of teachers in the classroom, one cannot skip to shed some light on the student’s new role for this changes as the former changes. Hence, it is also required of students to take new roles. “Just as teachers are supposed to abandon their role as the only producer of knowledge and relinquish some authority in

the classroom; learners should also give up their role as passive learners and assume responsibility for their own learning” (Esther Uso-Juan and MaNoelia Ruiz-Madrid, (2007, p. 85). The next element to be discussed will cover this point.

On the other hand, McCombs (2003) claimed that students no longer see technology as a separate course; instead, they seamlessly apply technology tools in a wide assortment of meaningful projects. For that reason, teachers are required to establish an environment in which they can use all the available resources in order to make sure that students can learn and construct their own learning environment (Charp,2003).

According to the United Nations Educational Scientific and Cultural Organization, (2002), “technology has created change in all aspects of society, it is also changing our expectations of what students must learn in order to function in the new world economy” (p. 21). In this sense, students should learn how to be able to navigate through various amounts of information, analyze, make decisions, and more importantly, to acquire new knowledge domains in an increasingly technological society. Meanwhile, students have to have a spirit and willingness to be lifelong learners to be able to collaborate with others in order to fulfill given tasks and to effectively use different systems for representing as well as communicating knowledge to others. (p.22).

Additionally, the International Certificate Conference, (2002, p. 19), had also pointed at the role of the learner in a computer technology classroom. It stated that “Just like the teachers, the learner also has to adjust to a new role in the learning process. S/ He must take on new responsibilities, often working without any supervision whatsoever”. It tried to redefined the learner new role as a learner who must take on new responsibilities since classes will become far more learner-centred and learners’ time and efforts will be devoted to authentic reading and writing tasks related to authentic communication with native speakers. The following figure explains this learner’s new role in a technological environment.

Moreover, Esther Uso-Juan and MaNoelia Ruiz-Madrid, (2007, p. 86), just as they did when addressing the teacher’s new role, distinguish between two different types of learner’s roles. Though these two roles, the pedagogical dimension and the technological one, are different, but they are complementary dimensions in the learner’s new role. The pedagogical dimension involves a learner who is aware of all the

pedagogical aspects underlying his/her own learning process. However, the

technological dimension demands a learner who has the Computer Expertise (CE) needed for a good and successful implementation of the new technological tools and resources in his/ her own learning process. They better put the differences as clearly shown in the table below adopted from (Ruiz-Madrid, 2006, p.144):

New Learner's Roles	
Pedagogical Dimension	Technological
<p>Learner as an Autonomous Subject who:</p> <ul style="list-style-type: none"> • accepts responsibility for his/ her own learning process. • Makes decisions on all the aspects related to the language learning process. 	<p>Learner as a ICT Researcher who:</p> <ul style="list-style-type: none"> • Has computer expertise (builds knowledge at a technical dimension when exploiting functionality and knows the functionality of different computer tools). • Uses the Internet on critical and pedagogical basis. • Discriminates ICT-based resources according to his/ her learning necessities. • Integrates these resources in his/ her own learning plan under pedagogical basis.

Table 2.3. New Learner's Role Based upon Learner Autonomy Premises and CALL Requirements (adopted from Ruis-Madrid, 2006, p. 144).

The table put above clearly presents the two different but inseparable dimensions of the learner's new role. It states that at the pedagogical level, the student is supposed to become autonomous. In other words, the learner accepts and is willing to take full

responsibility of his/ her own learning process by making final decisions. In contrast, and at the technological level, the learner is regarded as a computer- literate individual, who knows and is able to use ICT-based resources effectively, (Esther Uso-Juan and MaNoelia Ruiz-Madrid, 2007, p. 87). Since Learners' roles changed to that of independent learners, their level of autonomy increased through the use of computers.

2.10 Writing Process Software in Use

Montague, (1990, p. 49) wrote about three levels of software which are currently available in order to assist writers in the writing process especially when it comes to generating ideas and analyzing style besides to editing spelling and mechanical errors. In this sense, she said :

“At the first level are programs for editing and surface revision. Most word processing packages are equipped to handle these routine operations with commands to insert, delete, and copy text or with supplemental software such as a spelling checker or thesaurus. At the second level are more sophisticated writing tools for text and style analysis. Software programs at the third level are designed to assist writers in generating ideas, organizing content, and revising text” (p.49).

A computer program called, Thinking Network, (Sinatra, 1987, as cited in Montague, 1990, p. 52), was developed specifically to help students with the prewriting of their composing processes. It uses semantic mapping to develop reading and writing skills. In addition to that, and with respect to revision, Daiute, (1985a, 1985b, as cited in Montague, 1990, p. 52), came with an interactive writing process program for school children named, CATCH. This program acts as a prompt to writers to revise their text and offers analysis during the process of revision. More importantly, the “Metacognitive cues and prompts embedded in the program stimulate self-questioning and self-instruction and help students to evaluate, modify, and improve their writing” (Montague, 1990, p. 52). Furthermore, Daiute, (1985a, as cited in Montague, 1990, p. 52), claimed that the CATCH analysis and prompts are intended to link conversation and composition about their writing and give students enough time to think about textual improvements. Among the very important features of CATCH are the comments it offers, questions, and pattern analysis for addressing completeness, clarity,

cohesiveness, sentence structure, and punctuation of compositions. Meanwhile, the CATCH program does not do only that, it also, and through the question prompts, encourages students to focus, first on purpose, and then, on content. It also enables them to make all the necessary changes. Other options that focus on form and give specific information about word selection and phrase and sentence construction also appear on the computer screen.

In addition to that, many integrated writing programs have been developed to assist writers during their writing process. Writer's Helper, (Wresch, 1984a), is composed of three programs at the same time, a word processor, and several other prewriting programs that give due importance to invention organization, and other text analysis programs. For the prewriting stage, the program helps with the selection of the topic through brainstorming as an automated free-writing task. During their composing process, students are given due time to fulfill the task and the program will give a sign of the student failed to do the activity in the allotted time (Montague, p.52).

Furthermore, another integrated system called WANDAH, first used with first-year university students (Von Blum and Cohen, 1984, as cited in M. Montague, 1990, p.53). The main objective of this system was to develop an understanding in the writer's view of conceiving the writing process as a problem-solving task involving words that demand also the integration of cognitive skills. Besides to that, WANDAH system other important feature is to make students aware of the computer's capability of developing the cognitive load that they go through when composing. Another significant point with regard to the integration of the WANDAH system was that "it could be incorporated into classroom instruction despite the various technological and time constraints it might present"(p. 53). WANDAH system is based on three components ; word processor, a set of prewriting activities in order to help students with planning and generating ideas, a set of aids to ease the revision phase with style, and grammar.

Marcus, (1983, as cited in Montague, 1990, p. 53), stated that WANDAH prewriting aids that the students can use at any time he/she likes to use them can as well include many new and innovative ideas. Among these is "nut shelling", which requires of the students to first summarize their purpose, audience, and the

important ideas to then think about finding a good strategy to solve the writing problem. “invisible writing” is when asking the students to turn off the screen before even writing. In the reviewing and revising aids students can use three programs to revise mechanics, style, and organization of their papers. There is also a commenting aid for both instructors and students which gives the opportunity of reading each others work and make comments on it.

Nevertheless, a different type of writing software from the ones highlighted above is referred to as QUILL (Rubin, 1983 ; Rubin and Bruce, 1985, as cited in M. Montague, 1990, p. 55). Rubin and Bruce, 1985, p. 100), based this program on “pedagogical goals in the teaching of writing”. QUILL program is different in the sense that some features of its components are independent of one another despite the fact that they can be used in a compatible and integrated manner in the writing process. QUILL is, yet, an other very significant program of its own that helps mainly children with skills such as planning and critical thinking. Its major components are as follows :

- Planner, a set of planning aids.
- Library, an information exchange.
- Publisher, a set of publication aids.
- Mailbag, a message system.
- Story Maker, activity kits for stories.
- Writer’s Assistant, a text editor developed by Levin, Boruta, and Vasconcellos, (1983).

Through using QUILL program, children are likely to be actively involved in the process of writing. They, thus, can work collaboratively to make a plan for their essays, exchange messages via Mailbag, and finally, publish their writing for others to be read (Rubin and Bruce, 1985, as cited in Montague, 1990, p. 56).

Montague, (1990, p. 55), pointed at another composing program which is mainly designed to give conventional text-editing tools and facilitates the formulation, organization, and expression of ideas, named DRAFT (Neuwirth, 1984). DRAFT composing program was first used at Carnegie-Mellon University, having those objectives in mind:

- Guide writers during the composing process.

- Aid instructors in diagnosing problems.
- Provide students with writing strategies to improve their text.
- Study the composing processes while implementing the experimental writing program.
- Provide an electronic composing format and text editor to assist with writing activities.

What is particular about the DRAFT program is that it is very structured and includes a systematic approach for producing a piece of writing. Following the instructions of this computer program, students are encouraged to have and follow an outline for writing an essay for instance and, at the same time, having access to many technical support. Consequently, opening several windows, students can view several parts of their writings including notes and references. There is another significant function of the DRAFT program, that of providing comments on the students' written work and at any time which both the teacher and his/her students can use. The students has the freedom to see those comments and then either accept or reject the advice as a sort of feedback to make students more aware of generating and figuring out for themselves composing problems (Montague, 1990, p. 55).

Conclusion

To conclude, one ought to say though computers proved to be extremely of a great advantage for students in many aspects of their learning processes and with all language skills, yet, in our country instructors, educators and the university as a whole are not yet aware of those big advantages as the process of implementing CALL seems to be slow, or better null, and if ever in vain. More importantly, teachers did not even try and take the initiative to use computers in their teaching to improve their students' language skills or simply get accustomed to its use. Nevertheless, there are financial barriers which seem to prevent willing teachers from doing so. Thus, if these are solved, CALL could be used as a supplementary tool. It could also provide a rich, motivating, and an enjoyable learning environment for the learning a FL and make of the teaching practice more effective. In this chapter we have gone through the different studies related to the topic of computer use in second language learning reviewing by that the different discussions and viewpoints given by famous linguists during the late decades of the twentieth century. Thus, the majority of the studies reviewed attempted to show the advantages of using computers, with a few exceptions. Nevertheless, and what one should mention here is that rather than focusing on the benefits and potentials of computer technology, research

needs to move toward explaining how computers can be used to support second language learning i.e. what kinds of tasks or activities should be used and in what kinds of settings. Such contextual factors can significantly influence the process of L2 learning in a technology supported environment.

**Chapter Three: Data Presentation and Analysis of the Findings for
Research Stage One**

Introduction

This chapter is mainly devoted to shed light on the presentation and analysis of data gathered as a first stage of this study. Before conducting the real experiment, the first step was to check the attitudes of teachers as well as students. Thus, the current chapter gives a general view both from teachers and students part about computer integration in FL classrooms. This stage was not to be neglected for it helped to build solid foundation with regard to the topic under investigation. Hence, the present chapter is divided into three main section. Section one is concerned with students' view about the use of computers in and outside the classroom and whether or not computers could helpful in enhancing their writing skill. Meanwhile, the second section focuses on teachers' attitudes about the use of computers in the classroom. However, the very last section of the chapter draws implications according to the analysis of data obtained as well as discussion of the findings for stage two of this study.

3.1 The Students' Questionnaire

3.1.1 Piloting and Description of the Questionnaire

The conduction of any pilot study is considered as a very important and crucial procedure before the conduction of a study for several reasons. It happens to many researchers that when they conduct a study, they by the end of their research feel very disillusioned and disappointed after discovering that their study did not work for them under the condition in which the study has been investigated. Thus, According to Welman and Kruger, (1999, p. 146) there are basically three values for the conduction of a pilot study. These are listed as follows :

- It is needed to detect possible flaws in measurement procedures (including instructions, time limits, etcetera) and in the operationalisation of independent variables.
- A pilot study is also valuable to identify unclear or ambiguous items in a questionnaire.
- The non-verbal behaviour of participants in the pilot study may give important information about any embarrassment or discomfort experienced concerning the content or wording of items in a questionnaire.

Thus, a pilot study gives the researcher advance warning of possibilities where certain types of techniques or the entire study could fail as a whole. In few words, a pilot study can be of a great value for testing the feasibility of research instruments or data collection instruments such as questionnaire and interviews. In this respect, a pilot study was conducted

with a number of 17 students in order to make sure that the structure and questions put in the questionnaire are appropriate. At the same time, piloting as a first step has been designed particularly to elicit data related to the students' exposure and attitudes towards the use of computers inside and outside the classroom.

Students' questionnaire consisted of a number of 13 questions. Q (1 and 2) aimed to know what the students think about the use of the computers in providing them with more feedback about errors and mistakes in their L2 writing. Q (2, 3, 4 and 5), meanwhile, sought to discover if the students believe that using computers encourages them to spend more time working on compositions in English than when writing with a pen. Q (6) comes after to highlight and reveal the students feelings about the computer and if they may learn more about writing in English through the use of the computer than by any other means. The rest of the questions were put to know if the students are willing, planning to the use the computer for their writing skill and whether or not they may recommend other students to do the same.

3.1.2 Results of the Questionnaire

The first question to the questionnaire was mainly related to the notion of feedback, which is to be given by any computer once a learner is writing on the computer's screen, whenever an error or a mistake occurs.

1. Do you think the use of computers can provide you with more feedback about your errors and mistakes in your L2 writing?

Responses	Number
Yes	65
No	03

Table 3.1. Students' Opinions about the Computer's Feedback on their Errors in Writing.

As it is shown on the table above, most students (65) do believe that using the computer helps them to be aware of the errors and mistakes that they consciously or unconsciously make. Their reason for that question is that sometimes a sound or a red line appears on the computer' screen which may get their attention back to know what is wrong with the word. However, three other students did not think so. The common reason behind this kind of disapproval is that these students are not yet accustomed to the use of any computers as they told me both in a written form in the questionnaire and orally as we were discussing the topic.

Therefore, and what one can notice here is that the use of the technique of the computer is widely welcomed by most EFL students for it helps them to be aware of the mistakes and the written errors such as spelling/grammar that they may commit and therefore to better remember to never make them again.

2 Do you think that using computers encourages you to spend more time working on your compositions in English than when you write with pen?

Responses	Number
Yes	34
No	34

Table . 3.2. Using Computers to Encourage Students on Working on their Compositions.

The number of the answers to this question is the same. Indeed, the students approved as they disapproved at the same time about the use of computers. Those who think that using the computer is much better than writing with a pen have given the reason that while writing on the computer, and whenever they feel stocked and wonder how to write a word, the computer is there to help. Besides to that, there are no crossings which may give the paper its untidy scene. All these facts encourage students to go on writing without being too much feeling a sense of exhaustion or frustration. Nevertheless, and for those who disapproved they thought that doing their writing on the computer, they often feel bored .Meanwhile, other students stressed upon the fact that using the computer is a time consuming activity and that they might be struggling with the computer to finish just one paper.

Yet, and as one of the students has put it, when she/he said that it is more a matter of a habit to her/him to put herself/himself accustomed to be at ease while writing on the computer. From this it becomes clear that there are as much students who prefer to use the computer as those who prefer to not use it and keep writing with a pen.

3. When you use the computer, do you feel more careful about your grammar, and that you pay more attention to organization, punctuation, spelling, style, and choosing the right word?

Responses	Number
Yes	46
No	22

Table 3.3. Students’ Attention to Organization, Punctuation, Spelling,

Here ,again, most students do believe that computers helps them to be well aware of all these elements given above. One of the students added that not only these elements we tend to be aware of, even the shape of the paper we can make our papers look and appear in the way we would like them to appear and all is very easy by the procedure of copier/ culler once they finish the whole task as s/he said, “*Thanks to Uncle Computer*”. However, there are those students who still seem to prefer to write using their hands and hold a pen claiming by that they are always aware of that even when writing with a pen and that they are still very proud ofit.

Having said that the thing one can mention in regard to this question is that those students who still prefer to write with a pen can do much better if they just try to use the software and try to get rid of their anxiety towards computers.

4. Can you think of more ideas for your writing when you use the computer?

Responses	Number
Yes	34
No	34

Table3. 4. Students’ Flow of Ideas Using the Computer.

It seems that there is much contradiction on the students side about whether they can think of more ideas through the use of the computer or not. Half of the answers is pro-computers whereas the rest is anti or firmly against the total idea. Those who approved said that they feel inspired and excited to write when using the computer, therefore the flow of thoughts is uncontrolled not like when they do write with a pen. However, anti-computers, as claimed by one of the students said: “*I feel so mechanic when expressing my ideas on the computers’ screen*”. Here, again, it is only because they are just not accustomed to it.

Hence, and in order to settle this argument, one should say that it is not a matter of having as much ideas as one can get. However, and what really matters is that students still can write and are involved in the process of writing.

5. Is it true that when you write by using the computer you can pay more attention to what you are writing?

Responses	Number
Yes	58
No	10

Table 3. 5. Students’ Over all Attention to the Writing Process.

Fifty eight of the students’ answer to this question was ‘yes’ and only ten of the answers was ‘no’. According to what the questionnaire indicates, always based on the students reply, Students by putting the cross in the ‘yes’ box said that most of the time they feel responsible of what they are writing and that they try hard to make their compositions successful i.e., to make a coherent piece of writing by focusing on each word alone that they write or tend to write. On the other side of the coin, however, those who have put their cross

in the 'no' box, said that holding a pen links them to their thoughts more than when using the computer or that they, and before writing on the computer, should have their compositions already done before jotting them down.

6. Have you ever felt that you have learnt more about writing skill through the use of the computer than by any other means?

Responses	Number
Yes	54
No	14

Table 3. 6. Students' Improvement in Writing Skill.

The difference in the number of the answers is clear as the table above indicates. A number of 54 students believed that their knowledge about writing skill has developed a great deal by using the computer for it provides them with new vocabulary, fosters their grammar, and at the same time, helps them how to write a coherent, and well organized piece of writing. However, the rest of the students, fourteen (14), said that they develop and improve their writing skill in English only when they write with a pen and a paper.

It is worth noting here that, and as we have gone through similar studies about the use of computers, researchers have found that the level of proficiency in writing of those students who use computers is much higher than those who do not. Thus, it is preferable for those who are still against using the computer to start using it, because their writing skill will improve by doing so.

7. Do you recommend other students to learn to use computers for writing their compositions and/or essays in English?

Responses	Number
Yes	60
No	08

Table 3. 7. Students' Recommendations to Use the Computer for Writing Skill.

What is noticed in regard to this question is that almost the majority of the students, sixty (60), do strongly approve the use of computers to improve their writing skills, and even

if they themselves are not using or have not started using them yet to develop their writing skills, they do recommend other students to use them for the great help computers can provide EFL learners with. Nevertheless, eight students (8) do believe that writing with a pen is much more better than by using paragraph punch; therefore, they do not recommend other students to use the computer since they are not using it.

As a matter of fact, and what one should mention here is that those students who do not use computers is not really because they do not like them or, because computers are hard to deal with, but just because there might be some financial barriers preventing them from owning their own computer to do their writing on, the thing which most students do often complainform.

8 Do you get better scores on composition you have written using the computer?

Responses	Number
Yes	36
No	32

Table 3. 8. Students’ Writing Scores Using the Computer.

Out of the total number, thirty six (36) of the students responded by saying ‘yes’ we do get better scores through the use of the computer. They stressed by adding that while working on the computer and just by a simple click on the mouse a list of words will appear on the computers’ screen which may help them to get better scores about what they are writing about. Yet, a number of thirty two (32) other students responded by ‘no’. They

claimed that the scores given by their teachers are better and that they cannot always rely on the computer because sometimes they write something which is certainly correct and the computer misleads them. However, the rest of the students said ‘no’ just because they have not tried it before.

According to the analysis of the answers to this question it becomes very clear that and for students to become good writers especially through the use of the computer, students should have some knowledge about the language they are writing in, (grammar, some vocabulary, spelling,.. etc), before using the computer in order not to be victims of it.

9. Having used the computer, do you think that you can change your papers more easily and more often than you do when you write by hand?

Responses	Number
Yes	47
No	21

Table. 3.9. Students’ Ability to Change their Papers.

This question was intently used to make the students well aware of the facilities the computer has. Indeed, forty seven (47) students come to realize and believe in this idea. One of the students said that using the computer does not require rewriting the paper each time thanks to the procedure of ‘cut’ and ‘paste’ and the paper is still neat, there are no crossings which may make you stop writing like when using a pen and a paper. The rest of the students (21) and as a result of the same reasons given above, either because they are not accustomed yet, or they do not have the opportunity to work on the computer or for some other reasons, they chose to put the cross in the ‘no’ box.

No one can ever deny the ease computers can provide all users with to make of their copies good pieces of writing no matter what the topic they are writing about is. Thus, it has become, or indeed it is, a fact that computers and to such an extent help EFL learners to take the path of success towards the ultimate goal which is to become a good and effective writer.

10. Are you able to write longer papers using the computer than when you write with a pen?

Responses	Number
Yes	28
No	40

Table 3. 10. Students' Compositions Length.

In fact, half of the number of students (40) admitted that using the computer will take them more than hours and hours only to write one essays, for instance. They honestly answered by saying that if they write their English compositions on the computer, they will really feel very exhausted. Therefore, and as they wrote in the questionnaire, it is safe to write in the traditional form rather than to waste time and sacrifice our efforts in vain to accomplish nothing. We can take one of the students' comments which can be regarded as one of the best examples and yet to be considered as a good indicator that this student is against the use of the computer when s/he said that *'Great writers used their hand writings, and a sheet of papers'*. However, the thing that should be mentioned here is that the time during which those great writers lived is different. Those writers did not have those magical machines to write, if they did have them, they would have used them. On the other hand, twenty eight students (28) who are used to write using the computer said that they enjoy writing using the computer and that it is a kind of fun to do so.

The remark that is to be said about this point is that almost all of the students have a lack of computer literacy, i.e., being used to the keyboard. This is one of the obstacles most EFL students face. If they just put themselves to it, they will have no such problems.

11. Do you get nervous when you write on the computer?

Responses	Number
Yes	34
No	34

Table 3. 11. Students' Level of Anger Using the Computer.

Here again half of the number of students answered by saying ‘yes’ and the other half by saying ‘no’. The evidence for those who said ‘no’ is that they view the computer as an electronic machine, as a threat to both the eyes and the brain. In addition to that, they claimed that they feel as if they are robots and not human beings. They found it really boring to stay that long time seating for hours in front of a machine. *‘You feel like someone has a hammer on your head waiting to make an error to kick you’*, said one of the students. Yet, other students said that it is because of the number of bottoms, especially when you mistake one letter with another. Meanwhile, some other students said that they feel really much more secured when they type the words on the computer.

As the number of the answers indicates there is a big deal of contradiction. Despite that, one feels as though something out to be mentioned here, good piece of writing comes only through writing. Hence, students need more practice to write on computers to develop their writing skill otherwise they will be left out.

12. Have you ever felt happy seeing your papers being edited and printed out?

Responses	Number
Yes	60
No	08

Table 3. 12. Students’ Feelings about having their Papers Published.

The first thing one can notice here is that almost the majority of the students wish to have a good piece of writing, and this can be proved according to their answers given in the questionnaire. More than half of the students, a number of sixty (60) feel happy when seeing their papers being edited and printed out. *‘This piece of writing is mine’*, Said one of the students in an action of an actress showing by that how happy she often feels after finishing her piece of writing. Others said that they feel a sense of satisfaction for their handwriting is most of the time not understood especially when other students try to read what they often write. The rest of the students, eight students (08) said that hand writing gives them an impression about who they are and about other individuals. In regard to this question, it becomes quite clear that EFL students want to try to use the computer to have in the end a well organized paper.

13. Are you planning to continue to write using the computer?

Responses	Number
Yes	62
No	06

Table 3. 13. Students' Willingness to Use the Computer in the Future.

Most EFL students, sixty two (62), are planning to continue to use the computer in the future mainly because of the great benefits computers provide EFL students with. *' I have always found working on the computer more fruitful to me'*, s/he said in the questionnaire. *"Without computers we cannot see how much our writing skill has developed"*, added another student. The rest said no simply because they are not accustomed to the use of the computer.

At the end, the point we came to discover is that the majority of the students are with and willing to use the computer, only a few are against due to some factors imposed on them which are already dealt with early in the previous questions.

The analysis of the questionnaire can be further clarified in the following table in the next page.

3.1.3 Statistical Analysis of Students' Attitudes towards the Use of Computers to Enhance their Writing Skill

Number of questions	Number of responses	
	Yes	No
1-Do you think that the use of the computers can provide you with more feedback about your errors and mistakes in your L2 writing?	65	3
2-Do you think that using computers encourages you to spend more time working on your compositions in English than when you write with a pen?	34	34
3-when you use the computer, do you feel more careful about your grammar, and that you pay more attention to organization, punctuation, spelling, style, and choosing the right word?	46	22
4-Can you think of more ideas for your writing when you use the computer?		
5-Is it true that when you write by using the computer you can pay more attention to what you are writing?	34	34
6/Have you ever felt that you have learnt more about writing in English through the use of the computer than by any other means?	58	10
7-Would you recommend other students to learn to use computers for writing their composition and/or essays in English?	54	14
8-Do you get better scores on compositions you have written using the computer?	60	08
9-Having used the computer, do you think that you can change your papers more easily and more often than you do when you write by hand?	36	32
10- Are you able to write longer papers using the computer than when you write by hand?	47	21
11- Do you get nervous when you write on the computer?		
12- Have you ever felt happy seeing your papers being edited and printed out?	28	40
13- Are you planning to continue to write using the computer?	34	34
	60	08
	62	06

Table 3. 14. Questionnaire Analysis Proportioned by Students' Responses.

The results obtained from the questionnaire analysis designed to the students are described in the following two diagrams.

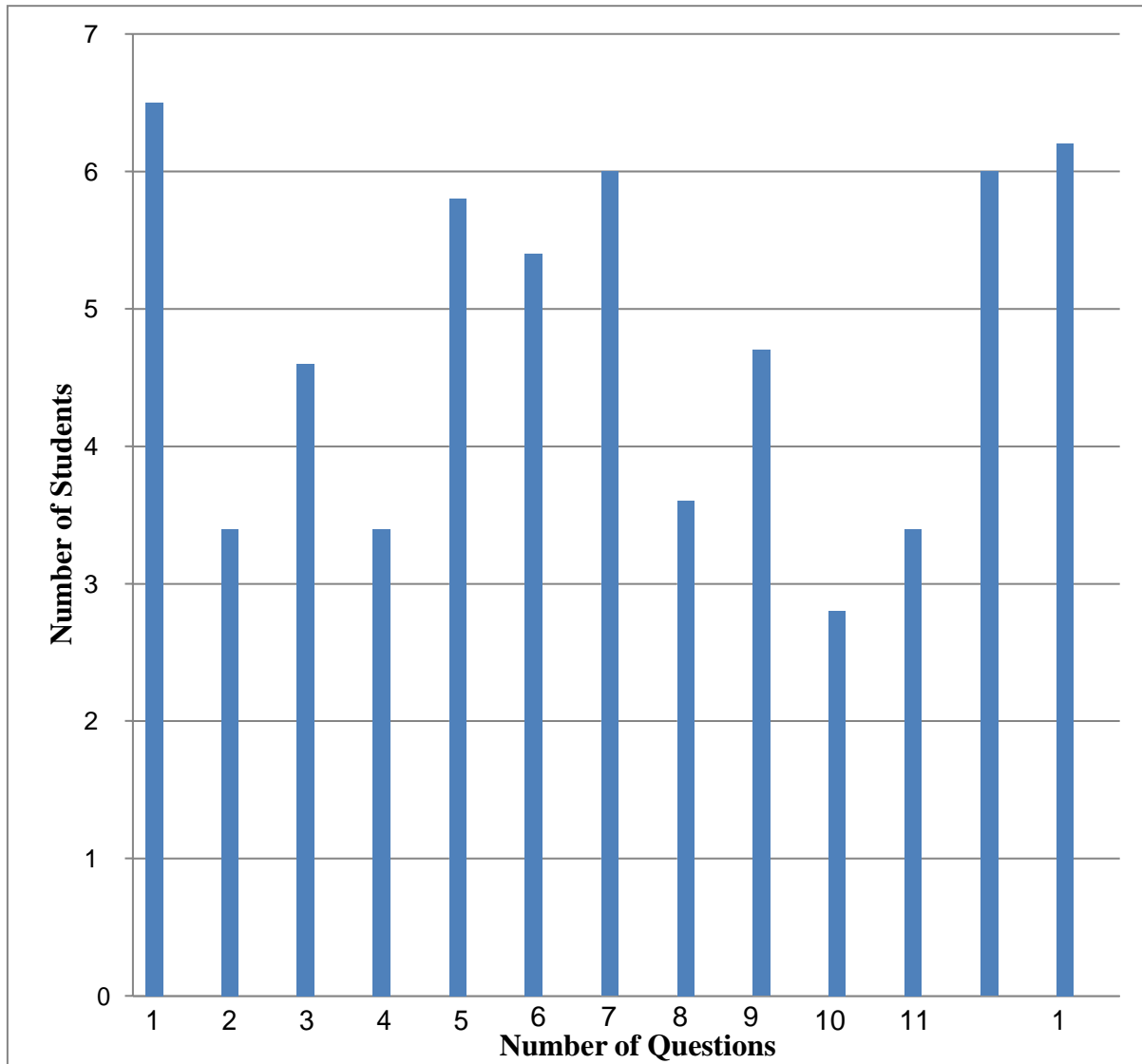


Figure3. 1. The students' positive attitude towards the use of the computer to enhance their writing skills.

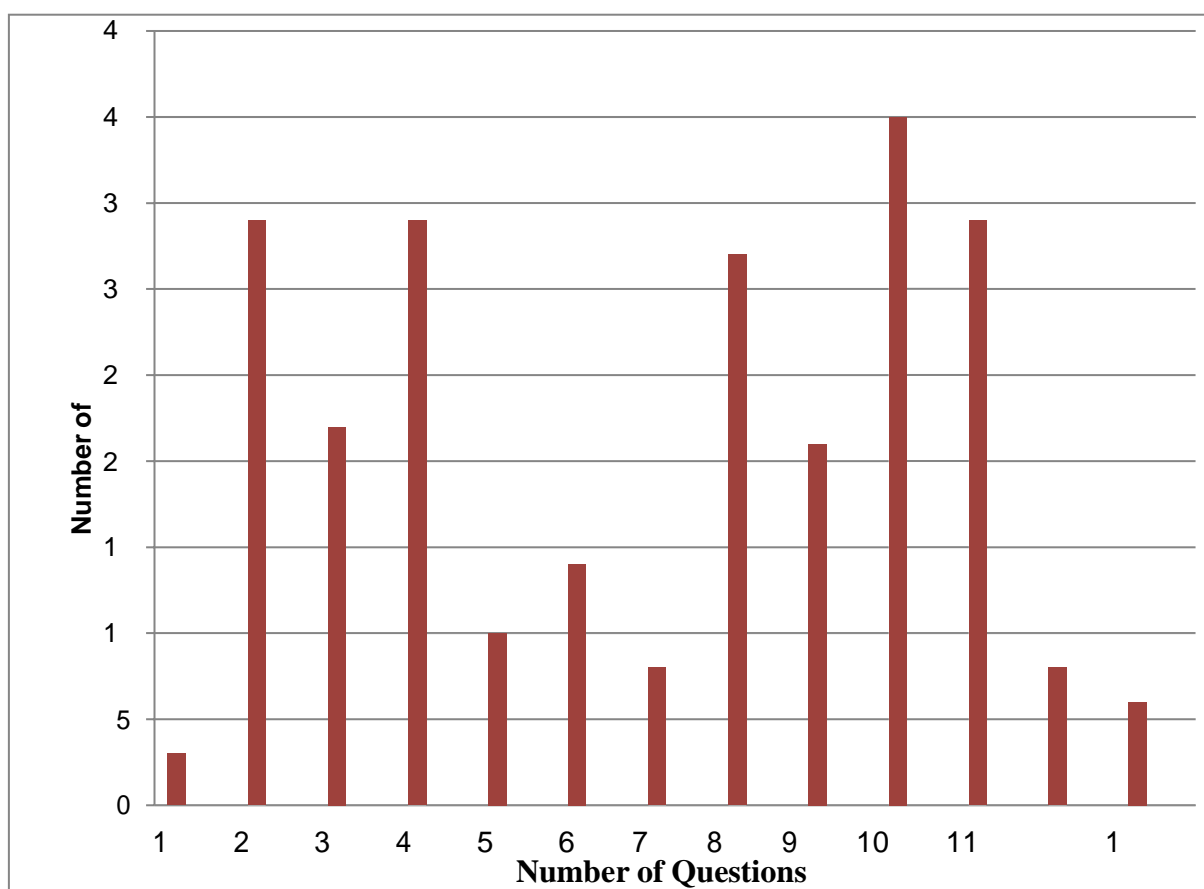


Figure3. 2. The student’ negative attitude towards the use of the computer to enhance their writing skills.

3.1.4 Discussion of the Students’ Questionnaire Findings

The aim administering this questionnaire to 1st university students’ of English was for the sake of determining their attitudes first towards the use of computer as a means through which they can enhance their writing skill. The analysis of the data gathered revealed that most students show a positive attitude towards the use of the computer as a tool through which they can approach and improve their writing skill.

The findings of the questionnaire analysis also indicated that the computer has a positive effect on the process of writing and that the majority of the students have a positive attitude towards its use to learn and improve the skill of writing. Hence, by using this technique, EFL learners have a facility that provides a chance for self-learning, which helps them to be more dependent on themselves. They are also able to discover and correct their own errors and

mistakes, thus, the computer can enhance language learning skill mainly writing skill and can help to develop writing skill .

In addition, it has also become possible for EFL learners to use a wide range of computer programs activities and applications such as checking grammar, style, and spelling errors, editing texts, and using punctuation marks. By using these practical language-learning activities, it has become possible, too, to practice the sub-skills of writing in convenient context. Thus, The use of the computer can be regarded as a friendly tool which can be used in a non-threatening atmosphere to encourage the use of the skill of writing.

Therefore, and after dealing with the statistical analysis, the results do confirm that students of English react positively to the use of the computer to improve their writing skills. Finally, it can be concluded that EFL learners' performance in writing may improve a lot through using some computer software unlike when they write following the traditional procedures and techniques.

3.2 The Teachers' Questionnaire

3.2.1 Piloting and Description of the Questionnaire

Prior to administering the questionnaire to teachers, a pilot study was initiated with five teachers at the department of English at Laghouat University during the academic year of 2017-2018. The main aim of this step in this research lies in the fact that teachers' opinions have a significant role in providing important insights about the topic under investigation especially when it comes to providing views about their students. Hence, this important step helps in providing guidance on how computers can be a helpful tool in FL classrooms in order to enhance EFL students' performance. More importantly, the piloting stage helps in to make sure that the instructions are clear, to make sure that there are no irrelevant questions, and finally, to know about the time that teachers will take in completing the questionnaire. Accordingly, in this study, a three-sectioned questionnaire was constructed and administered to the participants of the study in order to collect the necessary information. The type of questions being asked in the questionnaire are of a mixed nature, i.e., some questions were multiple choice questions, while others were Likertscale questions through which participants were asked to choose the best answer according to their opinions. Yet, some other questions were 'yes' 'no' questions for which teachers were asked to simply tick in (x) in the

appropriate box and then give an explanation to their choice of answer. Furthermore, there were also questions that required teachers to give a full answer according to their perceptions.

Section One: Writing Skill (Q1 – Q12)

Section one in teachers' questionnaire, (Q1- Q13), aimed to collect relevant information about the skill of writing in general. Accordingly, Q1 aimed at discovering what the students think about the importance of writing skill is especially when it comes to teaching it to FL students. Furthermore, Q2 sought to discover whether teachers are satisfied with their students' level of writing. In addition, through Q3 we wanted to know how good students are doing in their writing performance i.e., very good, good, fair, or poor. Q4 intended to see whether teachers do ask their students to write at home and for which purpose if they ever do ask them. The next three questions (Q5, Q6, Q7), however, were especially asked in order to know whether students really find it easy to approach any writing task, if they do face difficulties when composing and at which of the levels those difficulties are most common, and whether writing paragraphs is not of any problems to them. However, through Q9 we wanted to see if ever students are able to write paragraphs are those paragraphs well developed, organized, and coherent. Meanwhile, Q10 sought to explore teachers opinions of what really their students need to master in order to be considered as good writers. Nevertheless, Q11-Q12 sought to know if teachers are following any approach to teaching writing and if they do ask their students to follow the stages of the approach that they have chosen. Q13 was asked to know about teachers' most common problems they very often encounter when teaching written expression.

Section Two: The Use of Computers in FL Classrooms and Teaching Writing Skill (Q13-Q19)

Section two was mainly designed to explore teachers' perceptions about the integration of computers into FL classrooms in general and their use in teaching writing skill in particular. In this respect, through questions (Q13, Q14, Q15, Q16, Q17, Q18, Q19) we designed to collect data from participants about their opinions with regard to the idea of integrating computers into FL classrooms and whether or not they welcome this idea. Accordingly, Q13, asked about teachers' opinions of having computers around in FL classrooms and whether they consider this as a good idea or not. Q14 took teachers even deeper into the topic under investigation in order to see if they or other teachers in the

Department have ever tried to use the computer in the mid of their teaching classes and for which of the purposes if it ever happened. In addition, Q15 gave teachers the opportunity to say whatever they would like about their opinions of using the computer notably to teach writing skill.

Yet, Q16 was basically asked in order to discover what teachers do think of using computers, computer software, in helping their students to overcome some of their writing difficulties and how helpful they think this can be in enhancing students' writing performance. For the sake of knowing how knowledgeable teachers are in the area of computers in general, Q17 was specifically designed in order to find out what teachers' answers of the existence of many computer software that can be used to teach writing are and will they ever try to use them in the case that they know about any of these computer software for the aim of teaching written expression(Q18). However, in the case that teachers are not 100 percent with the integration of computers into FL classrooms and in teaching writing as well, Q19 sought to see if there will ever be an advantage of having a mixture of regular and ordinary classes when it comes to teaching writing skill.

Section Three: Teachers' Suggestions about the Use of Computers to Teach Writing Skill (Q20 -Q24)

Section three of teachers' questionnaire focused mainly on trying to get teachers' suggestions and recommendations about the use of the computer or any computer software in the future for teaching written expression. Thus, it is devoted to seeing if the participants of the study are planning or willing to use those technologies in their future teaching sessions. Q20 asked the question of whether teachers will go for a writing sessions in which they can use the computers, computer software. Moreover, Q21 intended to see if those teachers who would like to go for writing classes using the computer do really plan and give it a try and use them when teaching written expression. However, Q22 sought to know whether teachers do recommend that other teachers should start and teach writing skill via the use of computers and/or any computer software. Nevertheless, Q23 gave teachers total freedom to add any other comments that they would like to say with regard to this topic.

3.2.2 Results of the Questionnaire Section One: Writing SkillQ1.

According to you, how important it is to teach writing skill?

The ultimate aim of this question was mainly to know about teachers' views with regard to teaching writing skill and whether it is always an easy subject to teach or do they face problems when doing so. Our second objective was to see if what we have mentioned in the theoretical part go hand in hand and can be really justified in the practical section of this thesis. Thus, we were expecting our respondents to mention any of these. Accordingly, Four teachers (4) provided us with comments such as ; "It is very important", (33.33%). Yet, the remaining teachers each one of them gave us significant points of view with regard to this question. Hence, teachers answers are as follows :

- "I think as a teachers, we can never disassociate receptive skills from productive ones as writing is the students' final chance to activate language exponents they have previously received. Thus, writing should be highly valued for it offers concrete feedback about how well students are doing", (8.33%).
- "It is very important. Writing is one of the most language skills, as it is a skill that students would use in all other classes since they are often required to write essays, whether in exams or as homework", (8.33%).
- "Teaching writing skill is very important. It is a necessary means of expression in almost every field especially the academic field", (8.33%).
- "It is important in the sense that a foreign learner needs their writing skill to develop the other skills", (8.33%).
- "Writing is a skill that needs not only to be taught, rather it needs to be practiced and loved as a hobby", (8.33%).
- "For me, it is the most important one. It has been noticed that most EFL students are struggling with it", (8.33%).
- "Writing is the backbone of all the modules, so if is taught well, students will enhance their level in all the modules", (8.33%).
- "Writing is the skill that tells about one's mastery of language", (8.33%).

In sum, it seems that almost all of our informants do believe that for their students and in order to be good writers they do not have to think of writing as a skill that can stand by itself, but rather as a skill that completes the other skills. More importantly, and as it has been mentioned by our respondents, writing is all dependent on practice. Writing is considered as

the only way through which teachers can measure how good their students are in different areas of their learning process not simply writing per se.

Q2. Are you satisfied with your students' level of writing?

Option	Teachers
Yes	3
No	8
Yes and No	1
Total	12

Table 3.15. Teachers' Satisfaction with their Students' Level of Writing.

The data obtained from our respondents, as it is shown in the table above, indicated that more than half of the teachers, (66.66%), seem not to be satisfied with their students' level of writing. This claim, thus, strengthens the point that writing skill is regarded by most students as the most difficult and complex skill compared with the other skill which highly confirms what has been mentioned in the theoretical part that students seem to struggle in order to come up with a good piece of writing especially when it comes to writing in a FL that is English in our case. However, (3) teachers out of the total number, (25%), nevertheless, seemed to be satisfied with students' level of writing. Yet, there is only one teachers, (8.33%), who left the space blank and provided us with no answer.

-Please explain why?

Teachers' explanations for ticking a 'yes' answer differed. Quoting one of the teachers, "Though it is very hard to measure their linguistic progress in general and their ability to write in particular, I do see that students' writing skill is gradually developing as they start to consider grammar, punctuation and so forth". Yet, another teacher said that the first thing she/he noticed in her students is spontaneity in writing. Meanwhile there is one teacher who picked 'yes' and 'no' at the same time. His/her explanation was that "Yes and No because students' writing vary, some are quite good, others average, and others need serious help". Nevertheless, there is one teacher who did not give any explanation for his/her choice of answer.

However, the other (8) teachers' explanations for choosing 'No' as the appropriate answer are put as follows:

- "There is a low level concerning language correctness and ability to express ideas", (8.33%).
- "Despite the fact that they have been exposed to the language for years, they are still showing

great weaknesses in writing performance’’,(8.33%).

- “Students’ level in writing is very poor I think because they do not read a lot, (poor vocabulary’’,(8.33%).
- “They show huge weaknesses at the basics (grammar, orthography, ... etc)’’, (8.33%).
- “Because of the lack of practice. This is which makes students’ writings bristle with syntactic, grammar, spelling errors and mistakes’’,(8.33%).
- “The students need more practice’’,(8.33%).
- “They do not pay attention to grammar, spelling, and punctuation. Simply because they think in Arabic and translate to English’’,(8,33%).
- “Some do not even master the basics like capitalization and punctuation’’,(8.33%).

In sum up, through teachers’ explanation, be it a yes or no answer, it seems that there is a common problem shared by all teachers concerning their students’ writing which is that students do not pay careful attention to the basics of writing skill such as ; spelling, punctuation, capitalization, and grammar. Students seem also to have a lack of practice and further reading as well as it is pointed out by one of the teachers.

Q3. How is your students’ performance in writing ?

Option	Teachers
Very good	0
Good	4
Fair	6
Poor	1
No answer	1
Total	12

Table3.16. Teachers’ Opinions of their Students’ Writing Performance.

With regard to students’ performance in writing, none of our respondents, (0%), said that his/her students’ writing performance is very good which is again a second sign that writing is not an easy task for the students to do. Yet, (4) teachers, (33.33%), declared that their students’ writing performance is good. However, a totality of (6), (50%), teachers stated that

most of their students' writing performance is fair. This answer clarifies further the previous question when all teachers declared that they are not satisfied with their students' writing level, Fair in the sense that students struggle in their writing process to accomplish an acceptable thing by the end. One teacher responded that, (8.33%), his/her students' performance in writing is poor. Another respondent gave us no answer.

Q4. Do you ask your students to write at home ?

Option	Teachers
Yes	11
No	1
Total	12

Table 3.17. Teaches' Answers with Regards to Giving their Students' Written Homeworks.

Indeed, the findings in table above affirmed that almost all of our respondents (11), (91.66%), do ask their students to write at home., this is because most teachers do believe that good writing comes out as a result of a lot of practice. Through assigning written homework, students will be able to do much more practice and this in return will help them to improve their writing skill. However, there is only one teacher, (8,33%), who declared that he/she does not as his/her students to write at home.

- If 'yes', is it for :

Option	Teachers
a+b	1
a+c	2
A	1
B	1
C	6
No answer	1
Total	12

Table 3.18. Teachers Answers of for which of the Purposes they Assign Written Homeworks.

As it is shown in the table, half of the teachers (6), (50%), reported that they ask their students to write at home for different purposes. One teacher, (8.33%), claimed that he/she gives students written assignments in order "to help them have extra practice and effort and to have a kind of self-reliance". Meanwhile, another teachers, (8.33%), said that he/she does that for the sake of having his/her students "practice grammatical rules". Yet, one of the teachers, (8.33%), gave another justification to his/her answer saying that "I do that in order

to help my students to improve their English and ability to express ideas”. “Simply as a homework”, says another teachers, (8.33%), and “They write as part of homework on a frequent basis”, added another teacher, (8.33%). The last teacher, (8.33%), did not justify his/her answer. However, one teachers, (8.33%), said that he/she does not ask his/her students to write at home at all. One teacher, (8.33%), provided us with no answer. Another teacher, (8.33%), explained his/her choice of answer by saying “both for pleasure and evaluation”. Two more teachers, (16.66%), claimed that they assign written home work both for pleasure and “to give them chance to do more practice”, while the second teachers said “I ask them to write at home for pleasure, and as part of my lessons to enhance their creativity and their level”. The two remaining teachers chose the options of; to pass examination, (8.33%), and the other one, (8.33%), for pleasure. To conclude with this point, it seems that teachers’ most common agreement of assigning or asking their students to write at home is mainly for practice.

Q5. Do your students approach any writing task with great ease ?

Options	Teachers
Yes	4
No	6
No answer	2
Total	12

Table 3. 19. Teachers’ Opinions of whether their Students Approach Writing Tasks with Great Ease.

According to the data displayed in table, six teachers, (50%), emphasized that their students do not approach any of their writing tasks with great ease. Teachers responses for

this gave different claims such as “Students do not like to write” said one of the teachers, (8.33%) ; “They have not been exposed to all different writing tasks especially before practice”, claims another, (8.33%), “Because all depends on the topic” declared one of the teachers, (8.33%) ; “Sometimes I need to make the task clearer”, reported one of them ; “They find difficulties in that”, stated another, (8.33%), “Because of the weaknesses mentioned earlier”, said the last teacher, (8.33%). However, the other respondents who ticked ‘yes’ as the appropriate answer provided us with their own justifications. These justifications are put as follows:

- “Because they follow my instructions”. Say two of the respondents, (16.66%).
- “They seem to have a willingness to write anyway. The outcome is not necessarily good, but a final product is often delivered”, justifies one of the teachers, (8.33%).
- “They do approach the task with ease, and are willing to work on improving themselves, even if they still make mistakes. The reason is that they are very well- motivated and they have the willingness to do that, in addition to the fact that the kind of topics they are asked to write about are interesting”, reported one respondent, (8.33%).

Yet, the two remaining teachers left the blank empty and provided us with no answer at all neither a ‘yes’ nor a ‘no’ answer was given from their part with regard to this question. Hence, one ought to say that all of what the teachers have pointed at through their answers makes things we have covered in the theoretical part much clearer about students writing difficulties.

Q6. Do your students have any difficulties when composing ?

Options	Teachers
Yes	12
No	0
Total	12

Table 3. 20. Teachers’ Opinions of Whether their Students Have Difficulties when Composing.

The results in table show that the majority of the teachers, (100%), agreed that their students find great difficulties when composing in English. Through these answers we can

confirm the fact of what has been highlighted in the theoretical part (chapter one) that writing is not an easily acquired skill for both L1 and L2 students.

-If ‘Yes’, are these difficulties at the level of :

Options	Teachers
a+b+c	3
a+b	2
b+c	1
A	5
b	0
c	1
Total	12

Table 3.21. Teachers’ Opinions of at which at the Levels their Students have Difficulties.

Concerning at which level students face difficulties when composing, three out of the total number of our respondents, (25%), affirmed that their students find obstacles at all the different levels mentioned above. Two teachers, (16.66%), however, declared that it is at both the sentence and the paragraph level. No teacher, 0%, said at the paragraph level only for they claimed that it is with all the aspects. The remaining two teachers reported that it is at the paragraph and the essay, (8.33%), and at the essay level, (8.33%). Meanwhile, nearly half of the informants, (41.66%), reported that most students’ problem in writing lies at the sentence structure. These are their explanations :

- “They learnt grammar as a theory with no practice”,(8.33%).
- “They seem to have not grasped the intricacies of proper sentence structure, especially when writing complex and compound-complex sentences”,(8.33%).
- “They do not know how to start, their ideas are not clear”,(8.33%).
- “They do not apply the rules they have learnt in grammar”,(8.33%).
- “Because of the effect of the mother tongue at the level of language transfer”, (8.33%).

This means that if the learners are not able to construct and do not know how to start a good and correct grammatical sentences, they will never be able to complete a paragraph and/or an essay for these are all integrated.

Q7. Do your students face difficulties when writing paragraphs ?

Options	Teachers
Yes	10
No	2
Total	12

Table 3.22. Teachers' Answers of whether their Students Face Difficulties when Writing Paragraphs.

According to the findings shown in table, nearly all of our informants (10), a percentage of (83.33%), declared that approximately all of their students encounter difficulties when writing paragraphs. Indeed, these findings go hand in hand with what we have tackled in the theoretical part (chapter one). Thus, writing not only in a FL, but also in one's native language put a lot of hard work and requires perseverance, patience, and much practice from the part of the students to be good at, if not only medium. However, only two teachers, (16.66%), declared that their students do not face difficulties when writing paragraphs.

If 'Yes', please describe those difficulties ?

For those teachers who answered 'Yes', (83.33%), the analysis of the results showed that teachers gave us a good number of reasons of why their students do face difficulties when writing paragraphs. These are mainly related to :

- "Mistakes and vocabulary choice", (8.33%).
- "Most difficulties are : failure to apply formal writing rules, and lack of coherence", (8.33%).
- "Capitalization and indentation are their common mistakes, but they find it too difficult to institute coherent paragraphs", (8.33%).
- "At the level of constructing especially at the beginning, not able to distinguish clearly between the topic main idea, supporting sentences (unity), ...etc", (8.33%).
- "Coherence, cohesion", (8.33%). "They lack things like cohesion and coherence and accuracy in general", (8.33%).
- "Language problems and lack of logical thinking", (8.33%).
- "In writing the point", (8.33%).
- "They do not really know how to end a paragraph and start a new one", (8.33%).
- "A student who can't master sentence structure, can't complete a paragraph", (8.33%).

To conclude, through these answers, it seems that all of the respondents seem to agree upon the idea that almost most of their students lack one and very important aspect of good writing which is coherence and cohesion.

Q8. Are your students paragraphs well developed, organized and coherent ?

We asked this questions mainly to know if students are struggling with the process of composing paragraphs so that by the end of our study we will be able to suggest one of the computers software that teachers can use and, thus, ease the process of writing paragraphs and have students change their ideas about the fact that they do all believe in which is that writing paragraphs has always been a very difficult task to do. The analysis of the results indicated that four teachers, (33.33%), declared that their students' answers were not well developed, organized and coherent. They justified their answer saying that their students paragraphs "are badly compiled" and that they have problems of organization, sentence structure, and ideas". However, only two teachers, (16.66%), declared that their students paragraphs are well developed, organized, and coherent which is due to the fact that these teachers are new and still lack experience since it is their first time they have ever taught written expression. The remaining six teachers, (50%), said that that is relative and depends on the students' level and that only some of their students' paragraphs were so. We can draw the following conclusion; while so many students seem to struggle with the process of composing a paragraphs that process still can be accomplished for other students.

Q9. In order to write good paragraphs, your students must show good mastery of :

Options	Teache rs
a. Style	0
b. Grammar	0
c. Coherence	1
d. Spelling	0
e. Punctuation	0
f. All of these	7
g. Others	0
b+c+d+e	1
b+c+d	1
c+b+e	1
f+g	1
Total	12

Table 3.23. Teachers' Opinions of which of these Aspects their Students should Show Good Mastery of.

The majority of teachers (7), (58.33%), chose the option of 'All of these'. This means that

all of our informants take all those aspects into consideration when teaching written expression. That is good writing is; style; grammar; coherence; spelling; and punctuation. Indeed, all those aspects put together contribute into the making of a students' good piece of writing. One cannot think of writing without one of the above mentioned aspects. However, one teacher, (8.33%), declared that the most important aspect of writing is above all coherence. Yet, another teacher, (8.33%), chose other aspects such as grammar, coherence, spelling, and punctuation which for him/her make good writing. However, one more teacher, (8.33%), good writing means that the student masters grammar coherence, and good spelling. Yet, for another teacher, good writing is; coherence, grammar, punctuation. The remaining teacher, (8.33%), thought of good writing as all of the aspects mentioned besides to “other qualities including unity and attention to word choice. (vocabulary used in formal settings Vs. vernacular language)”, (8.33%).

In sum up, through teachers' answers, it seems that they do all share the same perspectives and understanding of what good writing. In few words, good writing means that students' need to be aware of all the above mentioned aspects.

Q10. Which of the approaches do you use to teach writing ?

Options	Teachers
a. Controlled Approach	0
b. Free Writing Approach	2
c. Communicative Approach	3
d. Process Approach	3
e. Others	1
f. None	1
a+b+c+d	2
Total	12

Table 3.24. Teachers' Answers of which of the Approaches they Use to Teach Writing.

The above analysis revealed that there is no unified answer with regard to the approaches that teachers use to teach writing skill. Accordingly, none of the teachers, (0%), use the Controlled Approach to teaching writing. Only two teachers, 16.66%, use the Free writing Approach. However, (3) teachers, (25%), teach writing using the Communicative Approach as one of the teachers claimed that languages are used when communicating. Three of our informants, (25%), said that they teach writing adopting the process approach because “It helps learners to follow the writing process attentively”, as one of the teachers claimed. Yet,

one of the teachers, (8.33%), does not use any of the mentioned approach at all. One of the teachers added the use of the Product approach, (8.33%). Nevertheless, two other teachers, (16.66%), claimed that they use all of these put together.

Despite those different answers, the analysis of the findings revealed that, to an extent, teachers are well aware of the existence of writing approaches that could be used to teach writing. However, what is not good in their answers is that they have not decided about the use of one common approach, instead each one of them is using a different approach from the ones use by the other teachers.

Q11. During their composing process, do you ask your students to follow the stages of the approach that you have chosen?

Options	Teachers
Yes	9
No	2
No answer	1
Total	12

Table 3.25. Teachers’ Answers of whether they Ask their Students to Follow the Stages of the Approach they have Chosen.

The sort of answers we collected as shown in the above table revealed that the majority (9), (75%), of our informants responded by saying ‘yes’ to the question of whether they ask their students to follow the stages of the approach that they have chosen during their composing process or not and only two teachers, (16.66%), went for ‘no’ as their answer with only one providing us with his/her justification saying that “Because I follow the Free Writing Approach”. Nevertheless one of our respondents, (8.33%), gave us no answer to this question. Meanwhile teachers’ explanations for doing so are put as follows, though one of the teachers gave no explanation:

- “Because it may give them help”,(8.66%).
- “Helps them to work in an organized gradual process”, (8.33).
- “Well-written paragraphs need to follow certain steps to be accomplished with ease”, (8.33%).
- “In order to create well-developed, organized, and coherent paragraphs and essays”, (8.33%).
- “They have to follow all the stages to reach the final draft starting with the prewriting technique to generate ideas, moving to revision, until they proofread it to give to the teacher”, (8.33%).
- “To make them aware of the steps”,(8.33%).

- “It is very important to know how very committed students are, but what is more important, to me, is to come up with a coherent paragraph, related and simple sentences with certain degree of critical thinking. Naturally, punctuation is needed too”,(8.33%).
- “They need to know what they are doing”,(8.33%).

To conclude, through what have been mentioned by the teachers, we dare say that all of them are well aware of the importance of the stages that make up the writing process.

They are also trying to raise their students about that by making them understand that writing is not the first product that they come up with, but rather as a series of stages that they need to follow to accomplish a good product by the end. This highly confirms what we have covered in both chapter one and two.

Q12. What sort of problem do you often face during teaching writing?

Although four teachers, (33.33%), did not provide us with their answers and one teachers, (8.33%), who claimed that he/she does not face any problems when teaching writing which is due to the fact that he/she either is a new teachers or has no experience before in teaching writing, the majority of the remaining teachers pointed at a number of common problems that they often face when teaching writing. Thus, the main reasons teachers encounter are as follows :

- “It is always hard to keep my students follow those stages, since they’d like to finish quickly without respecting (consuming) stages”,(8.33%).
- “A major problem is students forgetting past lessons”,(8.33%).
- “Very slow improvement, and students not taking the teacher’s advice into consideration, especially concerning the stages of writing an essay”,(8.33%).
- “The reliance on the mother tongue, spelling and grammar”,(8.33%).
- “Students’ performance, vocabulary level”,(8.33%).
- “Time consuming”,(8.33%).
- “Language problems and lack of logical thinking”,(8.33%).

Hence, we can conclude that all of our informants are struggling with teaching written expression for different reasons. Some of these problems are due to the students’ lack of

many aspects that can help them with their writing skill such as low vocabulary, reliance on the mother tongue, and logical thinking, other are due to time.

Section Two :

The Use of Computers in Foreign Language Classrooms and Teaching Writing Skill.

Q13. In your opinion, do you think that it is a good idea to integrate computers into foreign language classrooms ?

Options	Teachers
Yes	11
No	1
Total	12

Table 3.26. Teachers’ Opinions of the Integration of Computers into Foreign Language Classrooms.

As it is indicated in the table above it seems that almost all our informants (11), (91.66%), are willing and with the use of computers in FL classrooms as they all thought that it is a good idea to integrate computers except for one of them, (8.33%), who declared that for him it is not a good idea to do so. Saying that he/she is a traditional teachers and does not like to use them at all especially in writing classes for he/she prefers hands on activity in the traditional classroom and will always go for that and will never change his/her opinion no matter what will happen. He/she added “No because there are too many students per group”. This type of teachers is referred to as technophobic because they are afraid of the use of such technologies such as computers in their classrooms. However, the other teachers who are with gave good reasons for saying so with always the exception of some teachers who seem to be in hurry and gave us no justification. Thus, they wrote:

- “Time saving”, (8.33%).
- “Because today life is based on technology”,(8.33%).
- “We need to cope with the new approaches in teaching FL, integrating computers is a must”,(8.33%).
- “To change the mood of the traditional way of teaching, this is what motivates learners”,(8.3%).
- “In order to keep up with the advances in technology, and also to prevent boredom from engulfing the classroom,(8.33%).

- “It allows a better use of audio and audio-visual materials, and it can be motivating for students”,(8.33%).
- “Helpful in checking mechanical problems”,(8.33%).
- “Technologies have proved being effective in improving skills such as writing”, (8.33%).
- “Though they can distract sometimes, computers can fabulously contribute to the flow of ideas and thought when moving from one stage to another. They can help teachers anticipate students at first through displaying all that might motivate students; they can that swift movement from one activity to another. More than that, computers can help teachers gain time, which is an important ingredient for successful lesson plans”,(8.33%).
- “It is widely used in writing and other activities related to writing”,(8.33%).

Teachers explanation made here do highly confirm the fact that computers can be an effective tool in teaching all language skills including the skill of writing. The very strong and significant comments made by the teachers do strongly emphasize all that has been talks about in chapter two. In few words, computers are, in this respect, regarded as a very significant tool in enhancing students learning process for it raises their level of motivation besides to many other aspects. Hence, teachers have no choice, but to start using them because they are required to for the world we are living in demands so otherwise they themselves will be considered as old fashioned. Teachers, thus, need to train themselves and be able to use computers.

Q14. Have you or any other teacher in the department tried to use computers in your classes ?

Options	Teachers
Yes	4
No	6
No answer	2
Total	12

Table 3. 27. Teachers’ Answers of whether they or any of the Teachers Use Computers in their Classes.

The use of computers seem to be not yet welcomed and still viewed as a controversial issue among our teachers at the department. Six, (50%), of our respondents declared that they have never used the computer in any of their classes despite the fact of having computers available in the laboratory especially when teaching listening comprehension which is a n indication that those teachers are not aware of computer effectiveness in teaching FL since

they do not even know that there are computers around them and some teachers are using them in some of their classes. On the other side of the coin, four teachers, (33.33%), answered saying 'yes'. However, as usual two teachers provided us with no answer at all.

If 'yes', please explain for which purposes ? Is it for :

Options	Teachers
a. Writing English papers	1
b. Chatting with friends using English	0
c. Getting information	0
d. Exchanging e-mails	0
e. Others	0
a+b+c+d+e	1
c+d	1
c+e	1
Total	4 out of 12

Table 3.28. Teachers' Answers of for which of the Purposes they Use Computers for in their Classes.

In explaining their answer, teachers affirmed that computers are sometimes used to have students write English assignments in English, (8.33%), Yet, another teacher said that it is used to get information and exchange e-mails, (8.33%). One more teachers, (8.33%), declared the computer use is for getting information and in listening comprehension sessions as well. The remaining teachers did not give any justification to his/her choice of answer.

-If 'no', please explain why ?

Teachers main reasons are the following :

- “Because there are too many students per group that I cannot manage it”,(8.33%).
- “My purpose is to teach students to watch their process while writing and this can'tbe applied if we use computers”, (8.33%).
- “It is a new thing to which teachers are not used to”,(8.33%).
- “We are not asked to do it, we have lacks at the department, but are only used with listening module”,(8.33%).
- “We have not reached that level(stage) yet !”,(8.33%).
- “Lack of equipment”,(8.33%).

This is a good sign that there are some problems with regard to the availability of the adequate number of computers at the department and the number of students per class is big. The other important thing which has highlighted in the theoretical part is that some teachers seem to lack training in computer use and are not yet accustomed to its use in their classes. Besides to that, instructors, or the university as a whole did not stress that teachers should use computers while teaching though it integrated them into FL classrooms. Thus, the purpose of integrating computers is not yet set clearly to teachers and instructors in general.

Q15. What do you think about the use of computers in a writing class ?

The ultimate aim of this question was both to raise teachers' awareness about computers integration into FL classrooms in general and at the same time to know about their perception of computer use in a writing class session in particular so that we will be able to see their opinions about this issue and whether they do all agree or disagree with this idea. Of course, if they all agreed that is a good sign that computers can be used in future sessions when teaching writing skill. However, not all of our informants provided us with answers to this question. Meanwhile the analysis of the results concerning those who did are that, as one of the teachers said, "They can be very useful if used well for some very defined objectives", (8.33%). Yet, another teacher added, (8.33%), "It can be helpful if used to demonstrate the outline, or in the case of writing a story by displaying some pictures, otherwise I don't think it is that much needed", (8.33%). Furthermore, two other teachers declared that "its use saves teachers time, effort and energy and that its use helps learners acquire a new skill", (16.66%). Four teachers wrote expressions such as "innovative and promising, great , good and useful, and very useful", (33.33%). However, there is one teacher who claimed that "It is very confusing for me personally because I really do not see a purpose for their use in a writing class", (8.33%). Yet, one other teachers said that "he/she has no clues", (8.33%). The remaining two teachers gave no justification.

Despite the difference in their answers, all the teachers seem to agree that its use can be very helpful if used for clearly set objectives. We conclude that computers, thus, can be used to teach writing skill.

Q16. Do you think the use of computers can help in overcoming some of your students' writing difficulties ?

Options	Teachers
Yes	7
No	4
No answer	1
Total	12

Table 3.29. Teachers' Opinions of Computer Use in Overcoming some of their Students' Writing Skill.

The data gathered revealed that more than half of our informants (7), (58.33%), agreed that the use of computers can help in overcoming some of their students' writing problems. On the other side of the coin, four teachers, (33.33%), opt for the 'no' option as the appropriate answer. Yet, there is one teacher, (8.33%), who did not give any answer.

-If 'yes', please explain how helpful this could be for your students?

Options	Teachers
Very helpful	3
Quite helpful	3
Helpful	1
Not helpful at all	0
Total	7 out of 12

Table 3.30. Teachers' Opinions of how Helpful Computer Use for heir Students' Writing Skill.

As data is displayed in table, three out of seven teachers, (25%), declared that the use of computers can be very helpful in overcoming some of their students' writing difficulties. At the same time, three other teachers, (25%), reported that it is quite helpful. However, there is one teacher, (8.33%), who ticked the helpful option out of the list of choices given to him/her. Hence, we can deduce that the majority of teachers do believe that computers can help them in solving some of the writing difficulties their students do face most of the time. Those findings do really, and highly stress what has been mentioned in the theoretical part (chapter two).

Q17. Do you know about any computer software that can be used to teach writing ?

Options	Teachers
Yes	2
No	10
Total	12

Table 3.31. Teachers' Awareness of the Existence of any of the Computer Software to Teach Writing.

This question aimed at knowing how much teachers are knowledgeable they are in the area of computers and computing or are they still new to this field. For that particular reason we asked the question of if they ever do know about any computer software that can be used to teach writing skill. Just like what we have mentioned in the theoretical part (chapter two), we mentioned that there are several computer software which are programmed to help both teacher and learners to teach and learn writing skill in much more enjoyable way. However, and to our disappointment, none of our respondents seem to have any idea about these existing computer software which have been in use since a very long period of time, and only two teachers, (16.66%), mentioned some of these such as ; the word processing, wiki platforms. This is an indication that our respondents are not aware of the existence of many computer software that could be used to teach writing skill.

Section Three

Teachers' Suggestions about the Use of Computers to Teach Writing Skill

Q18. There are many computer software that could be used to teach writing, will you be willing to use them ?

Options	Teachers
Yes	10
No	2
Total	12

Table 3.32. Teachers' Willingness to Use Computer Software to Teach Writing.

Almost all of the respondents (10), (83.33%), opted for the 'yes' option and, thus, affirmed that they would use any of the computer software to teach writing skill. However, only a very small minority, two teachers, (16.66%), who ticked 'no' for their answer, declared that they would not use them in the teaching of written expression.

Please, explain why ?

Both teachers (16.66%) who went for the 'no' option provided us with no justification. Yet, those teacher who went for the 'yes' option (83.33%) justified their answer, only one of them did not, with very interesting answers. Hence, they justified saying that:

- “Change the traditional classical atmosphere of teaching”,(8.33%).
- “To help improve the skill among learners, to overcome difficulties in writing, to develop

collaboration’’,(8.33%).

- “I would use them only if they prove efficient in enhancing my students’ writing skill’’,(8.33%).
- “I will be willing to try them and see how beneficial they are, because they are designed specifically to teach writing’’,(8.33%).
- 5) “Curiosity’’, (8.33%).
- 6) “It saves time’’, (8.33%).
- “It must be helpful to use them’’,(8.33%).
- “It must be of a great help to facilitate the task of transmitting a message’’,(8.33%).
- “Exploring new things is always beneficial. I think testing new software programs might help us, as teachers, change several teaching techniques’’,(8.33%).

In sum, it becomes as clear as the sun in the sky that the majority of our informants are, and to such an extent, very well motivated to use computers, computer software, in the teaching of writing skill. However, what some of them have stressed is that they will be willing to use them provided that these computer software have proved beneficial to their students’ writing skill. This, thus, is a good sign that teachers about both the negative and positive effects these could have on their students’ writing performance.

Q19. According to you, will there be any advantages of using a mixture of computing and regular writing classes ?

Options	Teachers
Yes	10
No	1
No answer	1
Total	12

Table 3.33. Teachers’ Opinions of having a Mixture of Computing and Regular Writing Classes.

We notice, here again, that nearly the majority of the teachers (10), (83.33%), believed there will be advantages of using a mixture of computing and regular classes with the exception of only one teacher, (8.33%), who said ‘no’ and gave us a clever justification “Unless one of the previously mentioned software is proved to be good, or with beginners, I do not really see the need of using computers in a writing class”. The other category of teachers gave different views concerning this issue. They gave claims such as ; “So as to have a variety of ways’’, said one of the teachers, (8.33%) ; “It depends on how efficient they

are, not in theory, but in actual classroom practice. They might help in breaking the monotony of traditional classes”, added another teacher, (8.33%) ; “Students will need both writing using computers and paper-based writing”, claimed one of our respondents, (8.33%) ; “To get benefits of both”, declared one teacher, (8.33%) ; “To clarify the close relation between technology and social life”, said another teacher, 8.33% ; “Yes, indeed. I think variety should be our concern as it offers different opportunities to both bright and weak students”, stated one other teacher, (8.33%) ; “In the prewriting stage, what is important is to use your hand writing, the paper and the pen. The computer is used just at the final stage”, added another teacher, (8.33%) ; the remaining three teachers, (25%), simply said yes and gave no justification. We can deduce from this that it would be of a great benefit to enhance students’ performance in writing if they had the opportunity to be involved in both tradition and computing writing classes.

Q20. Would you go for writing sessions in which you can use the computer ?

Options	Teachers
Yes	9
No	3
Total	12

Table 3.34. Teachers’ Acceptance of the Use of Computers in a Writing Sessions.

The table displays that almost all teachers (9), (75%), declared that they will go for writing sessions in which they can use the computer to teach writing. Quoting some teachers, one of them, (8.33%), said “I’d give it a try first, and see how things go. If beneficial I’d definitely go for it”. ‘I would love to learn about it”, added another teacher, (8.33%) ; “Again, it would be very enriching to explore new devices, new techniques and strategies that aim at nothing but developing our students’ linguistic abilities”, declared another teacher, (8.33%) ; “Something new to try”, affirmed one teacher, (8.33%), “Because this method helps students overcome certain problems like spelling and grammar”, stated another teacher, (8.33%), “Because everything is based on computing today. You will feel illiterate in this world of technology”, said a teacher, (8.33%). However, three out of the total number of teachers, (25%), were against the idea, “It requires extra teacher training”, claimed one of these three teachers, (8.33%). Again, through teachers’ answers given here, it seems that there will be no problem if computers are integrated into the teaching of writing skill.

Q21. Do you plan to try and teach writing through the use of the computer ?

Options	Teachers
Yes	7
No	4
No answer	1
Total	12

Table 3. 35. Teachers’ Plans of Computer Use to Teach Writing.

The findings in the table reveal that the majority (7), (58.33%), of the teachers are planning to teach writing through the use of the computer. One of those respondents explained saying that “I got in touch with a variety of learners who took part in experiments alike and are now enjoying the fruits of such an experiment”, (8.33%). Another teachers added, (8.33%), “I might try it because technology can be very motivating for students, especially if it is proven that the use of technology will help them improve their writing skill”. However, one teacher provided us with no answer. Yet the other four teachers,(33.33%), disagreed with the use of computer in writing classes. Those teachers provided us with a number of persuasive arguments in terms of why they are against computer use in writing classes:

- “Other interests”, (8.33%).
- “Not at the moment because I have yet to know anything about the effectiveness”, (8.33%).
- “Conditions are not good ; lack of computers”,(8.33%).
- “It takes time to adopt techniques and process to new media”(8.33%).

This leads to the conclusion that if those problems are solved and the university provided enough computers as well as adequate training, teachers will be willing and able to use them in their writing classes.

Q22. Would you recommend that writing teachers start to teach writing skill through the use of computers and/or any other computer software?

Options	Teachers
Yes	10
No	1
No answer	1
Total	12

Table 3.36. Teachers’ Recommendations of Computer Use (Computer Software) in Teaching Writing.

The data display that (10) teachers, (83.33%), recommend that writing teachers start to teach writing skill through the use of the computer and/or any other computer software with only one teacher, (8.33%), who picked 'no' as an answer. He/she clarified his/her answer saying that "It takes time to train teachers to the new technologies". Yet, one teachers, (8.33%), gave no answer, neither a 'yes' nor a 'no'. The category of teachers who went for 'yes' provided the following reasons behind their choice of answer:

- "Yes, but we need to be strategic and get training first", (8.33%).
- "Teachers need to move away from the traditional methods that proved to be of little use", (8.33%).
- "Because it has been proved that it's of a great benefit to use them in teaching the four skills not only writing", (8.33%).
- "... the world today is technology", (8.33%).
- "Only if the experience is tried and tested, and the results are successful", (8.33%).
- "Because modern technology empowers that", (16.66%).
- "If they prove to have a positive impact, I would encourage their use", (8.33%).
- "Things are changing around us and teachers have to realize that", (16.66%).

Hence, one feels the need to say that the use of computers is considered by all of our informants as a tool of great source of inspiration and motivation to their learners. Its use can help students improve with all the four language skills not simply writing skill. Thus, teachers have to take a step forwards and try to implement them into their classrooms.

Q23. Please feel free to add any comments ?

The purpose of this question was for the aim of giving our respondents total freedom to add any comments that they would like to add with regard to the topic under investigation. However, to our big disappointment none of them took this question into consideration and only very few of them added comments that either have nothing to do with the topic or the teaching of the skill of writing.

Among the comments that teachers made were that "identifying the kind of writing should be the first stage teachers have to deeply think of and that it is very necessary for teachers to know what kind of skills their students should arrive at by the end of their lessons", commented one of the teachers, (8.33%). Yet, one other teacher, (8.33%), who seemed

sceptical about computer use commented saying that “There is always a risk that mastery of computers leads students to plagiarism”. Another very significant comment was also made by one of the teachers, (8.33%), who said that “as a teacher I am neither for nor against the use of computers or software in teaching writing. I would try using them to see their impact on my students’ writing performance. If they are successful, I would use them more often, if not all the time”. Yet, a very effective comment was added by one of the teachers, (8.33%), saying that “the effective teacher is the one who succeeds at making himself unnecessary. The effective teacher, for me, is the one who creates and adopts innovation”. The last comment was that “Teaching writing was not at the reach of any teacher, so EFL teachers need to invent and create methods and techniques that help their learners continuously improve their ways of writing using computers”,(8.33%).

3.2.3 Discussion of Teachers’ Questionnaire Findings

Through the analysis of the of teachers’ questionnaire we were able to come to the conclusion that both teachers and their students still do face difficulties with writing skill, be it teaching it or learning it. Students still seem to struggle in order to come up with a good and acceptable piece of writing. The kind of difficulties in students’ writings’ are not only at the level of the sentence structure, but at the level of the paragraph and the essay as well. Moreover, though teachers assign written homework to their students, they still lack extra practice with their writing skill. All those reasons made teachers not to be satisfied with their students’ writing performance which most of the time lacks organization, coherence, and cohesion and at the same time is regarded by them as fair though this depends on individuals.

Furthermore, teachers seem to agree that the integration of computers into foreign language classrooms can be very beneficial in the development of students’ learning progress with the for language skill not exceptionally with written expression. It can change the nature of teaching and bring in some innovations into the classroom which can make students more interested and motivated to learn in a more enjoyable way about the target language. In this respect, they all agreed that its use can help in overcoming some of their students writing problems if they were used in a strategic way. They also suggested that it could be of a big advantage to the students to have a mixture of computing and regular classes. Finally, almost all teachers, according to the analysis of the results, plan and suggest that they and other teachers will use the computer, or any computer software provided that it

has been proved effective for the did not want to risk neither themselves nor their students.

3.3 Implications for the Teaching Programme Development for Stage Two of the Research

This study was conducted mainly to investigate the attitudes of university students' of English towards the use of the computer to determine whether its use has influences on the process of writing of EFL students. Meanwhile, it attempts to discover in what ways the use of the computer may effect and change a second language (L2) learner's writing process and improve the quality of his or her writing. This study was carried out with 68 students at the Department of English at Laghouat University. A questionnaire was conducted and devoted to 1st year LMD degree students so as to obtain the data needed.

The most important thing one has reached especially after analyzing the questionnaires, and yet to mention in the view of Phillips (1987) is that just as the lever is a device which compensates for the limitations of human muscle power, so is the computer a device which compensates for the limitations of human brainpower. As a matter of fact, the computer is a very powerful language learning tool. The question is how we can fully utilize it. Since the invasion of computers into our everyday life, as well as into our classroom is a trend in the present and near future, we must try to accept and prepare for it. In addition to helping develop the linguistic creativity of L2 students. The questionnaire distributed yielded that the paragraph punch can increase learner control over his/her writing and emphasize meaningful activities, as some of the physical, psychological, and cognitive constraints of writing are relieved to a certain extent by the technology. Thus, writing using computers at large seems to have positive potential for students at Laghouat University.

Thus, and as the results of the present study affirm, the paragraph punch software can be a valuable tool in teaching writing in a second language learning environment. It can be concluded that writing on computers is a worthwhile investment in the future, and it is recommended to be introduced into all ESL classrooms and all over the world so that the benefits of computer facilities would reach all learners. Hence, it is time, even if it is too late, for universities to start implementing and applying the use of computers to help EFL learners to cope and be familiar with the use of new technologies. Otherwise they will be left out. In this sense, the more and more universities obtain computer facilities, the more and more good and effective student writers they will have.

It should be noted that more research on computers and writing is needed, such as

research which includes female subjects and which extend the mode of writing to other levels and types of students at Laghouat's University and other locals. In this way, the results of computer use for improving students' performance in writing research will become more generalized. We have a long way to go, as Gerrard (1990) observed, since our field is young, and there is no theory as yet of computer-based writing. Moreover, and in the view of Hymes (1993, p. 214), researchers from many methodologies must continue to investigate the composing process, since only by using a variety of techniques, researchers can explore the various facets of this complex behaviour.

In this quest, many worthwhile research questions could be suggested, such as:

- How can paragraph punch software be used in classrooms and over time? Does its implementation vary across universities and classrooms? In what ways? What are the factors that affect implementation?
- What kind of results obtained in paragraph punch with good, average, and weak writers, or with writers who adapt easily to the paragraph punch versus those who have more trouble with the computer?
- What other computer facilities that can be used to foster the improvement of the skill of writing for EFL students?
- what are the administrative staff attitudes towards the use of paragraph punch with EFL students?

These are but a few of the general areas in computer-assisted writing that may be investigated in the future. Through such investigations, we can begin to determine much more rigorously than in the past not only what the computer is good for, but also for whom and under what circumstances.

Conclusion

The aim of this chapter was to thoroughly examine both EFL students' and teachers' attitudes towards the use of computers as a means through which students' writing skill can be improved. The findings of the questionnaire analysis revealed that the majority of the students have a positive attitude towards the use of computers to learn the skill of writing. Hence, by using some computer programs, EFL students can get to wide access of facilities that can help them to develop and enhance their writing skill independently. Students, thus, can write freely, discover, and correct their errors and mistakes. In addition to that, the results

of the questionnaire from both sides showed that the use of computers, and since it was regarded as a friendly tool, would never be considered as a threat to students' learning process, but rather as something that would highly ameliorate their learning in general and writing skill in particular. Therefore, and after analyzing the data gathered from teachers' and students' questionnaire, the results highly support the integration of computers into FL classrooms which is the next step to be investigated in this study.

Chapter Four: Research Design and Methodology Framework

Introduction

The field of education has recently witnessed a significant change and wide developments at all levels of language teaching and learning. These recent developments especially those related to the use of technologies have provided various opportunities in teaching EFL all over the world. For this reason, it has become a necessity to look at how these changes can be used in language teaching mainly for writing skill. Accordingly, the ultimate aim of this study is to investigate how the use of paragraph punch software can help EFL students improve their writing performance. This chapter, thus, is mainly devoted for providing an overview of the design adopted in this study as well as the procedure used for gathering data, besides to a description of the post-test carried out in this study.

4.1 Objectives of the Experiment

Teachers, nowadays, are required to cope with the changes the educational world is going through. The FL classroom is no longer like it used to be. Visual aids and computers are available, and teachers have to find the appropriate ways to integrate them into the classroom in order to teach more effectively and kill the boredom that students usually feel. The new generation of learners has set the scene for how the classroom should look like. Teachers, hence, are left with no choice, but to learn how to use these technologies otherwise the teaching process will be a total failure. It is high time that a transformation of teaching/ learning should take place. Several studies that had been conducted in the few past years had proved significant results about that the use and integration of technology in the classroom.

Technology has opened a wide door that helped teachers to have new and positive sights about teaching particularly FL teaching. Nevertheless, students still struggled with some language skills mainly writing skill. Writing skill as agreed upon by experts in the field of education and language teaching and learning as the most difficult skill compared to the other skills for it requires specific abilities so that students can write and transmit their thoughts into a communicative passage. Writing is a whole process that takes students through different stages

before they can be able to produce cohesive and coherent work. In order for students to be considered as good writers, they need to follow and respect some aspects in writing, Students, thus, should pay due attention to the content they write , the organization of their ideas on paper, their word choice or vocabulary, the language they use, and mechanics of writing.

As a FL teachers and after doing some researches about the use of technology in FL classrooms, we came across the paragraph punch software as we thought that the use of this program can solve some of the problems that EFL students face in writing. Accordingly, this study seeks to investigate the effectiveness of using paragraph punch software for the aim of enhancing EFL students writing skill.

4.2 The Population and Sample

The population of the study consisted of a number of four groups of first year LMD students at Ammar Thelidji University at the department of English enrolled during the academic year 2017-2018. Each of the groups consisted of about 34 to 36 students. Thus, the total number of the whole population was 139 students. However, and as it was somehow difficult to conduct the study with the whole number, only two groups were randomly selected to participate in the study. Both groups, the control group and the experimental group, consisted of an equal number of students, 34 for each group. The aim behind random selection of participants was that the results obtained by the study could be generalized.

4.3 The Pre-test

4.3.1 Description of the Test

A very important step in this study was conducting a pre-test in order to test the students' performance in writing, and at the same time highlight the main difficulties they might face so that these problems could be hopefully solved after the experimental stage of this study. In order to reach this objective, a test in a form of a written activity was orally assigned to the students. The students were asked to write a paragraph about "going on Holidays", taking into account all

the basic elements of how to write an appropriate paragraph starting from the topic sentence to the concluding sentence. The ultimate aim of this activity was to evaluate the students' products before and after the experiment. More importantly, the test would allow for strict and valid control of the variables under investigation namely the topic sentence, supporting sentences, concluding sentence, spelling, organization, and mechanics of writing in paragraph writing.

Hence, the students were asked to write a paragraph going through all the stages of the writing process starting from brain storming to the publishing stage. They were then asked to read and correct each other mistakes or errors in pairs.

4.3.2 Administering the Pre-Test

The research was carried out in Ammar Thelidji University, Department of English, during the academic year 2017-2018. The subjects of this research was two groups of first year LMD. Prior to the conduction of the experiment with the students, a traditional writing lesson was planned. The students were asked to write a paragraph about the topic of 'going on Holidays'.

The test which was in the form of an activity was equally assigned to both groups, the control and the experimental group. Oral explanation was given to the students in a form of a reminder about the basic elements of paragraph writing that were tackled in the previous theoretical sessions. Equal instructions were done with the groups, taking into consideration time of explanation and time to do the task at hand. After making sure that everything was clear, the students were asked to do the activity individually first, and then once finished work in pairs to read and correct each other.

I observed the students' as they write during the writing process stages. This was conducted as a pre-test for the whole study and check how the students can do in terms of getting their ideas on paper to write paragraphs. However, what was noticed was that the students' struggled with the task, what was noticed was a huge level of weakness when it comes to writing the topic sentence, supporting sentences, concluding sentence, organization, spelling, and mechanics.

After devoting some time for the students to write and finish the task, they were then asked to write one of their classmates work on the board, randomly chosen, and let their classmates revise the mistakes/ errors with regard to the above mentioned aspects while I acted as a guide and provided help when needed to revise and evaluate their classmates' paragraph. I aimed to help students organize their ideas of writing clearly and coherently in order to produce a good paragraph while taking, at the same time, my and their feedback as well and highlighting the basic aspects and stages of the writing process.

4.3.3 Rating the Students' Performance

In order to evaluate students' written product, we opted for developing the following rubric. It clearly sets the criteria used for grading the students' work based on how good or bad they did with regard to: topic sentence of their paragraphs, supporting sentence, concluding sentence, spelling, organization, and finally mechanics, each of which was given a number that refers to the quality of the work produced. The table in the following page provides a detailed description of the rubric used for evaluating students' work:

Point Value	Excellent	Good	Acceptable	Bad
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. (2.5-3 points)	Clearly stated topic sentence presents one main idea. (1.5-2 points)	Acceptable topic sentence presents one main idea. (0.5-1 points)	Missing, invalid, or inappropriate topic sentence; main idea is missing. (0 points)
Supporting Sentences	Interesting, concrete and descriptive examples and details with explanations that relate to the topic. (3-4 points)	Examples and details relate to the topic and some explanation included. (2-2.5 points)	Sufficient number of examples and details that relate to the topic. (1-1.5 points)	Insufficient, vague or undeveloped examples. (0)
Concluding Sentence	There is a closing sentence that restates the main idea of the paragraph in an interesting exciting way (2-3 points)	There is a closing sentence, but it ends with "that's how that's why," etc. to restate the main idea. (1-1.5 points)	(0.5 points) There is a sentence that acts as	There is no closing sentence. (0 points)
Spelling	No spelling mistakes at all (2 points)	Very few spelling mistakes (1-1.5 points)	Too many spelling mistakes/errors	Distracting errors in spelling (0 points)
Organization	Thoughtful, logical progression transitions between ideas. (4 points)	Details are arranged in a logical progression; appropriate transitions. (2.5-3 points)	Acceptable arrangement weak. (1-1.5 points)	No discernible pattern of organization; Unrelated details; no transitions. (0 points)
Mechanics	Consistent standard English usage, and punctuation. No errors. (4 points)	Some errors, but none major, in usage, and punctuation. (2.5-3 points)	A few errors in usage, and punctuation (1-2 points)	Distracting errors in usage, or punctuation (0 points)

Table 4. 1. A Rubric Developed for Evaluating Students' Works.

4.4 The Treatment Procedure

Taking into account the experiment of this study, one ought to mention here that both groups, the experimental and the control group, had regular classes of 1h 20 minutes per each session for 7 weeks. In addition to that, the lessons given to the students were designed according to the programme to be followed. Hence, instructions and everything else related to the material

to be taught went hand in hand with what the students were supposed to perceive as content and practice for their written expression classes during the second semester of the academic year 2017-2018

4.4.1 The Control Group

At this stage of the study, students of the control group had regular classes of written expression just the usual way lessons were presented. Following the programme lessons highlighted by the administrative staff, theoretical lessons were given right after the first semester exams which started from the very last week of January. After three weeks of theory about paragraph writing, the students were then required to practice what they had seen earlier. Free topics were assigned sometimes according to the students' choice and specific topics some other times were given. Students write the task at hand individually and then work in pairs for the sake of evaluation and improvements of their paragraphs.

Lessons were usually planned as follows:

- First, the teacher did a warm up with the students through reminding them about the basic elements they covered in the theoretical part through questions.
- A new activity with a new topic was presented to the students to do.
- After finishing the work individually, the students then work in pairs to improve their writings.
- The teacher, with the students' help, chose one of the paragraphs written by one of their classmates, work together to correct and enhance the paragraph chosen. The teacher always acted as a guide and facilitator helping whenever needed and whenever the students struggled

with something.

4.4.2 Description of the Treatment Material: Experimental Group

With a purpose to overcome the problems, the interest of this study is to conduct a classroom action research that attempts to improve students' writing skill through the implementation of paragraph punch software technique. The use of such software can help students perform well when it comes to writing their ideas, know the basic conventions of writing skill in a way that attracts their attention.

Topic	Activity	Objectives
You have won a free trip to Hawaii. You may take one person with you. Whom do you choose and why?	Reason	<ul style="list-style-type: none"> - To introduce students to paragraph punch software. - To learn how to use the software. - To focus students' attention on paragraph writing per se. - To increase students' understandings about the use of software for their writing activities. - To discover the students views about the use of the software. - To examine how effective the software could be for enhancing students' written products. - To observe how the students could write using this software. - To help the students know first about what and why they need to write a reason/cause-effect/ sequence/ detail paragraph. - Make a difference between what a reason, cause-effect, sequence, and a detail paragraph his. - Enable the students to choose the right vocabulary for each type of their paragraphs. - To introduce students to the different types of paragraph available. - To encourage the students to follow the writing process stage adequately. - To help the students develop a well stated topic sentence, supporting sentence, and a concluding sentences with respect to each type of paragraph. - To raise students' attention to writing conventions and mechanics.
A natural disaster has struck your community. What are the results?	Cause- effect	
You enjoy playing a particular game. Your friend wants to learn how to play it too. Describe how you teach your friend to play the game.	Sequence	
One place stands out in your memory. It may be indoors or outdoors, close to home or far away. Tell about it.	Detail	

Table 4. 2. Topics and the Objectives of the Activities.

4.4.3 Experiment Implementation Lesson Plan

Introducing Paragraph Punch software

To start with, before discussing the results of the study, one should first give a brief explanation about the software and how it looks to the students and it works. Hence, Paragraph Punch is a step-by-step writing enhancement software that assists students to produce a good piece of writing particularly a paragraph. Currently, there are two available versions of this software, one which is a demo version which is available for free online that everyone can download and another one which is the home version that can be purchased and which consists of an additional number of function and topics that learners can send their completed paragraphs via email. In this study, only the demo version was used.

Earlier Studies about the Program

The very earliest study on Paragraph Punch was done as a media review in the year 2002. The program was developed by Merit Evaluation Software. One of the papers entitled ‘Paragraph Punch’ gave a detailed description of the software and how it works, besides to the writer’s personal evaluation of the advantages and disadvantages of the software. The paper also gave suggestions for usage of the program in the classroom (Fouser, 2002). Furthermore, elsewhere Mei-Lin (2009) investigated the impact of Paragraph Punch and other technology tools on English language learners’ self-perception of writing difficulty. Mei-Lin (2009) suggested numerous advantages of Paragraph Punch such as spelling check and reinforcement of the writing process. Moreover, Mei-Lin elaborated on some limitations of the software and implications of technology in teaching of writing. Nonetheless, the present study seeks to investigate the effectiveness of this writing software as a writing tool in order to enhance EFL students’ writing skill.

Function of the Program

According to Merit Software team, Paragraph Punch is a programme that can help students to develop their paragraph writing skills. It starts from pre-set writing prompts students, to then developing an idea, and write their own paragraphs. First, the students write

a clear topic sentence and well reasoned support of the topic they choose. What is good

about this software is that it guides the students step by step through pre-writing, writing, organizing, editing, rewriting, and publishing.

The Scope of the Program

The paragraph punch program contains 15 writing topics and 1,548 help prompts to guide students throughout each of the step in the writing process. Additionally, each unit in the program can help the students to learn a different way about how to write a paragraph. These unites focus each at a time on reasons, details, sequence, example, and cause and effects.

The Implementation of the Software

The Merit group suggests appropriate allocation of time for using the program for better achievements. Accordingly, For best results the group recommend that students use the program for a time duration of about 35 to 40 minutes a session for two to three sessions to complete a writing topic. It is also suggested that the program should be used throughout the year to build and reinforce skills.

Suggested overview of student sessions

The team suggests that the first session should be devoted to helping students choosing a topic first, do brainstorming about the topic chosen, generating ideas for the pre-writing stage, and last but not least, writing and organizing what they have written. In, the second and third sessions; however, the students go through the rest of the stages of the writing process starting from revising, editing, proofreading, and publishing their paragraphs. At this stage, the students can advance through the program at their own pace relying heavily on themselves. Meanwhile, the program accommodates students with a huge range of skills and abilities. It provides good structure and help for students who need help and even engages those advanced students by encouraging them more to stretch themselves for the sake of improving their writing in an enjoyable way unlike what happens in ordinary writing classes.

Description of the Stages of Paragraph Writing on the Program

Through the use of this program, learners can learn how to be effective write especially when it comes to a paragraph writing in a highly organised way. First, the students choose a topic among the suggested topics either freely or according to the teacher's choice. After they have chosen the topic of their paragraph, the pre-writing process begins. The students will be asked to enter words or phrases related to the topic on a notepad that appears on the computer screen. Throughout the whole process of writing, a number of prompt questions will be stimulated. This step is considered as the brainstorming stage of the writing process that takes place in the classroom, but this time it happen on a computer screen. What is noticed at this stage is the beginning of an interaction between the student writers and the program.

Then, the program will demonstrate through prompts already available on how a topic sentence should be written and even an example of a topic sentence is written for them. Students are required to write their own topic sentence as an introduction to the paragraph. After the students have achieved this, they will be asked to make sentences out of the words or phrases they have already written in their notepads. After a number of sentences is generated by the students comes the stage of organizing their paragraphs. Later on, students will be asked to write their paragraph out of the generated number of sentences. They, then, will be given a choice to delete the sentences that can be unnecessary. Furthermore, the program will suggest a list of transition words which the students can choose and add to their paragraphs in order to sound more cohesive. When the last stage comes, the students are asked to write a concluding sentence, here again, the program will provide tips, prompts, and examples of what a concluding sentence is which then they have to write their own concluding sentence.

After making sure that all these stages are complete, a draft of the complete paragraph will be shown on the computer screen for students in order to do the reviewing. Buttons such as "Add", "Edit", "Remove" and "Move" can be used by students to check and correct their paragraph. The program provides adequate guidance and brief advice on editing, style, grammar, and sentence structure. Students should then proofread their paragraphs and at the same time do some editing through tools such as the 'spell-checker'. Last but not least, students will be able to

publish their paragraph either by saving it, printing it or transferring it to a word processor. The students will also be given the option of repeating the review process again.

Content of Paragraph Punch

The available topics of paragraph punch software are varied with each unit focusing on a different and specific type of paragraph. Students, thus, can choose to write a paragraph that concentrates on reason, detail, cause-effect, or sequence. According to Merit Program, the topics for each unit are put as follows:

Unit 1: Reasons

Topic: A worthwhile charity - A relative has generously left you money in her will. You want to give some of it to charity. Which charity do you choose and why?

Tip: This topic will give you a chance to write about a charity and its contribution to society.

Topic: A travelling companion - You have won a free trip to Hawaii. You may take one person with you. Whom do you choose and why?

Tip: This topic will give you a chance to write about a close friend or relative, and why he or she would be fun to have with you in Hawaii.

Topic: A favourite local athlete - The editor of your local newspaper has asked you to write about the best athlete on a team in your school or community. Whom do you choose and why? Tip: This topic will give you a chance to write about your favourite local player.

Unit 2: Details

Topic: A place to show a visitor - A friend from far away is coming to visit you for the first time.

What place in particular do you want your friend to see during the visit?

Tip: This topic will give you a chance to write about your favourite spot.

Topic: A memorable place - One place stands out in your memory. It may be indoors or outdoors, close to home or far away. Tell about it.

Tip: This topic will give you a chance to write about a place you remember well.

Topic: Travel back in time - A special machine lets you travel back in time. Describe what you witness firsthand sometime in the past.

Tip: This topic will give you a chance to tell about a period of time or an event in the past that especially interests you.

Unit 3: Example

Topic: A personal hero-Most of us have 'heroes, 'people we greatly admire. Our heroes are usually people who help others. Describe one of your heroes.

Tip: This topic will give you a chance to write about a person you admire.

Topic: A necessary machine - Machines and gadgets have made life easier and more fun. Some machines we could not imagine living without. Write about a machine that you cannot live without. Tip: This topic will give you a chance to write about the machine or gadget you enjoy or depend on most.

Topic: An unusual pet - We think of cats, dogs, and goldfish as commonplace pets. There are also other, more unusual pets available. Write about a pet that you think is unusual. Tip: This topic will give you a chance to write about an unusual pet.

Unit 4: Cause and Effects

Topic: Moving on - You are moving on to another place or a new experience. How does this move affect you?

Tip: This topic will give you a chance to tell how your life has changed.

Topic: Living without an important object - Something that you depend on breaks down. It takes a week to get it fixed. What does this do to your life?

Tip: This topic will give you a chance to describe what it is like for you to live without an object that is important to you.

Topic: A community disaster - A natural disaster has struck your community.

What are the results?

Tip: This topic will give you a chance to describe how a force of nature affected your community.

Unit 5: Sequence

Topic: How to play a game - You enjoy playing a particular game. Your friend wants to learn how to play it too. Describe how you teach your friend to play the game.

Tip: This topic will give you a chance to tell how to play a certain game.

Topic: Organizing a party - There is a traditional holiday in three weeks. You want to have a party in your home. How do you organize it?

Tip: This topic will give you a chance to describe how to plan a party.

Topic: Preparing a meal - You plan to surprise your mother by preparing a meal for her on Mother's Day. What do you do?

Tip: This topic will give you a chance to describe the steps involved in preparing a meal.

4.5 The Importance of Using Paragraph Punch Software

As what was mentioned earlier in this chapter, paragraph punch software is a writing software that helps to teach students the writing process. Through the use of this program, students can practice their writing skill in and outside the classroom. Students are given total freedom and choice over what topic to write about from a menu of topics. It helps them to develop ideas easily, and more importantly, create their own original work that may encourage them more to write. What adds joy to the use of this program is that it does not only help the

students to generate ideas, but it does also provide them with prompts to guide them as they write through pre-writing, organizing, editing, and publishing.

When students advance in their writing skill, they highly need more support. They need to know how to communicate their ideas clearly and organize their thought on paper. This; however, cannot be an easy task for teachers to accomplish and provide adequate support to each and every student in the group. Thanks to the development of such program that teachers can have a sense of relief for achieving this objective of guiding students in order to produce an appropriate piece of writing, and thus, become successful writers in the future.

4.6 Teaching Tips for Paragraph Punch

The Merit program team does also provide some helpful tips for teachers to facilitate the use of the program. Teachers, hence, can do their lesson as follows:

Sample One (1) Hour Assignment – best done over two or three 20 to 30 minute blocks of time

- Direct students in the Merit Online Learning platform to go to “Writing” and choose a Paragraph Punch-Reasons topic that interests them (such as A Worthwhile Charity or A Favourite Local Athlete).
- Tell students to follow the program’s directions to write and review a complete paragraph.
- The program’s built-in hints and tips make it easy for most writers to organize their thoughts and write clear, concise sentences and paragraphs.
- Student writing is automatically bookmarked in the Merit Online Learning system.
- If a student does not complete their writing in one sitting, they may return to where they left off or start over.
- The Revising step provides suggestions for Style, Sentence Structure, and Grammar that improve student writing. This step is optional but encourages students to use it.
- The Publishing step has three options: Review, Spell Check, and Save. Selecting Save permanently saves student writing in the Merit Online Learning system.
- If work is permanently saved, then students may make an unlimited number of revisions using the Post-Published Edits tool in the Online Portfolio.
- Once work is permanently saved, students may also redo a topic without overwriting previous work.
- Encourage students to make edits. All capable writers make edits.
- Instructors may view student work, at various stages of development, in their own Merit Online Learning dashboard.

4.7 The Post-test

4.7.1 Description of the Test and Scoring Procedure

For the sake of achieving solid results of this study, equal procedures were followed in both the pre/ post tests. The tasks presented to students in the pre/ post- tests were much similar. In this perspective, the students were again asked to write a paragraph, but this time using the paragraph punch software. The same criteria was also used for assessing students performance. Thus, all focus was put on how good or bad the students did write their paragraphs based on this six developed criteria's; Topic sentence, supporting sentences, concluding sentence, spelling, organization, and finally mechanics.

4.7.2 Administering the Test

After much exposure to the software, three writing classes of different topics already available in the program and as provided by the merit software group, the post-test was administered to control and the experimental group during the second week of April of the academic year 2017-2018.

Conclusion

In this chapter, a detailed description of the implementation of the experiment was presented. Furthermore, the main objectives of the experiment were also highlighted in this chapter. Additionally, light was shed on the sampling procedures and the subjects of the study. Besides to a whole description about the process of gathering data, including the stage of administering the pre-test with the students, was given. Meanwhile, students' written performance and an evaluation rubric for the students' product were highlighted. The treatment procedure including a description of the experiment teaching lesson used in the study was presented. Finally, the post- test conducted in this study and was put as a final step to end the chapter.

Chapter Five: Results of the study

Introduction

The aim of this chapter was to report both a descriptive statistics of the results obtained from the control and the experimental group in the pre/post tests, and to provide solid interpretations of the findings gathered concerning the use of paragraph punch software in teaching writing skill. This chapter also sheds some light on the research questions and hypotheses used in this study. The programme that was used for the analysis of data was the SPSS (Statistical Package for the Social Science) as it is agreed upon by researchers as being the data analysis programme.

5.1 The Pre-test Results

5.1.1 Restatement of the Research Questions and Hypotheses

As stated earlier, the ultimate aim of this study was to explore the effects of the use of paragraph punch software on EFL learners' developmental performance in writing, and at the same time investigate their attitudes towards computer-aided facilities. This study was conducted at the Department of English Language and Literature, Ammar Thelidji University during the academic year of 2017-2018 with a group of 1st year LMD students. Accordingly, the research questions raised to reach this aim were put as follows:

- What are the students' and teachers' attitudes towards the use of paragraph punch software for teaching writing skill?
- In what ways could the implementation of computer software be helpful in the FL classroom?
- What features of writing would the use of specifically designed computer software programmes enhance in the students' writing performance?

The three questions were raised with regard to the experiment conducted in this study. In this sense, the first two questions sought to find out whether or not the use of computer software in FL classrooms could enhance Students' writing performance. Thus, paragraph punch software was suggested as a way to solve this question. For achieving this objective, the students' works were evaluated through the use of writing rubric in both the pre/post tests. The third question; however, aimed at discovering the students' attitudes towards the use of paragraph punch software after having a whole experience using it for their writings. Hence, a post-questionnaire was specifically designed and conducted with students of the

experimental group.

The independent variable was the paragraph punch software in teaching writing skill, and the dependent variable was the students' written product evaluated through the use of a specifically developed rubric for assessing paragraphs. Accordingly, the present conducted research was based upon the case study of 1st LMD students at Ammar Thelidji university who enrolled in the academic year of 2017-2018.

Furthermore, and as suggested answers for the questions raised about the current topic, the two leading hypotheses were formulated as follows:

- The use of computer software improves the students' writing performance.
- The use of paragraph punch software raises the students' awareness of the writing conventions.

Thus, the analysis of the statistics presented in the following pages of both groups the control and the experimental in the pre/post tests aimed at finding out if the use of the paragraph punch software was helpful or not for enhancing EFL students' writing skill. Meanwhile, the criteria used for evaluating students work consisted of six elements: topic sentence, supporting sentence, concluding sentences, spelling, organization, and mechanics, i.e, capitalization and punctuation.

Table 4.1 shows the statistical results of data gathered from the students' pre test of both groups. Following the criteria used for evaluations, each element was given a specific score based on the students' performance. Thus, the student's final grade was put in terms of how excellent, good, average, or bad his/her work was with regard to the six elements already highlighted.

5.1.2 Descriptive Statistics of the Results of the Control Group in the Pre-Test

Students	Criteria						Score/20
	Topic.S (3 pts)	Support.S(4 pts)	Concl.S(3 pts)	Spelling(2 pts)	Organiz(4 pts)	Mechani(4 pts)	
1	1	1	0.5	1	1.5	2	7
2	0.5	1	1	2	1.5	2	8
3	2	2.5	2	2	2.5	2	13
4	1	1	1	2	1	2	8
5	1	1	1	2	1	1	7
6	2	2.5	2	1	2	2.5	12
7	0.5	1	1	1	2	2	8
8	1	2	1	2	1	1	6
9	1	1	1	1	1.5	1.5	7
10	2	3	2	2	2	2	13
11	0.5	2	1	2	2	1.5	9
12	1	2	1	1	2	1	8
13	1	2	1	2	1.5	1.5	9
14	1	2	2	2	2	2	11
15	1	2	1	2	2	2	10
16	1	1	1	2	1	1	7
17	1	1	1	1	1	1	6
18	2	3	2	2	2	2	13
19	2	2	2	2	2	1	11
20	1	1	1	1	1	1	6
21	1	1	1	1.5	1.5	3	9
22	1	1	1	1	1	1	6
23	1	1.5	1	2	1.5	1	8
24	1	1	1	2	2	2	9
25	1	1	1	2	1	2	8
26	2	2	2	2	2	3	13
27	1	1	1	1	1	2	7
28	2	2	2	2	2	1	11
29	1	1	1	2	1	2	8
30	2	2.5	2	1	2	2.5	12
31	2	3	2	2	2	3	14
32	1	1	1	2	1	1	7
33	1	1	1	2	1	2	8
34	1	1	1	1	1	1	6
Score	1.22	1.58	1.27	1.66	1.54	1.72	8.97
Mean/20 = 8.97							

Table5. 1. Results of the Control Group in the Pre-Test

The statistics as shown in table 4.1 reveals the pre-test results of the control group based on the criteria's used for evaluating the students' paragraphs. When it comes to:

- **Topic Sentence:** The students were expected to write well stated topic sentences that would attract the reader's attention including the topic and controlling ideas. Interesting, original topic sentence. Has a specific controlling idea. Clear purpose. However, and according to the students' performance, the control groups received a low score of 1.22/3. This is a great sign that still students struggle with writing topic sentences.
- **Supporting Sentences:** The paragraph has enough supporting sentences and detail sentences that relate to the topic sentence. Supporting sentences including the use of examples from real life context were highly required at this level of the paragraph for they make the paragraph highly appreciated by the reader. Besides to the use of transitions when it comes to moving smoothly from one idea to the other were not to be skipped by the students. In this respect the control group received a total score of 1.58/4.
- **Concluding Sentence:** A very important part of the paragraph is the concluding sentence. Putting complete and interesting conclusion builds onto the topic sentence/ restates the idea. It gives a suggestion, some advice/ opinion etc. a closing sentence that restates the main idea of the paragraph in an interesting way that the reader would keep in mind, sympathize with, and appreciate for closing the paragraph. The control group received a score of 1.27/ 3.
- **Spelling:** It is highly demanded that the student commits no spelling mistakes. No spelling mistakes is a great sign that would indicate that the students really masters the language and is well aware of the how the system of the language functions would be highly appreciated from teachers and instructors in general. A score of 1.66/2 was received by the control group.
- **Organization:** One of the very important aspects of writing is organization. The thoughtful, logical progression of supporting examples, and the mature transitions between ideas and how the students passes from one idea to the next is rarely achieved by students. Most EFL students suffer and struggle with organizing their ideas on paper. With regard to this aspect, the control group received a low mean score;1.54/4
- **Mechanics:** In this aspect, it is required of the students to use consistent standard English, use of standard paragraph form, and there are no errors in: capitalization ,and/or punctuation. According to the students' performance, the control group again received a low score of 1.72/4.All in all, the students performance of the control group received an overall mean score of 8.97/20 in the pre-test.

5.1.3 Descriptive Statistics of the Results of the Experimental Group in the Pre-Test

Students	Criteria						Score/20
	Topic.S (3 pts)	Support.S(4 pts)	Concl.S(3 pts)	Spelling(2 pts)	Organiz(4 pts)	Mechani(4 pts)	
1	1	1	1	2	1	2	8
2	1	1.5	0.5	2	2	2	9
3	1	2	1	2	2	2	10
4	1	1	1	2	1	1	7
5	1	1	1	1	1	1	6
6	1	1	2	1	2	1	8
7	1	1	1	1	2	2	8
8	1	2	2	2	3	3	13
9	1	1	1	2	1.5	1.5	8
10	2	2	2	2	2	3	13
11	1	1	1	2	1	1	7
12	1	2	1	1	1	2	8
13	1	2	1	1	2	2	9
14	1	1	2	2	1	2	9
15	1	2	1	2	1	2	8
16	1	1	1	1	2	1	7
17	1	1	1	2	1	2	8
18	2	2	2	2	2	2	12
19	1	2	1	1	1	2	8
20	1	1	1	1	1	1	6
21	1	1	1	1	2	2	8
22	1	1	1	1	1	1	6
23	1	2	1	2	1	1	8
24	1	1	1	2	2	2	9
25	2	2	1	2	1	1	9
26	1	2	1	2	1	2	9
27	1	2	1	2	1	1	8
28	2	1	1	1	1	1	7
29	1	1	1	2	1	2	8
30	1	2	2	2	1	2	10
31	1	1	1	2	2	1	8
32	1	2	1	2	1	3	10
33	1	2	1	2	1	1	8
34	1	2	1	1	1	1	7
Score	1.11	1.48	1.16	1.64	1.39	1.66	8.44
Mean/20 = 8.44							

Table 5. 2. Results of the Experimental Group in the Pre-Test

As it is shown in the table above, the experimental group received a score of 1.11/3 for the first aspect. However, and for the second aspect, the experimental group score was 1.48/4. Yet, the pre-test results of the experimental group revealed a score of 1.16 for the third aspect. A score of 1.64/2 was estimated for the fourth aspect of paragraph writing according to the rubric developed for evaluating the students' performance. 1.39/4 as a score for the fifth aspect was received by the students' performance, and 1.66/4 for the very last aspect of the evaluation rubric. The results obtained in the pre-test revealed that the overall mean score of the experimental group was 8.44/20

5.1.4 Comparison of the Results between the Control and Experimental Groups in the pre-Test

	Pre-Test				Mean Difference
	Control Group		Experimental Group		
	Mean	S. deviation	Mean	S. deviation	
Topic. S	1.22	0.487	1.11	0.322	0.11
Support. S	1.58	0.691	1.48	0.492	0.1
Conclud. S	1.27	0.472	1.16	0.397	0.11
Spelling	1.66	0.465	1.64	0.477	0.02
Organization	1.54	0.475	1.39	0.539	0.15
Mechanics	1.72	0.632	1.66	0.626	0.06
Average	8.97		8.44		0.53

Table 5. 3. Comparison between the Control Group and the Experimental Group Overall Results in the Pre-Test

The table above enumerates a comparison between all of the Control Group and the Experimental Group's overall results in the Pre-Test. For the first aspect, the control group was scored 1.22 as a mean, and 0.487 as a standard deviation; meanwhile, the experimental group recorded 1.11 and 0.322 for the mean and the standard deviation respectively. Also, and for the second aspect, the control group registered 1.58 and 0.691 while the experimental group marked 1.48 and 0.492 all as a mean and a standard variation successively. As we keep referring to the mean and the standard deviation as two measures to the rest of the paragraph writing aspects, a score of 1.27/0.472 for the control a group and a score of 1.16/0.397 for the experimental group were exposed for the third aspect. Similarly, and for the fourth aspect, the

score given for the former groups was 1.66/0.465 and 1.64/0.477 accordingly. The sixth aspect, then, collected a result of 1.54/0.475 and 1.39/0.539 for the control and the experimental groups consecutively. The last aspect obtained a result of 1.72//0.632 in the control group, and of 1.66/0.626 in the experimental group. The average of the mean, at last, in the control group was counted 8.97 howbeit was rated with 8.44 in the experimental group.

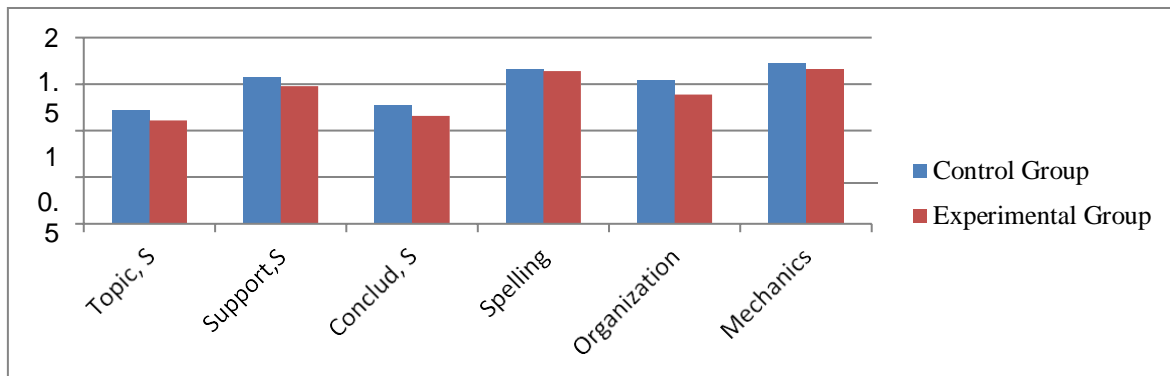


Figure 5. 1. Comparison between the Control Group and the Experimental Group Overall Results in the Pre-Test.

The bar chart above compares between Control Group and the Experimental Group Overall Results in the Pre-Test. At a first glance, it is clearly noticeable that the Pre-Test results of the control group surpass, slightly, those of the experimental group in all of the six paragraph writing aspects. The control group’s excess over the experimental group is obviously evident in the aspect of Organization. In spelling, however, the results are nearly indifferent. On the remaining aspects, the results of both groups expose a modest distinction giving the advantage to the control group.

5.2 The Post Test Results

5.2.1 Descriptive Statistics of the Results of the Control Group in the Post-Test

Student s	Criter ia						Sco re/ 20
	Top ic.S (3 pts)	Suppo .S(4 pts)	Concl. S(3 pts)	Spelli ng(2 pts)	Orga niz(4 pts)	Mecha ni(4 pts)	
1	2	2.5	1.5	2	2	2	12
2	1.5	1.5	2	2	2	3	12
3	1	2	1	2	2	3	11
4	1	1	1	2	2.5	2.5	10
5	2	2	2	2	2	3	13
6	1	2	2	1.5	2	2.5	11
7	1.5	2	1.5	1	2	3	11
8	1	1	1	2	3	2	10
9	1	2	1	2	1.5	1.5	9
10	1	2	1	2	2	3	11
11	1	2	1	2	3	3	12
12	1	2	1	2	2.5	2.5	11
13	1	2	2	1	2	3	11
14	2	2	2	2	2	3	13
15	1	2	1	2	1	2	9
16	1	2	1	1.5	2.5	3	11
17	1	1	2.5	2	3	3.5	13
18	1	1	2	2	1	2	9
19	2	2	1.5	1.5	2.5	2.5	12
20	1	2	1	1	1	2	8
21	1	2	1.5	1	2.5	3	11
22	1.5	2	1.5	1	1	2	9
23	2	2	2.5	2	2.5	2	13
24	1	2	1	2	2	2	10
25	2	2	1	2	1	2	10
26	1	3	1	2	2	2	11
27	2	3	1	2	1	2	11
28	2	3	2	2	2	2	13
29	1	1	1	2	1	2	9
30	2	3	2	2	1	2	12
31	1	2	1	2	2	2	10
32	1	2	1	2	2	3	11
33	2	2	2	2	2	2	12
34	1	2	1	2	1	2	9
Score	1.33	1.97	1.42	1.80	1.86	2.41	10.88
Mean/20 = 10.88							

Table 5. 4. Results of the Control Group in the Post-Test

5.2.2 Comparison of the Results of the Control Group in the Pre/Post Test

	Control Group				
	Pre-Test		Post-Test		Mean Difference
	Mean	S. deviation	Mean	S. deviation	
Topic. S	1.22	0.487	1.33	0.449	0.11
Support. S	1.58	0.691	1.97	0.527	0.39
Conclud. S	1.27	0.472	1.42	0.501	0.15
Spelling	1.66	0.465	1.80	0.364	0.14
Organization	1.54	0.75	1.89	0.627	0.35
Mechanics	1.72	0.632	2.41	0.506	0.69
Average	8.97		10.88		

Table 5. 5. Comparison of Control Group Results in the Pre/Post-Tests.

The table above exposes a comparison of the Pre/Post test results of the Control Group. In addition to the average, this table takes six elements as aspects of comparison. The “Mean” and the “Standard deviation” are considered as variants in this comparison. For the first element, the control group was given a score of 1.22/0.487 in the Pre-Test and 1.33/0.449 in the Post-test. The second element, however, marked 1.58/0.691 and 1.97/0.527 in Pre/Post-tests successively. The score given to the third element in Pre/Post-tests was 1.27/0.472 and 1.42/0.501 respectively. Also, the fourth element accumulated, sequentially, a score of 1.66/0.465 and 1.80/0.364 in Pre/Post-tests. The fifth element gathered a score of 1.54/0.75 and 1.89/0.627 in Pre-Post-tests, accordingly. Lastly, the aspect of Mechanics, which is the last, received a score of 1.72/0.632 and 2.41/0.506 in Pre/Post-tests, respectively. The total average of the Pre-Test results was marked 8.97; howbeit, 10.88 was counted as the total average for Post-Test results.

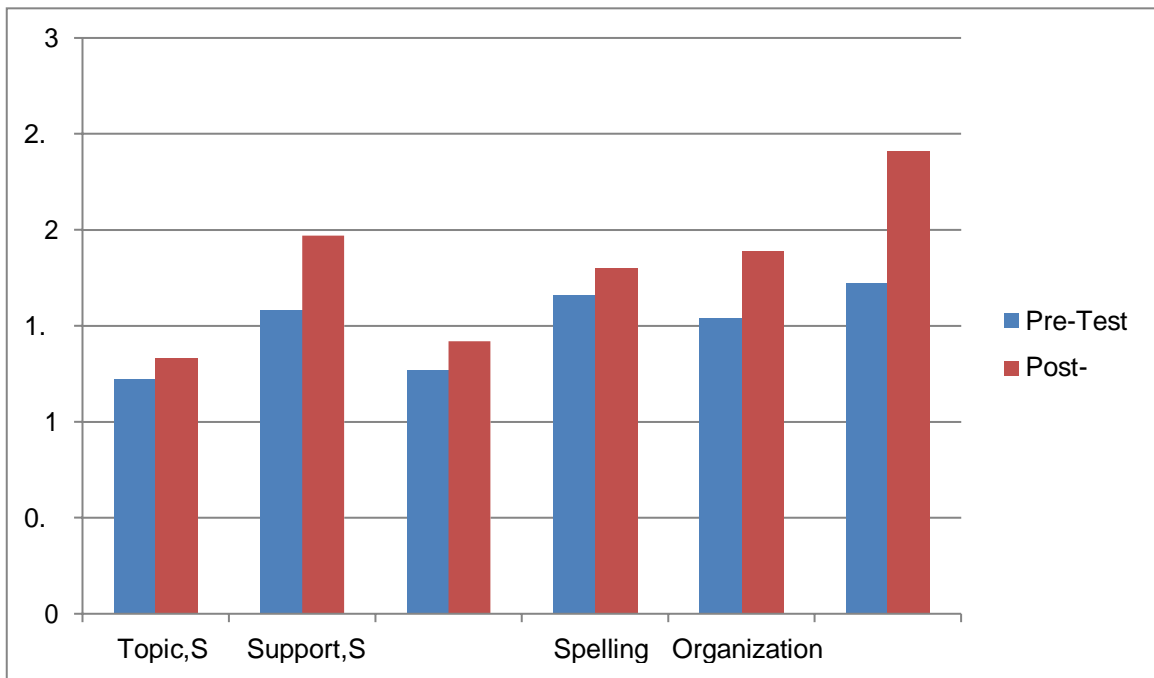


Figure 5. 2. Comparison of Control Group Results in the Pre/Post-Tests.

The bar chart above compares between the Control Group Results in the Pre/Post-Tests. At a first look, it is noticeable that the Post-Test results of the control group surpass, clearly, those of the Pre-Test in all of the six paragraph writing aspects. The Post-Test results' excess over the Pre-Test results is obviously evident in the aspect of Mechanics. In Topic sentence, however, the results do not show a huge gap of difference. On the remaining aspects, the results of both groups expose an easy-remarkable distinction giving the advantage to Post-Test findings.

5.2.3 Descriptive Statistics of the Results of the Experimental Group in the Post Test

Students	Criteria						Score/20
	Topic.S (3 pts)	Support.S(4 pts)	Concl.S(3 pts)	Spelling(2 pts)	Organiz(4 pts)	Mechani(4 pts)	
1	2	3	2	2	3	4	16
2	2	2	2	2	3	4	15
3	1	3	3	2	2	4	15
4	2	2	3	2	3	4	16
5	2	2	2	2	2	4	14
6	2	3	1	2	3	4	15
7	2	2	2	2	2	4	14
8	1	2	2	2	2	4	13
9	2	2	2	2	3	4	15
10	1	3	1	2	3	4	14
11	2	3	2	2	3	4	16
12	3	3	3	2	2	4	17
13	1.5	3	1.5	2	3	4	15
14	1	2	2	2	2	4	13
15	2	3	2	2	3	4	16
16	2	3	2	2	3	4	16
17	2	3	3	2	3	4	17
18	2	2	3	2	3	4	16
19	2	3	1	2	3	4	15
20	2	2	3	2	3	4	16
21	2	3	3	2	3	4	17
22	2	3	2	2	2	4	15
23	2	3	3	2	3	4	17
24	2	2	2	2	2	4	14
25	2	3	2	2	3	4	16
26	2	3	3	2	3	4	17
27	1	3	3	2	3	4	16
28	2	3	3	2	3	4	17
29	2	3	3	2	3	4	17
30	2	3	3	2	2	4	16
31	2	3	2	2	2	4	15
32	2	3	2	2	3	4	16
33	2	3	3	2	4	4	17
34	2	3	2	2	3	4	16
Score	1.86	2.70	2.30	2	2.73	4	15.58
Mean/20 = 15.58							

Table 5. 6. Results of the Experimental Group in the Post-Test.

5.2.4 Comparison of the Results of the Experimental Group in the Pre/Post test

	Experimental Group				Mean Difference
	Pre-Test		Post-Test		
	Mean	S. deviation	Mean	S. deviation	
Topic. S	1.11	0.322	1.86	0.407	
Support. S	1.48	0.492	2.70	0.455	
Conclud. S	1.16	0.397	2.30	0.641	
Spelling	1.64	0.477	2	0	
Organization	1.39	0.539	2.73	0.503	
Mechanics	1.66	0.626	4	0	
Average	8.44		15.58		

Table 5. 7. Comparison of Experimental Group Results in the Pre/Post-Tests.

The table above exposes a comparison of the Pre/Post-Tests results of the Experimental Group. In addition to the average, this table takes six elements as aspects of comparison. The “Mean” and the “Standard deviation” are considered as variants in this comparison. For the first element, the experimental was given a score of 1.11/0.322 in the Pre-Test and 1.86/0.407 in the Post-test. The second element, however, marked 1.48/0.492 and 2.70/0.455 in Pre/Post-tests successively. The score given to the third element in Pre/Post-tests was 1.16/0.397 and 2.30/0.641 respectively. Also, the fourth element accumulated, sequentially, a score of 1.64/0.477 and 2/0 in Pre/Post-tests. The fifth element gathered a score of 1.39/0.539 and 2.73/0.503 in Pre-Post-tests, accordingly. Lastly, the aspect of Mechanics, which is the last, received a score of 1.66/0.626 and 4/0 in Pre/Post-tests, respectively. The total average of the Pre-Test results was marked 8.44; nonetheless, 15.58 was counted as the total average for Post-Test results.

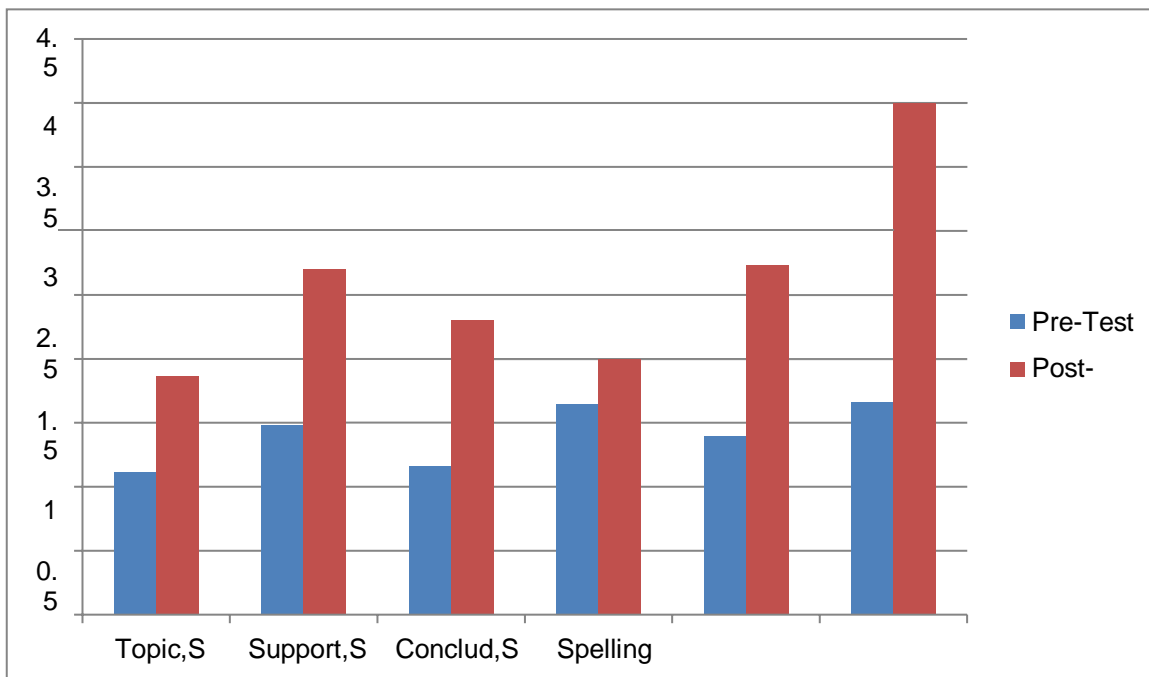


Figure 5. 3. Comparison of Experimental Group Results in the Pre/Post-Tests.

The bar chart above compares between the Experimental Group Results in the Pre/Post-Tests. At a first sight, it is prominent that the Post-Test results of the control group surpass, greatly, those of the Pre-Test in all of the six paragraph writing aspects. The Post-Test results' excess over the Pre-Test results is obviously evident in the aspect of Mechanics. The least difference between the Pre/Post results was remarked in spelling. However, in the remaining aspects, the results of both groups expose an easy-remarkable distinction giving the advantage to Post-Test findings.

5.2.5 Comparison of the Results of the Control and the Experimental Groups

5.2.5.1. Comparison between the Control Group and the Experimental Group Overall Results in the Post-Test

	Post-Test				Mean Difference
	Control Group		Experimental Group		
	Mean	S. deviation	Mean	S. deviation	
Topic. S	1.33	0.449	1.86	0.407	
Support. S	1.97	0.527	2.70	0.455	
Conclud. S	1.42	0.501	2.30	0.641	
Spelling	1.80	0.364	2	0	
Organization	1.89	0.627	2.73	0.503	
Mechanics	2.41	0.506	4	0	
Average	10.88		15.58		

Table 5. 8. Comparison between the Control Group and the Experimental Group Overall Results in the Post-Test

The table above enumerates a comparison between all of the Control Group and the Experimental Group's overall results in the Post-Test. For the first aspect, the control group was scored 1.33 as a mean, and 0.449 as a standard deviation; meanwhile, the experimental group recorded 1.86 and 0.407 for the mean and the standard deviation respectively. Also, and for the second aspect, the control group registered 1.97 and 0.527 while the experimental group marked 2.70 and 0.455 all as a mean and a standard variation successively. As we keep referring to the mean and the standard deviation as two measures to the rest of the paragraph writing aspects, a score of 1.42/0.501 for the control a group and a score of 2.30/0.641 for the experimental group were exposed for the third aspect. Similarly, and for the fourth aspect, the score given for the former groups was 1.80/0.364 and 2/0 accordingly. The fifth aspect, then, collected a result of 1.89/0.627 and 2.73/0.503 for the control and the experimental groups consecutively. The last aspect obtained a result of 2.41//0.506 in the control group, and of 4/0 in the experimental group. The average of the mean, at last, in the control group was counted 10.88; howbeit, was rated with 15.58 in the experimental group

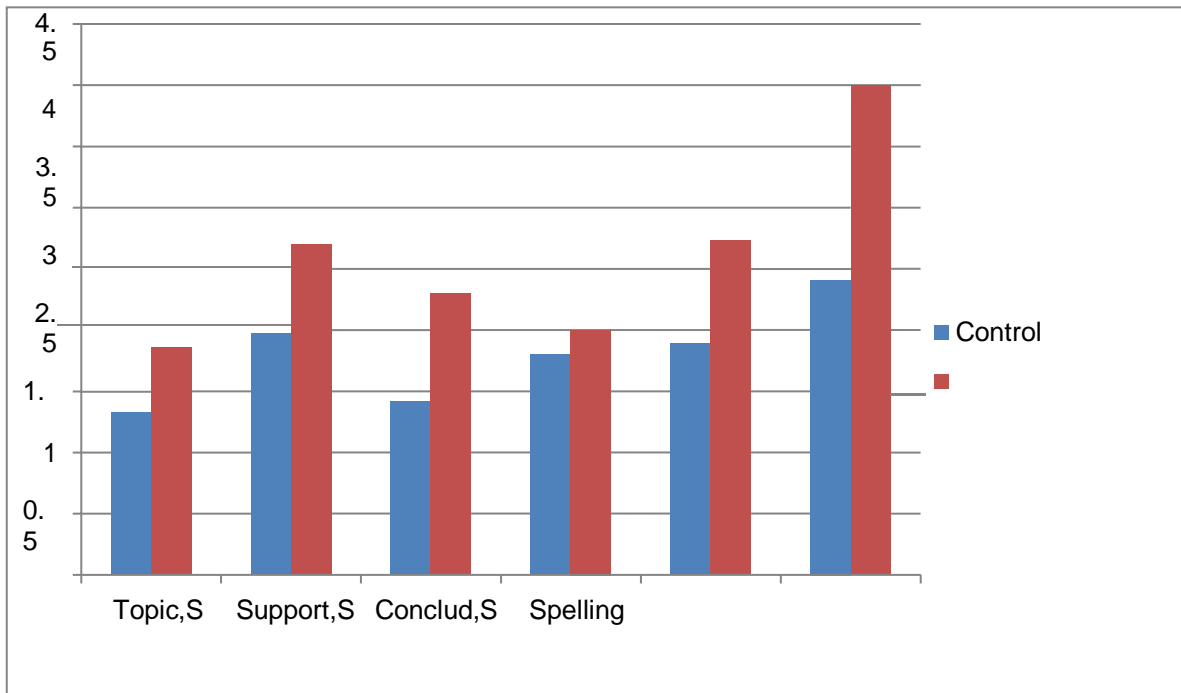


Figure 5. 4. Comparison between the Control Group and the Experimental Group Overall Results in the Post-Test

The bar chart above compares between the Control Group and the Experimental Group Overall Results in the Post-Test. At a first glance, it is clearly noticeable that the Post-Test results of the experimental group surpass, massively, those of the control group in all of the six paragraph writing aspects. The experimental group excess over the control group is obviously evident in the aspect of Mechanics. In spelling, however, the results are nearly indifferent. In the remaining aspects, the results of both groups expose a significant distinction giving the advantage to the experimental group.

5.2.5.2. Comparison of the Control and the Experimental Groups Results in the Pre/Post Test

	Control Group					Experimental Group				
	Pre-test		Post-test		D	Pre-test		Post-test		D
	Mean	S.D	Mean	S.D		Mean	S.D	Mean	S.D	
Topic. S	1.22	0.487	1.33	0.449	0.11	1.11	0.322	1.86	0.407	0.75
Support.S	1.58	0.691	1.97	0.527	0.39	1.48	0.492	2.70	0.455	1.22
Conclud.S	1.27	0.472	1.42	0.501	0.15	1.16	0.397	2.30	0.641	1.14
Spelling	1.66	0.465	1.80	0.364	0.14	1.64	0.477	2	0	0.36
Organization	1.54	0.475	1.89	0.627	0.35	1.39	0.539	2.73	0.503	1.34
Mechanics	1.72	0.632	2.41	0.506	0.69	1.66	0.626	4	0	2.34
Average	8.97		10.88		1.91	8.44		15.58		7.14

Table 5. 9. Comparison of the Control and the Experimental Groups Results in the Pre/Post Test

The table above exposes a thorough comparison between all of the Control Group and the Experimental Group’s overall results in the Pre/Post-Tests. The case “D” refers to the difference extracted from the Pre/Post-Test scores. For the first aspect, the topic sentence, the control group was scored 1.22 in the Pre-Test, and scored 1.33 in the Post-Test. i.e. the difference between the two scores is 0.11, giving the advantage to the Post-Test .Likewise, the experimental group recorded 1.11/1.860 making out a difference of 0.75 to Post-Test. Also, for the second aspect, the control group registered 1.58/1.97 making a difference of 0.39 to the Post-Test; whereas the experimental group marked 1.48/2.70 giving the advantage 0.75 of difference to the Post-Test. Scrolling down to other paragraph writing aspects, a score of 1.27/1.42 for the control a group and of 1.16/2.30 for the experimental group were exposed for the third aspect, making up a difference of 0.15 and of 1.14 to the Post-Tests,

respectively. Similarly, and for the fourth aspect, the score given for the former groups was 1.66/1.80 and 1.64/2 creating a difference of 0.14 and 0.36 and showing significant advantage to the Post-Test results. The fifth aspect, then, collected a score of 1.54/1.89 and of 1.39/2.73 for the control and the experimental groups consecutively. The differences obtained were counted 0.35 and 1.34, always to the Post-Tests. The last aspect obtained a result of 1.72//2.41 in the control group, and of 1.66/4 in the experimental group, as well as 0.69 and 2.34 as differences counted positively to the Post-Tests. Lastly, an average of 1.91 was accumulated to the control group differences, whilst an average of 7.14 was accredited to the experimental group Post-Tests as a positive total difference over the Pre-Test findings.

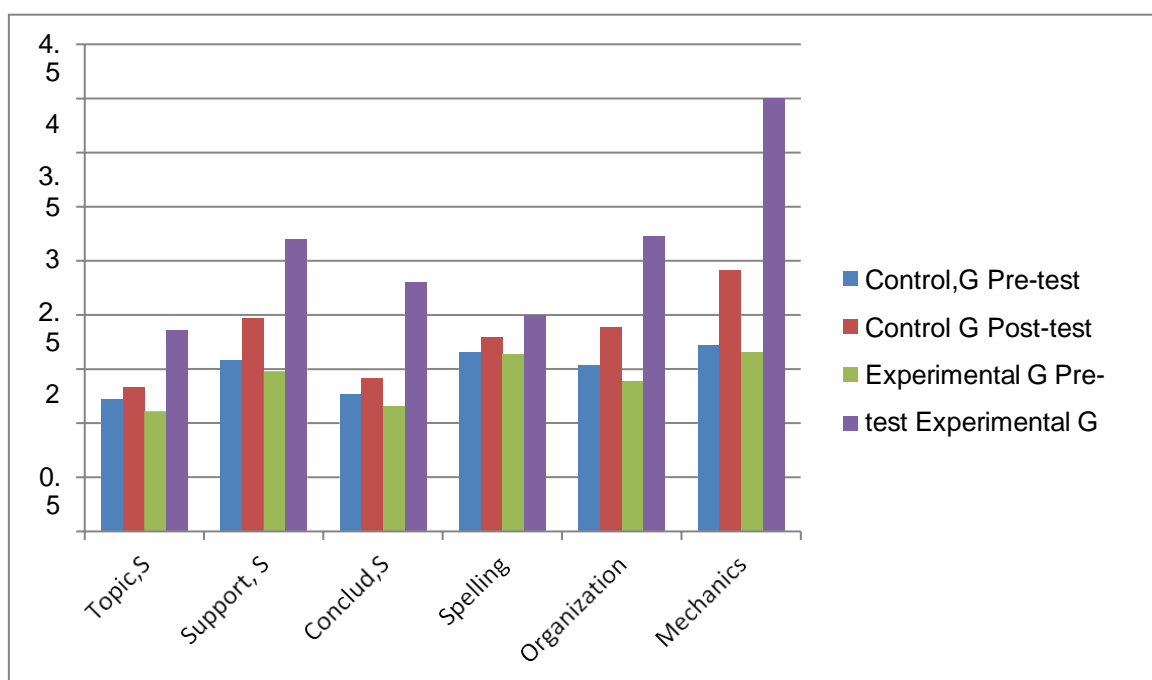


Figure 5. 5. Comparison of the Control and the Experimental Groups Results in the Pre/Post Test

5.3. Discussion of the Results

After having implemented the paragraph punch software in order to ameliorate students' writing skill, the results were significantly different to that obtained from the control group. Thus, the results are presented as follows:

The data gathered revealed that the students' performance in writing skill had significantly improved. In fact, and prior to the experiment, the results indicated that students got somehow low scores in writing with regard to the aspects chosen to evaluate the students' writings. However, after the experiment was done with the students, and through the use of paragraph punch software, what was revealed was much better than with the control group. In this sense, the control group showed some weaknesses at the level of choosing the suitable topic sentence with some mistakes of capitalization when it comes to the beginning of sentences. Yet, and thanks to the help the software does provide students with, this was not found in students' writings after the implementation phase especially after having feedback and revision from the programme. Consequently, there only few, if not any, mistakes of this kind noticed in students' writings. Thus, mistakes and errors of capitalization and/or spelling were almost gone. In other words, students' performance after the experiment was way better. All in all, the findings showed that the students had more improved in writing score. Therefore, it is can be concluded that the software can improve the students' writing skill.

The different result of research between the pre-test and post-test revealed that in the pre-test there were some unsolved problems related to students' writing skill. Those problems had to do with spelling mistakes, sentence structure, punctuation, and capitalization.

However, and when considering the use of paragraph punch software, these problems were noticed to be solved somehow from the part of the students. As it is shown in interpretation of the tables above, and unlike when writing following the traditional way, the students seemed to feel an urgent need to revise, edit, check the spelling, ...etc of every single word they come to write thanks to the use the software moving from one stage to the other along with reviewing tense, diction and word order.

More importantly, what was noticed after the experiment was that the use of this software had helped a great deal in creating a better classroom situation for the students to work even more on enhancing their writing skill. This, in fact, was shown during the teaching learning process unlike what was most of the time noticed in regular writing classes. Prior to the experiment and in most writing sessions, students did not pay enough attention to the lesson and instructions given and always felt bored especially that writing for them is the

most difficult skill among the rest of the skills. Whereas, the use of the paragraph punch software, had really added a sense of enjoyment to the classrooms. The students were more involved and active than ever before. They focused more and gave due attention and interest on the lesson. They even wrote in competition with each other and wrote eagerly their paragraphs. All the results obtained had proved that that paragraph punch software can help in improving students' writing skill.. Writing using this software makes the students pay attention to the important aspects of writing skill as it directs students' attention to specific aspects that help make the paragraphs very well written.

Therefore, one out to say that in the post-test and through the use of paragraph punch, it gave students more practical exercises about the structure of the paragraph including choosing the topic sentence, supporting sentences, and the concluding sentence, in addition to punctuation, capitalization. The students practiced to create sentences based on what the software provides them with as tips and prompts which were shown on the top of the computer screen.

Based on the research results presented above, it can be concluded that the paragraph punch software can improve students' writing skill. The improvement can be clearly shown in the students' writing score. Before implementing paragraph punch in writing class, the students' writing score was really low. The result of pre-test showed that the mean score of the students was low. In contrast, and after the use of the software, the students' mean score increased.

Besides, what the paragraph punch software added to the classroom when it comes to teaching writing skill was a more inviting atmosphere that can help writing skill become more interesting to students. In addition to that, students' level of motivation seemed to increase when writing using the software compared to when writing with a pen and paper. Thus, this may allow the students to focus more on the task at hand. Students' level of boredom decreased. Last but not least, paragraph punch software helped the students to enjoy writing classes more than ever before, they are now more confident to write on their own.

To conclude, the results revealed the fact that students should be encouraged to writing more. Meanwhile, teacher should realize that implementing new techniques to their classes would not cause a threat to the teaching/learning environment, but would

rather help create a more enjoyable one. As for the whole institutions of higher education, it is high time to force and not suggest the urgent need for the use of appropriate facilities in order to support the teaching and learning process especially when it comes to teaching and/ or learning a FL.

5.4 The Post Study Questionnaire

5.4.1 Description of the Questionnaire

A questionnaire of 14 questions was handed in to the students after the experiment was conducted, consisting of significant questions through which we seek to discover students' opinions about the integration of paragraph punch software especially after they have tried it themselves for their writing tasks. The first question seeks to know whether students still feel that writing is the most difficult skill or not out of the rest of the skills. The rest of the questions were mainly put to discover whether or not their experience with paragraph punch was helpful in enhancing their writing skill. Some other questions through which we want to know about their opinions concerning the integration of computers in FL classrooms, are they for or against? Do they think that computers could be of any help in enhancing their level of writing, if they plan to keep using it in the future, and if they recommend other students to use it as well? The analysis of students' questions was put as follows:

Q1. Out of the four skills, which one is more difficult for you?

Option	Students
Reading	2
Listening	6
Writing	17
Speaking	9
Total	34

Table 5.10. Students' Answer about the most Difficult Skill.

With regard to which of the four skills students find as the most difficult, the data obtained showed that nearly half, 15 of them answered that it is the writing skill. It has been argued that writing is one of the most difficult skills to master as Grabe and Kaplan, (1996, p. 87) argued "probably half of the world's population does not know how to write adequately and effectively". Speaking skill came second in line after writing in terms of

difficulty with a number of 11 students. Meanwhile, 5 students picked ‘‘Listening’’ as the most difficult skill. Last but not least, for the remaining 3 students, it is the skill of reading which is the most difficult. The reason of asking this question was to make sure that for students it is the skill of writing that they most of the time struggle.

Q2. Have you tried to use paragraph punch software in order to write a paragraph?

Option	Students
Yes	13
No	21
Total	34

Table 5.11. Students’ Use of Paragraph Punch Software

In this question, learners are asked about their previous experiences with paragraph punch software if any. Knowing that we live in the age of technology and students are so attached to their computers and smart phone, we thought they could have it is or at least heard of this program before it was introduced to them in the writing class. Their responses as shown in the table above, indicate that 13, students, did here about similar programs, but they explained that they never felt curious to try them. However, 21, students claimed that they never come across any of this kind of programs. Thus, the obtained data reveals that still such programs are not well know amongst students especially EFL students.

Q3. What did you think of your writing prior to using this software?

Option	Students
Very Good	4
Good	8
Fair 5	
Poor	17
Total	34

Table 5.12. Students’ Opinions about PP Software Prior to the Experiment.

The answers, we collected, reveal that most of the informants 17 students, are not thought of their level of writing as poor. Meanwhile, only 4 students said that their level is very good. 8 other students went for good option. The last 5 students said that their writing skill is fair. These results prove that our students are weak in writing because it is difficult. Here , we can give explanation to this fact by assuming that the students lack practice in written expression courses.

Q4. What aspects of writing did paragraph punch help you with:

Option	Student
Punctuation	32
Capitalization	33
Spelling	34
Organization	30

Table 5.13. Paragraph punch Help for Writing Aspects.

Here, all respondents answered that the use of paragraph punch software helped them avoid spelling mistakes (34 students). 33 other students were happy that the program helped solve their capitalization problems. 32 students claimed that paragraph punch almost removed all their mistakes of punctuation. For organization, 30 students answered that thanks to the use of this program their writing seemed more organized than ever before.

Q5. Paragraph punch helped you write

Options	Students
Good topic sentences	28
Good supporting sentences	30
Good concluding sentences	33

Table 5.14. Paragraph Punch help for writing Good topic, supporting, and concluding sentences.

Most of our informants 30 students, claimed that their supporting sentences were more clear compared to when writing using the traditional way of a pen and a paper. In the main time, 33 students, reported that they could write more attractive concluding sentences through the use of paragraph punch software. Last but not least, 28 students reported that their topic sentences improved a lot thanks to the use of this program.. Although such results can be related to students' motivation to write using the paragraph punch software, we still believe that it is teachers' responsibility to prompt their learners practice more and make them aware of the importance of the writing skill.

Q6. Were you aware of the existence of the stages of the writing process?

Options	Students
Yes	16
No	18
Total	34

Table 5.15. Students' Awareness of the Stages of the Writing Process.

Through this question, we aimed at raising our students' awareness of the fact that the process of writing is a cyclical process and that good writing does not come as a result of one trial, but rather as a consequence of several hard attempts besides to the fact that they are able to read and proof-read their papers until they come up with a good piece of writing. The results in table show that 16 students were aware of the existence of the stages of the writing process, while 18 were not well aware of the writing process stages. The justification of the students can be summed up in the following points:

- We often tend to write ideas randomly.
- Sometimes the first paper we write is the one we give to teachers to correct.
- We find it hard to follow the teacher's instructions thoroughly because sometimes it is difficult to understand.

Q7. Were you able to follow the stages of the writing process when using the software?

Options	Students
Yes	32
No	2
Total	34

Table 5.16. Students’ Awareness of the Stages of the Writing Process using the software.

Unlike what was noticed in the analysis of the previous question, The data gathered as shown in the table above indicates that almost all students 32, are now aware of the writing process stages and that they tend to pay more attention to these stages in order to produce their paragraphs. However, Only 2 students, reported that they still find it somehow difficult to give due attention to the stages of writing.. This fact further supports our theoretical part that writing skill is most of the times viewed by students especially when it comes into writing in a FL as the most difficult skill compared to the other skills. Those students who answered by “No” justified their answer by claiming that ‘Sometimes it is very hard for me to find the first idea that I should start my paragraph with’, wrote one of the students. This claim appeared in many other students answers as well. Another student added that “he/ she feels as though he/she does not have the vocabulary needed to write about the topic his/her teachers asks him/her to write about”. Accordingly, it appears that students’ most common problem with writing is how to start their paragraphs and what words to use which seem to be the hardest task they could ever have.

Q8. The kind of paragraph you achieved through the use of the software is:

Options	Students
Well Structured	13
Well Developed	18
Lacks Coherence	1
Lacks Organization	2

Table 5.17. Students’ Achieved Paragraphs after Using Paragraph Punch.

The data obtained clearly shows that they type of paragraphs students have achieved after using this software are satisfying compared to when they write using a pen and a paper. Hence, 18 students, responded that now their paragraphs are more well developed,

13 other students revealed that the structure of their writings is well structured. However, the rest 3 students responded by saying that the paragraphs still lack coherence and organization.

Q9. While using the software, did you face any difficulties?

Options	Students
Yes	9
No	25
Total	34

Table 5.18. Students’ Difficulties Using the Software.

. In order to make sure that our students do not have any problems when it comes to writing on a computer screen we asked that question. As it is shown in the table above 29 claimed that using the software was fun and easy for them to use and that they did not face any difficulties when writing. Everything was clear to them thanks to the tips and prompts the software provided them with. Yet, 9 students who seemed to not be well accustomed of the use of such programs for their writing tasks reported that they faced some difficulties. As one of the students said that though I try to pay attention to the instruction given by the program I always try to follow the instructions, I very often fail to do just so. This is due to the fact, as claimed by one of the students, that they are not used to use such programs in order to do ask their writing tasks. Hence, these students were not somehow happy about this software simply because they like more the traditional method of a pen and a paper. Teachers, thus, even if not fond of computer use, have to keep up to date and ask their students to do some of this kind of tasks.

Q10. Which way did you like most when writing?

Options	Students
The traditional way	9
Using Paragraph Punch	25
Total	34

Table 5.19. Students’ Preferred way of Writing.

The table above reveals that according to students’ answers 9 students were still with the traditional way of teaching writing skill. This could be due to the fact that teachers do not try and use computers in their classes despite the fact of having computers around. They might be afraid of technology or may be because they lack training’’, commented

one of our informants. If students themselves think that their teachers are afraid of using technology, then, they might be afraid themselves, too. However, 25 students, chose the option of ‘Yes’ as the appropriate choice of answer.

Q11. To what extent do you think this software is helpful in enhancing your writing skill?

Options	Students
Very helpful	21
Quite helpful	4
Helpful	9
Not helpful	0
Total	34

Table 5.20. PP Software help and Improving of Students’ Writing Skill

The data obtained from this question revealed that the majority of the students, a number of 21 students, agreed that the use of the computer can be very helpful in improving their writing skills. Meanwhile, other 4, students picked the quite helpful option as the best choice of their answer. 9 students went for the option of helpful. However, no one, of the students went for the Not helpful option. The results clearly indicate that, indeed, computers can be of a great benefit to students if used properly in writing classes. Hence, we ought to say that, after making sure that students do not have any problems with computer use in writing classes, have a new opportunity through which they can teach writing skill.

Q12Are you willing to use this software in the future?

Options	Students
Yes	27
No	7
Total	34

Table 5.21. Students’ Willingness to Use the Software in the Future.

With regard to this question, more than half of the total number of students, 27 answered the question by ticking in the ‘yes’ box and only 5, students ticked in the ‘no’ one. This is but a further verification that indeed “computers nowadays have become very vital in the lives of students” as one of the students put it. “It helped me to pay more attention to spelling, punctuation, and it also has enriched my vocabulary”, added another student. “We very often use Facebook and we send each other messages sometimes to our

teachers. So we have to be careful when writing to them”, answered another student. Students’ answers were very positive, in general. However, one student answered by ‘no’, justified his/her answer writing that he/she still prefers to hold a pen and a paper instead because he/she is not yet accustomed with the use of computers. Thus, the majority of the students is willing to keep using this software in order to improve their writing skill.

Q13. Do you recommend other students to use paragraph punch software for their writing skill?

Options	Students
Yes	31
No	3
Total	34

Table 5.22. Students’ Recommendation for other Students to Use the Software.

As the results gathered in the table above show, almost the majority of the students 31 recommend the use of paragraph punch software to be used by other students for the sake of improving their writing skill. “Why could not other students benefit from the use of such programs, if we did really improve our writing skill thanks to this programs?”, as one of the respondents put it. Nevertheless, 3 students did recommend it. Those students themselves justified that still they like to write following the traditional way of a pen and a paper.

Q.14 Please feel free to add any comments

Having analyzed students’ post-questionnaire and coming to the conclusions that FL students at the department of English, Laghouat University, do still find difficulties when it comes to writing. We also reached the conclusion that they welcome the idea of using computers for the sake of improving their writing skill.

5.4.2 Analysis and Discussion of the Finding

The findings of this study revealed very valuable results with regard to the use of Paragraph Punch software in teaching/learning writing skill to EFL students at the department of English, Laghouat University. As a teacher in charge of teaching writing module, I have witnessed some difficulties when it comes to ask the students to write. Yet, and despite the fact of having previous background about the students’ performance in writing, the very first question in the questionnaire was put to know about which of

the four skills students find most difficult. In this respect, a number of about 17 answered that it is the writing skill. A number of 9 students, however, opted for the option of speaking as a difficult skill, 2 student ticked reading skill, and for 6 other students, it was listening skill

Questions: 2, 3, and 4, were put mainly to know about students' opinions after they have had an experience with Paragraph Punch software. Accordingly Q2 seeks to find out whether the students have really used and gave honest answers about the software

.Almost all of the students, 21, have not tried it before and 13 students have tried it Those students who ticked for the 'Yes' option gave further justifications saying that they were so curious and wanted to discover what this software is all about and that they felt it may assist, develop, and improve their writing product. They also found it easy to be used. Whereas the rest students gave comments like they did not use it. Meanwhile, Q3 brought students to a deeper point as to honestly answer what they thought of their writing skill prior to the use of Paragraph Punch software. A number of 5 students answered that it is fair, 17 answered that it is poor, for the other 8 students, it is good, and the remaining 4 students, it is very good.

As to know what aspects did the use of Paragraph Punch help the students with, Q4 was asked for this ultimate purpose. The answers for this question varied according to the students' levels for each of the students seems to be fighting with some aspects that the other student may find quite easy. Hence, a number of 32 claimed that the software helped them with punctuation rules. 30 reported that it is organization Yet, 34 students said that the software helped them with spelling mistakes and 33 student stated that it helped him/her with capitalization.

As long as it has been required of us, teachers of writing module, to help the students to write good paragraphs and to raise their awareness about the fact that writing is a whole process and that it takes one through a series of steps before they could even be able to come up with the very final product, the next three questions, Q5, Q6, Q7, and Q8, seek to check on students' previous knowledge and also find answers about the importance of writing process stages from the part of the students. Q5 more specifically highlighted the point that the use of the software could help the students write good topic, supporting, concluding sentences. Indeed, a number of 28 students responded that paragraph punch helped them write good topic sentences, for 30 students, it was helpful

as well for writing good supporting sentences, and concerning the last option, 33 students answered that the program helped a great deal for writing concluding sentences. Additionally, Q6, for instance, sought to discover whether the students know and/or still remember the most important stages they need to go through in order to write good pieces of writing. 16 students reported that they do not pay attention to the writing process stages when writing and 18 other students claimed that do care about the writing process stages..

More importantly, through Q7, the students were required to answer whether or not the use of the software really helped them pay more attention to the writing process stages once writing paragraphs. A good number of students 32 students answered with 'yes' and only 2 students answered with 'no'. One of students among those who answered with 'yes' he/she justified his/her answer saying that "*the software provides organized order to follow*". "*It is the first time I use such a software to write my paragraphs*" said one of the students who answered with 'No'.

Through asking the students Q8, we aimed at finding out the difference between the type of paragraphs students wrote in the traditional way through the pen and paper procedure and the ones they wrote through the use of Paragraph Punch software. The data obtained revealed that 18 of the students felt that the software enables them to write well developed paragraphs. Similarly, 13 out of the total number of the students pointed out that when they use Paragraph Punch, their paragraphs tend to be more structured. However, only 3 students claimed that their paragraphs lack coherence and organization which is not true because the software first objective helps the students to achieve coherence may be because he/she did not know how to use the software.

Furthermore, Q9, Q10, Q11, sought to find general views about the use of such software to develop students' writing performance. In this perspective, Q9 aimed at knowing if ever the students faced any difficulties while writing on the software. Since good instruction was given to the students during class time and enough explanations and clarifications about how to use Paragraph Punch right from the very first step of the writing process, i.e., brainstorming, drafting, editing, revising, and all along to reach the very last step that of publishing. Almost the majority of the students seemed not to face any difficulties, 25 and only 9 did. Those who did face difficulties further explained that it is because they did not read very well the instruction provided by the software.

For the sake of knowing if the students liked the use of this software or they much more preferred the traditional way through pen and paper, Q10 was asked. Here again, the number of the students who are with, 25, far exceeds those who are against 9 a good indicator for the success of Paragraph Punch software. The last question, Q11, was specifically designed to discover to what extent the students found the software helpful for their writing tasks. Accordingly, the results indicated that 21 found it very helpful, 4 claimed that it is quite helpful, whereas 9 students stated that it is helpful, and none of the students (00%) thought that it is not helpful at all.

Last but not least, the final section in the questionnaire, Q12, Q13, and Q14, was put for the aim of checking if the students are willing to use the software in the future and whether or not they recommend other students to use in order to enhance their writing skill as well. Q14, however, gave students more freedom so that they can add any free comments they like about their first experience, writing through the use of computer software.

The results showed that there is a relatively high percentage of students 27 who stated that they are willing to use this software and any other available software to improve their writing skill. Those students provided comments such as, '*I really found it very helpful*', '*It taught me a lot about writing skill*', '*I enjoyed writing while using Paragraph Punch*', '*I felt like I am very creative*'. Nevertheless, the rest of the students 7 declared that they are not. Their answers were justified with comments like '*I am not used to writing through the use of computers or any software*', '*I was difficult for me to use it*', '*It was hard for me to follow the instructions*'. A good explanation to this is that it

is only a matter of time and if these students practice more, their writing will be much better and they will change their attitude about using Paragraph Punch for their writing skill. Furthermore, for Q13, 31 students did recommend the use of this program by other students for enhancing writing skill, and only 3 did not recommend so.

Conclusion

The findings of the study have revealed that the use of Paragraph Punch software proved very helpful as the analysis of the data gathered has shown. Its use in teaching/ learning writing skill especially for EFL students, and to such an extent, helped the students in a step-by-step process taking all the most important stages of the writing process into account, which the students often may ignore once writing through the pen and paper traditional way, to improve their writing skill. The use of Paragraph Punch software and in a very much explicit way highlighted the very basic conventions of writing skill, punctuation, capitalization, organization, grammar, spelling, coherence, ...etc, that each student's writer should follow in order to come up with a good piece of writing. More importantly, the software encouraged the students to have a great mastery of how to write good topic, supporting, and concluding sentences, without which any written product will not be considered as a well and acceptable one. Despite the fact that the software was first used with kids, it greatly suits the level of first year students since they are still regarded as beginners. There are other developed versions of the software such as Essay Punch that can be used for advanced level. Yet, one feels as though ought to say that the integration of technology into FL classroom has added a food flavour of newness and creativity as a supplementary tool that both teachers and students can benefit from and keep up to date with all the changes that happening all around the educational world in specific and the whole world in general otherwise we will be a left out generation. However, one cannot deny the difficulties faced by university staff for the number of computer labs seem not to satisfy all the needs and the big number of students who enroll each year to study English. Nevertheless, this should not be a pretext for teachers not to ask their students in case they all have their own personal computers to practice at home beyond class hours in order to develop their writing performance.

**Implications, Suggestions for Future Researches, and General
Conclusion**

The current study investigates the effect of the use of computer softwares to improve EFL students' writing skill. It also sought to discover teachers' and students' knowledge of blending computer into FL classes generally as well as its usage in teaching/learning writing skill particularly. Further, despite the fact that we tried to elucidate, to some extent, computer appliance for developing all language skills, there is no doubt that our main objective was to deal with writing skill teaching involving computer utilization within. For that, it is very likely that other similar studies will be investigating computer use with one of the other skills and of course with a different population and a distinct selection.

On that account, and considering other studies to be conducted at a later time, researchers can select particular software and examine the possibility of implementing the latter with another skill; in time, they can put across other standpoints of the learning process; which can be represented, for instance, in student's level, motivation, attitudes, anxiety, autonomy... etc.

They can, also, testify the outcomes of student's' learning process advancement of a specific skill. Viewed in this way, teachers should identify what computer software is more fitting with their students' needs and more suitable for their different learning styles, interest, and capacities.

Chiefly, and as this study is categorized to be a descriptive and quasi- experimental in nature, it could be said with certainty that we depended exceedingly on the use of the control; the experimental groups, and the use of the questionnaire as the source of data collection. Still, other parallel studies in this field can be looked into depending on a totally distinct research design such as an a longitudinal casestudy with a specific number of students in order to reach even more solid and valid results. A different sample can be chosen to participate in future studies for case of our study was with 1st year LMD students. Along with this, it is essential to note that relying on other appliances rather than the questionnaire to collect data such interviews can show, certainly, other outcomes since there exist habitually some restrains that the questionnaire may not overtake. To put it simply, the findings of this study are restrained and limited, and, thus, cannot be widespread and generalized. Correspondingly, more resembling studies can be conducted under else conditions and circumstances and, thence, illuminating different upshots.

In this attempt, many worthwhile research questions could be suggested such as:

- How can other software be used in FL classrooms?

- Would the implementation of some software differ from university to another?
- What are the basic factors that may weaken the chances of computer (software)integration?
- Are there any other computer facilities that can be used to enhance EFL students' writing skill?
- what should EFL teachers' have to know and/or change in order to provide suitable atmosphere for software integration into their classrooms especially when teaching writing?

These are but a few of the general areas in computer-assisted writing that may be investigated in the future. Through such investigations, we can begin to determine much more rigorously than in the past not only what the computer is good for , but also for whom and under what circumstances.

1. Implications of the Study

In addition to what has been said, this study targets other pivotal objectives. One of these is enfolding the writing skill learning environment with a more diverting setting; this is what could motivate students' interaction and facilitate teachers' performance. For such purposes, the study suggests providing teachers, instructors and education symbols in general with some novel innovatory protocols in the domain. Thus, it follows that, and through what has been retrieved from teachers' feedbacks on the questionnaire, it is possible now to list the following:

- The ability to reap extra time in writing skill teaching environment if a computer software could be strategically and successfully integrated and managed by teachers.
- Administrative procedures just as printing and distributing worksheets could be smoothly replaced by an "all in one" device: the computer. Also, students work on and submit their work all while on a computer screen; which keeps more efforts and energies in save.
- One crucial element for a successful writing skill acquisition is focus. For that, using computers can attract students' attention and keep them focused on the displayed task. The thing that is more captivating and interesting than the ordinary handwriting.
- The atmosphere of boredom inside most conventional classes that affects both teachers and students can be discarded when using such novel integration as computers.
- The presence of computers inside classrooms can throw both teachers and students into a sense of modernity, and to cope with the technological transitions within the educational world.

- Students can be well directed and guided by their teachers through easy-to-use computer software-based instructions. Their writing, therefore, can be enhanced and edited all while following the main stages. This would largely participate to reach a piece of writing of a good quality.
- The possibility to select writing computer software suitable for each level; whether starting sentence structure, paragraph or even essay writing. Thereby, students' writings could be developed accordingly into more organization and more coherence.
- Through computer-assisted writing, students can be easily notified when the software detects mistakes and errors in spelling, punctuation, grammar, or style and suggests some corrections. It even can remind them with essential steps as revision, proofreading and in other writing situations that they may not pay attention to when using the classical pen-and-paper method. Also, teacher's revision and feedback can be accessible.

Students have the potential to discover and develop new qualifications like fast typing which is a pivotal requirement for future demands as research writings.

2. Suggestions for Future Researches

Having relevance for the results obtained from this study, it is possible to indicate a number of noteworthy recommendations at this stage. It could be very supportive to both teachers and their students in forthcoming writing sessions when writing skill teaching is assured with computer-based environments it can enhance EFL students' four skills learning procedure in general and boosting their writing production in particular. The following points are to be considered as post study recommendations:

- The necessity of computer basics training directed to both teachers and students for a better use of computer in language learning/teaching domains and not only for the skill of writing.
- Teachers should be encouraged to use computer and should regard it as a device of facilitation in teaching process.
- Students also need to be motivated to use computer to empower their writing skill and not only to access the course content.
- In an attempt to cope with world changes in education sectors, teachers and students are invited to update their negative perception resulted from faulty understanding of computer use in classrooms and their tendencies of what they got used to in traditional classes.
- As officials have already integrated computers in FL classrooms such as at the Department of

English at Laghouat University, a call to raise instructors and teachers' awareness about the advantages computers could add in learning classes has become a top priority.

- After the brilliant results the students came to have when using computer software, it is safe to say that a number of significant CALL are highly recommended for university to purchase or to implement for free.
- Also, It is essential to note that more computer equipment is required so it can match with the large number of students in each class.
- Last but not least, it is inevitable to notify that computers can be utilized in teaching/learning the four skills, and listening comprehension is no exception in the Department of English at Laghouat University.

3. General Conclusion

This study was conducted mainly to investigate the effects of the use of computer software as a tool to enhance EFL students' writing skill. Thus, the paragraph punch software was used to determine whether its use may improve the writing process of EFL students. Meanwhile, it attempts to discover in what ways the use of the computer may effect and change a second language (L2) learner's writing process and improve the quality of his or her essays. This study was carried out with 1st year LMD students at the Department of English at Laghouat University. Accordingly, a descriptive quasi- experimental study was conducted with the control and the experimental group and a post questionnaire was administered to students in order to strengthen the results of this study.

The most important thing one has reached especially after conducting the study and yet to mention in the view of Phillips (1987) is that just as the lever is a device which compensates for the limitations of human muscle power, so is the computer a device which compensates for the limitations of human brainpower. As a matter of fact, the computer is a very powerful language learning tool. The question is how we can fully utilize it. Since the invasion of computers into our everyday life, as well as into our classroom is a trend in the present and near future, we must try to accept and prepare for it. It also helps to develop the linguistic creativity of L2 students. The results of the study yielded that the paragraph punch software can increase learner control and emphasize meaningful activities over their writing skill. Hence, some constraints of writing skill are relieved to a certain extent thanks to the use of computers. Thus, writing using paragraph punch software seems to have positive potential for students at Laghouat University.

Thus, and as the results of the present study affirm, paragraph punch software can be a valuable tool in teaching writing in a second language learning environment. It can be concluded that writing on computers is a worthwhile investment in the future, and it is recommended to be introduced into all ESL classrooms and all over the world so that the benefits of computer facilities would reach all learners. Hence, it is time, even if it is too late, for universities to start implementing and applying the use of computers to help EFL learners to cope and be familiar with the use of new technologies, otherwise they will be left out. In this sense, the more universities obtain computer facilities, the more good and effective student writers they will have.

It should be noted that more research on computers and writing is needed, such as research which includes female subjects and which extend the mode of writing to other levels and types of students at Laghouat's University and other locals. In this way, the results of paragraph punch research will become more generalized. We have a long way to go, as Gerrard (1990) observed, since our field is young, and there is no theory as yet of computer-based writing. Moreover, and in the view of Hymes (1993, p. 214), researchers from many methodologies must continue to investigate the composing process, since only by using a variety of techniques, researchers can explore the various facets of this complex behaviour.

Furthermore, among the other main objectives of the study were to discover how do teachers' of FL perceive the use of computers, computer software, use in language learning classrooms in general and in teaching writing skill in particular. This study also sought to see whether computers can help in overcoming some of students writing difficulties at the different levels and with the writing process as a whole through what teachers are likely to say about this issue. At the same time, we wanted to know whether teachers will be willing to use computers or any computers software in their future writing classes. Hence, after administering the questionnaires to both teachers and students in order to know about teachers' and students' attitudes towards the use of computers to enhance EFL students writing skill, and after the experiment was done with the control and the experimental group, a post questionnaire was administered to students so that we could reach the final conclusion about this study with regard to the topic under investigation.

Accordingly, the results of the study revealed that approximately almost all teachers are not happy about with their students' level of writing and that all students' problems in writing seemed to be at the different levels of composing. In this sense, teachers asserted that

students often have difficulties when trying to write in English. Hence, teachers' answers revealed that nearly almost all of their students regard writing skill as the most difficult one compared with the other skills.

In addition, and with regard to the question of how teachers do perceive the use of computers in FL classrooms, teachers declared that integrating them can be very helpful in too various ways. Consequently, teachers stressed the point that the use of computers can improve students' level of motivation as the teaching atmosphere may bring some innovations which may catch students' interest. Other factors can also be added here as a result of computer use in the classroom such as to gain extra time, energy and efforts. Last but not least, the use of computers, thus, though teachers said that they lack training in the area of computers and computing, is highly acknowledged and welcomed by teachers.

Thus far, with the intention of puzzling out the question linked with using computer software for the sake of teaching writing skills, teachers announced that they are fully agreed with the idea stating that "something has to be imparted beforehand about the software efficacy." Yet, teachers asserted their unfamiliarity with writing-based computer software in teaching classrooms with the exception of two teachers, among them one has already conducted an experimental study related to the use of technology in classrooms, which proved very fruitful outcomes, have shown an acceptable acquaintance with writing-based computer software.

Furthermore, teachers advocated the existence of a way through which their students' writing skill can be hugely ameliorated and bettered; it is, for them, using computers, and computer software. Among the attestations they have mentioned is the capability of computer software to help overcome some writing issues such as: checking grammar, spelling, and punctuation and so on, not to mention the possibility of notifying students with writing process stages as prewriting, generating ideas, editing, revising, and publishing. That is all to familiarize students with an academic commitment to which they should stick before crafting the final edition of their writing product. The only undeniable truth, nonetheless, is that teachers raised an upset against the limited number of computers directed to classes containing up to 45 students.

On top of that, it is no surprise that teachers, by a wide margin, did validate their willingness into using computers in their forthcoming sessions as they invite their peers in the

faculty to give it a try. It was predictable, though, that the impact would, to some extent, be expectedly reasonable. Luckily, teachers' feedbacks were full of positivity pertaining to this question. They endorsed the idea of backing up the integration of writing-directed computer software, with insistency. As academic symbols, they proclaimed a trustworthy readiness to cope with the alterations happening in what they called "a world of indispensable technology."

In conclusion, one sought to say at this stage that we confirmed our hypotheses that our study is based on that is when teachers involve their students in any writing activities wherein computer-software are used, their students' writing performance would be more autonomous. Meanwhile, it is finally confirmed that if students practice their writing skill through the use of some computer programmes (software), they would be made more aware of the writing conventions. Thus, teachers regard the implementation of computers or more specifically the use of any specifically designed computer software as interestingly important, and very helpful in enhancing their students' writing skill. More importantly, students are willing to use and recommend the integration of computers into FL classrooms especially when it comes to teaching wringskill.

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Appendices

Appendix 1: Students' Questionnaire

Dear Students,

We are investigating university students' of English attitudes towards the use of computers as a tool through which they can improve their L2 writing skill. Would you please put the mark (x) in the appropriate box and provide a justification when needed. Your honest answers would serve us a great deal.

1. Do you think that the use of computers can provide you with more feedback about your errors and mistakes in your L2 writing?

Yes
No

Why?

.....

2. Do you think that using computers encourages you to spend more time working on your compositions in English than when you write with a pen?

Yes
No

Why?

.....

3. When you use the computer, do you feel more careful about your grammar, and that you pay more attention to organization, punctuation, spelling, style, and choosing the right word?

Yes
No

Why?

.....

4. Can you think of more ideas for your writing when you use the computer?

Yes
No

Why?

.....

5. Is it true that when you write by using the computer you can pay more attention to what you are writing?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Why?

.....

6. Have you ever felt that you have learnt more about writing in English through the use of the computer than by any other means?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Why ?.....

7. Would you recommend other students to learn to use computers for writing their composition and/or essays in English?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Why ?.....

8. Do you get better scores on compositions you have written using the computer?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Why?

.....

9. Having used the computer, do you think that you can change your papers more easily and more often than you do when you write by hand?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Why?

.....

10. Are you able to write longer papers using the computer than when you write by hand?

Yes

No

Why?

.....

11. Do you get nervous when you write on the computer?

Yes

No

Why?

12. Have you ever felt happy seeing your papers being edited and printed out?

Yes

No

Why?

.....

13. Are you planning to continue to write using the computer?

Yes

No

Why?

.....

Thank you for your cooperation.

Appendix 2: Teachers' Questionnaire

Dear Colleagues,

This study seeks to investigate how the use of computers can be helpful in enhancing EFL students' writing skill. Getting you answers back, we would be more able to come up with some future suggestions, as we analyze them, which might enhance your students' level in writing and help in overcoming some of the difficulties that they very often face during the process of composing. Hence, to make sure that we are following the right path , we thought of disturbing this preliminary questionnaire so that we will be well guided in identifying the right points that we should highlight in this study.

Would you please tick (x) in the appropriate box or give a full answer when required. Your honest answers would serve us a great deal.

1) According to you, how important it is to teach writing skill?

.....
.....

2) Are you satisfied with your students' level of writing?

Yes

No

Please explain why ?

.....
.....

3) How is your students' performance in writing :

Very good

Good

Fair

Poor

4) Do you ask your students to write at home?

Yes

No

If 'yes', is it for

Pleasure

To pass examinations

Others

.....
.....

5) Do your students approach any writing task with great ease?

Yes

No

Please explain why ?

.....
.....

6) Do your students have any difficulties when composing?

Yes

No

If 'Yes', are these difficulties at the level of:

Sentence structure

Paragraph

Essay

Please explain why ?

.....
.....

7) Do your students face difficulties when writing paragraphs?

Yes

No

If 'Yes', please describe those difficulties?

.....
.....

8) Are your students paragraphs well developed, organized and coherent?

.....
.....

9) In order to write good paragraphs, your students must show good mastery of :

Style

Grammar

Coherence

Spelling

Punctuation

All of these

Others, please specify

.....
.....

10) Which of the approaches do you use to teach writing?

The Controlled Approach the Free

Writing Approach

The Communicative Approach The

Process Approach

Others, please specify

.....
.....

1) During their composing process, do you ask your students to follow the stages of the approach that you have chosen?

Yes

No

Whatever your answer is, please explain why?

.....
.....

2) What sort of problem do you often face during teaching writing?

.....
.....

3) In your opinion, do you think that it is a good idea to integrate computers into foreign language classrooms?

Yes

No

Please explain why ?

.....
.....

4) Have you or any other teacher in the department tried to use computers in your classes ?

Yes

No

If 'yes', please explain for which purposes ? Is it for :

Writing English papers

Chatting with friends using English.

Getting information.

Exchanging e-mails.

Others

.....
.....

If 'no', please explain why?

.....
.....

5) What do you think about the use of computers in a writing class?

.....
.....

6) Do you think the use of computers can help in overcoming some of your students' writing difficulties?

Yes

No

If 'yes', please explain how helpful this could be for your students?

Very helpful

Quite helpful

Helpful

Not helpful at all

7) Do you know about any computer softwares that can be used to teach writing?

Yes

No

If 'yes', please mention them.

.....
.....

8) There are many computer softwares that could be used to teach writing, will you be willing to use them?

- Yes**
- No**

Please explain why ?

.....
.....

9) According to you, will there be any advantages of using a mixture of computing and regular writing classes?

- Yes**
- No**

Please explain why ?

.....
.....

10) Would you go for writing sessions in which you can use the computer?

- Yes**
- No**

Please explain why ?

.....
.....

11) Do you plan to try and teach writing through the use the computer?

- Yes**
- No**

Please explain why ?

.....

.....

12) Would you recommend that writing teachers start to teach writing skill through the use of computers and/or any other computer software?

- Yes**
- No**

Please explain why ?

.....
.....

13) Please feel free to add any comments?

.....
.....

Thank you for your cooperation.

Appendix 3: Students' Post Questionnaire

This questionnaire seeks to investigate how the use of the paragraph punch software does help in enhancing EFL students writing skill. Getting your answers back, we would be able to come up with some future suggestions which may improve writing skill and also help in overcoming some of the difficulties students usually face during the process of composing.

Would you please put a tick (X) in the appropriate box or provide a full answer when required. Your honest answers would serve us a great deal.

1) Out of the four skills, which one is more difficult for you?

- **Reading**
- **Writing**
- **Speaking**
- **Listening**

2) Have you tried to use paragraph punch software in order to write a paragraph?

Yes **No**

Why?

.....
.....

3) What did you think of your writing skill prior to using this software?

- **Very good**
- **Good**
- **Fair**
- **Poor**

4) What aspects of writing did paragraph punch help you with?

- **Punctuation**
- **Capitalization**
- **Spelling**
- **Organization**

5) Paragraph punch helped you write:

- **Good topic sentences**
- **Good supporting sentences**
- **Good concluding sentences**
- **All of these**

6) Were you aware of the existence of stages of the writing process?

Yes

No

Why?

.....
.....

7) Were you able to follow the stages of the writing process when using the software?

Yes

No

Why?

.....
.....

8) The kind of the paragraph you achieved through the use of the software is:

- **Well structured**
- **Well developed**
- **Lacks coherence**
- **Lacks organization**

9) While using the software, did you face any difficulties?

Yes

No

If the answer is 'yes', please mention them:

.....
.....

10) Which way did you like most when writing?

- **The traditional way**
- **Writing using paragraph punch software**

11) To what extent do you think this software is helpful in enhancing you writing skill?

Very helpful

Quite helpful

Helpful

Not helpful

12) Are you willing to use this software in the future?

Yes

No

Why?

.....
.....

13) Do you recommend other students to use paragraph punch software?

Yes

No

Why?

.....
.....

14) Please feel free to add any comments?

.....
.....

Thank you for your cooperation.

الملخص:

تسعى هذه الدراسة إلى التحقق من فعالية استخدام برامج الكمبيوتر و بالأخص استخدام برنامج paragraph punch تسعى ايضا هذه الدراسة إلى استكشاف فاعلية استخدام هذا البرنامج في تدريس مهارة الكتابة لطلاب اللغة الانجليزية كلغة أجنبية في جامعة عمارثليجي بالأغواط. من بين الجوانب الرئيسة التي ركزت عليها هذه الدراسة في كتابة الفقرة كتابة الجملة الافتتاحية، الجمل الداعمة، الجمل الختامية، التهجئة، تنظيم الفقرة، و ميكانيكيات الكتابة بشكل عام. أجريت الدراسة مع طلاب السنة أولى ليسانس والذي كان عدد هم 68 طالبا بقسم اللغة الانجليزية بجامعة الأغواط خلال السنة الدراسية 2017_2018. تم اجراء دراسة شبه تجريبية تتضمن تصميم اختبارين للطلاب مرحلة ما قبل الدراسة و بعد الدراسة مع الطلاب خلال الفصل الثاني من السنة الدراسية شهر افريل 2018. كما أجريت الدراسة على ثلاث مراحل رئيسية؛ مرحلة ما قبل استخدام البرنامج، مرحلة استخدام البرنامج، و أخير مرحلة ما بعد استخدام البرنامج حيث تم في المرحلة الأولى اجراء استبيان لكل من الأساتذة و الطلاب لمعرفة موقفهم من استخدام أجهزة الكمبيوتر بشكل عام و استخدامها في تدريس مهارة الكتابة بشكل خاص. أظهرت نتائج تحليل البيانات التي تم جمعها أن كل من الأساتذة و الطلاب لديهم مواقف ايجابية تجاه استعمال أجهزة الكمبيوتر. أما في المرحلة الثانية من الدراسة، تم اختيار 68 طالبا بشكل عشوائي للمشاركة في الدراسة. في البداية تم اجراء اختبار تمهيدي من أجل تقييم مستوى الكتابة لدى الطلاب خاصة ما يتعلق بكتابة الفقرات. ثم تم تكليف الطلاب في المجموعتين، المجموعة التجريبية (34 طالب) و المجموعة الضابطة (34 طالب) ببعض الأنشطة الكتابية بطريقتين مختلفتين. الطريقة التقليدية مع المجموعة الضابطة و الطريقة الثانية عن طريق استخدام برنامج paragraph punch مع المجموعة التجريبية. في المرحلة الأخيرة اجرى الطلاب اختبارا اخيرا لتقييم أدائهم في الكتابة. بعد اجراء تحليل البيانات و الاحصاءات الوصفية، أوضحت النتائج التي تم الحصول عليها على وجود فروق ذات دلالة إحصائية عالية في درجات الإختبار بين المجموعتين فيما يتعلق بالجوانب التي تم تناولها في هذه الدراسة. أخيرا وليس آخرا، و في المرحلة الأخيرة من الدراسة، كشفت النتائج التي تم جمعها من الاستبيان المجرى مع المجموعة التجريبية على أن طلاب هذه المجموعة أبدوا اهتماما كبيرا باستخدام برنامج paragraph punch .

