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Teachers' and Learners' Attitudes towards the Use of ICTs (Internet, Word Processor and Email) in Developing Academic Writing Compositions:

Case Study of Master One Students at the English Department - 8 Mai 1945 University-Guelma

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Candidates: **Supervisor:**

BAHDAOUI Ismahen   Mr. CHETTIBI Mohammed Walid

BOUMAZA Besma

Board of Examiners

Chairwoman: Mrs. HARIDI Samia **(MA/A)**   **University of 8 Mai 1945- Guelma**

Supervisor: Mr. CHETTIBI Mohammed Walid **(MA/B)** **University of 8 Mai 1945- Guelma**

Examiner: Mrs. LASSOUED Sabrina **(MA/B)**   **University of 8 Mai 1945- Guelma**

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DEDICATION

This dissertation is dedicated to the memory of my grand mother

BOUKHAROUBA Tounes

May Allah grant her with mercy!

BOUMAZA Besma

I dedicate this work to my dear family; my beloved mother, father, sister, and brothers.

To my small sweet family; my dear husband and my little angel

Hanin

To my beloved friends Ibtissem and Hasna

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ABSTRACT

This work aims at investigating teachers' and learners' attitudes towards the use of ICTs (internet, word processor and email) in developing academic writing Compositions. It is based on two hypotheses: the first assumes that teachers and students may have positive attitudes towards the use of the previously mentioned technologies; whereas the second presumes that students only care about their marks not the process of writing via ICTs hence, they will not know their significance. Therefore, the descriptive quantitative method is opted and expressed via the distribution of a questionnaire to 80 students of English randomly selected, and 10 teachers of written expression at the Department of English at the University 08 Mai 1945 - Guelma. The final results display that both teachers and students have positive attitudes towards the use and manipulation of such technologies; since, the numerous online sources available facilitate their collection of information about the writing topics. Moreover, the application of spell check provided by the word processor helps in indicating and automatically correcting errors committed by students as they type their writing tasks. In addition,e-mail is considered as a communication channel between teachers and students, in order to send and receive feedback about the written productions. All in all, the findings prove that these technologies together are praised by both teachers and students, which confirm the first hypothesis, and disconfirm the second one.

LIST OF ABBREVIATIONS

EFL: English as Foreign Language

ICT: Information and Communication Technology

M1: Master One

vs.: Versus

i.e.: That is to say

Q: Question

MA: Magister

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General Introduction

Introduction

Writing is an integrative, constructive, complex, and essential skill in foreign language learning. It plays a major role for students to be successful in their educational career. At university, written expression classes focus on the production of paragraphs, essays and research papers in order to reach a particular academic achievement. Students go through different steps and structures to create the final piece of writing which indicates that the act of writing in an ongoing activity that requires an ongoing process. That is to say, writing is an active skill which can be achieved through the complementary steps since any writer feels the need to turn back to the previous step when necessary.

Academic writing is thought to be the most complicated skill in both the learning and teaching processes, through which a writer is supposed to break down ideas with a deductive reasoning and a formal voicing. This type of writing involves a great attention in foreign language classes because it requires certain criteria. In order to formulate effective academic writing productions, English as a Foreign Language (EFL) learners receive rules and knowledge about how to arrange information to get correct written compositions, in addition to a continuous practice and feedback.

Foreign language students tend to use different ways to enhance their academic writing. One of these ways, is the use of Information and Communication Technology tools (ICT) which has long been involved in education and learning. It is proved that ICTs play a remarkable role in students writing proficiency. For this sake, students are recommended to use a range of ICTs mainly: internet, word processor, and email. These tools will help check, correct and produce effective written compositions. Thus, the present research tackles the three previously mentioned tools in relation to academic writing.

1. Statement of the Problem

Academic writing has been given a high and special attention in foreign language classes, however; students still encounter some difficulties in achieving good academic written productions. Students may fail in following a particular order, making a worthy content or choosing the appropriate vocabulary that the reader expects or needs. Furthermore, a well-organized structure is also one of the major difficulties that students encounter while writing academically. They are then advised to use ICTs in order to develop their academic writing, especially the internet to get access to information and sources they need, word processor to indicate and automatically correct their mistakes (grammar, spelling…), and email to send the final work and receive a quick feedback from their instructors. Therefore, this paper is an attempt to investigate the effectiveness of using such ICTs on developing students' academic written performance.

2. Aim of the Study

Writing is considered as one of the most complex skills to master. with the emergence of new technologies, students tend to adopt them as part of their learning process to develop their language skills. Therefore, the research aims at investigating the attitudes of master one students towards the use of ICTs such as; the internet, word processor, and email on improving their academic writing outcomes at English department, University of Guelma.

3. Research Questions

The research to be conducted attempts to answer the following questions:

1. Do teachers and students have a positive attitudes towards the use of ICT tools (word processor, internet and email) in developing academic writing ?

2. Do students give attention to writing via ICTs to improve their writings ?

4. Research hypothesis

On the basis of the above research questions, it is hypothesized that:

1- Teachers and students may have positive attitudes towards the use of ICTs(word processor, internet and email).

2- Students only care about their marks not the process of writing via ICTs hence, they will not know their significance.

5. Significance of the study

Many previous work and research papers dealt with ICTs to investigate how they are starting to become increasingly integrated in EFL classrooms and the role it plays in developing the language learning skills. This study however is generally motivated by the desire to investigate the impact of those ICTs; mainly internet, word processor, and email; on developing one specific and essential skill, which is the academic writing. Also to know about students' attitudes towards such technologies and to what extent they are useful and effective when it comes to written achievements. Hence, the results of this study will serve as a basis stimulus for students as well as teachers to think beyond traditional notions of writing.

6. Research Methodology

In order to draw the link between the attitudes towards the use of ICT tools and academic writing, it is opted for the use of the descriptive quantitative method to collect, analyze data and identify the relationship existing between the two variables by distributing a questionnaire to both teachers of written expression and Master One students at English department, University of Guelma. The results obtained from the analysis of the questionnaire would explain the connection between the tools (internet, word processor, email) and achieving better academic writing compositions.

7. Research Structure

The research is basically divided into three main chapters: the first chapter which entitled "academic writing" is devoted to the theoretical background of the issue that is; the nature of writing skill, some definitions of academic writing, characteristics of academic writing: organization, clarity, coherence and word choice. In addition to the major difficulties in academic writing, approaches to teach writing, the relationship between writing and reading. Finally, tackles the importance of academic writing. The second chapter "using ICTs to develop academic writing" provides some definitions and concepts which will help in understanding the relationships between the two variables, the relationship between ICTs in education and EFL by providing some of the positive and negative points about ICTs and the ways ICT components (Internet, Word Processor and Email) contribute in developing students' academic written compositions. The third one concerns the analysis of both teachers and learners' questionnaire to gather data and investigate teachers and learners' attitude towards the use of ICTs (word processor, internet and email) in developing academic written compositions. Finally, concluding by some pedagogical implications based on the data collected.

Chapter One: Academic Writing

Introduction

Writing, as a way of communication, is proved to be the most complex language skill. It requires certain criteria and involves various elements simultaneously, through which learners enhance their proficiency. Hence, this chapter serves as a brief theoretical overview of the writing skill; including its nature and some definitions provided by scholars and linguists.In addition to the features and characteristics of the academic writing, the most common difficulties that students may encounter during the process. Finally; provides the accurate approaches in teaching writing as well as its significance and relationship with other skills, especially speaking and reading.

1.1. Nature of writing skill

Writing is a productive skill that represents language through the inscription of signs and symbols. According to Crystal (2006) "writing is a way of communicating, which uses a system of visual marks made on some kind of surface, it is one kind of graphic expression" (p.257). It means that writing is realized through a chain of symbolic graphs combined together to form comprehensive text as a tool of communication. For many years, writing was about the arrangement of symbols according to certain linguistic conventions to record speech, and it was neglected when it is compared to other skills, especially speaking. Consequently, Byrne (1988) considers writing as a way to reproduce what has been read or heard.

Today, writing is considered as the most important and sophisticated skill though which one can express him/herself, and gives a visible image of what runs through the mind. In this sense, Weigle (2002) defines writing as "encoding internal representation (idea) into written text" (p. 36). This definition insures that the mental activity is also considered as one of the most essential part in the writing process. Furthermore, Hedge (2000) illustrates that "it is a

complex process which is neither easy nor spontaneous for many second language learners" (p. 302). In the same context, Jozsef (2001) also states that "writing is among the most complex human activities; it involves the development of a design idea, the computer of mental representations of knowledge and of experience with subjects" (p. 05).

Lately, the interest in writing has improved. Harmer (2007) illustrates that "the writing skill is important as the other skills (speaking, listening, and reading). It is needed for students to know to reflect their knowledge, emotions, or ideas on a paper (how to write letters, how to reply to advertisements, how to summarize a text" (p. 03). Neman (1995) affirms the significance of this skill and defined it as "a craft, an artistic process with techniques and conventions that can be learned, employing skills that can be improved" (p. 04).

1.2. Definition of Academic Writing

Academic writing is considered as a specific genre of writing used to accomplish certain assignments and requirements within an academic setting (universities and colleges), and as an act of recording facts and ideas follows special norms and features. According to Mennens and Wilkinson (2002), Learners at colleges and universities are expected to compose various forms of assignments such as essays, reports, research papers, dissertations, etc. All those are referred to as academic writings; it has an educational purpose, addresses specific type of audience, and requires certain conventions, forms, and structures. Oshima and Hogue (1998) support the definition given to academic writing and stated that "academic writing as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal literacy, journalistic, or business writing. Its differences can be explained in part by its special audience, tone and purpose" (p. 05)

This task designed for college and university students differs greatly from non-academic ones. It is considered as more complex and difficult activity which demands a language that is

according to Hartley (2008) "precise, impersonal, and objectives". This implies that students should certainly involve a critical way of thinking, promote a good understanding of the topic, and follow some linguistic structures and language forms (p. 03). Westwoold (2008) demonstrates that "Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes" (p. 56).

Academic writings obviously require an academic style of writing which includes specialized patterns for educational purposes. This style of language was defined by Yopp et.al (2008).They state that "academic language is the language used by teachers and students in order to acquire new knowledge and skills" (p.16). In addition to that, academic language is used to persuade, explain, and inform the reader of such writings. In fact, it addresses a specific type of readers. In the same context, Gillet et.al (2009) illustrate that "academic writing is different from other forms of writing in its relationship with its audience, that is to say the reader" (p. 02).

In short, all the previous mentioned scholars agreed that academic writing is used to fulfill different assignments within an academic setting; it requires certain criteria and addresses a specific type of audience.

1.3. Characteristics of Academic Writing

Academic writing demands certain features and characteristics that make it even more specific than any other genre of writing. The followings are the most important and common ones suggested by Starkey (2004) for learners to follow in order to succeed in their academic writing:

1.3.1. Organization

Well-formed and organized writings are easy to be read and understood. Learners should not put ideas and information randomly while writing their assignments, however; they should range them into a logical structure of introduction, body, and conclusion; as supported by Eggenschwiler and Biggs (2001) who state that "a paragraph should be organized" (p. 163). Within the same situation Starkey (2004, p. 02) claims that

> By following an organized method of writing, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis.

A set of techniques is needed in order to organize a written material. According to Shannon (2011), there are two types of techniques: the first technique is related to the brainstorming and free writing; which help learners to shape and relate their thoughts before they start writing. The second one is related to the outline of ideas, ordered from general to detailed; which helps in structuring the work.

1.3.2. Clarity

Academic writing follows a more direct and focused style in order to avoid ambiguity in meaning and satisfy readers' understanding. This feature is very essential in fulfilling academic assignments. According to Murray and Hughes (2008), clarity is important because it makes written materials readable and accessible. This can be realized through the use of short, relevant, and unambiguous sentences. Furthermore, Starkey (2004, p. 09-12) recommends the following ways to achieve academic writing:

Eliminate ambiguity; i.e. avoid words that may mislead the reader, especially those with multiple interpretations

Use powerful, precise adjectives and adverbs; the exact terminology to deliver the right and precise meaning

Be concise; go straight to the point and avoid unnecessary sentences.

1.3.3. Coherence

Academic written productions demand a coherent structure. Sentences should be linked together to create connections between the ideas. This assumption was supported by Kane (2000) who affirms that coherence is an essential characteristic of effective writing.He claimed that there is a link between coherence of ideas and readers' understanding of a text.

Along the same view, Shannon (2011) accounts that the coherent presentation of the content is consequently easy to be understood. This feature can be achieved through the logical organization of a text with all its elements, and the focus on the main ideas as they flow in a chaining order from the first idea to the following one without any incomprehensive shift that can mislead the reader. (See figure 1)

1.3.4. Word Choice

Another significant feature of academic writing is the appropriate choice of words, the formal and academic vocabulary is highly essential to explain the information throughout the text. Shannon (2011) states that "Authors should always aim for the most precise language possible in writing. In academic and scholarly writing, that *principle* is even more important". (p. 18).

In order to successfully convey the meaning to the audience, it is important to use exact statements and expressions. According to Starkey (2004), effective word choice depends on one's awareness about two aspects: denotation and connotation. Denotation on one hand is the literal and exact meaning of the word; the one extracted from a dictionary. Connotation on the other hand is what a word implies, since a word may have different interpretations due to cultural or religious assumptions.

1.4. Major Difficulties in Academic Writing

EFL learners encounter several difficulties when they write their academic assignments. Those difficulties are reflected in the mistakes that occur in their compositions on the level of both stylistics (the unconventional grammar and poor vocabulary) and mechanics (appropriate use of punctuation and misspelled word). Through his Guide to Effective Writing and Speaking, Seely (1998) illustrates the most common problems in writing as follows:

1.4.1. Grammar

Grammar is one of the most difficult and confusing aspects in any language to be applied when writing. It is used to express ideas correctly and effectively. Thornburry (1999) defines grammar as "description of the rules for forming sentences, including an account of the meaning that these forms convey" (p. 13). This implies that learners may harm the communication with readers when they produce ungrammatical structures. Seely (1998) claims that grammatical mistakes that appear in the construction of sentences may underrate learners' writings, and emphasizes the importance of some devices for an accurate sentence such as: the appropriate use and placement of verbs, objects, adverbs, and coordinating conjunctions. All in all, learners who pay sufficient attention to grammatical accuracy would succeed in conveying the intended meaning.

1.4.2. Spelling

Proper spelling of words is an essential aspect of any written material. EFL learners may commit spelling mistakes due to the English language complicated spelling system, since it contains 26 letters which represent 44 different sounds. Another reason for spelling mistakes is when learners write words which are pronounced inappropriately. Connelly (2012, p. 553) states that

> Many words are commonly misspelled. They may be foreign words, contain silent letters, or have unusual letter combination. When speaking, people often slur sounds and fail to pronounce every letter. Because you are accustomed to hearing words mispronounced, you may misspell them when you write.

Hence, spelling mistakes are unacceptable in academic writing especially the confusion between homophonic words because a writer may fail to convey certain ideas and leads the reader to question the proficiency of the writer and the quality of the written material.

1.4.3. Vocabulary

Rich vocabulary is very important in academic writing. Wilkins (cited in Schmitt 2010, p.03) illustrates that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". However, learners may face troubles dealing with vocabulary in writing since it is crucial to communicate idea using exact or synonymous words. It is challenging for learners to choose the appropriate vocabulary that goes with the selected purpose of an academic fulfillment. In this sense, Seely (1998) announces the problematic areas about vocabulary, the active vocabulary which is frequently used in writing, the passive vocabulary which is familiar for the learners from their reading but never used in writing, and the never heard or known vocabulary. These types; however; can move from one area to

another. i.e. Vocabulary that has never been heard or known can turn into a passive vocabulary and then into an active one, and vice versa.

1.4.4. Punctuation

Following the standard convention of punctuation is very important in academic writing since it adds clarity and precision to the written material. The proper placement of punctuation marks makes the learners' writings easy to be read and understood and prevents readers' confusion. Seely (1998) claims that obeying the rules and restriction of punctuation when writing is considered as a challenge for learners and that the most common mistakes occur in their writings are about the placement of the comma. He insists that "The person who has learned how to use commas has learned how to write" (p.229).

To sum up, lack of knowledge and awareness about the previously mentioned concepts may affect the academic production of EFL learners. Thus harm their scores in assignments. This genre of mistakes may represent a carless and underestimated writer, in addition to an irrelevant and underrated piece of writing. Learners can undergo such difficulties and improve their written compositions through regular practice.

1.5. Approaches to Teach Writing

In the essay "What is Academic Writing", Irvin (2010) emphasizes that "your success with academic writing depends upon how well you understand what you are doing as you write and then how you approach the writing task" (p. 01). Approaches of writing emerged to enhance practice in writing skill and develop learners' writing capacities. The application of one approach or another is highly dependent on the goals and objectives that learners want to achieve. The most important ones are: the product, the process, the genre, and the content approach.

1.5.1. The Product Approach

The product approach is the most traditional model of teaching writing. It enables learners to practice writing through the imitation of model texts provided by the teacher. It is defined by Gabrielatos (2002) as "a traditional approach in which students encouraged to mimic a model text, usually is presented and analyzed at an early stage" (p. 05). Along the same view, Nunan (1991) considers "… a product oriented approach , as the title indicates, focuses on the end result of the learning process; what is expected from the learner is to do as fluent and competent user of the language" (p. 86).

Pincas (1982, cited in Badger and White, 2000, p. 153), claims that this approach works through four main stages:

Familiarization: learners study and analyze the elements of the model text, such as grammar, vocabulary, and organization.

Controlled writing: learners manipulate certain elements and patterns in isolation from the model text.

Guide writing: learners engage in imitating model texts as they organize and range ideas.

Free witting: is the last stage where learners are expected to make use of the rules and structures that has been learned before to develop their own writings.

The product oriented approach proved to be very beneficial for the mastery and awareness of learners about rules and conventions of language however, it was criticized of the aspect of imitation since it helped in developing language forms and structures yet it neglected content and style, and excluded learners' imagination and creativity. This last point is supported by Richards and Rodgers (2001) who describe language through this approach as "basically a process of mechanical habit formation" (p. 57).

1.5.2. The Process Approach

The process approach emerged as an alternative to the product oriented one, as the focus shifted from the final piece of writing to the different stages that the learner goes through in order to fulfill his/her writings. Leki (1991) defines the process oriented approach as "the wondering path learners use to get the final product" (p. 10), i.e. a priority is given to the way the product is produced rather than the product itself. In this sense, Zamel (1982) considers writing as "a process through which students can explore their thoughts" (p. 147). The process oriented approach deals with writing within a variety of classroom activities where learners engage in collaborative writing and exchange drafts with each other. This would boost their motivation to write. The idea was supported by Nunan (1991) who expresses that "the approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitude towards writing" (p. 87).

This approach works through a sequence of stages which are related to one another as claimed by Clark (2003) who thinks that the success of one stage is related to the success of the previous one. The four stages of the process approach are: planning or pre-writing through which learners decide on a topic, determine a purpose, and generate ideas into an outline; drafting is the stage where learners write multiple drafts and establish ideas in introduction, body, and conclusion; revising is the stage where learners shift ideas, add, remove, or modify information, and revise both the content and the structure; and the last stage which is editing, where learners are expected to read, check grammar, vocabulary and mechanics, and produce a text that is correct and mistakes-free. Moreover, the interrelationship between the recursive stages of the process approach is best represented through Krashen's model (1984). (See figure 2)

The process approach is very affective in emphasizing students' interactions and experiences. According to Tribble (1996), it helps students to develop competence in writing using their creativity and inspiration instead of imitating a model text". However, it was criticized for the fact that it functions through individual psychology and neglects Socio-cultural context. This is supported by Grabe and Kaplan (1996) claiming that the approach does not rise up to the expectations and norms of formal academic writing because several drafting, removing, adding are not sufficient to fulfill certain assignments within a limited period of time. Another reason for which this process was criticized is the fact that it enhances learners' writings through internal motivation. Whereas some learners are produced well when they are externally motivated. For example, when their writings are rewarded or marked.

Nemouchi (2009, p. 81) in the table below, points at the main differences between the product and process approaches:

The Product Approach	The Process Approach
This is a traditional approach, in which students focus on the study of model texts. Accuracy is given priority and conversations are taken from the model. The following stages have been identified : • Model texts are read, and then features of the genre are highlighted … students focus on where and how the writer employs these techniques. • this consists of controlled practice of the highlighted features, usually in isolation • Organization of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.	This is the new trend teaching writing, in which priority is given to fluency. It is mainly based on the identification of the steps a writer goes through in his act of writing. He should be made aware of them so that he can gain control on them. These steps are : • Generating ideas by brainstorming and discussion. Students could be discussing qualities needed to do certain job, or giving reasons as to why people take drugs or gambling. The teacher remains in the background during this phase; only providing language support if required, so as not inhibiting students in the production of ideas. • Students extend ideas into note form, and judge quality and usefulness of ideas.

• The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually , they use the skills structures and vocabulary they have been taught to produce the product ; to show what they can do as competent users of the language	• Students organize ideas into concepts map. This stage helps to make the (hierarchical) relationship of ideas more immediately obvious, which helps the students with their texts. • Students write the first draft. This is done in class and frequently in pairs or groups. • Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts. • Drafts are returned and improvements are made based upon peer feedback. • A final draft is written. • Students once again, exchange and read each others' work and perhaps even write a response or reply.

Table.1: Difference between the Product and the Process Approach

(Nemouchi 2009, p. 81)

1.5.3. The Genre Approach

The genre based approach to the teaching of writing came as an extension of the product approach, as regarded by White and Badgar (2000). It engages learners in writing activities to produce a final composition that involves linguistic conventions of language use in addition to social and cultural contexts. It is defined by Hyland (2004) as "a turn for grouping texts together representing how writers typically use language to respond to reoccurring situation" (p. 04). Another definition given to genre oriented approach is by Swales (1990, p. 320, cited in Hedge 2000) who claims that:

> A genre comprises a class of communicative events, the members of
> which share some set of communicative purposes. These purposes are
> recognized by the expert members of the parent discourse community,
> and thereby constitute the rationale for the genre. This rationale shapes
> the schematic structure of the discourse and influences and constraint
> choice of content and style.

This approach; like the product one, involves a model text but in terms of purpose. That is to say, learners are not expected to study and analyze only the linguistic features of a text but also to study a text within a particular genre to reflect a specific purpose and communicate with a specific audience. This idea is supported by Swales (1990, p. 58, cited in White and Badgar, 2000, p. 155), as he states that "a genre comprises a class of communicative events, the numbers of which share some sets of communicative purposes".

To fulfill any academic piece of writing through this approach, learners do not pay attention to language forms, vocabulary, and lexis patterns only however, they need to gain and employ language about the different genres of writing and the objectives behind and within a text as affirmed by Richards (2003) who says that "the central belief here is that we do not just write, we write to achieve some purposes: it is a way of getting something done" (p. 18).

Nemouchi (2009, p. 95) made a distinction between the genre approach and the one that preceded it; process approach, in the following table:

Process Approach	Genre Approach
Writing is a thinking process concerns with the act of writing.	Writing is a social activity concerned with the final product.
- Emphasis on creative writer. - Skills in using language. - How to produce and link ideas. - Makes processes of writing transparent. - Provides basis for teaching. - Assumes L1 and L2 writing similar. - Overlooks L2 language difficulties. - Insufficient attention to product. - Assumes all writing uses the same processes.	- Emphasis on reader expectations and product. - Knowledge about language. - Knowledge of the context in which writing happens. - How to express social purposes effectively. - Makes textual conversations transparent. - Contextualizes writing for audience and purposes. - Requires rhetorical understanding of texts. - Can lead to over attention to written skills needed to texts.

Table 2: Difference between the Process and Genre Approaches. (Nemouchi, 2009, p. 95)

1.5.4. The Content Approach

Content-based approach is a recently emerged approach to teach writing skill. It gives higher attention and greater importance to the content of the written productions, and language forms and functions. Hyland (2003) illustrates that "a *content orientation* can also form the basis of courses that focus more on language structures and functions that help students to generate, develop, and organize their ideas on a given topic" (p. 16). According to

him, this approach helps learners to enhance their abilities and skills to read a material effectively which gives them basis on which they will be able to produce their own writings.

According to Krashen (1982), the focus is not on how to write but rather on what is written. The learning skills are integrated in the content oriented approach, learners tend to read, listen, and discuss a certain topic before they engage in writing about it. Krashen (1993, as cited in Hyland 2003, p. 17) again considers both extensive reading and regular practice as essential parts, and major supports in achieving a successful writing in the second language through the content-based approach. Shih (1986) believes that the content-based approach is distinct from the other approaches to teach writing because they focus on writing and interpretation of information from different sources such as books, lectures, etc. While content approach gives priority to writing about personal observations of whatever surrounds the learners.

1.6. The Relationship between Writing and Reading

The writing skill is closely related to the other skills of language learning especially, the reading skill. Despite the difference between the two skills; reading as a receptive skill and writing as a productive one, they are closely related. Both reading and writing involve cognitive abilities which make them equally significant as tools of communication and construction of meaning and knowledge. It is claimed that good writers are often good readers and vice versa, and that learners are exposed to the written structures and the system of language when reading a text. The quality and effectiveness of learners' written tasks depend on the amount of their reading. This view is supported by Thomas (1976, cited in Flippo and Caverly 2000, p. 15) who illustrates that "A significant relationship existed between writing achievements and the amount and variety of reading experiences".

Reading enriches the necessary elements for learners to be able to write. According to Sabiakto and Nababan (1983), learners' productions on paper are highly influenced by information they comprehend from reading consequently, they develop vocabulary, language mechanism, and get familiarized with the rules of grammar. However, the impact of reading is beyond the standardized system of language because it helps learners to improve their style, imagination, and creativity, in addition to the new information and ideas they are exposed to. Within this context Hyland (2003) states that "writing together with reading, is a central aspect of literacy" (p. 53).

1.7. The importance of academic writing

Hyland (2003:69) accounts for the importance of the writing skill in creating social links and connections between individuals as a system of communication by insisting on the fact that "Writing is one of the main ways that we create a coherent social reality through engaging with others". One of the objectives behind learning a certain language is to be able to write affectively; at universities, academic writing is a substantial necessity and an essential tool to evaluate students' proficiency level because it evolves the use of proper language structures and style. Nevertheless its significance is beyond the good grades in examinations but also when it comes to employment and expertise after graduation. Another significance of academic writing is that students learn how to be confident, objective, rational, and logical in explaining thoughts that belongs to others. According to Brown and Hood (1989), learners build self-confidence to write independently, which will reflect the way they write and learn the language.

Conclusion

This chapter gives insights about the concept of writing by exploring its nature, approaches, processes, and the different elements that contributes to its improvement. At the end we come to the conclusion that the writing skill is not an easy task to be fulfilled; knowledge about features, conventions, in addition to the awareness about the target audience are very essential and must be taken into consideration by learners in order to enhance and reinforce their writing competency.

Chapter Two: Using ICTs to Develop Academic Writing

Introduction

The Twenty First Century has witnessed a rapid growth of Information and Communication Technologies (ICTs). This innovation has changed all the aspects of life such as, business, marketing, trade, science, education and other fields. Today, ICT is currently used in education and offers a range of devices that helps in developing the process of teaching and learning English language skills; more precisely, the writing skill. In this respect, the present chapter discusses an overview on ICTs, through some definitions and its integration in the field of education; especially in the EFL teaching and learning. This chapter also highlights the advantages and disadvantage of using such technologies. Finally, the contribution of ICTs in developing the writing skill, dealing with the precised components: internet; as source for information, word processor; as an application for writing, and e-mail; as a medium between Teacher and learner.

2.1. Definition of ICT

ICT is an acronym that stands for "information and communication technology/technologies", where the computer and the internet play a major role for the change and reform of many domains, mainly education, UNISCO. It was also defined by Sheridan (2002) as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (p. 81). So ICT is concerned with the manipulation, storage, and the processing of digital data, it enables people to communicate in real time using technological devices and applications such as the computer and social networking.

ICTs encompass any electronic communication tools and information systems, such as computer, internet, cellular phones, wireless and broadcasting technologies. According to Deeson (2005, p. 04), information and communication technology include computers and its

different tools and sensors which are referred to as information systems to process information. These technologies are being partially integrated and used in many fields and domains such as industry, health-care, business, and education. This idea is supported by Loveless and Ellis (2003), who claim that "the words information and communication technology describe a set of technologies with particular applications which vary enormously in purpose and scope within and between subject contexts" (p. 23).

In short, ICT refers to the several technologies used in the current days all over the world; to inform and transmit data. More importantly, ICTs are the combination of a diversity of materials and tools with other electronic programs and networks in order to create, store, interpret, and transmit information. It is worth mentioning that the integration of ICTs is becoming increasingly important not only in the telecommunication areas but rather in different fields and domains, more specifically education.

2.2. ICTs in Education and EFL

The past few decades have witnessed the enormous widespread of ICT and its influential importance in the educational framework generally, and the EFL field particularly. This innovation came as an alternative to the traditional methods and ways of education, as it is today considered as a major driving force for educational change and reform. Accordingly, in introducing the concept of Grid for Learning, Blair (1991) stated that "Technology has revolutionized the way we work as it is now set to transform education. Children cannot be effective in tomorrow's world if they are trained in yesterday's skill".

Weert and Tatnall (2005) point out that ICT has enhanced the standards of education, and that it enables the leaner to comprehend certain phenomenon by creating real situations inside the classroom and relating both theory and practice. Thus, ICT has extended and empowered the ways teachers and learners explore the language in the information age. This trend has

become a significant instrument and an integral part of academic development with different objectives. In this respect, Plomp et al (1996, as cited in Al-Zaidiyeen, 2010, p. 212) set three objectives for ICT use in education as: objects of study, aspects of discipline at all levels and professions, and teaching/learning medium.

Castro and Aleman (2011) claim that this innovation has changed the teaching atmosphere into a more learner-centered one. Actually, learners today are able to discover new learning topics and projects, explore new ideas, solve problems and find solutions related to real life situations, as well as discuss and exchange information in real time. This is supported by Wallet (2014), who illustrates that "ICT in education has a multiplier effect throughout the educational system, by enhancing learning and providing students with new sets of skills". In the same vein, Padurean and Megan (2009) state that "The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange e-mails, search for information, etc" (p. 98). However, it is not only about learners' opportunities, teachers also benefit from the integration of these digital technologies, since it allows them to prepare and display more information and activities, as well as increasing learners' motivation and involvement in the learning process which its self becomes more interesting and productive.

In brief, ICT integration in education has become a dynamic and driving force which offers a set of opportunities for the sake of enhancing and revolutionizing the educational systems and facilitates the learning and teaching processes, as well as providing students and teachers with unlimited number of options to achieve exceptional potentials inside and outside the classroom.

2.3. Advantages and Disadvantages of ICTs

Many scholars and studies assert the positive impact and advantages when it comes to the implementation of ICT to develop the field of teaching and learning English, and education in general. However, it is important to highlight and draw attention to some risks and disadvantages ICT can result.

2.3.1. Advantages of ICTs

In the recent years, the integration of ICT in the field of education has afforded positive advantages in ameliorating insights and competences of learners, and methods and strategies of teachers. Plump et.al (2009) claim that governments and education systems all over the world consider the use of ICTs as a crucial innovation; for empowering both learning and teaching (cited in Bhasin, 2012, p. 131). Thus, the integration of ICTs improves and facilitates the teaching and learning processes through its enormous advantages provided for both teachers and learners.

In the field of EFL teaching and learning, Paas and Creech (2008, p. 4) consider ICTs as tools applied to extend the learner's capacity to receive, comprehend and exchange information, which is best noticed through the expanded use of online learning programs and materials in the classroom to support the learning process. In the same context, Majumdar (2006, p. 7) claims that the application of ICTs in learning and teaching EFL has provided several benefits particularly for learners, he states them as the following:

- Explore and represent information dynamically and in many forms.
- Become socially aware and more confident.
- Increase motivation.
- Communicate effectively about complex processes.
- Develop better understanding and broader view of processes and systems.

- Greater problem-solving and critical thinking skills.

On his turn, Newhouse (2002, p.51) illustrates some positive gains of using ICTs in EFL teaching and learning as the following:

- The level of learners' motivation can be stimulated when their compositions and performances are consulted immediately.

- The writing task is proved to be facilitated through some computerized application, which makes learners more ready to involve and engage in the redrafting and amelioration of the written productions.

- Students self-esteem and pride is more likely increased and developed as a result of the high quality of presentation made using ICTs.

- ICTs often improves level of achievement for learners and makes the learning more enjoyable due to the collaborative work, the exchange of ideas, and the open discussions possible when using particular ICTs such as e-mail, digital cameras...etc.

The personal approach is one essential advantage in EFL learning; learners are independent and able to develop their proficiency even outside the academic settings due to the wider access to online resources. According to Khvilon and Berenfeld (2005, p.182), more learning will occur outside the classrooms in the future, as learners; especially those who are home-bound or out of school for some reasons, will search and find their needs and preferences online, and also maintain communication with their peers and classmates, as well as teachers.

For teachers, the use of ICT enables them to plan and prepare the learning sources and to create a flexible learning environment with a system of information delivery that is developmental, interactive and digital based, in order to improve students' attendance and

concentration. This implies that ICT allows teachers to facilitate the learning process and create comfortable atmosphere through which the transformation of data moves smoothly in collaborative and communicative way without any boundaries and difficulties from the learners' side. In addition to that, ICT allows teachers to bring the whole world into classroom activities. This means that through ICT devices and programs, teachers are able to assimilate real life situations inside the classroom to meet the needs and preferences of their learners, and to create communication channels with them.

2.3.2. Disadvantages of ICTs

The potential disadvantage of ICT in EFL learning and in education in general may appear from the side of teacher, learner, and ICT equipment itself. When it comes to learners, Scrimshaw (2004, p. 09) believes that they often vary between users and non users of technologies, which may create some kind of no equivalence of levels and skills among them. Furthermore, Richards (2001, p. 94) explains that ICT materials inevitably distracts learners form the real learning objectives and purposes into the ICT requirements and skills.

In the same context, Hargreaves et.al (2010, p. 190) declare that the use of various communication tools has changed the nature of relationship between teachers and learners. Moreover, poor technical supports, bad quality of internet access, technical issues and problems, in addition to risk of the loss or damage of information and systems are major factors in disturbing the rate and quality of learning. They also highlight the ethical issue of plagiarism, since technology enables learners to download and copy information without attributing credit to the original source, which is unacceptable in academic settings.

One negative side of integrating ICTs in EFL teaching and learning is that young aged students may know how to manipulate them more than their teachers do. For this particular reason, teachers may have some concerns about using technologies in teaching due to their

lack of training, confidence, and fear of failure. Again, Scrimshaw (2004) affirms that "many teachers who do not consider themselves to be well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do" (p. 7)

As a conclusion, despite all the previously mentioned disadvantages, no one can deny that this innovation has contributed a lot in developing the field of EFL. It has changed the roles of teachers and learners, and the ownership of information into a more learner-oriented one. That is to say, learners have become the center of learning and teachers are no more the dominant source of information, yet still instructors and guiders of the learning process inside the classroom. In this case, learners are more autonomous and motivated to collect, produce and present information and knowledge using ICTs.

2.4. Developing Academic Writing through ICT Components

Enhancing writing through the use of technological devices is the concern of all the educational and the academic field. Different set of ICT applications are developed and applied to improve all the language skills, particularly writing, due to the various functions they imply. The most common software used for this sake is Computer Assisted Language Learning (CALL).

In fact, CALL created a wave of educational software by the 1980s. According to Macalister and Nation (2012, p.93), the integration of ICT in the field of language teaching and learning is embodied in two main areas which are: Computer Assisted Language learning (CALL) and Computer Mediated Communication (CMC).Yet CMC is regarded as a sub-category covered under the umbrella of CALL. It is defined by Levy (1997) who claims that it is "The search for and study of applications of the computer in language teaching and learning" (p. 1). In the same context, Eastment (1999) defines it as "soft-ware which presents

activities designed to help language learners" (p.22). This indicates that CALL represents computers as tremendous support for language teaching and learning.

CALL has earned a pedagogical value because of its contributions in making computers a sophisticated and flexible tools and aids for writing, and improving learners' attitudes towards writing. In this respect, Paschalis (2001) declares that "via computers, written texts are merged with audio sequence and graphics. Thus, effective extensive techniques and different strategies are available in constructing new ways of representing knowledge" (p.22). In the same vein, Felix (2008) states that there exists "enough data in CALL to suggest positive effect on spelling, reading, and writing". This implies that CALL applications and components has changed the ways learners plan, draft, and present their written compositions and realizations.

Components and soft-wares included in CALL, in which we are interested embarrasses Internet as a source of information, word processor as an application for writing, and e-mail as a mediator between teacher and learner.

2.4.1. Internet

Nowadays, information and communication technologies, especially the internet, play a major role in the field of teaching and learning English. In fact, this application proved to be the most effective tool to increase learners' knowledge and skills. It can be defined as "an international computer net-wok made up of thousands of networks linked together. All those computers communicate with one another, share data, resources and transfer information" Chisholm (2001, p .13). It is also considered as "a global linking of computers that allows information transfer" (Wanajak, 2011, p.1). In other words, the internet is one of computer programs or systems that connect a variety of computers with each other through networking lines.

These days, everyone can have access to the internet, not only via computers, but also via mobiles and other smart devices. In fact, it is a facilitator tool that is highly used in education especially in learning second or foreign languages due to the variety of materials and online sources. According to Deore (2012) "the internet is a collection of various services and resources" (p. 111), which means that the internet offers a lot of information and it is considered as helpful software in communicating and searching all different subjects.

Internet has a big deal in the field of teaching and learning foreign languages. In this respect, Yand and Chen (cited in Aydin 2007, p. 18) illustrates that "Internet enables English learners to access useful language resources and communicate directly with native English speakers...... Students can learn listening, speaking, reading, and writing English interactively via real-world situations". This means that internet has partially substituted the old and traditional sources of information like books and libraries in the digital age. Actually, Duggleby (2001, p. 19) defines internet in this context as the following

> The biggest library that has ever existed and also one that you can pop
>
> into with a few mouse clicks or keyboard strokes. It is a library that you
>
> can reach from your workplace, from your home, from the place where
>
> you study and possibly from your local library.

Furthermore, Kellogg (1994) views that "during the writing process, learners are involved in certain cognitive operations which are characterized by collecting information and planning ideas" (p.16). However, learners do not rely only on their own ideas and information but rather on others' claims and findings; this is easily managed through the use of the internet which is considered as a modernized source of information, through which learners can extract information to support their writings and researches. This is why internet is seen as the main technological software that affords a variety of resources. Accordingly, Mills (2006)

states that "one of the greatest features of the internet is that it offers students relatively inexpensive access to a wealth of information across a vast range of fields" (p. 91). That is to say, the internet is the new alternative that enables students to search and find all the relevant and needed information for their research and dissertation.

Despite the great contribution of internet in the field of EFL teaching and learning; particularly in developing the academic written compositions, it has some negative circumstance. According to Sandhyarani (2011), learner may fall in the trap of laziness and over-dependency; in the way they fully rely on the fast and easy access to internet web-sites for the sake of extracting information, without even trying to start from their basic and background knowledge. In addition to that, learners may be accused of committing an unacceptable ethical issue which is plagiarism.

In short, the internet is a supportive and beneficial tool that enables learners to achieve their writing in effective and efficient ways, because it offers a variety of online resources through which they search and learn more about the topics they are supposed to write about. The internet then will form basis for their assignments and help researching supporting statements.

2.4.2. Word processor

Abuseileek (2006, p.4) defines the word processor as one of the computer program used for editing texts, checking and correcting grammar, style, punctuation and spelling errors. He describes this application also as "the most enabling and beneficial of all computer software". Moreover, there exist seven major applications for word processor in writing: formatting, cutting and pasting, insertion and deletion, search, editing up, editing down and editing across. These functions enable learners to practice different tasks when editing texts. (cited in Abuseileek, 2006, p.2). In terms of spell checking, Warschauer (1998) indicates that word

processor is a useful application in decreasing students' fear of making spelling mistakes, thus composing essays with fewer errors. (cited in Li and Culling, 2001, p.129).

According to Alharbi (2008) "using technology has a positive impact on using the internet for ESL students' reading and writing skills with word processor, students build upon natural connections between reading, writing and thinking" (p. 29, cited in Alduwairey, 2014, p. 9). Furthermore, Akyol supports the use of word processor and he considers it as "a way to enable students to enhance their reading and writing skills". He notes that "word processors, including some that are bilingual, are an excellent way to further writing development and motivate students to write" (cited in Alduwairey, 2014, p.10).

Many scholars and researchers have indicated the significant role of word processor applications, especially the spell-check, through which learners are easily and automatically able to correct their grammatical, spelling, and punctuation errors. This idea is supported by Abushaar and Abuseileek (2013), who show that "word processor is very helpful in checking errors, suggesting correct forms and providing feedback about them" (p. 61). In other words, the use of this application facilitates the writing process. Furthermore, learners are more engaged in the work when they have opportunity to use such technology in revising their drafts by checking and correcting errors occurred. This idea is best supported by Daiute (1986), who reports preliminary evidence that "students revised more when writing with word processor" (cited in MacArthur, 2009, p. 94). Therefore, the application of correction in the word processor is explained through examples provided by VanHuss et.al (2011, p.107). (see figure 3 & 4).

Cunningham (2000) reveals that word processor contributes in improving students' writing abilities since it increases their focus on writing and revising, in the same time share their ideas with others. In other words, this software motivates learners to be more engaged in writing through focusing their attention on certain features such as, grammar rules, organization and word choice (cited in Abuseileek, 2006, p. 6). Furthermore, MacArthur (2009) states that "one of the potential benefits of word processing is that the ease of editing might encourage more and better revision". That is to say, word processor motivates and gives learners the opportunity to make various changes on their writings, which may improve its quality; proving that word processing is "a promising tool to enhance revising" (MacArthur, 2009, p. 94).

All in all, word processor can be considered as one of the beneficial computer- program that may help students of all levels to produce higher quality compositions including, essays, research papers, dissertation, and other forms of academic writing. In fact, this writing device facilitates the writing process due to the several options it offers, which increase learners' willingness and motivation to write. Since word processor is a program used during writing, it gives learners the opportunity to check and correct their errors so that it makes them more confident and autonomous in exploring and overcoming all the areas of difficulties they may face.

2.4.3. E-mail

Through the past years, e-mail was used only in the field of business; however, it starts to be included and implemented in education in the recent years, due to its contributions in modernizing this sector. E-mail; referring to electronic mail, is best defined as "a method of transmitting data, text files, digital photos, or audio-visual files from one computer to another over the internet" (Microsoft Encarta Encyclopedia 2009). This implies that e-mail is one of

the most common forms of electronic transmission of information, whenever access to internet is available" .Additionally, Collin (2004) considers email as "a system for sending letters and parcels from one place to another".

E-mail is seen as the medium of interaction and "the application most used in the internet". (Warschauer, 1995, cited in Hayati and Gooran, 2014).Therefore, Kolaly (2005,p .51) explains that in the case where computers are linked to internet, e-mail facilitates the process of interacting and exchanging information, files, or any other kind of attachment, almost instantly. This means that students are able to interact and exchange information, documents, books or any other kind of knowledge, thus help them produce their different assignments and then share it with their teachers or classmates; especially that messages and documents can be sent to one or a group of user simultaneously.

Furthermore, e-mail is a useful device that offers learners the opportunity to practice language and enhance their writing style. This was supported by Belisle (1996), who sees that "whenever students are using email, they are able to write more, ask more questions, and use more language functions" (cited in Noraien, 2007, p. 1). Actually, e-mail also helps learners to avoid spelling and grammatical errors using the spell-check and the auto correction; just like the word processor, especially if learners are expected to write their homework and assignments via e-mail. Consequently, learners' written productions would be more polished and academic. In this respect, Race and others (2005, p.127) affirm that:

> Many email systems support spell-check facilities, which can allow you to type really fast and ignore most of the resulting errors, then correct them all just before sending your message. This also causes you to re-read each message, which can be very useful for encouraging you to add second thoughts that may have occurred to you as you went further in your assessment of the task.

Moreover, e-mail is becoming the most well-liked and preferred channel of communication between teachers and learners. As claimed by Cooper (2010, p. 222), e-mail is an excellent medium for teachers to share and exchange sources and materials with their learners. In fact, receiving feedback is one of the crucial issues in foreign language learning, because it is very beneficial for developing learners' proficiency, yet students nowadays are receiving more feedback from their teachers about their fulfillment electronically submitted; especially the written ones almost instantly. In this context, Shawki (1999) illustrate that "feedback from the instructor can be received more quickly than messages sent by mail. Students can read messages at their convenience and easily store them from later reference" (p. 53). Additionally, Li (2000) sees that students are receptive of feedback via email compared to the traditional corrective feedback method using pen and paper. (cited in Yoke and others, 2013, p. 176). So this rapidity, flexibility and influence of e-mail help teachers to check, correct, and assess their learners' compositions. Consequently, enhance learners' foreign language competency.

From the previously mentioned views, email is regarded as a new way that gives learners the opportunity to interact, transmit and receive all types of documents from their teachers or classmates, thus help developing their learning and more precisely their writing. Van Fossen (2001, p. 57) argues that email is a helpful application that enables students to develop their researches or assignments, and to use all technological tools more easily (cited in Hayati and Gooran, 2014, p. 2). That is to say, through the feedback sent by teachers or tutors, learners are able to recognize their mistakes and errors, then correct and modify them effectively, and finally producing more successful and acceptable writings.

Conclusion

This chapter attempts to show how components of ICTs can affect student' academic writing including; the internet as a source of information, word processor as an application for writing, and e-mail as a mediator between teachers and learner. These technologies help improving the writing skill because they offer numerous opportunities for learners as they surf the internet to find the appropriate and necessary resources for their researches or assignments. Then, use the word processor to type all information required, allowing auto-correction for grammatical and spelling mistakes. Finally, send and share their final written works with teachers or supervisors so they receive electronic feedback in turn. This chapter also highlights the disadvantages resulting from the inappropriate use of these devices and technologies which may hinder their learning.

Chapter Three: Data Analysis and Interpretation

Introduction

The previous chapters deal with the literature reviews and theoretical backgrounds of Information and Communication Technologies (ICTs), and how the latter could be critical dimensions in developing academic written compositions. This chapter deals with the practical study of the research to find out both teachers and learners' attitudes towards the use of ICTs in relation to writing; particularly: the internet as a source of information, word processor as an application to write, and e-mail as a mediator between teacher and learner. Hence, the present chapter starts with a brief description of the tools used and the sample upon which the research was conducted, and then a deep analysis and interpretation of the data collected through the questionnaire administered to both teachers of written expression and learners of English at 8 Mai 1954 university of Guelma. The results of this study which are presented in statistical forms help reveal the difficulties and obstacles that learners face when writing academically, besides their attitudes and to what extent they use such technologies to overcome those difficulties.

3.1.Students' Questionnaire

3.1.1. Aim of the Questionnaire

Students' questionnaire is designed in order to collect data about students' impressions concerning the task of writing, and gather information about their experiences in using ICTs in fulfilling their academic written compositions.

3.1.2. Sample and Administration of the Questionnaire

In order to investigate the hypotheses of the research, questionnaire was designed for students of master one (97 individuals) from the department of English at the university of Guelma. The questionnaires was handed to 80 students randomly selected students and they are supposed to answer the questionnaire according to their previous experiences in writing their training reports or pieces of writing.

3.1.3. Description of the Questionnaire

Students' questionnaire consists of 22 items between open/closed-ended and multiple choice questions that are answered by ticking the corresponding boxes, expressing ideas or justifying when necessary. The questionnaire is divided into three sections: first section (Q1-Q3) is devoted to some general information about the participants such as their age and gender. The second section (Q4-Q12) is about the type of academic writing, learners' impressions and attitudes towards writing and the difficulties that they may encounter in fulfilling this task. Finally, the third section (Q13-Q22) concerns the use of ICTs in terms of developing academic written compositions, to know how and to what extent master one students use these specific technologies to achieve acceptable academic writings.

3.1.4. Analysis and Interpretation of Data

Section One: General Information

Q1: Learners' gender.

Table 3

Students' distribution according to gender.

	Numbers	Percentages
Male	5	6.25 %
Female	75	93.75 %
Total	80	100 %

The table shows a noticeable difference between the number of males and females contributing in answering the questionnaire. The results record 75 females, representing (93.75%) of the whole population, whereas only 5 males are recorded; generating a percentage of (6.25%). This is not a matter of motivation and contribution in fact there exist only 5 Master One male students. This variation is could be due to female's interest in choosing the literal stream particularly studying and learning foreign languages. (See figure 5)

Q2: Learners' age.

Table 4

Students' distribution according to age.

	Numbers	Percentages
21-25	76	95%
26-28	1	1.25%
More than 28	3	3.75%
Total	80	100%

The table reveals that the majority of our participants are between the age of 21 and 25, representing the highest percentage of the whole population (95%), this is a crucial factor in facilitating learning. 03 students (3.75%) are above the age of 28, and only one student is aged between 26 and 28 years old, generating (1.25%). It is presumed that they might have failed in joining master classes right after their licence graduation or for some other reasons. (See figure 6)

Q3: Learners' choice to study English.

Table 5

Students' choice to study English.

	Numbers	Percentages
Optional	71	88.75%
Imposed	9	11.25%
Total	80	100%

The results represented, show that 71 students (88.75%) of the whole sample had chosen English by their own will, because they like the language and want to develop their level, as well as the desire to become future teachers. However, 9 students, representing (11.25%), had not chosen to study English; which means that it is imposed on them, because for instance

their baccalaureate averages may not have been enough for them to join their desired branch.
(See figure 7)

Section Two: Academic Writing.

Q4: What does writing mean to you?

Table 6

Students' views about the writing skill.

	Numbers	Percentages
An important skill that needs to be developed	63	78.75%
A tool for communication	12	15%
An activity that you do just for grades	5	6.25%
Total	80	100%

As provided in the table, the majority of students (78.75%) opt for the first option;
therefore, they consider the writing skill an important one that needs to be developed. (15%)
think that writing is a tool for communication. The rest of the sample (6.25%) tick the third
option "an activity which they do just for grades". This implies that nearly all the participants
are aware and conscious about the significance of writing. (See figure 8)

Q5: How do you find the courses of writing expression?

Table 7

Students' impression about the courses of writing expression.

	Numbers	Percentages
Very interesting	31	38.75%
Interesting	40	50%
Not really special	9	11.25%
Not interesting	0	0%
Total	80	100%

Throughout the table, it is noticed that half of the informants (50%) account the course of written expression as interesting. A number of 31 students which represent (38.75%) of the sample, consider it as very interesting; whereas 9 participants (11.25%) do not find the course really special. The last option, however, is not chosen by anyone. The results obtained indicate that the majority of students find the module not boring. This entails that they get exposed to knowledge which enables them to freely express their thoughts and views about different topics. (See figure 9)

Q6: How do you evaluate your level in writing?

Table 8

Students' level in writing.

	Numbers	Percentages
Excellent	0	0%
Good	50	62.5%
Average	22	27.5%
Low	8	10%
Total	80	100%

The results indicate that 50 informants (62.5%) evaluate their level in writing as "good". (27.5%) is the percentage of those who claim to have an average level; whereas, low level was chosen by 8 students only (10%). None of the participants have an excellent level in writing, most likely because they are still in the learning process. For this particular reason, their written composition is not polished enough for them to reach excellence. (See figure 10)

Q7: According to you, what is/are the most important element(s) of academic writing?

Table 9

Students' most important elements of academic writing.

	Numbers	Percentages
Organization of ideas	10	12.5%
Clarity of meaning	6	7.5%
Coherence of sentences	11	13.75%
Correct choice of words	6	7.5%
A+B+C	21	26.25%
All together	26	32.5%
Total	80	100%

Results are recorded as follow: (12.5%) of the students tick "organization of ideas", others (13.75%) tick "coherence of meaning", (7.5%) of the participants choose "clarity" and "correct choice of words". The observed results reveal that students also blended options: (26.25%) of responses are a combination of items "organization", "clarity", and "coherence". The highest rate; however, is (32.5%) which represents those who tick all elements together as equally important. (See figure 11)

Q8: How often do you revise your assignment before the submission?

Table 10

Students' frequency of revising writings.

	Numbers	Percentages
Always	49	61.25%
Sometimes	22	27.5%
Rarely	0	0%
Never	9	11.25%

Total	80	100%

The table reveals that (61%) of students opt for the option "always" when they are asked about the frequency of revision. (27.5%) opt for the second option "sometimes". This assumes that learners are aware about the process of revision. 9 students (11.25%) acknowledge that they never revise their writings before submitting, maybe because they give enough attention to writing during the process of drafting or for other reason. Concerning the option "rarely", no answer is recorded. (See figure 12)

Q9: Does the revision help you improve the written assignment?

Table 11

Learner's attitude toward revision.

	Numbers	Percentages
Yes	71	88.75%
No	9	11.25%
Total	80	100%

As provided in the table, it is noticed that the highest rate (88.75%) represents learners who tick the option "yes". They claim that revision helps them discover and correct mistakes, modify some ideas and reorganize certain structures. Therefore, it is efficient in improving their writings. Also, (11.25%) of students respond negatively; their answers resulted from the previous question (those who never revise their writings). Consequently, they do not relate to the situation. (See figure 13)

Q10: Do you face any difficulties when you write your academic assignments?

Table 12

Students facing difficulties in writing.

	Numbers	Percentages
Yes	80	100%
No	0	0%
Total	80	100%

The table indicates that (100%) of students confess that they face difficulties when writing academically. Consequently, it could be deduced that academic writing is not an easy task to be done; since it consists of specific aspects and criteria that learners may ignore or find difficult. (See figure 14)

Q11: If your answer is yes, which ones of the following areas you face difficulties with?

Table 13

Students' areas f difficulty in writing.

	Numbers	Percentages
Vocabulary	17	21.25%
Spelling	16	20%
Grammar	24	30%
Punctuation	8	10%
All together	15	18.75%
Total	80	100%

This question seeks to determine areas which learners face difficulties with. The responses to this question are as follows: 17 students (21.25%) choose vocabulary, 16 students (20%)

choose spelling, 24 others (30%) opt for grammar, and 8 of them (10%) tick the option punctuation. The rest of correspondents (18.75%) consider all the previously mentioned elements as areas of difficulties. In other words, poor linguistics background, ignored grammatical rules, misspelled words and misplaced punctuation are major difficulties which unable learners to write accurately. (See figure 15)

Q12: What do you think about the expression "Better readers, better writers"?

Table 14

Students' beliefs about the expression "Better readers, better writers".

	Numbers	Percentages
Strongly agree	53	66.25%
Agree	21	26.25%
Disagree	6	7.5%
Strongly disagree	0	0%
Total	80	100%

The last question about academic writing aims at knowing learners' beliefs about the expression "Better readers, better writers". As it is expected, the table shows that the majority of students (66.25%) strongly agree, and other (26.25%) agree on the expression. This implies that reading and writing are complementary skills; hence, mastering one skill inevitably leads to the mastery of the other. (7.5%) of students state that they disagree; almost certainly because they do not experience reading in relation to writing. No one strongly disagree. (See figure 16)

Section Three: The Use of ICTs to Develop Academic Writing.

Q13: According to your last years' experience, which ones of the following ICTS you used to write your training report/ dissertation?

Table 15

Students' use of ICTs.

	Numbers	Percetages
Internet	0	0%
Word Processor	0	0%
E-mail	0	0%
Internet+ Word Processor	13	16.25%
Word Processor+ E-mail	28	35%
All together	39	48.75%
Total	80	100%

Based on the data revealed in the table, it seems that (48.75%) of Master One students use all the ICTs (internet, word processor, and e-mail) together to write their training reports and dissertations. This indicates that learners have positive attitudes towards these particular technologies. Whereas, the rest of the correspondent's answers vary between the combination of the options word processor and e-mail (35%). Therefore, they do not extract information from the internet. The two options "internet + word processor" are combined by (16.25%) of students; simply because they do not contact their supervisors via e-mail. (See figure 17)

Q14: Do you have access to internet at home?

Table 16

Students' access to internet at home.

	Numbers	Percentages
Yes	63	78.75%
No	17	21.25%
Total	80	100%

The aim of this item is to know about the availability of internet for students. 63 of them; representing (78.75%) of the whole sample, respond by "yes", i.e. they have access to internet at home. In contrast, 17 students, generating (21.25%), respond negatively. It could be deduced that the majority of learners have access to internet at home. (See figure 18)

Q15: How often do you use the internet to learn about the topic you are supposed to write about?

Table 17

Students' frequency of using the internet as source of information.

	Numbers	Percentages
Always	44	55%
Sometimes	36	45%
Never	0	0%
Total	80	100%

According to the results, (55%) of the participants acknowledge that they always use the internet to learn about the topics they are supposed to write about. This implies that the internet is an effective source of information. (45%) of them point out that they use it for the

same sake; but only sometimes, because they already have background knowledge about some topics, thus they do not need to check the internet. (See figure 19)

Q16: Which one is your preferable tool to write?

Table 18

Students' preferable tool to write.

	Numbers	Percentages
Pen+ Paper	18	22.5%
Word processor	62	77.5%
Total	80	100%

As provided in the table , the majority of students (77.5%) prefer to write using the word processor, while the (22.5%) of them choose the pen and paper as their preferable tool to conduct their academic writings. These responses are though related to some habitual or personal reasons or preferences. (See figure 20)

Q17: Does the application 'word processor' helps you/ facilitates the writing task?

Table 19

Students' attitude toward the word processor.

	Numbers	Percentages
Yes	80	100%
No	0	0%
Total	80	100%

The table reveals that (100%) of Master One' students believe that the application of word processor facilitates their writing tasks (See figure 21). For this question, students are supposed to justify their answers and the justifications varied between the following:

- Saves time.

- Automatically indicates and corrects mistakes.

- The written document seems more formal.

Q18: Does the word processor indicate your errors on the level of grammar, punctuation, and spelling?

Table 20

Word processor indication of errors.

	Numbers	Percentages
Yes	80	100%
No	0	0%
Total	80	100%

The results show that 80 students, representing (100%), confirm that word processor indicates their errors on the level of grammar, spelling and punctuation. This suggests that all students of Master One are familiar with this application and how it functions. (See figure 22)

Q19: How do you react when the word processor indicates errors in your writing?

Table 21

Students' reaction to the errors indicated by the word processor.

	Numbers	Percentages
Learn about the nature of the error then correct it	41	51.25%
Correct the error automatically	32	40%
Correct the error then learn about its nature	7	8.75%
Ignore the error	0	0%
Total	80	100%

Throughout the table, it is noticed that the majority of students (51.25%) learn about the nature of the error, then correct it. This helps them avoid committing similar ones in the future. (40%) of them correct the error automatically by the word processor; maybe because it is only a typing mistake caused when they rush using the keyboard. The rest, representing (8.75%), claim that they correct the error automatically, then learn about its nature. This is often the case when the time is limited. When it comes to the last option "ignore the error", no answer is recorded. (See figure 23)

Q20: Do you send your written assignments/draft to your teacher/ supervisor via e-mail?

Table 22

Students' use of e-mail.

	Number	Percentage
Yes	67	83.75%
No	13	16.25%
Total	80	100%

The table shows that 67 of informants (83.75%) state that they use the e-mail to send their drafts to their supervisors. This high rate implies that this technology is used as mediator between students and teachers. However, the rest of them (16.25%) react negatively; possibly because they contact their supervisors directly without using e-mails or they do not contact them at all. (See figure 24)

Q21: Which one is your preferable feedback?

Table 23

Students' preferable feedback.

	Numbers	Percentages
Immediate feedback via e-mail	60	75%
Late feedback in classroom	20	25%
Total	80	100%

The highest rate represented in the table ¾ (75%) is for the ones who prefer the immediate feedback via e-mail; it is the case when the ideas about their topics are still fresh in their minds and any modification suggested by their supervisors would be easy applied. ¼ (25%) of students prefer the late feedback in the classroom; which means that they like to have a close and direct meeting as their teachers provides them with feedback. (See figure 25)

Q22: Do you receive e-mails from your teacher/ supervisors in return?

Table 24

Students' reception of e-mail from their teachers.

	Numbers	Percentages
Yes	*67*	83.75%
No	*13*	16.25%
Total	80	100%

This last question seeks to check whether teachers provide feedback to students about their written compositions via e-mail or not. Consequently, 67 students (83.75%) answer by "yes", whereas the remaining 13 (16.25%) answer by "no". In other words, they receive nothing. (See figure 26)

3.5.1. Discussion of the results

The analysis of the questionnaire addressed to Master One students shows that (93.75%) of them are females and most of them have chosen English by their own will. So they are much responsive towards this language. Concerning the second section, the majority of students are aware about the importance of the writing skill and they try to develop it academically, through the course of written expression which is considered as an interesting module. According to the results obtained, it is noticed that most students are between good and average level in writing; yet all of them have difficulties especially on the level of grammar, vocabulary, spelling, and punctuation.

Moreover, the results deduced from the third section reveals learners' attitudes towards the use of ICTs particularly, internet, word processor, and e-mail on developing academic written compositions. Actually, (48.75%) of students declare that they use the combination of the previously mentioned ICTs in writing their training reports and pieces of writing. Furthermore, a large group of students claim that they regularly use internet as a source of information, to learn more about the topics they are supposed to write about. They also claim that the word processor helps them indicate and correct their mistakes, so that they will avoid them in the future. They see that this application is completely different from handwriting.

This questionnaire also reveals that the majority of students use e-mail to contact their teachers and supervisors concerning their academic writings and that they receive e-mails in turn containing feedback. Actually ¾ of the whole students prefer this kind of feedback; because it helps them modify the written work efficiently, as the ideas would be still fresh in their minds.

3.2. Teachers' Questionnaire

3.2.1.   Aim of the Questionnaire

The aim of this questionnaire is to gather information about teachers' perspective towards the use of ICTs, particularly: internet, word processor, and e-mail in enhancing the academic written achievements, and to see to what extent teachers support the use of such technologies.

3.1.2.   Sample and Administration of the Questionnaire

The teachers who responded to this questionnaire are 10 of written expression with different professional degrees; at English department, university of Guelma. Their experiences, suggestions, and observations in the field of teaching writing are valuable for conducting this research.

3.1.3.   Description of the Questionnaire

The teachers' questionnaire consists of 18 items, classified under three sections. The first section (Q1-Q3) deals with background information of teachers to indicate their qualification and experience in teaching written expression. Then, the second section (Q4-Q10) deals with the academic writing, in order to investigate teachers' views about some aspects of writing, such as; the level of their students and the common difficulties that they encounter while producing their academic writing. Finally, the third section (Q11-Q19) concerns the use of ICTs; particularly: internet, word processor, and e-mail to develop the academic written achievements, and to what extent teachers support the use of such technologies.

3.1.4. Analysis and Interpretation of Data

  Section One: General Information

The revealed results show that all the informants hold a Magister degree (MA). (60%) of them have teaching experiences at the university between three to six years; whereas for

(40%), it is between seven to ten years. The experience in teaching of written expression is between two to five years for (50%) and between six to nine years for the remaining (50%).

Section Two: The Academic Writing.

Q4: What is/are the most important element(s) of academic writing?

Table 25

Teachers' most important element of academic writing.

	Numbers	Percentages
Organization of ideas	0	0%
Clarity of meaning	0	0%
Coherence of sentences	0	0%
Correct choice of words	0	0%
A+B+C	2	20%
All together	8	80%
Total	10	100%

As provided in the table, the majority of teachers (80%) opt for the elements of academic writing all together; whereas (20%) of them answer through a combination of three options (organization of ideas, clarity of meaning, and coherence of sentences). These responses imply that features of academic writing are not involved separately; however, they are all integrated. (See figure 27)

Q5: How do you evaluate your students' level in writing?

Table 26

Teachers' perception towards their students' level.

	Numbers	Percentages
Excellent	0	0%
Good	3	30%
Average	6	60%
Low	1	10%
Total	10	100%

According to the results shown, the majority of teachers (60%) claim that the level of their students in writing is totally average. (30%) of them evaluate their students' level as "good". Whereas only one teacher (10%) affirms that it is "low". However, none of the respondents see that his/her students are excellent in writing. The findings reveal that students' level is just medium. Actually, their level may vary according to their experiences, motivation, and to what extent they are able to produce correct, precise, and acceptable written composition. (See figure 28)

Q6: Which approach do you use in teaching writing?

Table 27

Teachers' use of approaches in teaching writing.

	Numbers	Percentages
The product approach	0	0%
The process approach	0	0%
The gender approach	0	0%
The content approach	0	0%
A mixture of all approaches	10	100%
Total	10	100%

Teachers are asked to tick the one approach they follow in teaching writing. Surprisingly, all of them (100%) respond by ticking the last option "a mixture of all approaches". This denotes that opting for one approach or another depends on the situation or the objective of the course. (See figure 29)

Q7: Do you think that the time allocated to written expression courses is sufficient to cover the aspects required to develop the writing skill?

Table 28

Teachers' view about the sufficiency of time allocated to written expression courses.

	Numbers	Percentages
Yes	3	30%
No	7	70%
Total	10	100%

The biggest percentage represents (70%) of teachers who claim that the time allocated to the module of written expression is not really sufficient to cover all aspects of writing; probably because teachers find it hard to check and correct students' written compositions, and to provide them with equal opportunities to perform their writing in one session, since the writing skill is more practical than theoretical. Whereas, the rest of the participants (30%) state that the time is actually enough, perhaps because they know how to manage their time and do not rely only on teaching aspects of writing inside the classroom, but also through homework. (See figure 30)

Q8: Do your students face any difficulties in writing inside the classroom?

Table 29

Teachers' perspective about learners facing difficulties in writing.

	Numbers	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

The table reveals that all teachers (100%) affirm the fact that their students have some difficulties in producing their writing. These responses match the ones recorded when analyzing students' questionnaire. This insures that writing is not an easy task and certainly students would face some problems while fulfilling it. (See figure 31)

Q9: If your answer is 'yes'; which one(s) of the followings is/are the most difficult area for them?

Table 30

Teachers' perception about students' problems in writing.

	Numbers	Percentages
Vocabulary	0	0%
Spelling	0	0%
Grammar	0	0%
Punctuation	0	0%
A+B+C	4	40%
All together	6	60%
Total	10	100%

The table shows that (60%) of teachers respond that their students face difficulties in writing with all the elements (vocabulary, spelling, grammar, and punctuation). Whereas, (40%) of them tick only the three first options (vocabulary, spelling, and punctuation). Concerning the options being chosen separately, no answer is recorded. In fact, teachers' answers are according to the mistakes they observe in students' writing. This presumes that learners' mistakes are related to one or all the previously mentioned factors resulted from the lack of knowledge or practice. (See figure 32)

Q10: How often do students commit errors related to the previous areas of difficulties?

Table 31

Teachers' views about the frequency of their students' writing mistakes.

	Numbers	Percentages
Always	3	30%
Often	6	60%
Rarely	0	0%
No answer	1	10%
Total	10	100%

The findings reveal that the rate of teachers, who choose the option "often" is (60%), represents the majority of them. (30%) of teachers claim that students always make mistakes, that are related to the previous difficulties. These results indicate that vocabulary, spelling, grammar, punctuation are crucial elements in academic writing. The remaining (10%) is the rate of one teacher who does not respond at all. (See figure 33)

Section Three: The Use of ICTs to Develop Academic Writing.

Q11: Do you support the integration of ICTs in teaching and learning languages?

Table 32

Teachers' view about the integration of ICTs in teaching and learning languages.

	Numbers	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

The results show that all teachers (100%) respond to this question positively; which means that they support the integration of ICTs in teaching and learning languages. Consequently, no negative response is recorded. Teachers are asked to justify their responses; some of them claim that it raises motivation and interaction among learners, while others assume that it helps vary their teaching techniques. One teacher actually states that it is fashionable to teach and learn English through ICTs. (See figure 34)

Q12: How would you rate the availability of technological support at your university?

Table 33

Teacher evaluation of the availability technological support at the university.

	Numbers	Percentages
Good	0	0%
Mediocre	3	30%
Poor	7	70%
Total	10	100%

According to the findings illustrated in the table, (70%) of informants find that the availability of the technological support at the university is poor. (30%) of them find it

"mediocre". Concerning the option "good", no answer is recorded. These responses mean that teachers are not quite satisfied with the materials provided in the university. (See figure 35)

Q13: Do you encourage your students' use of internet as a source of information about their writing topics?

Table 34

Teachers' attitude toward the use of internet as a source of information.

	Numbers	Percentages
Yes	9	90%
No	1	10%
Total	10	100%

The exposed results reveal that almost all teachers (90%) support and encourage the use of internet outside the classroom by their students to extract information. Therefore, internet is considered as source of information through which students learn more about the topics they are supposed to write about. However, one teacher reacts negatively. Which means s/he does not encourage the use of internet for the previous sake; possibly; to avoid being influenced by the original text or any other form of plagiarism. (See figure 36)

Q14: Do you think that the word processor helps students develop their academic writings?

Table 35

Teachers' opinion about the word processor in developing academic writing.

	Numbers	Percentages
Yes	8	80%
No	2	20%
Total	10	100%

This question is designed to know teachers' perceptions about the use of the word processor and whether it helps in developing the quality of students' written compositions. As shown in the table, the majority of teachers (80%) tick the option "yes". That is to say, they have a positive attitude towards the use of word processor regarding the form and the final written product. However, the remaining (20%) of teachers respond negatively; maybe because they prefer the traditional ways and processes of writing particularly, the drafting stage. (See figure 37)

Q15: Do you notice any changes between students' hand written assignments and those written by the word processor?

Table 36

Teachers' opinion concerning hand writing vs. word processor.

	Numbers	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

The table shows that all respondents affirm the existence of a noticeable change between the hand written materials and the ones written by the application of word processor; this indicates that word processor, as an application designed for writing, has an effect on the morphological level of students' writing. Nevertheless, the effect of this software, whether positive or negative, is revealed in the next table. (See figure 38)

Q16: What do you think about the influence of the auto correction provided by the word processor?

Table 37

Teachers' impression about the auto correction.

	Numbers	Percentages
Positive	8	80%
Negative	2	20%
Total	10	100%

As shown in the table, almost all teachers (80%) believe that the auto-correction has a positive effect. They justify their responses claiming that it highlights and draws attention towards the grammatical and mechanical errors that students may commit when they write using the word processor, resulting in more polished compositions. In contrast, (20%) of them consider that the auto-correction affects writing negatively. They explain that it makes students over-dependent and careless as they may neglect the revision and edition of the work before submitting it. (See figure 39)

Q17: Do you correct your students' written productions/drafts via e-mail?

Table 38

Teachers' use of e-mail to correct written compositions.

	Numbers	Percentages
Yes	8	80%
No	0	0%
No answer	2	20%
Total	10	100%

The findings give insights into e-mail usage by teachers to check and correct students' written drafts. Hence, almost all correspondents who represent (80%) assume that they do so. Therefore, they use this online medium to assess students' work and provide them with the necessary feedback. Whereas, only two teachers (20%) ignore answering the question, maybe they use other medium to interact with their students. However, no response is recorded for the option "no". (See figure 40)

Q18: How often do your students respond to your comments via e-mail?

Table 39

Students' response to teachers' comments via e-mail.

	Numbers	Percentages
Always	1	10%
Sometimes	5	50%
Rarely	4	40%
Never	0	0%
Total	10	100%

The information displays in the table concerns the frequency of interaction and reaction of students to teachers' feedback via e-mail. Thus, (50%) of participants claim that students' response only "sometimes", while (40%) of them assert that students rarely take into consideration comments and feedback provided via-email. However, only one teacher says that s/he always follows such procedure. None of the respondents choose the option "never". These answers depend on whether students are users or non-users of e-mail for communication. (See figure 41)

Q19: Do you have any further suggestions or comments concerning the topic?

Only 3 teachers (30%) answered this last question. They suggested the following points:

● Writing like any other skills, requires regular practice inside and outside the classroom.

● Teachers should receive training on how to use and manipulate new technologies for educational purposes in order to be able to guide and give instructions to their students.

● Teaching and learning through ICTs is a fashionable phenomenon that raises motivation among learners and helps ameliorating their levels but only if used academically.

3.1.4. Discussion of the Results

The analysis of the questionnaire administered to teachers of written expression shows that all surveyed teachers held Magister degree (MA) with different teaching experiences in the module of written expression or other modules.

The majority of teachers believe that good writing demands a combination of features and elements altogether. All of them tend to adopt a mixture of all the approaches of teaching writing according to learners' needs and objectives. However, the majority claim that the time allocated to written expression is not really enough to cover the most required elements in mastering the skill. In fact, teachers' evaluation of their students' level in writing is between average and good; this latter ameliorates even more with practice and experience. Moreover, all informants assert that their students have problems and difficulties in writing their assignments/drafts; yet, some of them reveal that these problems occur on the level of stylistics (the unconventional grammar and poor vocabulary) and mechanics (inappropriate use of punctuation and misspelled word).

The analysis shows that all teachers are aware of the integration of ICTs and its significance in developing teaching and learning language, yet (70%) of them confess that the

university is poor regarding the availability of ICTs. Moreover, the majority of teachers (90%) claim that they support the use of internet to extract information that concerns the topics they are supposed to write about. Besides, all teachers affirm that their learners' hand written productions differ from those written using the word processor, especially on the morphological level. (80%) of teachers also believe that the application of word processor helps students develop their academic writings and that the auto-correction provided by this application has a positive effect; since it draws learners' attention towards the errors or mistakes they commit during the writing task, so they produce a mistake free compositions. The analysis also reveals that the majority of teachers (90%) claim that they use e-mail to receive their learners' productions/drafts, in order to correct them and provide them with necessary feedback; however, (50%) of them only assert that learners respond to their e-mail in return. Finally, (30%) of the participants provide different suggestions through which they draw attention towards some aspects, such as: the necessity of regular practice in order to enhance the writing compositions, use of ICTs under the instructions and guidance of teachers, as well as their significance when they are used appropriately and academically.

3.3. Pedagogical implications

Based on the results obtained from the present study, it is possible to propose some suggestions and recommendations which would hopefully be useful in increasing the rate of ICT manipulation to develop the quality of the academic writing compositions.

The most important suggestion is establishing and investing in ICT equipments and facilities at the university, so that students with no access to such technologies at home can have the opportunity to operate them in fulfilling their academic tasks.

Moreover, teachers should receive enough training through workshops and relevant programs, in order to be able to use and manipulate the modern technologies and applications effectively and thus, avoid anxiety or fear resulted from their lack of experience.

Furthermore, teachers should be aware of the advantages of feedback via e-mail, in order to use it more frequently in communicating with their students, keeping them updated, and providing them with extra activities outside the classroom setting. This would give more chance to those introvert students who feel more at ease working on computers at home, as well as expending the time allocated to written expression sessions to do more activities instead of checking and correcting learners' compositions.

Teachers also are recommended to motivate their students to use the writing related ICTs by creating electronic groups for students, where they can work together and share their written compositions with their classmates. In fact, teachers can be involved too as instructors and organizers of the tasks given to them.

Finally, students should carefully check and revise the typed tasks before sending it via e-mail. In fact, it is better to investigate and learn the correct grammatical forms and spelling of words before attempting to correct them automatically, so that students would memorize the rules and never commit the same mistakes again.

Conclusion

This chapter tests the hypothesis and reached answers for the questions through the views and opinions gathered using the two questionnaire. The statistical analysis of the two questionnaires reveals that the great majority of both Master One students and Written Expression teachers at department of English are aware about the role and contribution of ICTs in improving academic writing. In fact, both students and teachers find the internet as a significant source of information. Besides, the interpretation of the data obtained sheds light

on some problems encountered by students when writing their academic assignments/draft, which lead them to commit errors related to stylistics and mechanics; however, they can be indicated and processed when using the word processor' application. Furthermore, it is confirmed that e-mail is the most formal mediator between teachers and learners to check, correct, and assess learners' written draft and final academic compositions. Consequently, academic writing compositions might be enhanced through the involvement of all/one of the three ICTs: internet as source of information, word processor as an application of writing, and e-mail as a mediator between teacher and learner. In this respect, the positive results obtained in this chapter confirm and fortify, on one hand, the hypothesis which states that teachers and students may have a positive attitude towards the use of ICTs (Internet, Word Processor and Email), and disconfirm, on the other hand, the other hypothesis which states that students only care about their marks not the process of writing via ICTs hence, they will not know their significance (ICTs).

General Conclusion

General Conclusion

Foreign language writing is proved to be crucial and tremendously complex. Students at University are supposed to fulfill certain academic requirements, yet they are still unable to formulate efficient and grammatically correct written compositions. Therefore, the present research is conducted in order to draw attention the attitudes of teachers and students towards the use of ICTs (Internet, Word Processor and Email) in developing academic writing of the case study of first year master students at the English Department.

According to the results obtained from the questionnaire distributed to both teachers of written expression and students of Master One, it appears that the writing task is hard to be fulfilled because of the problems and difficulties that students encounter such as vocabulary, grammar, and mechanics of writing. However, it is proved that students are able to overcome the problems due to the support of ICTs provided. In other words, students' access to internet helps them learn and collect the information needed for the writing task. Also, it is easy for them to realize and correct grammatical and mechanical mistakes occurring in their compositions. Finally, sharing and assessing the final written product, thanks to e-mailing.

Consequently, it is worth mentioning that the final results confirm, on one hand, the hypothesis which entails that teachers and students may have a positive attitude towards the use of ICTs (Internet, Word Processor and Email), and disconfirm, on the other hand, the other hypothesis which supposes that students only care about their marks not the process of writing via ICTs hence, they will not know their significance (ICTs).

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Appendices

Appendix I: Figures

Appendix II: Learners' Questionnaire

Appendix III: Teachers' Questionnaire

Appendix I

Figures

Figure 1

A Sequence of Ideas. (Murray and Hughes, 2008, p. 46)
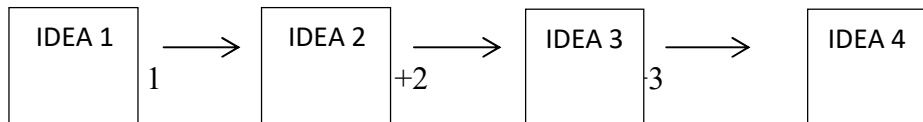
Figure 2

Krashen's Process Writing Model (Richards &Renandya, 2003, p. 315)
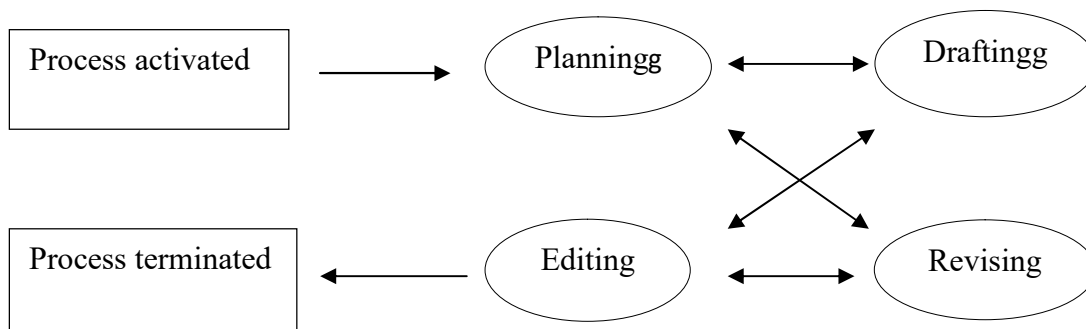
Figure 3

Correcting grammar mistakes (VanHu ss et.al , 2011, p.107).
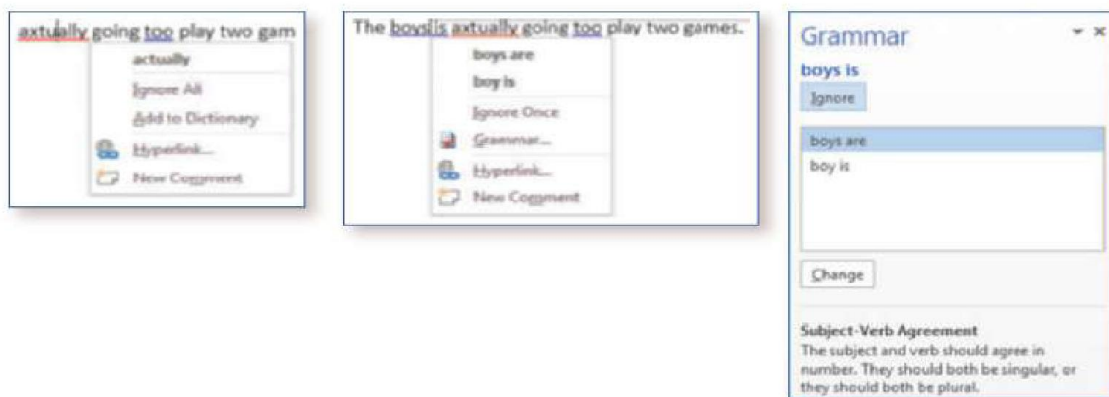
Figure 4

Correcting spelling mistakes (VanHuss et.al, 2011, p.107)

Figure 5

Students' distribution according to gender.
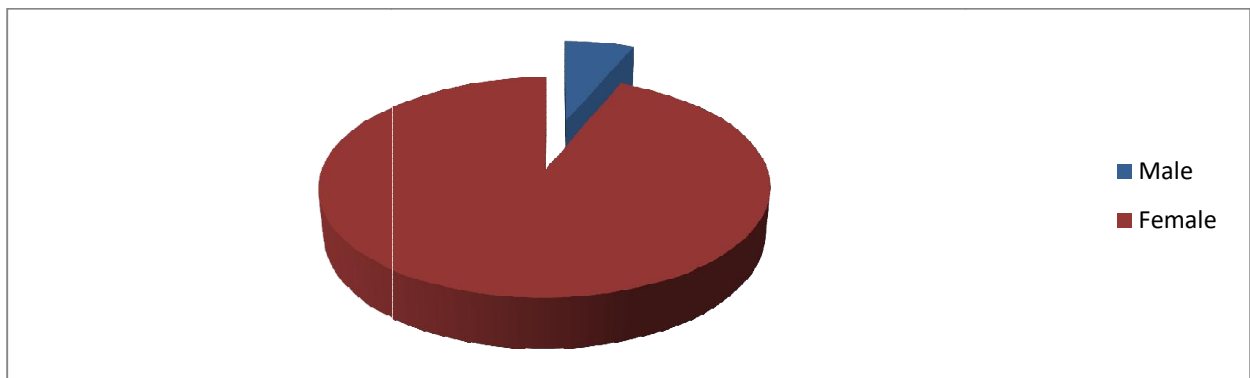
Figure 6

Students' distribution according to age.
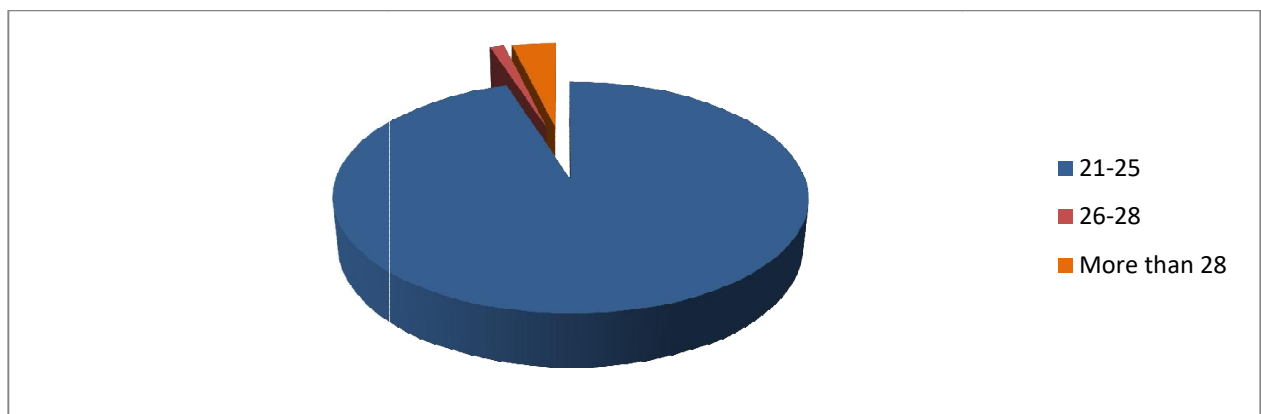
Figure 7

Students' choice to study

Legend:
■ Optional
■ Imposed
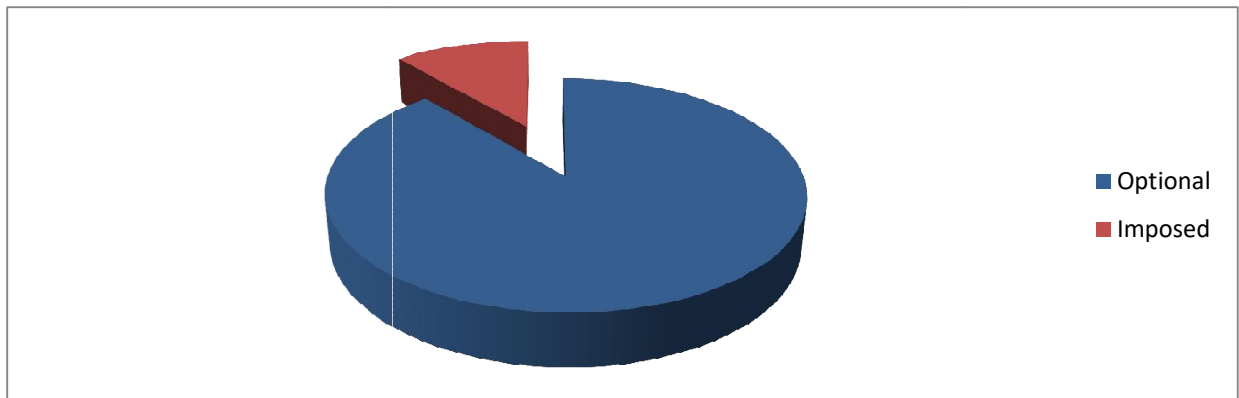
Figure 8

Students' views about the writing skill.

Legend:
■ An important skill that needs to be developed
■ A tool for communication
■ An activity that you do just for grades
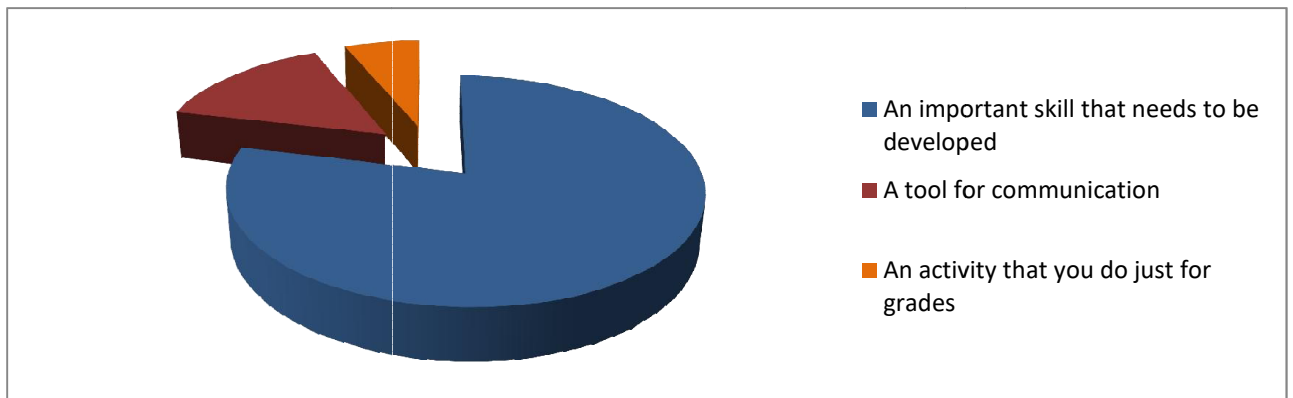
Figure 9

 Students' impression about the courses of writing expression.

Legend:
■ Very interesting
■ Interesting
■ Not really Special
■ Not interes
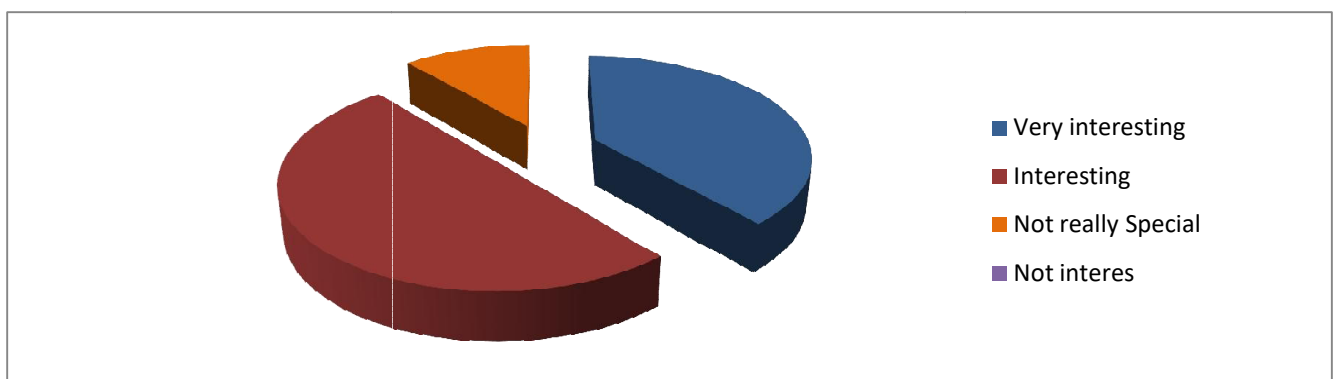
Figure 10

Students' level in writing.
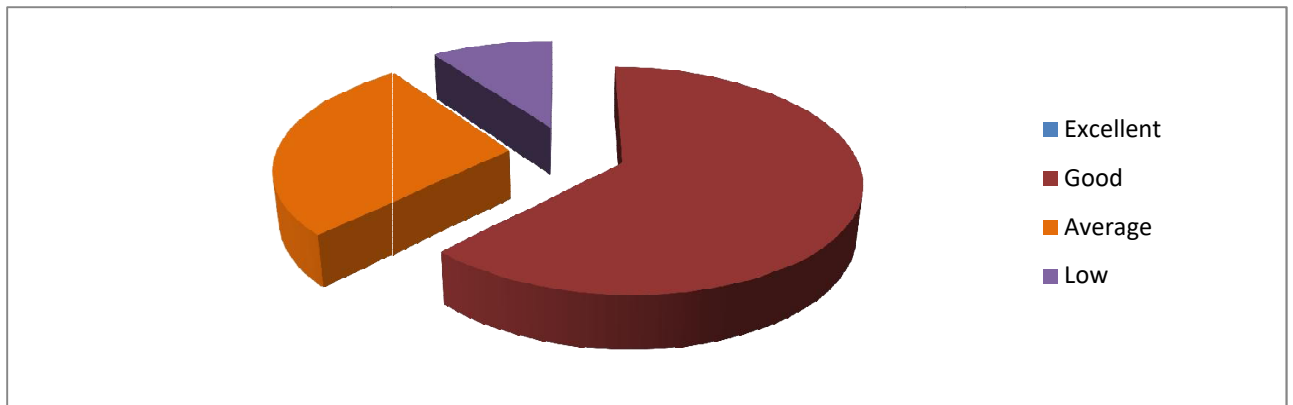
Figure 11

Students' most important elements of academic writing.
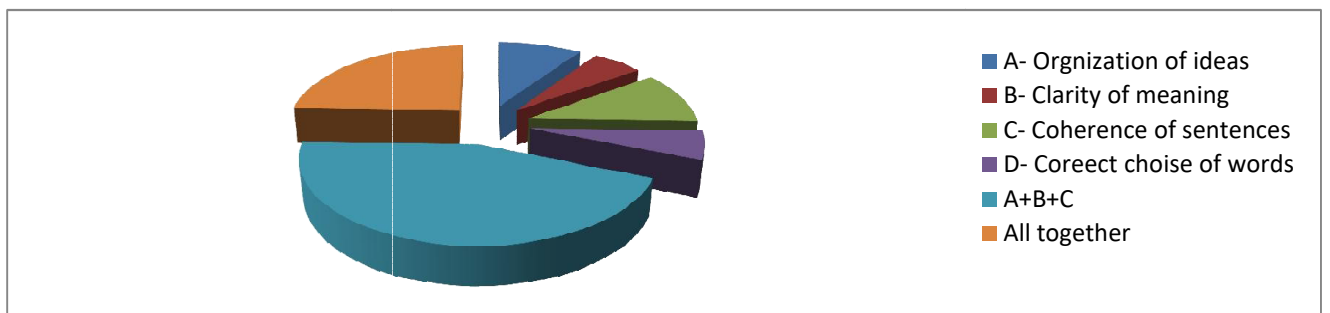
Figure 12

Students' frequency of revising writings.
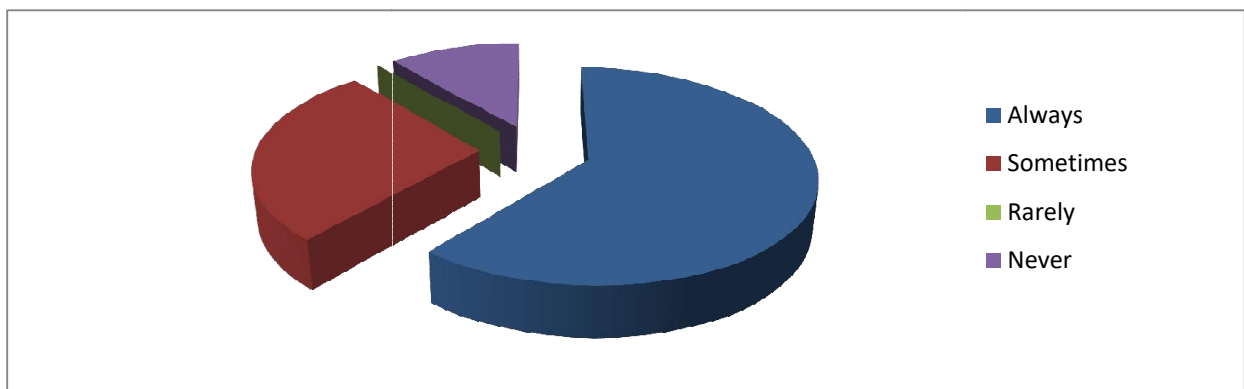
Figure 13

Learner's attitude toward revision.
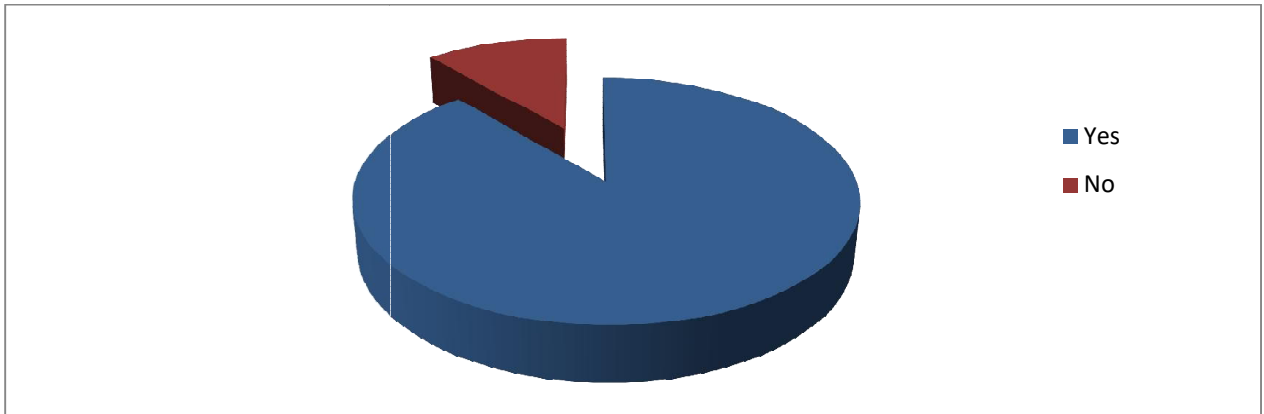
Figure 14

Students facing difficulties.
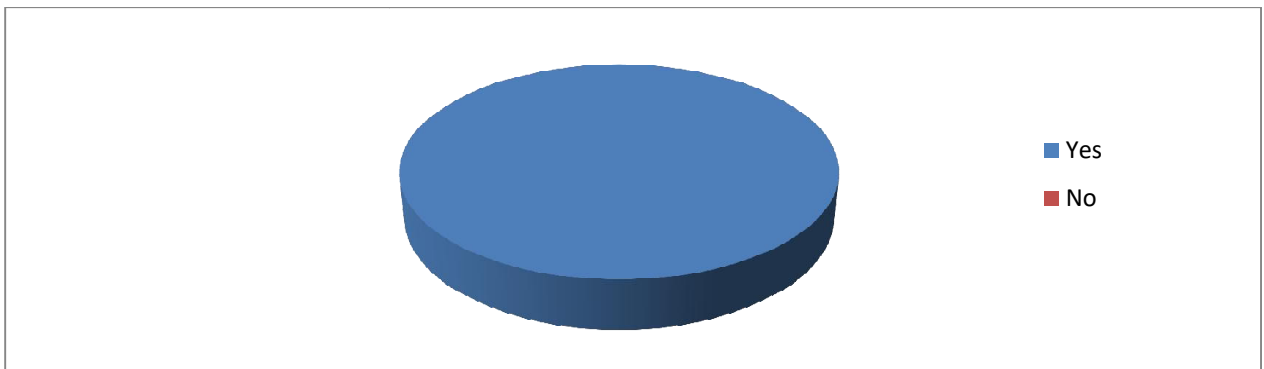
Figure 15

Students' difficulties in writing
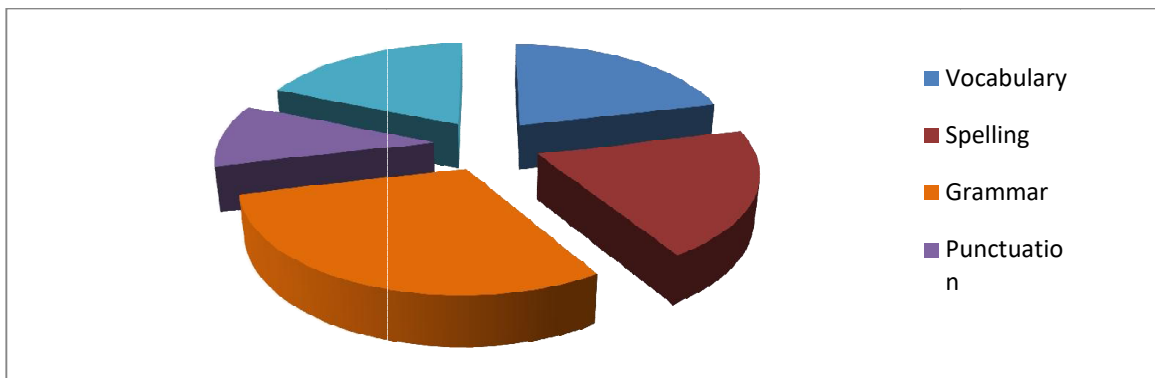
Figure 16

Students' impression about the expression "Better readers, better writers"

■ Strongly Agree
■ Agree
■ Disagree
■ Strongly disagree
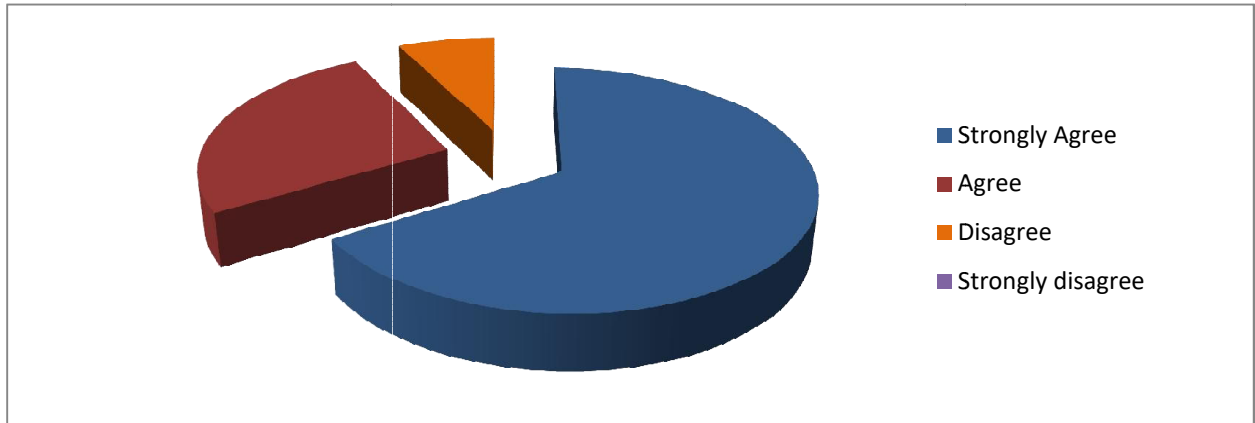
Figure 17

Students' use of ICTs.

■ Internet
■ Word processor
■ E-mail
■ Internet+ Word Processor
■ Word processor+ E-mail
■ All together

Figure 18

Students' access to internet at home.

■ Yes
■ No
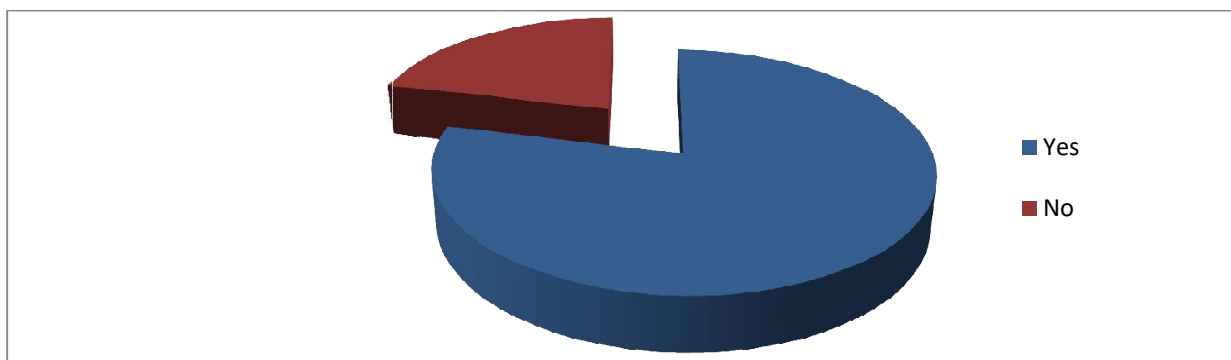
Figure 19

Students' use frequency of using the internet as source of information.
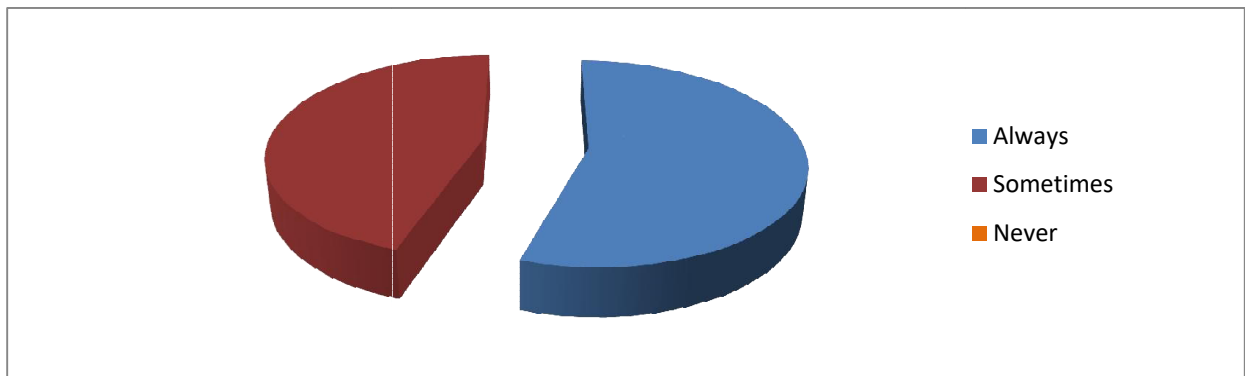
Figure 20

Students' preferable tool to write.
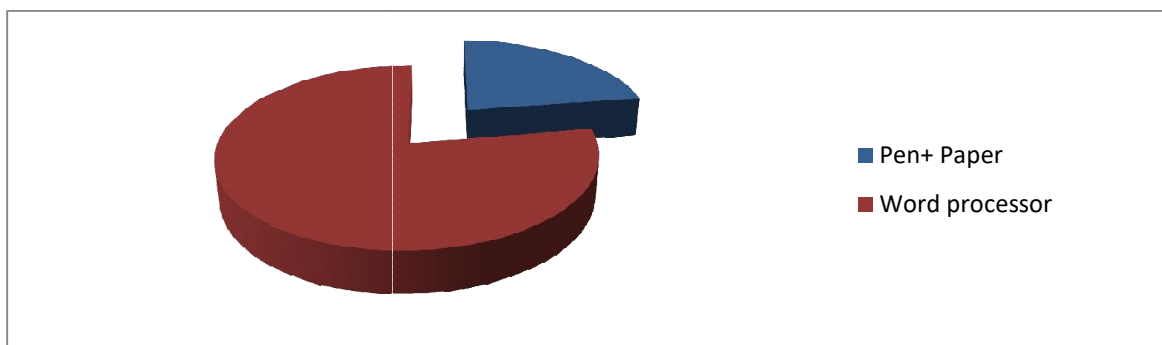
Figure 21

Students' attitude toward the word processor.
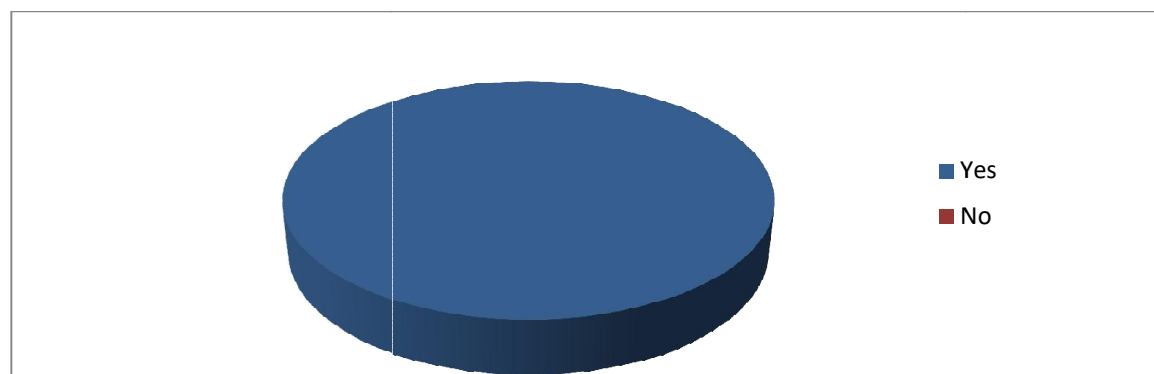
Figure 22

Word processor indication of errors.
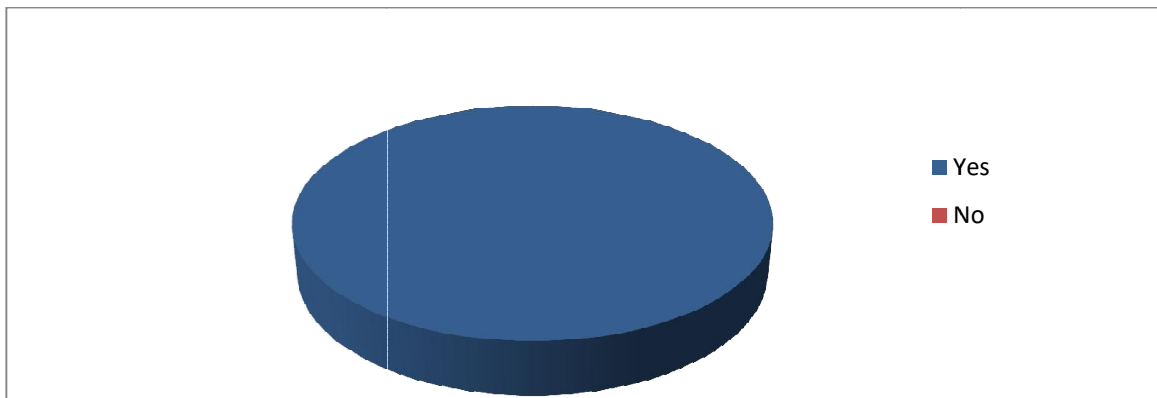
Figure 23

Students' reaction to the errors indicated by the word processor.
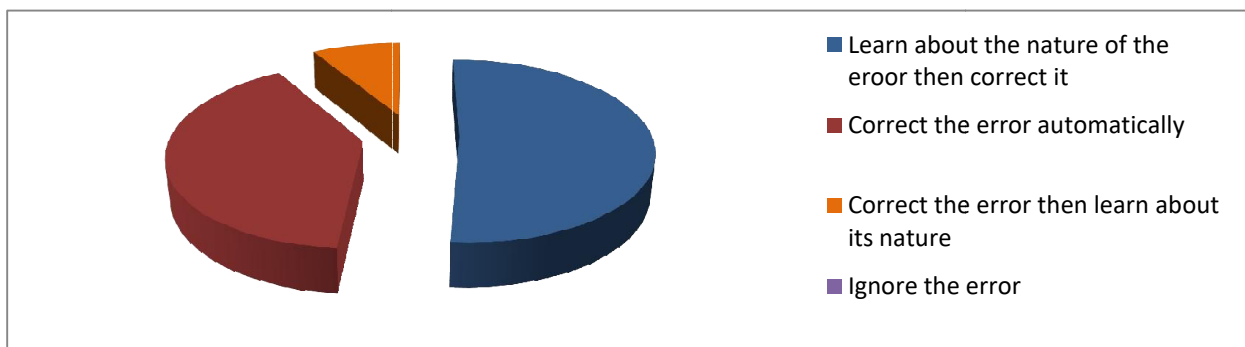
Figure 24

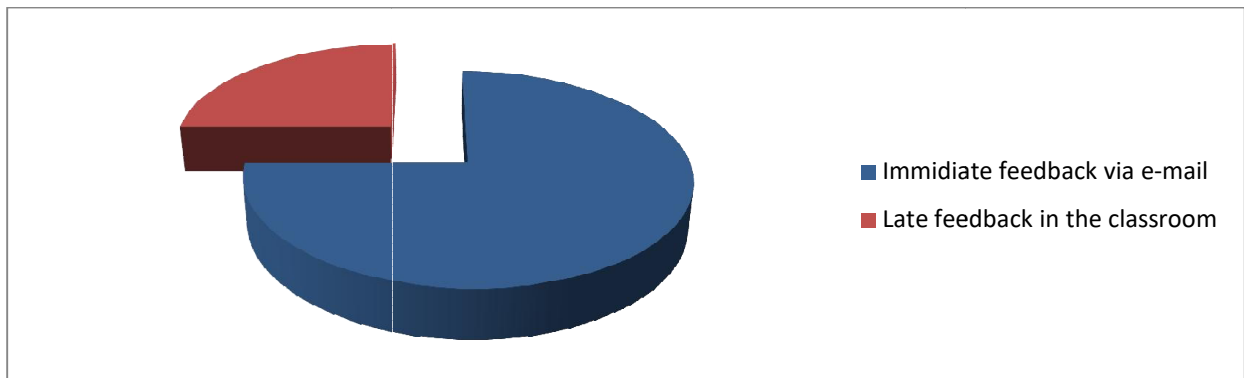*Students' use of e-mail.*
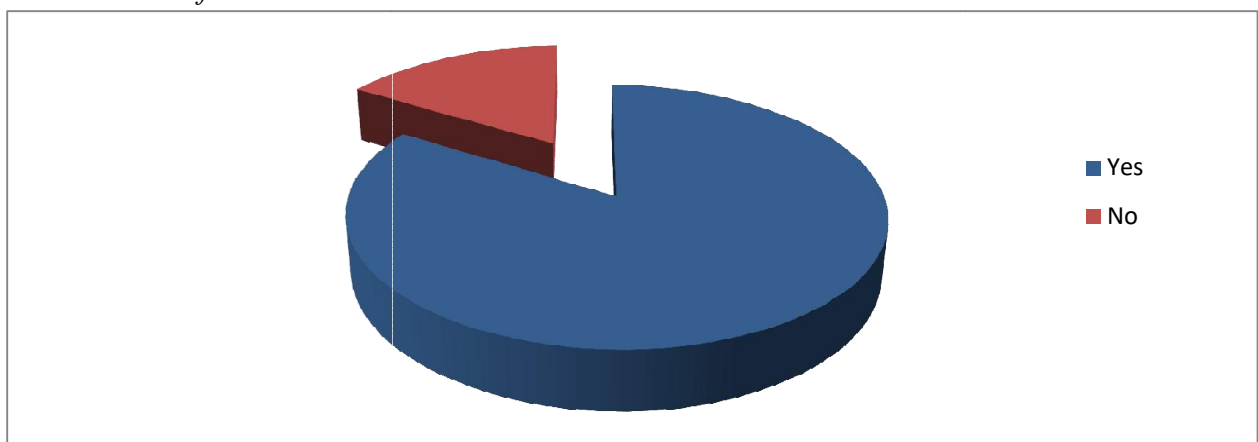
Figure 25

Students' preferable feedback.

Legend:
- Immidiate feedback via e-mail
- Late feedback in the classroom

Figure 26

Students' reception of e-mail from their teachers.

Legend:
- Yes
- No
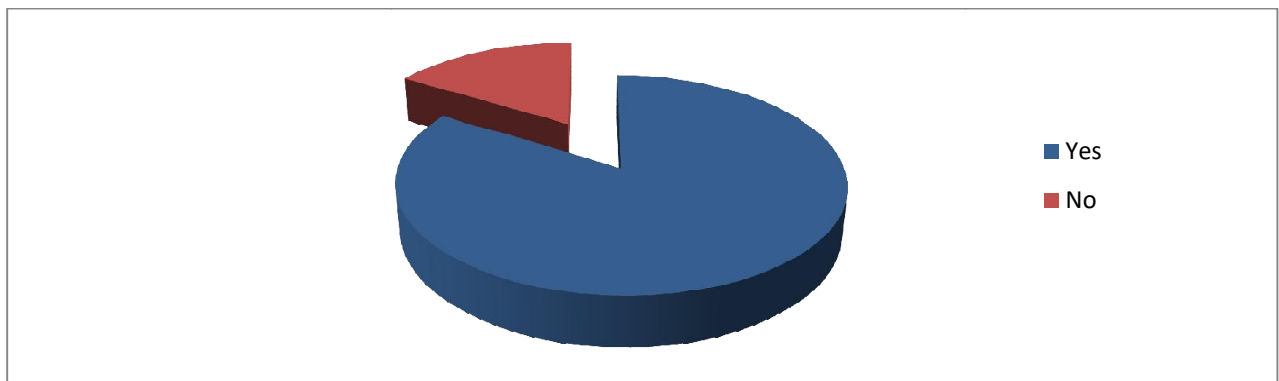
Figure 27

Teachers' most important element of academic writing.

Legend:
- A- Organization of idea
- B- Clarity of meaning
- C- Coherence of sentences
- D- Correct choise of words
- A+B+C
- All together
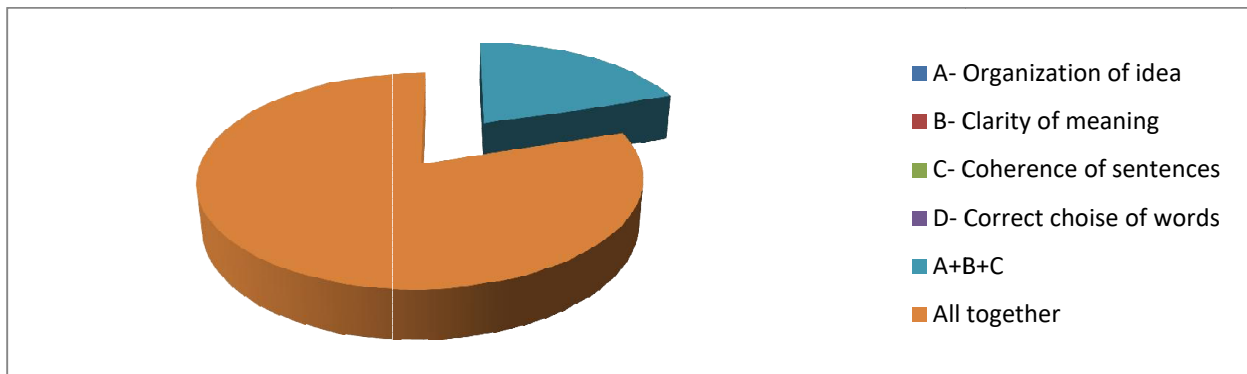
Figure 28

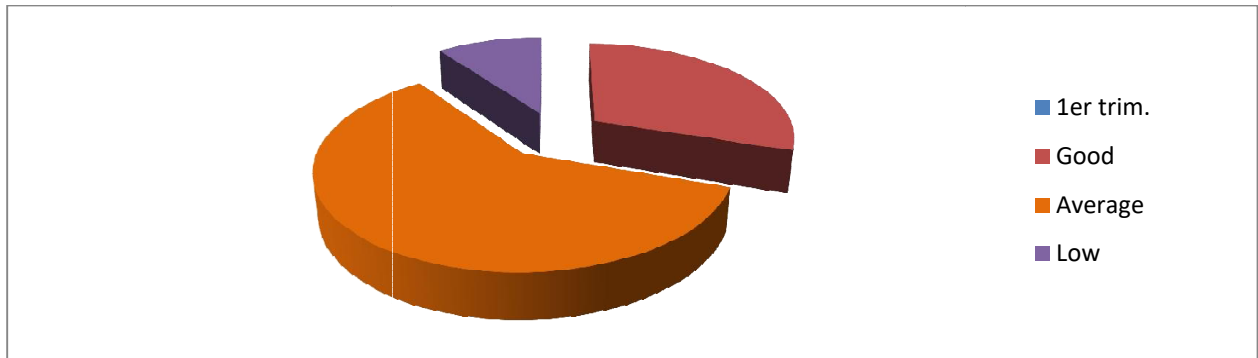*Teachers' perception towards their students' level.*

Figure 29

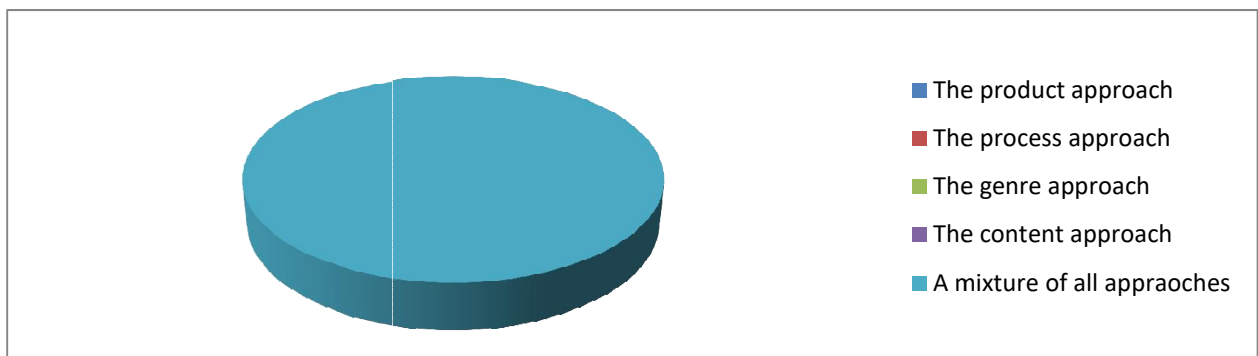*Teachers' use of approaches in teaching writing.*

Figure 30

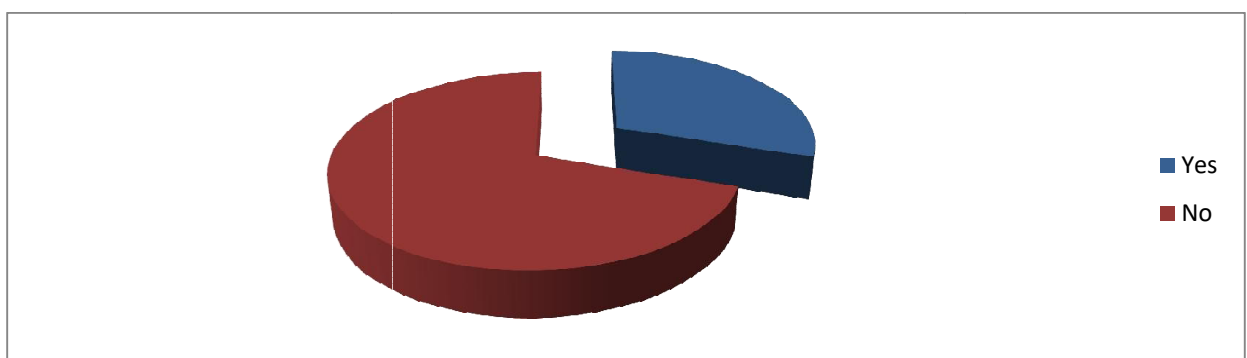*Teachers' view about the sufficiency of time allocated to written expression courses.*

Figure 31

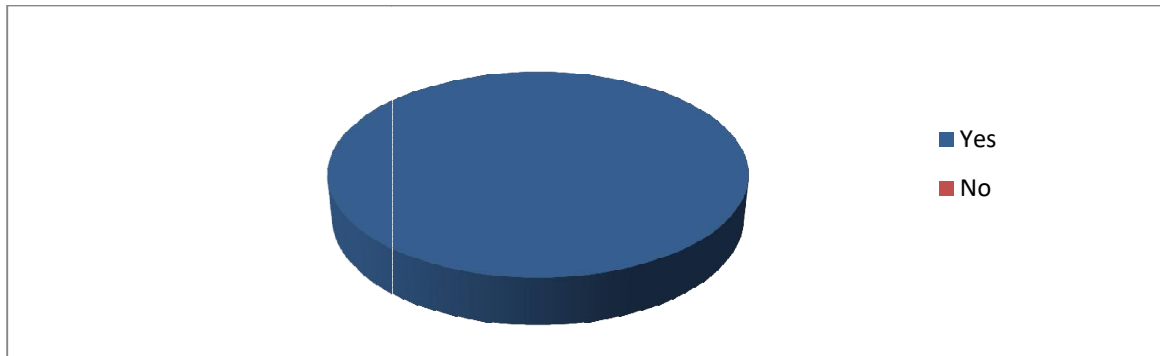*Teachers' perspective about learners facing difficulties in writing.*

Figure 32

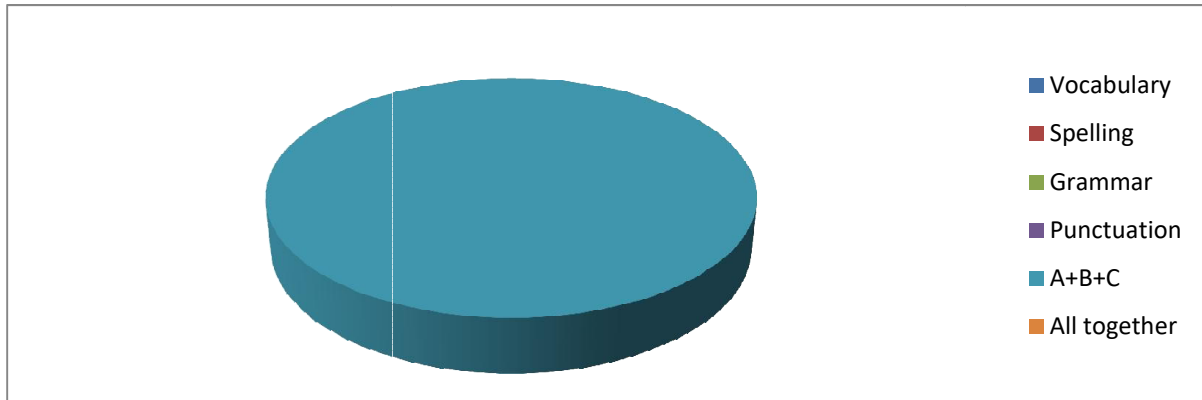*Teachers' perception about students' problems in writing.*

Figure 33

Teachers' views about the frequency of their students' writing mistakes.
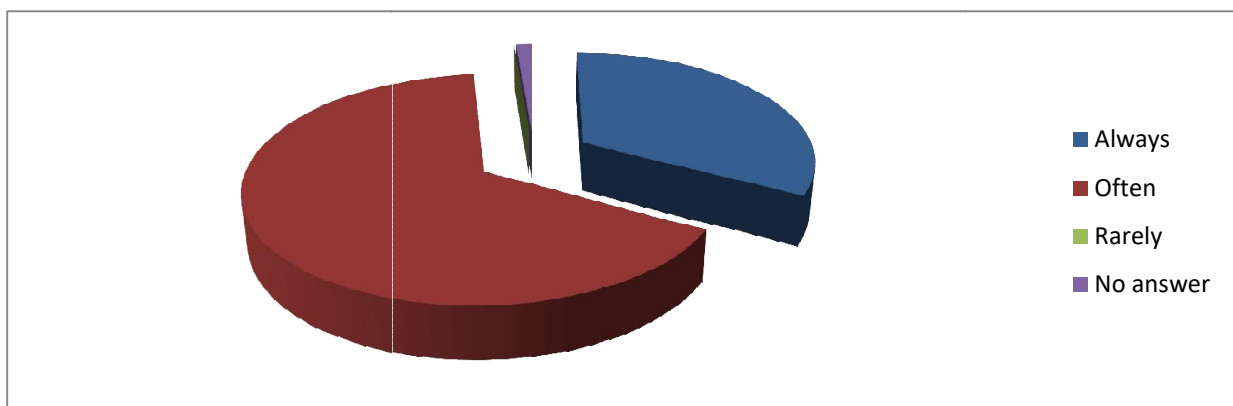
Figure 34

Teachers' view about the integration of ICTs in teaching and learning languages.
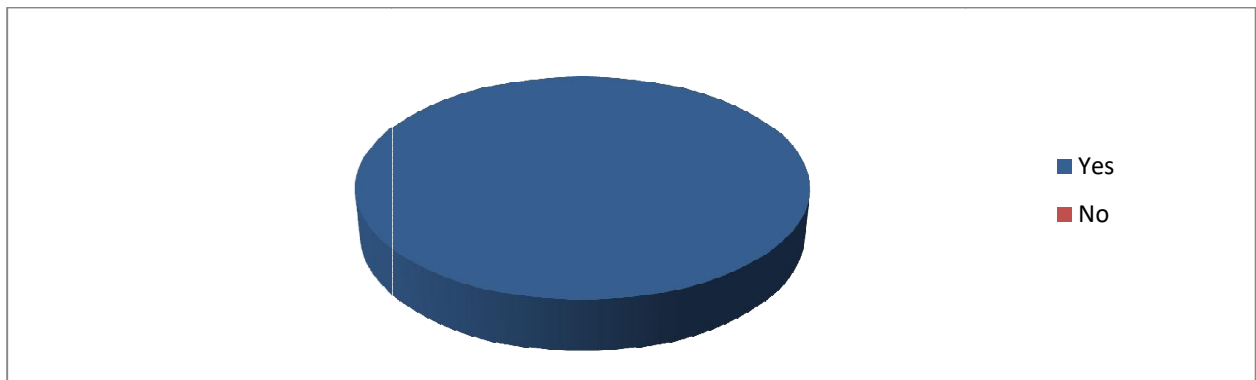
Figure 35

Teacher evaluation of the availability technological support at the university.
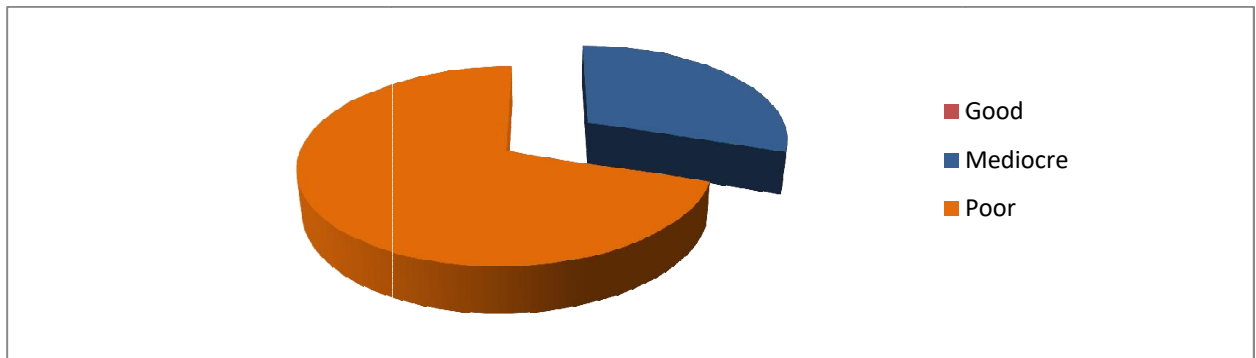
Figure 36

Teachers' attitude toward the use of internet as a source of information.

Figure 37

Teachers' opinion about the word processor in developing academic writing.
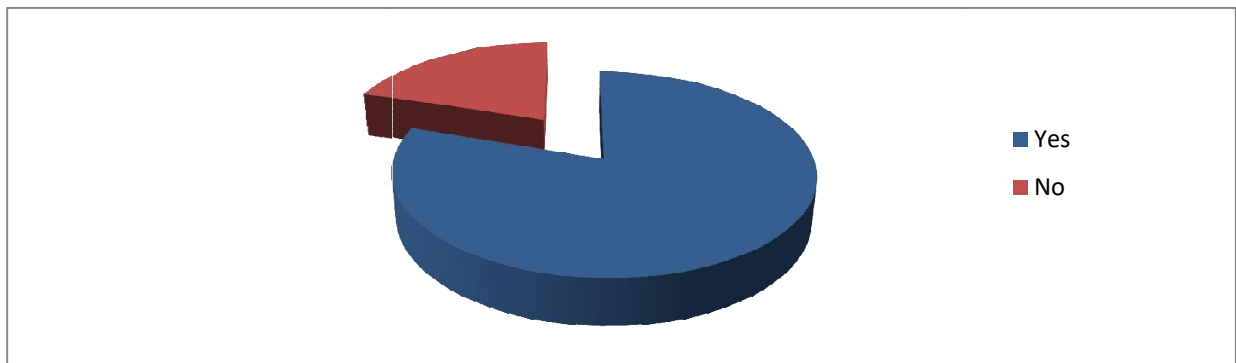
Figure 38

Teachers' opinion concerning hand writing vs. word processor.
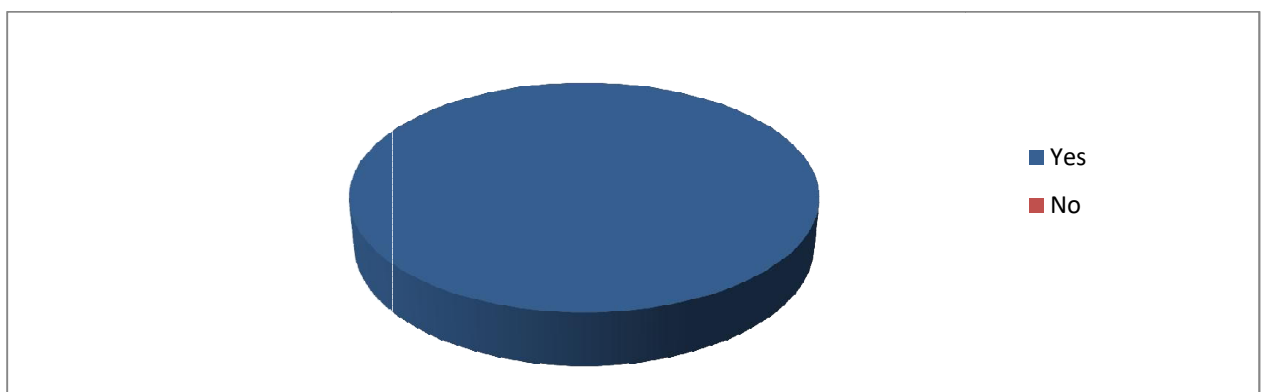
Figure 39

Teachers' impression about the auto correction.
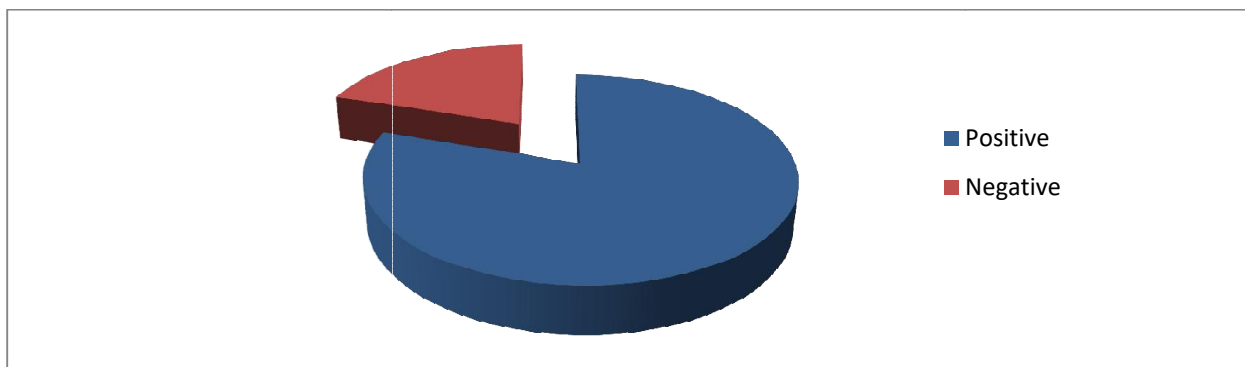
Figure 40

Teachers' use of e-mail to correct written compositions.
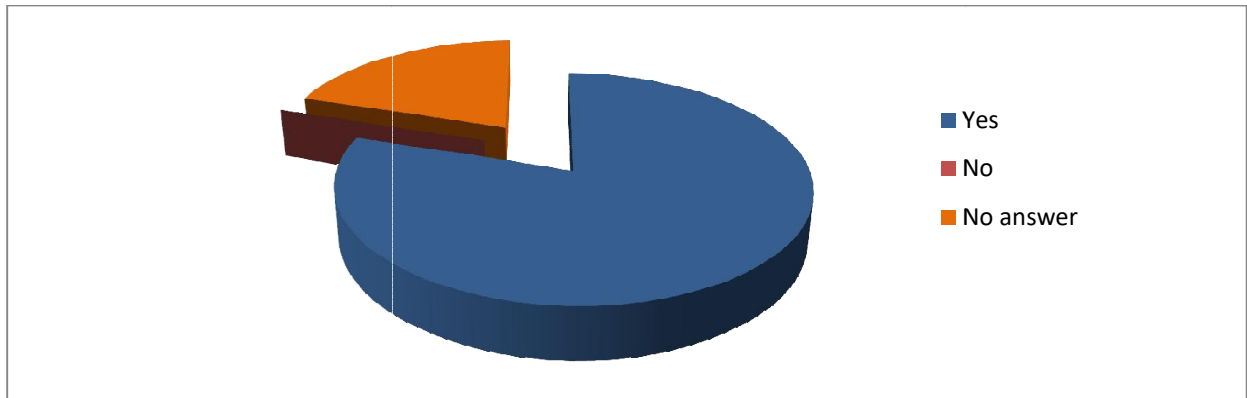
Figure 41

Students' response to teachers' comments via e-mail.

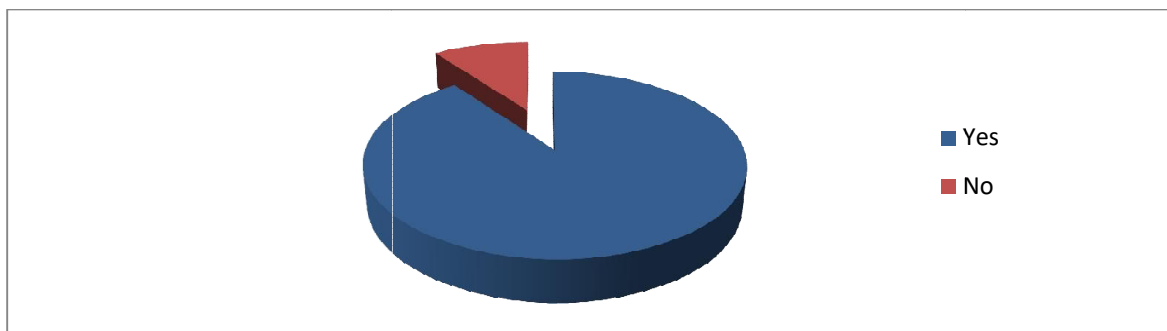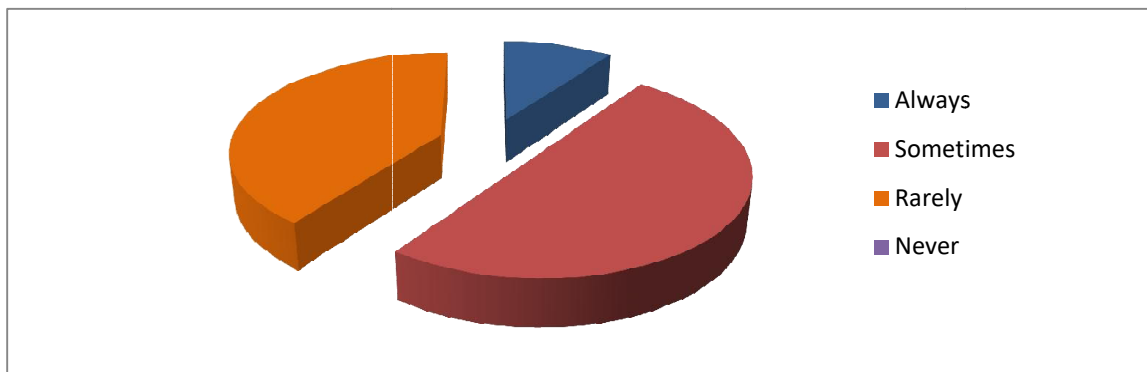**Appendix II**

Students' Questionnaire

Dear Participants

We are carrying out an investigation about the impact of ICTs, particularly: Internet, Word Process, and E-mail on learners' academic written achievements. You are kindly requested to fill in this questionnaire. Your collaboration is very important for the validity of the research, and we reassure you that your responses will be kept anonymous and used only for research purposes.

Please, indicate your response to the following questions by ticking (√) the corresponding box (es), and express your ideas, comments when necessary.

We thank you, in advance, for your consideration.

SECTION ONE: General Information.

1. Gender:

   a- Male. ☐

b- Female. ☐

2. Age: ……….. Years old.

3. Choice to study English:

   a- Optional. ☐

   b- Imposed. ☐

In both cases, please explain…………………………………………………………………….

…………………………………………………………………………………………………...

SECTION TWO: Academic Writing.

4. What does writing mean to you?

   a- An important skill that needs to be developed. ☐

   b- A tool of communication. ☐

   c- An activity that you do just for grades. ☐

5. How do you find the courses of writing expression?

   a- Very interesting. ☐

   b- Interesting. ☐

   c- Not really special. ☐

   d- Not interesting. ☐

6. How do you evaluate your level in writing?

   a- Excellent. ☐   b- Good. ☐   c- Average. ☐   d- Low. ☐

7. According to you, what are the most important elements of academic writing?

a- Organization of ideas. ☐

b- Clarity of meaning. ☐

c- Coherence of sentences. ☐

d- Correct choice of words. ☐

8. How often do you revise your assignment before the submission?

a- Always. ☐

b- Sometimes ☐

c- Rarely ☐

d- Never ☐

9. Does the revision help you improve the written assignment?

a- Yes. ☐

b- No. ☐

In both cases, please explain………………………………………………………………………….

……………………………………………………………………………………………………...

10. Do you face any difficulties when you write your academic assignments?

a- Yes. ☐

b- No. ☐

11. If your answer is yes, which ones of the following areas you face difficulties with?

a- Vocabulary. ☐

b- Spelling. ☐

c- Grammar. ☐

d- Punctuation. ☐

12. What do you think about the expression "Better readers, better writers".

a- Strongly agree. ☐

b- Agree. ☐

c- Disagree. ☐

d- Strongly disagree. ☐

SECTION THREE: The Impact of ICT on Developing Academic Writing

13. According to your personal experience, which ones of the following ICTs you used to

write your last year's training report/dissertation?

a- Internet as a source of information. ☐

b- Word Processor as an application for writing. ☐

c- E-mail as a mediator between teacher and learner. ☐

d- All together. ☐

14. Do you have access to internet at home?

a- Yes. ☐

b- No. ☐

15. How often do you use the internet to learn more about the topic you are supposed to

write about?

a- Always. ☐

b- Sometimes. ☐

a- Never. ☐

16. Which one is your preferable tool to write?

    a- Pen on paper. ☐

    b- The computer. ☐

17. Does the application 'word processor' helps you/ facilitates the writing task?

    a- Yes. ☐

    b- No. ☐

In both cases, please explain

……………………………………………………………………….

……………………………………………………………………………………………..………

………………………………………………………………………………………………………...

....

18. Does the word processor indicate your errors on the level of grammar, punctuation, and spelling?

    a- Yes. ☐

    b- No. ☐

19. How do you react when the word processor indicates errors in your writing?

    a- Learn about the nature of the mistake then correct it. ☐

    b- Correct it automatically by the word processor. ☐

    c- Ignore the mistake. ☐

20. Do you send your written assignment/ draft to your teacher/supervisor via E-mail?

    a- Yes. ☐

    b- No. ☐

21. Which one is your preferable feedback?

    a- Late feedback in the classroom.   □

    b- Immediate feedback via E-mail.   □

22. Do you receive e-mails from your teacher/ supervisors in return?

    a- Yes.   □

    b- No.   □

Thank you so much for you collaboration.

Teachers' Questionnaire

Dear teachers

We are carrying out an investigation about the impact of ICTs, particularly: Internet, Word Process, and E-mail on learners' academic written achievements. You are kindly requested to voluntarily fill in this questionnaire. Your collaboration and anticipation is very important for the validity of the research, and we reassure you that your responses will be kept anonymous and used only for research purposes.

Please, indicate your response to the following questions by ticking (√) the corresponding box (es), and express your ideas, comments when necessary.

We thank you, in advance, for your consideration.

SECTION ONE: General Information.

1. What is you qualification?

…………………………………………………………………………………………………...

2. For how long have you been teaching English at the university?

………. Years.

3. For how long have you been teaching writing expression course at the university?

……….. Years.

SECTION TWO: Academic Writing.

4. What is/are the most important element(s) of academic writing?

   a- Organization of ideas. ☐

   b- Clarity of meaning. ☐

   c- Coherence of sentences. ☐

   d- Successful choice of words. ☐

   e- All together. ☐

5. How do you evaluate your students' level in writing?

   a-

   b- Very good. ☐

   c- Good. ☐

   d- Average. ☐

   e- Low ☐

6. Which approach do you use in teaching writing?

   a- The product approach. ☐

   b- The process approach. ☐

   c- The genre approach. ☐

d- The content approach. ☐

e- A mixtures between all approaches ☐

7. Do you think that the time allocated to written expression courses is sufficient to cover the aspects required to develop the writing skill?

a- Yes. ☐

b- No. ☐

8. Do your students face any difficulties in writing inside the classroom?

a- Yes. ☐

b- No. ☐

9. If your answer is 'yes', which one(s) of the followings is/are the most difficult area for them?

a- Grammar. ☐

b- Spelling. ☐

c- Vocabulary. ☐

d- Punctuation. ☐

e- All together. ☐

10. How often do students commit errors related to the previous areas of difficulties?

a- Always ☐

b- Often ☐

c- Rarely ☐

SECTION THREE: The Impact of ICT on Developing Academic Writing

11. Do you support the integration of ICTs in teaching and learning languages?

   a- Yes. ☐

   b- No. ☐

In both cases, please state why:

…………………………………………………………………..

………...

……….......

....

12. How would you rate the availability of technological support at your university?

   c- Good. ☐

   d- Mediocre. ☐

   a- Poor. ☐

13. Do you encourage your students' use of internet as a source of information about their

   writing topics?

   a- Yes. ☐

   b- No. ☐

14. Do you think that the word processor helps students develop their academic writings?

   a- Yes ☐

   b- No ☐

15. Do you notice any changes between students' hand written assignments and those written by the word processor?

a- Yes. ☐

b- No. ☐

16. What do you think about the influence of the auto correction provided by the word processor?

a- Positive. ☐

b- Negative. ☐

In both cases, please explain………………………………………………………………………….

………………………………………………………………………………………………………...

17. Do you correct your students' written productions/drafts via e-mail?

a- Yes. ☐

b- No. ☐

18. How often do your students respond to your comments via e-mail?

a- Alway ☐

b- Sometimes ☐

c- Rarely ☐

d- Never ☐

19. Do you have any further suggestions or comments concerning the topic?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for your cooperation

Résumé

Ce travail vise à étudier les attitudes des enseignants et des apprenants vis-à-vis l'utilisation des TIC (Internet, traitement de texte et courrier électronique) dans le développement de compositions d'écriture académique. Il repose sur deux hypothèses: la première suppose que les enseignants et les étudiants puissent avoir des attitudes positives à l'égard de l'utilisation des technologies mentionnées précédemment; Alors que la seconde suppose que les étudiants se préoccupent uniquement de leurs marques et non du processus d'écriture par les TIC, ils ne connaîtraient pas leur importance. Par conséquent, la méthode quantitative descriptive est optée et exprimée par la distribution d'un questionnaire à 80 étudiants d'anglais sélectionnés au hasard et à 10 enseignants d'expression écrite au département d'anglais à l'Université 08 Mai 1945 - Guelma. Les résultats finaux montrent que les enseignants et les étudiants ont des attitudes positives à l'égard de l'utilisation et de la manipulation de ces technologies; puisque les nombreuses sources en ligne disponibles facilitent leur collecte d'informations sur les sujets d'écriture. En outre, l'application de la correction orthographique fournie par le traitement de texte aide à indiquer et à corriger automatiquement les erreurs commises par les étudiants alors qu'ils dactylographient leurs tâches d'écriture. En outre, le courrier électronique est considéré comme un canal de communication entre les enseignants et les étudiants, afin d'envoyer et de recevoir des commentaires sur les productions écrites. Dans l'ensemble, les résultats prouvent que ces technologies ensemble sont appréciées par les enseignants et les étudiants, ce qui confirme la première hypothèse et déconfire la seconde.

ملخص

يهدف هذا العمل إلى دراسة مواقف المعلمين والمعلمين من استخدام تكنولوجيا المعلومات و الاتصال (الإنترنت، ومعالج النصوص، والبريد الإلكتروني) في تطوير الكتابة الأكاديمية. وهو يقوم على فرضيتين: الأولى تفترض أن المعلمين والطلاب قد يكون لديهم مواقف إيجابية تجاه استخدام التكنولوجيات المذكورة سابقا؛ في حين يفترض الثاني أن الطلاب يهتمون فقط بعلاماتهم وليس بعملية الكتابة عن طريق تكنولوجيا المعلومات والاتصالات وبالتالي، فإنهم لا يعرفون أهميتها. لذلك، يتم اختيار الطريقة الوصفية الكمية وتعبر عن طريق توزيع استبيان على 80 طالبا من اللغة الإنجليزية المختارة عشوائيا، و 10 معلمين من التعبير المكتوب بمعهد اللغة الانجليزية في جامعة 08 ماي 1945 - قالمة. وتبين النتائج النهائية أن المعلمين والطلاب على حد سواء لديهم مواقف إيجابية تجاه استخدام هذه التكنولوجيات والتلاعب بها؛ فالكم الهائل من المصادر المتوفرة على شبكة الانترنت تسهل جمع المعلومات حول المواضيع الكتابية. كما ان خاصية التدقيق الاملائي المتاحة على معالج النصوص تساعد على تحديد اخطاء الطلبة و تصحيحها اليا. بالإضافة الى البريد الإلكتروني و الذي يعتبر قناة اتصال بين الاساتذة و الطلبة لإرسال و تلقي تقويم و ملاحظات حول اداءهم الكتابي؛. وبشكل عام، أثبتت النتائج أن هذه التقنيات مجتمعة يشيد بها كل من المعلمين والطلاب، والتي تؤكد الفرضية الأولى، وتنفي الثانية.

SUMMARY

This work aims at investigating teachers' and learners' attitudes towards the use of ICTs (internet, word processor and email) in developing academic writing Compositions. It is based on two hypotheses: the first assumes that teachers and students may have positive attitudes towards the use of the previously mentioned technologies; whereas the second presumes that students only care about their marks not the process of writing via ICTs hence, they will not know their significance. Therefore, the descriptive quantitative method is opted and expressed via the distribution of a questionnaire to 80 students of English randomly selected, and 10 teachers of written expression at the Department of English at the University 08 Mai 1945 - Guelma. The final results display that both teachers and students have positive attitudes towards the use and manipulation of such technologies; since, the numerous online sources available facilitate their collection of information about the writing topics. Moreover, the application of spell check provided by the word processor helps in indicating and automatically correcting errors committed by students as they type their writing tasks. In addition,e-mail is considered as a communication channel between teachers and students, in order to send and receive feedback about the written productions. All in all, the findings prove that these technologies together are praised by both teachers and students, which confirm the first hypothesis, and disconfirm the second one.

Keywords: ICTs, attitudes, writing skill, Internet, Word Processor, E-mail