

Enhancing EFL Students' Writing Skill through the Use of Paragraph Punch Software

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Abstract

This study seeks to investigate the effectiveness of the use of paragraph punch software which was first developed by Merit Evaluation Software in 2002 and used with kids from 5th to 10th grade in the U.S. It is a software that helps students in a step by step process to come up with a good piece of writing. It takes the student through all the writing process stages starting from the use of brainstorming techniques right to the final stage of publishing a very well written paragraph with first year LMD students at the department of English, Laghouat University, during the academic year 2017-2018. An experimental study was conducted with the students during the 2nd semester, April, 2018, and then followed by a survey questionnaire administered to students to provide answers concerning their experience of writing using the paragraph punch software. The findings revealed that almost the majority of the students were happy with its use mainly because their paragraphs were very well organized and look neat to the eye of the reader

compared with the way they were when they were writing in the traditional way through the pen and paper.

Key words: FL, Paragraph- Punch, CALL, Software

الملخص

تسعى هذه الدراسة إلى التحقق من فاعلية استخدام برنامج Paragraph Punch الذي قامت شركة Merit Evaluation Software سنة 2002 بتطويره، وتمت تجربته مع الأطفال من الصف الخامس إلى العاشر في الولايات المتحدة. هو عبارة عن برنامج يقوم بمساعدة الطلاب في عملية كتابة فقرة جيدة خطوة بخطوة، حيث أنه يأخذ الطالب عبر جميع مراحل عملية الكتابة بدءاً من استخدام أساليب العصف الذهني وصولاً إلى المرحلة النهائية من نشر فقرة مكتوبة بشكل جيد. وفي إطار العام الدراسي 2017-2018، أجريت دراسة تجريبية مع طلاب السنة الأولى في قسم اللغة الإنجليزية بجامعة الأغواط، خلال الموسم الدراسي الثاني أبريل 2018؛ تم فيها تحرير استبيان استقصائي قدم للطلاب لغرض الحصول على إجابات قوية حول تجربتهم في الكتابة باستخدام برنامج الفقرة. وكشفت النتائج أن أغلبية الطلاب تقريباً كانوا سعداء باستخدامه خاصة أن فقراتهم كانت منظمة بشكل جيد للغاية وبدأت بشكل أنيق وواضح لعين القارئ على عكس كيف تبدو عادة عند الكتابة بالطريقة التقليدية من خلال الورقة والقلم.

Introduction

Nowadays, the use of technology in education is becoming inescapable. Different technologies have already been integrated into the classroom. Computers, for instance, are a necessity. Over the last few decades, and due to the great developments in technology, computer-assisted language learning (CALL) has gained prominence in the educational field and has become an important part of



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

Statement of the Problem

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

However, and despite the fact that computers have already been integrated into the classroom, computers are not used most of the time. Based on my own observations, nearly most of the teachers did not ever try to use them in the development of any of the four skills. Students, when asked about the kind of activities they are doing in the laboratories, where each students is sitting in front

of a computer, replied “we never used them, we are not using them”. In fact, this proves that, still, there is a gap that needs to be filled. This study seeks to investigate through an experimental research any possible use of computers that would help in the teaching/learning of a FL in general, and the teaching/learning of writing skill in particular. As a matter of fact, previous research done in the area of teaching writing skill, has proved that writing has always been considered as the most difficult skill. Accordingly, this study tries to find out whether the use of some computer software may enhance students' writing skill.

Aims of the Study

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

Research Questions

1. In what way can the implementation of computer software be helpful in the foreign language classroom?
2. What features of writing would the use of specifically designed computer software programmes such as; paragraph punch, enhance in students' writing performance?
3. What effects does the use of computer-software have in students' writing skill?
4. Would the use of some computer software be helpful in making students autonomous writers?



Hypotheses

1. If teachers involve their students in any writing activities wherein computer-software are used, their students' writing performance would be more autonomous.
2. If students practice their writing skill through the use of some computer programmes, they would be made more aware of the writing conventions.

Literature Review

Definition of CALL

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

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



referring to the use of computers and/or technology as a tool in language learning/teaching environments. Among the terms which are very often used one can mention ; Computer-Assisted Language (CAL) ; Computer-Assisted Language Instruction (CALI) ; Computer-Mediated Communication (CMC) ; Intelligent Computer-Assisted Language Learning (ICALL) ; Computer-Enhanced Language Learning (CELL) ; Computer-Based Language Learning (CBLL), ...etc. Chapelle, (2001), who did not herself put the term CALL as the title of her new book though it is all about it, wrote :

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

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

Egbert, (2005), provided a good justification of why educators always find it hard to accept new changes in educational settings. She said that in the very beginning books were not welcomed and were even thought of as a threat or a big damage to the human memory which caused controversy. However, and as time passes by, people began to accept them and this is the same story with computers. Moreover, Bax, (2003), made the point much stronger by saying that CALL has not reached the normalization level where it is considered an essential part of the classroom setting. For that reason, Levey, (2005), believed that the term CALL



should be considered like an umbrella term encompassing the different uses of technology in language learning and teaching. Thus, Levy, (2005, p. 148) main reasons of saying so are “the distinctiveness and complexity of language as an object for learning, the de facto existence of a substantial, international group of individuals and established professional organizations that have continued to use the term for more than two decades”.

In this respect, the term computer-assisted language learning that came into favor in the early 1980's is mainly used to refer to the use of computers by learners in order to help them learn languages better. Accordingly, Gamper and Knapp, (2002, as cited in Andrew Laghos and Panayiotis Zaphiris, 2005, p. 331), defined CALL as “a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching”. In addition, Davies (2006, as cited in Margie Berns, 2010, p. 261) gave a more precise way of describing CALL when stating that “it is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element” (261). Levy (1997, p. 1) provided this definition of CALL: Computer Assisted Language Learning (CALL) may be defined as “the search for and study of application of the computer in language teaching and learning”. Elsewhere, Beatty, (2003) defined CALL as “any process in which a learner uses a computer and, as a result, improves his or her language” (p.7). Meanwhile, Egbert, (2005), gave another definition to CALL as “using computer to support language teaching and learning in some way. This definition applies to all languages, skill areas, and contents” (p.3). Thus, through the different definitions given above it becomes clear that the term CALL covers three important words; computers, language and learning. The next point to be addressed is CALL history.



Writing Process Software in Use

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

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

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



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

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

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



prewriting activities in order to help students with planning and generating ideas, a set of aids to ease the revision phase with style, and grammar.

Marcus, (1983, as cited in Montague, 1990, p. 53), stated that WANDAH prewriting aids that the students can use at any time he/she likes to use them can as well include many new and innovative ideas. Among these is “nutshelling”, which requires of the students to first summarize their purpose, audience, and the important ideas to then think about finding a good strategy to solve the writing problem. “invisible writing” is when asking the students to turn off the screen before even writing. In the reviewing and revising aids students can use three programs to revise mechanics, style, and organization of their papers. There is also a commenting aid for both instructors and students which gives the opportunity of reading each others work and make comments on it.

According to Melor Med. Yunus, et al, (2011, p. 82) Paragraph Punch which was first developed by Merit Evaluation Software in (2002), is a step-by step writing improvement software which assists students to build up their paragraph writing skill. It gives learners the chance of writing paragraphs in an organized manner. It helps them throughout all the writing process stages starting from brainstorming to publishing. In the beginning the students will choose a topic among the provided topics by the software and then through a series of question each of the students will enter one word as an answer to this question. The students are also provided with tips about how to write a topic sentence in case of difficulty. After the students have written their topic sentences, they will be asked to write more sentences out of the words that they provided as answers for the questions before. When the students have achieved a good number of sentences, then they have to make sure that their sentences are organized and here they can delete the ones they think are unnecessary. Transitive words are also provided at that stage so the students can make their sentences coherent. In order to conclude



their paragraphs, the software also provides some tips that student may follow. When all this is done new tips appear on the software such as "Add", "Edit", "Remove", and "Move" which the students can use for the sake of checking their first paragraph. By the very end, more options are given by the software to edit grammar, style, and sentence structure. When proofreading their paragraphs, the students will have the chance to check spelling. Finally, the paragraph is ready to be published and which the students may print, transfer it to a word processor, or simply save it on their computers. The students may review their paragraphs again if they will.

Methodology

This study seeks to investigate the effectiveness of paragraph punch software in enhancing EFL Students' writing skill. Hence, an experimental study was conducted with two group of 1st year LMD student at the department of English in Laghouat University. The students, who after being asked about their daily use of computers and the internet at large, showed a great level of acquaintance with all that is related to Information Computer Technology (ICT) either through the use of computers or their smart phones for that becomes a basic routine in their lives as they claimed that in the class.

Prior to the process of gathering the necessary data from our participant and as I was put in charge of teaching writing skill, I made sure of the program given by the administration and I as I noticed that there is a whole section devoted to teaching the basics and the conventions of the paragraph during the second semester, I tried to teach them all these basic concepts, starting from the topic sentence to the concluding sentence as well as the stages of the writing process that any student writer needs or should go through before coming up with a neat final product, in a very ordinary and traditional way and not mentioning anything at all



about the software so the I can make sure that the student have fully and effectively grasped the content.

When the stage of experimenting with students has come and after all has been said and done, now comes the time for the students to practice. The students then were asked to write a paragraph during class time and at home. However, what is different and unique about this study, is that unlike previously investigated studies is that both the control group and the experimental group were the same students. In other words, the same groups was taken as taken as the control group and the experimental group at the same time. In a much clear picture, the thing is that the same group of students were asked to write a paragraph one time about a bad or a good experience that they could have had in the past and one more time, and another paragraph about the topic of 'Holiday'. To clarify things, the choice of these two topic were based on the fact that the topics that the students will write on using the paragraph punch software are somehow close.

Accordingly, the students wrote paragraphs in and outside the classroom and I tried to make sure that it is their pure product and that they did not copy it. What was noticed about their paragraphs and since their level is still that of beginners and lack enough vocabulary and adequate baggage about the target language (English), is that their writing still is not satisfactory. Students still seem forget to indent their paragraphs or when asked to write only one paragraph they indent twice which makes it two and not one paragraph were the task at hand demanded only one paragraph. Awareness about punctuation and capitalization of proper names and each beginning of a new sentence were taken for granted by the students. In very brief words, and what one feels ought to say as a conclusion from this experience, ' writing paragraphs through the traditional way of a pen and a paper', is that students' writing performance was very frustrating for not all the taught content such as the brainstorming techniques, the drafting, revising, editing



and publishing stages were followed and used by the students even though these steps were clearly highlighted in the theoretical part besides the lack of organization, punctuation, capitalization and coherence in their paragraphs.

During the second week of April, the paragraph punch software was firstly introduced to the students. Enough explanation was given about the software, how it could be use, how helpful it could be for the students, and why they should try it for their writing, ...etc. However, and unlike what was supposed to be done with the students in class time, students were kindly asked to download this computer software themselves and, of course, this was not easy for everybody. Since we have Laboratories equipped with a good number of computers that we could have used, I was not able to conduct this study there for several reasons. Teachers were giving classes, the number of the students far exceeded the number of the available computers, and some computers were broken not to mention that it will take time to install the software.

To avoid all of this mess, I asked the students to try it home themselves either online or free download it and use it to write a paragraph about the free suggested topics. We also opt for the use of Facebook. We created a page for both groups, downloaded the software, and share it on both pages so that that it could be available for everybody. The students then could write a paragraph about topic one 'A trip to Hawaii with a friend that they could choose' or an imaginary paragraph about 'Aliens'. What is good about the software is that it takes the students a in step by step process following all the stages of the writing process, it provides some tips when they feel stuck, and more importantly, if there is something wrong with punctuation or capitalization, it gives a sign through a bip sound that there is something wrong that they need to check and does not tell what until the students find it themselves.



After having all the students write paragraphs through the traditional way or using the software, a questionnaire made up of 14 questions was then handed in to the students which seeks to find solid answers about this experience. The questions were of different types, yes, no, multiple choice, and open questions. The questionnaire was also read and explained in the very last session of the experiment.

Findings and Discussion

The findings of this study revealed very valuable results with regard to the use of Paragraph Punch software in teaching/learning writing skill to EFL students at the department of English, Laghouat University. As a teacher in charge of teaching writing module, I have witnessed some difficulties when it comes to ask the students to write. Yet, and despite the fact of having previous background about the students' performance in writing, the very first question in the questionnaire was put to know about which of the four skills students find most difficult. In this respect, a percentage of about (51.51%) answered that it is the writing skill. A number of 6 students, however, (27.27%) opted for the option of speaking as a difficult skill, 1 student (03.03%) ticked reading skill, and for 6 other students, it was listening skill (18.18%).

Questions: 2, 3, and 4, were put mainly to know about students' opinions after they have had an experience with Paragraph Punch software. Accordingly Q2 seeks to find out whether the students have really used and gave honest answers about the software since they were asked to write paragraphs at home through the use of Paragraph Punch. Almost all of the students have tried it (93.93%) and only 2 students did not try it (6.06%). Those students who ticked for the 'Yes' option gave further justifications saying that they were so curious and wanted to discover what this software is all about and that they felt it may assist, develop, and improve their writing product. They also found it easy to be used. Whereas the rest



2 students gave comments like they cannot do it. Meanwhile, Q3 brought students to a deeper point as to honestly answer what they thought of their writing skill prior to the use of Paragraph Punch software. A number of 14 students (42.42%) answered that it is fair, 9 (27.27%) answered that it is poor, for the other 7 (21.21%) students, it is good, and the remaining 3 (9.09%) students, it is very good. As to know what aspects did the use of Paragraph Punch help the students with, Q4 was asked for this ultimate purpose. The answers for this question varied according to the students' levels for each of the students seems to be fighting with some aspects that the other student may find quite easy. Hence, about 40 percent (39.39%) claimed that the software helped them with punctuation rules. (24.24%) reported that it is organization. Similarly, 8 students (24.24%) felt that it helped them with coherence. Yet, 3 (9.09%) students said that the software helped them with spelling mistakes and only 1 (3.03%) student stated that it helped him/her with capitalization.

As long as it has been required of us, teachers of writing module, to help the students to write good paragraphs and to raise their awareness about the fact that writing is a whole process and that it takes one through a series of steps before they could even be able to come up with the very final product, the next three questions, Q5, Q6, Q7, and Q8, seek to check on students' previous knowledge and also find answers about the importance of writing process stages from the part of the students. Q5, for instance, sought to discover whether the students know and/or still remember the most important stages they need to go through in order to write good pieces of writing. It seemed that (54.54%) students do not pay attention to the writing process stages when writing and only (45.45%) care about that. Additionally, Q6 more specifically highlighted the point that the use of the software could help the students write good topic, supporting, concluding sentences. Indeed, a number of about (60.60%) stated that Paragraph Punch does help them with the three above mentioned elements. However, (21.21%) claimed



that it helped them with how to write good topic sentences, (12.12%) answered that it helped with writing good supporting sentences, and finally, (6.09%) stated that it helped with writing good concluding sentences. More importantly, through Q7, the students were required to answer whether or not the use of the software really helped them pay more attention to the writing process stages once writing paragraphs. A good number of students 31 students (93.93%) answered with 'yes' and only 2 students answered with 'no' (6.6%). One of students among those who answered with 'yes' he/she justified his/her answer saying that *"the software provides organized order to follow"*. *"It is the first time I use such a software to write my paragraphs"* said one of the students who answered with 'No'.

Through asking the students Q8, we aimed at finding out the difference between the type of paragraphs students wrote in the traditional way through the pen and paper procedure and the ones they wrote through the use of Paragraph Punch software. The data obtained revealed that (54.54%) of the students felt that the software enables them to write well developed paragraphs. Similarly, (36.36%) out of the total number of the students pointed out that when they use Paragraph Punch, their paragraphs tend to be more structured. However, only 2 students (6.06%) and 1 (3.03%) student claimed that their paragraphs lack coherence and organization which is not true because the software first objective helps the students to achieve coherence may be because he/she did not know how to use the software.

Furthermore, Q9, Q10, Q11, sought to find general views about the use of such software to develop students' writing performance. In this perspective, Q9 aimed at knowing if ever the students faced any difficulties while writing on the software. Since good instruction was given to the students during class time and enough explanations and clarifications about how to use Paragraph Punch right from the very first step of the writing process, i.e., brainstorming, drafting, editing,



revising, and all along to reach the very last step that of publishing, almost the majority of the students seemed not to face any difficulties, (75.75%) and only (24.24%) did. Those who did face difficulties further explained that it is because they did not read very well the instruction provided by the software. For the sake of knowing if the students liked the use of this software or they much more preferred the traditional way through pen and paper, Q10 was asked. Here again, the number of the students who are with, (72.72%) far exceeds those who are against (27.27%), a good indicator for the success of Paragraph Punch software. The last question, Q10, was specifically designed to discover if the students really found the software helpful or not. Accordingly, the results indicated that (60.60%) found it very helpful, a percentage of (12.12%) claimed that it is quite helpful, whereas 9 students (27.27%) stated that it is helpful, and none of the students (00%) thought that it is not helpful at all.

Last but not least, the final section in the questionnaire, Q12, Q13, and Q14, was put for the aim of checking if the students are willing to use the software in the future and whether or not they recommend other students to use in order to enhance their writing skill as well. Q14, however, gave students more freedom so that they can add any free comments they like about their first experience, writing through the use of computer software. The results showed that there is a relatively high percentage of students (78.78%) who stated that they are willing to use this software and any other available software to improve their writing skill. Those students provided comments such as, *'I really found it very helpful'*, *'It taught me a lot about writing skill'*, *'I enjoyed writing while using Paragraph Punch'*, *'I felt like I am very creative'*. Nevertheless, the rest of the students 7 (21.21%), declared that they are not. Their answers were justified with comments like *'I am not used to writing through the use if computers or any software'*, *'I was difficult for me to use it'*, *'It was hard for me to follow the instructions'*. A good explanation to this is that it is only a matter of time and if these students practice



more, their writing will be much better and they will change their attitude about using Paragraph Punch for their writing skill.

Conclusion

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



students in case they all have their own personal computers to practice at home beyond class hours in order to develop their writing performance.

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