Teaching Language Skills in the Age of Advanced Technologies

تدريس المهارات اللغوية في عصر التقنيات المتقدمة

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Abstract:

Recent advancements in teaching foreign languages have created multiple chances for teaching English as a foreign language (FL). Therefore, it is essential to examine how these changes might be applied in language instruction. This study aims to examine the use of computer technology in foreign language classrooms. An experimental study was done with 68 second-year LMD students at the Department of English, Laghouat University. The study's results indicate that most students prefer using computer technology for writing as it results in well-organized and visually appealing written work compared to traditional pen and paper methods.

Keywords: computer technology; teaching English; writing skill; foreign language classrooms.

الملخص

تدريس اللغة الإنجليزية كلغة أجنبية. ولذلك، فمن الضروري دراسة كيفية تطبيق هذه التغييرات في تعليم اللغة. تهدف هذه الدراسة إلى فحص مدى استخدام تكنولوجيا الكمبيوتر في فصول اللغة الأجنبية. أجريت دراسة تجريبية على 68 طالبا من طلاب السنة الثانية LMD قسم اللغة الإنجليزية جامعة الأغواط. تشير نتائج الدراسة إلى أن معظم الطلاب يفضلون استخدام تكنولوجيا الكمبيوتر في الكتابة لأنها تؤدي إلى عمل مكتوب جيد التنظيم وجذاب بصريًا مقارنة بأساليب القلم والورق التقليدية.

الكلمات المفتاحية: تكنولوجيا الحاسوب؛ تدريس اللغة الإنجليزية؛ مهارة الكتابة؛ فصول اللغة الأجنبية.

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Introduction

European universities have incorporated computers into foreign language instruction to provide a more engaging and stimulating learning environment in response to technology advancements in education during recent decades. Computers may greatly enhance how teachers teach language skills more efficiently, especially since most students now regularly use computers and other technical devices like smart phones.

Computers have been brought into the classroom but are not utilised frequently. Most professors appear hesitant to incorporate them into their instruction. Computers are present in FL classrooms, but are infrequently utilised despite several studies showing their potential to improve language teaching and EFL student performance. When questioned about the activities being conducted in the computer laboratories, students stated that they have never used the computers and are currently not using them. This demonstrates that there is still an existing gap that requires attention.

1.Research questions

The research questions were formulated as follows:

1.How may incorporating computer technology benefit the foreign language classroom?

2.How will computer technology improve students' writing performance?

2. Hypotheses

n response to the issues made concerning the current topic, two main ideas were proposed:

1.When teachers engage students in writing exercises that include computer technology, it enhances their writing performance.

2.Students who practice writing using computer technology will become more aware of writing conventions.

3. Study objectives

Teachers nowadays must adapt to the evolving landscape of education. The FL classroom has undergone significant changes. Visual aids and computers are accessible tools that teachers must incorporate successfully into the classroom to enhance teaching and alleviate student boredom. The new generation of learners has established the standard for the ideal classroom environment. Teachers must learn to use these technologies, as failure to do so will result in a complete breakdown of the educational process. It is imperative that a shift in teaching and learning occurs. Recent studies have demonstrated noteworthy findings regarding the use and incorporation of technology in educational settings. This study aims to examine the efficacy of utilising computer technology to improve the writing skills of EFL students.

4. Review of Literature

4.1 Software Tools for Improving Language Proficiency

Recognising the important role of computers in education, teachers and instructors are considering effective methods to incorporate them into foreign language lessons. Computer-assisted language learning (CALL) has become a new discipline within the realm of language education. CALL is interdisciplinary. Due to the collaboration of fields including Language Learning, Computer Science, Psychology, Artificial Intelligence, Instructional Technology and Design, and Computational Linguistics, this topic is commonly seen as interdisciplinary (Levy, 1997).

Implementing CALL programmes and software in language schools can assist students acquire the four language skills (writing, reading, listening, and speaking), enhance their vocabulary, and improve their pronunciation. Students can utilise several resources to improve their language proficiency. Nunan (1999) suggests that computers offer interactive visual media with a distinct instructional capacity for subjects involving social scenarios or problem-solving, such interpersonal communication, foreign language, or second language acquisition (p.26). Word Processing (WP) has been and continues to be largely considered the most often used programme in education.

Warschauer (1996) categorised CALL into seven broad sorts of activity. One of the most crucial aspects is writing. Fotos and Browne (2004) highlighted that this involves word processing, text analysis, and desktop publishing, typically integrated with communication via a LAN. The second type of CALL pertains to communication. One method to accomplish this is through email exchange, when students send emails to each other. Teachers and students can also engage in CALL activities including multimedia, such as courseware available on CD-ROM or online, to focus on studying certain language skills like grammar or pronunciation (Fotos and Charles M. Browne, 2004, p. 9). Another typical CALL activity involves using the Internet for tasks like conducting web searches to get new information and create personal websites (Fotos and Browne, 2004, p. 9-10).

Kroll (2003, p. 288) emphasised that ESL teachers should not overlook technological advancements in education and should integrate them into their teaching to stay relevant to their students. She stated that teachers should include computers into their teaching practices. She aimed to increase ESL instructors' understanding of utilising computers for writing instruction by examining key topics such as word processing, networking, hypermedia, and using the Internet for research. Thus, she believes that a fundamental writing instrument that can be utilised is the word processor. Typically, word processors incorporate both spellcheckers and grammar checkers. Many consider the word processor a valuable tool for simplifying the tasks of writing, editing, and creating polished documents.

ESL teachers can work with their students in a networked environment where computers can be used significantly in instruction. They can utilise a local area network (LAN or intranet) in a computer lab or a wide area network (WAN) like the Internet or World Wide Web to enable their students to engage with others and enhance their writing skills (Barbara Kroll, 2003, p. 294). While utilising a computer, students can engage in innovative activities such as providing online feedback on their

peers' work or participating in 'team editing'. They are able to exchange email 'letters' or other types of messaging with each other. Warschauer (1997, as reported in B. Kroll, 2003, p. 295-296) emphasised that when students' computers are connected in a network, the opportunities for cooperation and interactive participation are enhanced.
Kroll (2003) emphasised that Hypertext and Hypermedia are significant developments for writers as they provide the opportunity to create hypertext, a computer tool for constructing "layered text." Bernhardt (1993) stated that a text can include other texts, similar to Chinese boxes, with large texts existing within little fragments (as cited in Kroll, 2003). Hypertext provides enhanced potential for creating new structures with layering and flexibility through a combination of hierarchical subordination and lateral connections between any points.

By utilising hypertext, writers can construct a "Mosaic of information" (Marcus, 1993, as cited in Kroll, 2003, p. 300). These consist of information chunks organised on computer "pages". Texts can be in various forms such as textual, visual, aural, or a combination of these, and can be linked through technological connections on a webpage. Student writers can utilise these tools to develop their own strategies for navigating information across different sections of the screen (Kroll, 2003, p. 300).
Students can access a wide range of online resources on the Internet and World Wide Web to aid and support them in their writing process. Students can access periodicals, library catalogues, thematic databases, search services, and other materials related to the English language through these two types of resources (Kroll, 2003, p. 302).

Overall, the effectiveness and benefits of using computers for both teachers and students are undeniable, even though some teachers may be hesitant to incorporate them into their classes. Teachers should actively engage and utilise it for the advantage of all. Kroll (2003) emphasised that ESL teachers must actively engage with the ongoing advances that are significantly transforming literacy, language, and communication.

Beatty (2003) categorised CALL applications into six kinds that are present in all CALL labs. One method involves utilising a word processor. She said that Microsoft Word© is a popular word processing programme used by instructors and students to generate learning materials include tables, text, and basic websites. Furthermore, utilising games for educational objectives to enhance learners' understanding of the material in a learning setting where learning occurs as a secondary aspect to play is emphasised. When teaching literature in a computer lab, teachers can provide students with a variety of literature from many fields. She also discussed corpus linguistics as a form of computer-assisted language learning (CALL) application.

5. Methodology

5.1 Population and Sample

The study population comprised four groups of 2nd LMD students at Ammar Thelidji University in the English department during the academic year 2022-2023. Each group comprised approximately 34 to 36 students. The overall population

consisted of 139 students. Due to the difficulty of conducting the study with a large sample size, only two groups were randomly chosen to take part in the research. Both the control group and the experimental group comprised 34 students each, totaling 68 students.

5.2 Pre-test

5.2.1 Test Description

An essential element in this study involved administering a pre-test to evaluate the students' writing performance and identify potential challenges to address during the experimental phase. To achieve this goal, a written test was verbally given to the students. The students were instructed to compose a paragraph on the theme of "going on Holidays," ensuring they include all essential components such as the main sentence and ending phrase. The primary goal of this activity was to assess the students' outcomes before and after the trial. The exam would enable precise and valid control of the factors being studied, such as the topic sentence, supporting sentences, conclusion sentence, spelling, organisation, and mechanics of writing in paragraph composition. Therefore, the students were instructed to compose a paragraph detailing each step of the writing process, from brainstorming to publishing. They were then instructed to identify and rectify each other's mistakes or blunders in pairs.

5.2.2 Administering the Pre-Test

The study was conducted at Ammar Thelidji University, Department of English, in the academic year 2022-2023. This research focused on two cohorts of second-year LMD students. Before doing the experiment with the students, a conventional writing lesson was prepared. The kids were tasked with composing a paragraph on the subject of 'going on holidays'. The test, presented as an activity, was evenly distributed among two groups: the control group and the experimental group. The students were orally reminded of the fundamental principles of paragraph writing covered in earlier academic sessions. The groups received identical instructions, accounting for both the time spent on explanation and the time allocated for completing the assignment. After ensuring clarity, the students were instructed to complete the exercise independently before collaborating in pairs to review and correct each other's work.

I observed the students as they wrote during the various stages of the writing process. This pre-test was conducted to assess the students'' ability to articulate their views in writing paragraphs. The students struggled significantly with various aspects of writing, including composing the topic phrase, supporting sentences, conclusion sentence, organisation, spelling, and mechanics.

After giving the students time to complete a task, they were instructed to randomly select a classmate's work and write it on the board. The classmates then worked together to identify and correct mistakes in the paragraph, focusing on specific aspects mentioned earlier. I supervised the process and offered assistance as needed. I intended to assist students in structuring their writing ideas clearly and cohesively to

create a well-crafted paragraph. I provided comments while emphasising the fundamental elements and steps of the writing process.

5.2.3 Rating the students' performance in section

We decided to create the following rubric to assess students' written work. The criteria for grading students' work are clearly defined based on their performance in various aspects such as topic sentences, supporting sentences, concluding sentences, spelling, organisation, and mechanics. Each aspect is assigned a numerical value indicating the quality of the work.

5. 3 Procedure for Treatment

Considering the experiment in this study, it is important to note that both the experimental and control groups attended 1 hour and 20-minute lessons for each session for a period of 7 weeks. Furthermore, the teachings provided to the students were tailored to align with the prescribed programme. Therefore, the instructions and all other material linked to the subject for the written expression lessons in the second semester of the academic year 2022-2023 were closely aligned with what the students were expected to learn and practice.

5.3.1 The Control Group

At this point in the study, students in the control group received standard written expression classes in the typical manner. Theoretical sessions were conducted immediately after the first semester exams, following the scheduled curriculum outlined by the administrative staff, starting in the final week of January. Following three weeks of instruction on paragraph composition, the students were subsequently tasked with applying the concepts they had learned. Students were occasionally allowed to choose their own topics, but at other times they were allocated certain topics. Students independently complete the activity and then collaborate in pairs to evaluate and enhance their paragraphs.

Lessons were often structured in the following manner:
The teacher began the lesson by conducting a warm-up activity with the students, reviewing the fundamental topics discussed in the theoretical part through questioning.
• Students were introduced to a novel exercise on a different subject to complete.
• Once the students complete their work independently, they collaborate in pairs to enhance their writing.
• The teacher, with the assistance of the students, selected a paragraph written by a classmate and collaborated to improve and refine it. The teacher consistently served as a mentor and facilitator, offering assistance whenever pupils encountered difficulties.

5. 3.2 Description of the Treatment Material for the Experimental Group

This study aims to enhance students' writing skills by utilising computer technology in a classroom action research. The goal is to help students excel in expressing their ideas and grasp the fundamental principles of writing in an engaging manner. The students in the experimental group were given the identical task as the control group. The students were instructed to utilise computers with internet access for their writing tasks, which was the sole variation.

5.3.3 Descriptive statistics of the control group's results in the pre-test are presented in section

The pre-test findings of the control group were revealed in the results.
The students were required to develop clear and engaging subject sentences that incorporate the main topic and governing concepts to captivate the reader's attention. The topic sentence is intriguing and unique. Possesses a distinct central concept. Concise objective. Based on the students' performance, the control groups obtained a low score of 1.22 out of 3. It is a positive indication that many students continue to face challenges when it comes to composing topic sentences.

The paragraph has an adequate number of supporting and detail sentences that are relevant to the topic sentence. Incorporating examples from real-life contexts into supporting sentences is essential at this paragraph level as they enhance reader appreciation. Students should not overlook the importance of using transitions to flow seamlessly between ideas. The control group obtained a total score of 1.58 out of 4 in this regard.

• Conclusion: An essential element of a paragraph is the final sentence. Constructing a thorough and engaging ending enhances the topic phrase by restating the main concept. The paragraph concludes with a concluding sentence that offers a suggestion, counsel, or opinion, restating the main concept in a compelling manner to engage and resonate with the reader. The control group scored 1.27 out of 3.

• Spelling: The student must avoid making any spelling errors. Flawless spelling is a strong indicator of a student's mastery of the language and understanding of its structure, which is highly valued by educators. The control group received a score of 1.66 out of 2.

• Organisation is a crucial component of writing. Students rarely manage the careful and logical flow of supporting examples, together with mature transitions between ideas as they move from one notion to the next. Many EFL students experience difficulty in structuring their thoughts when writing. The control group obtained a poor mean score of 1.54 out of 4.

Students must use consistent standard English, adhere to standard paragraph structure, and avoid errors in capitalization and punctuation in the Mechanics element. The control group's pupils obtained a low score of 1.72 out of 4. Overall, the control group's students scored an average of 8.97 out of 20 in the pre-test.

5.3.4. Descriptive statistics for the experimental group's pre-test results

The statistics showed that the experimental group scored 1.11 out of 3 for the first aspect. Additionally, the experimental group achieved a score of 1.48 out of 4 for the second aspect. The pre-test results of the experimental group showed a score of 1.16 for the third aspect. The fourth feature of paragraph writing received a score of 1.64 out of 2 based on the criteria designed to assess the students' performance. The students obtained a score of 1.39 out of 4 for the fifth aspect and 1.66 out of 4 for the final aspect of the evaluation criteria. The pre-test results showed that the experimental group had an overall mean score of 8.44 out of 20.

5.3.5 Comparison of results between control and experimental groups in the pre-test.

The comparison of the Control Group and Experimental Group's overall performance in the Pre-Test did not show any significant difference. The control group had a mean score of 1.22 with a standard deviation of 0.487, while the experimental group had a mean score of 1.11 with a standard deviation of 0.322. The control group had mean values of 1.58 and 0.691, whereas the experimental group had mean values of 1.48 and 0.492, along with their respective standard deviations. Throughout the text, the mean and standard deviation are discussed as two important measurements. The control group scored 1.27 with a standard deviation of 0.472, whereas the experimental group scored 1.16 with a standard deviation of 0.397 for the third feature. For the fourth element, the scores for the previous groups were 1.66/0.465 and 1.64/0.477, respectively. The sixth aspect yielded results of 1.54/0.475 for the control group and 1.39/0.539 for the experimental group. The final aspect yielded a value of 1.72/0.632 in the control group and 1.66/0.626 in the experimental group. The mean in the control group was calculated to be 8.97, while it was 8.44 in the experimental group.

5.3.6 Post-test Comparison and Overall Results

The comparison of the overall scores in the Post-Test between the Control Group and the Experimental Group showed a significant difference. The control group had a mean score of 1.33 with a standard deviation of 0.449, while the experimental group had a mean score of 1.86 with a standard deviation of 0.407. The control group had mean values of 1.97 and 0.527, whereas the experimental group had mean values of 2.70 and 0.455, along with their respective standard deviations. Throughout the paragraph, the mean and standard deviation were used as metrics. The control group scored 1.42 with a standard deviation of 0.501, whereas the experimental group scored 2.30 with a standard deviation of 0.641 for the third component. For the fourth element, the scores assigned to the previous groups were 1.80/0.364 and 2/0, respectively. The sixth aspect yielded results of 1.89/0.627 for the control group and 2.73/0.503 for the experimental group. The final aspect yielded a result of 2.41/0.506 in the control group and 4/0 in the experimental group. The mean in the control group was 10.88, while in the experimental group it was 15.58.

5.3.6.1 Contrast between the Control and Experimental Groups' Pre/Post Test Results

A comprehensive comparison of the overall findings in the Pre/Post-Tests between the Control Group and the Experimental Group is included in the results. Case "D" denotes the discrepancy between the Pre-Test and Post-Test scores. The control group scored 1.22 in the Pre-Test and 1.33 in the Post-Test for the first aspect, the topic sentence. The difference between the two scores is 0.11, favouring the Post-Test. Additionally, the experimental group achieved a score of 1.11 out of 1.860, resulting in a difference of 0.75 in favour of the Post-Test. The control group showed a difference of 0.39 in the Post-Test scores, with a range of 1.58 to 1.97. In comparison, the experimental group had a difference of 0.75 in the Post-Test scores, with a range of 1.48 to 2.70. When considering other components of paragraph writing, the control group scored 1.27 out of 1.42, while the experimental group scored 1.16 out of 2.30 for the third aspect. This resulted in a difference of 0.15 for the control group and 1.14 for the experimental group in the Post-Tests. The prior groups received scores of 1.66/1.80 and 1.64/2 for the fourth aspect, indicating a difference of 0.14 and 0.36, respectively, which demonstrates a considerable advantage in the Post-Test findings. The fifth aspect received scores of 1.54/1.89 and 1.39/2.73 for the control and experimental groups, respectively. The differences recorded were 0.35 and 1.34, both from the Post-Tests. In the control group, the last aspect yielded results of 1.72 and 2.41, whereas in the experimental group, the results were 1.66 and 4. The differences between the groups were 0.69 and 2.34, which were considered positive in the Post-Tests. An average difference of 1.91 was observed in the control group, while the experimental group showed an average difference of 7.14 in the Post-Tests compared to the Pre-Test results.

6. Findings and Analysis

6.1 Findings

After introducing the computer to enhance students' writing skills, the findings differed dramatically from those of the control group. The results are provided as follows:

The collected data showed a considerable improvement in the students' writing skills. Prior to the trial, the results showed that students received relatively low ratings in writing based on the selected criteria for evaluating their writing. Following the experiment with the students and computer analysis, the results were significantly improved compared to the control group. The control group demonstrated problems in selecting appropriate topic sentences, with errors in capitalization at the beginning of phrases. However, despite the assistance provided by the software, the improvement was not evident in students' papers following the implementation phase, even after receiving comments and making revisions based on the programme. Therefore, there are few, if any, faults of this kind observed in students' work. Consequently, errors in

capitalization and spelling were nearly eliminated. Put simply, students' performance significantly improved after the trial. Overall, the findings indicated that the students demonstrated more improvement in their writing scores. Hence, it can be inferred that the software has the potential to enhance pupils' writing abilities.

The contrasting outcomes of the research before and after the exam showed that there were unresolved issues concerning students' writing skills during the pre-test. The issues were related to spelling errors, sentence construction, punctuation, and capitalization.

However, when computer technology was used, these problems were observed to be resolved by the students. The students demonstrated a strong inclination to meticulously revise, edit, and check spelling while using the software, unlike when following traditional writing methods. They moved through various stages of writing, reviewing tense, diction, and word order for each word they wrote.

The investigation revealed that the use of computer technology significantly improved the classroom environment, enabling students to further develop their writing skills. This was demonstrated during the teaching-learning process, which differed from what was typically observed in conventional writing classes. Before the experiment and during writing sessions, students often lacked focus on the lesson and directions, leading to boredom, particularly because they find writing to be the most challenging ability compared to others. The usage of computers has significantly enhanced the teaching experience. The pupils were exceptionally engaged and dynamic compared to previous instances. They concentrated and showed proper attention and interest in the lesson. They competed with each other in writing and passionately crafted their paragraphs. All results confirmed that computers can enhance students' writing skills. Using this software helps students focus on key elements of writing, guiding their attention to specific features that enhance the quality of their paragraphs.

Hence, it can be stated that after the post-test and with the aid of computer technology, students were provided with more hands-on activities focusing on paragraph structure, such as selecting the topic sentence, supporting sentences, and the concluding sentence, as well as practicing punctuation and capitalization. The students practiced generating phrases using hints and prompts displayed at the top of the computer screen.

The research findings indicate that computers can enhance students’ writing abilities. The enhancement is seen in the students’ writing score. Prior to introducing computers in the writing class, the students' writing scores were very poor. The pre-test results indicated that the students' mean score was poor. Following the software's use, the students' average score rose.

In addition, the computer enhanced the classroom environment for teaching writing skills by creating a more engaging setting that might make writing more interesting for pupils. Furthermore, pupils exhibited higher levels of motivation when writing on a computer as opposed to writing with pen and paper. This may enable students to concentrate more on the current work. Students' boredom levels dropped.

Finally, computers have enhanced students' enjoyment of writing sessions and increased their confidence in independent writing.

In conclusion, the results indicated that students should be encouraged to write more. Teachers should understand that introducing new tactics in their classes will not jeopardise the teaching/learning environment, but instead, it will enhance and make it more pleasurable. In the realm of higher education, it is imperative to mandate the immediate utilisation of suitable facilities to enhance the educational process, particularly in the context of teaching and studying a foreign language.

6.2 Analysis of the Findings

After implementing the computer to improve students' writing skills, the findings differed dramatically from those of the control group. The results are provided as follows:

The collected data indicated a considerable improvement in the students' writing skill performance. Prior to the trial, the results showed that students received relatively low ratings in writing based on the selected criteria for evaluating their writing. After doing the experiment with the students and analysing the data using a computer, the results were significantly better compared to the control group. The control group shown deficits in selecting appropriate topic sentences, with errors in capitalization at the beginning of phrases. However, despite the assistance provided by the software, the improvement was not evident in students' writing following the implementation phase, even after receiving comments and making revisions based on the programme. As a result, there were very few, if any, errors of this nature observed in students' compositions. Consequently, errors in capitalization and spelling were nearly eliminated. Put simply, students' performance significantly improved after the trial. Overall, the findings indicated that the students had shown more improvement in their writing scores. Hence, it may be inferred that the software has the potential to enhance pupils' writing proficiency.

The disparity in research findings between the pre-test and post-test indicated unresolved issues with students' writing skills during the pre-test. The issues were related to spelling errors, sentence construction, punctuation, and capitalization. When computer technology was used, students were able to tackle these challenges. The students demonstrated a strong inclination to meticulously revise, edit, and check spelling of each word they wrote when using the software, unlike when following traditional writing methods. They also paid close attention to reviewing tense, diction, and word order as they progressed through different stages of writing.

Significantly, the investigation revealed that utilising the computer greatly improved the classroom environment, allowing students to further develop their writing skills. This was demonstrated during the teaching-learning process, unlike what was typically observed in traditional writing sessions. Before the experiment and during writing sessions, students often lacked focus on the lesson and directions, leading to boredom, particularly because writing was perceived as the most challenging talent compared to others. The computer enhanced the educational experience by adding enjoyment. The students were exceptionally engaged and

dynamic compared to previous occasions. They concentrated and paid proper attention and interest to the instruction. They competed with each other in writing and passionately composed their paragraphs. All results confirmed that computers can enhance students' writing skills. This software helps students focus on crucial elements of writing, guiding their attention to key components that enhance the quality of their paragraphs.

Thus, it can be stated that the post-test, aided by computer technology, provided students with practical exercises on paragraph construction, covering the selection of the topic phrase, supporting sentences, conclusion sentence, as well as punctuation and capitalization. The students practiced generating phrases using hints and prompts displayed at the top of the computer screen.

The research findings indicate that computers can enhance students' writing abilities. The enhancement is seen in the students'writing score. Prior to introducing the computer in the writing class, the students' writing scores were very poor. The pre-test results indicated that the students' mean score was poor. Conversely, following the software's use, the pupils' average score rose.

In addition, the computer's presence in the classroom created a more engaging environment that can enhance students' enthusiasm in developing writing skills. Furthermore, students exhibited higher levels of motivation when utilising the software for writing as opposed to writing with a pen and paper. This may enable students to concentrate more on the current work. Students' boredom levels dropped. Last but not least, the computer encouraged the students to love writing lessons more than ever before, they are now more confident to write on their own.

In conclusion, the results indicated that students should be motivated to engage in more writing activities. Teachers should understand that introducing new tactics in their classes will not jeopardise the teaching/learning environment, but instead, it will enhance it and make it more engaging. Institutions of higher education must prioritise the immediate implementation of suitable facilities to enhance the teaching and learning process, particularly for foreign language instruction.

7. Conclusion

The study's findings indicate that computer technology was highly beneficial, as demonstrated by the analysis of the collected data. Its application in teaching writing skills, particularly for EFL students, has significantly aided students in a systematic manner by considering all crucial stages of the writing process. This approach helps students enhance their writing skills, which they may overlook when using the traditional pen and paper method. The utilisation of computer technology clearly emphasises the fundamental writing norms such as punctuation, capitalization, organisation, grammar, spelling, and coherence that every student writer should adhere to in order to produce high-quality writing. The computer emphasised the importance of students mastering the skill of writing effective topic, supporting, and concluding sentences, which are essential for creating a well-written and acceptable piece of work.

The software, originally designed for children, is well-suited for second-year students due to their basic level.

However, it is important to acknowledge that incorporating technology into the foreign language classroom has introduced innovation and creativity as an additional resource that teachers and students can utilise to stay current with the ongoing changes in the educational realm and beyond, lest we become an obsolete generation. University staff confront challenges due to insufficient computer labs to accommodate the increasing number of students enrolling each year to study English. However, professors should still inquire about their students' individual stages of the writing process, which students may overlook when writing in the traditional pen and paper format, in order to enhance their writing skills. Computer technology explicitly emphasises the fundamental writing norms such as punctuation, capitalization, organisation, grammar, spelling, and coherence that students need to adhere to in order to produce high-quality writing. The computer emphasised the importance of students mastering the skills of writing effective topic, supporting, and concluding sentences, which are essential for creating a well-written and acceptable piece of work. Although initially designed for children, the programme is well-suited for second-year students due to their basic level. However, it is important to acknowledge that incorporating technology into the foreign language classroom has introduced innovation and creativity as an additional resource that teachers and students can utilise to stay current with the ongoing changes in education and the world at large, lest we become a generation left behind. University staff experience challenges due to insufficient computer laboratories to accommodate the increasing number of English students enrolling each year. However, teachers should still inquire whether each students possesses their individual

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