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Title

**The Influence of Moodle Platform as an Alternative Means for Enhancing
the EFL Learners' Writing Skills.**

The case study of Third year students at UMKB.

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Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Dedication

IN The Name Of Allah

The Most Gracious, the Most Merciful

I dedicate this work for

My parents, my father

God bless him

My mother

My brothers

For everyone who wants me good

And happiness Thank

You all.

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MOODLE FOR ENHANCING THE WRITING SKILL

Abstract

This study investigates teachers' and students' opinions about the influence of using Moodle platform as an alternative means to enhancing the EFL writing skills, the target sample of this study is 45 students of third year at the department of English and literature "university of Mohammed kheither Biskra "(UMKB) and 5 teachers of written expression at UMKB also, to collect data for questionnaires were used in each category, the result shows that students face many problems in writing and this latter may be due to many reasons, such as the lack of practice, the lack of reading, and the lack of motivation and many other causes, in our research we will get and try to deminish these problems by using new ways of teaching (electronic teaching/learning) example learning through Moodle platform, technology and learning Platforms are the most up-to-date and effective methods of education employed all over the world. As a result, I postulated that using Moodle platform might help EFL teachers and learners enhance their teaching and writing skills in general, as well as their learning of writing skills in particular. The result shows that the teachers and students confirm our hypothesis that the writing skill is the most difficult skill and Moodle platform could be the alternative means and the good solution to solve these problems and difficulties. Moreover according to the teachers' and the students' experiences we conclude that Moodle platform does help improving the writing skills and make it easy and enjoyable such as doing practice at home .

Key terms: Moodle platform. Writing skills. Third year. UMK Biskra.

MOODLE FOR ENHANCING THE WRITING SKILL

List of abbreviations

EFL: English as a foreign language.

Moodle: Moodle Object Oriented Dynamic learning.

ICT: information and communication technologies.

Web CT: Course Tools.

LMS: learning management system.

Pty LTD: proprietary limited company.

HTML5: Hyper Text Markup language

MOOC: Massive open online courses.

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General Introduction

According to what many teachers in Biskra university noticed that the use of technology in education became essential specially with the spread of corona virus (covid-19). Education became a distance learning by using Moodle platform which is a short name for Moodlar object oriented dynamic learning environment, Actually the original or the first version of moodle was developed and introduced to public by man named Dougiamas on 20August 2002 and he was prominent educator and computer scientist in Australia also moodle platform enables you to creat online courses ,and keep an eye on the students' progress.Jason Cole and Helen Faster 2008 said that: The name Moodle is a verb that describe the process of lazily meandering through something ,doing things as it occurs to you to do them , an enjoyable tinkering that often leads to insight and creativity.

Statement of the proplem

Writing considered as one of the most difficult skill as teachers of Biskra University notice so, in these research we will try to find solutions to enhance the writing skills of EFL learners

Significance of the study

The significance of this study stems from the notion that the successful use of elearning ,moodle platform depends on teacher knowledge of ICT tools and awareness of how this tools should be utilised (Costa et al2012:342:Motteram 2013:7). It also provide student to know more about their courses and facilitate to them the process of learning.

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Aims of the study

This study aims to determine the efficiency of moodle platform for EFL and how this distance education effect on their learning

Evaluating the learning ability and the students' creativity after applied learning moodle.

Analyzing the student response after the application of moodle platform.

Research questions

The present research seeks to answer these questions:

- What is the influence of using moodle on students performance.social interaction and attitudes with other students?
- Does Moodle Platform improve the writing skill of EFL students?
- How Moodle effect and use it as an alternative means for EFL?

Hypothesis

If we use Moodle Platform as an alternative means for EFL students their writing skills will be improved.

Methodology

Since we are describing a phenomenon which is Moodle platform and how it affects on EFL student absolutely we will use the qualitative methods. Also, we will present a questionnaire to teacher to see their point of view and how Moodle influence on their student. The questionnaire provided to student too in order to see their opinions and whether they know how to use it or not.

The research will be investigated on group of third year students (45), the case study of third year of english department in University of Mohammed kheither biskra.

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literature review

Recently, researchers are showing a real interest to technology and how it affects EFL learners. They focused on the application of Moodle as a substitute means for EFL students. Actually, the using of Moodle platform is not new: it has been conducted by many researchers and language practitioners (see Al-Jarf 2005, Brandle, 2005, and Tsai, 2006 for details)

There are more than one million persons (users) use Moodle platform in order to facilitate their achievements. Moodle is approved and worthy internationally, they can use it in any field for instance organisations and institutions such as university. Using Moodle platform during the pandemic crisis of COVID-19 has become more important than it has ever been. Krishnapatria (2020) asserted "this 'lockdown'-like scenario has disrupted the traditional learning process nationwide and transformed it into an internet-based learning" (p.1). So, COVID-19 made learners to use e-learning by using Moodle platform.

Oprian (2015) stated that Moodle is an open-source learning management software that creates a collaboration and virtual learning environment where learning is realised online (p.427).

Moodle supports and helps the learners to assess their learning, community and collaborating with peers using the course forms, learners can discuss topics, share ideas and even feedback on each other's work. Actually, COVID-19 made Moodle platform a trend in modern higher education institutes.

Limitations of the study

A limitation of this study is that the number of participants is limited (third year students of Biskra University). To obtain more generalizable results, another limitation is

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that this study covered only Efl learners at UMKB and if they was prepared for this change during corona virus (COVID_19)and if Moodle plateform help them to learn also , It would be interesting to see teachers perceptions and experiences as well.

Delimitations of the study

Our research try to investigate the influence of using Moodle platform as an alternative means for enhancing the EFL writing skills, also we try to answer the hypothesis that if we use Moodle platform as an alternative means for EFL learners their writing will be improved the sampling of this study is third year students (LMD) at the university of Mohammed kheither Biskr. Actually, Covid-19 rised the online learning instead to learn by face to face. The Modular ObjectOriented Dynamic

Learning Environment is one of several forms and components of electronic learning (Moodle). Moodle is an online learning platform based on pedagogical ideas that allows users to study in a variety of ways. Martin Dogiamas, the originator and principal developer of Moodle, founded it in the late 1970s in Australia. One of the most important and challenging skills to learn is writing. Good writing abilities enable learners to communicate their message to a large audience with greater clarity and ease than they might through a face-to-face or telephone conversation.

Chapter One

Moodle Platform

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Introduction

With the pervasiveness of information and communication technologies (ICT) in daily lives, experts are pondering its role in education, particularly in the sphere of teaching and learning. The research of technologies in Algerian classrooms is now assisted by the Algerian government, which has provided the necessary funds to educational institutions in order to strengthen students' grasp of (ICT). The learner is centered-based in the learning process with new pedagogical approaches; he or she is an active participant in the learning process through the creation of various tasks, and the learning task is a crucial element in the process of conception of constructivist teaching (Oliver & Herrington 2002). The new social media platforms such as YouTube, Facebook and Twitter, have fundamentally changed our relationship with the internet; today, any user can participate in a forum, share online photos, videos, and leave comments on articles. Students have evolved into not only actors but also active users. The "social web" of web 2.0 marked an interesting examination of our perspective of virtuality. Foreign language education did not ignore this demand: a large number of teaching blogs were launched, demonstrating how far the situation had improved in recent years. With electronic-learning, education integrates technology into instruction. Training and development in American culture: ASTD defines e-learning as any knowledge supplied and received through the use of electronic technology for the goal of learning. "web 2.0" technologies such as wikis, forums and blogs are examples of e-learning components (Dooney & Hokely, 2007).

They can be tailored to the needs of language learners (Alam, 2006; Lo and Choa, 2011; Schuety, 2011; exposed to the target language) by allowing them to complete their learning outside of the classroom or educational institutions (Steven, 2012).

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Because of the global spread of Coronavirus, numerous countries were obliged to implement lockdown and social segregation measures, marking online learning or elearning a necessity during the COVID-19 lockdown period, Many Algerian universities, like Mohammed kheither Biskra University, have established an elearning platform to continue academic work and keep students engaged during the pandemic.

Moodle

History of Moodle

Martin Dougiam's Moodle's inventor and chief developer, attended lessons from the school of air when he was a child growing up in Australian outback in the late 1970s, giving him an early understanding of distance learning. He worked and later studied at Curtin university, where his experience with Web CT encourage him to look into a different type of online teaching.

In 1999,he began testing an early prototype of new LMS, the results of which formed the basis for paper on improving the effectiveness of online learning. In 2002, he registered the word Moodle as trademark of Moodle Pty LTD and explained his choice of name a forum post a few years later.

In November 2001, Martin published the first post on his own Moodle.com site. The duo publishes an interpretive analysis of an internet-based course built with Moodle, a new courseware platform.

Moodle could be downloaded via CVS (Git appeared in 2020 and replaced CVS in 2013) by the end of 2001, and rudimentary installation guidance was available, but it was still very much a one-man project, with Martin setting up the tracker in May 2002 "so you can see what I am working on."

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Mays 1.0 was launched in August of 2002. On a new forum, members were discussing Moodle, translating it into multiple languages, and creating themes. Moodle.org became the community arm of Moodle.com, which represented the commercial component, a year later when the first contribute module (workshop) was published.

Moodle flourished quickly: in 2004, the first Moodle moot was held in Oxford, and businesses began asking to become Moodle partners. Martin and four others moved to dedicated premises in 2005, and the present HQ at Richardson ST in west Perth now contains 16 people with 11 working remotely. The majito became the unofficial Moodle Moot drink at the 2005 Spanish Moodle Moot in Las Palmas de Gran Canaria. Moodle had established itself as a top and award-winning open source LMS by 2007 thanks to increased documentation and new certification. With over 50 Moodle partners, it grew from 1000 registered sites in 2004 to half a million users in 2008 and over a million users in 2010. AMOS, the company's translation repository, held over 100 languages.

Moodle 2.0 was released in November 2010 after a long wait, and now frequent updates deliver new features every six months. The current focus is on mobile technology in 2013 an official HTML5 app was developed, and Moodle comes with a configurable theme that works on all screen sizes.

The Moodle Research conference which began in 2012, serves as a reminder that no matter how advanced the technology, Moodle design and development is influenced In social constructionist pedagogy. Learn Moodle, the official Moodle MOOC, introduced nearly 9000 learners to Moodle's basic functionalities in September 2013. Educators all across the world are urged to share their experiences, just as Martin did more than a decade ago. The MOOC was repeated in January 2015

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and is currently offered six times a year. Learn Moodle will offer free self-paced courses in 2020 to assist new teachers, administrators, and developers. Moodle Cloud, a free, HQ-managed hosting service, was unveiled in July 2015, accompanying a major makeover of Moodle.com.

HQ worked to improve Moodle's User experience (UX) during 2016, founding the first UX team and introducing a brand new default theme, the Boost theme.

Moodle had over 100 million registered users by 2017, according to Moodle.net data.

A number of initiatives were developed in 2017, including:

.Project Inspire is a collaborative effort to develop and integrate an open source learning analytics solution.

Increasing the number of countries where Moodle Moot events are held In the first Education Department.

Moodle's aim of empowering educators to make the world a better place is being reaffirmed.

.Moodle Desktop is now available.

Moodle acquired a large 'angel' investment in late 2017, which has fueled its development and innovation. As Martin mentioned in his speech at Moodle Moot Australia 2017, the journey with the community, Partners, and worldwide users will be exciting in November 2019, the first Global Moodle Moot was held in Barcelona.and In March 2020, the total number of registered users on over 145,000 sites surpassed 190 million. Also The Moodle Educator Certification program, which certifies experienced Moodle-using teachers, was introduced in May 2020, and work on Moodle Net, a new resource-sharing portal has progressed.

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What is Moodle

Moodle is a learning management system that allows teachers to construct an online classroom environment that allows for rich interaction and collaboration with their students. Moodle has a number of design features that allow teachers and students to collaborate. Communicate, collaborate, and have fun with online learning in a variety of ways. Moodle is a program that allows you to create your own website. And also it can be used to supplement on-ground classes or to provide entirely online courses.

The Moodle Course Management System can provide teachers with a powerful set of tools to create and manage courses, course content, course materials, track student attendance and performance through tests, and administer quizzes, assignments, and surveys provides a powerful set of tools for teachers to create and manage courses, course content, course materials, track student attendance and performance through tests, and administer quizzes, assignments, and surveys provides a powerful set of tools for teachers to create and manage courses, course content, course materials Platform to facilitate communication between students and professors, as well as between students. Also. Moodle was created with universities, community institutions, K-12 schools, companies, and other organizations in mind. Individual instructors can also profit from the advantages of online technology as a supplement to their teachers.

why use Moodle platform?

Why use Moodle? and how will it help to create a better website for online courses, are two questions that many people may have. To begin with, Moodle is now one of the most widely used and user-friendly learning management systems accessible. Second, it has a variety of tools. Allow the course creator to create an easy-to-use interactive

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application-based website that provides For online teaching, there is a vast library of teaching and evaluation resources.)Ngangb,B.S.2010).

How it can be used?

To access the different features of Moodle, the course developer must first download the Moodle package from moodle.org. Following that, the package must be uploaded to the course's web page. The entire appearance of the webpage is altered as a result of this. The webpage will now resemble a Microsoft Office application, complete with toolbars and fields for data entry to construct an interactive website for an online course, a variety of techniques can be employed.

Moodle platform and its features

Reading material: Reading materials could include a variety of lectures, reports, e-books, and other course-related materials. It can also be quite beneficial for categorizing course materials into different groups. Course categories aid in the organization of a group of courses under a single subject. Courses can be organized in broad categories, such as "Math," "English," or "History," or in more specific categories, such as "Math," "English," or "History." For example, a category called "Lifesaving & First Aid" could contain a number of courses such as "Basic First Aid," "CPR," "Search and Rescue," and "Advanced Lifesaving."

Conductions and quizzes: Students' evaluations via tests and quizzes can also be included in the site via Moodle, and they fall within the Moodle's varied activities. The site can be used to present several forms of tests, such as essay questions, short answer questions, and multiple choice questions. For each sort of test or quiz, the teacher must use one of the several formats available on the site to conduct the test or

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quiz. For example, while making essay questions, the teacher can select that sort of question from the section available

The Moodle is easy to navigate : Both desktop and mobile platforms, with a modern, easy-to-use interface that is designed to be responsive and accessible

customized dashboard: Shows current, past, and future courses, as well as tasks that need to be completed. **collaborative tools activities :**Use forums, wikis, glossaries, database activities, and more to collaborate and learn.

All – in- one calendar: Moodle's calendar tool allows you to keep track of your academic or work calendar, as well as course deadlines, group meetings, and other personal events.

Convenient file management: Drag and drag files from cloud storage providers like Microsoft OneDrive, Dropbox, and Google Drive for easy file management.

sample and intimate text editor: Text editor that is simple and easy to use: With an editor that works across all online browsers and devices, you can easily format text and add media and photos.

Convenient file management: Users can receive automatic alerts on new assignments and deadlines, forum postings, and send private messages to one another if notifications are enabled.

Assessments: Assessments can be very rich, automated, and personalized with Moodle's features. Moodle's instructor quiz interface is a little thick and weighty, and instructors may need some time to get used to it.

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Moodle and second language teaching

Moodle may be used to teach a variety of languages, and Martin Dougiamas has created a number of activities and modules to aid in the teaching and learning of a second language using the Moodle platform. Jeff Stanford wrote "Moodle For Second Language Teaching" to help teachers learn how to use the Moodle platform to teach a second language. He also included some detailed activities to help them use Moodle modules and activities to help their students improve their language skills. Jeff Stanford wrote his book for EFL teachers and students, but he also pointed out that the Moodle platform can be used for a variety of languages, and that teachers and students can modify it to their needs.

Moodle and EFL teaching

Moodle enables EFL instructors to combine traditional classroom methods with new technological teaching methods, allowing teachers to add modern methods to their traditional teaching methods (board and chalk) (e-learning with internet and learning platforms). Some students may feel uneasy studying in the presence of the teacher; this is dependent on the personality of the student. According to (Lehman, Conceição, 2010), online learning (Moodle) allows the teacher to be present online rather than physically, which can improve the learner teacher relationship (Munro,1998 (

EFL students can use Moodle to continue their education outside of the classroom. The teacher's role is critical in the learning process, but students can also benefit from working with technological media. Cuadrado-Garcia and Ruiz-Molina (2009) found that teachers can develop effective online learning communities. It makes the learning

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process easier for students because they don't have to travel to the university to take classes and participate in activities.

Moodle and teaching

In Moodle, a teacher has complete autonomy over the resources and activities he or she provides to his or her own course. The teacher is also in charge of the registrations and has the ability to change the course's presentation. Moodle includes a guide that explains how to do the function in greater detail. When students initially log in to Moodle, they are presented with a list of all accessible courses. Once you've signed up or They can only see their own courses in the section if they have already registered for at least one course." My classes "Administrators and teachers decide how a student signs in and what he is allowed to do or see in the classroom. Moodle. These permissions can be applied to each course or to any of the many categories of courses. A variety of activities In some situations, students can, for example, correct the work of others.) Faiza,k.2020).

The roles in Moodle platform

The teacher's role

Specific courses and the activities of registered students are under the control of the teachers. For their students, teachers can upload a variety of lectures, lessons, and exercises.

The student' role

The role of the student is to take part in the class. Users who have the role of "students" in Moodle can participate in all course activities and view the resources, but they can't edit or view the class notes. If the teacher permits, they can only see their own grades.

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The administration's role

In Moodle, they can do practically anything and travel anywhere. The Moodle administrator is in charge of the Moodle site, including upgrades, plugin installations, reports, and integrations. A user with the job of site administrator has access to every aspect of the Moodle site, including all courses, reports, and user information.

Moodle activities

Bouhezam,(2021) notes that Moodle activities are platform-provided services that promote teacher-student or student-student interaction and aid in the provision of knowledge to students. These activities also make it easier for an e-learning program to succeed. According to Moodle's official website, there are 14 activities available on their platform. Assignments, chat, choice (multiple choice questions), a database, feedback, forum (a service that allows users to debate topics asynchronously), developing glossaries, and H5P activity (building a content bank to be contributed to courses as an activity) are examples of these activities. External tools (various materials and interactive learning that are complimentary to Moodle's resources and activities), quiz, SCORM (Sharable Content Object Reference Model), survey, wiki, and workshops are all examples of (LTI) external tools. All of these activities are available on the Moodle platform to assist expand the e-learning system and meet the demands of participants; also, they enable teachers and trainers execute their jobs more efficiently (Moodle documentation, 2020).

Surveys: Surveys – The Survey module contains a number of validated survey instruments that have been proved to be beneficial in assessing and promoting online

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Learning. Teachers can use these to collect data from their students in order to learn more about their class and reflect on their own teaching.

Workshop: Workshop is a type of peer assessment activity that comes with a wide range of alternatives. It enables participants to rate one other's projects and exemplar work in a variety of ways. It also organizes the collecting and sharing of these evaluations in various ways.

Wikis: allows users to collaborate on documents using a simple markup language and a web browser. Participants can collaborate on web pages using the Moodle Wiki module to add, expand, and edit content. Old versions are never erased and are always recoverable.

Glossary: Similar to a dictionary, this activity allows participants to create and maintain a list of definitions. In a variety of formats, the entries can be searched or browsed. Within the same course, the glossary also allows teachers to export entries from one glossary to another (the main one). Last but not least, it is conceivable to Create links to these entries throughout the course automatically.

Quizzes: With this module, the teacher can create and administer quizzes with multiple choice, true-false, and short answer questions. These questions are saved in a database and can be used again and again inside and across courses. Multiple attempts are allowed on quizzes. Each effort is carried out automatically. The teacher has the option of providing comments or displaying right responses. The outcomes of Quizzes that are completed will be instantly added into your gradebook.

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Moodle resources

Text page: A simple page written in plain text is an example of this type of resource. There are a variety of formatting options available to assist you turn plain text into attractive web pages.

HTMT: Using this type of resource, you can easily create a complete single web page in Moodle. Especially when using the WYSIWYG HTML editor in Moodle

Files and web page :You can use this resource type to link to any public web page or other file. It also allows you to link from your desktop computer to any web page or other material that you have posted to your course files section. Normal web pages are simply shown as is, whereas multimedia assets are given greater attention. Intelligently and may be included into a web page. MP3 files, for example, will be presented using a Movie files, flash animations, and other multimedia files will all work with the built-in streaming player. There are numerous possibilities for presenting your material in popup windows, framed windows, and other formats. **Directory** From your course files area, the directory resource can display an entire directory (and its subdirectories). After that, students can browse and examine all of the files.

Labels Labels differ from other resources in that they are made up of text and images that are printed. In the course page, right next to the other activity links. **The**

URL This field allows you to provide connections to other websites. Users can only access the external website if they click on it.

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The differences between traditional learning and virtual learning

The teaching environment is completely different

The traditional classroom are fixed classes, students They attend classes every day and They follow the same curriculum .while the virtual classrooms the students are from all over the world and also these classes are limits ,time schedule , or place.

The different ways of interaction

We can said that the interaction is the most different aspect between traditional and the virtual classes, in the traditional classrooms , teachers and students are the two participate of education because they interact face to face ,the teacher have the ability to solve problems and evaluate his students. While, In the virtual classroom, technology facilitates collaborative learning, diverse groupings, problem-solving, and higher-order thinking skills. It also aids and facilitates any other educational process.

Explains what the content of the lecture can't.) Ven Dusen,1997,p.51).

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Emphasis in the learning process

In the virtual classroom, technology facilitates collaborative learning, diverse groupings, problem-solving, and higher-order thinking skills. It also aids and facilitates any other educational process.while, in the traditional classroom The majority of the learning is done in groups or by individual students.)Bencheva Nina, ,2010,p.64.

Conclusion:

Moodle is an online learning and teaching platform that benefits both teachers and students. It strengthens the teaching task for teachers by allowing them to combine classic and current teaching approaches (blended learning). This combination indicates that one cannot function without the other. Teachers cannot solely rely on elearning and the Moodle platform, neglecting face-to-face instructor It's a big deal between the two of them. Also, Moodle has many features that help teachers and learners to teach and learn in an effective way , these features make the teachers work easily in which each learner can work at his or her own pace. Each learner takes the time he needs to master the course, unlike in a classroom where he is constrained and forced to work at the same pace as the teacher. The Moodle platform saves time for both students and teachers by allowing them to accomplish the same things they do in the classroom online. Each teacher organizes his or her teaching style and time as he or she sees fit. Teachers can deliver the course in the classroom and create Moodle activities to assess their pupils. Moodle may be used in a variety of ways and with a variety of features. It is a platform that offers a plethora of aspects to make the teaching/learning process simple and effective

Chapter two

The writing skills

Moodle for enhancing the writing skill

.Introduction:

The writing skill is considered as one of the most important skills in EFL learning, It is Mandatory to teach writing to each learner that want to learn a foreign language, because Without writing, the learning process could not be completed ; so, writing is the most Important part in language teaching in general and EFL teaching in our case.

Learning a foreign language necessitates mastering the language's four abilities. Listening, speaking, reading, and writing are frequently taught in this order by language teachers. Writing is placed last because it is considered the most significant, challenging, and sophisticated of the language abilities. Writing is thus a vital talent in language learning; nonetheless, it is also a challenging skill that demands a lot of effort and practice on the part of the student to achieve an acceptable level of writing. Writing was historically a neglected topic in language instruction due to a focus on spoken language, which was considered more significant than writing; however, writing is now a vital component in language teaching. (Brookes and Grundy,1998). This chapter intend to explain and describe the writing skills in general also it intend to exploring the Approaches of teaching writing. Moreover, the use of ICT in teaching writing. Then the relationship between Moodle and writing.

Writing

Definition of writing

Kheireddine, F.(2011) said that Writing is a nonverbal communication method in which people can express themselves, their thoughts, ideas, or even convey information on a piece of paper without having to talk. Writing is a process that must be established by methodically rather than spontaneously. Most students feel that writing is the most

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difficult ability to learn in a language, and the majority of them struggle with it (grammar, punctuation, sentence structure).

To produce a decent piece of academic writing, however, more than one process or stage is required; it must be completed and amended in multiple steps. To get a decent piece of writing, break these stages into five basic process steps. People can communicate their thoughts, feelings, and opinions through writing, which is a crucial aspect of the communication process. Writing has piqued the interest of many scientists. "Writing is both a bodily and a mental act," writes according to Nunan (2005). Writing is the physical act of committing words or ideas to a medium at its most basic level. In the other hand, writing is the mental process of generating ideas and deciding how to represent them and arranging them into comprehensible statements and paragraphs for the reader. "A process, that is, the stages the writer goes through to produce something in its final form," Harmer (1998) described it. The planning, drafting, editing, and final draft are the four essential aspects of this procedure. "Writing is considered as a product of complicated processes of planning, drafting, reviewing, and revising," Richard and Schmidt (2002) believed. "A process, that is, the stages the writer goes through to produce something in its final form," Harmer (1998) described it. The planning, drafting, editing, and final draft are the four primary aspects of this procedure. Studying and improving writing abilities is difficult, especially when learning English as a second language (ESL).

The nature of writing

Writing is a method of interpersonal communication that employs visual signs or graphic symbols on paper. If we understand and apply the proper writing approaches, we may accommodate more ideas and impressions in our posts. Why is it necessary to

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write more accommodating concepts? Because someone can jot down their thoughts or ideas and isn't worried about losing them According to Dorothy and Carlos,

" Writing is an important form of communication in day-to-day Life, but it is especially important in high school and college.

Writing also one of the most difficult skills to master in both

A first and second language "

The writer concludes that writing is a type of communication that use symbols and signs chart based on the foregoing description. Writing allows someone to express their thoughts, ideas, and feelings on paper for others to enjoy, and it also allows someone to convey information or a message to everyone and provide evidence to back up the thoughts. In addition, pupils can learn to write. In any style of business writing.

Writing is an individual activity; therefore, it is a social act that Fulfils a set of communicative needs, and accomplishes particular purpose as Hyland (2003, p 27) puts: "While every act of writing is in a sense both personal andIndividual, it is also international and social, expressing a Culturally recognized purpose, reflecting particular kind of Relationship and acknowledging an engagement in a given community". According to Chaouch.M(2012).Writing is an important part of language teaching in terms of pedagogy because students must take notes and take written tests. However, over the years, it has appeared that writing has been viewed as merely a support system for learning grammar and vocabulary rather than a skill in and of itself. However, trainers and methodologists have reexamined writing in the foreign language classroom and recognized the importance of writing as a vital skill for speakers of a foreign language as well as for anyone using their native tongue (Harmer, 2004).

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Hamadouche (2010) mentioned that a group of letters or symbols written or marked on a surface as a form of communication is known as writing (Collins, 2003). According to this definition, writing is the process of creating a piece of written language that is intended to be read. Writing, on the other hand, involves more than just translating language into symbols. Writing is much more than the generation of graphic symbols, just as speech is more than the production of sounds; these symbols must be arranged according to some standards to produce words, and then combined to form sentences.

Other psychological, linguistic, and cognitive concerns, in addition to the complexity of the structure, contribute to writing being a difficult task for both native speakers and language learners. Writing is a challenging activity, according to Byrne (1991: 4), because it is neither natural nor spontaneous, and "the challenges linked to writing are commonly classed under three headings, which overlap to some extent: psychological, linguistic, and cognitive."

Writing is a major aspect in the language education setting in terms of pedagogy, as students must take notes and take written tests. However, it appears that writing has been viewed as a support system for acquiring grammar and vocabulary rather than a skill in and of itself over the years. However, trainers and methodologists have reconsidered the relevance of writing in the foreign language classroom, recognizing that it is as important for speakers of a foreign language as it is for anyone speaking their native tongue (Harmer, 2004).

So we understand from the definition below that Writing is the activity of being able to communicate with language through a graphic representation of ideas. It is also a

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difficult, sophisticated, prestigious social activity of communication and an important skill for language learners as well as native speakers.

Purpose of writing

Benmaamar (2016) said that writing is a skill that allows students to attain various objectives. As a result, it is regarded as a crucial skill for language learning success. Readers must be able to identify the communicative goal of the letter (invitation, apology, etc.) if they are asked to explain why student A is writing a letter to student B. The letter's style and word choice definitely contribute to determining the writer's objective. However, the objective of writing may not always be evident. Understanding the writer's communication intent is thus essential to comprehending the written content.

As a result, writing can be used for a variety of purposes.

To explain: The goal of explaining is to convey what, how, and why about a subject. Explaining how to do or manufacture anything in writing is an example.

To inform: To inform is about sharing facts and other information. Reports and other informational texts make comments that are backed up by facts and reliable proof.

To narrate : The goal of narrator writing is to tell a tale. The story can be fictional or true. A beginning, middle, and end are common features of narrative composition. Fictional stories and personal narratives are two examples.

To Persuade: Persuasive writing expresses a point of view or aim and backs it up with facts and evidence in order to persuade the audience to agree, act, or both.

Argument becomes more important in Grade

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Reasons for teaching writing

Almost every human being grows up speaking their first language (and occasionally a second or third). For a child/learner, spoken language comes naturally as a result of exposure, whereas the capacity to write must be intentionally learned. Harmer (2004: 3) agrees that writing should be learned because it cannot be acquired naturally like speaking; however, he offers additional reasons for teaching writing to EFL students, including reinforcement, language development, learning style, and, most importantly, writing as a skill in and of itself. Harmer (1998: 79) gives the following arguments for teaching writing:

Reinforcement: Some learners acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down.

language development The mental activity learners go through in order to construct proper written texts is all part of the ongoing learning experience.

.Learning style: many learners, producing language in a slower way is

something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.

.Writing as skill: Learners need to know how to write essays, how to put written reports together and how the writing system operates (for example, in terms of conventions such as punctuation, paragraph construction) just as they need to know how to pronounce language appropriately.

Approaches to teaching writing

According to Hamadouche,(2010) writing was a neglected talent in the early 1960s; it was claimed that language is more important in its spoken form and less significant in its written form, so writing was given little attention. It was controversial when writing

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was initially included in school curricula. As a simple reminder of "what kids taught to say" (Rivers, 1968: 51).

Writing became more important and prominent in the language learning settings after the 1960s. Its comprehension and application were highly valued in every area that required a unique teaching style. As a result, a variety of instructional approaches and methodologies have emerged. Despite the fact that none of these tactics is optimal, they have all shown to be successful at some point (Nemouchi, 2008).

The free- writing approach

Students are encouraged to stress topic and style in their free writing without the involvement of their teachers or guidance counsellors.)(Raimes, 1983(This method emphasizes quantity over quality in writing. Teachers that utilize this method assign large volumes of uncorrected free writing on specific topics. The emphasis is on content and fluidity rather than accuracy and form with this method (Ghaith, 2002). According to Raimes (1983), once thoughts are written down, grammatical accuracy, organization, and the rest will gradually follow. In contrast to the controlled to free approach, the teacher's responsibility is confined to reading students' work and occasionally issuing commands based on the presented concepts. To put it another way, writing should not be corrected, but rather read aloud and the subject discussed.

The product- oriented approach

According to Murrey(1992), a product-oriented approach is concerned with the end outcome of the writing process. It prioritizes classroom activities that require the student to engage in mimicking and altering model texts. To put it another way, the product method has its roots in rhetorical traditions and focuses its research on model texts in order to make students aware of text aspects. It entails examining pupils' writing

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to determine and evaluate their strengths and flaws. It is self-evident that taking this method leads to correctness. In reality, it tries to familiarize the learner with writing conventions through a model before he receives his final piece. Prior to the communicative approach, language teaching was focused on achieving pre-determined goals for students. Their needs were thoroughly identified, and the syllabus designers were responsible for providing the means to meet those demands. The product approach was a means to an end, and writing instruction was centered on language. Writing has long been considered a secondary activity, with speaking taking precedence. The emphasis was on accuracy and model replication.

The product approach goes through four stages which are: Familiarization, Controlled writing, Guided writing and free writing.

Familiarization: Moodle text are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paraphrasing and the language used make formal requests, if studying a story the focus may be on the techniques used to make the story interesting and students focus on where and how the writer employs these techniques.

Controlled writing: the consists of Controlled practice of the highlighted feature, us usually in isolation.

Guided writing: Organization of ideas ,this stages is very important

Free writing: the result of learning process.

The process approach

According to cheiko(2010,p.154) mentioned that Process writing is a writing strategy in which language learners concentrate on the process of creating written goods rather

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than the results themselves. Finally, while students must and are required to complete their projects, the writing process is emphasized more. Learners gain a better understanding of themselves and how to work through the writing process by focusing on the writing process. They can figure out which tactics fit their learning style. According to Brown (2001, p. 336), writing is a thinking process in which a writer generates a final written product based on their thinking after going through the process. Cheiko (2010) states that in most cases, the writing process involves numerous steps. In a typical sequence, prewriting, drafting, and revision are the three steps. Some sequences include four steps, such as thinking, planning, writing, and editing; others have five: prewriting, drafting, revising, editing, and evaluation. In other words, each writer has a preferred technique of approaching the writing process, which spans from simple to sophisticated, depending on the level of learners and the objective of writing. These steps are usually followed in order, however with process writing, the writing process is more of a recursive or spiraling process as the learners wander around these steps, sometimes ahead and sometimes backward. For example, brainstorming, which is particularly crucial for the prewriting step, can be practiced at various stages if the learner needs new ideas later in the process. Learners can attain their writing goals in a variety of ways through the Controlled

The genre approach

The genre approach to teaching writing focuses on teaching specific genres that students must master in order to excel in specific contexts, as the name implies. This could involve an The are many factors behind the weaknesses of writing skills, According to Alfki (2015) The lack of motivation considers one of these factors specially in classroom.. zamel,(1997). The writing skill can be developed when teacher take into

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account the learners purposes for writing , he should know their interesting by encourage them to participate and do practices or activities. Moreover, Pines (1982:4), think for all ages and level, motivations is increased if writing take place in realistic context. On the text's linguistic and aspects, as well as the environment in which it was created (Nemouchi, 2008: 92-3)

The genre-based approach is based on the concept that language is functional; that is, we attain particular purposes through language. Furthermore, language is a contextbased tool of communication; language occurs in specific social and cultural situations and cannot be understood outside of those contexts. Because language is useful, there is a need to educate writing using a genre-oriented method..

The factors behand the weaknesses of writing skills:

The are many factors behand the weaknesses of writing skills, According to Alfki (2015) The lack of motivation considers one of these factors specially in classroom.. zamel,(1997). The writing skill can be developed when teacher take into account the learners purposes for writing , he should know their interesting by encourage them to participate and share their opinions. Moreover, Pines (1982:4), think for all ages and level, motivations is increased if writing take place in realistic context. Also the lack of practice in every class the teacher should make more and more practices in order to improve their writing

Another factor which is the teacher ' feedback Zamel (1985: 79) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. Edge (1989) in Ancker (2000:20) believes that when teachers decide to correct their Students, “ they have to be sure that [they] are using correction positively to support learning.”Norish

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(1983:71) writes: “when considering correction of errors as the stage of more or less free writing, it is a useful and Stimulating exercise for the students to check their work in groups or pairs. This saves the teachers’ Time and encourages communication among the students.”

The use of ICTs in teaching writing:

There has been a lot of study done on the benefits of information and communications technology (ICT) for teaching and learning, and there is evidence that using technology in the classroom may make it more dynamic, engaging, and learnercentered .

Furthermore, technology can enhance effective teaching methods. The goal of this study was to determine the impact of digital technology on written text as well as the planning, creation, and editing processes. Benson (2011) stated that „technology is now an integral part Of selfaces, tandem learning, distance learning, which reflect the fact that new learning Technologies are constantly in search of new homes „“ (p. 145). Actually there are many advantages of using ICT in in teaching . for example, the students can take lesson without going to school . Moreover, it is make the learning environment encouraging for learners to develop their writing , also it help learners to:

- Analyze data and write high-quality reports;
- create dynamic visuals to depict relationships;
- hypothesize and test ideas on their own;
- participate in activities similar to those performed by professionals;
- academicians with expertise in the field;
- collaborate in groups;
- they labor without the supervision of their teachers.

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Moodle and EFL writing skills

Educational platforms contribute to preparing students for national exams. And it gives them the opportunity to deepen their understanding of the educational material according to the time that suits them, as it aims to teach students On the self-education methodology in addition to facilitating learning for special groups and those who are absent due to force majeure, and gives the opportunity For education for residents in remote and isolated areas, especially females, it helps everyone to review and follow up on lessons. Educational platforms benefit from the services of qualified retired professors and encourage students and professors to The exchange of advice and support between them helps to: Easy access to information at anytime, Availability of scientific and educational material at any place and time, Constant communication with the teacher, Encouraging permanent search, and cost for education. According to kheireddine(2020) states that When it comes to written expression classes and Moodle, the situation is similar. Written expression classes require a lot of practice, and feedback is an important tool for improving writing skills. Typically, students prefer to receive feedback from their teacher rather than from their peers, due to their experience teaching the module and writing.

Teachers can utilize Moodle to teach writing as an alternate or complimentary tool to the classroom course, where they can correct, give feedback, and have more time to evaluate their students' writing productions. Students can practice what they've learned in class without having to return to school. Tutoring session, which is currently taking place.

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Conclusion

Because EFL students' thesis, reports, and tests are all written, students describe their discoveries in writing, and professors analyze and evaluate their levels based on what is written, everything written in an academic context should be written properly. Writing isn't something you do in a spurt of activity when the essay deadline approaches, as you now know. Because it eliminates the sense of writing as a process and concentrates solely on the product, such a last-minute approach frequently results in poorly ordered and incoherent writings. Feel emboldened by the knowledge that writing is a multi-phased process in which only the last few stages entail putting pen to paper (or finger to keyboard). Students frequently experience anxiety when it comes to academic writing because they believe they have nothing to contribute. The paradox is that being aware of too many possible things to say causes this mental blankness (writer's block). Your mind is unable to build a coherent mental picture of the topic if you resist committing to any single strategy, making it appear impossible to form a connected argument. You can get out of this conceptual rut by clarifying the issue. Think about what the question is asking you to do in a systematic way, and establish writing tactics based on the research you've previously done.

Chapter three

Data Analysis

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Introduction

This chapter attempts to highlight various issues concerning third year students' writing abilities. The goal of this project is to highlight specific fact about the influence of using Moodle platform to enhance the students' writing skills .The material for this chapter was in university of Mohammed khaiter biskra at the department of English division The focus of this inquiry is on third-year students (LMD). This chapter focuses on the methodology used to create data materials. Data gathering and analysis It begins with a description of a case study involving The evaluation of a student's writing ability in l It also outlines the goals of the project.

The research instruments used in this study are described in this investigation.

Students' Questionnaire:

Administration and Aim of the Students' Questionnaire:

This survey was distributed using the social media platform "Facebook." Due to a lack of students, we received about 45 responses from Biskras University third-year students. We would have liked to collect more responses in order to obtain more data, but the responses we obtained covered practically all aspects and viewpoints of our university's third-year students.

Description and Analysis of the Students' Questionnaire Description:

This questionnaire is composed of three sections which include different types of Questions, close ended and open ended questions. Section one includes three items. It is for Sake of gather general information about the students' gender, their studies's choice. Also, it Aims to investigate their levels in English Language and the skills they find difficulties to Learn the most. The second section include students' opinions about writing it's composed of four

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items and the last section is about Moodle as a teaching / learning platform. It is containing eight questions.

Analysis

Section one: Background Information

Item 1: Studying English was

Table 1: Students' choice of specialty

Option	Number	Percent
Your choice	38	84.4
Environment choice	1	2.22
Parents'choice	6	13.3

We can see from the table above that (84.4 percent) of students choose to learn English Language on their own, demonstrating their enthusiasm for the language. Because of their surroundings, 19,4 percent of students studied English. Only 13.3 percent picked English to continue in their parents' footsteps. The majority of students chose English on their own, which is an excellent option because it demonstrates that students enjoy and want to learn English.

Item 2: Students' most difficult skill

Option	Number	Percent %
Writing	22	48.9
Speaking	19	42.2
Listening	3	6.7
Reading	1	2.2

Table2: Students' most difficult skill

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According to the graph and table, (48,9 percent) of students consider writing to be the most difficult ability in EFL study. The majority of students (42.2%) say speaking is the most difficult talent to master, while the remaining students (%) say reading is the most difficult skill to learn. And (6.7%) say that listening is the most difficult skill. The professionals based their conclusions on the students' responses and percentages. Writing is the most difficult and demanding ability in EFL, according to one point of view. Our students attest to the fact that we are learning.

Item 3: The Usefulness of the Writing Skill

Option	Number	Percent
Very useful	25	55.6
Useful	19	42.2
Is not useful	1	2.22

Table 3: the usefulness of the writing skill

We asked students to justify their answers in an open ended answer. The students who answer that the writing ski is very useful, justified their answers by stating that the language is writing they considered the writing skill as the basic skill in language learning. Aslo, they mentioned that writing encourage students to learn more languages and make them being opened to the other cultures. Furthermore, the majority agree that we can not learn a language without learning how to write it and they stated that writing helps them to improve other skills (Reading, listening and speaking).

Students who believe that learning how to write is not that useful defended their responses by noting that the most essential thing is to communicate verbally. By speaking and hearing Hearing the interlocutor's voice can help the speaker feel more at ease; you can hear the

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listeners' reactions and determine their mood, which is why they believe that writing is not very important. They both agreed that chatting is far more important than writing.. These are some of the justifications provided:

• It is a must

- Because language is writing
- It's a basic skill in language learning
- We have to learn how to write because we need it for studying purpose

Student need writing in all the modules

- Because in our study we need writing skill more than the other skills. • Writing encourage to learn more languages and to be more open to cultures • Students need the writing skill in every module so it link them.

- Without writing learner's level won't be developed.

- Writing skill is the base of any type of learning Example: When I communicate with my classmates.

- Whoever needs to be fluent in a language must have a good level in the four skills.

- It is useful to learn writing , because writing is among the important skills in. academic or educational studies.

- Learning writing facilitates reading and speaking.

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- To write good and well essays.

- It is useful academically and professionally.

- To me as a English student I have to write in English language very well specially in the exams and writing tasks, I get high marks in writing madule and I can express my interest and what I want through writing coherently.

- Certain people as the introverts for example find it way more stressful to speak in front of an audience. Therefore, they are unable to express themselves freely. Here comes the role of the writing skill. It enables any student who is afraid of public speaking to better express their opinions and emotions. This skill is also needed for mostly any task in this world as you can not neglect it especially when writing a formal document, an essay in the case of students, a report and many other written tasks.

- Language is wressay.

Section two: students' opinions about writing

Item 4: How do you evaluate your level in written expression?

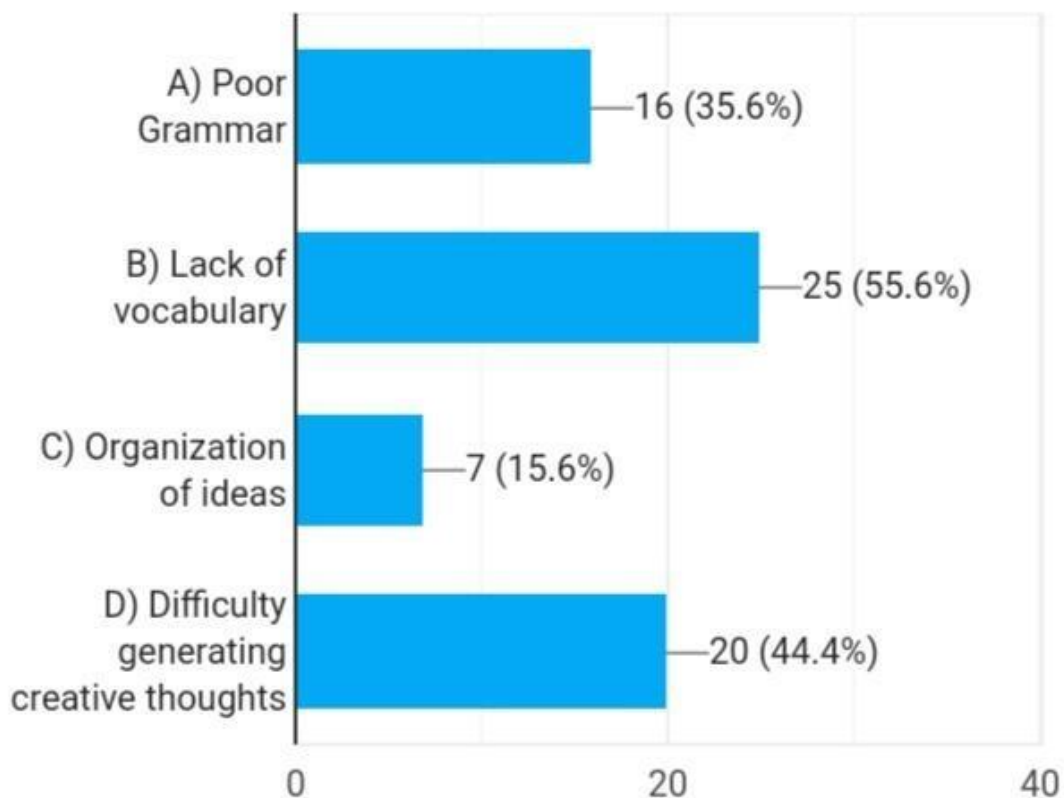
Option	Number	Percent%
Excellent	2	4,4
Good	20	44.4
Average	19	42.2
Weak	4	8.9

Table4: students' self evaluation

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We asked students to evaluate their level. The highest percentage goes "Good" (44.2%) this means that the students have a certain knowledge about the writing rules (grammar, vocabulary...) and master them well. (42.2%) goes to "Average" which means that the student aware of the necessity of working in their writing. (8.9%) goes to "weak" which means that have many problems in certain level of writing. The final percentage is (4.4%) in which they find themselves "excellent" in writing which means that the student not aware about their writing performance.

Item 5: What are the difficulties do you face while writing? (you can choose more than one answer)



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Figure 5: students' difficulties face when writing

In this item, students were asked to mention the main difficulties they face when writing, and justify their answers. They were allowed to choose more than one option. From the table seen above, we can notice that the majority of the students share the idea that the lack of vocabulary was the most difficult thing in their writing; they can not produce new words or items (44.4%, which equals to 20 students out of 45). They face difficulty in generating creative thoughts, which can be due to the lack of reading, and 35.6% have a problem in grammar. Also, 15.6% face difficulty in organization of ideas, which is a problem of coherence and cohesion.

Item 6: In your opinion, what are the causes of these difficulties? (You can choose more than one answer)

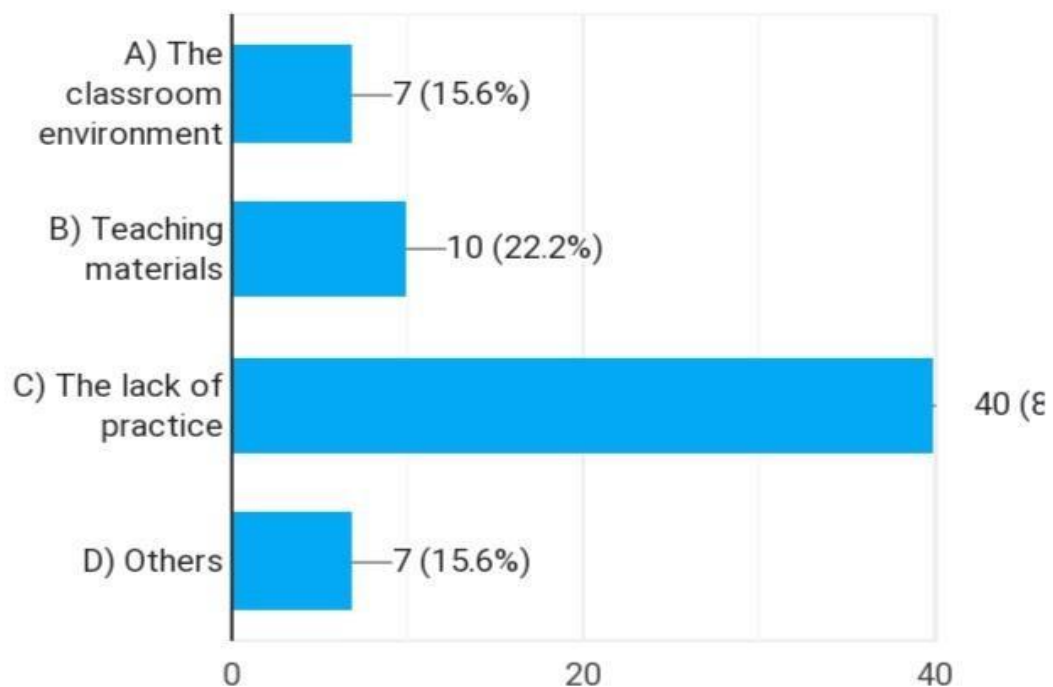


Figure 6: causes of these difficulties

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In this item we asked students to mention some of the causes that leads to the difficulties that stated above as we see the students agree that The lack of practice leads difficulty in writing(88.8%) and that means they should focus more in doing practice.The second one is (22.2%) "teaching materials" students stated that there is a lack of materias .the third one goes to "the classroom environment" and " others" they (15.6%). Which means that the classroom atmosphere effects on the students Writing performance. And we asked them to justify their answers by using an open question and these some of the justifications:

- Practice makes it perfect. One may not be able to fully and correctly perform a certain task without having the necessary training required. If one wants to be good at something, he/she must practice it first

- Often student become less motived which related to many reasons , so he or she will not be able to practice more to better understanding of how to write perefect writing forms.

- I think one of the leading cauaes to student's poor writing is lack of practice, practice makes student improve their writing by recognizing their mistakes.

- Each time you read books or articles you learn new vocabulary items ,then you use them in paragraphs or sentences unfortunately you will write coherently.

- I do not practice exercises and also in the department I do not focus and I also find it difficult to understand the professor and the way he explained.

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•As higher education students we still rely on what the teacher ask us to do , I believe we should be more active and look for information ourselves.

Because the classroom environment play an important role in your writing also practice so, when you practice more and more your writing will improved

Item: 7 As a student what did you suggest to dispose these difficulties?

• Teacher enhance methods of teaching writing.and should know their students weakness in writing . also students should practise regularly in classroom.and develop their writing through writing paragraphs , essay, research papers,...ect.

• As I have already mentioned, practice is the central key and element in mastering writing. Reading is another effective way of fulfilling this requirement as well because a good reader is a good writer.

• The teacher must give the students a lot of practices in writing. In addition, he must teach them how to write correctly.

• Practice , reading , and teacher's feedback helps students improve their writing and overcome their difficulties.

• Review the lessons after studying them in the classroom and review them at home alone and search for them.

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- Practice more Collaborating in class Ask teacher to correct some of your writing tries .

Make an online group to teach those who have these difficulties.

- Practicing writing Try New strategies to promote writing.
- I suggest learning more vocabularies and more practice.
- Change the way of teaching Use a technological methods.
- Start to write small pieces of writings to learn Practice, reading also can enhance writing

skill

- We need the devices to learn faster and better
- The desire is the key and then the hard work .
- I suggest that reading is most important point

Read books and try to write a small paragraph

Do more practices and activities at classroom

Section three: Moodle as a teaching/ learning platform

Item 8: Do you actually use Moodle platform to study?

Option	Number	Percent
Yes, I do	29	64.4
No,I do not	16	35.5

Table 8: students' using of platform

We asked students if they have ever use Moodle platform before, as show in the Graph above, the majority (64.4%) have use it,it is a good start, because teachers and students

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started switching their work to Moodle Platform because they had to work from home due to the quarantine imposed in nearly all sectors. and only (35.5%) they didn't not use it .

Item 9: Was Moodle platform helpful in your Studying?

Option	Number	Percent
Yes, I do	28	62.2
No, I do not	17	37.7

Table 9: students' helpfulness of Moodle platform

In this question students are asked to see whether the use of Moodle platform helpful or not, (62.2%) equal to 28 students out of 45 said that Moodle was helpful for them, while, (37.7%) said that Moodle was not helpful for them.

Item 10: how was Moodle platform helpful to you? And justify your answer?

Option	Number	Percent
Easy access learning documents	14	31.1
Ability to study at home	22	48.8
Ability to contact teachers	1	2.2
Others	8	17.7

Table 10: students' helpfulness of Moodle platform

In this item we asked students who said that Moodle platform was helpful for them to mentioned how it was helpful. As shown in the table above (48. 8% said that Moodle can facilitate the studing at home , they can recive lesson through it ,the second percentage (31.1%) said that it is access learning documents they can downloading the lessons and documents in an easier way. Also 2.2% said that Moodle have the ability to contact teachers

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via it there is no need to go to university to contact them , the final percentage was to others and by the way we asked in an open question to specify their answers and this is some of the responses:

Downloading lessons

Ability to learn at home and receive lessons

I can search about anything related to my study.

Item 11: where you able to contact your teachers via Moodle?

Option	Number	Percent
Yes	29	64.4
No	16	35.5

Table 11: contacting teachers via email

In this item we asked students to see whether they use Moodle platform to contact their teacher . As we see in the table above (64.4%) equals 29 students out of 45 said yes and that means that Moodle platform facilitate contacting with their teachers.

While, (35.5%) equals 16 students out of 45 said that No

Item 21: what are some of the difficulties you faced when using Moodle platform (you can choose more than one answer)

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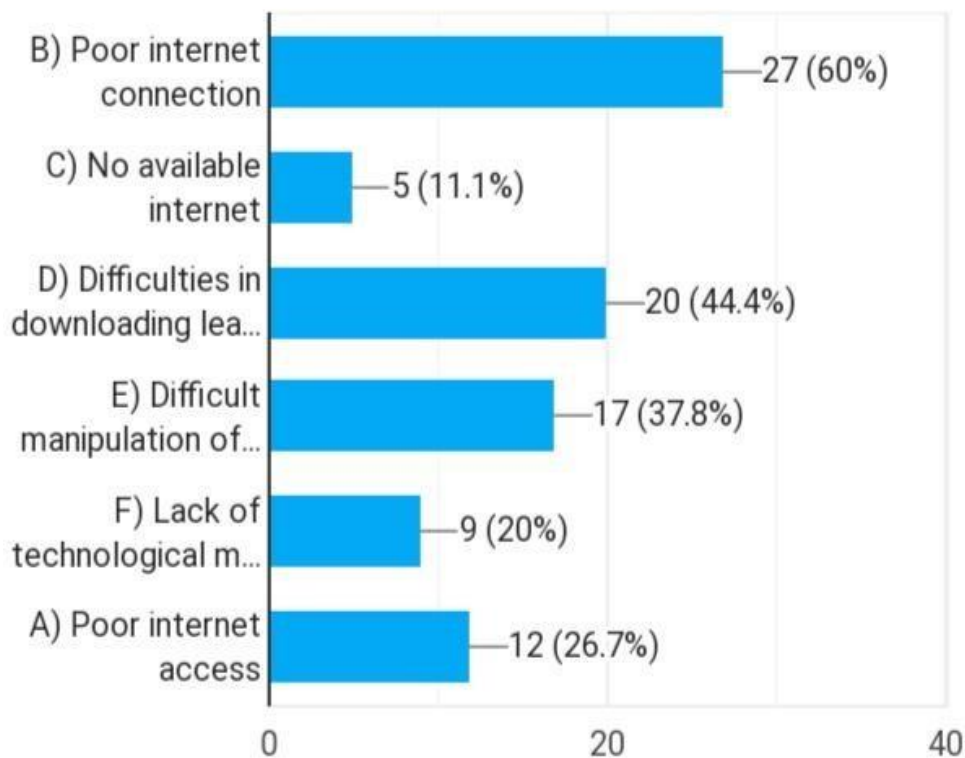


Figure 12: students' difficulties when they use Moodle platform

The aim of this question is to investigate about the difficulties faced by students When using the Moodle platform. It is another multi choice question to give students the Ability to tick all the obstacles they faced. The most chosen option was The most chosen option was the poor internet connection (60%) . The second most chosen option was is poor internet access (44.4%). The second ranked choice was no available internet connection, the third one is difficulties in downloading learning materials (37.8%) , lack of technological materials (smart phone, computer.....)(26%) The last two choices with less percentages were: Difficult in manipulation of the platform itself (20%) and poor internet connection ((11.1%). **Item**

13: Do you think is a good idea to include Moodle platform in written expression teachers?

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Option	Number	Percent
Yes, It is	23	51.1
No, It is not	22	48.8

Table 13: including Moodle platform in written expression teaching

As shown in the chart above, nearly (51.1%) students see that implementing Moodle Platform in written expression teaching and learning is a good idea that should be Taken into account. And (48.4%) said No

Item 14: teachers' opinions about the use of this type of e-learning

Option	Number	Percent
Yes, It is	34	75.5
No, It is not	11	24.4

Table 14: teachers' opinions about the use of this type of e-learning

In this item the result says that (75.5%) of student think that this type of e-learning platforms would be beneficial to facilitate the teaching / learning process in general while (24.4%) see the opposite. Students were able to justify their answers and these some of the responses:

- You can't understand very well because there's no real interaction with the teacher and the students have the ability to turn off the mic and camera ,then dissappear , escape the lesson and get distracted by social media....
- It would facilitate it only in one condition which is developing the platform more and . new characteristics to make it beneficial for both students and learner.

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- The world is developing especially the higher educational systems . Algeria has to cope this this generation 's progress and coming ones also .
- I don't know to what extent that platform can be helpful we did not use it much I have no clue how it can be helpful in writing expression.
- it is if it was professional but Moodle isn't that professional so I myself didn't get any beneficial thing from it.
- It helps you to study at home, and contact teachers... It is making the education more easy then the normal way.
- If it is perfect in all circumstances surrounding it is a good platform which will be useful for a student.
- Moodle platform is very helpful particularly when it is in partnership with face to face learning.
- Not good for studying and not useful u can't understand and studying is very difficult nd useless
- As a new way of thinking critically this may be help the learners develop their capacities.
- Because we study at home easily without coming 48 km for example to study at unversity.

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- Absolutely agree with that and we did see the benefits of those platforms in pandemic
- By using e-learning students can study at home not just at school or university.
- e-learning would be beneficial to facilitate the teaching because it is an easy way. Gaining time and efforts, useful for those that live far from the university.
- It may save our time and we can study anywhere and anytime by using it

Item 15: please, feel free to add any idea or comments:

One of the additions I have already talked about in the previous question is facilitating the teacher-student interaction maybe by adding a comment or a question section to enable the students to freely ask about the content of the lessons/lectures. Moreover, the platform should not be a melting pot for documents only as learners may not understand the document without the teacher's explanation.

• I wish you the best of luck, keep the good work, and I actually liked the questionnaire it definitely has thoughtful questions.

• Moodle platform would be effective but because of weak connection and other obstacles student couldn't attend or be active on model.

• I think if they create and develop the distance learning platform, it will be useful for a student.

• The program and how to teach should be reviewed by the administration, The conventional method of studying can not be substituted by e-learning

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Writing module is very important, is helpful for other modules .

•I wish to help us to Know how we written a good paragraph.

•It's a good idea and your topic is interesting.

•Writing is better taught face to face.

•Writing is important skill

•Good and useful questions

Conclusion

This questionnaire was a usefull tool for gathering data from 3rd year students of the English division at Biskra"s University. The results helped us investigate students" knowledge About Moodle Platform and if they think it is a Good mean that help them learn and improve their writing skills. These results concern only Students at Biskra"s University; they may be general to all universities at the national territory, But to know that more investigations and researches should be conducted.

Teachers' Questionnaire

Administration and Aim of the Teachers' Questionnaire

This questionnaire was sent to 5 Written Expression teachers from Biskras University's English division through email. The goal of this project was to look at their experiences as Written Expression teachers, the challenges they confront while teaching writing, and the most common issues they have noticed in their students' written work. We also tried to find out what teachers thought about the Moodle Platform and their experiences with it, as well

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as if they think our university should adopt it as a new means of teaching and learning in general, and teaching and learning writing in particular.

Description and Analysis of the Teachers' Questionnaire

Description

This questionnaire is composed of three sections which include different types of questions, Close ended and open ended questions. Section one includes eight items. It was done for the Purpose of gathering information regarding the teachers' teaching experience, how long they Have been teaching Written Expression module and some general information about what they Have noticed during their teaching experience in their students' writing abilities and problems. The second section include four items which talk about the Moodle as a teaching/learning platform. The last section contains four items which talk about teachers' opinions about writing.

Analysis

Section One: Background Information

Item 1: would you specify your degree?

Option	Number	Percent
Master	0	0
Magister	0	0
Doctorate	0	0
Phd	5	100

Table1: Teacher's degree

As it is shown in figure 2, teachers in this sample are only Phd .Among the whole sample.

Item 2: How long have you been teaching written expression

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We ask teachers to mention how long have you been teaching written expression 3 teacher said that they teach written expression more than 10 year only two teacher said that they have been teach it less than 5 years

Item 3: Do think that teaching writing is important?

Option	Number	Percent
Yes	5	100
No	0	0

Table 3: teachers' opinions about the importance of writing

As mentioned above in the table all the teacher agree that teaching writing is important also we asked them to justify their answers and these some of the justifications: writing allows students to communicate with each other and share ideas and experiences. It also provides them with a space to express themselves. **Item 4: How do you consider the level of**

third year student in writing?

Option	Number	Percent
Very good	0	0
Good	1	20
Average	3	60
Below average	1	20
Poor	0	0

Table 4: Third year students' writing level

The table and the graph above shows, the majority of the teachers 60% evaluated their Students' writing skills as average which is a fair evaluation according to their experience and Also according to the students' answers in the questionnaire devoted to them. 1 teacher

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Evaluated his students' level in writing as good (20%), another teacher evaluate his students as below average (20%) According to these evaluations we can Notice that the average level of students' writing is average according to written expression Teachers' in BU

Item 5: what are the most difficulties that the students face when writing?

Option	Number	Percent
Selection of irrelevant ideas	0	0
Coherence and cohesion	2	40
Grammar errors and spelling mistakes	3	60

Table 5: students' difficulties when writing

We asked teachers whether their students face difficulties when writing and if they do what are the more common one. As shown in the table above, all teachers confirmed that EFL Learners do face difficulties when writing. According to teachers, students' difficulties in learning writing are everything this is in relation with writing. The most difficult one is grammar and spelling (60%). And then problems of Coherence and cohesion, (40%) selection of irrelevant ideas.

Item 6: Are these difficulties due to: please, specify

Option	Number	Percent
Teacher	1	20
Learner	0	0
Syllabus	1	20
Lack of reading	0	0
Lack of background Knowledge	0	0

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Lack of practice	3	60
Others	0	0

Table 6 : the causes of these Difficulties

In this item we asked teachers to mention the causes that leads to the difficulties above the most causes is the lack is practice (60%) in which they specify their answers by state that the more they do practice the more their writing will be developed. The others are the teacher and the syllabus in which the teacher considered as the leader in the classroom also the lack of the useful content that can help the students in their learning process.

Item 7: Do you think the written expression programme you are applying is enough to improve the writing proficiency?

Option	Number	Percent
Yes	1	20
No	4	80

Table 7: teachers' opinions about the written expression programme

The results in the table below show that (20%) of teachers believe that; the written expression Program they are dealing with is enough to improve the writing level.

While most of them think That the program is not sufficient to enhance students' level in (80%). This leads to think that the Programs should be reviewed in terms of contents and approaches as well; time allocated to Written expression should be satisfactory. Also we asked them to explain their answers if they said yes they stated that the content is not sufficient .More sessions bof practice and feedback are needed and it requires more practice by the learner at home.

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Item 8: what are the weaknesses of your students in writing (you can choose more than one answer)

Option	Number	Percent
Vocabulary	4	80
Grammar	4	80
Organization of ideas	3	60
Others weaknesses	1	20

Table 8: students weaknesses in writing

We asked students to mention which are the weaknesses that face students. According to teachers the most important weaknesses are vocabulary and grammar (80%) in which Teachers find that their students have difficulty in using vocabulary and grammar. Also organization of ideas (60%) coherence and cohesion and only(20%) said that there are others weaknesses.

Section two: Moodle as teaching/ learning platform

Item 9: As a teacher do you use what is Moodle platform

Option	Number	Percent
Yes, I do	5	100
No, I do not	0	0

Table 9: Teacher's using of Moodle platform

As shown in the chart above, we asked teachers whether they use Moodle Platform or Not, All teachers affirmed that they do use it, this shows that Moodle Platform is widely used in the English division at BU, and this is a good start.

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If yes, how often?

Option	Number	Percent
Never	0	0
Rarely	2	40
Often	3	60
Always	0	0

Table 9: the frequency of using Moodle

As shown in the table above, we asked written expression teachers how often they have Used Moodle Platform in their teaching process. (60%)have used it often, (40%) have used it rarely .

Item 10: The Moodle platform was useful to successfully teach your students.

Option	Number	Percent
Strongly	0	0
Agree	3	60
Neutral	2	40
Disagree	0	0
Strongly disagree	0	0

Table 10: Teacher's usefulness of using Moodle platform

We asked teachers yo mention whether Moodle platform is useful for them or not .

Most of them said agree by the percentage (60%) and (40%) They were neutral **Item 11:How was the use of Moodle platform helpful to you?(You can choose more than one answer(**

Option	Number	Percent
--------	--------	---------

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Easy to publish lessons	3	60
The ability to contact students through	1	20
The ability to work at home	1	20
Others	0	0

Table 11: the way that Moodle platform help teachers

Item 12: As a teacher, do you face difficulties in using Moodle?

Option	Number	Percent
Yes	2	40
No	3	60

Table 12: teachers' difficulties in using Moodle platform

In this item we asked teachers whether they face problems when they using Moodle

The most percentage goes to Yes (60%) and that (40%) goes to No

Item 13: How do you see the relationship between written expression and Moodle?

Option	Number	Percent
Does not work with Each other	1	20
They complete each other	4	80
There is no relationship between each other	0	0

Table 13: The relationship between written expression and

Moodle platform

Here in this question (80%) of the teachers said that there is a relationship between written expression and Moodle platform while (20%) said that they does not work with each other

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Item 14: Do you think it is a good idea to use Moodle platform in order to enhance students' writing skills? Please justify

Option	Number	Percent
Yes	3	60
No	2	40

Table 14: using Moodle platform in order to enhance the students' writing skills

Most of the respondents (60%) confirm that using Moodle platform is a good tool to enhance the students' writing. Only (40%) of the teachers said no Moodle platform can not be the tool to enhance the students' writing.

Item 15: In your opinion do you prefer the traditional teaching methods or the modern methods (which one do you think is better in teaching writing?)

Option	Number	Percent
Face to Face learning	0	0
E-learning Method(Modern method)	1	20
Both	4	80

Table 15: teachers' comparison between Methods

In this item we asked teachers to mention which of these methods do they prefer Most of them prefer using both of them in which they can teach at home and all so face to face so these yo methods facilitate the teaching process. While (20%) said that they prefer the E-learning method they can control and do anything within their courses, including adding or changing the activities and grading students, most of them have used it during the current global pandemic to post their lectures and worksheets for practice to help students work better and keep in touch with their studies from home

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Item 15: please, feel free to add any idea or comments:

The aim of this question is to open some space for the teachers to give their suggestions And comments about the effectiveness of the Moodle as a teaching/learning platform. The comments are as follows:- “One thing I need to say is that teachers and students need a training program to Effectively use Moodle platform

Conclusion:

Since the current study is investigating the influence of Moodle platform as an alternative means for enhancing the EFL writing skills of third year students' university of Mohammed kheither Biskra .so, these Questionnaires gave us the opportunity to to know students' and teachers' attitude toward the influence of using Moodle platform in which help us to investigate the main difficulties tgey face when teaching and learning writing. Also, tgey shared us their experience in teaching writing skills and the using of Moodle platform. Moreover, the EFL students helped us by giving their opinions about what they think about writing and they shared their experiences about the implementation of new technologies as Moodle platform in teaching writing skills. Actually, as a result of the two questionnaires Writing considered as the main skill the students and teachers are struggling with to master it. Also, they shared their in teaching and learning writing skills and shows the place of writing and the importance of mastering it.

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General conclusion

The objectives of the present research are to highlight on the effects of using Moodle platform to improves EFL writing skills, and to find out the obstacles faced by both teachers and students and suggest solutions to them, the third year LMD students at the English department of the university of Mohammed kheither Biskra (UMKB. In order to validate our hypothesis, we used two questionnaires as a data collection instrument. The first questionnaire was created and delivered to University of Biskra EFL third-year Licence students. The second questionnaire was for teachers (particularly, teachers of written expression). The data revealed that the majority of third-year students face a variety of challenges when it comes to acquiring and enhancing their writing skills. When students were asked about the difficulties, obstacles, and problems they face when studying, time, student number in classes, and lack of modern materials were three of the most common factors they cited. These two factors impede practicing well, and improving writing skills is all about practice.

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Pedagogical Recommendations

Moodle Platform gives teachers greater opportunities to assess and evaluate their students' progress. We will try to give some recommendations based on the different literary reviews regarding Moodle Platform and writing skill, as well as the different aspects that have been explored in this study, based on the findings of our investigation into the implementation of Moodle.

Teachers can use Moodle Platform activities in written expression lessons as inspiration for students and officials at the University of Biskra's English division. In urgent situations, the Moodle Platform can be an excellent substitute for face-to-face instruction.

Moodle Platform gives teachers greater opportunities to assess and evaluate their students' progress.

Most EFL students are unfamiliar with the Moodle platform and have encountered difficulties when attempting to use it. Because most students use various sorts of technology in their daily lives, including technology into their learning process will aid in their motivation.

The Moodle Platform should be implemented at BU, especially in situations such as the current one (a global pandemic).

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Appendices

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Appendix 1: Students 'Questionnaire

Dear student,

First and foremost, thank you for taking the time to complete this questionnaire, I am master one student and this questionnaire has been designed for academic purposes and for the sake of gathering information concerning a research about “ the influence of Moodle platform as an alternative means for enhancing the EFL writing skills at the department of English and literature(MKUB)”. The information you provide are critical to studies’ success.

Thank you for your time and collaboration

Section one: Background information

Q1. Was studying English

- A) Your choice
- B) Your environment's influenc
- C) Your parents choice

Q2. What was the most difficult skill in learning English according to you?

- A) Speaking
- B) Reading
- C) Writing
- D) Listening

Students’ opinions about writing:

.....

Q3. According to you, to what extent is learning the writing skill useful?

- A) It is very useful
- B) It is useful
- C) It is not useful Justify your answer:

.....

Section two: Students' opinions about writing:

Q4. How do you evaluate your level in written expression?

- A) Excellent
- B) Good
- C) Average
- D) Weak

Q5. What are the difficulties do you face while writing? (You can choose more than one answer)

- A) Poor Grammar

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- B) Lack of vocabulary
- C) Organization of ideas
- D) Difficulty generating creative thoughts

Q6. In your opinion, what are the causes of these difficulties? (You can choose more than one answer)

- A) The classroom environment
- B) Teaching materials
- C) The lack of practice
- D) Others

Justify your answer, please:

.....

Q7. As a student what did you suggest to dispose these difficulties?

.....

Section three: Moodle as a teaching/ learning platform.

Q8. Do you actually use Moodle platform to study?

- A) Yes, I do
- B) No, I do not

Q9. Was Moodle platform helpful in your studying?

- A) Yes, It is
- B) No, It is not

Q10. How was the use of Moodle platform helpful to you?

- A) Easy access learning documents
- B) Ability to study at home
- C) Ability to contact teachers
- D) Others

Please, specify:

.....

.....

Q11. Where you able to contact your teacher via Moodle?

- A) Yes
- B) No

Q12. What are some of the difficulties you faced when using Moodle platform (you can Choose more than one answer)?

- A) Poor internet access
- B) Poor internet connection
- C) No available internet
- D) Difficulties in downloading learning materials
- E) Difficult manipulation of the platform itself
- F) Lack of technological materials (smart phone, computer.....)

Q13. Do you think it is a good idea to include Moodle in written expression teaching?

- A) Yes, it is
- B) No, it is not If yes, why?

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.....
Q14. Do you think this type of e-learning platforms would be beneficial to facilitate the teaching / learning process in general?

A) Yes, it is

B) No, it is not

Please, justify:

.....
Q15: Please, feel free to add any idea or comments:

.....

.....

Thank you

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Appendix 2: Teachers' Questionnaire

Dear teachers,

First and foremost, thank you for taking the time to complete this questionnaire, I am master one student and this questionnaire has been designed for academic purposes and for the sake of gathering information concerning a research about “ the influence of Moodle platform as an alternative means for enhancing the EFL writing skills at the department of English and literature(MKUB)”. The information you provide are critical to studies' success.

Thank you for your time and collaboration

Section one: Background information.

Q1. Would you specify your degree?

- A) Master
- B) Magister
- C) Doctorate
- D) PHD

Q2. How long have you been teaching written expression?.

.....

Q3. Do you think that teaching writing is important?

- A) Yes
- B) No

Please, justify

.....

Q4. How do you consider the level of third year student in writing?

- A) Very good
- B) Good
- C) Average
- D) Below average
- E) Poor

Q5. What are the most common difficulties that students face when writing?

- A) Selection of irrelevant ideas
 - B) Coherence and cohesion
 - C) Grammar errors and spelling mistakes
- Q6 .Are these Difficulties due to

the:

- A) Teacher
- B) Learner
- C) Syllabus

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- D) Lack of reading
- E) Lack of background knowledge
- F) Lack of practice

G) Others

Please, Specify

.....
Q7. Do you think the written expression programme you are applying is enough to improve the writing proficiency?

A) Yes

B) No

If no, please explain why?

.....
Q8. What are the weaknesses of your students in writing (you can choose more than one answer)

A) Vocabulary

B) Grammar

C) Organization of ideas

D) Others weaknesses

Section tow: Moodle as teaching/ learning platform

Q9. As a teacher do you use Moodle platform?

A) Yes, I Do

B) No, I do not If yes, how often?

A) Never

B) Rarely

C) Often

D) Always

Q10. The Moodle platform was useful to successfully teach your students.

A) Strongly

B) Agree

C) Neutral

D) Disagree

E) Strongly disagree

Q11. How was the use of Moodle platform helpful to you?) You can choose more than one answer

A) Easy to publish lessons

B) The ability to contact students through

C) The ability to work at home

D) Others

Section three: Teachers' opinions about Moodle platform:

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Q12. As a teacher, do you face difficulties in using Moodle?

- A) Yes
- B) No

If yes, what are they?

.....
Q13. How do you see the relationship between written expression and Moodle?

- A) Does not work with each other
- B) They complete each other
- C) There is no relationship between each other

Q14. Do you think it is good idea to use Moodle in order to enhance students' writing skills?

- A) Yes
- B) No

Please, justify:

.....
Q15. In your opinion, do you prefer the traditional teaching methods or the modern method (which one do you think is better in teaching writing). A) Face to face learning (traditional teaching methods)

- B) E-learning method (modern method)
- C) Both Why?

.....
.....
Q16. Please, feel free to add any idea or comments:

.....
.....

Thank you

Moodle for enhancing the writing skill

الملخص

الدراسة الحالية هي محاولة لإلقاء الضوء على الصعوبات التي يواجهها طلاب قسم اللغة الإنجليزية بجامعة بسكرة عند تعليمهم الكتابة. والصعوبات التي يواجهها المعلم بدوره في تعليم الأخير. هذه الدراسة هي دراسة استكشافية هدفها دراسة التأثيرات وطريقة عملها تطبيق مودل لمساعدة طلاب اللغة الإنجليزية بجامعة محمد خضر بسكرة للتخلص من هذه الصعوبات وتحسين الكتابة باللغة الإنجليزية.

Résumé

L'étude actuelle est une tentative de faire la lumière sur les difficultés que les étudiants de la Division de langue anglaise de l'Université de Biskra rencontrent en leur apprenant à écrire. Et les difficultés que le professeur rencontre, à son tour, dans l'enseignement de ce dernier. Cette étude est une étude exploratoire dont l'objectif est d'étudier les effets et leur fonctionnement Application Moodle pour aider les étudiants en langue anglaise de l'Université Mohamed Khider de Biskra à se débarrasser de ces difficultés et à améliorer l'écriture dans la langue Anglais.