

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



**The Effects of Using Moodle Platform Modules (Activities) to
Improve EFL Learners' Writing Skills**

Case of Third Year Students at Biskra University

Dissertation submitted in fulfilment of the requirements for a
Master Degree in Sciences of Language

Prepared by:

Mrs. Faiza **KHEIREDDINE**

Supervised by:

Dr. Tayeb **BOUHITEM**

Board of Examiners

Dr. Tayeb BOUHITEM	(Supervisor)	(University of Biskra)
Dr. Nadia REZIG BETKA	(Examiner)	(University of Biskra)
Mrs. Yasmina BENZIDA	(Examiner)	(University of Biskra)

Academic year: 2019/2020

Dedication

This work is dedicated:

To my dear parents

for their endless love and support

To my beloved sisters

for their presence and support

To all my cousins and friends

for their encouragement in moments of difficulties and stress.

THANK YOU

Acknowledgments

First, this work would not have been completed without God's help and guidance and enlightenment

I would like to express my deepest gratitude to my supervisor **Mr. TAYEB BOUHITEM** for his support, guidance and advice.

I am also grateful for my teachers that taught me the process of how to write and produce my thesis.

I am especially thankful for all my teachers that helped and encouraged me during all my educational process.

Also, I would like to thank all the teachers and students that took the time to answer my questionnaire for their time and collaboration.

I must express my gratitude to the board of examiners for reading and evaluating my work.

Abstract

The present study aims to investigate the effects of using Moodle platform modules (activities) in order to develop EFL learners' writing skills in the English division at the University of Biskra. It takes the form of an exploratory research since it deals with a topic which is somehow new in Biskra's University. As stated by many specialists and teachers in BU, the writing skill is one of the hardest and most complicated skills where learners encounter difficulties in their tasks. These latter may be due to many reasons, such as the lack of practice, time and motivation and many other causes. In our research, we are going to shed the light on how to get rid or diminish these difficulties by using a new way of teaching and learning, the electronic teaching/learning. Learning through Moodle platform and the activities it provides. Nowadays the use of technologies and learning platforms is the most updated and efficient means of education used everywhere in the world. Based on this, we hypothesized that the use of Moodle platform modules may be a solution for EFL teachers and learners to improve their teaching and writing quality in general and the learning of the writing skills most specifically. To enrich this study with valuable data, we designed two questionnaires. One was for written expression teachers, and the other one was for 3rd year students at the ED in BU. The findings showed that teachers confirmed our hypothesis that the writing skill is the most difficult skill for students and that they do face many obstacles and difficulties when teaching it. Also students confirmed that they face many difficulties in learning it, and confirmed our hypothesis that Moodle platform activities may be a good solution to diminish from these difficulties and make from writing a more easy and enjoyable task. According to teachers' experiences and students' responses, we concluded that Moodle platform writing activities do help in improving the writing skills, since it helps in getting rid and diminishing a considerable part of the problems faced by students and teachers.

Key terms: Moodle platform, modules, activities, writing skill.

List of Abbreviations

MKUB: Mohamed Khider University Biskra

MOODLE: Modular Object Oriented Dynamic Learning Environment

MKU: Biskra's University

ICT: Information and Communication Technologies

List of Figures

Figure 1 Students' gender	41
Figure 2 Students' choice of speciality	42
Figure 3 Students' most difficult skill	42
Figure 4 Students' self assessment	43
Figure 5 Students' Writing Difficulties	45
Figure 6 The Materials that Written Expression Teachers Should Use	46
Figure 7 Students ' Knowledge of Moodle Platform.....	47
Figure 8 Moodle Activities Usefulness.....	49
Figure 9 The Implementation of Moodle Platform Activities in Written Expression Teaching	50
Figure 10 Moodle Platform Activities Accessibility	50
Figure 11 Moodle Platform Activities in Biskra's University.....	51
Figure 12 Written Expression Teaching Experience	54
Figure 13 Third Year Students' Writing Level.....	55
Figure 14 Teachers' Difficulties in Teaching Writing.....	56
Figure 15 The Difficulties Students' Face When Writing.....	57
Figure 16 Reasons of Students' Writing Difficulties.....	58
Figure 17 The number of Teachers That face Difficulties When using Moodle	61
Figure 18 Teachers' Opinions About The introduction of Moodle Platform Activities.....	62
Figure 19 Best Methods For Teaching Writing	63

List of Tables

Table 1 Students' gender	41
Table 2 Students' choice of speciality	42
Table 3 Students' most difficult skill.....	42
Table 4 Students' self assessment.....	43
Table 5 The Writing Skill Usefulness.....	44
Table 6 Students' Suggestions To reduce These Difficulties	46
Table 7 The Materials that Written Expression Teachers Should Use	46
Table 8 Before or After the Covid19 Pandemic	47
Table 9 Learners' And Moodle Activities	49
Table 10 Written Expression Teaching Experience.....	54
Table 11 Third Year Students' Writing Level	55
Table 12 Teachers' Difficulties in Teaching Writing.....	56
Table 13 EFL Students' Difficulties in Learning Writing.....	57
Table 14 Teachers' use of Moodle Platform.....	59
Table 15 Using Moodle in Written Expression Classes	60
Table 16 The Frequency of Moodle Platform Use	60
Table 17 The Relationship Between Moodle and Written Expression.....	61
Table 18 Teachers' Opinions About Moodle Platform Activities' Benefits	63

List of Contents

Dedication	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations	V
List of Figures	VI
List of Tables	VII
List of Contents.....	VIII
General Introduction	1
2. Statement of the Problem.....	1
3. Significance of the Study	2
4. Aims of the Study	2
5. Research Questions.....	2
6. Research Hypotheses	3
7. Research Methodology	3
8. Literature Review.....	4
9. Structure of the Study	6
Chapter one: Moodle.....	8
Introduction.....	9
1.1. Moodle platform: origins and philosophy.....	10
1.2. The roles in Moodle:	11
1.2.1 The administrator role:	12
1.2.2 The teachers' role:	12
1.2.3 The students' role:	12
1.3 Moodle and teaching:.....	12
1.4 Moodle and second language teaching	13
1.5 Moodle and EFL teaching.....	13
1.6 Moodle' resources:.....	14
1.6.1 The label:.....	14
1.6.2 The folder:	14
1.6.3 The file:	14
1.6.4 The book:.....	15
1.4.5 The page:	15

1.4.6 The URL:.....	15
1.7 Moodle Modules (Activities) and writing:	15
1.7.1 The quiz (test):	15
1.7.2 The lesson:.....	16
1.7.3 The mindmap:	17
1.7.4 Personal profile:	17
1.7.5 The Journal module:.....	18
1.7.6 The blog:	18
1.7.7 The glossary:	18
1.7.8 The chat module done:	19
1.7.9 The assignment module.....	19
1.7.9.10 The forum module:.....	20
1.7.9.10.1 The standard forum for a general use:.....	20
1.7.9.10.2 The single simple discussion:.....	20
1.7.9.10.3 The question and answer forum:	20
1.7.9.10.4 The Standard forum displayed in a blog-like format:.....	20
1.7.10 RSS Block and forum:	21
1.7.11 Wiki module.....	21
Conclusion	23
Chapter Two: The Writing Skill	24
Introduction.....	25
2.1 What is writing?.....	25
2.2 The importance of writing:	26
2.3 Reasons for Teaching Writing:	27
2.4 Teaching writing approaches:	28
2.4.1 The product approach:.....	28
2.4.1.1 Stages of the product approach:.....	30
2.4.2 The process approach:	30
2.4.2.1 Pre-writing:	31
2.4.2.2 Writing:.....	31
2.4.2.3 Revising:	32
2.4.2.4. Editing:	32
2.4.2.5 Publishing:	32

2.4.3 The genre approach:	32
2.4.3.1 Modeling:.....	33
2.4.3.2 Construction:	33
2.4.3. Individual construction	33
2.5 Reasons for the weaknesses of students' writing skill:.....	34
2.6 Using ICTs in teaching writing:.....	35
2.7 Moodle Platform and the EFL writing Skill	35
Conclusion	38
Chapter Three: Data Analysis	39
Introduction.....	40
3.1 Students' Questionnaire	40
3.1.1 Administration and Aim of the Students' Questionnaire	40
3.1.1.2 Description and Analysis of the Students' Questionnaire.....	40
Conclusion	52
3.2 Teachers' Questionnaire	53
3.2.1 Administration and Aim of the Teachers' Questionnaire	53
3.2.2 Description and Analysis of the Teachers' Questionnaire	53
Conclusion	65
General Conclusion.....	66
Recommendations.....	67
List of References	69
Appendices.....	74
Appendix One: Students' Questionnaire.....	75
Appendix Two: Teachers Questionnaire.....	80
الملاحص.....	86

General Introduction

Information and communications technology (ICT) is the infrastructure and components that enable modern computing. In the past teaching and learning used to happen through traditional methods without the use of technologies and electronic learning, but nowadays, electronic learning (e-learning) takes a considerable place in the teaching/learning field. E-learning is learning by using electronic technologies to access educational curriculum outside a traditional classroom. It simply refers to a course, program or a degree delivered completely on-line.

There are many types and components of electronic learning, we find the Modular Object-Oriented Dynamic Learning Environment (Moodle). Moodle is an online learning platform developed from pedagogical principles, it allows its users to learn through its content and activities. Moodle has been created in the late 1970's in Australia, the founder and lead developer is Martin Dogiamas. Moodle contains several activities that help learners develop their learning skills, especially the writing skills since it is online so they need to interact together and with their instructors by writing.

The writing skill is one of the most important and difficult skills to master. Good writing skills allow to communicate learners' message with clarity and ease to a far audience than through face-to-face or telephone conversation. That is why Moodle has too many activities that help learners develop their writing skills through using these activities. Among these activities we have the assignments, chat, choice, feedback, wiki, database, forum, glossary, lesson, external tool, quiz, scorm, survey and the workshop activity.

2. Statement of the Problem

According to what many teachers in Biskra's University noticed and revealed, the writing skills is the problem number one that most students face, first year students or even PhD candidates while writing either essays, dissertations or while having written exams. Most of

them fail because of the writing tasks, they do have the right answers but do not know how to write them and communicate them correctly. Even we as students, we face many difficulties when we want to write academically, we always face problems, sometimes we are aware of them, and sometimes not. By this, we can see that the lack of writing proficiency is a real problem that needs to be solved from its source.

This perception pushed us to undertake this research in order to find solutions to diminish this phenomenon or make it disappear in certain cases and help learners develop their writing skills through existing methods that we are going to put into practice to see whether they will be beneficial to help students to get rid or at least diminish this problem while writing.

3. Significance of the Study

The current study is important because it may provide students with new techniques and tools to improve their writing skill by using the Moodle platform activities that help them develop their writing productions. It also provide teachers with some new and updated teaching methods in order to facilitate for them the process of teaching writing by using technologies.

4. Aims of the Study

This study aims to determine the reasons and causes that make students commit mistakes and errors while writing, what are the difficulties they face in their writing procedures and why writing is a hard task for them. It also tries to demonstrate how the Moodle activities affect students' writing skills. Learning through Moodle platform activities may help students get rid of their writing problems.

5. Research Questions

The present research seeks to answer the following research questions:

- **RQ1:** What are the problems students faces in writing?

- **RQ2:** How can Moodle activities help students overcome their writing problems?
- **RQ3:** Do Moodle activities improve EFL students' writing?

6. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

- **RH:** If students use Moodle writing tasks, their writing will be improved.

7. Research Methodology

This research will be a purely qualitative one, since it tries to describe a phenomenon which is the Moodle platform and how do its activities affect students' writing skills. In this research, the researchers will use the observation method to see what the weaknesses students have are and how they face them and try to improve them by using Moodle activities to develop their writing skills. We will also use an open-ended questionnaire to know more about students and the difficulties they encounter and how they see the impact of Moodle in their writing skills development. As mentioned before, the data collection will be based on observing students attitudes towards writing, the difficulties they encounter and how they try to surpass them. Also, we will present a questionnaire to teachers to see their point of view on their students writing skills and what they think are the reasons of their weaknesses, what they think about Moodle activities and how according to them these activities will help students develop themselves and their writing performances. A questionnaire will be provided to students too, in order to see whether they know or not the Moodle platform, to have their opinions and see what they think about writing and what are the difficulties each student faces while his/her writing activities. The population of this study will be the teachers and students in the English division of Biskra's University. This research will be investigated and treated on a group of third year students (40 students) of English language in our University, and also a questionnaire will be provided to 4 written expression teachers of the same division.

8. Literature Review

Recently, researchers are showing a real interest on the integration of technologies in English Foreign Language Learning. They conducted many researches on the effect of using technologies in EFL Learning. Among these researches, they showed interest on the application of Moodle in improving EFL learners' writing skills.

The application of Moodle to an EFL learning environment is not new ; it has been conducted by many language practitioners and linguistic researchers (see Al-Jarf 2005, Brandle, 2005, and Tsai, & Liou, 2006 for details).

Moodle is one of the most well-known LMS with which instructors, administrations, and learners from personalized learning settings. Moodle courses include resources and activities of approximately 20 distinct sorts, such as quizzes, assignments, forums, and polls. These activities can help both teachers and learners navigate and Complete courses. Consequently, more than 90 million people from both academic and Enterprise settings use it because of its ease of use, lack of licensing fees, multipurpose platform, flexibility, security and privacy, accessibility, free content and courses, and it's availability in different languages (Moodle, 2018).

Due to its great flexibility and customizability, Moodle can be used for teaching writing to all levels of language learners in a face-to-face, hybrid, or online format. Although this CMS encourages process writing, it can be adapted for product-oriented writing too. Students can have significant control of their learning as the system provides them with opportunities to create their own knowledge and learning content. Although Moodle is very intuitive and user-friendly, its use requires at least basic computer skills on the part of the students. Thus, learner training in terms of content management and the use of system features is highly recommended, especially for students who lack computer literacy.

Using technology to design a language learning class helps EFL learners improve their English language skills along with giving them numerous chances to practice those skills (Bulter, Pascoe, 2003). However; Moodle also can assist in learning many English subjects like grammar. EFL teachers can integrate Moodle content, for example, into their regular language teaching classrooms take advantage of the available activities and sources, such as by providing real interaction with people from different backgrounds who share the same interests and by fostering a truly collaborative learning environment.

The application of Moodle to an EFL learning environment is not new; it has been conducted by many language practitioners and linguistic researchers (see Al-Jarf 2005, Brandle, 2005, and Tsai, & Liou, 2006 for details).

Most of the Moodle activities (Forum, Wiki, Chat, Glossary, Database and workshop) are collaborative in nature and encourage active participation and interaction. These collaborative activities allow students to co-construct writing, which according to Murray (1992), is « not a solitary enterprise » but « a social act » and is « the result of the interaction among people, contexts and texts » (p.100).

Additionally the "group" feature in Moodle provides opportunities for collaborative writing by dividing students into different groups, both on the level of an individual activity and on a course level. Thus, through learner-centeredness, collaboration, and interaction which according to Brown (1994), is « the heart of communication » (p.159). Moodle activities conform to the principles of communicative language teaching. However, unlike other environment (for example, blogs) which are publicly open and allow for a wide audience, Moodle is an access-restricted system, in which communication and interaction are limited to course users.

In his article, Riverton (2008) examined how CMS (Classroom Management System) can be woven into an established EFL writing curriculum built upon the constructivist notion of

the author as communal learner and communicator. The goal of the article is to demonstrate, through specific examples, particular Moodle CMS features that support activities and approaches inherent in the “process approach” writing class. He also stated that through implementing Moodle's CMS technologies into the writing course, teachers benefit in the areas of organization, implementation, distribution, communication and assessment.

Nagatomo (2006) conducted an action research on motivating students to write more with Moodle in his own one-semester writing class of twenty-two English majors. The findings of the research show positive effects of using Moodle on students in terms of not only their regular participation in online writing homepage to discuss with their classmates and self-study but also their increasing writing performance.

Sharing the same interest in using Moodle as an effective online environment to enhance students' writing skills, Wu (2008) reviewed the application of Moodle on an EFL collegiate writing course in Taiwan context. As he concluded, without doubt, Moodle is a powerful and user-friendly CMS, and it can effectively help English writing teachers organize their teaching materials, improve their means of communication, and retrieve their records of interaction with students when necessary.

Most noticeable, Ada's and Baki (2013) conducted a student on blended learning as a new approach to improve students' writing abilities. They also used Moodle as a platform to design online assignments and discussions for students. The findings from the research indicate the benefits of integrating Moodle into traditional methods in developing writing abilities for second and third year undergraduates at a conventional University in Palestine.

9. Structure of the Study

Our research is going to be divided into three chapters. In the first chapter we will introduce what the platform Moodle is. Mention its activities and clarify them. We will also discuss both teachers and students attitudes and opinions towards Moodle. The second

chapter our thesis will be devoted to the second variable which is the writing skill. In that chapter, we will try to introduce the writing skill, define it and try to understand it with its theories. We will also talk about the process of teaching writing, and the approaches of teaching. In that chapter, we will shed the light on the importance of the writing skill, the students' writing weaknesses and the difficulties they encounter while writing. The third and last chapter will be devoted to the data collection and analysis, we will collect the data by giving a questionnaire to both teachers and students, analyse it and get the results and the recommendations of our students.

Chapter one: Moodle

Introduction

With the omnipresence of Information and Communication Technologies (ICT) in our daily lives, specialists are wondering about their place in the education, and especially in the teaching/learning field. Nowadays, the integration of technologies in Algerian classes is facilitated by the Algerian government that gave the needed budget to educational institutions to reinforce the mastery of ICTs by students.

With the new pedagogical approaches, the learner is centered-based in the learning process; he/she is an active participant in the learning process through the making of different tasks. The learning tasks constitute the fundamental element in the process of conception of a constructivist teaching (Olivier & Herrington, 2002).

The new social media, Youtube, Facebook or Twitter, have strongly modified our relationship with the Web, today; each user can participate to forums, share online pictures, videos or comment articles. Students became not only actors but also active users. The Web 2.0 or “Social Web” marked an interesting evolution toward our view to virtuality.

Foreign languages teaching, did not remain deaf to this call, a great mass of teaching blogs have been created and showed to what extent the situation improved these last years. Educators integrate technology to teaching with electronic-learning. American Society for Training and Development (ASTD) described e-learning as any knowledge delivered and obtained from the use of electronic technology, for the purpose of learning. Among e-learning components, we can find Web 2.0 technologies like wikis, forums and blogs (Dooney & Hockly, 2007), they can be adapted to the needs of the language learners (Alm, 2006; Lo & Chao, 2011; Schuetze, 2011; Yates, 2008). They allow EFL learners’ to be exposed to the target language, by providing and giving them the opportunity to fulfil their learning outside the classroom or the educational institution. (Stevens, 2012).

Electronic Learning (e-learning) also helps learners to self-regulate the contents of what they need to work on. Smith (2008) points out that an advantage of this type of learning is that students can move on some concepts rapidly and take more time to comprehend concepts that are not common for them. This means that they do not have to follow the same path other learners do as what usually happens in traditional classroom instruction, in which all students have to do what the teacher tells them to do, especially if the teacher spends more time in something they seem to have already mastered or if the teacher seems to move to a new lesson and he/she still needs more time to process the information being learned.

Among the e-learning components we can find, the multimedia classroom, the computer laboratory and other electronic tools, such as (blogs, platforms...) that help in improving the four skills (reading, speaking, listening and writing).

One of the most growing and popular platforms in the world nowadays is the Moodle platform (a free learning platform), that is highly used worldwide and is considered as a fundamental element in today's teaching and learning. Since in the Algerian higher institutions, it is a platform where new teachers are asked to post their lectures in order to be officially admitted in their jobs. Today the majority of the students work on their personal laptops and smartphones and have access to library computers. Moodle is a Learning Management System (LMS) which is used to deliver the courses and the activities.

1.1. Moodle platform: origins and philosophy

More than one million teachers around the world use Moodle platform as an online support to their courses. Moodle is available freely as free software, Moodle has been created in Australia by Martin Dougiamas; the first version was launched in 2002. The term Moodle is the acronym of Modular Object-Oriented Dynamic Learning Environment.

Moodle is approved and worthy internationally, it is used by small and big institutions and organizations, such as Shell, The London School of Economics, The State University of

New York, Microsoft and The Open University. It is used by more than 65 million users around the world. In fact, it is one of the most used platforms in education field. LMS (Learning Management System) or a CMS (Course Management System). Moodle is made for teaching and learning, it has been developed since more than 18 years by the pedagogical socio-constructivist, Moodle provides strength tools centered on the learner and learning collaborative environments that empower both the teaching and the learning process.

It is one of the fastest open sources VLEs (Virtual Learning Environment) around the world at the moment. It is also commonly referred to as an LMS (Learning Management System). This platform is a simple interface, easy to manipulate, it is constantly developed with new resources and documents that facilitates its usage, this platform is always updated, it is constantly improved and ameliorated to fulfil the needs of its users and is adapted according to their actual and future needs. Each Moodle user can adapt complete or modify it according to his needs. By using it, we benefit from efficiency in terms of finance, flexibility and other advantages. According to Lamb (2004), Moodle is self-directed, it enhances the learners' autonomy because, learners learn by themselves far from the classroom environment.

According to the Official Moodle Platform, Moodle multilingual abilities guarantee that no linguistic obstacles would happen. The Moodle community translated Moodle to more than 100 languages, in order to let all users use it with their own languages, and benefit from its multiple resources, assistance and discussions in different languages.

1.2. The roles in Moodle:

According to the Moodle Electronic site, Moodle provides a guide to show the role of each user, what users can and cannot do in specific areas of Moodle.

1.2.1 The administrator role:

They can do almost everything and go everywhere in Moodle. Moodle administrator is responsible for managing the Moodle site, upgrade, plugins installation, reports, integrations etc. A user with site administrator role can reach each part of the Moodle site including all courses, reports and user data

1.2.2 The teachers' role:

The teachers have the control of specific courses and the activities of the registered students. Teachers can post many lectures, lessons and activities for their students.

1.2.3 The students' role:

The students' role is to participate to a course. The users with the role of "students" in Moodle can participate to all activates of the course and see the resources, but cannot modify or see the notebook of the class. They can only see their own marks if the teacher allows.

1.3 Moodle and teaching:

In Moodle, a teacher is Autonomous in supplying the resources and activities to his own course. The instructor also manages the inscriptions and can modify the presentation of the course. Moodle provides a guide to explain with more details how the operation can be done.

When students first join Moodle, they see all the available courses. Once registered or already registered to at least one course, they can see only their own courses in the section "my courses"

Administrators and teachers determine how a student sign in and what he can do or see in Moodle. These permissions can be carried with each course or with any of the multiple types of activities. For example, in some contexts, students can correct the work of other students, explore all what happens in a course and interact with other participants. In a different context, students can be guided to a very strict way, with a minimum interaction with others.

1.4 Moodle and second language teaching

Moodle can be used to teach many languages, Martin Dougiamas provided many activities and modules that help in teaching and learning a second language through Moodle platform. Jeff Stanford designed his book “Moodle For Second Language Teaching” to guide teachers and let them know how to use Moodle Platform for teaching a second language, he provided them with some detailed activities to make them use Moodle modules and activities in order to improve their learners’ language skills. Jeff Stanford designed his book for EFL teachers and teaching but pointed out that Moodle platform can be used for many other languages, and that teachers and learners can adapt it according to their targeted language.

1.5 Moodle and EFL teaching

Moodle allows EFL instructors to blend traditional classroom methods with new technological methods of teaching, teachers add to their traditional teaching methods (board and chalk) modern ways (e-learning with internet and learning platforms). Some students may feel uncomfortable while studying in the physical presence of the teacher; this depends on each student’s personality. According to (Lehman, Conceição, 2010), by using online learning (Moodle), the teacher is present online not physicaly, which can enhance the learner-teacher relationship, (Munro, 1998)

Moodle permits EFL students to continue their learning outside the classroom. The role of the teacher is important in the process of learning but it is also beneficial for learners to work on electronic media. Teachers create effective online learning communities (Cuadrado-Garcia & Ruiz-Molina 2009). It facilitates for students the process of learning since they do not need to go to the University to have the course and activities.

In Moodle platform there are multiple activities that help EFL learners improve their learning skills. It contains grammar, vocabulary, reading, listening and writing activities.

Teachers can use a certain number of interactive activities in their courses. Thanks to forums and chats that allow online conversations, polls that permit to get a group feedback, communication and collaboration can be established.

Adding Wikis to the course is also an excellent way to let students work together on a collaborative project. Works can be submitted by students and evaluated by teachers in Moodle through the activities, tests and workshops.

The automatic correction can be carried out by using the test tool to create exercises or tests, MCQ, true or false and short answers. The elements of the content can also be displayed or presented through the intermediary of some modules (activities) such as, lessons and glossaries. Teachers can add keywords in the glossaries, and if they allow, students can do the same thing too.

1.6 Moodle' resources:

Moodle offers a set of resources that allows teachers include any type of files in their courses. Here are some basic resources teachers can add to their courses:

1.6.1 The label:

It allows insert some content (texts, images, videos) directly in a section of the course content. The students do not need to click in the link to be able to see the content of the label. The content of the label is always shown in the home page of the course.

1.6.2 The folder:

We can see the list of the files of the folder instead of putting links to each file. When we click on the link of each folder, users can see and download the wanted files.

1.6.3 The file:

Users click on the link (the name of the link or the folder) to accede to the content of the file.

1.6.4 The book:

It allows creating a resource that consists of several pages of content with a table of content. Users only click on the link of the book to see the content of the first page of the book and its table of content.

1.4.5 The page:

It allows creating a Web page with the help of the editor HTML. People click on the link (the name of the page) to see the content of the Web page Moodle.

1.4.6 The URL:

It permits to put links of an external website. Users only click on it to access to the external website.

1.7 Moodle Modules (Activities) and writing:

In the area of teaching writing through the use Moodle platform, several researchers conducted many studies. The results were somehow positive. They concluded that the writing skills can be improved based on Moodle platform.

According to Robertson (2008), when implementing the Classroom Management System (CMS), teachers benefit in the area of organization, implementation, communication and assessment. Wu (2008) shares the same idea.


The list of the following activities is ordered according to Jeff Stanford that organized Moodle platform modules that help written expression teachers to teach writing through the activities provided by Moodle platform.

1.7.1 The quiz (test):

The test allows the teacher to evaluate the students' works; also it allows students evaluate themselves in an activity or exercise recommended by the teacher. The test can be presented as a list of questions presented in different forms. It might be:

- Questions with multiple choices of responses.

- True or false questions
- Pairing exercises
- Short answers questions (a word or an expression)

To recognize a test in a course, we find this icon . When students click on the icon, they find the instructions provided by the teacher the objectives of the test, and the limited time. To start the test, students click on the button “start the test”, they can accede to the test by giving the password provided by their teacher.

Using Quizzes help in increasing students’ writing awareness, learners may not know how to order words in the 2nd language they are learning, or may be unfamiliar with the type or the genre of the text they are going to produce, quizzes help them be aware of the sentence structures of the targeted language because not all languages are the same. Teachers can deliver online tests in order to make students familiar with the sentence structures, the language rules and the text types they need to produce, it allows teachers evaluate their students’ weaknesses and try to work on improving them.

1.7.2 The lesson:

The lesson provides series of pages linked together, it can include content pages, question and answers pages. Students can click on the button ‘continue’ to move to the next page. It is a set of resources that end with a question and a choice of answers that allow students fulfil their learning according to the responses they provide. The lesson continues in the content page of the received answer.

The lesson helps in teaching writing because it provides more knowledge to students about the language they are going to write. Teachers can use the lesson module as a tool to help students distinguish between the formal and informal language before they start writing their productions.

Also, it may help in improving the register when writing, when teachers set up tasks for students to distinguish between formal and informal writing, because there are some situations where it is important to get the register right, so improving the writing skills requires a good understanding of register which can be learnt and improved by the lesson module (activity).

Examples:

Teachers can provide students a sample of a letter of recommendation, where the register is not respected, they provide students with two choices, one is appropriate and may be used in that specific context and the other one not. In each page, students are required to choose the right sentence that suits the register, each time they finish with a sentence they continue to the next page... Teachers are able to see their students' answers, essays and grade them accordingly.

1.7.3 The mindmap:

In this activity, students share and discuss ideas about special topic keywords before they start writing. This is the stage of brainstorming. Students may find it useful to share ideas to gain more vocabulary before they start writing their assignments. The mindmap is a simple program, it does not provide other specialities as other mindmaps (audio, videos...) but it provides a multilevel mindmap on topic students are going to write about.*

Setting a mindmap is useful for conjunction activities; it also helps on vocabulary activities. This activity can be used in Moodle appropriately since it provides the possibility for teachers and students to set mindmaps as they need to.

1.7.4 Personal profile:

When students create their personal profiles they should pay attention to the way they write their personal information and the language they use, this is a good mean to practice writing and write accurately. This helps in improving the writing production since students

produce short paragraphs where they share some background information, areas of interest, links...

1.7.5 The Journal module:

Providing a personal journal to students where they can express themselves privately is a good tool for teaching and learning writing. Students can write a diary of their daily lives, ideas or some questions about the course they are studying. Journals are private areas where writings can be seen only by the student and the teacher. The teacher can grade student or respond to them but writing a comment or recording it.

Students may use the journal for diary reflections about the course, questions for teachers, drafts and plans ... The journal is a good opportunity for practice, writers are free to write whatever they want in order to improve their writing skills.

1.7.6 The blog:

The bloc activity focuses more on the creative writing. After providing students a personal and private place where no one can see their writings, it could be a good idea to provide to them blogs where they can share their areas of interests and diaries with other students. This increases students' motivation when they share something they like and are interested to with their colleagues. This serves the sharing, getting feedback from both teachers and students and improves the writing. Students may share (stories, recipies, jokes...)


1.7.7 The glossary:

It permits the teacher create and maintain, or collect from the students a list of definitions, as a dictionary. The definitions of the dictionary can be automatically linked each time a definition of the dictionary is used in the course.

The glossary gives the students the opportunity to write clear definitions. When the teacher give a task to his students to write about something he should choose his topic with care, he should target the topic that attract students' attention and that are common to them so

that students have enough resources and knowledge to write, in this case the student will be amused to write an encyclopaedia with the help of the glossary. This depends on the age and the level of the learners' language. Setting a glossary helps in improving the writing skills and in producing different types of writings such as encyclopaedias, stories and stories...

1.7.8 The chat module done:

According to the Moodle platform student guide in Skikda University, the teacher can suggest many different activities to his students. The chat activity is a space of communication where students and/or teacher can interact and exchange in real time. The teacher fixes an appointment for a chat activity, and this chat is marked in the course space. When the time comes, students can participate to the chat. To recognize the chat rubric in Moodle, we find this icon . The chat sessions can be saved to be shared for everyone or for only some colleagues.

The chat icon helps in improving students' writing fluency, they pay attention on the message they want to send rather than the accuracy. It also helps students diminish their public fear, it provides to them more time to think and allows students that suffer from shyness and lack of self-confidence to free themselves and practice their writing without being afraid of others' reactions and visions.

The benefits of using chats module is that teachers can decide the topic they are going to chat about, teachers should find something interesting and enjoyable for students to attract their attention otherwise they will not be into it.

1.7.9 The assignment module

The assignment provides students with feedback. According to Jeff....., when we write a text it is usually a sort of a response to a certain stimulus, he gave examples as when we receive a letter we reply to it, when we see a job opportunity, we send a letter of application, and so is the situation with teachers and students. In order to motivate students, teachers

should provide students with a stimulus to create a realistic situation and start to write according to it. The assignment module help teachers make stimulus. Teachers can create their stimulus by using the different options Moodle platform provides. In this case, our approach is the process writing approach, since students start rating step by step, and the focus is more on the process they are going through, first draft, feedback....

1.7.9.10 The forum module:

According to the Moodle official site, in a forum, teachers and students can interact and exchange ideas by posting comments or discussing questions. It is a mean of communication among a group of people. Students can add images or documents in the forum and all the exchanges are archived and accessible at any time. Forums can be on written or spoken forms. There are 4 types of forums:


1.7.9.10.1 The standard forum for a general use: where students are free to start any new discussion they want.

1.7.9.10.2 The single simple discussion: this type of forums is where the teacher asks a question and students can only answer, they cannot create a new discussion. It is useful because it helps students focus and give attention to only one discussion.

1.7.9.10.3 The question and answer forum: in this type of forums the teacher posts a question and students give possible answers.

1.7.9.10.4 The Standard forum displayed in a blog-like format: The first post of each discussion is displayed (as in a blog) in order to let users read and then choose which forum they want to discuss.

Forums are used to exchange and discuss information and opinions on a particular topic. Teachers participate by helping, guiding, encouraging shed the light specific aspects and details. In a forum, teachers can exchange their ideas and experiences in an invisible forum. Participants can hold discussions not necessarily in at the same time.

To recognize the forum in Moodle we find this icon . Written expression teachers can use the forum in order to make students produce slideshows. Images can be good means to provoke learners' motivation. As Jeff..... said « If we see a set of photos of an event we were involved in, we often feel like commenting on it. If we see a picture of a news item, the story comes to life. If we see a work of art, we may be moved to talk or write about it. » The idea behind this activity is to choose images and make students comment on it. We can create this slideshow with forum module that allows to keep all students' slideshows in one place.

1.7.10 RSS Block and forum:

Really Simple Syndication (RSS) is a web feed that allows students to access updates to websites. It allows users keep in track of many different websites new content.

We can use this module for summarizing; this helps students improve each other's writing. Students may select a story from the internet then summarize it in a forum, it allows them organize their writings and write in concise ways. Jeff Stated that to make it more interesting, students can mention why they have chosen that story which can open comments and discussion with the other members.

1.7.11 Wiki module

Wiki is an activity that allows participants create, add and modify multiple related pages. It can be a collaborative activity (all users have access and can work on the same structure page). It can be also individual, where each participant has its own structure of pages, only him and his instructor can access it.

Teachers may use wiki module to encourage collaborative writing among students. Collaborative writing increases students' motivation, involvement and cooperation. Any course member can edit any page on a wiki since it is an editable web page. Teachers can make students write in one big project together, each student can contribute differentially into

the project. Also, wiki provide a group feature where only the group members can see their own wiki.

The following activities are some other activities that Moodle platform provides

- **The homework:**

The instructor asks the students to submit their homework via Moodle. A space dedicated to homework submission is provided by Moodle, where all details are clarified, the instructions and the limited date of submission. Students post their works according to the type of the homework required.

- **The workshops:**

They allow students submit and show their works for the consultation and evaluation of the peers and the instructor.

- **The database:**

It helps students construct, show and search a collection of files in a database.

- **Consultation:**

This tool is used to by the teacher to consult students in order to collect data to be informed on the people registered to the course.

- **The activities:**

The teacher gives tasks to the participants (the students), takes them and provides feedback and marks to the students.

- **The poll:**

It consists of asking the students questions with a choice of answers. The poll results can be published with the students' names or anonymously.

- **The test:**

It consists of creating online tests and exercises (true/false, MCQ, pairing...). The teacher can choose the number of attempts, the order of the questions, the order of the choice of responses (MCQ), the time limitation of the test

Conclusion

Moodle is an online platform that helps both teachers and learners in their learning and teaching processes. It fortifies the teaching task for instructors since it allows them mix between the traditional teaching methods and the modern ones (blended learning). This mixture is a sign that the one does not work without the other. Teachers cannot rely only on e-learning and the use of Moodle platform and neglect the face-to-face teaching, a mixture between both is an important deal. Also, Moodle contains many resources that help teachers teach effectively. It is made in a complete way in order to make the teacher work easily far from the classroom. In addition, it provides activities for both teachers and students; they can partially replace classroom activities and allow students that take distance courses to be updated with what is happening at the class. It allows teachers create activities for their students to keep them updated with the course, evaluate them and also communicate with them and discuss different topics concerning the courses they have taken. Each student can work at his own rhythm. Each learner take the time he needs to learn the course, not as in the classroom where he is limited and obliged to work with the same rhythm as the teacher. Moodle platform helps both students and the instructors gain time; since it allows them do the same things they do in the classroom online. Each teacher organizes his teaching method and time as he wants. Teachers can give the course in the classroom and make the activities to test their students via Moodle. There are many ways and functions for using Moodle. It is a platform that provides a huge number of elements to make the teaching/learning process easy and efficient.

Chapter Two: 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.

The writing skill is considered and evaluated by most teachers and specialists of the language as the most complex and difficult skill in EFL teaching and learning process. According to Nunan 1999, writing in a second language is highly challenging, since it could not be achieved without taking into consideration other factors as reading and listening on order to learn new words to be able to express the message we want to deliver. Thus, learning writing is also related to many other factors that cannot be neglected in the teaching process. The grammar, punctuation, sentence structures... are main aspects that should be learned in order to accomplish the mission of learning writing and being good writers, or at least having an acceptable level of writing.

We are all required to write in a certain stage of our lives, it can be for academic purposes, for professional ones or just for giving some help to someone that needs it, so it is mandatory for every EFL learner to have at least a good level of writing. Nowadays, in all sectors, writing is the number one reference, in other words, all what is said or heard, should be written on order to be maintained.

2.1 What is writing?

Writing is a form of non-verbal communication, where people can express themselves, their thoughts, ideas or even share information in a piece of paper, without the need to speak, only by writing. Writing is a process; it needs to be established in a process based way, not randomly. Most students agree that writing is the most difficult skill to learn in a language, the majority face difficulties when writing (difficulties in grammar, punctuation, sentence

structure...). However, writing academically requires more than one process or step to get a good piece of writing, it needs to be done and revised in many different steps. These steps can be divided into five main process steps to get a good piece of writing.

Writing skills are an important part of the communication process through which people can express their thoughts, feelings, and opinions through it. Many scientists have been interested in writing. According to Nunan (2005) "Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader." Harmer (1998) defined it as "a process that is, the stages the writer undergoes to write something in its final form. This process has four main elements which are planning, drafting, editing and final draft". Richard and Schmidt (2002) believed that "Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising." Harmer (1998) defined it as "a process that is, the stages the writer undergoes to write something in its final form. This process has four main elements which are planning, drafting, editing and final draft. It is not easy to learn and improve writing skills, especially when learning to write English as a second language (ESL) .

2.2 The importance of writing:

It is important to learn writing as a communication skill; it has an important and primordial role in EFL learning. It is essential for academic success, since it is used by academics to evaluate their students' works, and having a weak level in writing means with no doubt that the student has not the required level to succeed, pass the year or graduate. (Tan, 2011).

In learning second or foreign languages, EFL/L2 students should learn how to write those languages because "writing provides an important mean to personal self-expression" (Mc Arthur, et al, 2008, p.1). Moreover, writing expresses the social relationships through the

individual's creation in his/her writing style. According to Hyland (2003) "writing is one of the main ways that we create a coherent social reality through engaging with others" (p.69).

However, according to Chastain (1988) writing in a foreign language remains a difficult and challenging task for most students. Celce- Mercia (1991) believed that being able to write in a second or a foreign language is a great achievement.

Writing requires a certain level of linguistic, grammar and vocabulary knowledge, the learner needs to be intelligent and acquire good strategies that allow him to express himself by writing in a good and comprehensible way.

2.3 Reasons for Teaching Writing:

Learning a language requires a certain level of mastery of the four skills, and most importantly the writing skill. Writing is commonly known as the most difficult but the least liked skill although it plays a crucial role in language production, because during the learning process, learners need to make tasks and have exams in written form. Also, in their daily lives, they need to know how to write academically in order to fill in their needs. According to Adas and Bakir (2013), Students do not write very often and most of what they write is classroom-bound. But the most important is to make learners involved in that writing in order to get a good learning of how to write. (p. 254).

According to Al-Khasawneh (2010), English is used by non-natives in a massive number of contexts non-native contexts (politics, tourism, technology...) , so the learning of both speaking and writing is important in order to be able to transmit the message wanted in both forms.

The students' visions and opinions toward academic writing is favourable, according to the study conducted by Chou(2011), students believe that academic writing is of a great importance, since it is considered as their first step into showing their works, publishing their researches and let people know their interests.

The complexity of the writing skill makes its teaching important in English class. Harmer (2001) introduced four reasons for teaching writing to students. First, teaching writing help students reinforce the learning process of the language because students find it useful to write short sentences right after they have studied that new language. Second, language development needs teaching writing, the teaching writing help students develop their language learning process, the mental activity they go through to construct proper written texts is a part of the learning experience. Another reason for teaching writing is that writing is a reflective activity that needs to be taught. Also, writing is as important as speaking, listening and reading. Students need to know how to write letters and reports, they also need to learn some writing aspects, as grammar, punctuation and paragraph construction, so it is the role of the teachers to teach them and guide them in order to let them learn these important aspects of the writing skill.

2.4 Teaching writing approaches:

Writing can be taught in different ways using different approaches, each approach has its particularities and its aspects of writing. There are three main approaches, the product approach, the process approach and the genre approach.

2.4.1 The product approach:

The product approach has been defined by Nunan (1991) “a product oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from the learner is to do as fluent and competent uses of the language”. The end result is what matters the most in this approach and not the process it went through This approach is supposed to reinforce writing in second or foreign language in terms of grammatical and syntactic forms **(Raimes 2008)**.

The main goal of this approach is getting coherent and good texts, students are expected to get good and relevant pieces of writing, with being aware of the effective and correct use of

the language structure and all its aspects. To get that result, students should imitate model texts provided by their teachers. The product approach “encourages a focus formal text units or grammatical features of texts” (Hyland, 2003, p.3).

Since this approach is mostly centered on the last end result (production), the end result is supposed to contain the sum of following aspects that students are required to be mastering by the end of this approach

- Getting a correct grammar
- Gaining more vocabulary
- Knowing how to punctuate right
- Having a good and clean lay out
- Spelling accurately
- Knowing how to link sentences to develop a topic and organize the context convincingly (Hedge, 2000, p.8).

This approach is also a model based approach; it consists of having a model text, and imitating it. In other words, the teacher provides his students with a model text containing a specific situation with a specific vocabulary, and the students try to mimic this text by making his own. This model is used for imitation, exploration and analysis. This approach focuses on teaching vocabulary; the students then just describe his situation by using the same type of words and phrases

However, many specialists criticized this model based approach, because they believe that it does not support students’ creativity, it decreases their abilities and since they only imitate what has been given to them. They do not write by their own creativity. Students do not add or omit any new sentences, and the writing steps are not taken into consideration. In other words, this approach escapes the students’ real problems; they do not write with their own style, they just imitate their teachers’ model texts. As Hyland (2003) said, it encourages the

writer to imitate the form and ignore the content. There is no advantage for student to be creative and innovative since the main interest of this approach is the final product and not the process of learning writing (Nunan, 2013).

The students' final result should be coherent and error free, and to obtain that result, students will imitate, copy and transform the model text (Nunan 2013).

2.4.1.1 Stages of the product approach:

According to **Badger and White (2000: 153. 154)**, teaching writing through this approach goes through four stages, familiarization, controlled writing, guided writing and free writing.

- **Familiarization:** the teacher introduces certain particular aspects of a text, in order to familiarize students with them.
- **Controlled writing:** the teacher guides students' learning by providing them some grammar and vocabulary exercises related to the topic (Model).
- **Guided writing:** in this stage, students write a text similar to the model text.
- **Free writing:** in this last stage, the students are required to write freely, they write another similar text by themselves.

2.4.2 The process approach:

Good writers plan what they want to say, they follow the writing process to get good production, they do not just write for the sake of writing. The process approach is defined according to **Zavel (1982)** as "a process through which students can explore their thoughts". **Leki (1991)** has another definition "the wandering path learners use to get the final product"

This means that EFL writers go through a process when writing, this process contains a set of steps that the writer goes through, This latter firstly generate ideas and thoughts, then, pre-write or plan them, the third step is organizing these ideas and thoughts, proof reading them, then editing them in a last product.

This approach is not as easy as the previous one (the product approach), because it does not provide a model to follow, the main goal of this approach is to encourage self-discovery and creativity. In other words, it encourages learners write about topics that interest them. The process approach takes too much time because the writers may write and omit words.

Moreover, the process approach' main focus is planning, writing does not come randomly but through different stages, by following these stages the writer is confronted to have feedback at each stage (from the teacher, peer feedback, group feedback...), This feedback is beneficial and help the writer gain more knowledge. This approach in contrary with the previous one shed the light on linguistic skills (planning, drafting) rather than the linguistic knowledge (grammar, vocabulary...). It tackles the main skills that a writer should employ when writing (Harmer, 2001).

As said before, writing is not only about writing randomly and getting poor pieces of writings. Writing academically requires more than just writing. It needs to be guided and followed by many steps to get at the end a good production. There are five steps for the process of writing academically.

The process writing approach is a way that teaches students how to write in a complete way. This approach consists of many steps in order to get a good piece of writing. According to Hale (2009), the steps are, pre-writing, writing, revising, editing and publishing.

2.4.2.1 Pre-writing:

In this first step of the writing process, the writer is supposed to do brainstorming and thinking to gather information, then organize, plan and list them.

2.4.2.2 Writing:

In this stage, the plan is ready, and the writer is ready to start writing what he/she has gathered as information. This stage is free writing exercise, it the first rough draft.

2.4.2.3 Revising:

In this stage, the writer should “revise” his composition as the name indicates. It consists of revising grammar errors (plural, the tenses...), and the spelling mistakes.

2.4.2.4. Editing:

It consists of going back to writing and making changes where needed, in the organization, in the lexical items (change some words, avoid repetition...) and also the grammatical mistakes where needed, arrange the organization in order to make it coherent. Editing does not happen in a fixed place, learners can edit at any time of the writing process, they may edit their writing according to the feedback they get at any time of the process.

2.4.2.5 Publishing:

In this final step, we already have the final draft of our production, it is time for its publication to the audience, it can be a small or a large scale audience.

2.4.3 The genre approach:

Swales (1990) defines the genre approach as the following « A genre comprises a class of communicative events, the members of which share some set of communicative purpose. They are recognized by the expert genre. This rationale shapes the schematic structure of the discourse, and influence and constraints choice of content and style » (p.85).

The genre approach according to Harmer (2001) is that each text has its own style or kind, he mentioned that newspapers have their genre. (Hedge 2000. P.320) shares the same opinion and stated that telephone dialogue and informal conversations hold other genre too.

The genre based approach can be considered as similar to other product approach because it shares the same perspective in terms of regarding writing as pre-dominantly linguistic. In another hand, this approach believes that writing varies and depends on the social context where it is produced. There are several genres of writing such as, research articles, law and

medical reports, letters of recommendation and apology, recipes and so forth. It is appropriate for Teaching English For Specific Purposes (ESP)

According to **Cope and Kalanties (1993, p.11)**, the genre approach has three phases:

2.4.3.1 Modeling:

EFL learners are exposed to models of the genre of text they have to produce. The type of genre is chosen by the teacher and must match with the students needs and market needs where they will work later on. The teacher and the students discuss the text and analyze it in order to know and understand the function of the text, the communicative purpose of the text. Then, the students study the vocabulary usages, grammatical or structural patterns of procedure, and then they practice the procedure if necessary.

2.4.3.2 Construction:

This stage is more practical and operational. The students are still guided and helped by the teacher, they are not independent yet, and they manipulate and modify the text given. The students reconstruct the certain genre writing given, they revise or paraphrase the vocabulary usage, grammatical patterns and textual devices if needed.

2.4.3. Individual construction

By having prior understanding and experiences of stage one and stage two, the students are ordered to write a certain type of genre as what they have learned before. The student write a given genre type independently. In this case, the teacher must be sure that the students really understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical patterns usage, relevant vocabulary usage, and textual devices as well.

Proponents of this approach believe it is beneficial because it allows students understand that not all texts are similar, each text requires its own structure and a specific vocabulary.

However, **Badger and White (2000)** believes that the genre-based writing approach ignores the writing skills and abilities that learners need to produce a written product and encourage students to be passive.

2.5 Reasons for the weaknesses of students' writing skill:

There are many factors that cause EFL students' writing weaknesses. We can cite some of them. First, one of EFL students' writing difficulties is due to a reductionist approach to writing, this approach is a teacher-centered approach and integrates writing with other language skills. According to (CLippard, 1998), this approach overemphasizes on correcting surface errors in writing and ignores the students' desire on selecting their own favourite writing topics.

Second, the second reason why some EFL students face difficulties while writing is the fear of writing, which is due from the product approach which focuses on the final product rather than the process itself (**Stapa & Abdulmajid, 2009**)

Also, according to (Tan, 2011), the unproductive lecture method can be considered as one the reasons that cause students' writing weaknesses. Another cause has been investigated is the incompetent teachers who instead of encouraging students' creativity and skill development, they work push students into rote learning and exam-based production which makes students work for the sake of getting marks rather than learning (**Mansoor,2005**)

Moreover, social media, inconsistent feedback from teachers and the lack of analytical and evaluative approach are also seen as affecting causes of EFL students' writing, in addition to that, the problem is the noticeable huge number of students in EFL/ESL classes, the large size of writing classes empeded students learn writing properly and also make the teaching task difficult or even impossible because it affects negatively the structural and communicative accuracy of the students' texts (**Pintech, 2013**).

2.6 Using ICTs in teaching writing:

The implementation of technology in education provides new pedagogical approaches to both the teaching and learning. 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).

There are many advantages of using technologies in educational environments. Students can strengthen what they learn in the class without being obliged to go to school Smith (2008).

Russel and Cook 2003 investigated about the use of ICT in ESL writing classroom and found that it makes the learning environment supportive and encouraging for the learners to develop not only the quality but also the quantity of their writing skills.

Some researchers found out that there are disadvantages in using ICT in teaching EFL writing; they stated that the use of technology may cause the lackadaisical attitude among students which will push them to not work seriously. (Yunnus & Salhi, 2012).

In addition to that, according to (Yunus et al, 2013), the integration of computer technology in an EFL classroom may distract students and provide to them a tendency to use short forms and informal abbreviations which causes a degradation in learning the real academic writing

2.7 Moodle Platform and the EFL writing Skill

The use of Internet in EFL teaching provides a fruitful feedback, Warschauer (2000) mentioned five reasons why internet helps keeping English language teaching alive, (authenticity, literacy, interaction, vitality, and empowerment.

Generally, due to the large number of students in class, teachers and students have insufficient opportunities to teach and learn efficiently, this lack of opportunities could be

seen in many and different aspects, as the lack of communication because both do not have enough time and occasions to communicate as needed and required.

Moodle could be a great deal to diminish this phenomenon and make the communication between the lecturer and the students possible. With its potential and the activities it provides it may be a suitable tool to overcome these kinds of problems.

When talking about written expression class and Moodle, the situation is similar, in written expression classes, a lot of practice is required, feedback is also an important tool to develop the writing skills, usually students prefer to have feedback from their teacher rather than getting it from their colleagues, because of their experience in teaching the module and writing.

Moodle allows this kind of exchange between them, teachers can use it to teach writing as another alternative or a complementary tool of the classroom course, where they can correct, give feedback to their student's writing productions and have more time to evaluate them. Students can reinforce what they learn in class without having to go back to the school for a tutoring session, which is what is currently done. Smith (2008, p. 5) agrees that "students would appreciate the convenience of accessing information on their own schedule, no class attendance requirements, and the ability to review course content and presentations more than one time they were presented in the classroom".

Wu (2008) investigated the application of Moodle on an EFL collegiate writing course in Taiwan context and concluded that Moodle is a powerful mean to teach English writing and help students organize their teaching materials, improve their means of communication.

Li (2012) explored the current state of research on the use of wikis in second/foreign language classes. He reviewed the past research on this subject from 2008 to 2011 using Google Scholar and the Eric database and found that wikis have been used frequently in the ESL/EFL instruction around the world in Europe, America, Asia, and Australia (Li,

2012). The researcher examined twenty-one research studies, regarding wikis holistically. The findings show that the socio-cultural theory and the process approach of writing have been widely adopted in the previous research concerning the use of wikis (Li, 2012). The qualitative approach has been used to explore students' perceptions from their writing process, interactivity, and collaborative writing (Li, 2012). The previous literature has focused on the process approach of writing and constructing text through wikis. However, one of the researcher's main conclusions is that there is still a lack in the textual analyses of the writing products constructed in wikis (Li, 2012). Therefore, Lee (2012) suggested further studies to be quantitative to assess the effect of wikis on students writing products. Wikis have been frequently used as collaborative learning tools in second/foreign language instruction. Qualitative and quantitative measures were adopted in previous research studies regarding the collaborative use of wikis (Chen, 2008; Elola & Oskoz, 2010; Franco, 2008; Miyazoe & Anderson, 2010). Chen (2008) asserted that the wiki environment allowed students to cooperate with each other, which was reflected in their positive attitudes towards language learning. Franco (2008) explored the effect of collaborative learning through wikis on students' writing performance. The results suggest that it has a positive effect on students' social and writing skills (Franco, 2008). Miyazoe & Anderson (2010) explored the use of forums, blogs and wikis in an EFL blended and collaborative learning course. The results showed that students favoured the use of wikis which had a positive effect on their ability to differentiate English writing styles (Miyazoe & Anderson, 2010). However, Miyazoe & Anderson's (2010) study faced some difficulties concerning collaborative learning as how to assess a group performance during the process of writing (Miyazoe & Anderson, 2010). Elola & Oskoz (2010) compared EFL learners' performance in individual writing assignments with collaborative writing assignments, only the collaborative assignments were done through wikis. The statistical results did not show any significant differences regarding fluency,

accuracy and complexity. However, Elola & Oskoz (2010) explained how learners write differently when working individually or collaboratively. The use of collaborative wikis 24 allowed learners to use the second language outside the traditional classroom, engage in different writing conventions, and use the second language in various ways (Elola & Oskoz, 2010). The researchers did not propose that collaborative learning should displace individual learning but both approaches can complement each other (Elola & Oskoz, 2010).

Conclusion

Since writing is a productive skill, it requires EFL learners' to work and practice a lot to attain mastery, because writing is indispensable in EFL learning, it is the mean used in nearly all context to communicate and transmit messages and information, formal or informal one. EFL learners need to have a good level in English writing, because their thesis, reports and tests are all made in a written form, students report their findings in a written form and teachers assess and evaluate their levels according to what is written that is why everything written in an academic context should be written properly. Even though EFL teachers face a considerable number of difficulties in their teaching process, they try and adopt many approaches to teach writing properly. Also, students have many weaknesses during their learning process, but teachers and specialists are trying to get rid of these obstacles in order to teach and learn writing by adding new ways and methods as incorporating ICTs and implementing Moodle Platform and its activities to diminish these constraints and help EFL students improve their writing skills.

Chapter Three: Data Analysis

Introduction

This study is an attempt to investigate the effects of using Moodle activities to improve EFL learners' writing skills in the division of English Language at Mohamed Khider University of Biskra. To enrich this study with an efficient data, we designed two questionnaires, one was for 3rd year students at the University of Biskra and the other one was dedicated to written expression teachers. Our questionnaires were designed in the right since all students and teachers' were working by using Moodle platform because of the Covid19 global pandemic.

3.1 Students' Questionnaire

3.1.1 Administration and Aim of the Students' Questionnaire

This questionnaire was distributed online via the social media "Facebook". We received about 31 responses from 3rd year students from Biskra's University due to the unavailability of students. We would have appreciated to get more responses in order to get a larger data, but the responses we received were sufficient to cover nearly all aspects and opinions of 3rd year students of our university.

3.1.1.2 Description and Analysis of the Students' Questionnaire

a) Description:

This questionnaire is composed of three sections which include different tyoes of questions, close ended and open ended questions. Section one includes four 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.

b) Analysis

Section One: Background Information

Item 1: The Students' Gender

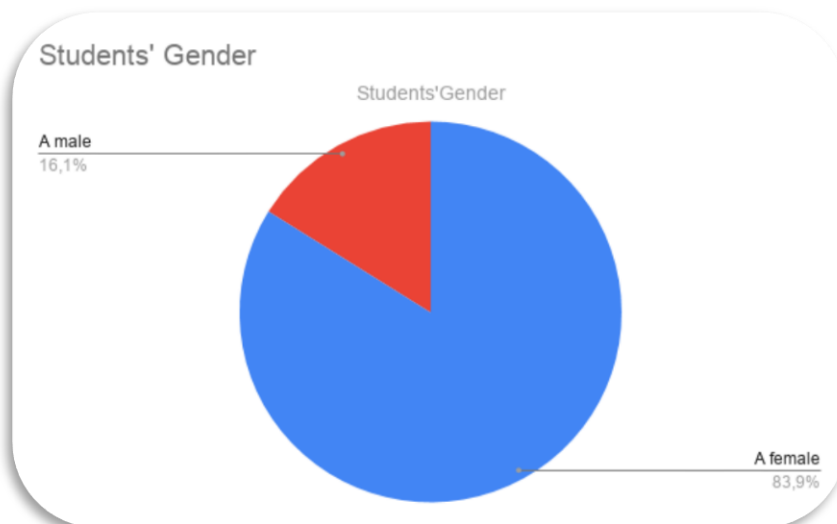


Figure 1 Students' gender

Option	Number	%
Male	5	16,1%
Female	26	83,9%

Table 1 Students' gender

The results show that the majority of participants are females. Females represent (83,9 %) of the sample from 3rd year students at the English division at Biskra's University. While males represent only (16,1%). That means that girls' interest in studying EFL is higher than boys'.

Item 2: Students' choice of speciality

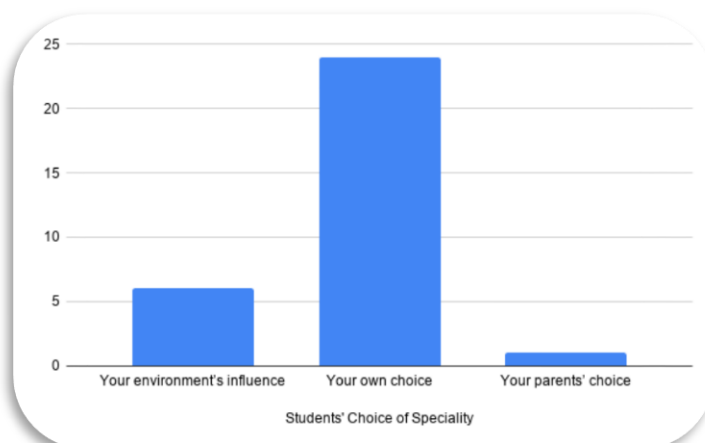


Figure 2 Students' choice of speciality

Option	Number	%
The environment's Influence	6	19,4%
Students' Own Choice	24	77,4%
The parents' Choice	1	3,2%

Table 2 Students' choice of speciality

From the table mentioned above, we observe that (77,4%) percent of students chose to study English Language by themselves which shows their interest and love of the language. (19,4%) studied English because they were influenced by their environment. And only (3,2%) chose English to follow their parents' choice. The results show that the majority of students chose English by their own, and this is a good option because it shows that students do love and want to learn English.

Item 3: Students' most difficult skill

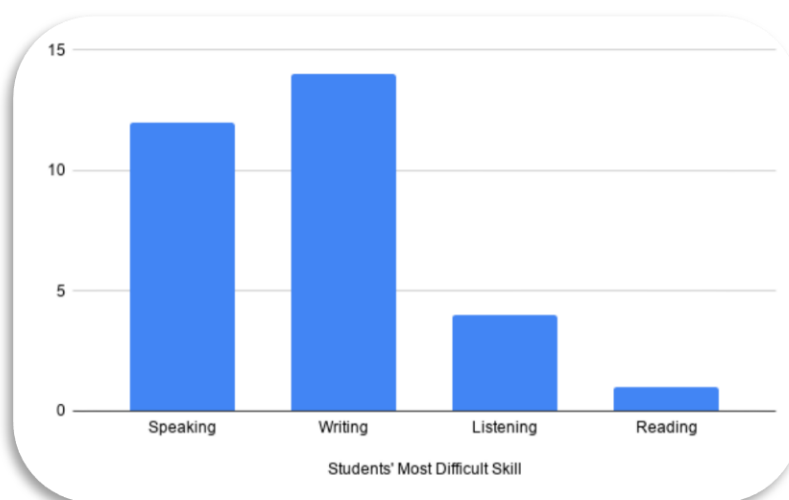


Figure 3 Students' most difficult skill

Option	Number	%
Speaking	12	38,7%)
Writing	14	45,2%
Listening	4	12,9%
Reading	1	3,2%

Table 3 Students' most difficult skill

According to the graph and the table, (45,2%) of students find that the writing skill is the most difficult skill for them in EFL learning. Then, (38,7%) state that speaking is the most

difficult skill for them and the rest of students (12,9%) find that reading is the most difficult skill in learning EFL. From students' responses and the percentages, the specialists' perspective about the writing skill being the most difficult and complicated skill in EFL learning is confirmed by our students.

Item 4 : Students' self assessment

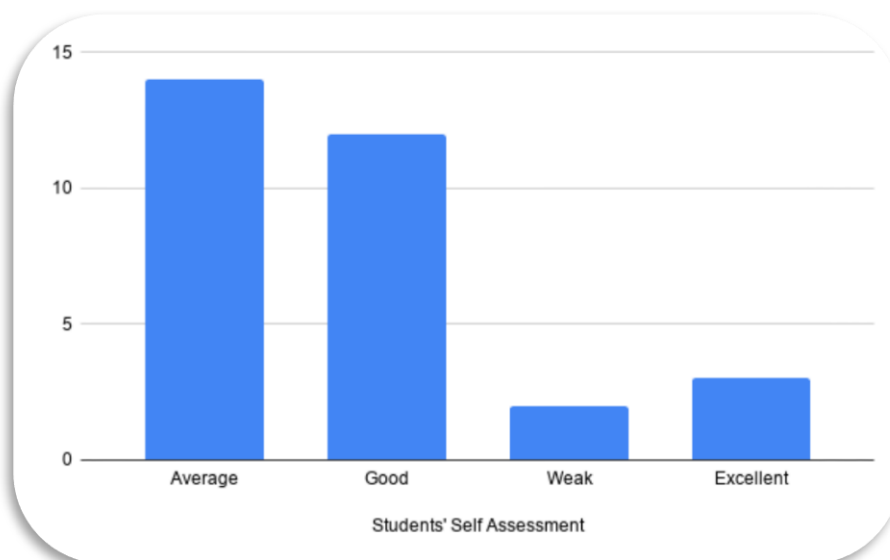


Figure 4 Students' self assessment

Option	Number	%
Weak	3	6,5%
Average	14	45,2%
Good	12	39,7%
Excellent	3	9,7%

Table 4 Students' self assessment

As shown in the table and the graph above, students assess their levels in written expression as follows : the highest percentage goes to 'average', (45,2%) of students assess their levels in writing as average, that shows that students are aware of the necessity of working more on their writing performances to improve them. (38,7%) assessed themselves as being 'good' in written expression, this means that students have a certain knowledge about the writing rules (grammar, vocabulary...) and master them well. (9,7%) find themselves excellent in writing, which shows that students are not aware of the complexity of writing, being excellent writers requires being specialists in the language.

Section Two: Students' Opinions about Writing

Item 5: The Usefulness of the Writing Skill

Option	Number	(%)
Very usefull	28	90,3%
Not that usefull	03	09,7%
Bot usefull at all	0	0%

Table 5 The Writing Skill Usefulness

We asked students to justify their answers in an open ended answer; the students who answered that the writing skill is very useful justified their answers by mentioning that good writing skills allow them to communicate their message with clarity and ease to a larger audience than through face to face or by phone. Also, the majority agree that we cannot learn a language without learning how to write it and that writing helps them improves other skills (speaking, reading and listening). We need writing in our academic learning and administrations. In addition to this justification, some students find writing very useful because they believe there is a high need for writing as novice researchers, and for future careers and job opportunity (writing CVs and resume papers...).

Students who find that learning how to write is not that useful justified their answers by stating that the most important is communicate by speaking, hearing the voice of the interlocutor can make the speaker feel more comfortable, you can hear the listeners 'reactions and identify their state of mind, that is why they believe that writing is not very important. They agreed on the fact that talking is way more necessary than writing.

Item 6: Students' difficulties when writing

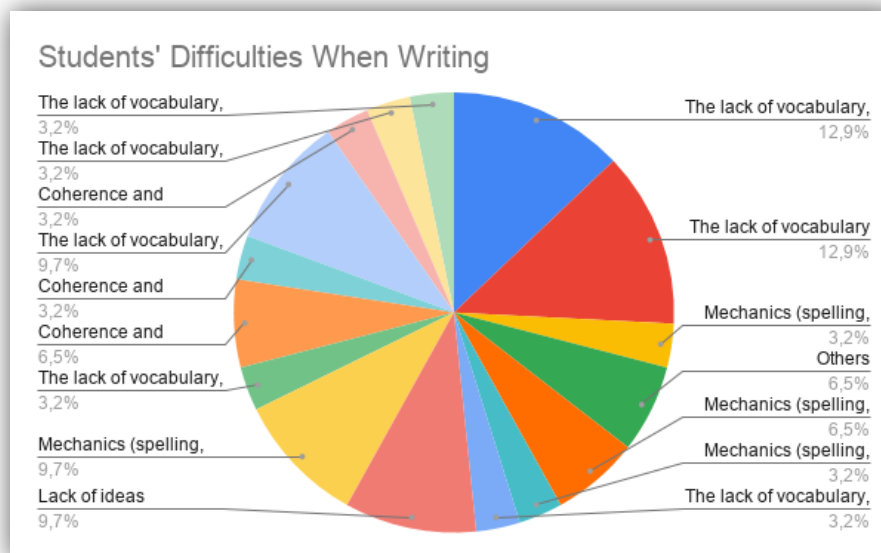


Figure 5 Students' Writing Difficulties

In this item, students were asked to mention the main difficulties they face when writing, 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 is the difficulty they face the most while writing. (48,8%) of 3rd year students encounter difficulties in finding vocabulary to write properly. (45,2%) lack of ideas, the second major problem they face while writing is the lack of ideas which can be due to the lack of reading, reading help students develop their imagination which leads them to develop ideas when writing. (35,5%) which equals to 11 students out of 31 have problems of coherence and cohesion, and (29 %) or 9 students out of 31 have problems with adapting the mechanics.

Item 7: Students' Suggestions to Reduce these Difficulties

Option	Number	%
To change the teaching tools	14	45,2
To be more involved	19	37,3
To use e-learning	22	71%

Table 6 Students' Suggestions To reduce These Difficulties

Students were asked to mention their suggestions in order to get rid or diminish the difficulties stated in the previous item. 14 students (45,2%) think that to solve these problems we need to change the teaching techniques, out of (71%) think that adding modern ways into teaching such as (e-learning) which involves Moodle platform can be effective to improve EFL teaching and learning and help to reduce these difficulties.

Item 8: The Materials Written Expression Teachers' should rely on

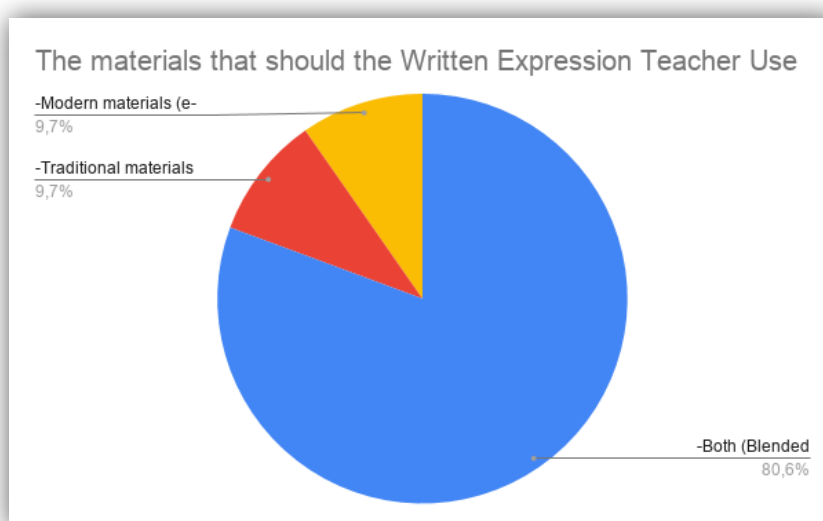


Figure 6 The Materials that Written Expression Teachers Should Use

Option	Number	%
Modern materials	3	9,7
Traditional materials	3	9,7
Both	25	80,6

Table 7 The Materials that Written Expression Teachers Should Use

The majority of the population (80%) think that teachers should rely on blended learning in teaching writing. The mixture of modern and transitional materials of teaching help in motivating students learn, since nowadays technologies occupy a considerable place in our lives, so we should adapt ourselves and our learning to follow the actual present trends. The rest of students were divided into using only modern methods or using only traditional

methods. 3 students in each, have chosen these 2 options, which equals to (9,7%) for each option.

Section Three: Students' Experience about Moodle Platform

Item 9 /10 Students' Experience with Moodle Platform

In these two items, we asked students whether they know what Moodle platform is, and whether they have known it before or after the covid 19 pandemic, their answers were as shown in the graph and table below :

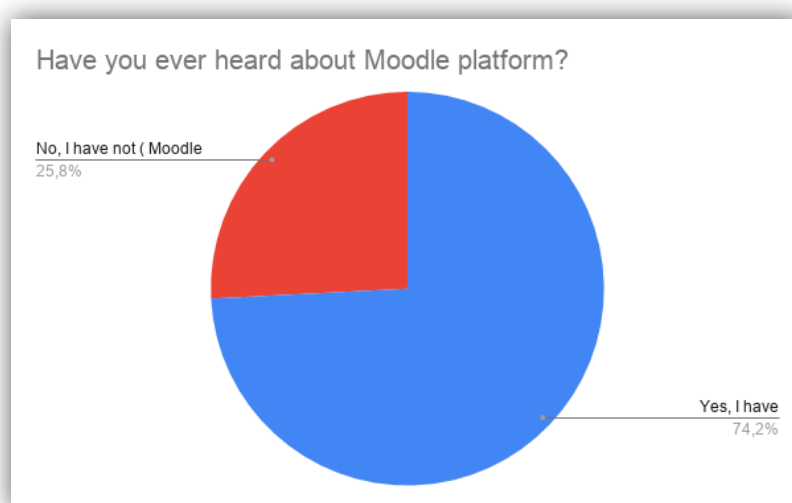


Figure 7 Students ' Knowledge of Moodle Platform

Option	Number	%
Before the Pandemic	10	32,3%
After the Pandemic	18	58,1%
When I read the Questionnaire	3	9,7%

Table 8 Before or After the Covid19 Pandemic

We asked students if they have ever heard about Moodle platform before, as show in the graph above, the majority (74,2%) have heard about it, only few students have not heard about it before receiving our questionnaire.

We also asked students whether they started hearing about Moodle only after the Covid19 Pandemic started or before it. As seen in the graph above, 58,1% answered that they have known this platform after this pandemic started. We can notice from this huge percentage that

the Covid19 pandemic is the first parameter that introduced Moodle platform to our students in Biskra's University; it is a good start, because teachers and students started switching their work to Moodle Platform because they had to work from home due to the quarantine imposed in nearly all sectors. (32,3%) heard about it before this global pandemic and only (9,7%) have never heard about it before reading our questionnaire.

Item 11 / 12: Students' Opinions about Moodle Platform

We asked students about their opinions toward Moodle platform, the majority of the respondents (64,5%) agree on the fact that Moodle should be integrated and used in our university, they believe that it a good alternative for learning from home, most students agree on the fact that Moodle Platform should have been integrated long time ago, because it is the age of e-learning and also it is a good alternative to gain time and try new methods. Students that discovered Moodle by the appearance of the Covid19 pandemic state that they found it very useful but did not know how to use it and found some difficulties on how to work with it at the beginning.

A small number of respondents chose the option that Moodle os not useful for learning, they believe we still suffer from lot of problems and constraints to use these kind of e-learning, our internet is very low and not all students have access to Internet connection.

In another item, we asked students about their opinions toward this kind of platforms and if they think that this kind of e-learning is beneficial to facilitate the learning process for EFL learners. (51.6%) agree that this kind of platforms is very useful for our learning. (41.9%) think that it is very useful and it facilitates the learning process especially in situation like the current one (the quarantine).

Item 13/14/15: Moodle Activities and Students

In item 13, e asked students if they know that Moodle contains other activities that help in teaching and learning or if they think that Moodle is just about posting lectures. Most students

(61.3) think that Moodle is only about posting lectures, they still ignore its real role and content. Since currently teachers are using it just to post lectures to their students, these latter think that is it is the only use of this Platform. (38.7) which equals to 12 respondents know that Moodle has a large set of activities.

Option	Number	%
I do not know them	17	54,8%
I know them but Never used them	12	38,7%

Table 9 Learners' And Moodle Activities

In item 14, we asked students that know Moodle activities if they have ever used them, all of them stated that even though they know these activities exist but they have never used them before.

We also asked these students in item 15 if they know that among Moodle activities students can interact with their teachers and that they can conduct tests and homeworks and be assessed and evaluated by their teachers only via Moodle, most students had no idea about this.

Item 16: Moodle activities and the writing skill

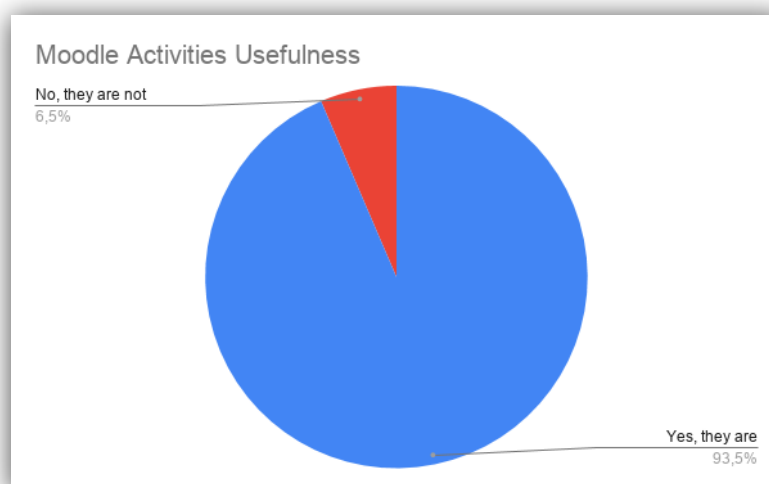


Figure 8 Moodle Activities Usefulness

We asked students about their opinions about Moodle activities being helpful to facilitate learning the writing skills. The majority (90,3%) agreed that Moodle activities are good

means to improve and develop EFL learners' writing skills. A small number of respondents (6,5%) did not agree on that because they ignored what Moodle activities are and how they can participate in developing their writing skills.

Item 17: Students' Opinions about implementing Moodle In written Expression Classes

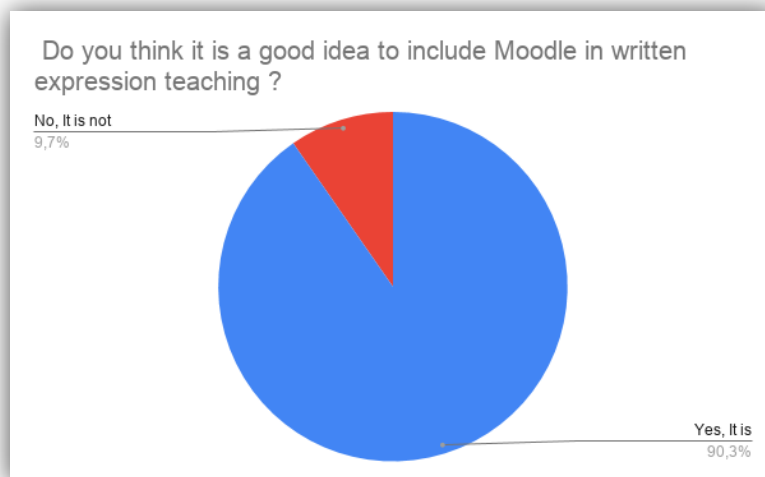


Figure 9 The Implementation of Moodle Platform Activities in Written Expression Teaching

As shown in the chart above, nearly all students see that implementing Moodle Platform and its activities in written expression teaching and learning is a good idea that should be taken into account.

Item 18: Moodle Platform Activities and The Writing Skills

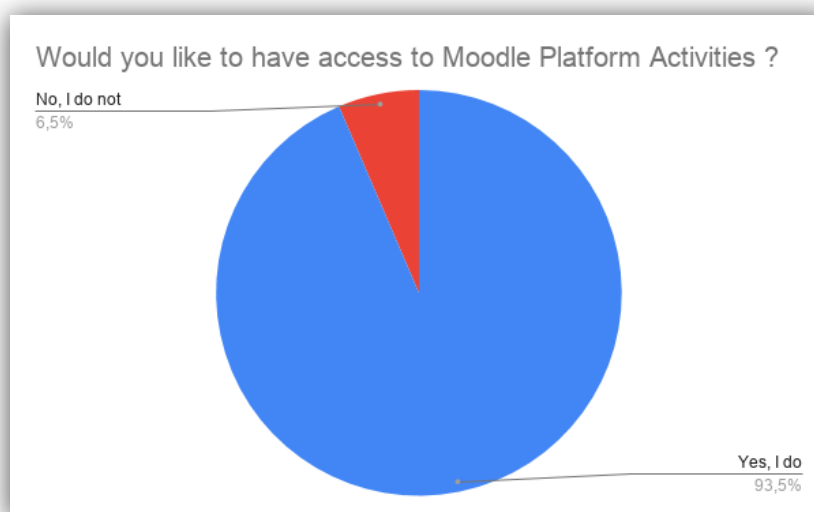


Figure 10 Moodle Platform Activities Accessibility

We asked students if they would like to have access to Moodle activities in order to see how these latter can help them improve their writing skills. As shown in the chart above, the majority (93.5% answered that they would like to try them in order to see how they can develop their writing through the use of Moodle activities. A small number of students (6.5%) said that they are not interested on using these activities to improve their writing skills because they think that not all students have access to the net and also that there are other techniques they believe are more important than moodle platform to improve their writing.

Item 19 : Biskra's University and Moodle Platform

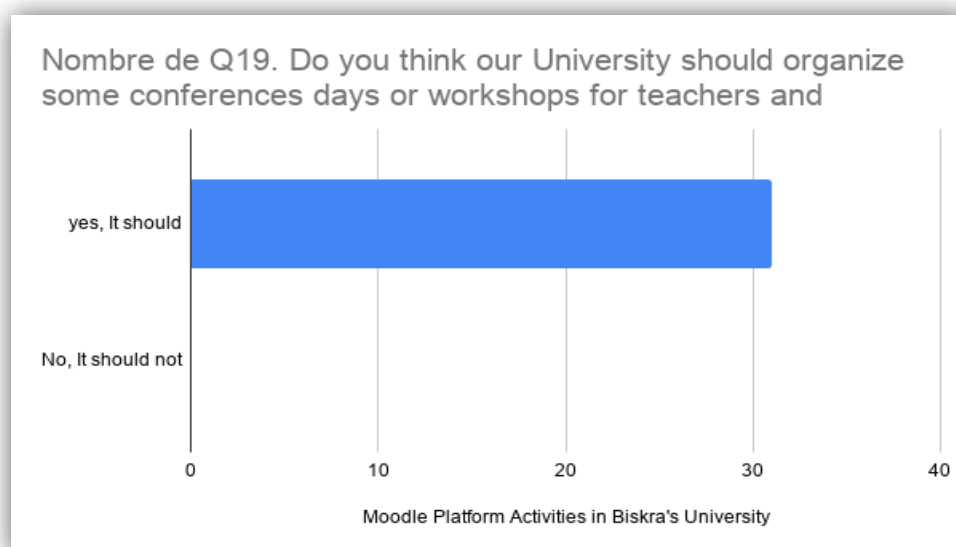


Figure 11 Moodle Platform Activities in Biskra's University

As shown in the graph above, all students would like our university to integrate Moodle in learning, in order to add something new and to be opened to e-learning. All respondents answered that BU should organize some conferences and workshops in order to introduce Moodle Platform to students and teachers and to let them know how to use it.

Item 20 : The constraints of Using Moodle Platform Activities

According to the respondents, the obstacles that can be faced when using moodle platform activities are summarized as follows:

- **The lack of Motivation:**

Some students described the constraints that can be found when using Moodle is the lack of motivation from both students and teachers. When being at home, many students neglect studying, so motivation can be a problem for them when using Moodle platform.

- **The Internet Connection:**

The low internet connection in our country is one of the biggest obstacles for teachers and students, when using e-learning whatever the platform is, we need to have a good internet connection in order to have access easily to Moodle Platform and use it appropriately

- **Neglecting Face-To-Face Teaching:**

Some students are afraid that with the use of Moodle Platform the face to face learning can be neglected.

Item 21: Students' additions/ opinions and suggestions

In this item, we asked students to add anything they want to add, opinion, information or suggestion. Students found our topic interesting; they mentioned that the weak internet connection is a huge obstacle for using this kind of e-learning.

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 its activities and their interests on using it, 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.

3.2 Teachers' Questionnaire

3.2.1 Administration and Aim of the Teachers' Questionnaire

This questionnaire was distributed online to 10 Written Expression teachers of the English division at Biskra's University. This idea was for the purpose to investigate their experiences as Written Expression teachers, the difficulties they face when teaching writing and the most common problems they have noticed in their students' written productions. We also tried to investigate teachers' opinions about Moodle Platform and its activities, their experiences with this Platform and if they think our university should adopt this Platform as a new way of teaching/learning in general and teaching/Learning writing particularly.

3.2.2 Description and Analysis of the Teachers' Questionnaire

a) Description

This questionnaire is composed of two sections which include different types of questions, close ended and open ended questions. Section one includes seven 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.

b) Analysis

Section One: Background Information

Item 1: Written Expression Teaching Experience

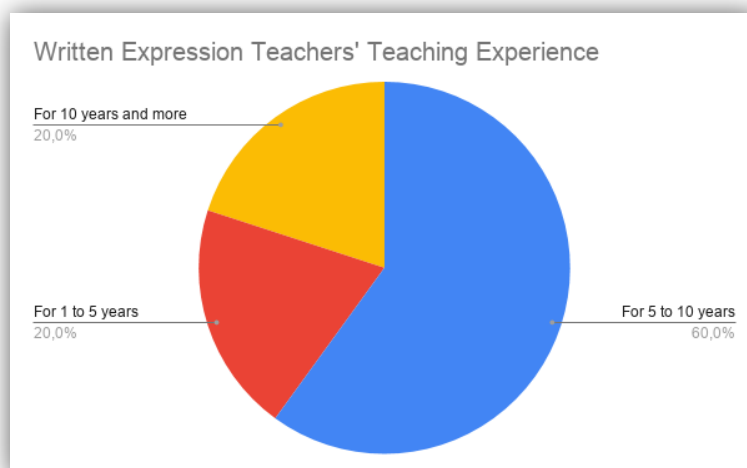


Figure 12 Written Expression Teaching Experience

Option	Number	%
1-5 years	2	20%
5-10 years	6	60%
More than 10 years	2	20%

Table 10 Written Expression Teaching Experience

The table and the histogram above show that novice teachers from (1-5 years) of experience represent (25%) of the sample while experienced teachers with (5-20 years) represent the rest (75%). This indicates that the division of English Language in BU has teachers from different generations. Most of them are experienced teachers with no less than five years of experience.

Item2: Third Year Students' Level in Writing

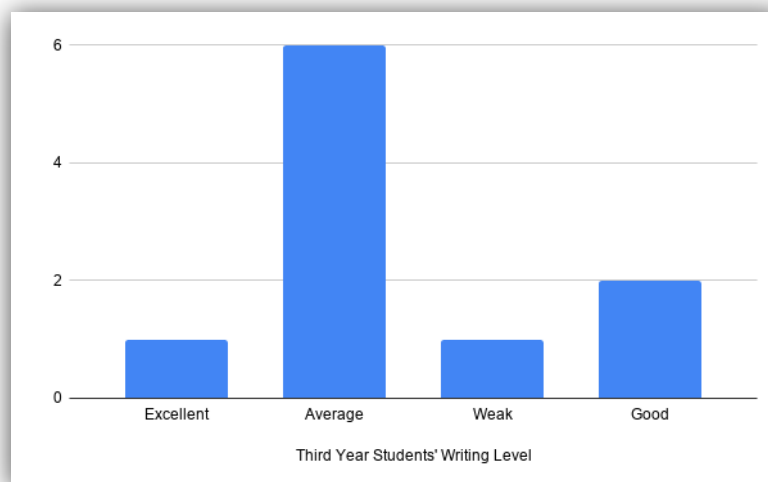


Figure 13 Third Year Students' Writing Level

Option	Number	%
Excellent	1	10%
Good	2	20%
Average	6	60%
Weak	1	10%

Table 11 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. 2 teachers evaluated their students' level in writing as good, the 2 teachers' evaluations left were divided between excellent and weak, one teacher for each. According to these evaluations we can notice that the average level of students' writing is average according to written expression teachers' in BU.

Item 3: Teachers' Difficulties in Teaching Writing

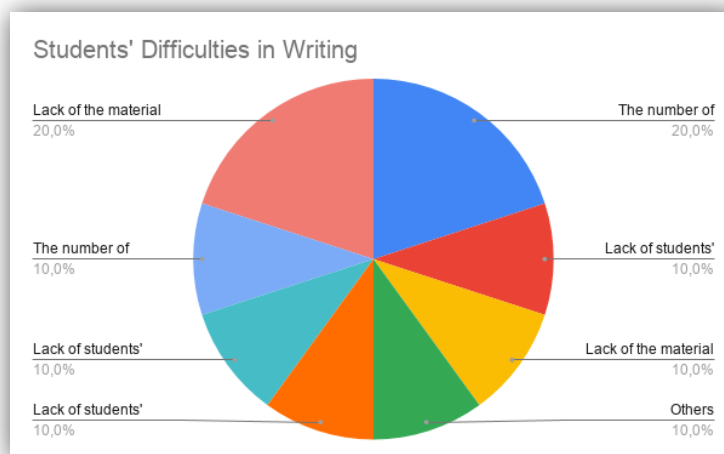


Figure 14 Teachers' Difficulties in Teaching Writing

Options	Number	%
Lack of motivation	6	60%
Lack of materials	3	30%
Students' number	4	70%

Table 12 Teachers' Difficulties in Teaching Writing

We asked teachers about the difficulties they face while teaching writing and their answers are summarized in the table and the chart above. 70% of the teachers complained about the huge number of students', written expression courses need a lot of practice and feedback, with big numbers in each class which causes a high noise level. Teachers will have to put TREMENDOUS effort to correct their students' essays and paragraphs.

Also, 60% or 6 teachers stated that the lack of students' motivation is one of the difficulties they face when teaching writing, when students are not motivated to write, it is not easy for them to teach students that are not interested in the lecture or information given to them and this influences negatively the teachers' motivation. 3 teachers mentioned that among the difficulties, there is the lack of materials needed to teach, in other words the small space in classes and the huge number of students.

Among the difficulties faced by teachers, the students background linguistic knowledge which happen to be weak or poor (poor vocabulary, grammar and style). This affects

negatively their writing, when students do not have the ability to find the right words to express their ideas and thoughts, they are Inconsciament demotivated. From this we can CONSTATER that all these aspects are relited and each one completes the other. In addition to that, we have the mother tongue interference, the first language affects negatively students' writing style.

Item 4 /5: Students' Difficulties in Learning Writing

Option	Number	%
Yes, they do	10	%
No, they do not	0	%

Table 13 EFL Students' Difficulties in Learning Writing

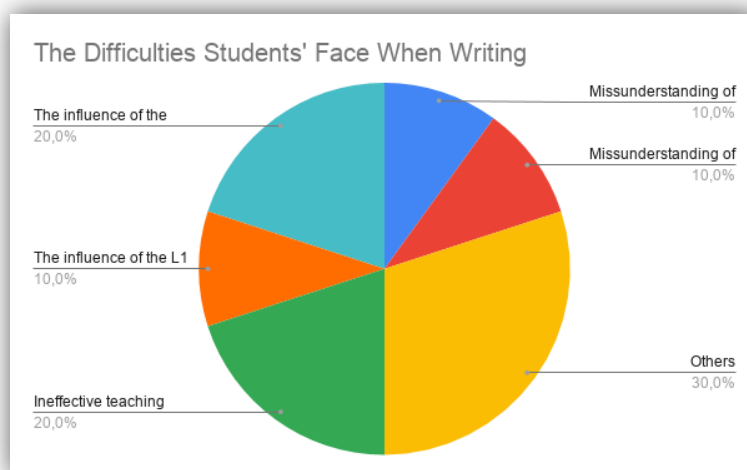


Figure 15 The Difficulties Students' Face When Writing

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 that is in relation with writing. In other words, vocabulary, grammar, the syllabus, the lack of reading, time and practice are all difficulties faced by students when they write. Also, problems of coherence and cohesion, generating ideas, all aspects of mechanics. According to our

teachers, the majority of EFL students face at least one or two of these difficulties when writing in a foreign language (English in our case) .

The influence of the L1 is one of the biggest difficulties EFL students face when writing, teachers said that students think in Arabic and write in English, Which is technically false, because each language has its own rules, and expressions that do not fit in a foreign language.

Item 6: Reasons of Students' Writing Weaknesses

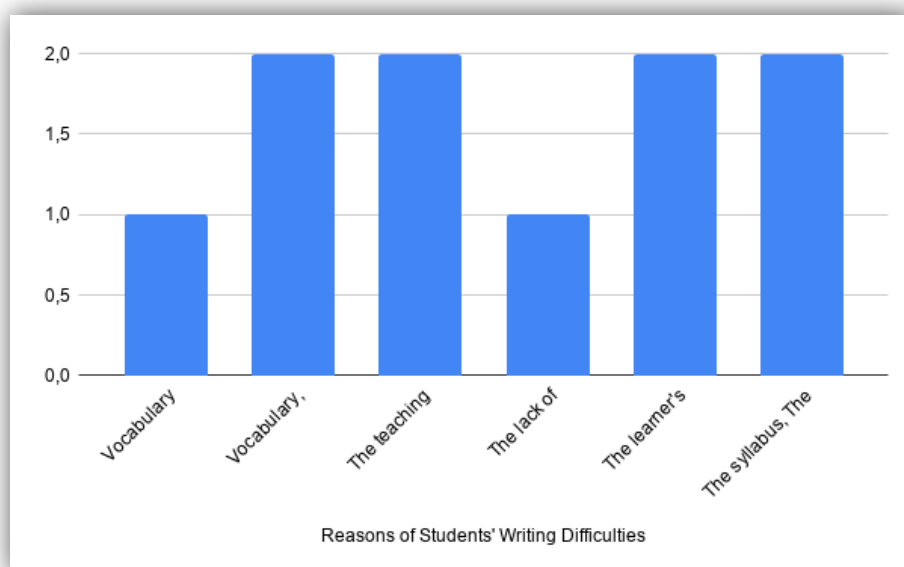


Figure 16 Reasons of Students' Writing Difficulties

We asked teachers about their opinions about the reasons of these weaknesses, teachers' answers were different and multiple. Some teachers stated that the teaching methods and the syllabus are the reasons that cause EFL learners' writing difficulties. Another group of teachers stated that the reasons of these weaknesses are the lack of reading, practice and time, all these three options are important to learn writing easily; reading help in gaining new vocabulary and ameliorate the writing style. One teacher said that his students mentioned that they never practice writing outside the classroom, practice is very important in developing the

writing skill. Time is important because writing in English requires a lot of time to be practiced. Writing needs to be practiced to be ameliorated and developed.

In addition to that, we have some teachers that mentioned the lack of focus, when EFL learners do not focus on their writing process, they will automatically face difficulties. Also, our teachers mentioned an important point which is the education background, in secondary schools curriculum; students did not tend to study writing the lectures given by teachers were mostly based on grammar and reading. The writing skill was fully neglected which causes the weaknesses EFL learners' are facing nowadays.

Section Two: Teachers' Experience with Moodle Platform

Item 7: Teachers' Knowledge of Moodle

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

Item 8: Teachers' Use of Moodle Platform

Option	Number	%
Yes, I do	6	60%
I have an idea	2	20%
No, I do not	2	20%

Table 14 Teachers' use of Moodle Platform

We asked teachers if they know how to use Moodle Platform, their answers were as shown in the table above. The majority of our teachers (60%) affirmed that they do know how to use Moodle platform. 2 teachers said that they only have an idea about how to use this platform and 2 others declined our question and answered negatively, they do not know how to use Moodle platform.

Item 9: Moodle in Written Expression Teaching

Option	Number	%
Yes, I have	6	60%
I prefer traditional methods	2	20%
No, I have never used it	2	20%

Table 15 Using Moodle in Written Expression Classes

We asked our written Expression teachers whether they have ever used Moodle Platform in their teaching, 60 % said that they did use Moodle Platform in teaching written expression. These teachers said that through this platform, 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.

20% said that they prefer the traditional method. According to them, they do not really prefer the traditional methods, but with what we have as equipment and the large number of students in addition to their issues with internet connection and means of communication, the traditional method seems to be more suitable. The other 20% that have never used Moodle Platform justified their answers with the fact that Moodle Platform was not accessible for students yet.

Item 10: The frequency of Using Moodle

Frequency	Number	%
Always	3	30%
Often	4	40%
Rarely	2	20%
Never	1	10%

Table 16 The Frequency of Moodle Platform Use

As shown in the table above, we asked written expression teachers how often they have used Moodle Platform in their teaching process. 40% have used it rarely, 30% hve never used it, 20% use it often and only 10% use it frequently.

Item 11: The Obstacles Faced When Using Moodle

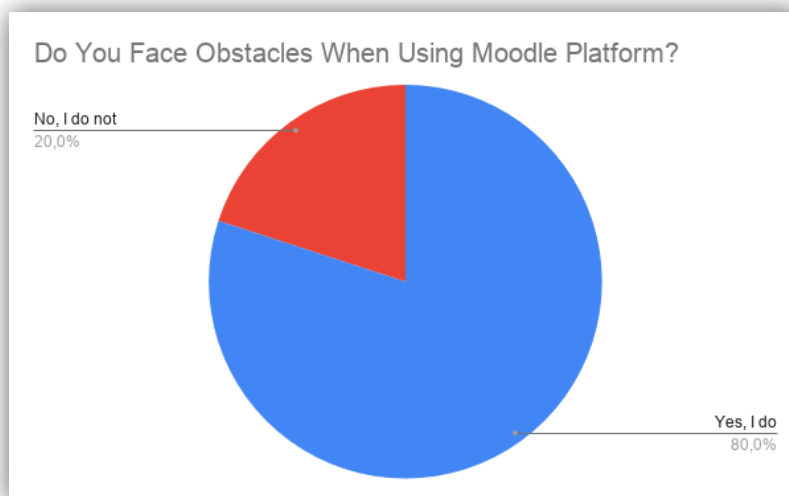


Figure 17 The number of Teachers That face Difficulties When using Moodle

80% of the teachers face obstacles and difficulties when using Moodle, because, first, they it is inaccessible and unknown for students, not all students know Moodle Platform yet. Second, some teachers think it is complicated for students, they still do not know how to use it. The last and comment point that was cited by teachers is the lack of materials, not all students have phones and computers, and some of them have not access to the Internet connection, and those who have access to the Internet connection, usually this later is so weak and slow for both teachers and students.

Item 12: The Relationship between Moodle Platform and Written Expression

Option	Number	%
Complementary	80	80%
Uncomplementary	20	20%
No relationship	0	0%

Table 17 The Relationship Between Moodle and Written Expression

The majority of our respondents think that the relationship between Moodle Platform and written Expression is complementary. 80% of our teachers said that they both complete each other; Moodle cannot work without Written Expression Classes and vice versa. They believe that Moodle platform and the activities it provides are helpful for both teachers and students to learn better, because EFL learners can have more writing activities and more practice, by

using Moodle in teaching all modules or subjects in general and teaching writing in particular this leads to students' writing development.

20% of the respondents said that Moodle platform and Written expression cannot work and be effective together, because teachers and learners are not familiar with the platform yet, so the effectiveness is still questionable. In addition to that, they find Moodle complicated, they think that it would be more successful if it were simplified more.

Section Three: Teachers' Opinions about Moodle Platform

Item 13: Teachers' Opinions about the Implementation of Moodle and its activities

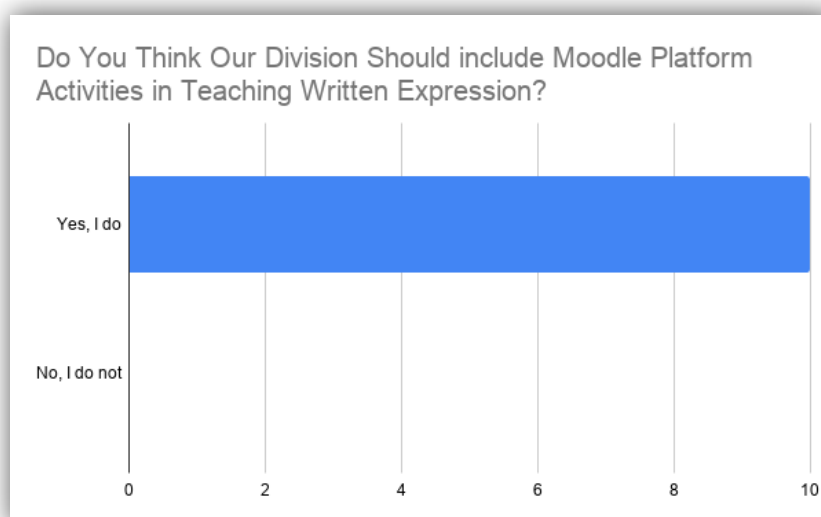


Figure 18 Teachers' Opinions About The introduction of Moodle Platform Activities

We asked teachers if they think that the English Division in BU should include Moodle Platform into the teaching/learning process, they all agreed on that, they think that it is a good idea if our English division implement this platform into EFL learning. This new way of studying requires less time and efforts. It simplifies the teaching process. Nowadays with the Global crisis, using Moodle platform as a distance teaching/ learning is a necessity for the fulfilment of the learning process. This platform facilitates the delivery of the content and gives more space for interaction outside class. In addition to all that, it is a good way to keep up with the educational revolution in the world.

Item 14: Moodle Platform and Writing Skills Improvement

Option	Number	%
Yes, I do	7	70%
No, I do not	3	30%

Table 18 Teachers' Opinions About Moodle Platform Activities' Benefits

70% of our teachers think that Moodle platform and its activities help in improving the writing skills, because it provides more time for practice, and writing skills need to be practiced in order to be improved. Generally in the classroom, we do not have enough time for practice; Moodle can be a good mean to provide more practice. 30% of our teachers said that Moodle is not useful and does not help in improving the writing skills, they believe that writing needs to be practiced in a real class, where teachers and students can beneficiate from face to face interaction. Some teachers think that teaching writing requires only the classroom and that writing skills cannot be improved through Moodle platform and its activities.

Item 15: Moodle Activities and Teaching writing

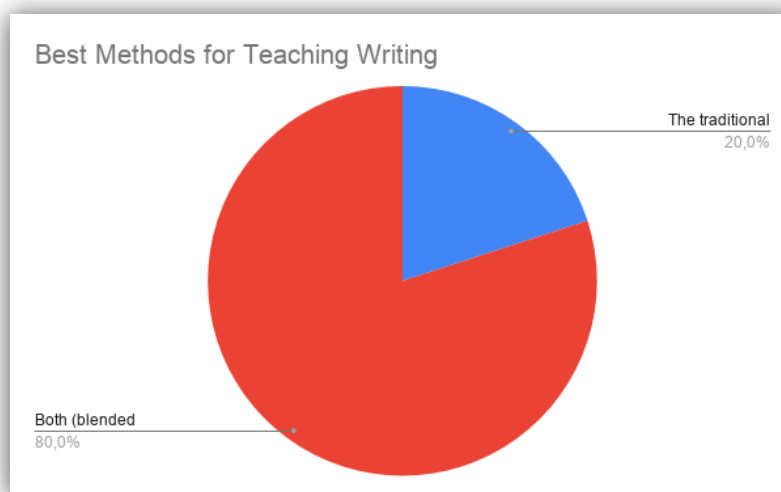


Figure 19 Best Methods For Teaching Writing

Teachers think that Moodle Platform activities can help them teach writing because it increases the time for practice throughout the flipped classroom technique and blended learning. Also, it helps teachers set more activities for his students, and allow students practice their writing at home or wherever they are. Some teachers pointed out the fact that it helps them to post their lectures and also know the content of the other teachers. Time and

practice were the two main aspects teachers mentioned and think that Moodle platform activities will develop.

Item 16: Comparison between Moodle and Traditional Teaching Methods

80% of our teachers stated that a mixture between both is a great idea. Blended learning (Moodle) is important and interesting for teaching writing because each approach completes the other, traditional methods for face to face interactive learning and Moodle activities to gain time and effort. So, both of them are complementary. 20% said that they prefer the traditional teaching and learning methods, for them, teaching writing requires only face to face teaching, there is no need for technologies and Moodle Activities because writing is not a mechanical process, it needs human interaction. Also, teachers believe that they need to correct the students' errors, give them advises directly in the classroom, and that they need to ask them to write their paragraphs/essays on the board in order to correct their errors.

Section Four: The Covid19 Global Pandemic and Moodle Platform Activities

Item 17: Covid19 Global Pandemic and Moodle Platform Activities

We asked teachers if they agree with that statement « Due to the global COVID-19 pandemic, the world is now shifting learning, and teaching, online to accommodate for the safety of learners and teachers. The actual situation urged both teachers and learners to make the transition to online learning easier and safe. ». All teachers agreed on it because they think it is safer and more autonomous, thanks to it, the educational process did not stop, all teachers in BU posted their lectures, lessons and activities and all students have access to them because the educational process must go on and Moodle is one of the best solutions to protect teachers and students' lives and to carry on the educational process.

Item 18: Teachers' Additional Ideas, Comments, and Information

At this stage, some teachers mentioned the fact that they have no doubt about the benefits of Moodle platform activities, but they pointed out that in our case, it is quite inaccessible due to many social aspects. The government should work on ameliorating the internet connection and on its accessibility to all regions. Also, we should make sure that all students have access to technological materials (Computers, Phones).

Conclusion

These questionnaires gave us the opportunity to know students' and teachers' attitudes toward the effect of using Moodle platform activities to improve EFL learners' writing skills. They helped us investigate the main problems and difficulties they face when teaching and learning writing, their opinions about the implementation of Moodle platform activities at the English division in BU in order to teach the writing skills and improve them. Written Expression teachers shared with us their experience in writing skills and the inclusion of technologies in teaching in general, they provided to us a clear vision of the processes a written expression teacher goes through regarding teachers and students at the same time. EFL students helped us have an opinion about what they think about writing and the importance they gave to this skill, they shared with us their learning writing process, their struggles and also their opinions about the implementation of new technologies as Moodle Platform activities in teaching the writing skills.

Writing has always been one of the main skills that students face difficulties to master. Our teachers toward our academic process shared with us the fact that most PHD candidates fail their tasks when it comes to writing, they answer well but their academic abilities are limited. This shows us the place of the writing and the importance of mastering it

General Conclusion

The present study is an attempt to raise EFL students' awareness about the importance of learning writing in English, it sheds the light on the importance of writing and the effects on using Moodle platform activities in order to improve the writing skills. It also investigates some factors that affect students writing and teachers teaching process. This research tend to investigate the quality of the written expression courses and the idea of implementing Moodle Platform activities at the University of Biskra in order to improve EFL learners writing skills.

Two questionnaires have been used as data gathering tool in order to validate our hypothesis. The first questionnaire was designed and distributed to EFL third year Licence students from the University of Biskra. The second questionnaire was for teachers (written expression teachers specifically). The findings showed that most third year students encounter various difficulties in learning and improving their writing skills. Time, students' number in classes and lack of modern materials were three of the most common factors that students cited each time they were asked about the difficulties, obstacles and problems they face when studying learning, these two factors impede practicing well, and improving the writing skills all about practice.

This study, takes the form of an exploratory research, it is designed to explore and investigate EFL teachers' and students' writing difficulties, and their opinions toward the implementation of Moodle Platform Activities on improving the writing skills. Based on our study we can say that our hypothesis is theoretically approved. This out study opens the way to further studies and experimentations. It showed us EFL learners ' and teachers' writing problems that need further researches, it provides us with the idea of trying to add some new modern techniques to our written expression classes, to innovate and to use technologies in order to get rid of some problems or at least diminish them. By applying these factors, we can say that the quality of EFL learners' writings skills will be improved.

Recommendations

According to the different literary reviews regarding Moodle Platform and the writing skill, and the different factors that have been investigated in this study, we will try to suggest some recommendations that we obtained from our investigation about the implementation of Moodle Platform activities in Written expression classes to be some ideas for teachers, students and administrators in the division of English at the University of Biskra.

- ❖ The majority of students use different types of technologies in their daily lives, so integrating technologies into their learning process will help in increasing their motivation
- ❖ Keeping in touch with global learning tools increases our teaching/learning abilities and reliability.
- ❖ Most EFL learners are not familiar with Moodle platform and faced difficulties when they needed to use it.
- ❖ Provide students with Moodle Platform in order to make benefits from its activities.
- ❖ Moodle Platform activities provide EFL learners' more time for practice
- ❖ The implementation of Moodle Platform help teachers gain more time and efforts
- ❖ Moodle Platform inclusion in Written Expression classes provides students with more time to practice what they have learnt.
- ❖ This platform provides teachers with more time to correct and evaluate his students' writing.
- ❖ Moodle Platform provides more occasions to teachers to assess and evaluates their students' levels.
- ❖ The English Division at the University of Biskra should implement this Platform in order to facilitate the learning/teaching process for both teachers and learners.
- ❖ Moodle Platform should be adopted in BU university especially in situations like the current one (a global pandemic).

- ❖ Moodle Platform can be a great tool to replace face to face teaching in critical situations.
- ❖ Moodle Platform and face to face teaching are complementary.
- ❖ Our university should think of providing both teachers and students with workshops and conferences in order to introduce this platform and get them familiar with it.
- ❖ Our government should think of providing a better internet connection and make sure it is accessible for all University students in order to make Moodle Platform or electronic learning in general doable.

List of References

Adas & Bakir, D. (2013, May). Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. *International Journal of Humanities and Social Science Invention*, 3(9), 254-266.

Al-Khasawneh, F.M.S. (2010). Writing for Academic Purposes: Problems Faced Arab Postgraduate Students of the College of Business, UUM. *ESP World*, 2(9), 1-23.

Alm, A. (2006). CALL for autonomy, competence, and relatedness: Motivating language learning environments in web 2.0. *The JALT CALL Journal*, 2 (3), 29-38

Agarwal, E. S. (2013). E-learning: New trend in Education and Training. *International Journal of Advanced Research* (2013)

Art is code – design web & contenu. *Communiquer efficacement sur Internet*. Disponible sur <<http://articode.net/blog/communiquer-efficacement-sur-internet>>, (Consulté le 10/01/2011).

Benson, P. 2011. Teaching and researching autonomy. Second edition. London: Pearson Education.

Chou, L. (2011). An investigation of Taiwanese doctoral students' academic writing at a U.S. University. *Higher Education Studies*, 1(2), 47-60.

Clippard, Dana; Nicaise, Molly *Journal of Research in Childhood Education*, v13 n1 p7-26 Fall-Win 1998

Cuadrado-García, M., & Ruiz-Molina, M. E. (2009). The use of Moodle in higher education for improving English skills in non-language courses. Paper presented at the 2nd edition of the International Conference: ICT for Language Learning. Retrieved from <https://conference.pixel->

online.net/ICT4LL2009/common/download/Abstract_pdf/pdf/ ILT12_Cuadrado-Garcia, Ruiz-Molina.pdf.

Chastain, K. (1988). *Developing second language skills: Theory and practice* (3rd ed.). Florida: Harcourt Brace Jovanovich.

Celce-Murcia, M. (Ed.) (1991). *Teaching English as a second or foreign language* (2nd). Boston: Heinle & Heinle.

Fenrich, P. (2014). *Practical Principles of Instructional Design, Media Selection, and Interface Design with a Focus on Computer-Based Training/Educational Software*. British Columbia Institute of Technology.

GIGUERE, Elise, *Intégration des TIC et nouvelle pédagogie universitaire*, Université de Sherbrooke - Cours en ligne, Moodle remplacera progressivement WebCT, s.d. Disponible sur <<http://www.profetic.org/spip.php?article9077>>, (consulté le 5/01/2011).

Gavin Dudeney et Nicky Hockly. 2007. *How to Teach English with Technology* (with CD-ROM). Harlow : Pearson Education, 192 p. ISBN : 978-1-4058-5308-8

Herrington, J., Oliver, R., & Reeves, T.C. (2002, December). *The suspension of disbelief in authentic online learning environments*, Paper presented at the Australasian Society for Computers in Learning in Tertiary Education Conference, Auckland, New Zealand.

Harmer, J. (1998) *How To Teach English*

Hyland, K. (2003). *Second Language Writing*. University of Cambridge

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. (Oxford Handbooks for Language Teachers Series). Oxford University Press;

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Longman.

Kern, R., & Warschauer, M. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge: Cambridge University Press.

Linse, C.T. and Nunan, D. (2005) *Practical English Language Teaching: Young Learners*. McGraw-Hill ESL/ELT, New York.

Lamb, T. (2004). Learning independently? Pedagogical and methodological implications of new learning environments. Proceedings of the Independent Learning Conference 2003. Retrieved from https://www.independentlearning.org/ila03_lamb.pdf.

Lehman, R. & Conceição, S. (2010). *Creating a sense of presence in online teaching*. San Francisco, CA: JosseyBass.

Leki, I. (1991). The preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals*, 24, 203-218. .

Lo, H.-C., & Chao, Y.-C. (2011). Students' perceptions of wiki-based collaborative writing for learners of english as a foreign language. *Interactive Learning Environments* , 19 (4), 395-411.

Mc Arthur, A. C., Graham, S., & Fitzgerald, J. (2008). *Hand book of writing a research*. (6th ed.). New York: The Guildford Press.

Nunan, D. (1999). *Second language teaching and learning*. Boston, MA: Heinle & Heinle.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teacher*. Upper Saddle River, NJ: Prentice Hall. *International English Language Teaching*

Nunan, D. (2005). *Practical English Language Teaching*. McGraw-Hill

Oliver, R., & Herrington, J. (2001). *Teaching and learning online: a beginner's guide to e-learning and e-teaching in higher education*. Mount Lawley, Australia: Centre for Research in Information Technology and Communications, Edith Cowan University.

Robertson, C.(2008). Integration of Moodle Course Management System (CMS) into an EFL Writing Class. *The JALT CALL Journal*, 4(1), pp. 53-59

RICE IV, William H., *Le guide du e-learning avec Moodle - version 1.9*, Paris, Pearson Education France, 2008, p.7.

Robertson, C. (2008). Integration of moodle course management system [CMS] into an EFL writing class. *The JALT CALL Journal* , 4 (1), 53-59.

Smith, R. (2008). *Conquering the content: A step-by-step guide to online course design*. San Francisco, CA: Jossey-Bass.

Stanford, J, (2009). *Moodle 1.9 For Second Language Teaching. From Technologies to solutions*.

Smith (Ed.) *Qualitative Psychology: A practical guide to research methods* (pp. 53-80). London: Sage.

Schuetze, U. (2011). Do wikis affect grammatical aspects of second-language writing? *The IALLT Journal* , 41 (1), 90-107.

Stevens, V. (2012). Learner-centered do-it-yourself learning management systems. *TESL-EJ* , 15 (4), 1-14.

Smith, J.A. & Osborn, M. (2008) Interpretative phenomenological analysis. In J.A.

Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK: Cambridge University Press.

TAGLIANTE, Christine, *L'évaluation et le Cadre européen commun*, Paris, CLE international, 2005.

Warth-Sontheimer, C, (2011). *Using Moodle For Language Teaching*. University of Tübingen , Tübingen

Wu, W. S. (2008) The Application of Moodle on an EFL Collegiate Writing Environment. *Journal of Education and Foreign Languages and Literature*, 7, 45-56.

Wu, W. (2008). The application of Moodle on an EFL collegiate writing environment. *Journal of Education and Foreign Languages and Literature*

Yates, N. (2008). Wikis and constructivism: Exploring the links. *The JALT CALL Journal* , 4 (3), 15-28.

http://elearning.univ-skikda.dz/publication/etudiant/co/Guide_Etudiant.html

http://www.univ-tebessa.dz/fichiers/moodle_guide.pdf

Appendices

Appendix One: Students' Questionnaire

Dear student,

First, thank you so much for your willingness to fill this questionnaire, which is intended exclusively for research purposes as part of my MA study at Mohamed Khider University of Biskra. The purpose of this questionnaire is designed to investigate the use of Moodle to improve students' writing. Its purpose is to investigate the actual situation of the subject "using Moodle" at the English Division, MKU. The information you provide is valuable and your genuine responses are very important for the success of this study. Therefore, you are kindly requested to respond realistically.

Thank you for your time and collaboration.

Section One: Background Information

Q1. Specify your gender

- a. A male
- b. A female

Q2. Was studying English :

- a. Your own choice
- b. Your parents' choice
- c. Your environment's influence

Q3. What is the most difficult skill in learning English according to you?

- a. Speaking
- b. Reading
- c. Writing
- d. Listening

Students' Opinions about Writing

.....

Q4. According to you to what extent is learning writing skill useful?

- a. It is very useful
- b. It is not that useful
- c. It is not usefull at all

Justify your answer please

.....

Section Two: Students' Opinions about Writing

Q5. How do you assess your level in written expression is ?

- a. Excellent
- b. Good
- c. Average
- d. Weak

Q6. What are the difficulties do you face while writing ? (You can choose more than one answer)

- a. The lack of vocabulary
- b. Mechanics (grammar, ponctuation...)
- c. Coherence and Cohesion(organisation of ideas)
- d. Lack of ideas
- e. Others

- Justify your answer please

.....

Q7. In your opinion, what are the causes of these difficulties ? (you can choose more than one answer)

- a. The teaching techniques
- b. The classroom environment
- c. The lack of practice
- d. Others

Justify your choice(s) please

.....

Q8. What do you suggest as a student in order to get rid of these difficulties?

.....

Section Three: Students' Experience about Moodle Platform

Q9. According to you, your teacher of written expression should rely only on :

- a. Traditional materials (classroom, board and chalk)
- b. Modern materials (e-learning)
- c. Both (Blended learning)
- d. Student's Experience with Moodle Platform

Q10. Have you ever heard about Moodle Pplatform

- a. Yes, I have
- b. No, I have not

(If not, Moodle is introduced in the description part above)

Q11. Have you heard about if before the Covid 19 Pandemic appeared or after it ?

- a. Before
- b. After
- c. I have never heard about it before reading this questionnaire

Q12. What do you think about it?

- a. I think it is a good alternative for learning from home
- b. I think it should be introduced in our university
- c. I think it is not usefull for learning
- d. Others

Justify your choice, please

.....

Q13. Do know that Moodle is not only about posting lectures?

- a. Yes, I do
- b. No, I do not

Q14. Do you know what Moodle activities are?

- a. No, I have never used them
- b. Yes, I have used them
- c. Yes, I know them but never used them

Q15. Do you know that among Moodle activities, students can interact with their teachers via Forums, Chats...

- a. Yes, I do
- b. No, I have never knew it before

Q16. 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?

.....

Q18. Would you like to have access to Moodle Platform and try its activities in order to see whether it could be helpful for you to improve your writing skills or not ?

Justify your answer please

.....

Q19. 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
- c. Yes, especially in situation similar to the current one

Q20. Do you think our University should organize some conferences days or workshops for teachers and students in order to guide them and train them how to use Moodle platform?

.....

Q21. If you have any additional comments or ideas, please feel free to white them down.

.....

Thank you

Appendix Two: Teachers Questionnaire

Dear teacher,

First, thank you so much for your willingness to fill this questionnaire which is intended exclusively for research purpose, as part of my MA study at Mohamed Khider University of Biskra. The purpose of this questionnaire is designed to investigate the use of Moodle to improve students' writing. Its purpose is to investigate the actual situation of the subject "using Moodle" at the English Division, MKU. The information you provide is valuable and your genuine responses are very important for the success of this study. Therefore, you are kindly requested to respond realistically.

Thank you for your time and collaboration.

Section one: Background Information

Q1. How long have you been teaching Witten Expression?

- a. For 1 to 5 years
- b. For 5 to 10 years
- c. For 10 years and more

Q2. Is the writing level of third year students:

- a. Excellent
- b. Good
- c. Average
- d. Weak

Q3. What are the difficulties you face while teaching writing?

- a. Lack of the material neede

- b. Lack of students' motivation
- c. The number of students
- d. Others

-Why ?*

.....

Q4. Do your students find difficulties when writing?

- a. Yes, they do
- b. No, they do not

If "Yes", are these difficulties due to:

- a. Teacher
- b. Learner
- c. Syllabus
- d. Lack of reading
- e. Lack of background knowledge in the subject
- f. Lack of practice/time
- g. Others

-Please specify

.....

Q7. According to your experience, what are your students' writing weaknesses (You can choose more than one answer)*

- a. Vocabulary
- b. Grammar
- c. Organization of ideas(Problems of coherence and cohesion)
- d. Other weaknesses

.....

Q8. What are the difficulties that your students face while writing? (You may choose more than one answer)*

- a. Misunderstanding of the topic
- b. The influence of the L1
- c. Ineffective teaching methods and techniques
- d. Others

-Justify your answer(s) please*

.....

Section Two: Teacher's experience with Moodle

Q9. Do you know what Moodle platform is?*

- a. Yes, I do.
- b. No, I do not.
- c. No, I have only heard about it.
- d. No, I have never heard about it.

Q10. Do you know how to use Moodle?*

- a. Yes, I do.
- b. I have an idea.
- c. No, I do not.

Q11. Have you ever used Moodle for teaching writing?*

- a. Yes, I have.
- b. No, I prefer the traditional method.
- c. No, Moodle is hard and complicated.
- d. No I have never used it.

-Justify your answer please.*

.....

Section Three: Teacher's opinions about Moodle

Q12. Do you use Moodle in teaching writing?

- a. Yes
- b. No

*If yes, how often?

- a. Never
- b. Rarely
- c. Often
- d. Always

Q13. Do you face obstacles in using Moodle in teaching?

- a. Yes, I do
- b. No, I do not

If yes, what are they?

.....

Q14. In terms of effectiveness, how do you think the relation between Moodle and written expression is?*

- a. The one completes the other.
- b. The one does not work with the other.
- c. No relationship can be tithed between both.

- Justify your choice, please.*

.....

Q15. In your opinion, do you think our English Division should include Moodle Platform in the teaching/Learning process?*

- a. Yes, I do
- b. No, I do not.

-Why?*

.....

Q16. Do you think it is a good idea to use Moodle platform in order to improve students' writing skills?*

- a. Yes, I do
- b. No, I do not

-Justify, please.*

.....

Q17. How do you think Moodle platform can help you as a teacher in teaching writing?*

.....

Q18. Between both the traditional and the modern teaching methods, which one do you think is better in teaching writing? (You can choose more than one answer)*

- a. The traditional teaching methods (face to face)
- b. The modern teaching methods (e-learning)
- c. Both (blended learning)

-Why?*

.....

“Due to the global COVID-19 pandemic, the world is now shifting learning and teaching online, to accommodate for the safety of learners and teachers. The actual situation urged both teachers and learners to make the transition to online learning easier and safe.”

Q19. Do you agree with that statement?

- a. Yes, I agree
- b. No, I do not agree

- If not, why?

.....

Q20. Do you think that using Moodle is a must for both teachers and learners due to the global COVID-19 pandemic? Justify your answer please.

.....

Q21. If you have any additional ideas, information or comments, please feel free to write them down.

.....

Thank you

المُلخَص

الدراسة الحالية محاولة لتسليط الضوء على الصعوبات التي يجدها طلبة شعبة اللغة الانجليزية في جامعة بسكرة اثناء نعلمهم للكتابة و الصعوبات التي يصادفها الأستاذ بدوره اثناء تدريس تلك الأخيرة . هذه الدراسة استكشافية هدفها دراسة مفعولات و كيفية عمل تطبيق مودل على مساعدة طلبة اللغة الانجليزية في جامعة محمد خيضر بسكرة التخلّص من تلك الصعوبات و تحسين الكتابة باللغة الانجليزية.