Abstract

Writing in a foreign language is one of the most difficult tasks which requires considerable efforts and practice. It seems that traditional approaches cannot help learners reach an acceptable level of writing. Therefore, the need for educational changes in teaching approaches is felt. As one of these changes, using computer in teaching writing is referred to. Since teachers’ attitudes can have a great impact on success or failure of such a reform, studying their beliefs is necessary. This study investigated the Iranian EFL teachers’ attitudes about applying technology in writing classes. The specific aim was to study teachers’ personal principles and practices in their own teaching contexts particularly writing classes. To reach this aim, a teacher attitude questionnaire developed by Thitirat Suwannasom (2012), was administered to 30 EFL teachers with teaching experiences from 1 to 29 years from Gachsaran high schools, Kohgiluye and Boyerahmad, Iran. Also, an open-ended interview was conducted to the same participants. After calculating the percentage and frequency as the statistical analysis method, it was revealed that teachers’ attitudes and their different roles influence using technology in teaching writing in EFL context positively. The result of this study was beneficial for EFL teachers and learners.

Keywords: Teachers’ Attitudes, Computer Assisted Language Learning, EFL Context, Writing Classes

Introduction

Today we are witnesses to application of computers in our lives and we know that this electronic device has been changed into a valuable object. These days we can find computers everywhere around us. In fact, modern world will be incomplete without computers and their applications. It is almost impossible to even imagine the modern facilities without the use of computers. As such, computers can be considered as a unique tool in human life history.

Presently due to the triumphant entry of computers into education system, they have changed into a brilliant aid in teaching. Instruction by means of this new teaching aid is a method which needs to be studied, analyzed and interpreted in real contexts. Every day we can see the increasing number of teachers who have the tendency towards the use of new technologies in their classrooms.

The adoption of technology into the education has often been premised on the potential of the new technological tools to revolutionize an outmoded educational system, better prepare students for the information age and accelerate national development efforts (Pelgrum, 2001).

One of the needs of all people is the need to write for different reasons. For example, communicating with a friend, writing to or for a magazine, preparing information and so on. Writing is generally a group of letters or symbols written or marked on a surface as a means of communication (Collins, 2003). This definition suggests that writing is the activity of producing a piece of written language which is more than being a matter of transcribing language into symbols, but it is used for communication. In terms of pedagogy, writing is a central element in the language teaching as students need to write down notes and to take written exams. Harmer (2004) agrees that writing should be
learned because it could not be naturally acquired like speaking, though, he provides more reasons to teach writing for English as a foreign language (EFL) learners which include reinforcement, language development, learning style and more importantly, writing as a skill in its own right.

In this research, the researchers focus on using technologies to teach this important skill. New digital media have played an important role in the teaching of writing, through both the cognitive era that began in the 1980s, in which word processing was emphasized as a tool for revision (Pennington, 1993) and the socio cognitive era that began in the 1990s, in which computer-mediated communication was emphasized as a tool of social construction of meaning (Kern & Warschauer, 2000). “The advantage of computer-based writing instruction for students is that they can practice writing often. They can interact with each other through the Internet and develop mutual communication and understanding” (Cheng, Chen & Lee, 2007, pp. 225-244).

The present research explores teachers’ attitudes towards using technology in teaching writing. The decision regarding whether and how to use computer technology for instruction rests on teachers’ shoulders. If we are to achieve fundamental changes in classroom teaching practices we need to examine teachers themselves and the beliefs they hold about teaching, learning and computer technology. Full integration of technology into educational system is a distant goal unless there is reconciliation between teachers and computers (Pourhossein, 2012). To understand how to achieve integration, we need to study teachers and what makes them use computers (Marcinkiewics, 1993).

**Research Questions**

This study is going to answer the following questions:

1. How can EFL teachers’ attitudes about the use of technology in EFL writing instruction be important?

2. In what ways can teachers’ roles in computer assisted instruction impact the learners’ writing ability?

**Literature Review**

As computer-assisted language learning (CALL), technology-based language teaching, teachers’ attitudes towards this kind of language teaching, benefits of technology uses in EFL writing classes and at last teachers’ roles in this area are the key concepts in the present study, the researchers point to the related studies.

**Computer Assisted Language Learning**

CALL as a whole has been concisely defined as “The search for and study of applications of the computer in language teaching and learning” (Levy, 1997: p. 1). CALL embraces a wide range of information and communication technology applications and approaches to teaching and learning foreign languages, from the traditional drill and practice programs that characterized CALL in the 1960s and 1970s to more recent manifestation of CALL, e.g. as used in virtual learning environments and web-based distant learning.

**Technology-based Language Teaching**

One of the main sectors of any society is education. These days it is tried to transform technology projects into this important sector. As a reason for this transformation, teaching English language easier and more effective is referred to. According to Singhal (1997), technology and English language education are related to each other. One of these projects that can be integrated into teaching is smart school projects. “The aim of using technology in schools is preparing children for the information age” (Smart School Project Team, 1997. p.10).

Wernet, Olliges and Delcath (2000) believe that technology-enhanced education is becoming an increasingly important part of higher and professional education. Crystal (2001) indicates that technology-based language teaching offers all students opportunities to learn in ways not previously possible. Its innovations have gone hand-in-hand with the growth of English and are changing the way in which we learn. Technology not only gives learners the opportunities to control their own learning process, but also provides them with ready access to a vast amount of information over which the teacher has no power or control (Lam & Lawrence, 2002). Research findings have supported the use of technology in teaching language. First, technology has positive influences on students’ motivation. Second, technology programs have been encouraged as cost effective ways that could be used to replace or enhance direct human input (Ware & Warschauer, cited in Tsou, 2008). There is no doubt that computer-based instruction will occupy a more central role in the second language classroom in the future.
Teachers’ Attitudes towards Technology-based Language Teaching

In recent years, the rapid evolution of information and communication technology has made great changes in societies and education. The Internet particularly has become a useful tool for communication. Along with the impact of the Internet, the extensive use of computers at schools has made a critical influence on educational environments. In this regard teachers and their beliefs about using technologies in classrooms can have a great impact on technology-based instruction. As Woodraw (1991) mentions teachers are active agents in the process of changes and implementation of new ideas (using technology) because their beliefs and attitudes may support or impede the success of any educational reform.

Several researchers like Campoy (1992) claim that teachers’ beliefs about the role of technology are the most essential factors that determine the content and scope of their use of technology in their classes. Believing that teachers, not computers are the essential factor for integrating computer technology, Miller and Olson (1994) assert the need for studying teachers and their purposes for using computers.

Teachers’ attitude towards computer is a means for effective development of teacher training that will prepare teachers to face the challenges in the information gap (Fisher, 2000). Lam (2000) emphasizes that teachers’ personal beliefs of the advantages of using technology for language teaching influence teachers’ decisions regarding technology use.

By taking teachers’ beliefs into consideration and studying them we conclude that their attitudes play the most important role in making decisions about technology use in classrooms.

Studies on Benefits of Computer in Writing

Daiute (1985) summarizes some of the benefits of computers in the writing process as follows:

- They enable writers to focus on the point.
- They help learners see the spelling mistakes by highlighting the incorrect words.
- They provide students with the communication channel through which they intercommunicate with their friends and colleagues.
- They make learning fun and stress-free.

In this regard Dirkzwager and Mol (1987) noted that students are more motivated and work with greater concentration and are more likely to revise texts.

According to Carrasco (1991), computers can help learners with different stages of the writing process; some can be useful in the pre-writing stage by helping build up good basic structures of the foreign language. Other programs such as word processor are best suited for the writing stage where they can facilitate the task of producing drafts. And for the last stage, those related to polishing the final copy or good graphics quality which can be integrated with other final copies to produce, for example a school newspaper of professional quality.

Trenches (1996), while performing a case study, used electronic mail as a medium of instruction to improve writing in the students’ second language. In this regard, Singhal (1997) declares that electronic mail is a modern way for writing and transferring messages through the Internet. Using e-mail can be a very effective means for improving writing skills. Students can use e-mails to learn how to respond to the incoming messages using some formal statements and meaningful language.

Warschauer (1997) explored the use of e-mail between a teacher and her students in a graduate of English as second language (ESL) writing classes. He found that using e-mail enables teacher to provide students with detailed and rapid feedback on the immediate problems and questions they had.

Text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas and responding with the other side writer.

The Role of Teachers in Technology-based Writing Instruction

The roles and skills of teachers provided in earlier studies have indicated that teachers’ roles have a great impact on students’ learning via computers as they are needed to provide students with typical support and guide them to participate actively and critically in the learning process. The research of Grasha (1994) summarizes several patterns that describe the role differences of teachers: expert, formal authority, personal model, facilitator and delegator. He gives the following examples to describe these different roles:

- Expert: Teachers should have abundant knowledge about the domain they teach and should play a role of knowledge source for the students.
- Formal authority: Teachers should assume themselves as authors in knowledge domain and students should follow the standards the teachers set for them.
- Personal model: Students do what teachers
Facilitator: Teachers should guide students to learn new things based on what they already know and facilitate the learning process for them.

Delegator: teachers give students assignments and encourage them to work independently or in a self-directed manner.

Although a lot of studies have been done on computer assisted language learning and writing, few researches have conducted on this subject in Iran. For this reason, the researchers have decided to work on it and present it to the world of education and computer so that it can contribute to language teaching.

**Methodology**

**Participants**
The research was carried out with 30 EFL teachers from Gachsaran high schools, 15 males and 15 females with 1 to 29 years of teaching experience which is not exclusively in teaching writing, but teaching this skill shapes a part of their experience. Among them, 25 hold bachelor’s degree, while 5 had a master’s. A study by Khanalizade and Allami (2012) revealed that teachers’ orientations to teaching writing were not affected by their level of education, year of experience and gender. The participants’ computer use ranged from 1 to 10 years. All of them used the Internet at home or school or both.

**Instrumentation**
The data for this study were taken from qualitative and quantitative instruments. Qualitative data were collected via a questionnaire and quantitative data from an open-ended interview.

**Questionnaire**
The questionnaire (See Appendix A for the full version) was extracted from a thesis named “The Technology-Mediated EFL Instruction in the Thai Tertiary Context” by Thitirat Suwannasom (2010) in order to explore the participants’ opinions towards technology application in general and writing in particular. The original questionnaire was pilot-ed during November 2007-January 2008 and was modified based on the comments received from the pilot-test participants about the length of the questionnaire and unnecessary instructions. In this way, the reliability of it was computed acceptable. The mentioned questionnaire was modified to be adapted to the Iranian language teaching context. After modification, there were two main sections. The first section consisted of four parts: in part A the respondents were asked to answer the demographic questions followed by two open-ended questions based on Delphi research method. Part B included questions which were asked to identify the teachers’ frequent use of computers and the Internet in their classes and also they were asked to choose statements representing their beliefs about technology use in EFL instruction. Part C and D contained 3 questions about teachers’ attitudes and behaviors towards EFL writing instruction. In order to answer the questions of each part of this questionnaire the participants should select as many answers as they like.

Section 2 contained a questionnaire of Likert type with 26 questions about the extent of teachers’ usage of computer in their teaching activities. At the end of the questionnaire, there were 2 open-ended questions about computer application in EFL writing classes.

**Open-ended Interview**
The open-ended interview was used in this study to find out teachers’ ideas about technology-based activities in Iranian EFL writing instruction. In this kind of interview, the interviewee feels more comfortable in expressing his or her idea. The interview allowed for a two-way communication and was conducted face to face. Before starting the interview, the participants were informed about the research objectives. They were encouraged to talk freely and clarify views.

**Procedure**
The data were collected from the time span of September-December 2013. At the beginning, the participants were asked to complete the questionnaire to present their attitudes about the under studying topic. The instruction was clearly given to make sure that they would answer the questions correctly. It took 20 minutes to answer the questionnaire. For analyzing the responses, SPSS software was used. After that the teachers participated in an open-ended interview. Each interview took about 30 minutes. All interviews were recorded and transcribed in text format. Each interview was started with a warm up then open-ended questions. Follow-up questions were asked during the interview to obtain additional information. After gathering the participants’ answers and in order to compare their attitudes statistically, rating of ordinal type was done. A list of 30 statements about the research topic was produced by the researchers. The estimated reliability using Alpha Cronbach test was .785 and acceptable. Then a five category scale was devised to show
how much the interviewees agree or disagree with the statements. Categories which were “strongly disagree, disagree, no opinion, agree and strongly agree” were coded from 1 to 5 and responses were put in these categories. At the end the total scores were divided by the total persons responding. The obtained number showed interviewees’ agreement or disagreement with the given item. (See Appendix B for the full version).

**Results**

In order to analyze the data collected from the questionnaire, percentage and frequency were computed. Coding and categorizing were used to analyze the results of the interview.

### Descriptive and Inferential Results of Participants’ Beliefs about Technology Integration in the Iranian EFL Classrooms

In order to obtain the descriptive statistics resulted from the analysis of participants beliefs about technology integration in the Iranian EFL classrooms (Part B of the questionnaire); percentage and frequency were computed (table 1).

The obtained results in table 1 revealed that although the participated teachers in the questionnaire believed that using computer programs in their classrooms, chatting and exchanging e-mails for communication, creating weblogs and working collaboratively on on-line projects were not used in an extensive level, they could have a positive effect on students’ learning. So, they encouraged students to use them.

### Table 1. Percentage and Frequency of Participants’ Beliefs about Technology Integration

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### Descriptive and Inferential Results of the Analysis of the Participants’ Behaviors in EFL Writing Instruction

The following table (2) revealed the descriptive statistics of the analysis of the participants’ beliefs about EFL writing instruction (part C of the questionnaire with 18 items).

Based on table 2 the results of this part of the questionnaire (part C) showed that participants used behaviors and practices in their writing classrooms to encourage students to write better and create good written texts.

### Descriptive and Inferential Results of the Analysis of Participants’ Beliefs about Teaching Writing with the Use of Technology

The participants responded to the 15 items about teaching writing with technology in part D of the questionnaire (table 3).

According to the participants’ beliefs, their students showed a great interest in using technology in learning writing. They liked exchanging e-mails to improve the quality of their own writing. They were interested in practicing writing and communicating with friends and teachers on line and finally, they wanted to develop autonomous language learning.
**Table 2. Percentage and Frequency of Participants’ Behaviors**

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**Table 3. Percentage and Frequency of Participants’ Beliefs on Teaching Writing with Technology**

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**Table 4. Percentage and Frequency of Participants’ Using Technology**

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Descriptive and Inferential Results of the Analysis of the Participants’ Frequency of Using Technology in Writing Classes

Responses to part E of the questionnaire which consisted of 26 questions of Likert type was analyzed. To analyze the questions of this part, the first two and the last two scales were combined. Never and rarely were considered as one scale (No) and often and very often as another scale (Yes). Table 4 displays the descriptive statistics obtained from the analysis of the data of this section.

By observing the obtained results in table (4), it was concluded that the participated teachers rarely used technology and web to exchange ideas, to communicate with students and give feedback to them.

The Results of the Analysis of Open-ended Interview

As mentioned before, another research instrument which was used in this research was an open-ended interview. After gathering the participants’ answers to the given questions and in order to compare their attitudes statistically, rating of ordinal type was done. To rate, a list of 30 statements about the research topic was produced. Then a five-category scale was devised to show how much the interviewees agree or disagree with the statements. Categories which were “strongly disagree, disagree, no opinion, agree, and strongly agree” were coded from 1 to 5 and responses were put in these categories. At the end, the total scores were divided by the total persons responding. The obtained number showed interviewees’ agreement or disagreement with the given items. There is a separate table for each item as follows.

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125/30=4.17

Discussion

The findings of this study revealed a great motivation in using technology in writing classes and interests in technology integration in EFL classrooms. They showed that teachers tried to use behaviors and practices in their classrooms to help students create good pieces of writings, feel accomplishment, improve their English, have more chances to use authentic English and encourage them to be good writers.

Teachers’ Attitudes about Using Technology in EFL Writing Instruction

Teachers’ attitude was discussed as an important variable in this study. A positive relationship between it and using technology in writing classrooms was found. The ultimate goal of studying teachers’ attitudes about using technology in EFL context is how to teach with technology.

By studying teachers’ beliefs it was found that how their use of technology in EFL writing instruction and their teaching method were influenced by their perceptions. Teachers’ attitudes showed that they had a positive insight towards using technology in improving learners’ writing skills.

The most influential domain of teachers’ beliefs and thoughts was perceived benefits of technology in language instruction. It was found that teachers’ use of technology was formed by their insights about students’ needs and their motivation.

Teachers’ Roles in Technology-mediated EFL Writing Instruction

Iranian students have limited exposure to authentic materials. So, teachers play the main role to provide this exposure for them. Teachers provide them with appropriate models, resources, strategies and any necessary scaffolding in using technology in language learning.

Many students require close supervision and guidance from their teachers. So, teachers’ physical presence and participation in students’ learning process is crucial.

To be successful writers, students should receive extensive practice and input. Students should read a lot, practice a lot and use English every day. They should know what they want to learn and what they should do to achieve the learning goals. If they are aware of their own language needs, they will learn better. So, they should receive appropriate input and be exposed to a wide range of texts which support language learning and skills development. In this regard this research showed that it was the teacher who could give his or her students language resources and extensive practices.

Conclusion

With the assumption that what teachers think has
a great impact on classroom instruction and students’ learning processes, this study aimed to discover what teachers perceive, believe and think about technology in teaching writing in EFL contexts or in other words using computer, Internet programs and on-line practices.

In this research it was found that participating teachers supported the use of computer and information technology as a tool for providing students with more learning resources, enhancing instructional activities for writing, submitting assignments and facilitating classroom communications between teachers and students. Therefore, they were eager to accept a form of technology-mediated instruction that helped them achieve their teaching goals which were influenced by their own instructional beliefs and students’ needs and backgrounds. Participating teachers in interview believed that the advantages of using computer in writing classes are more than its disadvantages. Changing the traditional teaching methods, more controlling over learning, saving time, connection with the world, creating opportunities to practice English, enhancing students’ motivation and being creative in writing were some of these advantages. Interviews revealed that teachers were responsible to provide their students with more opportunities to practice the language skills that were considered necessary for their academic and future requirements. Also it was perceived that technology had a great potential in promoting communicative and social language learning.

Based on the data obtained throughout the study, it can be concluded that writing ability can be developed through exchanging e-mails, positive responses and encouraging feedbacks which can promote interests in writing.

It was revealed that computer applications could bring changes to writing classes. Using this tool made teaching easier and more interesting, learning might turn into a more interactive process, teachers’ activities could be encouraged, learners’ autonomy might be enhanced and they could write in a greater amount of diversity, format and quality.

The conclusion of studying teachers’ attitudes which focus on teachers’ previous experiences, personal principles and what they believe about the impact of technology in their language teaching and writing instruction offered a practical understanding of teaching writing with technology in Iranian EFL context. It was revealed that teachers’ perceptions and attitudes toward CALL were generally positive. Teachers’ responses to the questionnaire and interview showed all teachers considered the technology use as a necessity in new learning contexts.

It was obtained that increasing an understanding of teachers’ beliefs as a part of efforts to increase teachers’ computer technology, skills and uses was necessary.

So, it became obvious that technology-mediated instruction is not just a set of strategies, but a result of insightful perceptions and critical thinking that investigates and evaluates this kind of teaching and learning within a particular environment.

References


Appendix A

The aim of this questionnaire is to elicit Iranian high school teacher’s beliefs about using IT (information technology) in high school EFL writing instruction. This questionnaire has two sections and each section has some parts. Section 1 contains four parts and section 2 contains one part.

Section 1

Part A: Questions about participants’ personal information and beliefs about technology in EFL instruction. Part B, C and D: Questions about participants’ beliefs and experiences in using technology in EFL writing instruction.

Part A: participants’ personal information and beliefs about technology in EFL instruction.

Directions: Please put a check mark (✓).

A1: Gender male female
A2: Degree B.A M.A Ph. D Other:
A3: Teaching experience 1 – 5 years 6 – 10 years 11 – 15 years 15 – 20 years More than 20 years
A4: Please complete the sentence.
In my opinion, the advantages of integration IT in high school EFL instructions are ……
A5: Please complete the sentence.
In my opinion, the disadvantages of integrating IT in high school EFL instructions are ……

Part B: Beliefs about technology integration in the Iranian EFL classrooms.

B1: Please put a check mark (✓) to select technology uses that describe your most frequent EFL instructional behavior. (You can select as many as you like).
1. Use E-mail to communicate with students.
2. Use chat to communicate with students.
3. Use computer program (e.g. Word, PowerPoint).
Point) to prepare teaching materials.
4. Create a weblog or website for EFL learner.
5. Have students create weblogs.
6. Have students word process their assignments.
7. Have students exchange their electronic writing with peers.
8. Have students do language exercises or tests on recommended websites.
9. Have students work collaboratively on an online project.
Other (Please specify):

B2: How much is the use of IT in English language instruction supported or encouraged at your instruction?
10. Not really supported /encouraged
11. Somewhat supported /encouraged
12. Supported/ encouraged
13. Strongly Supported / encouraged

B3. Directions: Read the following statements about technology integrations; put a check mark (✓) to choose up to 7 items that you want to integrate in your EFL instruction, and finally underline only one statement of your most preferred instruction.

Statement of Beliefs Select
14. Students word process their written assignments or essays to reduce spelling and mechanical mistakes.
15. E-mail, chat, and web discussions are used to provide students with greater opportunities to practice English language.
16. Students use online references such as dictionaries or translation tools to improve their written texts.
17. Students are encouraged to join social network sites or online groups such as face book to exchange ideas with others in English.
18. Students do language exercises like pronunciation practices, or choosing the correct verb forms in the CD-ROMs or websites according to their proficiency level.
19. Computers are used to deliver multimedia lessons like shopping in order to promote learners motivation.
20. Students go online to get corrective feedback on their language from more competent English language speakers.
21. Students practice online authentic communication such as sending e-mails.
22. Students work on online tasks using websites to develop critical thinking (e.g. identifying facts from opinions).
23. Students study native speaker’s language in academic English websites as a model of academic genres such as essays, reports, and summaries.
24. E-mails and chat rooms are used to promote knowledge construction through inquiring, exchanging ideas, and discussion.
25. Students use chat and e-mails to establish intercultural competence (i.e. understanding one’s culture and others’ cultures).
26. Online authentic English sources such as television or newspaper websites (e.g. BBC, and VOA) are used to stimulate students’ verbal or written communication
27. Students publish their academic or personal web pages to connect themselves to a broader community.
28. Students individually or collaboratively create an English web sites to promote their communities or to serve local organizations (e.g. schools)

PART C: Beliefs about EFL writing instruction
C1. Direction: Please read the following statements about teachers’ behaviors and put a check mark (✓) to choose 5 items which you think are the most important features for EFL writing instruction.

29. Teachers encourage students to write gramatically correct sentences.
30. Teachers give feedback on the students’ drafts .
31. Teachers exchange ideas about their students’ writing.
32. Teachers are aware of the readers’ expectation about the students’ writings.
33. Teachers encourage students to develop relationship with others through written texts.
34. Teachers usually help each students individually to complete their drafts.
35. Teachers usually guide all students once to complete their drafts.
36. Teachers encourage students to develop different kinds of writing (e.g. letters, reports, and essays).
37. Teachers ask students to study focused structures in model texts before they write their own.

C2. Direction: Please read the following statements about teacher behaviors and put a check Mark (✓) to choose 5 items which you think are the most important for Iranian EFL instruction.
38. Teachers help students to develop the content and ideas of the writing.
39. Teachers encourage students to write for a
friend.

40. Teachers provide writing exercises for students according to their proficiency.

41. Teachers facilitate group collaborative writing tasks.

42. Teachers give corrective feedback about the students’ language in their drafts.

43. Teachers provide students different types of texts as models of good writing.

44. Teachers create a positive environment for students to do a lot of writing.

45. Teachers encourage students to exchange their writing with penpals or keypals.

46. Teachers encourage students to write in response to questions or feedbacks.

PART D

D1. Direction: Please read the following statements about writing instruction and Put a check mark (✓) to choose up to 7 items that are the most relevant to your beliefs in teaching writing with technology.

Statement of beliefs Select

47. Your students are more motivated to write in a technology-based writing activity.
48. Practicing writing e-mails improves students’ writing quality.
49. Practicing writing in a chat improves students’ writing quality.
50. Writing for real online audiences improves students’ writing quality.
51. Practicing writing online increases students’ writing fluency.
52. Teacher involvement is important for students’ technology-based writing development.
53. Peer involvement is important for students’ technology-based writing development.
54. Your students develop higher-level thinking skills such as critical thinking from technology-based writing.
55. Your students gain confidence in writing in technology-based tasks (e.g. sending e-mail)
56. Technology-based writing supports equal participation among students.
57. Technology-based writing encourages students to develop autonomous language learning.
58. Writing electronic correspondence prepares students for their professional skills.
59. Technology-based writing instruction meets the students’ needs for academic skills.
60. CMC tools offer students more interactions among peers and teachers.
61. Students develop language from technology-based writing tasks.

CMC stands for computer-mediated communication (e.g. e-mail, chat, web discussion, web conferences).

Section 2

PART E

E1. Direction: Please read the statements and put a check mark (✓) in the box to answer this question. “How often do you do these technology-based writing activities?”

Teachers’ technology based writing activities

Never Rarely Often Very Often

62. Teachers send e-mail to communicate with the students in English
63. Teachers join web discussion exchanging ideas in English
64. Teachers chat online with other teachers in English
65. Teachers ask students to submit writing assignments by sending e-mails
66. Teachers ask students to submit writing by posting them on the class webpage
67. Teachers write e-mails to other people for information
68. Teachers give feedback on the students writing by e-mail
69. Teachers give feedback on each other teachers’ electronic drafts
70. Teachers chat online or exchange e-mails with native or non-native speakers of English
71. Teachers ask students to use technology-based references (dictionaries) to improve their writing
72. Each Teacher creates a web page or blog to post their written work
73. Each Teacher creates a web page or blog to post their written work in pair or group
74. Teachers’ feedback causes students to improve their web-based writing
75. Teachers ask students to go online searching for writing paragraphs, reports, or essays
76. Teachers communicate with readers visiting their web pages
77. Teachers themselves engage in technology-based writing according to their own interests or communicative purposes
78. Teachers read EFL writing websites or journals about tech-based writing instruction
79. Teachers download online teaching materials to use in the classroom
80. Teachers have students e-mail to communicate with them
81. Teachers upload classroom materials on a webpage or virtual classroom
82. Teachers keep a technology-based writing log about your teaching
83. Teachers chat online with students based on classroom sessions or general issues
84. Teachers exchange e-mails with students based on classroom sessions or general or general issues
85. Teachers participate in a web discussion with students
86. Teachers exchange ideas about web-based teaching with other EFL or ESL teachers online
87. Teachers create or have a website or blog created for classroom communication

E2. What do you think is the most effective way to integrate web-based activity in your current EFL class?

E3. Please write anything that you want to share about your opinion related to computer application in EFL writing teaching in the Iranian high schools.

Appendix B

Dear Teacher,

Please circle one of the numbers from 1 to 5 according to your perceptions of each item on the use of computer technology in EFL writing classes.


1. In my view, computer technologies are more powerful tools of teaching and research than more traditional tools. 1 2 3 4 5

2. All computer technologies (referring generally to computers, videos, hardware, software and networks) increase my knowledge and skills as a teacher. 1 2 3 4 5

3. Computer programs can be used as advanced instructional tools in writing instruction. 1 2 3 4 5

4. Computer can be used to effectively manipulate instruction. 1 2 3 4 5

5. Computer is more effective for teaching writing than paper and pencil. 1 2 3 4 5

6. I can avoid problems like handwriting when I use computers. 1 2 3 4 5

7. Computer can help keep track of my progress. 1 2 3 4 5

8. Computers enable me for more interest and creative work. 1 2 3 4 5

9. I have limited experiences in using computer technology for my EFL writing courses. 1 2 3 4 5

10. I am familiar with the word processors like Word. 1 2 3 4 5

11. It is good to be familiar with writing tools like “Write Board”. 1 2 3 4 5

12. Using a computer gives me more chances to use authentic English. 1 2 3 4 5

13. Using a computer gives me more chances to practice English. 1 2 3 4 5

14. Using a computer gives me a feeling of accomplishment. 1 2 3 4 5

15. Communicating by e-mail is a good way to improve my English. 1 2 3 4 5

16. I can write better essays when I do them by computer. 1 2 3 4 5

17. Revising my paper is a lot easier when I write them on computer. 1 2 3 4 5

18. I enjoy seeing what I write printed out. 1 2 3 4 5

19. I enjoy using the computer to communicate with my students. 1 2 3 4 5

20. I am afraid to contact people by e-mail than in person. 1 2 3 4 5

21. Writing papers by hand saves time compared to by computer. 1 2 3 4 5

22. E-mail helps people learn from each other. 1 2 3 4 5

23. Using E-mail and the internet makes me feel part of a community. 1 2 3 4 5

24. An advantage of using e-mail is you can contact people any time you want. 1 2 3 4 5

25. Writing to others by e-mail helps me develop my thoughts and ideas. 1 2 3 4 5

26. Writing by computer makes me more creative. 1 2 3 4 5

27. Using a computer gives me more control over my learning. 1 2 3 4 5

28. I enjoy the challenge of using computer. 1 2 3 4 5

29. I can learn English faster when I use a computer. 1 2 3 4 5

30. I want to continue using a computer in my English class. 1 2 3 4 5