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EFL Learners' and Teachers' Attitudes Towards Online Teaching of Writing

The Case of Third Year Students at The University of Mohamed Seddik Ben Yahya

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in English Didactics

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Declaration

We hereby declare that the dissertation entitled "EFL Learners' and Teachers' Attitudes towards Online Teaching of Writing" is our own work and all the sources I have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researches partially or fully. In case any material documented. I shall be responsible for the consequences.

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I

*** Dedication***

I dedicate this dissertation:

In memory of my late father.

To my beloved mother, who has been a constant source of support and

encouragement during the challenges of graduate school and life.

To my dear sister, my brothers, my partner, my friends,

and all those who prayed for me.

Maissa

Dedication

I dedicate this dissertation to:

My beloved mother and father

My lovely sister Anfal

My amazing brothers: Kheireddine and Ali

Yahya

My best friend and partner Maissa

Kawter

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Abstract

The present study aims at investigating EFL students and teachers' attitudes towards online teaching of writing. It also attempts to find out whether the online teaching mode could be used effectively to teach writing skills. To conduct this research two online questionnaires were used. The first was administered to seventy third year students at the University of Mohamed Seddik Ben Yahya, and the second to five teachers of writing. The results of the study revealed that both students and teachers have negative attitudes towards online teaching of writing. Furthermore, the findings revealed that both students and teachers are not quite satisfied with the experience of teaching writing in an online setting due to certain obstacles that confronted them during the process. It has been also shown that online teaching was the only solution to keep the writing instruction going during the pandemic, and to prevent any kind of disturbance throughout the academic year. Therefore, it is recommended to tackle the weaknesses related to an online writing instruction for an appropriate implementation of the approach in order to maximize the outcomes.

Keywords: EFL students and teachers, attitudes, online teaching, writing

List of Abbreviation

%: Percentage

EFL: English as a Foreign Language

GD: Google document

Q: Question

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General Introduction

Introduction

Writing is one of the four skills that second language learners need to develop since it represents an essential element of communication. Teaching writing is considered to be challenging given the fact that this skill is complex, let alone when the teaching process is conducted in special circumstances that impose the abandonment of face-to-face teaching, and an emergency shift to online teaching. The latter has become increasingly popular in recent years, but it reached its peak of popularity last year because of the global pandemic of Corona virus. This unusual situation made the teaching of writing even more challenging for both teachers and students. With the launching of remote e-learning programs, the process of teaching writing has completely transformed which forced both teachers and students to cope with the new changes and to adopt new perspectives.

1. Background of the Study

In the first decade of the twenty-first century, there was a significant shift of educational systems to online education (Saba 2011, as cited in Tzivinikou, 2021). That is why online teaching has been an interesting subject of studies over the past few years, but it has become the main focus last year because of the global pandemic that affected education in a major way. As a result, online teaching has become necessary and inevitable. This situation brought to light the importance of using e-learning programs to maintain online teaching as a solution to keep the academic activities going. That is why researchers have been in a restless pursuit for a better understanding of both teachers and student's attitudes towards the use of online teaching as an alternative solution to conventional mode of education, for more appropriate ways to motivate teachers and students to get involved in the process of remote teaching, and for an effective implementation of the new programs to maximize the outcomes.

It has been found that distance learning has so many positive sides. Students are provided with the flexibility to learn at their own place (Thomas and Eryilmaz 2014, as cited in Tzivinikou, 2021). In the same vein, learning programs provide the flexibleness for students to decide on their course of learning and there is no time wasted, as students can participate in the learning process from their homes (Davis et al. 2019, as cited in Tzivinikou, 2021).

Halitoglu (2021) conducted a study to explore students' attitudes towards the COVID-19 pandemic. The study is descriptive and quantitative since it relied on a cross-sectional survey model. The data collecting tools were a Data Form made up of a set of questions, and The Distance Education-Oriented Attitude Scale. The results of the study revealed that the attitude score averages were high. In other words, students were satisfied with the distance education approach in general.

In the same context, Ozgul et al (2017, as cited in Halitoglu, 2021) conducted a study to determine the distance education-oriented opinions of students, it was seen that students were satisfied with this type of teaching and that they wanted to receive distance education. In a study by Agir et al (2007, as cited in Halitoglu, 2021), it was reported that distance education was bilateral, offering both advantages and disadvantages, and that it must be available on condition that its deficiencies are reduced or that it must be used for specific courses. Furthermore, a study conducted by Yilmaz and Guven (2015, as cited in Halitoglu, 2021) reported that having any knowledge of distance education applications was effective in developing positive perceptions regarding distance education.

Henckell (2007) evaluated distance education from students' perspective. The goal of the study is to present information that will allow institutions to expand a distance education evaluation system by selecting adequate student evaluation instruments and procedures that will provide valid and reliable answers with the aim of making applicable

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decisions. The research relied on both quantitative and qualitative methods. The results revealed the urgent need for a switch from traditional evaluation instruments to web-based and other distance courses. It revealed that students have positive attitudes towards web-based instruction.

Undoubtedly, technology is the essential mean that enables both students and instructors to interact within the scope of remote teaching. In this context, Godwin (2003) investigated international students' use of technology for improving writing skills in college. The qualitative interviews with students revealed that they prefer the use of technology as an aid to support the teachers' instructions.

The research studies discussed above shed light on the positive attitudes towards remote teaching in general. The present research has a specific scope with the intent to reach a better understanding of the teachers' and students' attitudes towards remote teaching in the case of teaching writing.

2. Statement of the Problem

Due to the Corona virus pandemic, education has changed dramatically, and all the educational institutions had to shut down which resulted in the rise of online teaching to keep the academic activities ongoing. Like all the other aspects of foreign language learning, teaching writing amid this exceptional situation has been confronted with certain challenges related to the sudden implementation of this new method of teaching and learning at the level of Higher education in general and the department of English at the University of Mohammed Seddik Ben Yahia in particular. Untrained, both teachers and students resorted to online teaching/learning of writing.

4. Significance of the Study

The significance of this research lies in three main points which are the following: To demonstrate the effectiveness of online teaching of writing, to illustrate why

educational institutes should shift to online teaching in the case of unexpected emergencies to prevent any disturbance of the academic activities, and to highlight the challenges created by its sudden implementation at the Department of English at Mohammed Seddik Ben Yahia University at Jijel.

5. Research Questions

This research attempts to answer the following questions:

1. What are the teachers' and students' attitudes towards online teaching of writing?

2. To what extent is online teaching considered to be effective in the case of teaching writing?

6. Research Hypothesis

Based on the background of the study discussed previously it is hypothesized that if online teaching of writing is implemented properly, teachers and students will develop positive attitudes towards its use in teaching writing.

7. Methodology of the Research

To conduct this research, quantitative data collection and analysis is used. Two questionnaires are used: The first one is administered to a randomly selected group of Third year students from the university of Mohamed Seddik Ben Yahia, and the second one to the teachers of writing from the same university.

8. Structure of the Research

This research is divided into a theoretical part and a practical one. The theoretical part comprises two chapters. The first section is devoted to the teaching of writing skills while the second section is devoted to online teaching of writing. The practical part comprises the third chapter which is dedicated to the methodology used to conduct the research, and the data analysis and interpretation of the results in addition to the pedagogical recommendations.

Chapter One: Literature Review

Section One: Teaching Writing

Introduction

Learning English as a foreign language requires learning all the four skills of this language which are reading, listening, speaking, and writing. The latter is regarded as the most challenging one because of its complicated nature. This productive skill is a complex cognitive activity that requires a lot of effort and practice, but it is also a sophisticated and prestigious activity of communication which explains its importance for both learners and native speakers.

This chapter intends to present the different definitions of writing provided by scholars in addition to the different approaches used to teach writing and the approaches used in its assessment.

1.1. Definition of Writing

According to Crystal (2019), "writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression" (p. 269). In the same context, Bloomfield (1984) states that , ''writing is not language, but merely a way of recording language by means of visible marks'' (p. 21). These definitions suggest that writing is the use of symbols and letters that are meant to be read. In fact, the activity of writing is not that simple and it is beyond the production of simple written symbols. Writing is a process that requires effort and time. This point is supported by Hedge (2005) who writes:

> Writing is the result of employing strategies to manage the composing process…it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process. (p. 302)

The graphic symbols should be arranged to form words which themselves are combined to form sentences.

In writing, sentences should be coherent to serve as a means of communication. According to Collins and Gentner (1980), ''the learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and overall text structure'' (p.62). This is why writing is a complex activity, and Byrne (1991) explains that ''writing is a difficult activity because it is neither a natural nor a spontaneous activity and that the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive'' (p. 4). In addition, Nunan (1989) explains:

> Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (p. 36)

This definition highlights the essential elements that should be taken into consideration to produce a meaningful and well-structured piece of writing through which the writer can get his ideas and thoughts across.

1.2. Significance of the Writing Skills in EFL Context

Learning writing has a significant importance for EFL learners. The several benefits of writing include, improving communication skills in general and language sub-skills (such as grammar, spelling, vocabulary, and punctuation) in particular. In addition, it contributes to enhancing the students' creativity, expanding their knowledge, and using it for academic purposes. According to Tribble (1996), a person who doesn't learn how to write is '' to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige'' (p. 12).

The reasons for teaching writing according to Harmer (1998) are the following:

Reinforcement because written language has a great benefit for learners, language development because the mental process of producing a written text is part of the learning experience, learning style because writing is producing language slowly which provides the learners with time better than face-to-face communication, and writing as a skill since students need it in their academic activities such as writing essays. Furthermore, Hyland (2003)writes:

> While every act of writing is in a sense both personal and individual, it is also international and social, expressing a culturally recognized purpose, reflecting particular kind of relationship and acknowledging an engagement in a given community. (p. 27)

This statement illustrates the importance of writing for not only individual purposes, but for social purposes as well.

1.3. The Stages of Writing

The writing process is the way the author creates an appropriate piece of work. Within this highly specific process, authors spend too much time on one step or even skip several steps altogether. There are several steps to be undertaken before completing an academic essay, in order to present it for a grade. The five commonly accepted steps in the writing process are prewriting, drafting, revision, editing, and publishing (Badger and White,2000).

1.3.1. Prewriting

Prewriting is also known as brainstorming. This is the writing idea stage where the author decides what to write and research the topic. For Sharon (2009), free writing, in which the author writes non-stop for a given amount of time without giving attention to the language form, is one of many writing techniques to help within this step. At the end of this phase, the author should have all the information that needs to be included, along with the general idea of the organization. Zemach and Rumisek (2003) link drawing an outline to this specific stage, in order to build a structure of the writing activity.

1.3.2. Drafting

Drafting is the second stage of the writing process. During the drafting process, the author should use the pre-made notes as a guide to create the complete final draft. Therefore, writers are encouraged to ignore spelling and grammatical mistakes and write immediately (Seow, 2002).

1.3.3. Revision

Revision or Reviewing, the third step in writing, is different from editing. Instead of focusing on correcting spelling and grammatical mistakes, the author moves the entire sentence or paragraph to create a better flow. On the same basis, Brown and Hood (1989) supports: ''It is not just a matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving out words, and so on'' (p. 20). The author may also need to rearrange the syntax to change the structure of the sentence. Graves (1983) states that students must select the appropriate drift that is suitable for their work.

1.3.4. Editing

Editing, also known as proofreading, is the fourth stage. During editing, the author needs to check the spelling, grammar, and punctuation (Johnson, 2008). On the same framework, O'Malley and Chamot (1990) define peer and self-editing techniques as social strategies that are usually used by students during the process of writing. Many writers participate in peer editing and colleagues proofread each other's work. Because, participant find it difficult to see their mistakes after performing other steps.

1.3.5 Publishing

The final step in the writing process is to publish or present your work. It gets printed by the publisher or stapled and distributed in a given class. The purpose of this step, as pointed by Johnson (2008), is to share the text in the best way for student work. For elementary school students, publishing may mean submitting a treatise to the wall of the classroom. Graduate students may present their treatises at conferences.

The steps of the writing process must be performed in succession, but the writer may need to go back to several steps. This is most common during revisions. Taylor (1986) states that the author may find that he has forgotten to investigate important points when he reads the first draft. In that case, the author needs to go back to the first step, pre-creation, and investigate further. In the same sense, figure 1, seeks to simplify the complicated nature of writing and the interaction between the different stages which may occur simultaneously (White and Arndt,1991:4; Hedge, 2005:50).
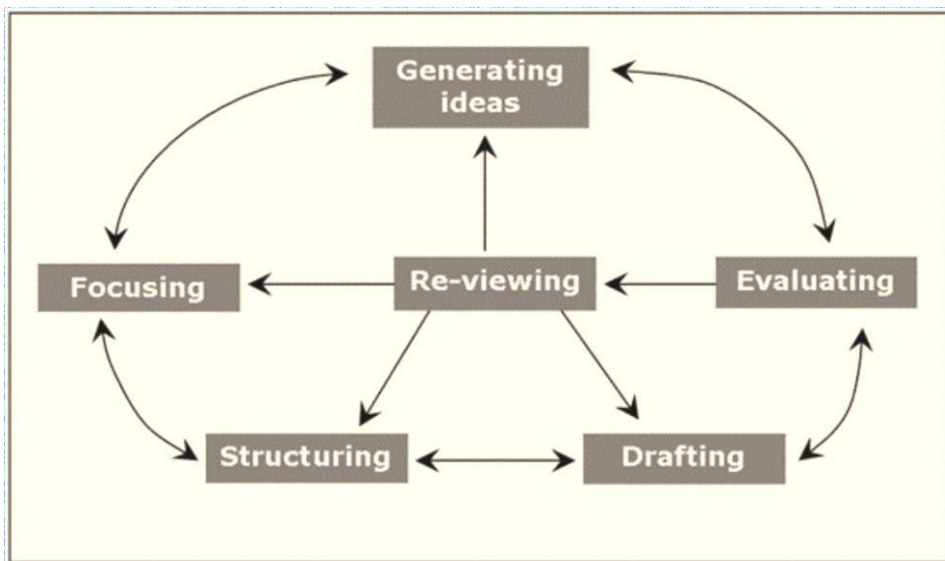
Figure 1. A Model of Writing (White and Arndt, 1991).

1.4. Approaches to Teaching Writing

Before the mid-1960s, little time was devoted to teaching writing; as it is the secondary existence for establishing the sentence pattern that has been practiced orally. Later, a series of studies had been introduced, causing a shift of focus from writing for learning to writing for communication that became the production of texts emphasizing the process, not just the product with a focus on controlled composition. Writing merited a notable place in the curriculum of language teaching leading to the emergence of a wide range of methods of teaching. Therefore, a great number of approaches have appeared.

1.4.1. *The Controlled-to-free Approach*

This product based approach draw attention to grammar, syntax, and mechanics. It emphasizes accuracy over fluency or originality. According to Pincas (1982), in free writing, students rely on the writing skill as part of a genuine activity such as a letter, story or essay, i.e., students will develop a critical and creative thinking in the ELT classroom. The approach, as named, gives freedom to the students allowing them to demonstrate their own thoughts and neglect grammatical and lexical mistakes.

1.4.2. *The Free-writing Approach*

Free writing might include a topic as a general guide, or it might not. While students are doing free writing, they focus less on accuracy and more on fluency. It is essential to keep writing down the thoughts without paying attention to grammar, spelling or punctuation (Robinson, 1967). Free writing can enhance students' expertise, make their English more proficient and help them to reflect their own writing style. On the other hand, it helps to separate the process of producing a piece of writing from the process of revising it. According to Raimes (1983) the focus in this approach is on content and fluency rather than form and

grammatical accuracy that will systematically come after. There are various possible forms of free writing, such as journals, essays, and fiction writing.

1.4.3. Process Writing

According to Grabe and Kaplan (1996), the first relevant research to focus on the written production process was carried out by Janet Emig in 1971. This study was considered innovative at that time due to the methodological options adopted, such as the case study approach, the use of verbal protocols and the study of pauses and the types and numbers of revisions made by writers.

Later, Flower and Hayes (1981), carried out a similar study, also analyzing verbal protocols, in which they questioned the concept of linearity in the written text production process, as if there were a hierarchy of skills compartmentalized. They suggested that the production of written texts is a discursive process, an act of discovery. Writers do not plan everything they will write before starting the text as the traditional teaching model assumed. Many ideas arise during the text production process. This research led to the development of the cognitive model of the written text production process. This approach brought out the so called "stages of writing" that involves generating ideas, organizing ideas, drafting, reviewing, and editing (Sastoque, 2010).

1.4.4. Post-process Writing

Ferris and Hedgcock (2005, p.8) use the term post-process to describe the current paradigm for teaching textual production. Writing, as a form of literacy, is an inherently social and transactional process that involves mediation between writer and reader. This process must take into account the worldview, prior knowledge, and the reader's needs and interests. By understanding their readers and anticipating their expectations, writers shape their texts to effectively meet those expectations. Thus, the readership and the discursive community

determine the knowledge, language and nature of both spoken and written discourse.

Different trends led to the emergence of incalculable number of methods and approaches (lots derived from process approach). Fortunately, this diversity and richness serve the teacher in choosing the appropriate method of teaching that follows a suitable approach.

1.5. Assessment of Writing

Assessment is an essential element in the process of developing writing skills since it helps to measure the improvement of the learners. This will guide the learners to achieve better outcomes, and to tackle the obstacles that they face in the process of writing. The process of assessment may seem to be simple, but in fact it is complicated and not easy to conduct. The techniques used in EFL writing assessment are the following:

1.5.1. Indirect Assessment

According to Richards and Schmidt (2002), indirect or objective assessment requires the use of tasks that aim at exploring the student's performance in a test rather than the tasks of real target language use situations. The main disadvantage of this type of assessment is the lack of validity, yet it is very practical.

1.5.2. Direct Assessment

According to Richards and Schmidt (2002), a direct test is meant to directly measure the learners' ability through the performance of tasks that are specifically designed to tackle authentic target language use situations. Weigle (2002) adds that direct tests are the best and most used in all aspects of language teaching. Weigle (2002) also argues that direct testing covers the learners' abilities partially since it evaluates a single writing assignment given in specific conditions.

1.5.3. Portfolios

A portfolio is a collection of a learner's work throughout a course. Assessing portfolios is a great way to evaluate the learner achievements and progress.

1.5.4. Journals

Brown (2004) defines a journal as ''a log of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, forum, or correctness'' (P. 260). The main advantage of journals is giving the learners more freedom without restrictions and specific instructions, and providing them with the opportunity to write about topics of their own choice.

1.5.5. Self-assessment and Peer Assessment

According to Brown (2004), the two principles which self-assessment is built upon are: autonomy and intrinsic motivation. Brown (2004) also adds that peer assessment relies on the principle of cooperative learning. Both self and peer assessments help the learners to evaluate their writing abilities, and to tackle their weaknesses.

Conclusion

Writing is regarded as a complex activity and that is why mastering this skill could be a challenging process for EFL learners. This chapter presented a general idea about the skill of writing. It highlighted the significance of this skill and why it should be learnt in addition to the different stages of the writing process and the approaches used to teach it. Moreover, the chapter discusses the different approaches used in the assessment of writing. In conclusion, EFL learners are required to learn and master the skill of writing.

Section Two: Online Teaching of Writing

Introduction

Online teaching has become increasingly popular among students over the last two decades. It has not only become an eminent trend in the field of education, but also a preferred choice for many students in higher education institutions. This trend has received praise from both learners and instructors because it offers extensive benefits and makes the process of teaching and learning more convenient and flexible. Online teaching has been more simple and easily accessible thanks to the advancement of computer technologies since instruction is imparted through the internet which gives huge opportunities to students from all around the world to receive all the online courses they are interested in.

This chapter attempts to provide inclusive definitions for online teaching. It also discusses the status of this mode of teaching in higher education and the special circumstances that made it the inevitable substitute of traditional education during the global pandemic of Coronavirus. Furthermore, the strengths and weaknesses of online teaching are thoroughly presented.

2.1. Definition of Online Teaching

The concept of online teaching is broadly diverse and versatile, and due to its complexity, several definitions have been proposed. With slight differences, terms like e-learning, remote teaching, online education, distance education, and distance learning have been used to refer to online teaching. A simple and basic definition is given by Hoppe et al. (2003) who describe e-learning as '' the learning supported by digital electronic tools and media'' (p. 255). This suggests that online teaching is a concept that relies on electronic media todeliverinstruction.Inthesamevein,Wangetal.(2010)add,''E-learningreferstotheuse

of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals.'' (p. 167). This statement stresses the use of the internet as the main instrument to impart knowledge. A more inclusive definition is proposed by Moore and Kearsley (1996) who define distance education as:

> ...planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. (p.2)

2.2. Online Teaching during the Coronavirus Pandemic

The year 2020 was marked by an unprecedented global pandemic caused by the Coronavirus. This pandemic had a major impact on the education sector and all the educational institutions were shut down because of the lockdown. COVID-19 is the greatest challenge that educational systems have ever coped with (Daniel, 2020, as cited in Tzivinikou et al, 2020). The educational institutions had to come up with effective solutions to save the academic year, and as a result, an emergency shift to online teaching became necessary and inevitable.

When disasters and crises (man-made and natural) occur, schools and colleges need to be resilient and should find new ways to continue with teaching-learning activities (Change-Richards et al., 2013, as cited in Dhawan, 2020). In the same context, Seville et al. (2012) stress the role of institutions to devise resilient plans to face challenges like natural disasters and pandemics. In order to overcome these challenging situations, Huang et al. (2020) stress the importance of the sufficient availability of an Information Technology infrastructure and the digital learning resources. Before the pandemic a lot of universities relied on blended

learning which is the use of both online learning and traditional face-to-face learning. For these universities, the transition to a fully online instruction was less complicated, but it was more challenging and demanding for the universities that started using e-learning programs for the first time. Undoubtedly, the Coronavirus crisis confirmed the importance of using Information Technology in the education sector to keep the academic activities going in case of any disturbance.

2.3. Online Teaching in Higher Education

Currently, many educational institutions, including universities are adopting online teaching in order to prevent the spread of the new coronavirus infection. Online lessons are not new. The Internet became widespread around the world in the 1990s and many databases and educational resources became available online, so, universities also used it as a means of education. It has become widely adopted.

Allen and Seaman (2003) define an online course as a situation that occurs when most or all of the content is presented online without face-to-face meetings. In this context, Kearsley and Moore (2012) state that distance learning involves a distant and corresponding communication between student and teacher. On this basis, Suzić et al. (2013) state that communication is an extremely important element in modern university education. This statement valued the interaction within the teaching process in universities as an essential part of an online education system. Distance education means teaching and learning, whereby these processes take place in a different location. Apart from the existence of space separation, online education can also be characterized by temporal separation. Consequently, depending on the type of interaction of both students and teachers, there are two categories of online education: synchronous and asynchronous (King et. al2001).

2.3.1. Synchronous Mode

Research by Kung-Ming and Khoon-Seng (2009) maintains that synchronous distance education involves the interaction between the professor and the student to take place in real time, meaning that in this case there is spatial rather than temporal separation. Although this type of communication is not always possible, in some cases it is necessary. Synchronous communication is crucial for motivation of students, it allows them to get additional explanations from the professor, also to discuss and exchange opinions with their colleagues and receive immediate feedback.

2.3.2. Asynchronous Mode

Popović and Vančo (2008) indicate that asynchronous education does not mean that the interaction between professor and student takes place in real time. In this case, the participants in the teaching process are not online at the same time, they already sent messages to a single location, where those messages are archived to be accessed by participants later. Examples of asynchronous interaction are internet forums, electronic, mail, etc.

It is necessary to consider the teacher's side during the teaching process but at the same time, to support students' learning position for learning goals, learning activities, and feedback. Based on instructional design, the selection of an educational method (content) that can achieve the learning goals is a priority. In this vein, Fry et al, (2009) states:

> Most higher education institutions will within their mission statements give a sense of institutional objectives and graduate attributes. In essence this is stating in generic terms the intended learning outcomes for students pursuing courses and programmers at that college or university. These institutional claims should of course be reflected in and tracked through the stated learning outcomes for specific disciplinary and interdisciplinary-based curricula. (p. 41)

2.4. Teaching Writing Online

Teaching writing to EFL learners is regarded as a challenging and overwhelming process where teachers are required to be aware of all what it takes to design a well-planned course and to deliver it properly to meet the learners' expectations and to help them to produce a cohesive and coherent piece of writing. Teaching writing face-to-face has its own characteristics, but in a virtual classroom, the teaching process is entirely different, and a new set of variables and components will be part of the process.

According to Lowes (2008), there are four main areas that should be covered in an online writing instruction. The first is class participation, in which, she insists that, the participation in discussions requires the students' responses towards each other's posts, in addition; teachers can supervise the quantity and quality of the participation. The second is independent learning, in which she affirms that online classes help students to be self-motivated, well-organized, independent learners. Questioning techniques are the third element, and Lowes stresses the importance of asking questions carefully. The last element is metacognition and reflection, where online instruction is seen as a great opportunity to get enough time for thought and reflection.

2.5. Online Assessment of Writing

A variety of technological tools and internet applications make it possible to assess writing online. Various strategies, such as peer assessment, facilitator assessment, and web-based assessment, have proven to be useful outside of traditional classroom settings (Butler and Jiyoon, 2010). These strategies help students develop self-awareness as well as ownership and responsibility for their own language learning experience (Deakin-Crick et. al 2005).

2.5.1 Student Self-Assessment

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According to Todd (2002), self-assessment is an essential element in self-directed learning because the main objective should be to develop students' autonomy. In the same context, Alderson and McIntyre (2006), see that teachers can use a variety of approaches to encourage students to engage in self-monitoring and self-correction. SA strategies allow students to self-critique their writing piece based on the examples and criteria provided by the teacher.

2.5.2. Peer Review

Through peer review, students learn to assess the quality of another person's work using defined criteria or goals and then come up with suggestions for improvement (Topping, 2013). In peer review, students who complete the same task give corrective

feedback based on the evaluative guidelines and task notes. This approach works best for academic writing. It is summative in nature, usually occurring when a task is nearing completion. In the same sense, Hounsell (1997) stresses that peers are assigned to students who receive specific instructions on how to give feedback. The process allows students to review a particular peer's work, provide feedback on content and formatting (which needs to be explained in the criteria), and point out other parts that need further correction. This type of assessment works well in activities such as coaching and peer feedback.

- **Coaching**

Topping , et all (1998) describe coaching as an effective way to provide feedback education of colleagues through suggestions rather than correction. Through coaching from peers, students receive important suggestions on how to expand or refine their ideas and improve their performance on various learning tasks. These suggestions should be given in a less intimidating way that builds trust. Teachers must demonstrate effective ways to make suggestionsforcorrectionandalsobepreparedtointerveneifstudentsarebeingsevereand

critical.

Coaching helps students set goals for their learning, identify their strengths, overcome their weaknesses, and develop a plan of action. Like other requirements, this peer review strategy must be completed using criteria. Students are divided into pairs and given specific instructions on how to assess the task, guided by these criteria. This not only gives them an authentic experience of how to critically examine the work of others, it also helps to develop their ability to receive constructive feedback and develop a sense of responsibility and accountability for the feedback given to others (Tooping, 1998). Coaching is ideal for large classes online, where there are many participants that can be matched during the exercise coaching.

2.5.3. Teacher Evaluation

Online interaction provides the teacher with several opportunities to assess student work. By actively facilitating online discussions, the teacher can monitor individual student's performance. The teacher's evaluation can be summative or formative. Summative assessment, as Bennett (2011) sees it, was managed by teachers to assess learners' achievement once the course is completed. Whereas, formative assessment, as Black & Wiliam (1998) declared, is all the actions managed by teachers and their students, in order to assess themselves, that allow the participants to adapt the classroom activity. Formative assessment is highly used in online courses.

2.5.4. Web- based Assessment

Silye and Wiwczaroski (2002) consider web based assessment as a linguistic assessment tool as the web presents almost infinite possibilities. One form of the assessment on web is video conferencing through software such as Zoom, Skype or Google Hangouts. Videoconferencingallowsteachersandstudentstointeractinrealtimeandengagein

activities that assess language skills in general. Other platforms, such as Blackboard, Canvas, D2L, Edmodo, Moodle, etc., allow the teacher to conduct quizzes and exams online and provide immediate feedback.

❖ Another way is to include the use of GD which is the most suitable way to assess writing, an application that allows teachers and students to collaborate. Among the features of GD are: allowing users to create documents; to automatically store and save them; to share them with other users and edit them, and to view revision history. They can also comment and respond to comments synchronously or asynchronously. Slavkov (2015) highlights an advantage of working on a writing project using Google Docs: "online document sharing allows instructors and peers to have a privileged view of the process of invention and creation in real time. That is, writers can be observed and can observe others as they write with Google Docs." (p. 83). Teacher- student dialogue, helps promote better choices in many aspects of writing and encourages idea generation.

2.6. Strengths of Online Teaching

Every day, the educational system undergoes constant change to expand the horizons and to acquire new knowledge and experience. Nowadays, educational institutions are increasingly replacing the classical form of education with online learning form. Cukusic and Jadric (2012) enumerate the following advantages of online learning:

- E-learning removes geographical constraints: attendees (and teachers) of e-learning courses do not have to travel to the classroom to physically attend lectures. It is only necessary log in to the e-learning system to access the learning materials. Attendees E- learning programs can be studied in the comfort of your own houses or at any other place where the internet connection is available.
- E-learning removes time constraints: compared to traditional (face to face) learning, e-learning allows students and teachers to organize their own schedule, that is, the time of learning and teaching as long as the assumption is valid and the internet available 24 hours a day, seven days a week. The e-learning environment provides easy access to all available references in the Internet.
- Online discussions enable the connection of participants from

different cultures and nationalities. (p.15)

Distance learning gives a sense of greater freedom as participant's dictate to themselves the pace of learning and learning materials. Students are not forced to be physically present at the lecture, they can choose a time when they have no other obligations to acquire additional knowledge. Essentially this form of learning has two basic items computer and internet connection that gives participants unlimited time and space, better organization in the process of writing, mastering the stages, and fast availability of data.

2.7. Limitations of Online Teaching

As there are advantages of online teaching, there are as well shortcomings that occur in this applied form of learning. Students must have some computer basics because otherwise they will not be able to cope with the whole process. According to McInnerney & Roberts (2004), a student alienated from others and not meeting physically with other colleagues may experience a deficiency motivation. In this case, a high degree of discipline and activity of the participants is required.

The student's choice of the learning time is a very important responsibility because the absence of commitment can cause a delay in the execution of their obligations and may result in giving up course attendance. Siozos and Palaigeorgiou (2008) list the main problems of online teaching, which are: ''low pass rates in e-learning courses, high dropout rates from e-learning courses,

low level of motivation for e-learning, etc.'' (p.23). This statement emphasizes the importance of the motivational factor in the process of learning in general, which is the key to a good writing.

Conclusion

This chapter was devoted to the discussion of the concept of online teaching in general as well as the process of online teaching of writing. The chapter highlighted the main areas that should be tackled in the process of an online writing instruction and shed light on the strengths and weaknesses of an on online writing course.

Chapter Three: Field Work

Introduction

The present chapter represents the practical part of the study; it aims at exploring the EFL learners and teachers' attitudes towards online teaching of writing at the University of Mohamed Seddik Ben Yahya at Jijel. This chapter covers the research methodology and provides analysis and interpretation of the collected data to answer the research questions and suggest recommendations.

3.1. Population and Sampling

This study targets a population of Third year students and teachers of writing at the Department of English at the University of Mohamed Seddik Ben Yahia. The sample is made up of seventy students who have been selected randomly, and eight teachers of writing. The third year students were chosen because they have a longer experience of studying writing online.

3.2. Research instruments

This research was conducted through quantitative data collection and analysis. The questionnaire was chosen as the fundamental instrument to carry out this research, thus, two online questionnaires were addressed to students and teachers.

3.2.1. Students Questionnaire

3.2.1.1. Description of Students Questionnaire

The students questionnaire consists of seventeen multi choice questions which are organized into two sections.

Section one

This section is entitled ''online learning'' and it aims at gathering information about the student's perceptions about the online learning experience in general. This section contains four questions. Q1 intends to find out whether students prefer face-to-face or online instruction. In Q2 and Q3, students are asked about what mode of online learning has been used by their teachers, and which one they prefer. Q4 aims at identifying the major challenges that are faced by students in online learning.

Section two

This section is entitled ''online learning of writing'', and it aims at exploring the students' attitudes towards learning writing online. It contains thirteen questions. In Q5, students are asked whether they are receiving online teaching of writing or not. Q6 is asked to find out which stage of the process of writing is considered to be difficult in an online writing instruction. Q7 and Q8 attempt to identify which sub-skills of writing are easy or difficult to develop in an online writing instruction. Q9 attempts to unveil the reasons behind the difficulty of developing the sub-skills of writing in an online instruction. In Q10 and Q11, students are asked about the type of instruction used by their teachers and which type they prefer. Q12 and Q13 aim at identifying the advantages and disadvantages of teaching writing online. In Q14 and Q15, students are asked about the type of feedback provided by their teachers, and which one they prefer. Q16 is asked to find out which type of assessment is used bytheteachers,andwhichtypeisconsideredtobeeffectiveaccordingtothestudents.Q17

attempts to grasp the students' perspectives and perceptions about the effectiveness of learning writing online.

3.2.2.2. Analysis of Student Questionnaire

Section one: Online Learning

Q 1: You experienced face-to-face and online learning, winch mode do you prefer?

Table 01: *Students' Preferred Mode*

Options	Subjects	Percentage
Face to face learning	48	68,6%
Online learning	22	31,4%
Total	70	100%

The results show that 68.6% of the students prefer face-to-face learning, while 31.4% of the students chose online learning as their preferred mode of learning.

Q2: Which mode of online learning do your teachers use?

Table 02: *The Modes of Online Learning Used by Teachers*

Options	Subjects	Percentage
Synchronous mode	28	40%
Asynchronous mode	42	60%
Total	70	100%

The table shows that more than half of the population (60%) chose the asynchronous mode of online teaching, whereas 40% of the students opted for the synchronous mode.

Q3: Which mode do you prefer? Please justify.

Table 03: *Students' Preferred Mode of Online Learning*

Options	Subjects	Percentage
Synchronous mode	58	82,9%
Asynchronous mode	12	17,1%
Total	70	100%

The results reveal that the majority of the students represented by 82.9% opted for synchronous mode of learning as their favorite. However, only 17.1% of the students prefer the asynchronous mode.

Justification

For those who chose the synchronous mode:

- It provides better explanation and clarification.

- Teachers give feedback instantly.

Only one student justified choosing asynchronous mode because he thinks that teachers will have enough time to prepare lessons.

Q4: What are the main challenges that you face in online learning?

Table 04: *Students' Major Challenges in Online Learning*

Options	subjects	Percentage
Bad quality of the internet	38	54,3%
No access to the internet	25	35,7%
No access to a device	5	7,1%
Computer illiteracy	2	2,9%

Total	70	100%

The results on the table reveal that 54.3% of the students which is the highest percentage chose the bad quality of the internet as the main challenge. No access to the internet was chosen a main challenge by a considerable number of the students which is represented in 35.7% of the population. No access to a device, however, was selected by 7.1% of the students, whereas only 2.9% of the students chose the computer illiteracy.

Section two: Online learning of writing

Q 5: Do you receive online teaching of writing skills?

Table 05*: Students' Online Learning of Writing Skills*

Options	Subjects	Percentage
Yes	29	41,4%
No	41	58,6%
Total	70	100%

The results show that 58,6% replied that they do not receive online learning of writing. On the other hand, 41,4% confirmed that they receive online learning of writing skills.

Q6*:*In your opinion which stage of the process of writing do you struggle with in an online writing instruction?

Table 06: *The Most Difficult Stage of the Writing Process in an Online Instruction*

Options	subjects	Percentage

Pre-writing	50	71,4%
Drafting	9	12,9%
Reviewing	6	8,6%
Editing	5	7,1%
Total	70	100%

The majority of the students 71.4% replied that the stage of pre-writing is the most challenging. 12.9% of the students said that they struggle with drafting. 8.6% replied that reviewing is the stage they struggle with, while only 7.1% think that the stage of editing is the most challenging.

Justification

Only five students replied by choosing pre-writing as the most challenging stage in the process of online writing because of the lack of inspiration.

Q 7: *Which sub-skills are developed in an online writing instruction?*

Table 07*: The Sub-skills Developed in an Online Writing Instruction*

Options	Subjects	Percentage
Mastery of mechanics	5	7,1%
Coherence	6	7,2%
Cohesion	5	8,6%
Vocabulary	54	77,1%
Total	70	100%

77.1% which is the highest percentage of the students selected vocabulary as the most developed sub-skill. 7.1% of the students chose mastery of mechanics and 7.2% chose

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coherence, whereas 8.6% chose cohesion.

Question 8: Which sub-skills do you find difficult in an online writing course?

Table 08*: The Difficult Sub-skills in an Online Writing Course*

Options	Subjects	Percentage
Mastery of mechanics	10	14,3%
Coherence	10	14,3%
Cohesion	4	5,7%
Vocabulary	46	65,7%
Total	70	100%

According to the table, 65.7% opted for vocabulary. 14.3% of the population chose mastery of mechanics, and the same percentage (14.3%) chose coherence. Meanwhile, 5.7% chose cohesion.

Q9. What are the reasons for the difficulty to develop the chosen sub-skill(s)?

Table 09*: The Reasons for the Difficulty of Developing the Chosen Sub-skills*

Options	Subjects	Percentage
Lack of the interaction with the teacher / peers	36	51,4%
Lack of regular feedback	7	10%
Limited practice	11	15,7%
Lack of motivation	16	22,9%
Total	70	100%

The results reveal that half the students with a percentage of (51.4%) claimed that the

lack of interaction with the teacher and peers is the main difficulty. Lack of motivation was the answer of (22.9%) of the population. According to (15.7%) of the students, the limited practice is the main difficulty. Finally, only (10%) of the population chose the lack of regular feedback.

Q10: Which type of instruction does your teacher provide in an online course of writing?

Table 10: *The Type of Instruction Provided by the Teacher in an Online Course of Writing*

Options	Subjects	Percentage
Students with students	7	10%
Students with teacher	12	17,1%
Students with technology	51	72,9%
Total	70	100%

This question is addressed to students to perceive the types of instruction teachers provide them with in an online course of writing. The vast majority of students (72,9%) chose the interaction: students with technology while a sample a percentage of 17.1% voted for students with teacher. However, only (10%) picked students with students.

Q 11*:* Which type of instruction do you prefer? Justify, please.

Table 11: *The Type of Instruction Preferred by Students*

Options	Subjects	Percentage
Live lessons	7	10%

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Recorded Videos	27	38,6%
Audio lectures	2	2,9%
PowerPoints and PDFs	34	48,6%
Total	70	100%

The tabulated results reveal that (48,6%) of the whole students preferred the use of of PowerPoints and PDFs while (38,6%) of them favored recorded videos. While (10%) adopted the live lessons type, only (2,9%) chose audio lectures.

Justification

For those who chose the recorded videos, they claimed that this instruction is similar to face-to-face classroom. The Ones who chose PowerPoints and PDFs, they think this type of instruction is easy to access. However, those who chose live lessons and audio lectures did not justify their answers.

Q12: What are the disadvantages of an online writing instruction?

Table 12: *The Disadvantages of an Online Writing Instruction*

Options	Subjects	Percentage
The timeframe	9	12,9%
The lack of communication and interaction	43	61,4%
The lack of motivation	18	25,7%
Total	70	100%

A high percentage of (61,4%) opted for the lack of communication and interaction that is normally present in a normal writing class, (25,7%) of them chose lack of motivation and

others (12,9%) claimed that it is timeframe.

Q13: What are the advantages of an online writing instruction?

Table 13: *The Advantages of an Online Writing Instruction*

Options	Subjects	Percentage
Flexibility	7	10%
More comfort	18	25,7%
Self-pacing by having sufficient time to improve your skills	37	52,9%
Group work and sharing knowledge among peers	8	11,4%
Total	70	100%

The results shown on the table above indicate that half the sample with a percentage of (52,9%) of the students picked Self-pacing by having sufficient time to improve their skills. Only (10%) of the students saw flexibility as an advantage. Some of the students (11,4%) selected group work and sharing knowledge among peers. However, a considerable percentage of our informants (25,7%) reported that online writing instruction is more comfortable.

Q14: How does your teacher provide feedback?

Table 14: *The Method of Feedback Provided by the Teachers*

Options	Subjects	Percentage
Recorded feedback	4	5,7%
Written feedback	40	51,1%
Face-to-face	26	37,1%
Total	70	100%

As tabulated above, a high percentage of the students (37,1%) acknowledged that the

teacher gives them face-to-face feedback, while half of them (57,1%) state that their teacher presents written feedback. Only (5,7%) answered that their teacher gives recorded feedback.

Q15: How often does your teacher provide feedback in online course of writing?

Table 15: *The Frequency of Providing Feedback in Online Course of Writing*

Options	Subjects	Percentage
Regularly	32	45,7%
Often	31	44,3%
Rarely	7	10%
Total	70	100%

As shown above, an overwhelming majority of informants (45,7%) admitted that they are regularly given feedback on their pieces of writing. Another group of students (44,3%) noted that their teacher often provide feedback. Yet, (10%) of the students said that they are rarely given feedback.

Q 16: What kind of assessment is adopted by your teacher? Which one
you think is the most effective, and why?

Table 16: *The Assessment Adopted by the Teacher and Students' Views on its Effectiveness*

Options	Subjects	Percentage
Formative assessment	13	18,6%
Summative assessment	57	81,4%
Total	70	100%

The majority of students (81,4%) claimed that their teacher adopted a summative assessment. Only (18,6%) of students stated that their teacher adopted a formative assessment.

Justification

At this stage of investigation, the informants are asked about which kind of assessment is the most effective. All those who responded confirmed that formative assessment is the most effective because it allows the teachers to guide them through the course, and to detect their weakness in order to overcome them.

Q 17: Do you consider online learning of writing effective? Justify, please.

Table 17: *Students' Attitudes towards the Effectiveness of Online Learning of Writing*

Options	Subjects	Percentage
Effective	29	30%
Ineffective	41	70%
Total	70	100%

This question is designed to get students 'overall attitudes towards online learning of writing. The findings have shown that a considerable of students, representing (70%) did not consider online learning of writing effective. (30%) of students considered online learning of writing effective.

Justification

For those who considered online learning of writing effective, they justified their answers as follow:

- Online learning of writing allows them to use technology.

- This mode could replace the traditional methods.

- This mode was the only solution during the pandemic.

For those who regarded online learning of writing as ineffective, they justified their answers as follow:

- The online teaching of writing was not applied properly by the university.

- Using online teaching of writing alone is not enough; it should be accompanied by the traditional face-to-face teaching.

3.2.1.3. Interpretation of Students Questionnaire Results

The collected data from the students' questionnaire revealed that Third year students at the department of English at Mohamed Seddik Ben Yahia have negative views about online teaching of writing. The results show that more than half of the students are not satisfied with online teaching in general, and they prefer the conventional method of face-to-face teaching. According to the gathered information, the reasons behind this attitude towards online teaching are the challenges that students keep coming up against which are mainly the bad internet quality or even no access to the internet altogether. It has been also shown that the majority of students prefer the synchronous mode of online teaching, while in reality the main mode of teaching that has been adopted by their teachers is the asynchronous mode.

The data provided a deep probing into the process of online teaching of writing where the results unveiled that the majority of the students find the stage of pre-writing the most challenging one, and since it is the starting point in the production of a piece of writing, it is fairly enough to say that the goals of an online writing instruction are hard to achieve. The results also illustrated that the majority of the students believe that the main developed sub-skill in an online instruction is the vocabulary with an almost complete neglect of the other sub-skills including the mastery of mechanics, coherence, and cohesion. Surprisingly, vocabulary was also the most difficult sub-skill to develop in an online instruction.

The students' responses indicated that the main reason for the difficulty of developing the sub-skills of writing remotely is the lack of interaction between the teacher and the

students. Indeed, the results show that the teacher and the students interaction is very limited, and that the main interaction provided to the students is with technology which is obviously not enough to develop the writing skills. However, the respondents opted for PowerPoint's and PDFs as their preferred type of instruction, and only few of them chose Live lessons that actually provide a better teacher and students interaction.

The findings also showed that the main disadvantage of online teaching of writing is the lack of communication and interaction, while the main advantage is self-pacing which is a good opportunity to have sufficient time to develop the writing skills, and it is worth mentioning that students are deprived from such an opportunity in a traditional classroom.

The obtained data showed that teachers do not provide feedback regularly, and when they do, it is usually in the form of written feedback. In addition, the responses indicated that the teachers mainly relied on summative assessment, whereas the majority of students chose formative assessment as their preferred one to monitor their progress.

Finally, the results revealed that the majority of the students believe that online teaching of writing is not effective. The responses also confirmed that the students believe that online teaching of writing approaches were not applied properly which resulted in the student's negative attitudes towards its implementation in teaching writing.

3.2.2. Teachers Questionnaire

3.2.2.1. Description of Teachers Questionnaire

The teachers questionnaire consists of eleven multi choice questions which are organized into two sections

Section One

This section is entitled "online teaching", and it is made up of three questions. It aims at gathering information about the teachers perceptions about their experience with online teaching in general. In Q1 and Q2, teachers are asked about the mode of online teaching that that they have been using, and which one they prefer. Q3 intends to identify the major challenges faced by teachers in online teaching in general.

Section Two

This section is entitled "teaching writing online", and it is made up of eight questions. It aims at exploring teachers attitudes towards teaching writing online. In Q4 teachers are asked about their views on the process of preparing an online writing instruction. Q5 intends to find out which stage of the process of writing is the most challenging according to the teachers, while Q6 intends to identify the sub-skill that teachers focus on in an online writing instruction. In Q7 and Q8, teachers are asked about their preferred type of interaction and instruction. Q9 attempts to identify the type of feedback provided by the teachers. Q1O is asked to find out the type of assessment used by teachers, and which one is considered the most effective according to them. Finally, Q11 attempts to unveil the teachers attitudes and perceptions about the effectiveness of teaching writing online.

3.2.2.2. Analysis of Teachers Questionnaire

Section one: Online Learning

Q 1: What mode of online teaching do you use?

Table 18*: Modes of Online Teaching Used by Teachers*

Options	Subjects	Percentage

Synchronous mode	0	0%
Asynchronous mode	5	100%
Total	5	100%

The table shows that all the five teachers (100%) use the asynchronous mode of online teaching, whereas none of the teachers use the synchronous mode.

Q 2: Which mode do you prefer? Please, justify:

Table 19: *Teacher's Preferred Mode*

Options	Subjects	Percentage
Synchronous mode	4	80%
Asynchronous mode	1	20%
Total	5	100%

The table shows that the overwhelming majority of the teachers (80%) prefer the synchronous mode of online teaching, whereas 20% of the teachers opted for the asynchronous mode.

Justification

For the teachers who chose the asynchronous mode, they said:

- Students need enough time to think about what to write.

For the teachers who chose the synchronous mode:

- Synchronous mode is better for instant interaction.

- It gives the opportunity to students to interact with their teachers. Students in this case feel more engaged in their learning process.

- It is practical and time saving. It also facilitates interaction and feedback giving.

- It offered real-time interaction between the teacher and students.

Q3: What are the major challenges do you face in online teaching?

Table 20: *Teachers' Major Challenges in Online Teaching*

Options	subjects	Percentage
Difficulty of time management	0	0%
Bad quality of the internet	4	80%
Lack of experience in online teaching	1	20%
Lack of appropriate materials and resources	0	0%
Total	5	100%

The results tabulated above indicated that 80% of the teachers which is the highest percentage selected the bad quality of the internet as the main challenge. Only one teacher revealed that the main challenge for him is the lack of experience in online teaching. Significantly, no teacher chose the difficulty of time management and the lack of appropriate materials and resources.

Section Two: Teaching Writing Online

Q4: What do you think of the process of preparing an online writing instruction?

Table 21: Teachers' Views on the Difficulty of the Process of Preparing an Online Writing Instruction

Options	Subjects	Percentage
Easy	0	0%
Moderate	1	20%

Difficult	4	80%
Total	5	100%

The results indicated that 80% which is the highest percentage of the teachers believed that the process of preparing an online writing instruction is difficult. 20% of the teachers considered the process of preparing an online writing instruction moderate. No teacher thought that the process is easy.

Q 5:_In your opinion which stage of writing is the most challenging in an online writing instruction?_

Table 22*: The Challenging Stages of Writing in an Online Writing Instruction*

Options	subjects	Percentage
Pre-writing	3	60%
Drafting	1	20%
Reviewing	1	20%
Editing	0	0%
Total	5	100%

It is noticed that 60% of teachers selected pre-writing as the most challenging stage in an online writing instruction. 20% of teachers chose drafting, and 20% chose Reviewing. No teacher opted for editing as the most challenging stage.

Q 6_:_Which sub-skill do you focus on in an online writing instruction?

Table 23: *The Developed Sub-skills in an Online Writing Instruction*

Options	Subjects	Percentage
Mastery of mechanics	4	80%
Coherence	1	20%
Cohesion	0	0%
Vocabulary	0	0%
Total	5	100%

According to the table, almost all teachers selected mastery of mechanics (80%) while only (20%) opted for coherence. Meanwhile, no teacher chose cohesion and vocabulary.

Q 7: Which type of interaction do you prefer?

Table 24: *Teacher's Preferred Type of Interaction*

Options	Subjects	Percentage
Students with students	1	20%
Students with teacher	4	80%
Students with technology	0	0%
Total	5	100%

The vast majority of teachers with a percentage of (80%) chose students with teacher while a teacher voted for students with students. However, no teacher picked students with technology.

Q 8: Which type of instruction do you prefer? Please, justify:

Table 25: *Teacher's Preferred Type of Instruction*

Options	Subjects	Percentage

Live lessons	4	80%
Recorded Videos	0	0%
Audio lectures	0	0%
PowerPoints and PDFs	1	20%
Total	5	100%

The results revealed that (80%) of the teachers preferred using live lessons while (20%) of them favor PowerPoints and PDFs. Surprisingly, no one chose audio lectures.

Justification

For those who chose PowerPoints and PDFs, they offered the following justifications:

-Students often prefer to respond to written and visual docs when learning to write. This has shown to be more effective.

For those who chose live lessons:

- Better for instant interaction.

- They allow students to ask questions and teachers to modify instruction depending on the changes in the process of teaching and students' learning difficulties.

Q 9: Which type of feedback do you provide in an online course of writing?

Table 26: *Feedback Provided by the Teacher*

Options	Subjects	Percentage

Recorded feedback	0	0%
Written feedback	5	100%
Face-to-face	0	0%
Total	5	100%

This table revealed the type of feedback provided by the teachers, 100% give written feedback, while no teacher uses face-to-face and recorded feedback in an online course of writing.

Q 10: What kind of assessment do you use in an online writing instruction?

Which one of them is the most effective, please justify:

Table 27: *The Assessment Used in an Online Writing Instruction*

Options	Subjects	Percentage
Formative assessment	04	80%
Summative assessment	01	20%
Total	70	100%

The table shows that the overwhelming majority (80%) use formative assessment, only 20% use summative assessment in an online writing instruction.

Justification

For those who considered formative assessment as the most effective, they said:

- it gives multiple opportunities for students to be evaluated.

- It helps students to identify their weaknesses.

For those who considered summative assessment as the most effective:

- It is easier in terms of planning lessons.

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- It is very difficult to use formative assessment in online teaching. It is related to validity issues.

Q 11: In your opinion, online teaching of writing is:

Table 28: *Teacher's Views on the Effectiveness of Online Teaching of Writing*

Options	Subjects	Percentage
Effective	0	0%
Not effective	3	60%
Moderately effective	2	40%
Very effective	0	0%
Total	5	100%

Our findings show that a considerable number of teachers, representing (60%) did not consider online learning of writing effective. (40%) of teachers select moderately effective, no teacher thinks that online teaching of writing is effective or very effective.

Justification

For those who considered that online teaching of writing is moderately effective, they gave the following justifications:

- Online instruction is not that effective, especially in the Algerian context where students are still struggling to learn the basics of the target language.

For those who see that online teaching of writing is not effective:

- Teaching writing requires in-person interaction.

- Teachers lack of experience and training in the use of technology.

- Thestudentsandteachersarenottrainedtousethismodeoflearning/teaching.

-New resources are needed to make it effective.

–It is difficult to test students' development and provide feedback.

3.2.2.3. Interpretation of Teachers Questionnaire Results

Based on the findings of the questionnaire, all of teachers confirmed that they are using the asynchronous mode of online teaching, but in reality they prefer the synchronous mode since it provides the ideal environment for interaction between the teachers and the students. This fact highlights the inadequate implementation of the online teaching approaches both by the teachers and the university. In addition, the teachers' responses revealed that the majority of them consider the bad quality of the internet as the main challenge in the process of online teaching.

The results confirmed that teachers find the process of preparing an online writing instruction to be difficult. Most of them also believe that the stage of pre-writing is the most challenging for students. The results also indicated that the main focus should be on the mastery of mechanics, since they are regarded as a crucial component to improve the students' level in writing. Almost all of the teachers agreed that the best type of interaction is students with teacher which again stresses the importance of using the synchronous mode of online teaching.

According to the findings, live lessons are agreed upon to be the preferred type of instruction among the teachers despite the fact that they are not actually used, and instead of them the courses are delivered in the form of PowerPoints and PDFs. Also, written feedback is the exclusive method used by teachers to provide feedback. The findings also revealed that most of the teachers opted for formative assessment as the appropriate method to evaluate the students' level even if it is not being used practically.

Finally, the obtained data show that more than half of the teachers believe that online teaching of writing is not effective. This is explained mainly by the lack of training in this field, and the obstacles of implementing this type of instruction.

3.2.2.4. Overall Results

All in all, the study's findings revealed that both teachers and third year students at the University of Mohamed Seddik Ben Yahya have developed negative attitudes towards online teaching of writing. This is mainly because of the challenges that confronted them throughout the process. These challenges include the lack of training, the bad quality of the internet, the lack of interaction between the teachers and the students, the problems related to time management, and the inappropriate implementation of online teaching/learning of writing.

The findings revealed that teachers of writing used the asynchronous mode to teach writing although it limited their interaction with students. Surprisingly, the teachers agreed on the effectiveness of live lessons but they did not use it which made students struggle with prewriting as teachers' feedback and guidance are not provided.

The study revealed that among the weaknesses of online teaching of writing is the use of summative assessment although both students and teachers preferred formative assessment. In addition, the process of preparing online lessons is considered difficult by teachers and the process of prewriting is also considered a challenge by students which make reaching the objectives a difficult task in online teaching/learning.

However, it has been also found that online teaching of writing has its own positive sides which are mainly the self-pacing and flexibility. Consequently, teachers and students are more likely to develop positive attitudes towards online teaching of writing if it is implemented properly by both.

3.2.2.5. Limitations of the Study

The process of conducting this research was confronted with certain obstacles which are the following:

- The lack of references and literature related to the online teaching of writing.

- The students' questionnaire was administered online, and many students didn't justify their answers.

- The difficulty of reaching out to the teachers of writing because the university was shut down due to the pandemic. As a result, the teachers' questionnaire was given to only few teachers.

3.2.2.6. Recommendations

After the analysis of the findings of the study, some recommendations for both students and teachers could be proposed for a better understanding and implementation of the online teaching of writing approaches to achieve more promising outcomes.

➤ For the students:

- Students are recommended to be ready to cope with the online teaching.

- Students are required to focus on the mastery of mechanics, coherence, and cohesion.

- Students should not neglect practicing, and they should also come up with techniques to keep themselves motivated.

- Students should interact with their peers to exchange knowledge.

- Students should be flexible and able to organize their time in the case of online instruction.

➢ For the teachers:

- Teachers are highly recommended to get the necessary training to deal with the online teaching.

- Teachers should use the synchronous mode to enhance the interaction between the teacher and the students.

- Teachers should be available to guide the students and to provide them with the necessary assistance to overcome the obstacles of online teaching.

- Teachers should opt for live lessons for a better interaction between teachers and students.

- Teachers should provide feedback regularly.

- Teachers should not overlook formative assessment in an online instruction.

Conclusion

This chapter represents the practical part of the present study which aims at exploring the EFL students and teachers' attitudes towards online teaching of writing. It includes a presentation of the research instruments which are two questionnaires administered to a sample of students and teachers. It also provides an analysis and interpretation of the collected data. The obtained results revealed that both students and teachers have negative attitudes towards online teaching of writing, and that this approach could be effective when it is applied and implemented properly.

General Conclusion

The current study has been carried out to shed light on the different aspects of using online teaching of writing skill. Therefore, it aimed at exploring EFL students and teachers' attitudes towards the use of online teaching in the case of teaching the writing skill. This study comprises three major chapters, the first and the second represent the theoretical part, while the third represents the practical part.

The first chapter seeks to provide a comprehensive discussion of the skill of writing given its importance in the process of learning English as a foreign language. The chapter displays the significance of writing, the different approaches used to teach it, and how to carry out the appropriate assessment throughout the process of teaching this skill. The second chapter highlights the mode of online teaching in general, and its implementation during the COVID-19 pandemic. It also breaks down the different aspects of teaching writing in an online setting including the strengths and weaknesses of this approach.

The third chapter is devoted to the practical part of the research. It presents the selection of the population sample, the description of the research instruments used to collect data, and the interpretation and analysis of the obtained results. This research attempted to answer two main questions which are the following: What are the students and teachers' attitudes towards online teaching of writing? And to what extent is online teaching effective in the case of teaching writing? To reach the objectives of the study and to answer the research questions, we opted for descriptive method to conduct the research through the use of two online questionnaires administered to students and teachers at the Department of English at the University of Mohammed Seddik Ben Yahia at Jijel.

The analysis of the collected data from the students' questionnaire revealed that more than half of the students believe that online teaching of writing is not effective, but still they

are in favor of using this approach as the only solution to overcome the disturbance that took place during the pandemic. Similarly, the analysis of the teachers' questionnaire revealed that the majority of them find teaching writing online not effective. Based on the findings this is mainly due to the lack of training, and the inappropriate implementation of the process. Overall, the attitudes of both teachers and students indicate that they are not quite satisfied with the experience of teaching writing online and consequently, developed negative attitudes towards it. That being said, they both agreed that this mode of teaching has its own strengths such as self-pacing, flexibility, and group work among peers to share knowledge. Indeed, the online instruction of writing provided certain opportunities that are usually not available in the traditional face-to-face teaching.

In conclusion, teaching writing online became a necessity during the pandemic. On one hand, this mode of teaching does have some advantages and positive sides. On the other hand, teaching writing in an online environment turned out to have a lot of shortcomings, and because of that a lot of obstacles have confronted both teachers and students throughout the process. Consequently, a set of factors must be taken into account to achieve a more efficient implementation of the method of teaching writing online. These factors include, receiving efficient training and enhancing the communication and interaction between teachers and students. Furthermore, it is important to stress the fact that tackling the weaknesses of the online teaching of writing would definitely contribute to increase its effectiveness.

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Appendices

Appendix A: Students Questionnaire

Dear students, for the preparation of master dissertation, you are kindly requested to fill in this questionnaire to express your attitudes towards online teaching of writing. Your answer will be helpful for the validity of this research. Please tick (✓) the boxes of the chosen answer(s), or write a statement if necessary. Thank you in advance for your contributions.

Section One: Online Learning

1- You experienced face to face and online learning, which method do you prefer?

☐ Face to face learning

☐ Online learning

2- Which mode of online learning do your teachers use?

☐ Synchronous: both student and teacher are simultaneously online

☐ Asynchronous: the student and teacher are not simultaneously online

3- Which mode do you prefer?

☐ Synchronous   ☐ Asynchronous

Please, Justify:

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

4- What are the major challenges do you face in online learning?

☐ No access to the internet

☐ Bad quality of the internet

☐ No access to a device

☐ Computer illiteracy

Section two: Online Learning of Writing

5- Do you receive online teaching of the writing

skills?? ☐ Yes ☐ No

6- In your opinion which stage of the process of writing do you struggle with in an online writing instruction?

☐ Pre-writing

☐ Drafting

☐ Reviewing

☐ Editing

Please, Justify:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7- Which of these sub-skills are developed in an online writing instruction?

☐ Mastery of mechanics

☐ Coherence

☐ Cohesion ☐

Vocabulary

8- Which of the following skills do you find difficult to develop in an online writing course?

☐ Mastery of mechanics ☐

Coherence

☐ Cohesion ☐

Vocabulary

9- What are the reasons for the difficulty to develop the chosen sub-skill(s)?

☐ Lack o interaction with teacher/peers

☐ Lack of regular feedback ☐

Limited practice

☐ Lack of motivation

10-   Which type of interaction does your teacher provide in an online course of writing?

☐ Students with teacher

☐ Students with students
☐ Students with technology

11- Which type of instruction do you prefer?

☐ Live lessons

☐ Recorded videos
☐ Audio lectures

☐ PowerPoints and PDFs

Please, Justify:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

12- What are the disadvantages of an online writinginstruction?

☐ The timeframe

☐ The lack of communication and interaction ☐

☐ The lack of motivation

13- What are the advantages of an online writinginstruction?

☐ Flexibility

☐ More comfort

☐ Self-pacing by having sufficient time to improve your skills

☐ Group work and sharing knowledge among peers

14- How does your teacher provide feedback?

☐ Recorded feedback

☐ Written feedback

☐ Face-to-face

15- How does your teacher provide feedback in online course ofwriting?

☐ Regularly

☐ Often ☐

Rarely

16- What kind of assessment is adopted by your teacher?

☐ Formative (throughout the courses)   ☐ Summative (at the end of the courses)

Which one you think is the most effective, and why:

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………………………………………………………………………………………

17- Do you consider online learning of writing effective?

☐ Effective   ☐ Ineffective

Please, justify:

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Appendix B: Teachers' Questionnaire

Dear Teacher, you are kindly requested to fill in this questionnaire to express your attitude toward online teaching of writing. Please, mark (√) the appropriate box(es) or give a full answer(s) on the broken lines. May I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: Teaching Writing

1- What mode of online teaching do you?

☐ Synchronous :both student and teacher are simultaneously online

☐ Asynchronous: the student and teacher are not simultaneously online

2- Which mode do you prefer?

☐ Synchronous   ☐ Asynchronous

Please, Justify:

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

3- What are the major challenges do you face in online teaching?

☐ Difficulty of time management

☐ Bad quality of the internet

☐ Lack of experience in online teaching

☐ Lack of appropriate materials and resources

Section two: teaching writing online

1- What do you think of the process of preparing an online writing instruction?

☐ Easy   ☐ Moderate   ☐ Difficult

2- In your opinion which stage of writing is the most challenging in an online writing instruction?

☐ Pre-writing

☐ Drafting

☐ Reviewing

☐ Editing

3- Which sub-skill do you focus on the most in an online writing instruction?

☐ Mastery of mechanics

☐ Coherence

☐ Cohesion ☐

Vocabulary

4- Which type of interaction do you prefer?

☐ Students with teacher

☐ Students with students ☐

Students with technology

5- Which type of instruction do you prefer?

☐ Live lessons
☐ Recorded videos

☐ Audio lectures
☐ PowerPoints and PDFs

Please, justify:

…………………………………………………………………………………………………

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6- Which type of feedback do you provide in an online courseof writing?

☐Recorded feedback

☐Written feedback

☐ Face-to-face

7- What kind of assessment do you use in an online writinginstruction??

☐Formative   ☐Summative

Which one of them is the most effective, please justify:

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……………………………………………………………………………………

……………………………………………………………………………………

8- In your opinion, online teaching of writing is:

☐Not Effective

☐Moderately effective

  Effective

  Very effective

Please, justify:

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Résumé

La présente étude vise à enquêter les attitudes des étudiants et enseignants de la langue Anglaise envers l'enseignement en ligne de l'écriture. Il tente également de déterminer si le mode d'enseignement en ligne pourrait être utilisé efficacement pour enseigner l'expression écrite. Pour mener cette recherche, deux questionnaires en ligne ont été utilisés. Le premier a été administré aux soixante-dix étudiants de troisième année à l'université de Mohamed Seddik Ben Yahya, et le second à cinq enseignants de l'écriture. Les résultats de l'étude ont révélé que les étudiants et les enseignants ont des attitudes négatives envers l'enseignement de l'écriture en ligne. De plus, les résultats ont révélé que les étudiants et les enseignants ne sont pas satisfaits de l'expérience de l'enseignement de l'écriture dans un environnement en ligne en raison de certains obstacles auxquels ils ont été confrontés au cours du processus. Il a également été démontré que l'enseignement en ligne était la seule solution pour maintenir l'enseignement de l'écriture pendant la pandémie et pour éviter tout type de perturbation tout au long de l'année scolaire. Par conséquent, il est recommandé de traiter les points faibles liés à l'instruction d'écriture en ligne pour une mise en œuvre appropriée de cette approche afin de maximiser les résultats.

ملخص

تهدف الدراسة الحالية إلى التحقق من موقف طلاب وأساتذة اللغة الإنجليزية كلغة أجنبية تجاه تدريس الكتابة عبر الإنترنت. تحاول أيضًا معرفة إمكانية استخدام خاصية التدريس عبر الإنترنت بشكل فعال لتعليم مهارات الكتابة. لإجراء هذا البحث تم استخدام استبيانين على الإنترنت، الأول كان لسبعين طالباً من السنة الثالثة بجامعة محمد الصديق بن يحيى والثاني لخمسة أساتذة الكتابة بنفس الكلية. كشفت نتائج الدراسة أن موقف كلاً من الطلاب والأساتذة سلبية تجاه تدريس الكتابة عبر الإنترنت كما كشفت ذات النتائج، أن الطلاب والأساتذة غير راضين تمامًا عن التجربة وذلك بسبب بعض العقبات التي واجهتهم أثناء العملية. لقد ثبت أيضًا أن التدريس عبر الإنترنت كان الحل الوحيد لاستمرار توجيه الكتابة أثناء الوباء ولمنع أي نوع من الاضطراب طوال العام الدراسي، لذلك يوصى بمعالجة نقاط الضعف المتعلقة بأدوات تعليم الكتابة عبر الإنترنت لضمان الوصول إلى النهج المناسب وتحقيق نتائج أفضل.