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**The Importance of Word Processing Software Literacy in Dissertation
Writing. Master 2 Students as a Case Study.**

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in
Didactics.

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Academic Year: 2019/2020

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

This work is dedicated,

To my beloved parents Adda and Khalida without whom this dream would never come true.

To my brothers, Karim and Abdelsamed and to my sister Hiba

To my family and to all my friends, especially Khawla, Ikram, and Nihad

for their unconditional love and support.

Acknowledgements

My gratitude goes to my supervisor Dr. N. KHIATI for her guidance in completing this research work.

I would also like to thank the members of the committee, Dr. M. BOUCHEFRA, and Miss. S. OUHAB for giving their time to read and evaluate this work and for their insightful comments.

Last but not least, I would like to express my regards to everyone who provided me with support during the completion of this research work.

Abstract

Word processor is an effective software that enhances dissertation writers' writing experience and it promotes better writing results. The research investigation entitled "The Importance of ICT Literacy in Dissertation Writing. The case of Master 2 students Word Processing Skills" is designed to inquire into the effectiveness of Word processor in dissertation writing from students' and teachers' perspective. The participants of this study consist 5 Information and Communication Technologies (ICT) teachers and 56 Master 2 students from the English department of Saida University. The investigation was conducted using two data collection tools (two questionnaires) designed and analyzed using a mixed method approach. The first research tool (student's questionnaire) was administered to Master 2 learners to know about their Word processing skills as well as their attitudes towards Word processor use. As for the second research tool (teacher's questionnaire), it was addressed to ICT teachers and its aim was to uncover their perception of the role of Word processor in dissertation writing. The results obtained in this research investigation indicated that students face Word processing difficulties and that Word processor is an effective software that promotes an enhanced writing experience and better writing results when used for dissertation writing. At last, the researcher concluded this research study by putting forward a series of suggestions that invite ICT teachers to reconsider their teaching methods to upgrade dissertation writers' Word processing skills. The recommendations included a number of strategies to be incorporated into the ICT teaching practice among them is evaluating students' Word processing skills before starting the course, using an intelligible language, and introducing learners to typing softwares to upgrade their typing skills.

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List of Abbreviations

EFL: English as a Foreign Language

WP: Word processor

ICT: Information and Communication Technology

MFO: Meaning Focused Output

MFI: Meaning Focused Input

E-Books: Electronic Books

ODs: Online Dictionaries

M1: Master 1

M2: Master 2

General Introduction

General Introduction

Dissertation writing is an important process that learners go through to obtain their degree. In dissertation writing, learners should use the suitable arguments, a readable, and a comprehensible piece of writing to reach their aim and to persuade the readers. In this process, these learners help themselves with different ICTs to produce a successful piece of writing.

Word processors are softwares used all around the world for dissertation writing among other purposes. They provide a medium where learners can type their dissertation while also involving tools and features that allow these learners to perform different operations on their text documents. Word processors are also additional learning tools thanks to their features that enable language learners to enhance their writing composition.

However, dissertation writing is maybe perceived by learners as a difficult or a challenging task which calls for methods and techniques that ease the dissertation writing task while also promoting a better experience and results. Therefore, the objective behind this investigation is to inquire into the positive effect of WPs on dissertation writers' writing experience and writing results. This investigation also tends to find out students' perception towards this software and the challenges that they face when they use it.

With that being said and given the importance of dissertation writing for foreign language learners , the current work particularly sets out to investigate the effectiveness of Word processor use in raising learners motivation, developing their writing skills, and promoting better writing, editing, and revising experiences.

In this respect the following questions are formulated:

1. How do students benefit from using Word processor to writew their dissertation?
2. Which features do students find challenging about Word processor while writing their dissertation?

To pursue that, the following hypotheses are suggested:

1. Students can benefit from using Word processor as a language learning aid while typing their dissertation by using the different features and options that it provides to produce enhanced pieces of writing.

General Introduction

2. The features that students find challenging about Word processor while writing their dissertation are slow typing and structuring their work.

To test these hypotheses the researcher undertook a case study comprising 56 Master 2 students from the academic year (2019-2020) and 5 ICT teachers.

The researcher used two data collection tools designed to collect both qualitative and quantitative data. The first research tool is a questionnaire addressed to learners (Appendix A) to investigate their attitudes towards Word processor use and their Word processing skills. The second research tool is a questionnaire addressed to teachers (Appendix B) to investigate details related to the ICT teaching experience and to uncover their attitudes towards Word processor use in dissertation writing.

The present work is divided into 3 chapters, the first chapter is related to the review of literature. It starts by introducing the notion of ICT use in the language learning experience by pinpointing the effectiveness of ICT tools use in language learning in general and in writing in specific. The work uncovers the research fields' perception of the integration of Word processing softwares into the learning experience to enhance learners' written composition

The second chapter describes the methodology used to collect the data needed for this investigation and it shows why the researcher selected these methods to conduct her study. The same chapter also uncovers the findings of this research investigation.

The third chapter is devoted for data analysis and suggestions. Its first section comprises the analyses of the findings and the second part involves a number of suggestions that invite ICT teachers to reconsider their teaching methods. These suggestions include: The incorporation of some teaching strategies like pre-evaluating learners' level before the courses take place, using an intelligible language, and incorporating typing softwares for learners to overcome the issue of slow typing.

Chapter One: ICTs and Language Learning

Chapter One: ICTs and Language Learning

1.1.Introduction:

The present chapter reviews concepts related to Information and Communication Technologies (ICTs) and language learning. It will provide an overview of the integration of ICTs into the educational field in general and in language learning and in writing in particular. As it will shed light, in a separate section, on the use of Word Processor to enhance writing skills.

1.2. Definition and Introduction to E-learning:

Online education , distance learning , web based learning , technology based learning ,and E-learning all refer to the use of Information and Communication Technologies (ICTs) in education .It it therefore the use of various types of media (videos , images , audio , and texts) to teach or to learn . E-learning can take place in or even outside the classroom environment which is suitable for distant learners or for students who want to develop further skills (Chalak and Jamilifar 2014).

E-learning is taking the lead in today's modern society , a study conducted by the US educational department revealed that in 2006 and 2007 online learning raised up to 66% across the USA (Chalak & Jamilifar 2014). This idea may trigger the mind to think of what distinguishes web based learning from traditional learning . In an attempt to answer this question, Khan (2005) perceived that Web based learning is different from traditional learning in the fact that it provides the means for learners to establish a learner-centered, interactive, and a flexible learning atmosphere.

From what preceded it can be seen that E-learning is the use of different Information and Communication Technologies in the teaching and the learning practice. It is an effective flexible teaching /learning method that supports autonomous and interactive learning.

1.3. ICTs to Promote Autonomy in Learning:

Before tackling how can ICTs promote autonomy in learning it is of much importance to discuss what autonomous learning stands for and how it can contribute to better educational achievements.

1.3.1. Autonomous Learning:

In relation to autonomous learning, Banson (2001) perceived that the latter comes as a reaction to one's development of knowledge via direct experience and not by response to others' instructions. This basically means that the learner will be responsible for his own learning experience and he/she will consequently not fully depend on the teacher in the learning process. Research perceives autonomous learning as a more effective learning method and sets both the teacher and the learner's role in the teaching/learning practice. Hence, In autonomous learning:

1. The teacher is more of a facilitator and less of an instructor.
2. The student has the choice to develop and work with learning strategies that suit his preferences.

Therefore due to the lack of stress on the teacher and more focus on the learner and his learning preferences, better academic results can be achieved. (*Approaches to Learner Autonomy in Language Learning*, 2018)

1.3.2. ICTs and autonomous learning:

With in regard to the teaching practice, Dhanya (2016) advocated that it is no longer teacher-centered and that chances should be given to learners to shape their learning experience with what they find interesting, suitable, and motivating to them.

ICTs are seen by different researchers as tools that can promote that. Accordingly, Lam and Lawrence (2002) and Pourhosein Gilakjani (2017) saw ICTs as a medium where the learning experience can be manipulated according to learners' preferences. For instance, Solanki and Shyamlee (2012) and Pourhosein Gilakjani (2017) found that the positive aspect about the integration of ICTs into the educational field relies in their capacity to satisfy learners' visual and auditory senses.

Chapter One: ICTs and Language Learning

Regarding the selection of the right methods to teach or to learn, it is clear that learners have different preferences. For instance, some are more likely to acquire information if exposed to audio recordings .On the other hand, others can maximize their understanding of a particular subject by their exposure to videos or images. Accordingly ICT can provide the medium for learners to select from different methods and strategies what they find suitable and most importantly helpful.

1.4. E-learning for the Development of Language Skills:

Before revealing what researchers think of E-learning as a method for the development of language skills, it is important to go through researchers' thoughts about ICT language learning sources. In the same line, Bull and Ma (2001) perceived ICTs as limitless, in terms of sources, while Clements and Sarama (2003) believed that they favor language learning if well chosen. In addition to that, Bakeer (2018) agrees to the previously mentioned idea and further elaborates it by denoting that thanks to the effectiveness and flexibility of web based learning, it can be used to complement the language learning process. He continues to announce that E-learning is by no means a tool meant to replace teachers but it is revolutionizing knowledge acquisition, development, and delivery.

Furthermore, in their research entitled "*The Role of Technology in Language Learning*" Baytak, Tarman, and Ayas (2011) announced that the use of ICTs in the classroom is proved to enhance the language learning experience. They further denoted that learners perceived the use of technology in language learning as an enjoyable, an interactive, and an interesting experience. Moreover, the results of their study advocated that technology use in language learning raises students' motivation, learning, social interaction, and engagement.

E-learning can therefore be applied for different fields, for instance in language learning, educators found that the use of ICT softwares is proven to address language learners needs and it is thus promoting successful language learning.

1.5 E-learning to Enhance Language Learners' Writing:

Concerning the previous English language teaching methods, The Kurzweil Educational System (2004) denotes that they generated learners struggle to communicate their thoughts, given the fact that the these learners were deprived from the chances to communicate and their exposure to the language was limited and insufficient; which in the long term, inhibited their writing skills and capacity.

The previous teaching methods perceived the teacher as the only source of information and the classroom as the only place where language learning takes place. Consequently, the insufficient exposure to the target language and the limited chances to produce language inhibited learners from developing their overall language skills and their writing skills in particular. ICTs provide a medium where learners can be exposed to the target language and make use of the language they have acquired in interacting with people.

With so little research on E-learning effect on writing skills, it is important to resolve to the previously elaborated researchers' views and experiment to say that ICT integration into the language learning experience proved its effectiveness on the four language skills(listening, speaking, reading and writing).

1.6 ICT Integration into the Language Learning Experience:

Concerning the methodology used for ICTs integration, Costley(2014) ; Murphy, DePasquale, & McNamara (2003) believed that it is the teacher's role to demonstrate how technologies can be used to support the curriculum. This means that the teacher can act as a guide to select appropriate ICT tools and methodologies that language learners can follow to maximize their achievements as far as language acquisition is concerned. Although this may appear as a task that can only be performed by a computer expert, Ahmadi (2018) indicated that it does not take special computing skills for teachers to instruct their students on the use of appropriate ICT tools.

1.6.1 ICTs and Language Learning Theories:

In relation to language learning theories , Krashen (1970) stressed the importance of exposure to what he named (Meaning Focused Input or MFI). The latter is the process of learning through the exposure to a comprehensible receptive language (reading and listening), activities in MFO vary but include extensive reading, listening to different stories...

Krashen (1970) in his theory also stressed the importance of (Meaning Focused Output or MFO) which stands for the production of language (speaking and writing) through activities like writing essays, stories, poems or giving a speech, having a conversation with peers ...conditioned that what learners produce should be mostly familiar to them. In this theory he also shed light on the importance of allowing learners to seek their peers' aid or use aiding tools when producing language. Furthermore, in a similar language learning theory Warschauer (2000) noticed that ICTs can be integrated into the language learning experience following 2 approaches:

- **The cognitive approach:** This approach works on giving learners opportunities to be exposed to a meaningful target language to maximize their establishment of new knowledge and language skills.
- **The social approach:** This approach works on allowing learners to participate in social interactions and use the language they have acquired in real life situations.

It is therefore evident that ICTs can be integrated into the language learning process provided that learners should have more chances of exposure to the target language and accordingly more chances of interaction.

1.6.2. ICT Applications to Develop Language Skills :

ICT applications used in learning in different fields are various. However, to test ICT applications' effect on EFL learning, it is important to consider the ICT tools that may favor language learning. Similarly and in relation to the two pre elaborated theories the tools to be tested should either be aiding tools or tools that favor language production or reception.

In this sense the tools selected are social media, EBooks, online dictionaries, and Word processor. These tools can be classified as follows:

Table 1.1 ICT Tools Selected

Tools for productive language	Tools for receptive language	Aiding tools
Social media	Social media	Social media
Word processor	EBooks	Online dictionaries
	Online dictionaries	EBooks
	Word processor	Word processor

As displayed in table 1.1 , the tools selected cover multiple functions . An EFL learner can therefore rely on social media to express his ideas (production) or to read other peoples’ posts (reception) . EBooks can also be used to learn new vocabulary (reception) or to solve knowledge ambiguities (aid). Online dictionaries are aiding tools that learners can benefit from when producing or receiving language. As for Word processor , learners can use it to write (production) , to read(reception), and it encompasses aiding tools that will be revealed in the upcoming sections .

The upcoming lines seek to test the effectiveness of the pre-mentioned tools in language learning and whether EFL learners find the use of these tools motivating or challenging. Moreover, it is of much importance to shed light on their effectiveness in promoting successful writing as well.

1.6.2.1 Social Media for Effective Language Learning:

Oxford online dictionary defines social media or social networks as a website or an application that allows users to communicate with each other by posting information, comments, messages, images, etc.

According to research carried out in this area, language learners can benefit from social media to interact with natives speakers or with people living in other countries and sharing the same interest to ease their learning experience (Godwin-Jones, 2008; Sturgeon & Walker, 2009). Also, to prevent the same experience from being limited to the classroom setting only (Derakhshan & Hasanabbasi 2015).

Chapter One: ICTs and Language Learning

Similarly, according to Meelman (as cited in Abidin, Ahmad, & Kabilan, 2010) social media use raises language learners' self esteem, self knowledge, capacity, and lifelong learning. This goal is being attained as social media is permitting language learners to use and share what they have acquired easily not only with their class peers but also with their peers around the globe (Derakhshan & Hasanabbasi 2015).

From the above discussion it can be seen that language learners can benefit from social media to develop their language learning skills even outside the classroom. Social media provide a medium where learners can share their learning experience with different people around the world.

1.6.2.2 Social Media Effect on Language Learning (Writing):

In relation to social media's impact on writing, Martin(2016) expressed that learners' constant exposure to information posted on social media is a great method to improve their writing skills.

In an attempt to test this standpoint, Kee Man (2013) conducted a study where he tested Social Media Assisted Language Learning (SMALL) effect on language learners' productive and receptive skills. The results of this study revealed that social networks (YouTube, Twitter, Wiki, Facebook) use enhances vocabulary, grammar, speaking, course comprehension, discussion and writing skills.

Results related to SMALL effect on writing composition were as follows :

- 53% of the population claimed that they took the opportunity to write more on the social medium (Facebook).
- 32% of the participants expressed that they used YouTube videos to improve their writing skills.
- 63% of the participants claimed that they participated in Wiki activities to improve their writing skills as well.

Based on the above discussion, it is evident that social media provide a learning environment where learners can have access to peers around the world who share the same interest. As well, the constant exposure to different texts posted on social media is believed to develop language skills in general and writing skills in particular.

1.6.2.3. EBooks for Effective Language Learning:

ICTs introduced a new version of books known as Electronic Books or EBooks . Oxford online dictionary defines the latter as “*an electronic version of a printed book which can be read on a computer or a specifically designed handheld device*”

In relation to the traditional use of paper books, Krashen (2013) pinpointed that the inability to poses paper books at home is a major obstacle that impedes learners from reading. Besides, what makes eBooks stand out according to (Herman 2018) is their availability anytime and anywhere and the possibility to access them offline; as for Dalton and Proctor (2018) they pointed out the ability to highlight certain quotes/parts of the book and the availability of features that resolve language ambiguities.

Furthermore, EBooks features triggered researchers to test their utility and impact on the language learning experience. Accordingly, a study conducted by Korat (2010) revealed that the different features (including synonym and definition provision) displayed in eBooks are minimizing language learners fear of reading ambiguities and expending their vocabulary knowledge. Besides, *The International Reading Association* highlights the importance integrating a variety of digital and electronic books into the teaching practice to promote an enhanced literacy (Larson 2010).

1.6.2.4 EBooks for Effective Language Learning (Writing) :

Research emphasizes the importance of reading tasks to enhance language learners’ written composition. Kroll (1993) pointed out that teachers are failing to draw a connection between reading and writing tasks and Hirvela (2004) noticed that as the main reason to why learners are facing major difficulties when composing essays , papers ...

Along the same lines, Ahn(2014) in her investigation on the effect of critical reading on learners writing found a strong relationship between the two skills and a noticeable improvement in learners writing when it is linked to extensive reading . The same study concluded that critical reading is a great method that teachers can apply to enhance their learners writing skills.

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Scholars' views and experiments connect the different features in eBooks and their ability to ease reading tasks and raise students' motivation with the potential enhancement of language learners writing skills . They show a new perspective on the implementation of EBook reading activities into the language learning experience to enhance not only learners reading skills but also their writing skills .

1.6.2.5. Online Dictionaries for Effective Language Learning:

Dictionaries are very essential for English language learners as they serve as a tool for vocabulary acquisition and language ambiguities resolution. Nakamura (2000) considered that dictionaries deeply enrich language learners knowledge about different areas notably meaning , collocation , structure, parts of speech, punctuation, and they entail information about other areas such as Etymology and register .The technological development that the world witnessed introduced a new form of dictionaries known as “Online dictionaries” , an electronic version of a printed dictionary supporting different features .

Rapidity and availability (online and offline access) as well as other advanced features made learners prefer the use of online over paper dictionaries . (Lan, 2005) in relation to that claimed that online dictionaries are taking the lead in word referencing by not only dominating but rather replacing paper dictionary use .

1.6.2.6. Online Dictionary Effect on Language Learners' Writing:

Several experiments conducted to test the effectiveness of online dictionaries revealed that their use improves language learners writing composition (Takashi 2012) and it promotes a successful vocabulary choice in the target language (Elola , Rodreguez-Gracia ,& Winfrey 2008).

Likewise, according to Xu (2011) ODs use guaranties immediate results and allows interactivity by enabling language learners to click and define a word existing in a particular word definition which aids students to save their time and energy when writing.

Chapter One: ICTs and Language Learning

The advanced features displayed in online dictionaries provide an aiding tool for EFL learners which explain their dominance over paper dictionaries. A further fact to mention is that the use of online dictionaries fosters a better choice of words which reflects positively on language learners written compositions and it enhances their writing over time.

1.7 Academic Writing:

Academic English is defined as the variety of English language used to share research. Its aim is to reach an academic audience and convince them with the effectiveness of the arguments created by the researcher.

To obtain a successful academic writing, it should be based on a number of characteristics:

1. A good academic writing aims to reach a specific, focused goal.
2. Academic writing favors logical and reasonable arguments to support the claim.
3. Academic writing should convey clear ideas.
4. Academic writing should be coherent.

It is then the researcher's job to create a logical, clear, and a coherent content connecting not only sentences and paragraphs but ideas and arguments as well. Furthermore, these characteristics act as a guide for the researcher; but, when it comes to how can that be achieved it's the process that defines the road map. An effective academic writing therefore follows a specific process:

The first step in the process requires an identification of both the purpose of writing and the target audience. The second step calls for a planification of the argument by developing a main claim and deciding how that claim can be supported by reasonable evidence. Moreover, the third step necessitates a collection of quality fact based and objective evidence needed to support the claim. As for the fourth and the last step, it calls for an engagement in the drafting process by producing multiple drafts, editing, and proofreading. At this stage the researcher should consider structuring his/her arguments and information while paying attention to the use of proper spelling, proper grammar, punctuation. (*An introduction to Academic Writing* 2015)

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Since readers will depend on what is being written to decide whether it is convincing or not, the researcher should use the suitable arguments, a readable, and a comprehensible piece of writing to reach his/her ultimate aim, that of persuading the readers. This stresses the importance of the mixture of suitable arguments and a good writing style to produce a successful academic writing.

1.8. The Development of a Good Writing Style:

As mentioned previously, research in the field of writing suggests that today's generation can benefit from its constant exposure to different ICTs to develop a good writing style. In this sense Word Processor is another ICT application nominated by the research field as tool to enhance writing skills.

Scholars of the field questioned the use of WP. Some believe in the usefulness of pen and paper and decline the effectiveness of WP and the rest assume that WP has a very positive effect on learners' writing composition. However, it is of much importance to point out that scholars' views opposing the use of WP and declining its effectiveness are considerably few in comparison to those supporting its use and its effectiveness in enhancing writing skills. The upcoming lines encompass a number of views and experiments opposing the use of WP followed by views and experiments that favor its use.

1.9. Definition and Introduction to Word Processor:

Before revealing the research field's thoughts about Word processor, it is important to first uncover what the term " Word processor" stands for and how it developed.

Word processor, abbreviated as WP, is a computer software used in the production of text based documents. It entails a variety of tools that enable its users to perform different operations on their text documents and it works on involving a computing application to produce, edit, format, store, and print text documents. Word processor can be used to create different documents including but not limited to agendas, letters, presentations, Memos, books, and reports. (*Word processor, nd*)

1.9.1. Word Processor History:

It is evident to pinpoint that WP started as standalone typewriter and it further developed to the WPs known today. Typewriter, also known as Document Preparation System came as a reaction to writers' needs rather than those of mathematicians and it was first invented in the eighteenth century and it performed 3 basic functions, composition, formatting, and printing.

It was marked as a revolutionary tool for text composition by early 1900s. However, in 1983 this composition tool drastically evolved to encompass more functions and it was introduced by Microsoft as *Multitool Word* and is known nowadays as *Microsoft Word*. The latter is one of the most popular and widely used Word processors around the world. (*WORD Processing Video2019*)

To sum up, WP is a computer software including different features and is used for document production. It first started as a typewriter (Document Preparation System) and it was developed by *Microsoft* to become the WP known today.

1.10. Views and Experiments Declining WP's Effectiveness:

1.10.1. Views:

Researchers claim that WP use in writing requires a learning curve and a familiarity with the keyboard layout. MacArthur (1988) in relation to the same issue pinpointed that students need to be trained and competent in dealing with word processor to benefit from the different options it provides.

Moreover, Dalton & Hannafin (1987) maintained that students' writing quality may decrease when they are unfamiliar with the software. These researchers view that inexperienced students may take a longer time composing texts when they are unfamiliar with the keyboard layout which can waste their time and shift their attention from writing to trying to familiarize with the keyboard layout .

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It is important to know that these views were expressed in the late 80s. At that period few people and ICT specialists had access to keyboards, so a wide range of students accordingly had little to no keyboarding skills which made it hard for them to use WP. Today ICTs are becoming a part of peoples' lives and almost all students know how to use the keyboard given the fact that they use their smart devices daily to perform different tasks necessitating keyboarding skills like texting. That is to say that the modern society and the development the world is witnessing imposes the use of different ICTs (internet , social media ...) which developed peoples' keyboarding skills in comparison to the late 80s.

In relation to the view that points the importance of a learning curve it can be said that every ICT software demands a learning curve. Accordingly, the more a student is familiar with the use of a particular software the more he/she can benefit from the opportunities that it provides. In this sense if a student is little to no familiar with WP for instance he/she can only perform the typing task. However, if this student is more familiar with WP he/she can benefit from a wide range of features. These features help the writer perform complex operations that would take a longer time and a much more effort if performed traditionally.

1.10.2 Experiments:

In regard to pen and paper use compared to WP use Hult (1985) conducted an experiment that compared students' essays written with word processor (group 1) with student's essays written without it (group2). The experiment took place in Texas Tec University where students of the first group were given implicit instructions on how to use Word Processor (lab user's guide) . The software included a proof reading program and a stylistic analysis program that analyses language features. The results of this study indicated that the essays of both groups were approximately the same , the only difference is that spelling mistakes were less occurrent in Word processor as a result of the use of spell checker . The experiment showed that both groups made grammatical errors and that word processor was still unable to spot/eliminate some grammatical errors.

This experiment also took part in the 80s when the world was still unfamiliar with WP and the conductors of this experiment did not take the time to familiarize students with WP use. As mentioned in the experiment details, students were not explicitly instructed on how to use the

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software which can affect the results of the study negatively. The other point is that although they were unfamiliar with the software they benefited from the option of spell checker.

Throughout the experiment, the option of grammar checker could spot some grammatical errors and it eliminated them while other grammatical errors remained uncorrected. The experiment conductors interpreted WP inability to omit all the grammatical errors as a failure. In regard to that it can be noted that this software is a machine unable to process grammar rules the way human beings can, it can be therefore considered as a means meant to complement writing courses, not to replace them. The last point regarding this experiment is that it used a very old version of WP that could probably not perform the tasks effectively the way recent and more advanced WP processors can.

On the contrary, a wide majority of views and recent experiments supported the use of WP and they proved its effectiveness in the field of writing. These experiments compared WP use to pen and paper, as they tested its effectiveness on students' motivation, on writing, editing, and revising, and they also tested the two options spell and grammar checker. The upcoming lines reveal scholars' positive views about WP use and a series of experiments that prove WP effectiveness in the field of writing.

1.11. Views and Experiments Supporting WP's Effectiveness:

1.11.1 Word Processor vs Pen and Paper :

WP use compared to pen and paper use paved the path for research in this area. Consequently, an experiment was performed to test WP effectiveness in comparison to pen and paper in qualitative writing. The conductors of this experiment pointed out 3 major criteria that WP should comprise to surpass pen and paper use. These criteria involved:

- 1) The amount of revisions
- 2) The amount of errors
- 3) Accuracy

The results of the experiment demonstrated that WP outperformed pen and paper and it was therefore nominated as a better alternative for pen and paper (Cochran, in Bangert-Drowns, 1993).

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Similarly, Bialo and Sivin(1990); Bright(1990) and Novak(1996) believe that WP use is more beneficial than pen and paper use thanks to its ability to motivate learners and the features it encompasses. The novelty of this software is seen in the several features that present to save learners' time and energy while also enabling learners to shape their writing in a sophisticated way. Correspondingly and unlike pen and paper use, WP is a more organized software that displays what's being written clearly and it has the advantage of eliminating the issue of poor and unorganized hand writing. The authors continue to point out that WP enhances students' writing results and guarantees better attitudes towards writing, a more accurate spelling and mechanics, more acceptance of teacher and peer feedback, and a more in-depth revision.

The novelty of WP in comparison to pen and paper use supports quantity while also targeting quality and providing the tools to enhance it. Piper (1987) accordingly claimed that the way WP displays and organizes writing, and provides tools that correct grammar and spelling mistakes further inspires writers' *desire for perfection*.

What makes WP different and more effective than pen and paper use are the features that it supports. Along with enabling learners to compose lengthy texts, WP also targets accuracy and organization which increases learners desire to write neat and eventually it effects their written production in a positive way.

1.11.2 Word Processor's Effect on Learners' Motivation:

Research stresses the importance of motivation and it considers it as a key factor in the performance of written tasks. A study conducted in 2012, found that students with a high motivation have a tendency to write better than those with little to no motivation (Troia, Shankland, Wollbers, and Towrance 2012)

Accordingly, Wepner (1987) claimed that WP use increases learners' motivation as it gives them the chance to write without fear of making mistakes. Pennington (1996) also indicated that when learners use this software to write they are less worried about the mechanics of writing and they also have the ability to easily manipulate their texts (omission , addition, moving blocks ...) which motivates them to write. These factors according to this researcher increase learners willingness to diverse their writing products and to enhance their writing style which triggers their desire to write more.

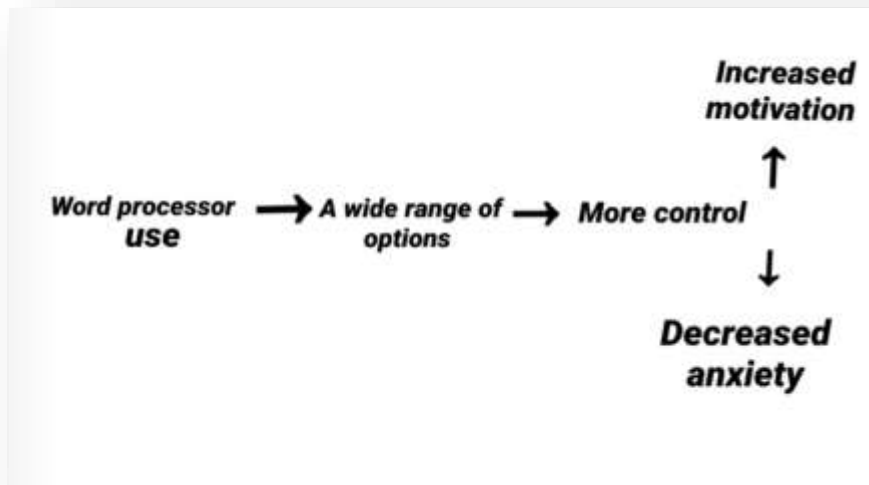


Figure 1.1 Word Processor Effect on Students' Motivation

It is then evident that, WP use generates learners' increased desire to write. Scholars explain that through pin pointing that, when learners use the wide range of options provided by WP they sense a control over what they are writing which will decrease their anxiety and increase their motivation.

To this point, the focus has been on WP effect on language learners' writing and motivation. It is now necessary to review its effectiveness on 2 other equally important elements, editing on revising.

1.11.3 Word Processor's Effect on Editing:

Word processors support editing, unlike traditional methods they enable learners to make changes without having to rewrite the whole composition. Editing in WP can range from minor changes like deleting or replacing a particular letter within a word to deleting, replacing, moving sections or chapters ..etc

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Polin (1991) accordingly expressed that WP permits its users to brainstorm and edit without fear of losing the already composed information. Bangert-Drowns (1993) added that computer software use in writing is beneficial since it gives its users the chance to make modifications that would have been burdensome if performed using pen and paper.

1.11.3.1 The Modification of Spelling and Grammar Mistakes:

Incorrect grammar and spelling are 2 types of mistakes that can demolish the appearance of students' papers. When students center their focus on the development of their ideas and content, they can get drawn away and thus, they misspell a particular word or they use grammar in a wrong way. In this case, students may or may not notice the mistake; therefore, they can either remove it or leave it uncorrected because:

1. They did not notice the mistake.
2. They believe that this is the right spelling / grammar form.

In both cases the spelling or the grammar mistake will remain uncorrected.

To solve this issue and to increase the probability of correcting grammar and spelling mistakes, Word processor suggests the use of two tools: grammar and spelling checkers.

1.11.3.1.1 Grammar Checker:

Learners are aware of the importance of using the correct grammar when writing. Similarly, WP suggests the use of an option known as grammar checker. Despite the little research that was done in this area, (Keil 2020) pointed out the importance of using the grammar checker option in WP by stating that this tool :

1. Saves time by facilitating the detection of grammar mistakes.
2. Provides instant correction.
3. Enhances the functionality of WP.
4. Provides more chances for learners to develop more knowledge about the English grammar.
5. Helps in the creation of accurate writing.

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1.11.3.1.2 Spell checker:

The use of correct spelling in a paper is a step toward enhancing the writing composition and delivering the right meaning. WP therefore gives its users the chance to correct their spelling mistakes by underlining the misspelled word and providing a variety of alternatives that can replace it.

Spelling checker common use triggered researchers to test its effectiveness. Accordingly Darus, Ismail , & M.Ismail (2008) instructed a group of students to write essays using pen and paper and instructed another group to perform the same job using WP. The researchers then compared the two groups' essays and the results were presented as follows:

Student No.	Hand written essays (HW)			Word-processed essays (WP)		
	No. of words	No. of spelling errors	Percentage of spelling errors (%)	No. of words	No. of spelling errors	Percentage of spelling errors (%)
1	252	21	8.3	293	7	2.4
2	111	3	2.7	178	3	1.7
3	266	18	6.7	427	4	0.9
4	72	10	13.8	246	5	2.03
5	115	10	8.7	203	1	0.5
6	173	19	11	240	7	2.9
7	151	7	4.6	274	18	6.5
8	176	9	5.1	241	3	1.2
9	237	20	8.4	367	6	1.6
10	204	6	2.9	334	4	1.2
11	144	12	8.3	199	3	1.5
12	219	18	8.2	297	2	0.7
13	135	5	3.7	217	2	0.9
14	194	16	8.2	164	1	0.6
15	236	2	0.8	237	0	0
16	122	17	13.9	257	7	2.7
17	103	15	14.5	240	31	12.9
18	130	9	6.9	246	15	6.1
19	190	10	5.2	410	4	0.8
20	207	3	1.4	281	6	2.1
Total	3437	230	6.7	5351	129	2.4
Percentage of spelling errors in total no. of words		9.69%		2.41%		

Table 1.2 The Number of Spelling Errors in Composed Essays (Darus, Ismail , & M.Ismail ,2008 ,p.82)

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As displayed in table 1.2, the option of spell checker in WP reduced the percentage of spelling errors drastically to about 2 % while the written samples of students who used pen and paper entailed about 9% of spelling errors.

The study concluded that the option of spell checker is an effective one given the fact that it can significantly decrease the number of spelling errors.

Other scholars favored the use of spelling checker options for a variety of reasons. For instance, Jackiewicz (1995) that this option encourages learners to write freely and reduces their fear of making spelling mistakes. Hyland(1990) similarly expressed that when writers use the spell checker option they work at ease since their main focus will be on developing their content rather than on tracing possible spelling errors.

Having examined the experiment and views concerning grammar and spelling checkers, it can be said that they are both effective as they enable learners in general and language learners in specific to focus more on developing their content which enhances students' writing experience and writing results.

1.11.4 Word Processor Effect on Revising:

Scholars relate the ease of editing to students' motivation to revise their papers and their final written product. Accordingly, Pennington (1996) expressed that the various editing options supported by WP have a significant impact on raising students' motivation to revise their written compositions. Similarly, Warschauer's (1995) maintained that the ease of revising increases the number of revisions students are willing to make which will affect their writing results positively. Newman (1984) on the other hand expressed:

“ ... it is much easier to sustain the images one is trying to create from draft to draft. Not only can you sustain an idea you want to explore better, you are also encouraged to take risks you might not otherwise consider. The computer's capacity for storing and manipulating text makes it easier to consider alternative frameworks while you're writing. Writing becomes much more of a comparison process: do I want to say this in this way or in that, do I want to structure my argument this way or that? “ (Newman, 1948, nd, p. 495)

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The following figure attempts to draw a connection between editing and revision as pointed by scholars :

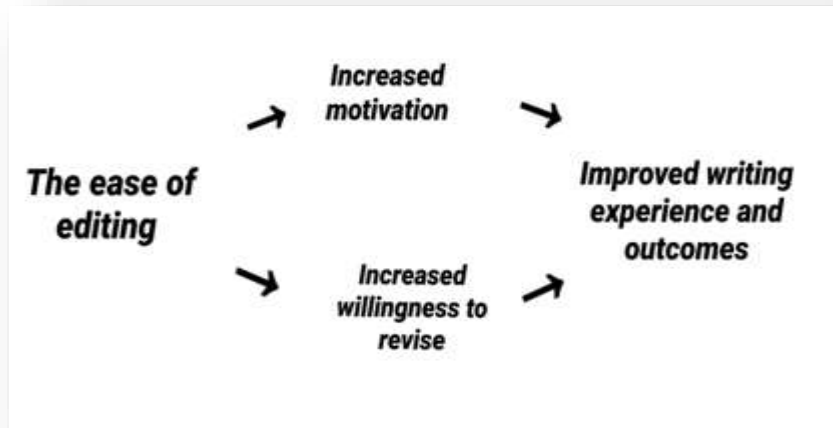


Figure 1.2. Ease of Editing Effect

Figure 1.2 displays that the ease of editing promotes an increased motivation and willingness to revise which positively affects the learning experience and the final written product.

Having examined the views and experiments that tested the effectiveness of a number of ICTs applications in general and Word Processor in specific, it can be noticed that they promote successful EFL learning and can be therefore implemented into the teaching and learning experience to promote better results.

1.12.Conclusion :

This chapter provided an overview concerned with the use of different ICT applications in education in general and in language learning and in enhancing EFL students' writing composition in specific. ICT applications included social media, EBooks, online dictionaries, and Word Processor. The next chapter discloses the situation under investigation, it reveals the research methodology used to conduct this research investigation and it uncovers the findings.

Chapter One: ICTs and Language Learning

Chapter Two: Research Methodology and Data Analysis

2.1. Introduction:

The present chapter works on revealing both the methodology and the finding of the present investigation. This chapter in its first section entails detailed information related to the research questions/ hypotheses, the participants, the research tools, and the research methodology used in this investigation. As for the second section of this chapter, it is devoted to uncover the research findings.

2.2 Research design:

2.2.1. Research Questions:

The present study aims to investigate the following problematic:

- How do students benefit from using Word processor to write their dissertation?
- Which features do students find challenging about Word processor while writing their dissertation?

2.2.2. Research Hypotheses:

It is hypothesized that:

- Students benefit from using Word processor as a language learning tool by using the different options and features that it provides to produce enhanced pieces of writing.
- The features that students find challenging about Word processor writing their dissertation are slow typing and structuring their work.

2.2.3. The Purpose of the Study:

Word processors are used all around the world for different purposes (administrative, writing and so on), their utility has been and it is still the subject of several studies and investigation. This particular investigation aims to spot light on the importance of Word processor in dissertation writing and whether or not dissertation writers in general and EFL dissertation writers in specific can benefit from using Word processor to type their final thesis.

2.2.4. The Research Methodology:

For this research investigation, the researcher used a mixed method approach in collecting and analyzing her data. Creswell and Plano (2011) define the mixed method research as: “*A procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem*” (Plano, 2011, nd, np)

Mixed methods research approach is therefore a type of research that combines qualitative and quantitative approaches when collecting and analyzing data needed to answer a research question/ problem.

The importance of using mixed methods in a research relies in the fact that:

- The method approaches the topic from different angles
- Each method covers the weakness of the other one
- The researcher will be working on a broad range of variables
- The method covers the hole existing in the theory

Mixed Research Santiago Cortez (2015)

Since mixed methods approach will enable the investigation to be covered in more than one area and it will thus promote more accurate results, the researcher selected it as research method to conduct the research study.

The researcher used a mixed method approach in the 1st questionnaire (student’s questionnaire). The quantitative approach was used to test students’ knowledge about the topic discussed (Word processor) and to uncover details about the ICT learning experience. As for the qualitative approach, it was concerned with students’ attitudes towards the use of Word processor.

The researcher used a mixed method approach in the teacher’s questionnaire as well. The qualitative approach was used to uncover teachers’ attitudes about Word processor use. On the other hand, the quantitative approach was concerned with revealing details about the ICT teaching experience.

2.2.5. The Sample Population:

The participants who took part in this study are:

1. 56 Master 2 advanced students in terms of learning (45 females and 11 males) from the academic year (2019-2020). Their age ranges from 21 to 55 years old and they study English as a foreign language in Saida University.

These students are from two different specialties Didactics and Civilization. Didactics students studied ICT as a module in both Master 1 and Master 2 years. However, Civilization students studied ICT in their Master 1 only. A further fact to mention is that these learners also dealt with ICT module prior to that (undergraduate level) .

2. The population also consists of 5 ICT teachers, among them are the teachers who taught the module of ICT to Master 1 and Master 2 students (the previously described participants)

2.2.6. The Sampling:

The sampling of this study is purposeful. The term *purposeful sampling* is described by Patton (2002) as: *“A technique that is widely used in qualitative research. It works to select and identify from a variety of information cases, the one(s) that can provide rich information about the topic under discussion”* (Patton 2002, nd, np)

Cresswell and Plano (2011) elaborated the previous statement by denoting that purposeful sampling involves the selection of the population that has a rich background or experience with the topic discussed when conducting a research.

Patton (2002) in relation to the same issue believed that purposeful sampling enables researchers to effectively use limited resources and Morse and Niehaus (2009) perceived that this method maximizes validity and efficiency. This is why the researcher of this work selected this as a sampling method.

Chapter Two: Research Methodology and Data Analysis

With what being said, the rationale behind sampling the students is that they are in their final Master year and they will be possibly using WPs to type their dissertations. In addition to that, the identification of students' WP skills / lacks is crucial for answering the 2nd research question.

Moreover, the reason behind sampling the ICT teachers is that the researcher wanted to discover more about the ICT teaching experience and the nature of the content taught to Master 1 and Master2 students. As for the second section, ICT teachers have a rich background and experience with Word processor; therefore they are qualified to evaluate the effectiveness of this software in dissertation writing.

2.2.7. Instruments:

To collect the data needed to analyze the situation, the following instruments were used:

1. A questionnaire was administered to Master 2 students and it aims to investigate:
 - Their Word Processing skills.
 - Their attitudes about Word processor.
 - Their ICT courses experience effect on their Word processing skills.

The questionnaire entails 12 questions distributed into 3 sections and it contains a combination of open and close ended questions.

The first section of the questionnaire investigated the use of WP in dissertation writing (preferences and challenges). The second section investigated WP use in editing and in comparison to pen and paper use (preferences) . As for the third section, it investigated ICT courses content and their effect on students' WP skills.

2. After the researcher obtained the results of the first questionnaire, she designed the second questionnaire.

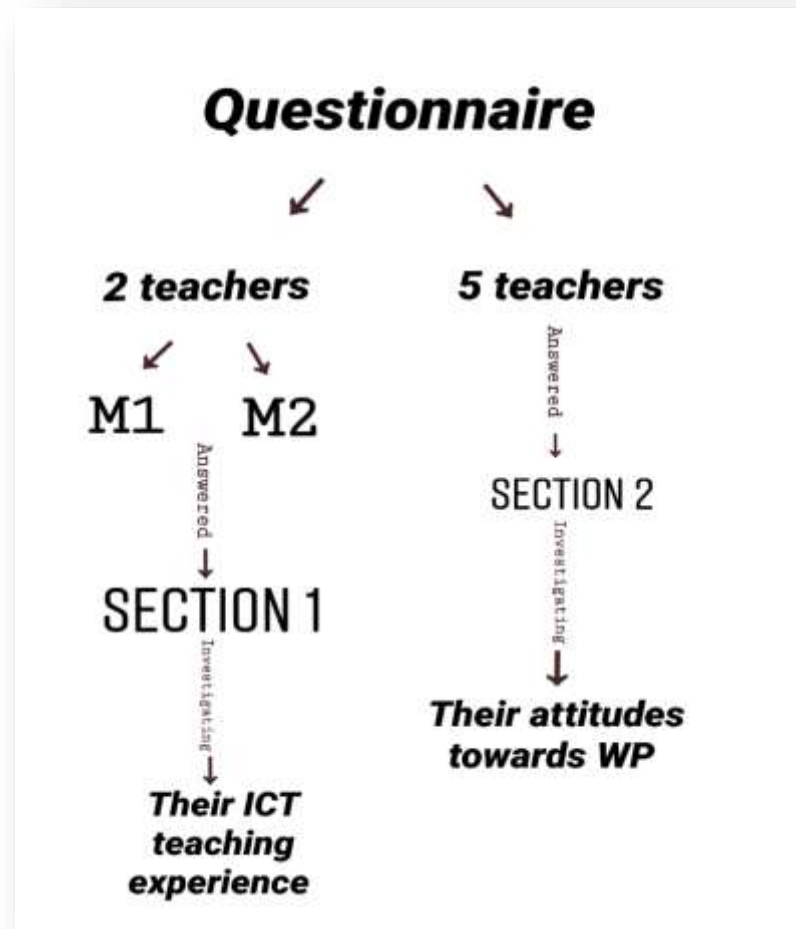


Figure 2.1. Teacher's Questionnaire

As displayed in figure 2.1, the 2nd questionnaire entails 2 sections:

For the first section and after obtaining the results of the first questionnaire, the researcher noticed that students lack Word Processing skills and that some of them did not benefit a great deal from ICT course. To investigate why and how, the researcher designed a questionnaire for ICT teachers. After obtaining the results, the researcher included this section within teachers' questionnaire given the fact that it included 5 questions only and not to end up with 3 questionnaires.

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As pointed out in figure 2.1, in this section the teachers were asked to reveal details in relation to their ICT teaching experience and the nature of the content taught. The section entailed a mixture of open and close ended questions. As for the second section, it was designed to investigate teachers' attitudes towards this software. This section was administered to 5 teachers. In this section the teachers were asked to express their attitudes about WP use and it entailed close ended questions.

2.3 Students' Questionnaire

2.3.1 Students' Questionnaire Design:

Section 1 : This section is related to students' personal information (age and gender).

Section 2:

Question 1 and 2 investigate when will students type their dissertation and whether or not they are willing to consult a specialist for that.

Question 3 investigates what students find challenging about typing a dissertation.

Question 4 and 5 investigate students' familiarity with WP tricks and shortcuts and whether or not they face difficulties when using WP.

Section 3:

Question 6 examines students' attitudes towards WP use in comparison to pen and paper use when editing.

Question 7 and 8 explores students' attitudes towards the use of grammar and spelling checkers.

Question 9 aims to investigate the WP functions that aid students in writing their draft more efficiently.

Section 4:

Question 1 and 2 identify the ICT course content that students dealt with during their Master 1 and Master 2.

Question 3 tests whether or not students are benefitting from ICT courses in developing WP skills.

2.3.2. Students' Questionnaire Results:

Section 1 :

As mentioned previously, this section is related to participants' age and gender and they appear in the following table:

First, students' age

Table 2.1 : Students' Age

Age	Number of students	Percentage of students
21-25	55	98%
55	1	2%

Second, students' gender

Table 2.2 Students' Gender

Gender	Number of students	The percentage
Female	45	80%
Male	11	20%

As displayed in tables 2.1 and 2.2 the population consists of 80% females and 20% males. As for the age, 98% of the population is aged from 21 to 25 and only 2% of the population is aged 55.

Question 1 When students will type their dissertation ?

Table 2.3. When Students Will Type their Dissertations

Answers	The number of students	The percentage
In parallel with my research	14	25%
Until my research is finalized	42	75%

The results obtained from the first question are represented as follows:

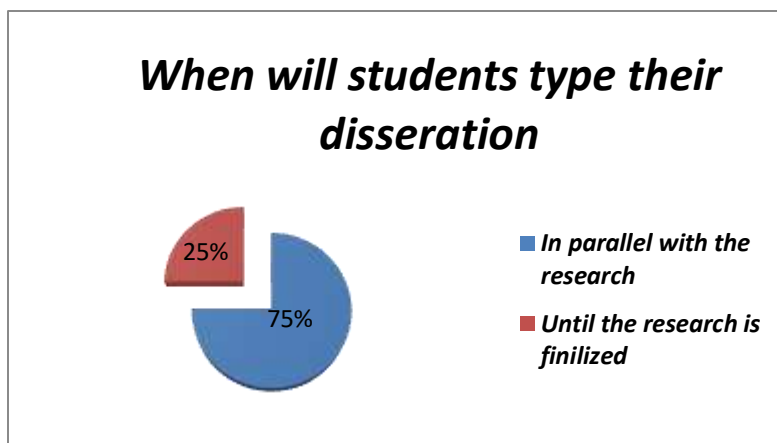


Figure 2.2. When Students Will Type their Dissertation

The results displayed in table 2.3 and figure 2.2 demonstrate that 75% of students prefer to type their dissertation in parallel with their research and 25% of students are willing to let the typing until their research is finalized.

Question2 : Who will type students' dissertation?.

Table2.4. Who Will Type Students' Dissertations ?

The answers	The number of students	The percentage
Myself	33	59%
Myself with the help of a professional	23	41%
Someone else	0	00%

The results obtained from the tables will be interpreted in the figure that follows:

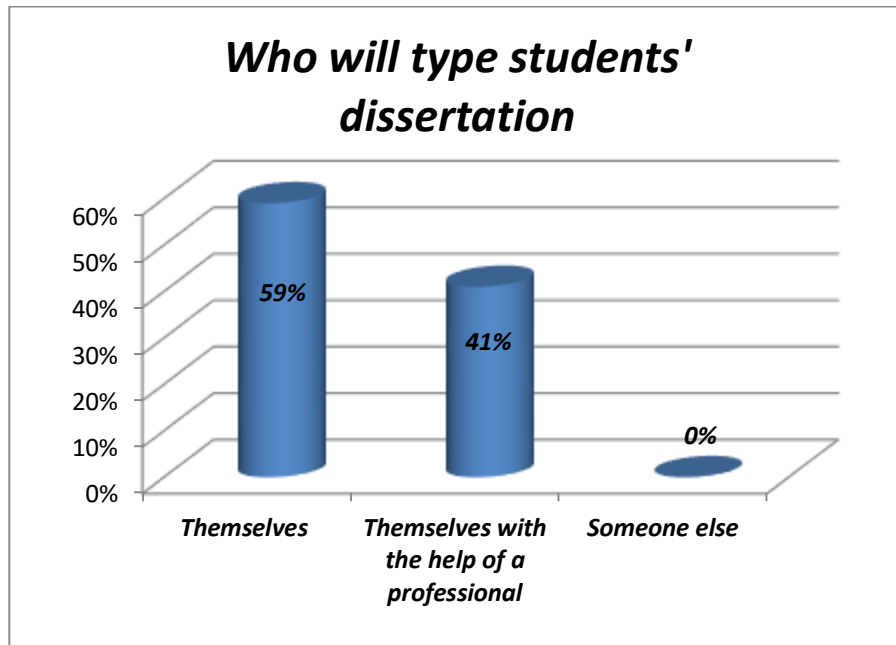


Figure 2.3 Who Will Type Students' Dissertation

The results displayed in table 2.4 and figure 2.3 reveal that more than half of the students (59%) are willing to type their dissertation themselves; this indicates that this category is skilful in WP use. On the other hand, 41% of students admitted their willingness to type their dissertation with a consultation of a professional. However, none of the students expressed their willingness to let someone type their dissertation for them.

Question 3 what makes typing students' dissertation a challenging task.

Table 2.5 *The Challenges that Students Face When Typing their Dissertation*

The answers	The number of students	The percentage
Slow typing	28	50%
Lack of WP skills	26	46%
Lack of Excel skills	19	34%
No access to computers	10	18%

The results displayed in the table are interpreted in figure 3.3 :

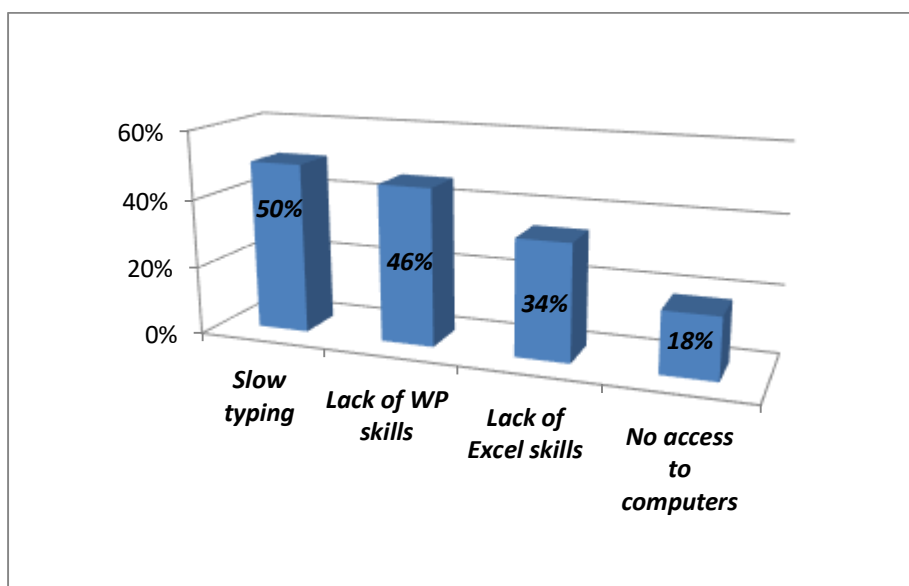


Figure 2.4 *The Challenges that Students Face when Typing their Dissertation*

The results of question 3 indicate that 18% of students have no access to computers, 46% lack WP skills, 34% of students announced their lack of Excel skills and 50% of the students revealed that they are slow typers.

Question 4: Students' familiarity with WP tricks and shortcuts.

Table 2.6 Students' Familiarity with WP Tricks and Shortcuts

The answers	The number	The percentage
Yes , I know a few	33	59%
Yes, I know several	9	16%
No, I know none	14	25%

The results obtained from question 4 are represented as follows:

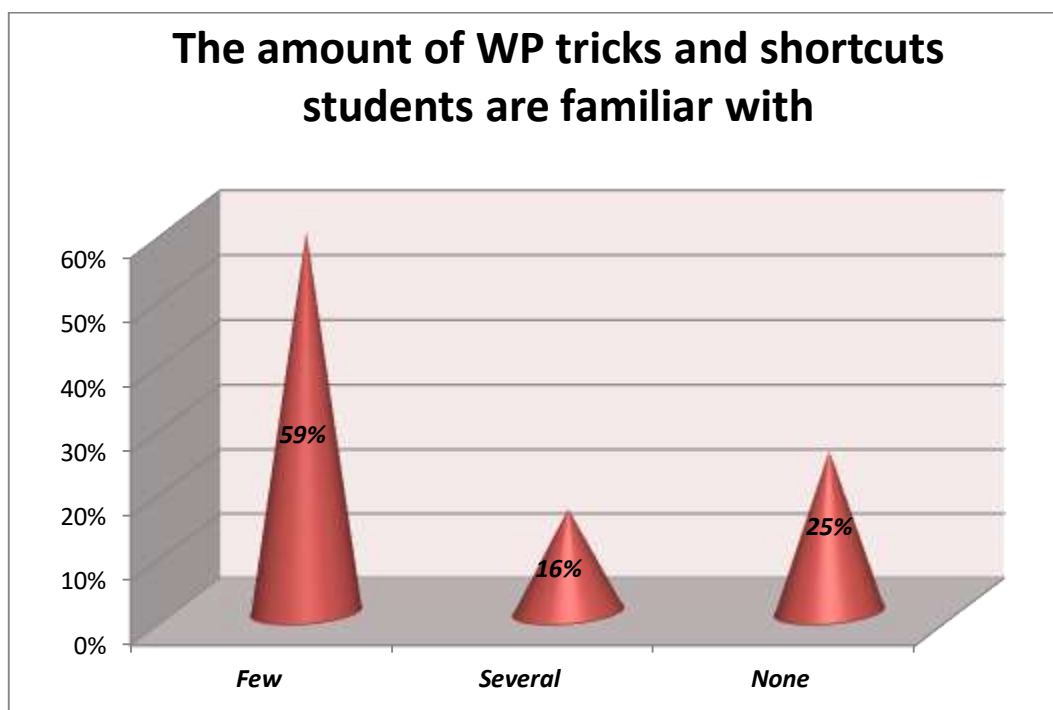


Table 2.5 Students' Familiarity with WP Tricks and Shortcuts

Apparently, results of the 4th question displayed in table 2.6 and figure 2.5 demonstrate that 16% of students are familiar with several WP tricks and shortcuts, more than half (59%) revealed that they are familiar with a few, and 25% reported their total unfamiliarity with them.

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In relation to learners' favorite tricks and shortcuts 46% of students who answered yes refrained from stating their favorite tricks and shortcuts, and 28% of students answered as follow:

Table 2.7 Students' Favorite WP Shortcuts

The keyboard shortcut	the function	The number of students	The percentage of students
Ctrl+ C Ctrl+ V	Copying and pasting	3	5%
Ctrl+ S	Saving	2	3%
F7	Spotting spelling mistakes	2	3%
	Keyboard shortcuts	2	3%
	Adding new pages	1	2%
	Numeration	1	2%
Ctrl+ A	Selecting	1	2%
Ctrl + G	Bold	1	2%
Ctrl + I	Italicizing	1	2%
Ctrl + N	Opening a new WP document	1	2%
Ctrl + Enter	Leaving a blank page	1	2%

The results displayed on table 2.7 reveal that the minority of students who answered this question prefer copying and pasting with 5%, saving, spotting spelling mistakes, and keyboard shortcuts with 3%. The rest include adding a new page, numeration, selection, Italicizing, bold, opening a new page, and leaving a blank page with 2%.

Question 5: Students' difficulties related to WP use

Table 2.8 Students' Difficulties Related to WP Use

The difficulty	The number of students	The percentage of students
No difficulty	7	12.5%
Lack of WP skills	7	12.5%
Slow typing	6	11%
Structuring the work	3	5%
Inserting tables	2	3.5%
Updates	1	2%
Absence of auto-correction	1	2%
Table organization	1	2%
Setting margins	1	2%
Grammar mistakes	1	2%
Absence of automatic saving	1	2%
Mixing lines	1	2%
Writing titles	1	2%
Learning how WP works consumes time and energy	1	2%
Page numbering	1	2%
Leaving space for addition	1	2%
Getting lost	1	2%

Based on the results displayed in the table above, 12.5% of students encounter no difficulties when working with WP. However, the previously elaborated results revealed that students with no WP difficulties form more than 12.5%. Here it can be said that, the previously mentioned question asking what WP difficulty students face? was probably skipped but some learners with no difficulties while others preferred to stress that they do not face any.

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As for students' difficulties in relation to WP use, they can be categorized into:

- What students find challenging about WP as a software ?
- The WP skills that students lack

Table 2.9 Students' Difficulties in Relation to WP Use Categorized

What students find challenging about WP as a software	The percentage	The WP skills students lack	The percentage
		Lack of WP skills	12%
The updates	2%	Structuring the work	5%
The absence of auto correction	2%	Inserting tables	3%
The absence of automatic saving	2%	Table organization	2%
Mixing lines	2%	Setting margins	2%
Learning how WP works takes time and energy	2%	Writing titles	2%
Getting lost	2%	Page numbering	2%

First, what students find challenging about the WP program includes the updates, the absence of auto correction and automatic saving, mixing lines, getting lost , and the learning curve that demands time and energy with 2% . As for Word processing difficulties, the most recurrent difficulty is the lack of WP skills (12.5%), followed by slow typing (11%). Furthermore, structuring the work with 5% and inserting tables with 3% . As for minor difficulties with 2% they include: Table organization, setting margins, writing titles, and page numbering.

Section 3: Editing and revising

Question 6: Word processor Vs pen and paper in editing

Table 2.10 Word Processor Vs Pen and Paper in Editing

The answers	The number of students	The percentage of students
Yes	36	64%
No	19	34%
No answer	1	2%

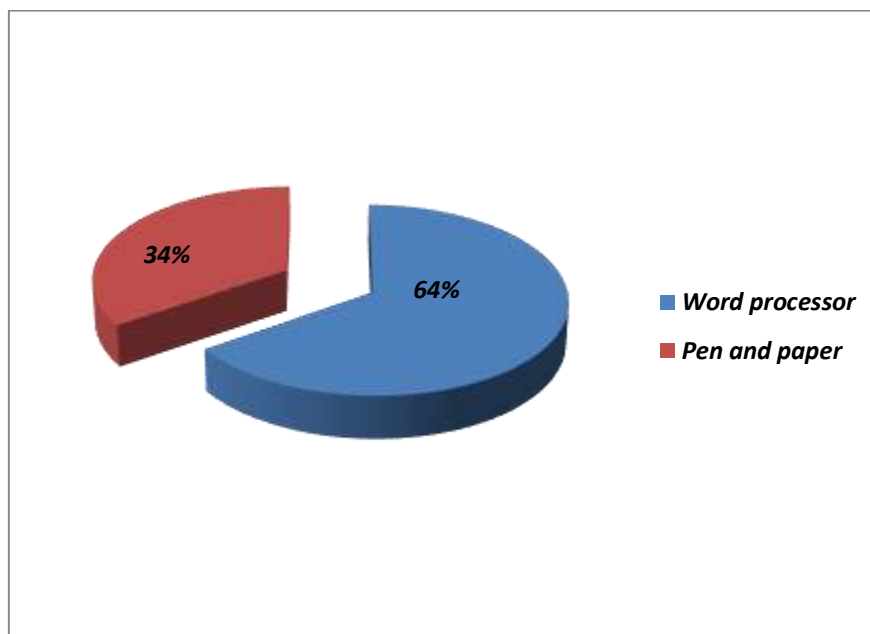


Figure 2.5 WP Vs Pen and Paper in Editing

The results displayed in the table 2.10 and figure 2.6 reveal that the majority of students (64%) favor the use of WP over pen and paper in editing.

Question 7: How students find the option of spell checker

Table 2.11 Students' Attitudes Towards Spell Checker

The answers	The number of students	The percentage of students
Very useful	29	52%
Useful	18	32%
Misleading	4	7%
Not useful	1	2%
I do not know what it is	3	5%

The results of the table will be presented in the figure that follows:

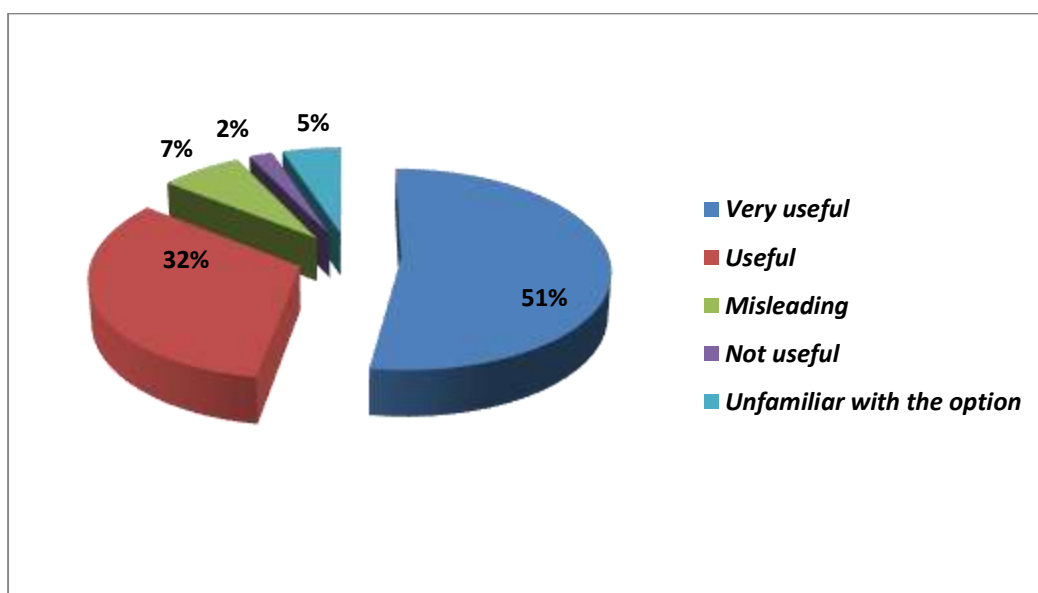


Table 2.7 Students' Attitudes Towards Spell Checker

As displayed in table 2.11 and figure 2.7 almost all students (83%) believe in the usefulness of spell checker.

Question 8: How Students Find the Option of Grammar Checker.

Table 2.12 Students' Attitudes Towards Grammar Checker

The answer	The number of students	The percentage of students
Very useful	28	50%
Useful	20	36%
Misleading	3	5%
Not useful	2	3%
I do not know what it is	3	5%

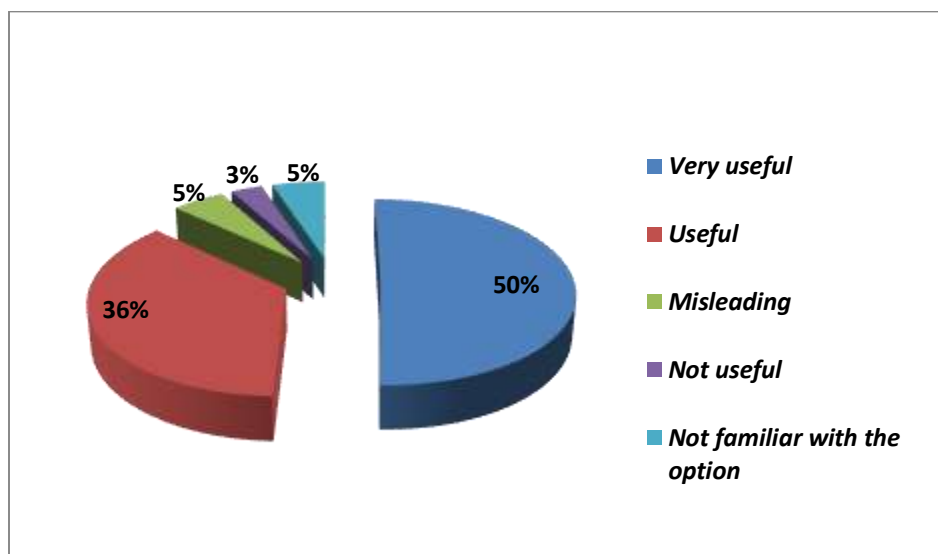


Figure 2.8 Students' Attitudes Towards Grammar Checker

The results displayed in the above table and the pie chart show that almost all students are familiar with grammar checker and the majority believes in its usefulness.

Question 9: State the most important function that helps you type/edit/write your draft more effectively (better than when you write using pen and paper)

Table 2.13 Students' favorite editing functions

The function	The number of students	The percentage of students
Grammar checker	14	25%
Spelling checker	14	25%
Editing	6	11%
Insertion of non text objects	4	7%
Students who prefer pen and paper use	3	5%
Text structure organization	3	5%
The document is structured and clear	3	5%
Saves time	2	3%
Saves paper	2	3%
Numeration	2	3%
Rapidity	2	3%
All functions are useful	2	3%
I do not know any	2	3%

Table 2.13 shows that students selected a variety of what they consider as important WP functions. It is clear that 25% of students find grammar checker as an important function and a similar percentage believes that spelling checker is the most important WP function. On the other hand 11% favor the editing tool and 7% prefer the option of non text objects insertion. As for the students who prefer the use of pen and paper, they form 5% of the population under investigation.

Question 10: The content of Master 1 ICT courses:

Table 2.14 Master 1 ICT courses content

The course content	Number of students	Percentage of students
Word processor	37	66%
PowerPoint	38	68%
Excel	4	7%
ICT history	7	12%

As displayed in table 2.14, more than half of students agreed that Master 1 ICT courses content were comprised of WP courses and PowerPoint courses. 66% expressed that they have dealt with WP courses, a closer percentage 68% revealed that they have dealt with PowerPoint courses. The number of students who chose ICT history courses as an option form 12% and those who selected Excel courses form 7% of the population under study.

Question 11: The content of Master 2 ICT courses

Students' answers to the 11th question are displayed in the table below:

Table 2.15 Master 2 ICT Courses Content

The course content	The number of students	The percentage of students
Word Processor courses	3	5%
PowerPoint courses	6	11%
Excel courses	1	2%
ICT history courses	34	61%

As displayed in table 2.15 , more than half of students expressed that they dealt with ICT history courses in Master 2. Accordingly, 61% chose the option of ICT history courses, 11% chose PowerPoint courses , 2% chose excel courses . As for WP courses option, it was chosen by 5% of students.

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Question 12: Master 1 and Master 2 provided ...of the overall WP courses needed to write your dissertation.

Students' answers to this question were as follows:

Table 2.16 *The role of ICT courses in developing students' WP skills*

The percentage of WP skills developed in ICT courses	The number of students	The percentage of students
0%	3	5%
10%	3	5%
20%- 25%	9	16%
30% - 35%	9	16%
40%	6	11%
50%	11	19%
60%	4	7%
70% - 75%	4	7%
90%	1	2%

The results in table 2.16 show that 19% of students claim that ICT courses provided 50% of the WP skills needed for dissertation writing. 16% see that the courses developed 30 to 35% of WP skills and a similar percentage claim that the same courses provided 20 to 25% of WP skills that they need when they write their thesis.

Furthermore, 11% of students find that the courses developed 40% of their WP skills. Moreover, 19% of students see that ICT courses developed 50% of their WP skills. 7% demonstrated that ICT lectures provided them with 60% of WP skills and 2% believe that the same courses provided 90% of the overall WP skills needed for dissertation writing.

So far the focus has been on students' questionnaire, it is now important to consider teachers' questionnaire. The next section will therefore uncover ICT teachers' responses to the second questionnaire and it will analyze them.

2.4. Teachers' Questionnaire:

2.4.1 Teacher's Questionnaire Design:

For the purpose of this study, the researcher distributed a second questionnaire to 5 ICT teachers. The questionnaire included 2 sections:

The first section aims to investigate the ICT teaching experience. The participants who were asked to answer this section are the 2 ICT teachers of Master1 and Master 2 students. As for the second section, it aims to investigate ICT teachers' attitudes towards WP use. The number of ICT teachers who answered this section is 5.

Section 1:

Question 1 investigates how many times a week the teachers taught ICT courses.

Question 2 investigates the nature of the content taught and the reason behind teachers' choice of that particular content.

Question 3 investigates whether the ICT courses content was selected after a negotiation with the students

Question 4 and 5 explore what language was used in both the teaching experience and the handouts content.

Section 2:

Question 1 explores whether Word processor use guarantees the organization of ideas.

Question 2 and 3 test whether WP encompasses several options that aid dissertation writers and whether mastering WP skills is important for dissertation writers.

Questions 4 and 5 examine whether WP use eases writing and generates better attitudes towards writing.

Questions 6 and 7 investigate whether WP use eases editing and whether it encompasses effective editing tools.

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Question 8 tests whether WP editing tools allow encourage WP users to make the necessary changes which enhances their final written product.

Question 9 attempts to uncover whether WP enables its users to easily insert non text objects.

Questions 10 and 11 examine whether WP enables users to work on several chapters at once and to combine several texts and chapters into one document.

Questions 12 and 13 test whether WP spell checker and grammar checker eliminate grammar and spelling mistakes.

2.4.2 Teachers' Questionnaire Results:

Section 1 :

Table 2.17 Teachers' Answers to the First Section of the Questionnaire

Questions	Master1 teacher	Master2 teacher
1. ICT courses took place a week	1h30	1h30
2. You taught master students: <ul style="list-style-type: none"> ○ WP courses ○ PowerPoint courses ○ excel courses ○ ICT history courses why.....	Word processing PowerPoint courses. Because students will need these courses to write their thesis	ICT history courses. Because the ICT program consists to teach WP courses and PowerPoint courses to Master1 students and ICT history courses to master 2 students.
3. Was the content selected after a negotiation with the students	No	No
4. What was the language used to teach the content?	A combination of French and Arabic	French
5. What was the language used to write the handouts	French	French

Question 1: The duration of the ICT course

The table shows that both teachers expressed that the ICT course took part once a week for 1h30 minutes.

Questions 2 and 3: The ICT course content and the selection process

As displayed in the table, Master 1 students' teacher expressed that the ICT course content consists of Word processing courses and PowerPoint courses. The teacher gave a reason to why he chose this content by stating that students will need these courses to write their final thesis.

Master 2 teacher expressed that he taught Master2 students ICT history courses. This teacher also gave reason to why he chose this content by stating that the ICT program consists of teaching WP courses and PowerPoint courses to Master1 students and ICT history courses to master 2 students. Moreover, in their answers to the 3rd question, both teachers expressed that the students were not negotiated when the courses selection was done.

Questions 4 and 5: The language used to teach the courses and to write the handouts

Based on the results displayed in the table, it was found that both teachers use the French language when teaching. One of the teachers however expressed that he integrates the Arabic language too. Furthermore, both teachers expressed that the handouts content was written in French.

Section 2:

Question 6: WP Use Guarantees the Organization of Ideas

Table 2.18 WP use for the organization of ideas

The response	The number of teachers	The percentage
Strongly agree	1	20%
Agree	4	80%
Disagree	0	00%
Strongly disagree	0	00%

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As displayed in the table, the majority of teachers (80%) strongly agreed and (20%) agreed with the statement denoting that WP guarantees the organization of ideas. On the contrary, none of the teacher disagreed with the same statement.

Question 7: Word Processor encompasses several options that aid dissertation writers.

Table 2.19 Word Processor Options' Effectiveness in Dissertation Writing

The responses	The number of teachers	The percentage
Strongly agree	0	0%
Agree	5	100%
Disagree	0	00%
Strongly disagree	0	00%

The table shows that all the teachers taking part in this study agreed with the statement pinpointing that the options included in WP aid dissertation writers.

Question 8: Mastering WP skills is important for dissertation writers.

Table 2.20 Mastering WP Skills for Dissertation Writers

The responses	The number of teachers	The percentage
Strongly agree	3	60%
Agree	1	20%
Disagree	1	20%
Strongly disagree	0	00%

As shown in the table, 60% of teachers strongly agreed and 20% agreed with the statement “mastering WP skills is important for dissertation writers”. On the other hand 20% disagree.

Question 9: Word processor eases writing.

Table 2.21 Word Processor's Effect on Writing

The responses	The number of teachers	The percentage
Strongly agree	2	40%
Agree	3	60%
Disagree	0	00%
Strongly disagree	0	00%

The results displayed in the table show that 40 % of teachers totally agreed and 70% agreed with the fact that WP eases writing. Furthermore, none of the teachers showed his/her disagreement.

Question 10: Word processor use generates better attitudes towards writing.

Table 2.22 Word processor's effect on students' attitudes towards writing

The responses	The number of teachers	The percentage
Strongly agree	1	20%
Agree	4	80%
Disagree	0	00%
Strongly disagree	0	00%

As displayed in the table, 20% of teachers strongly agreed and 80% agreed with the statement indicating that WP generates better attitudes towards writing. None of the teachers expressed his disagreement.

Question 11: Word processor eases editing.

Table 2.23 Word processor's effect on editing

The responses	The number of teachers	The percentage
Strongly agree	4	80%
Agree	1	20%
Disagree	0	00%
Strongly disagree	0	00%

The table above shows that 80% of teachers strongly agreed and 20% agreed with the statement “WP eases editing”. On the other hand, 0% of the teachers showed their disagreement with the same fact.

Question 12: Word processor encompasses a variety of effective editing tools.

Table 2.24 The Effectiveness of WP Editing Tools

The responses	The number of teachers	The percentage
Strongly agree	2	40%
Agree	2	40%
Disagree	1	20%
Strongly disagree	0	00%

The table displays that 40% of teachers strongly agreed and the same percentage agreed with the statement “word processor encompasses a variety of effective editing tools. On the contrary , only 20% of teachers disagree.

Question 13: The ease of editing encourages WP users to make the necessary modifications which enhances their final written product.

Table 2.25 The Ease of Editing in WP

The responses	The number of teachers	The percentage
Strongly agree	0	0%
Agree	5	100%
Disagree	0	00%
Strongly disagree	0	00%

As displayed in the table, 100% of the participants agreed with the statement denoting that the ease of editing in WP encourages students to modify their content which reflects positively on their writing product.

Question 14: Word processor enables an easy insertion of non text objects (images, charts...).

Table 2.26 The Insertion of Non Text Objects in WP

Responses	The number of teachers	The percentage
Strongly agree	4	80%
Agree	1	20%
Disagree	0	00%
Strongly disagree	0	00%

80% of the participants strongly agreed and 20% agreed with the statement indicating that text objects can easily be inserted using Word processor.

Question 15: Word processor enables researchers to work on several chapters at once.

Table 2.27 The Possibility to Work on Several Chapters in WP

Responses	The number of teachers	The percentage of teachers
Strongly agree	1	20%
Agree	3	60%
Disagree	1	20%
Strongly disagree	0	00%

The results displayed on the table show that 20% totally agreed and 60% agreed with the statement” WP enables learners to work on several chapters at once”.

Question 16: Word processor enables researchers to combine several texts/ chapters into one document.

Table 2.28 The Possibility to Combine Texts and Chapters in WP

Responses	The number of teachers	The percentage of teachers
Strongly agree	3	60%
Agree	2	40%
Disagree	0	00%
Strongly disagree	0	00%

The table displays that 60% of teachers strongly agreed and 40% agreed with the fact that WP enables the combination of texts and chapters into one document.

Question 17: Spell checking in Word processor eliminates some spelling mistakes.

Table 2.29 Spell Checker's Effectiveness

Responses	The number of teachers	The percentage of teachers
Strongly agree	2	40%
Agree	3	60%
Disagree	0	00%
Strongly disagree	0	00%

The table shows that 40% of teachers totally agreed and 60% agreed with the statement “spell checker in WP eliminates some spelling mistakes.”

Question 18: Grammar checker in Word processor eliminates some grammar mistakes.

Table 2.30 Grammar Checker's Effectiveness

Responses	The number of teachers	The percentage of teachers
Strongly agree	0	00%
Agree	3	60%
Disagree	1	20%
Strongly disagree	1	20%

More than half of the teachers (60%) agreed with the statement “grammar checker eliminates some grammatical mistakes”. On the contrary 20% showed their disagreement and 20% showed their total disagreement.

2.5 Conclusion:

The first chapter dealt with the research methodology and the research findings . It started by revealing details related to the current investigation by stating the research questions and hypothesis, describing the population under investigation and the methodological aspect of this study. The chapter then revealed all the findings of the present research investigation. The next chapter discloses the situation under investigation, analyzes the findings of the present study and accordingly validate or invalidate the research hypothesis and propose suggestions.

Chapter 3: Findings, Interpretation, and Suggestions

3.1. Introduction:

This chapter is devoted for results' discussion and suggestions. In its first section, the researcher will analyze the gathered data from the research investigation, recapitulate the main findings and associate them to the research hypotheses . As for the second section, it will be devoted for a series of suggestions selected based on the findings of this research investigation.

3.2. Interpretation of Results:

3.2.1. Interpretation of the First Section of Students' Questionnaire Results:

The first section of students' questionnaire showed that the majority of students (75%) are willing to type their dissertation in parallel with their research which indicates that they prefer to type their dissertation progressively and not leave all the typing work until the end.

Likewise, the second question indicates that 59% of students will type their dissertation themselves, while 41% expressed that they are willing to consult a specialist for that and none of the students indicated that they will let someone type their dissertation for them. These results indicate that 59% of students are skilled in WP use and 41% have some WP difficulties given the fact that they are willing to consult a specialist when typing. The results also pinpoint that students have some basic WP skills since they are not willing to let someone type their dissertation for them.

In relation to the third question, when students were asked to reveal the major challenges that they face when typing their dissertation, 18% of them indicated that they have no access to computers, 46% lack WP skills, 34% of students announced their lack of Excel skills and 50% of students revealed that they are slow typers. These results indicate that students' willingness to consult a professional is a result of an inability to gain access to computers, lack of WP skills, Excel skills, or slow typing. Seemingly, the results also indicate that slow typing and lack of WP skills are the first two major challenges that students face when they type their dissertation.

Chapter Three: Findings, Interpretation, and Suggestions

As for the fifth question, 59% of the participants showed that they are familiar with a few WP tricks and shortcuts, 16% declared that they know several WP tricks and shortcuts, and 25% expressed that they do not know any. In addition to that, when students were asked to reveal their favorite WP trick or shortcut, only 28% of them answered and it was noticed in their answers that they are familiar with a range of mostly very basic WP tricks and shortcuts like copying, pasting, correcting spelling and grammar mistakes and saving. It was also seen that these students enjoy using keyboard shortcuts to fulfill different tasks since most of their answers included their favorite function with its keyboard shortcut.

In students' answers to the sixth question related to their WP difficulties, it was seen that the first 4 major difficulties are the lack of WP skills followed by slow typing, structuring the work, and inserting tables. These results show that students who selected WP difficulties as an answer apparently struggle with more than one difficulty unlike some students who pinpointed a particular difficulty like structuring their work and inserting tables. Slow typing on the other hand is another issue that students struggle with because the latter appeared in the third question and reappeared once again in students' answer to this question. These results show that slow typing is a major difficulty that can impede learners from typing their work in a short period of time which can be frustrating to them.

In relation to the same question, some students denoted that WP does not contain the option of auto correction, that the software demands a learning curve and that when they use the software lines get mixed. When these answers were categorized and compared to the difficulties related to the lack of WP skills, it was seen that 14% of students find the use of WP challenging due to certain aspects about the software. On the other hand 39% of students find WP processor use challenging due to their lack of WP skills or slow typing.

3.2.2. General Discussion of the First Section of Students' Questionnaire:

The results of the first section of students' questionnaire are summarized in the figure that follows:

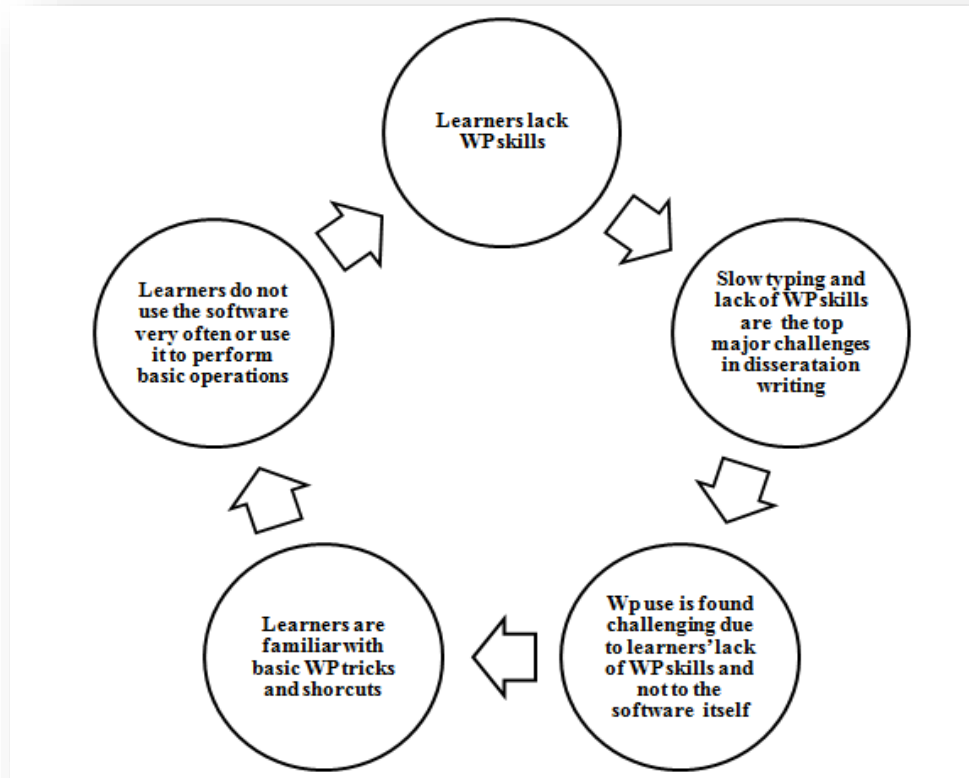


Figure 3.1. The Main Findings of the First Section of Students' Questionnaire

As displayed in figure 3.1, the first section of students' questionnaire revealed that although some learners know how to use the software, others struggle with WP difficulties and slow typing and consider these as major challenges when it comes to dissertation typing. In addition to that, it was seen in students' answers that they find the use of the software challenging due to their lack of WP skills and not to the software itself. Another thing to mention is that learners are familiar with a range of very basic WP tricks and shortcuts which indicates they don't use the WP software very often or that they use it to perform very basic operation like typing, cutting, and pasting.

3.2.3. Interpretation of the Second Section of students' questionnaire results:

Editing is an important step in academic writing as it allows writers to recheck their work and do the necessary modifications that can enhance their final written composition. Therefore, the first question in the second section attempted to investigate whether students prefer to use WP or pen and paper in editing. It was noticed in students' answers to this question that the majority prefer to use the WP software in the editing process. This indicates that these students can easily edit using WP thanks to the various options that it provides. Word processor, unlike pen and paper, allows students to add and omit words, sentences, and paragraphs and manipulate their text without having to rewrite the whole composition. This can help students save time and energy which is why they prefer to use this software and not pen and paper in the editing process. These results reconfirm the experiment conducted by (Cochran,1998) in which it was found that the Word processing software outperforms and is a better alternative for pen and paper.

In the second and third question, the researcher attempted to uncover students' attitudes towards some WP options. To do that, she selected 2 options that learners can use to correct spelling and grammar mistakes, especially that they are writing using a foreign language (English). It was observed in students' answers that they find the options of grammar and spelling checkers to be useful. This indicates the effectiveness of grammar and spelling checkers in spotting and correcting grammar and spelling mistakes. On one hand, these results reconfirm the experiment conducted by Darus, Ismail , & M.Ismail (2008) in which it was found that spelling checker reduces the number of spelling mistakes in students' writing compositions. On the other hand, the same results contradict the experiment conducted by Hult (1985) that pinpointed the irrelevance of grammar checker's use.

Grammar and spelling checkers reappeared again in students' answers related to their favorite WP option in the 9th question. They were followed by other options like: Editing, inserting non text objects, and organizing the text structure. It was reflected in these answers that students have different preferences when it comes to WP options and that they enjoy manipulating their texts using the WP software. The same results also reflect the usefulness of various WP options in enhancing learners' writing experience.

3.2.4. General Discussion of the Second Section of Students' Questionnaire:

The main findings of the second section of students' questionnaire are displayed in the following figure:

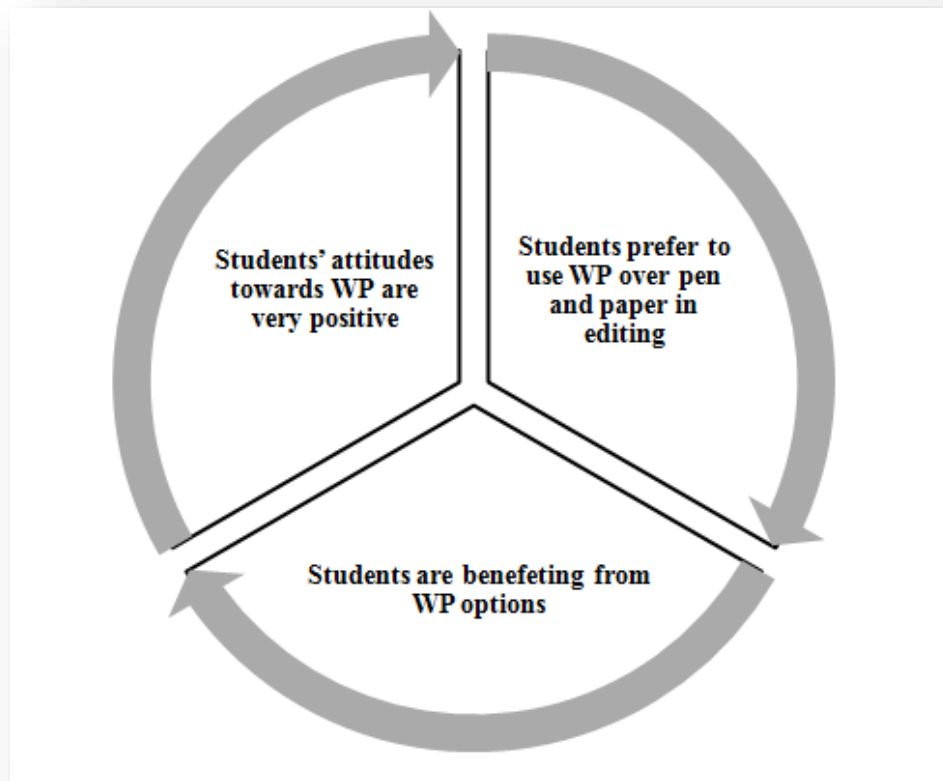


Figure 3.2 The Main Findings of the Second Section of Students' Questionnaire

As displayed in the figure above, the second section of students' questionnaire uncovered that students' attitudes towards Word processor are very positive. Language learners enjoy using the Word processing software in editing because it comprises a set of options that allow them to control and manipulate their text composition. Learners are also benefiting from using different options, mainly grammar and spelling checkers in enhancing their writing experience and results.

3.2.5. Interpretation of the Third Section of Students' Questionnaire Results:

The third and final section of students' questionnaire revealed that EFL students dealt with a Word processor and PowerPoint course in their master 1 and dealt with an ICT history course in their master 2. Although these learners dealt with WP courses it was found in the previously elaborated results and in their answer to the 12TH question that some of them benefited from ICT courses while others' beneficiary was little to nonexistent in some cases.

The focus so far has been on students' questionnaire, it is now important to consider teachers' questionnaire. In what follows, the first section of teachers' questionnaire will into how and why some students failed to develop WP skills although they dealt with an ICT course previously. As for the second section, it will reveal ICT teachers' attitudes towards the use of the Word processing software in dissertation writing.

3.2.6. Interpretation of the First Section of Teachers' Questionnaire Results:

The results of the first section of teachers' questionnaire are summarized in the figure that follows:

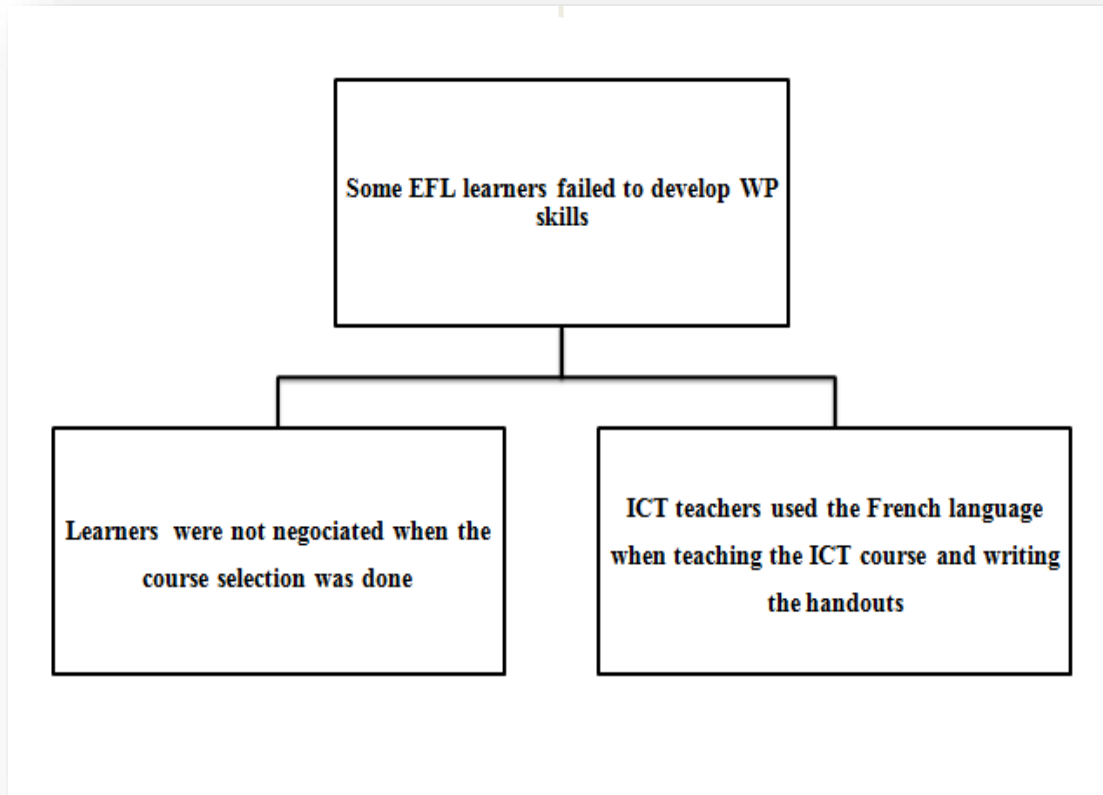


Figure 3.3 The Main Findings of the First Section of Teachers' Questionnaire

As displayed in figure 3.4, the first section of teachers' questionnaire confirmed that the ICT course of Master 1 students consisted of a Word processing and PowerPoint course. As for Master 2 ICT course, it comprised of an ICT history course. In addition to that, the results of this section made it clear that it is not up to teachers to decide what content to teach. Consequently, students are not negotiated when the content is selected. , it was found that both teachers use the French language when teaching. One of the teachers however expressed that he integrates the Arabic language too.

Chapter Three: Findings, Interpretation, and Suggestions

Furthermore, both teachers expressed that the handouts content was written in French. As mentioned previously, the researcher designed this section in an attempt to investigate why some students did not fully benefit from ICT courses to develop their WP skills.

To answer this question based on the results obtained, it can be said that the language used in teaching and in writing the handouts had an impact on students' understanding of the course content. As pointed out previously, the students taking part in this investigation are English language learners who are not necessary fluent in the French language. Therefore, teaching and writing handouts using the French language inhibited some students from grasping the content being taught and prevented them consequently from developing their WP skills.

3.2.7. Interpretation of the Second Section of Teachers' Questionnaire:

The main findings of the second section of teachers' questionnaire are displayed in the figure that follows:

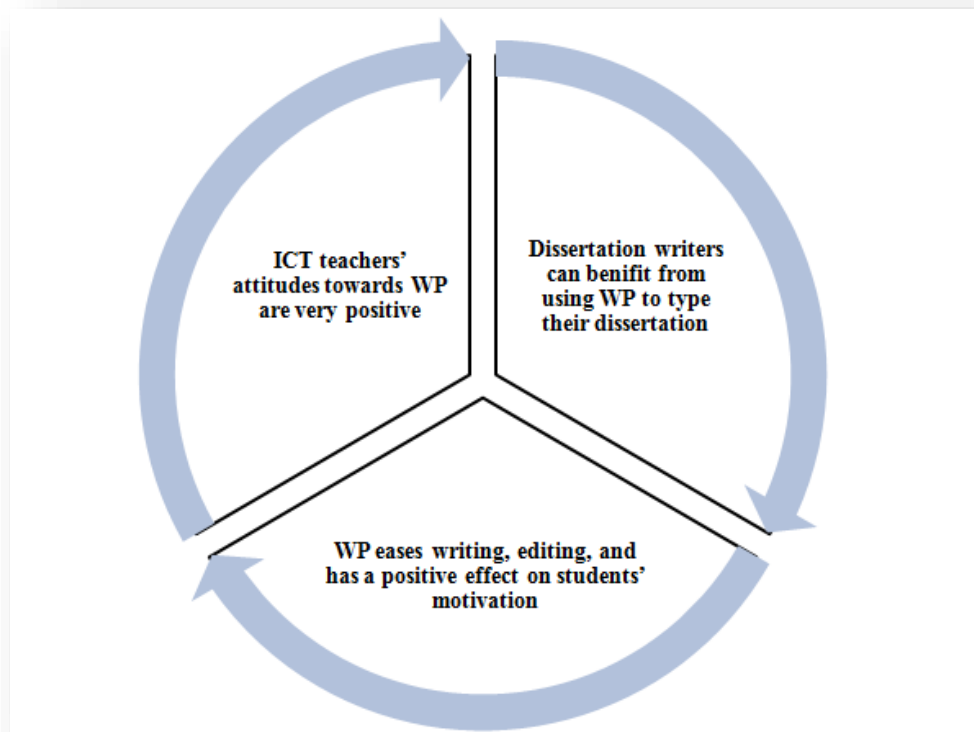


Figure 3.4 The Main Findings of the Second Section of Teachers' Questionnaire

Chapter Three: Findings, Interpretation, and Suggestions

As displayed in figure 3.3, the teachers taking part in this study displayed a positive attitude towards Word processor use in dissertation writing as they pinpointed that learners can benefit from using the WP software in writing their dissertation. The teachers advocated that WP use eases writing and it facilitates and encourages learners to edit their texts, which enhances their final written product. Through their responses, teachers further demonstrated that WP indeed comprises various and useful features that dissertation writers can benefit from to perform different operations on their text document and accordingly enhance their written composition.

It was also reflected in teachers' answers that Word processor allows learners to easily manipulate their text and easily perform dissertation related tasks like: Inserting tables, working on several chapters, combining texts..ect.

The findings of the second section of teachers' questionnaire are linked to some views and experiments that were revealed in the review of literature. For instance, they reaffirm the saying of Pennington (1996) in which he denotes that motivation is linked to WP use. By indicating that when learners use this software to write they are less worried about the mechanics of writing and they also have the ability to easily manipulate their texts.

The same findings also uphold what Polin (1991) expressed regarding the fact that WP permits its users to brainstorm and edit without fear of losing the already composed information which eases the editing process.

3.2.8. General Discussion of the Final Results:

The present work put forward two hypotheses. The first hypothesis suggested that students can benefit from using Word processor as a language learning tool by using the different options and features that it provides to produce enhanced pieces of writing and the results obtained prove that. As for the second hypothesis, it suggested that the features that students find challenging about WP are slow typing and structuring their work and the results of this investigation evidence that. Based on the results obtained in this investigation, it can be said that Word processor effectiveness in writing was tested and proven to be effective in several studies including this one.

With that being said and in relation to dissertation writers' difficulty when using WP program the next section of this chapter will be devoted to suggest strategies for learners to develop WP skills.

3.3. Suggestions:

3.3.1 ICT Courses:

The fact that some dissertation writers lack Word processing skills even though they dealt with a WP course pinpoints the potential use of the wrong strategies in teaching. This lack can also be caused by the fact that the course was insufficient to fully develop the WP skills learners need for writing their thesis. The following lines will therefore provide what the author and the research field suggest as far as the right strategies that ICT teachers should use to upgrade dissertation writers' Word processing skills.

3.3.2 The Pre-evaluation and Negotiation:

For students to benefit from ICT courses and develop their WP skills, the researcher believes that it is better to evaluate students WP skills and spot their knowledge gaps first before starting the course. The author assumes that a pre-evaluation test is a way that can enable the teachers to spot their learners' knowledge gaps and to accordingly design a syllabus content that can fill those gaps.

Another and a much easier way according to the researcher consists of directly negotiating the students before the course selection is done. To do that, the teacher should encourage his/her learners to express their lacks and needs in relation to WP use in dissertation writing during the first session(s). The teacher can after that proceed to design a syllabus that covers these learning gaps and needs.

3.3.3 The Language:

The researcher finds that the use of the French language to teach English language students can inhibit students from grasping the course content. This is why it is preferable to use the English language or the Arabic language so that students can grasp the content of the course and accordingly develop their WP skills. Using the appropriate language will ease therefore students' understanding of the topic discussed.

The same thing applies for ICT courses handouts. The author sees that students in question can refer and make use of their handouts when they are working on typing their thesis only if they are written in a language that makes sense to them. In this case these students can use them as a guide to maximize their beneficiary of the several features and options that WP provides in enhancing both their writing experience and results.

3.3.4 An Introduction to the Software:

The researcher believes that when learners are aware of WP capacities they will be more interested in and motivated to know how the software functions. This step can enhance the teaching/ learning experience and promote better future results as far as their written composition. The author suggests that teachers should consider introducing the software and pointing out how learners can benefit from its use before explaining how it operates based on a previous suggestion of the author Steve Graham in which he denotes: *“When teaching youngsters how to use a software program that facilitates advanced planning in writing, for example, it is important to first provide an overview of the software. This includes discussing the purpose of the software, how it works, and why using it will help them write better”* (Steve Graham, 2008, nd, p.8)

3.3.5 Using the Software:

When the teaching/learning experience takes place, the author of this work recommends that learners should be introduced to how the software functions and invited to apply the newly learned strategy/options... on their text document. This step can help learners notice any learning gaps that they didn't know about existence during the explanation. However, it is important to consider that they may need guidance to do so. One way to provide the latter is to invite them to work in groups where they can cover each others' learning gaps and feel at ease to ask each other questions and so on. If their questions/concerns are not answered, they may reach for their teacher's guidance.

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The author also suggests that teachers should put more stress on the elaboration of certain points that students participants were struggling with according to the findings. These points include structuring the dissertation, inserting non text objects, especially tables, setting margins, numbering pages, and writing titles. In addition, given the fact that students participants were not fully familiar with WP options, tricks, and shortcuts, according to the findings, the author believes that students should be introduced to WP options (listed in the first chapter) and to keyboard shortcuts so they can fully benefit from the software.

One further fact to mention is that students should not rely fully on the ICT course to develop their WP skills but rather they should use it as a guide through their learning process. Accordingly, their WP skills can be attained through practice.

3.3.6 Typing Difficulties:

The author believes that the WP software and typing skills go hand in hand to promote a better experience for learners. Graham (2008) supports this claim by denoting that the advantage of the fast production of texts in WP will be lost if the users are slow typers. For this author, users' struggle to locate letters in the keyboard can slow their writing process and make them perceive the WP software as a frustrating writing tool.

To eliminate this problem the author of the present work suggests the incorporation of typing software programs into the WP learning experience so that learners can eliminate the issue of slow typing. A typing software that the author suggests and the website "*The Geek Page*" nominates as the best free typing software for the development of typing skills especially for beginners is **KeyBlaze**.



Figure 3.5 The Typing Software KeyBlaze (Top 20 Best Free Typing Softwares, 2019)

Based on the Geek Page website KeyBlaze is a typing software that can be used in academic contexts to develop learners typing skills and speed in a short period of time which is suitable for learners. Dissertation writers can therefore use this software to improve their typing skills. (Top 20 Best Free Typing Software, 2019)

The author believes that the combination of the right teaching/learning strategies and typing skills are essential. However, choosing the right WP program that will enable learners to fully benefit from a wide range of features is also as important. The next section will thus reveal certain features which WPs should entail to improve learners' effectiveness and productivity.

3.3.7 Access to Computers:

It was noticed in the findings of this investigation that some learners failed to develop their WP skills because they have no access to computers. To resolve this issue, the administration should allow these learners to have access to computers to fulfill their academic assignments and accordingly develop the WP skills they will need to type their dissertation. This way they will be using the software in a more concrete way to fulfill evaluated assignments which can encourage them to play with the different options and tricks provided by WP to produce a good piece of writing.

3.3.8 Word Processing Features and Options:

The researcher finds that the use of the right software to write one's dissertation can ease the writing process and improve the final written composition. For this reason she selected a number of WP features that WPs should encompass for an optimized productivity and effectiveness. The selection of these features was based on the recommendation of Creighton (2018) in his web article "*What Word processing software should you be using in 2018*".

- **The Cloud-based Feature:**

The author notices that cloud based Word Processors enable their users to save their text documents on the net so they can ease their access to these documents and prevent them from getting lost. By ways of illustration, the author finds that the average person can possess up to 3 devices, the cloud based option eases his/her access to his text document(s) from any device. Learners can therefore work on typing their document anywhere and at any time using different devices (tablets, Smartphones, computers..).The author also perceives the internet as a safer place to store documents; since, in case the device gets lost or stops working, the user can still find his documents stored and safe.

Cloud based WPs support the resources feature. This feature allows learners to search for different topics on the web directly from their Word processing program. Learners can therefore have access to research papers, web articles, dictionaries... which saves them time and energy.

- **Optimization for Web Content:**

The author based on the recommendation of Creighton (2018) believes that the optimization for web content is another important feature since nowadays the majority of documents are shared via different media (email, social media, websites..). This feature enables thus learners to use the right headers and layouts that are easy to copy and paste and easy to publish on the internet. This feature will also help the user see the content the way it will be seen by other users (like their supervisors) across the web.

Chapter Three: Findings, Interpretation, and Suggestions

- **The Sharing Feature:**

The sharing feature enables learners to share their documents directly from their WP software which, according to the researcher, can save learners time and energy especially if they have to email their text documents constantly to their supervisors or to other users.

- **Advanced Editing Features /Coworking/Security:**

A WP software that supports advanced features according to the author is better than one that doesn't. Since, they allow more complex operations to be performed on the text composition which eases the writing task and enhances the writing results.

For instance, coworking is a very effective feature that allows several users to work on a single document. In the case of dissertation writing, both the learner(s) and the supervisor can work on the same documents. The teacher can leave remarks and notes to his supervisee and the learner will apply what the teacher instructed easily. As for the security feature, the researcher finds that its importance is reflected in the fact that it guarantees security and it allows users in general and dissertation writers in specific to protect their work.

- **The Resources Feature:**

The resources feature allows WP users to search for different matters through their WP program without having to use an external search engine and it is supported by Cloud based WPs. The author finds that learners can use this feature to search for different topics on the web directly from their Word processing program. Learners can therefore have access to research papers, web articles, dictionaries... which can save them time and energy.

3.3.9 Word Processing Softwares for Dissertation Writers:

The author believes that teachers should suggest what they perceive or what the research field suggests as effective Word Processing softwares for learners to use to type their dissertation. This can help learners select the appropriate Word processing software for better writing results.

As far as what the research field suggest and in relation to the previously elaborated WP features, three websites Top Ten Reviews, Tech Radar, and PC Magazine present the top rated Word processors for 2018 as follows:

1. Microsoft Word 2016:

Microsoft Word 2016 contains a variety of features, capacities, and powerful editing tools and it is available on mobile applications and the cloud. It enables learners to access external resources, collaborate, share and it is broadly used.

2. Google Docs:

The particularity with Google Docs is that it is free and almost every user with an internet connection can access it. It is an entirely cloud based Word processor entailing advanced editing features and supporting features like sharing and accessing external sources.

3. Corel Word Perfect:

Corel Word perfect is another free WP software that entails advanced features and powerful editing tools. Moreover, it promotes advanced document security and it allows learners to customize the tool bar and the templates based on their preferences (Creighton 2018).

Learners can therefore chose from a variety of Word processing softwares those that they find useful and beneficial.

3.4 Conclusion:

This chapter presented an analyses of the results obtained in this investigation and the suggestions. The findings indicated that Word processor is an effective software that dissertation writers can benefit from to enhance their writing experience and results. As they pointed out that dissertation writers encounter difficulties when working with WP; however, their attitudes are positive towards this software. Moreover and based on the results obtained, the researcher in a separate section provided a number of suggestion related to ICT course methodology for the purpose of upgrading dissertation writers' WP skills. In what follows, the researcher will attempt to conclude this research work by presenting the last points on the issues that this research paper raised.

General Conclusion

Information and Communication Technologies (ICTs) widespread in the last decades triggered language learning researchers to inquire into their effectiveness in the language learning field. For instance, the positive impact that Word processor has on language learners writing skills is one research area that needed a further investigation. Therefore this research work attempted to examine the effectiveness of Word Processor in developing language learners writing skills.

Dissertation writing is the last and most important step for learners to get their degree; therefore, it should be written and presented in a sophisticated way. Some learners perceive dissertation writing as a challenging task which calls for the use of methods and techniques that ease the dissertation writing process while also promoting better results. Thus, the present work aimed to investigate Word processor effect on learners' motivation, writing process, and writing results.

In this respect the following questions were formulated:

1. Do dissertation writers benefit from using Word processor to type their dissertation?
2. Do dissertation writers lack Word processing skills?

To pursue that, the following hypotheses were suggested:

1. Dissertation writers can benefit from using Word processor as a language learning aid while typing their dissertation.
2. Dissertation writers lack Word processing skills.

The motivation behind investigating this topic was to inquire into the positive effect that Word processor has on the dissertation writing experience and results, students' perception towards this software, and the challenges that they face when they use it. To investigate that, the researcher used 2 research tools (2 questionnaires) addressed to teachers and learners and she used a purposeful sampling method when selecting her population. This enabled the researcher to gather useful qualitative and quantitative data, to answer all her research questions, and to learn a great deal about the usefulness of Word processor in dissertation writing.

The first chapter of this work revealed the methodology used to conduct this study and a theoretical overview on Word processor and on the features and options that it encompasses. The second chapter reviewed the literature related to ICTs use in the language learning process and Word Processor use in writing. Moreover, the third chapter uncovered the findings of this study, analyzed them, and proposed a number of suggestions and recommendations for an enhanced Word processor use.

The results of this study confirmed the two hypotheses. They indicated that learners benefited from using WP as a language learning tool by using the features and options it provides to enhance their writing. They also uncovered that dissertation writers WP difficulties were slow typing and structuring their work. Therefore, it is hoped that this work encourages both teachers and learners to integrate the WP software into the teaching/ learning experience given the positive effect that it has on students' writing skills.

Given the fact that this work pinpointed students' lack of WP skills, the researcher suggests that ICT teachers should adopt new teaching methods and strategies to help students overcome these lacks. The suggestions invite ICT teachers to consider evaluating their learners' level for a better selection of course content and to use an understandable language when teaching or writing the handouts. Furthermore the researcher invites ICT teachers to support group work in the classroom and to introduce typing softwares into the teaching/ learning experience to develop students' typing skills.

The researcher while conducting this investigation encountered some difficulties related to time constraint and the non collaboration of some students and teachers in answering the questionnaires.

The researcher of the present study discovered the usefulness of Word processor use in dissertation writing for language learners as she uncovered the positive effect that this software has on students' motivation, writing attitudes, writing experience and writing results. Due to time limitation, the researcher could not investigate the usefulness of this software for dissertation writing in other fields like economics, engineering and so on. This information can therefore be explored by future studies.

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Appendices

Appendix A: The student's questionnaire

Dear students,

You are kindly asked to answer this questionnaire designed to investigate the importance of Word processor skills in dissertation writing. Your answers will be kept confidential and will be used for academic purposes only. Thank you for your time and collaboration.

Section one : Personal information

Age:

Gender: Male Female

Section two : Word processor

1) When are you willing to type your dissertation ?

- a) In parallel with my research b) Until my research is finalized

2) Who will type your dissertation?

- a) Myself b) Someone else c) Myself with the help of a professional

Others

3) What can make typing your dissertation a challenging task?

(You can tick more than one option)

- a) Lack of Word processor skills b) Lack of Excel skills
c) No computer available d) Slow typing

Others

4) Are you familiar with Word processor tricks and shortcuts?

- a) Yes , I know a few
- b) Yes , I know several
- c) No , I know none

If yes state your favorite(s) :

.....
.....

5) What are the difficulties that you usually face when using Word processor ?

.....
.....
.....

In Word processor:

6) You find the option of "Spell checker" (Corrector of spelling mistakes):

- a) Very useful
- b) Useful
- c) Misleading
- d) Not useful
- e) I do not know what it is

7) You find the option of "Grammar checker" :

- a) Very useful
- b) Useful
- c) Misleading
- d) Not useful
- e) I do not know what it is

8) State the most important functions in word processor that help you type / edit / write your draft more efficiently:

.....
.....
.....
.....
.....

Section Three : ICT courses

9) Master 1 ICT syllabus is comprised of:

- a) A course in Word Processor
- b) A course in PowerPoint presentation
- c) A course in Excel
- d) A course of ICT history

Others

10) Master 2 ICT syllabus is comprised of:

- a) A course in Word Processor
- b) A course in PowerPoint presentation
- c) A course in Excel
- d) A course in ICT history

Others

11) Master 1 and master 2 ICT course provided % of the overall word processing skills you need to write your dissertation.

Appendix B: The teacher's questionnaire

Dear teachers,

You are kindly asked to answer this questionnaire designed to investigate the importance of Word processor skills in dissertation writing. Your answers will be kept confidential and will be used for academic purposes only. Thank you for your time and collaboration.

Section 1: ICT courses

1) ICT course took place a week

2) You taught master 1 students:

A course in Word processor

A course in PowerPoint presentation

A course in Excel

A course in ICT history

Others

Why ?

.....
.....
.....

3) Was the course content selected after a negotiation with the students?

Yes

No

4) The language used to teach the content was:

English

French

Arabic

A combination ofand

5) The handout content was written in (language) .

Appendix B : The teachers' Questionnaire

Dear teachers,

You are kindly asked to answer this questionnaire designed to investigate the importance of Word processor skills in dissertation writing. Your answers will be kept confidential and will be used for academic purposes only. Thank you for your time and collaboration.

Section 1: Word processor use in dissertation writing

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
6. Word processor use guarantees the organization of ideas				
7. Word Processor encompasses several options that aid dissertation writers				
8. Mastering Word Processing skills is important for dissertation writers				
9. Word processor eases writing				
10. Word processor use generates better attitudes towards writing				
11. Word processor eases editing				
12. Word processor encompasses a variety of effective editing tools				
13. The ease of editing encourages WP users to make the necessary modifications which enhances their final written product				
14. Word processor enables an easy insertion of non text objects (images , charts , tables ..)				

15. Word processor enables researchers to work on several chapters at once				
16. Word processor enables researchers to combine several texts / chapters into one document				
17. Spell checking in Word processor eliminates some spelling mistakes				
18. Grammar checker in WP eliminates some grammar mistakes				