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**Writing with Word Processor: An Effective Way to
Reduce EFL Students` Spelling Mistakes**
Case Study of Master 2 students at Bejaia University

A dissertation submitted in partial fulfillment of the requirements for a
Master's degree in Linguistics

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Dedication

This dissertation is dedicated with love to:

My beloved mother and dear father

My brother “Adel” and my sisters “Amani, Lujain & Razan”

Aunt “Rana” and my best friends “Melissa & Chiraz”



Acknowledgments

I am very grateful to God for giving me the strength and ability to complete this work

I would like to give a special thank to my dear family, friends and everyone who supported and advised me until the end.

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My extended thanks go to the members of the jury who have accepted to read this work

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Abstract

The present study aims to verify the hypothesis that “word processor system is a tool that could reduce EFL students` spelling mistakes”. In order to achieve the goal of the study, we opted for an experimental method, in which a dictation training program was used as a tool for collecting the necessary data. The participants were divided into two groups. The first group “the control group”; includes those who wrote using only their hands. And the second group “the experimental group”; includes those who wrote using word processors. Students’ papers have been corrected based on the original paragraphs. Based on the analysis and the discussion of the results, we were finally able to validate our hypothesis. We found that using word processors during the dictation training program, helped to reduce and change EFL students` attitudes toward spelling mistakes.

Key words: Spelling Mistakes, Word Processor, Dictation, Writing, EFL.

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List of Abbreviations

FL: Foreign Language.

EFL: English as Foreign Language.

WPS: Word Processor System.

WP: Word Processor.

IBM: International Business Machines.

Os9: Microware Systems Corporation's Real-time Operating Systems.

PID: phonemic item dictation.

PTD: phonemic text dictation.

OID: orthographic item dictation.

DBL: dictation with the broadest learning.

General Introduction

1. Statement of the problem

There seems to be general agreement that writing is an essential part in language learning; however it is necessary to keep in mind that in order to improve the writing skill, we need to pay attention to grammatical rules, punctuation, and especially spelling mistakes (Macmillan, 2017). The current study demonstrates the spelling mistakes as an obvious disadvantage for those for whom English is a foreign language. Since that “no one was born with a good writing skill that skill has come through practice and determination” (Al-Jumaily, 2015, p, 29). Thus, teachers always need to update programs and test new strategies to teach the writing skill, so that they are useful to all learners; especially poor spellers. For instance, it is agreed that dictation is an efficient practice to promote writing abilities for FL students (Buykikiz, 2015). Moreover, many studies have investigated recently the relationship between the writings’ medium used, and the quality of writing the learners produced (Zhu, 2015).

2. Research question, Aim and hypothesis

The actual research does not aim to present some tools or exercises as effective strategies in the writing process, but rather to test the hypothesis that “word processor system is a tool that could reduce EFL students` spelling mistakes”. The first objective of the study is to show the importance of a word processor in developing students` spelling abilities in English as a foreign language. Another objective is to argue dictation as a worthy exercise in the process of spelling development, since it is one of the basic conditions upon which our study is based. Hence, it aims

to answer the following question: “could word processor systems, as a teaching tool, reduce spelling mistakes of EFL students?”

3. The Significance of the Research

This research is significant at suggesting Word Processor System as a tool to work within the writing process in order to improve spelling abilities for EFL students.

4. Research Design

Based on the analysis of the literature review, and in order to explore the subject under investigation, and test our hypothesis, we have opted for an experimental method. First of all, we have selected a group of (8) EFL students as a sample for our research, provided that, these students are from the same level. Our chosen population was “master 2 students”, and the idea was to put them under trial for a week, by applying a dictation training program. In other words, the experiment consisted of dictating (6) paragraphs that deal with the same topic. They are required to write “one paragraph per day”. Concerning the first paragraph, all of the participants were asked to use only handwriting. Starting from the second paragraph, we divided the (8) participants into two groups; the control group, which is represented by the participants who used only handwriting. And the experimental group, which is represented by the participants who, write with word processors. After that, we opted for the analysis of students’ mistakes on their writings, with focusing on the spelling development. The mistakes were underlined with reference to the original paragraphs.

5. Structure of the study

The present study is divided into two chapters. The first chapter contains the theoretical part; that is devoted to some backgrounds and subtitles concerning the key words dealt with. It is divided into three sections. The first one is about word processor definition, history, applications and features. The second section talks about spelling difficulties faced by EFL students, and dictation as an independent strategy for learning to spell. Finally, the third section deals with WPS advantages and disadvantages in writing development. The second chapter is allocated to the methodological part. It is also divided into three sections. The first section deals with the research method; tools relied on, population and sample. The second one deals with the analysis of students' writings to the dictated paragraphs. The last section ends with a conclusion, then some suggestions for future research are provided.

Chapter One

The Theoretical Part

Literature Review

Chapter One: Literature Review

Introduction

The theoretical part is divided into three sections. The first section is about word processor, it deals with word processor definition, history, some applications and features. The second section is about spelling, it deals with spelling definition, approaches, dictation as an independent strategy to improve spelling and the importance of learning to spell in the writing process. The third section is devoted to both advantages and disadvantages of word processor in writing, finally a conclusion.

Section One: Word Processor

1. Definition

Word processor is a program or a device that allows users to create, edit, modify, and store documents electronically. The term word processing appeared in American offices in the early 1970s, focusing on the idea of simplifying the work of typists, but soon the meaning shifted towards automating the entire editing cycle (Word Processor, n.d). Nowadays, most word processors are delivered either as a cloud service or as software that users can install on a PC or mobile device (Guercio, 1996). WP can be mechanical or electronic (Benjamin, n.d). The mechanical WP was the first invented device, which was a machine for transcribing letters that appears to have been similar to a typewriter (Early word processor, n.d). The electronic word processor is the most revolutionized system, it can be in the form of a hardware device, such as: “PC”; a simple or an integrated sophisticated software package, such as: “MS word” (Benjamin, n.d).

Brief History

According to Henderson, IBM; “the American multinational technology corporation”, is believed to have coined the term “word processor” in the 1960s. It was used to refer to a system consisting of a selective typewriter with magnetic tape storage (word processor – definition and meaning, n.d.).

First word processors were investigated in the 1960s, they were machines similar to electronic Typewriters, and the great advantage about them over using a typewriter, was the ability to make changes without retyping the entire document. Then, the devices offered more advanced features; such as the ability to save documents on a disk, elaborate formatting options, and spellchecking (Guercio, 1996). In the late of 1976Schreyer created “the electronic pencil”, it was the most refined version of the text editing options available in a public domain software package. The next big milestone was “word master”; developed in 1978 by two former employees in Microsoft named “John Barnaby and Seymour Rubenstein”; they have developed it to become the bestselling word processor in the early 1980s, and it is still used by some fans today. In 1980 the “Styler graf” was released in both “the Flex” and “Os9” systems. The typical design of it allows us to access to different modes, for example: in order to insert text use “escape’ options, or go to the “supervisor” where you can save or create a new document (TanRu Nomad, 2020). The following figure shows different word processors that have been invented since 19th century. There are 5 different word processors revolutionized from one century to another.



Figure 1: word processor devices. (Word processor – definition and meaning.n.d.)

2. Examples for Applications of Word Processing Software (VARMA, 2021)

Word processor system could be applied through different software, among these latter:

- WordPad: it is a free rich text editor and WP, first included with Microsoft Windows 95 and all versions since. It does give us additional features, such as the capability of inserting pictures and text formatting (WordPad, n.d.).
- Lotus word pro: it is word processing software produced by Lotus Development Corporation and later by IBM that runs on Microsoft Windows. It was available standalone or as part of the Lotus SmartSuite office suite (Lotus Word Pro, 2016)
- Notepad: It is a simple text editor for Microsoft windows. It enables computer users to create documents. Notepad has been included in all versions of Microsoft windows in 1985 (Introduction to Notepad, n.d.).
- WordPerfect: it is a word processing system that was originally produced by Satellite Software International Inc. but is now owned by Corel. It was best known for its availability on a large number of computers and operating systems. This program reached the height of its popularity in the mid- to late-1980s (WordPerfect Mean? n.d.).

3. Some of Word Processor Features (Guercio, 1996)

According to Guercio (1996) Word processor system has many features; among these we mention:

- “It allows the writer to insert text anywhere in the document”.
- “It allows the writer to remove characters, words, lines, or pages”.
- “It allows the writer to cut and paste; to replace a section of text from one place in a document and insert it somewhere else”.
- “It allows the writer to duplicate a section of text”.
- “It allows the writer to instruct a word processor to search for a specific word or phrase and to instruct the word processor to replace one set of characters with another wherever the first set appears”.
- “Word warps; automatically moves to the next line when the writer has filled one line with text, and it will readjust text if there is a change of margins”.
- “Spell checking; identifies words that do not appear in a standard dictionary”.

Section Two: spelling

1. Spelling Definition and Approaches

In a written language, spelling is the choice and arrangement of letters that form words (Nordquist, 2019). According to Collins dictionary (n,d) “Spelling is the correct order of the letters in a word, that is to say; spelling is the ability to spell words in the correct way”.

According to Alenazi (2018, p.119,120), there are two familiar approaches that are thought to help language learners learn the English spelling effectively; the whole language approach, and the phonemic approach;

- a. “The whole language approach; claims that learning can occur only with frequent exposure to the language; that is to say, learners learn the spelling of the words only if

they are allowed to recognize words as a whole, not in small chunks, so they are expected to memorize an endless list of words. That latter is considered as a negative point for this approach” (Alenazi. 2018, p.119)

- b. “The phonics approach; aims to increase learners’ phonemic awareness about words, and thus they are expected to understand the relationship between phonemes and graphemes, but for them the phonological features of the words cannot be done in one step” (Alenazi. 2018. p.120)

Then, “in 1994 it was identified that the first step is to teach learners how to divide words into syllable normally, any syllable is divided into two units: the ones, which consists of the initial consonant, and the rime which consists of the vowel and any final consonants. Language learners will be able to acquire spelling skills if they are able to segment the words into their phonological units” (in Alenazi. 2018, p.120)

2. Dictation

According to Collins dictionary (n.d) “dictation refers to the speaking or the reading aloud of words for someone else to write down”. There are four types of dictation that can be used in language learning; the phonemic item dictation, the phonemic text dictation, the orthographic item dictation, and the dictation with the broadest learning (Alkire, 2002).

- a. “The phonemic item dictation refers to the teacher’s presentation to the individual sounds of a language, for example: the IPA coordinates to students for transcription. The PID helps to increase the students` ability to recognize the sounds of a language and their contrasts” (Alkire, 2002).
- b. “The phonemic text dictation is an extension of the phonemic item dictation. It refers to the teacher`s recitation for a passage which students phonetically

transcribe. The PTD helps to understand how English sounds change in connected speech” (Alkire, 2002).

- c. “The orthographic item dictation is the dictating of individual words in isolation for transcription, similar to the traditional spelling text. The OID helps to reinforce the correlation between the spelling system and sound system of a language” (Alkire, 2002).
- d. The dictation with the broadest learning is the orthographic text dictation, in which students transcribe a unified passage. This is the classic dictation exercise all foreign language teachers are familiar with,” the case of the dictation that was opted in the training program of our experiment”. Besides enhancing the spelling/phonetic coherence of the English language, the DBL reveals weaknesses in learners` comprehension and grammar that the teacher can analyze and address in future lessons (Alkire, 2002).

3. Dictation as an Independent Strategy to Improve Spelling Abilities

Dictation is a useful tool for teaching spelling, because it allows beginners to use their spelling skills in a real world` application. For instance; teacher says a phrase or sentence containing the spelling words, and students repeat it and write it down (Rippel, n.d.). There are many teachers who tend to use dictation to engage younger students in spelling instruction week. Marsh (2019) claimed that: “she had given her students a focus phoneme to explore, analyzes, and practice. She provided them with a list of words that contain that phoneme, color-coded to represent beginner, medium, and advanced words. They realized that there are different graphemes for the target phoneme”. However, the problem is that beginners learn the words on a list but forget how to spell these words after a while, so one of the effective ways to help new

knowledge to stick in mind; is to use it in a meaningful way like writing sentences (Rippel, n.d.). Dictation allows students to try out their “visual memories” and see whether they remember how to spell those tricky words; for example: the word ‘dew’ has o, ew, or u which one looks right?” And the most important part of dictation is to understand that the goal is to spell words correctly, not to finish the dictation paragraph (Roe, 2020). On the other hand, several studies assume how beneficial dictation is for EFL students to improve their competencies in the target language they learn (Buykikiz, 2015). The use of dictation as a valuable means of language teaching and learning has gone through a long history and has been used for centuries all over the world, he states also that dictation trains students to distinguish sounds, helps them to learn punctuation, and develop their aural abilities (Buykikiz, 2015).

4. The Importance of Learning to Spell in Learning EFL

The field of second language acquisition has acknowledged the importance of good spelling for second language learners, learning to spell English has been considered as one of the challenging tasks that face most English language learners (Alenazi, 2018). Various studies have been carried out to investigate the reasons that cause this problem, and many researchers like Bolton and Snowball (1993) assert that poor spelling has a negative effect on the content and makes it unintelligible for readers. Therefore, it should be taught in a way like other language skills, such as; reading, writing, listening and speaking (Alenazi, 2018).

Further, “Cook (1997, p.474): correct spelling is a sign of education; a spelling mistake is a solecism that betrays carelessness or plebeian origins” (in Alenazi, 2018). In addition to that, Stage and Wanger (1992) assert that the study of spelling, offers insight into the actual level of the learners linguistically and cognitively, which means; understanding the nature of the learners

(in Alenazi, 2018). Since that English is considered as the most prestigious language in the world, many jobs require applicants to have high knowledge of both written and spoken forms. Accordingly, “Warda (2005) argues that nowadays, the job markets focus on the grammar and spelling rather than the overall scores of them. She adds that the knowledge of spelling is a sign for advanced education, hard-working personality, and great deal of intelligence ability” (in Alenazi, 2018).

Nowadays, using the conventional pencil-and-paper in the writing process seems old and difficult for many, that it was said that the days of students sifting through piles of file cards, producing detailed outlines, and handwriting drafts have slipped into the distant past (Zhu, 2015). Since any measures that enable students to be more satisfied with their writing in a foreign language are usually welcomed by learners and their teachers, Word-processors are usually regarded as being convenient and welcome by foreign language learners who lack confidence in their writing ability (Zhu, 2015).

Section Three: Advantages and Disadvantages of a Word Processor for Writing

1. Advantages

Technology can give a great impact on the improvement of writing skill, that it is argued that word processing facilities of the micro-computer is a tool to improve writing abilities in foreign language classroom (Dam, 1990). This is why there is a great tendency and interest in using computer in the domain of learning and teaching EFL (Dam, 1990), also, in some universities worldwide; using word processors in language learning is obligatory (Al-Jumaily, 2015). For instance, in 2015 a study in China “at the University of Hong Kong”; Claimed that

word processors are suggested as the preferred writing medium, then the conventional pencil-and-paper one, for beginning learners of Chinese as a foreign language (Zhu, 2015)

As it is known, writing should be always supported by a drafting stage, and the writer should take into account “the act of revision, from the first stages of making notes, jottings, and headings, through various drafts, to the final draft” (Al-Jumaily, 2015, p. 31). Word processor allows users to make changes to text that would have been more cumbersome on paper; these changes range from a simple editing in punctuation, spelling, and grammar. Thus, users of word processors might compose longer documents and engage in more revision of their document (Bangert-Drowns, 1993). Similarly, in 1986 it was found that by adding a promotional program to a word processor, students can be guided to significant improvements in their revision strategies. Thus, it enhances the quality and quantity of their productions (Bangert-Drowns, 1993). Furthermore, in 2007 it was insisted that “computer word processor, is a very supportive and assistive toll in writing process; because it makes the chance available for learners to correct their mistakes immediately” (Al-Jumaily, 2015, p.30). “Eyers (2007) said that getting his first word processor have changed his life; because he could change things as much he wanted, and nobody need ever to know, he mentioned also that he became worrying less about the state of his first draft and spending more time on making changes that let him say exactly what he wants, so thanks to the editing facility offered by computers we have revolutionized our attitudes to mistakes” (in Al-Jumaily, 2015, p.30). That according to (Macmillan, 2017) “the availability of spell checkers in word processing programs greatly reduces the like hood of spelling errors”. Also, the conventional paper-and-pencil medium by word processors may provide learners who do not spell well with an alternative approach to presenting ideas (Zhu, 2015).

2. Disadvantages

Some researchers believe that relying on word processors in the writing process is not that helpful thing; that good and bad writers may write well and poorly regardless the tool they use. Also, people who have learned to write by hand will face many problems while using computer; like spending considerable energy to adjust to keyboarding, or paging texts on a screen. Thus, the use of a word processor can distract learners from higher order thinking skills. Moreover, “other functions such as spelling checkers may impair a user’s spelling ability, because the computer has taken some responsibility for these functions” (Bangert-Drowns, 1993).

Conclusion

In accordance with the above backgrounds, we believe that in the process of writing, word processor as a tool can be useful in some cases and useless in other cases. In the case of the current study, we are looking to answer the question that “could word processor systems, as a teaching tool, reduce spelling mistakes of EFL students?”

Chapter Two

The Methodological Part

Chapter Two: The Methodological Part

Introduction

The practical chapter is divided into three main sections. The first section is about the description of our study; the research design; the sample, the population, the method, the tools used to collect data, and the aim of those tools. The second section provides the analysis of students' writings with focusing on the number and the percentage of the spelling mistakes made, comparing between the mistakes made by the ones who used word processors and the ones who used only hand writings, and finally discussing and saying whether using word processor can give more effective results in reducing students spelling mistakes or not. The third section deals with implications, limitations, and some suggestions for further researches.

Section One: Research Design

1. Population

The population of this study is the second year of master students at the department of English at the University of Bejaia. This population consists of 3 groups, the linguistics specialization group, the didactics specialization group, and the literature specialization group, which are the equivalent of (172) students.

2. Sample

The sample of this research consists of (8) students selected randomly from the general population. We have chosen master 2 students because they have enough experience with writing

approaches. The fact that, they have already dealt with the practice of dictation, and writing using computers would facilitate our experience.

3. Research Method and Tools to Collect Data

In order to achieve the aims of this research, an experimental method had been opted for a group of (8) students in the practice program of dictation. The experiment consisted of dictating (7) paragraphs that deal with the same topic. The first paragraph is considered as a pre-dictation, where all of them were asked to write only with using their hands; in order to discover their real levels in writing. Then starting from the second paragraph they were involved in two groups, the first group is the control group that was asked to use only handwriting, and the second group is the experimental group that was asked to use a word processor system in writing while the training program of dictation; The choosing topic then was “technology”, after that, a quantitative method had been opted to analyze the number of mistakes made each time for each individual for both groups. The mistakes were underlined on the basis of the original paragraphs, with focusing on the spelling ones. Finally, based on the analysis and the comparisons made between the two groups, our hypothesis could be verified.

4. The Description of the Practice Program and the Students’ Writings

In the present study, practice program of dictation was applied as a strategy; in order to collect the writing of the chosen sample. Before starting the experiment, the participants were asked to use only their hands to write the first dictated paragraph. After that, we had divided them into two groups, the first group is the control group that was asked to continue just with handwriting, and the second group, which is the experimental group; was asked to use a word processing system. Our experiment took 6 days, and one of its prerequisites was to dictate only

one paragraph per day; the equivalent to (6) paragraphs, counting the first paragraph, which was considered as a pre-dictation, then to underline the spelling mistakes on the basis of the original paragraphs. Another condition was kept in mind is to choose one topic to dictate during the entire dictation practice program, and our chosen topic was "technology"; thanks to which we could spell the same words each time, and see whether or not there is an improvement in the level of misspellings.

5. The Aim of the Practice Program and the Students' Writings

At the first paragraph "pre-dictation" the participants were asked to use only their hands to write, the aim of that; is to discover the students' real level in writing before continuing with the dictation practice program. Then, we divided the participants into two groups; the control group that was asked to continue with handwriting only, and the experimental group that was asked to use a word processor in writing during the practice program, the aim of that is to collect and analyze the writings of the two groups, then compare the number of spelling mistakes made by each of them. The aim of the whole practice and experiment is to see whether or not writing with word processors works more effectively at reducing EFL students' spelling mistakes.

Section Two: Analysis of the Results

In this section, we analyze the results obtained from the correction of students' writings in the training program of dictation. The mistakes were underlined on the basis of the original paragraphs. And the results from the correction of students' papers are presented in tables for number of spelling mistakes and percentage. In addition, to the pie charts that illustrates more data. Finally, we discuss the results.

1. Topic 01 (Pre-Dictation)

The chosen topic is entitled “Technology and society”, and retrieved from (Freiberg, 2020). In order to discover participants’ level, they were all asked to write only with using their hands as a starting step. After correcting participants’ papers through underling mistakes on the basis of the original paragraph, we were able to analyze the following data:

Participants	A	B	C	D	E	F	G	H
Number of mistakes	11	7	9	4	16	8	9	13
Percentage	14,29%	9%	12%	5%	21%	10%	12%	17%

Table 01: mistakes made by participants in the first topic “pre-dictation”

The table above summarizes a set of data obtained when correcting participants’ papers for the pre-dictation, represented by the number of spelling mistakes for each student, as well as the percentage of each of these mistakes.

From the table, we note that the highest rate of spelling mistakes was made by participant “E” with 21% of mistakes; the equivalent to 16 mistakes. And the lowest rate was made by participant “D” with only 5% of mistakes; the equivalent to 4 mistakes. The rest of spelling mistakes made by the other participants were as follows in order: participant “B” with 7 mistakes, participant “F” with 8 mistakes, participant “G” with 9 mistakes, participant “A” with 11 mistakes, and participant “H” with “13” mistakes.

As a result, all participants have a problem with spelling mistakes. Although, some have made fewer mistakes than others, their level was generally equal.

2. Topic 02

Starting from this topic, we divided the participants into two groups, those who have used only their hands “the control group”, and the others who have used word processors “experimental group”, the chosen topic to dictate this time is entitled “Annotated bibliography: technology”, and retrieved from (Rosalie, 2020). Mistakes were underlined on the basis of the original paragraph. After correcting participants’ papers, we could analyze the following data:

The two groups	Control group				Experimental group			
Participants	A	B	C	D	E	F	G	H
Number of mistakes	14	6	11	9	9	8	6	10
Percentage	19,18%	8,22%	15,07%	12,33%	12,33%	10,96%	8,22%	13,7%

Table 02: mistakes made by participants in the second topic

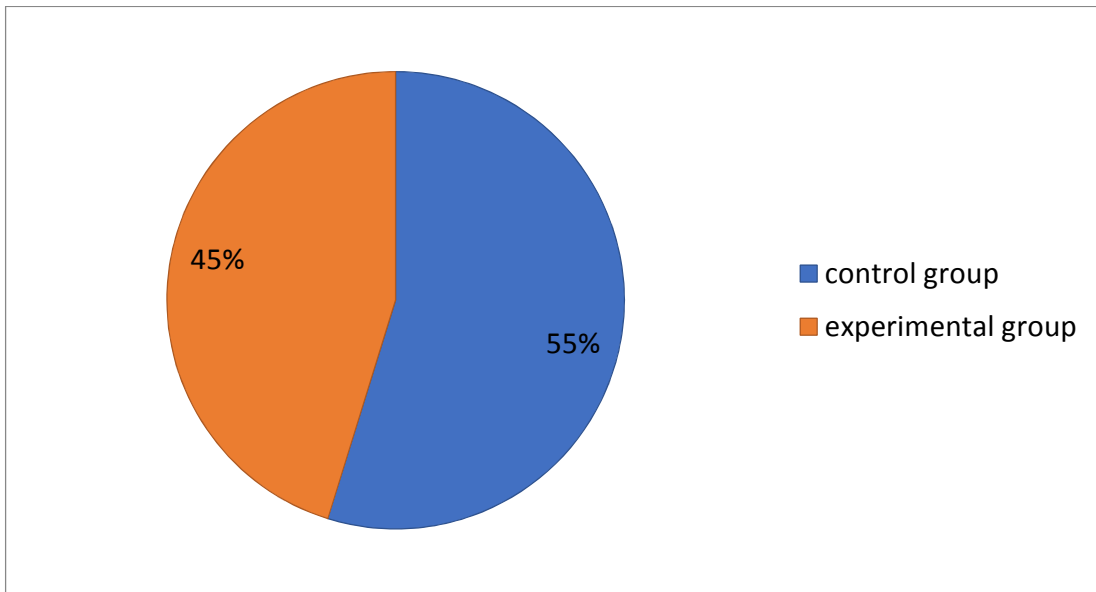


Figure 02: mistakes made by control group and experimental group in the second topic

The table above summarizes a set of data obtained when correcting participants' papers for the second topic. In addition, the pie chart represents more details about the percentage of the total mistakes committed by each of the two groups; the control group and the experimental group, in order to compare between them.

Relying on the table and on the pie chart, we note that the spelling mistakes distributed as follows in order; participant "A" with 14 mistakes, participant "C" with 11 mistakes, participant "H" with 10 mistakes, participants "D" and "E" with 9 mistakes, participant "F" with 8 mistakes, and finally participants "B" and "G" with 6 mistakes. So, the highest rate of misspellings is 14.18% made by participant "A" of the control group, and the lowest misspellings rate is 8.22%; committed by both participants B and C of the two groups. We also observed that the control group made more misspellings, with an average of 55%, than the experimental group that scored 45% misspellings.

As a result, there are an improvement made by all participants with fewer misspellings, but the advantage goes to the experimental group that made less spelling mistakes.

3. Topic 03

The third topic is an argumentative paragraph entitled “Technology has made the world a better place to live “, and retrieved from (Technology has made the world a better place to live, 2020). After correcting participants’ paper base on the original paragraph we could analyze the following data:

The two groups	Control group				Experimental group			
	A	B	C	D	E	F	G	H
Participants								
Number of mistakes	10	7	8	6	10	6	2	8
Percentage	17,54%	12,28%	14,04%	10,53%	17,54%	10,53%	3,51%	14,04%

Table 03: mistakes made by participants in the third topic

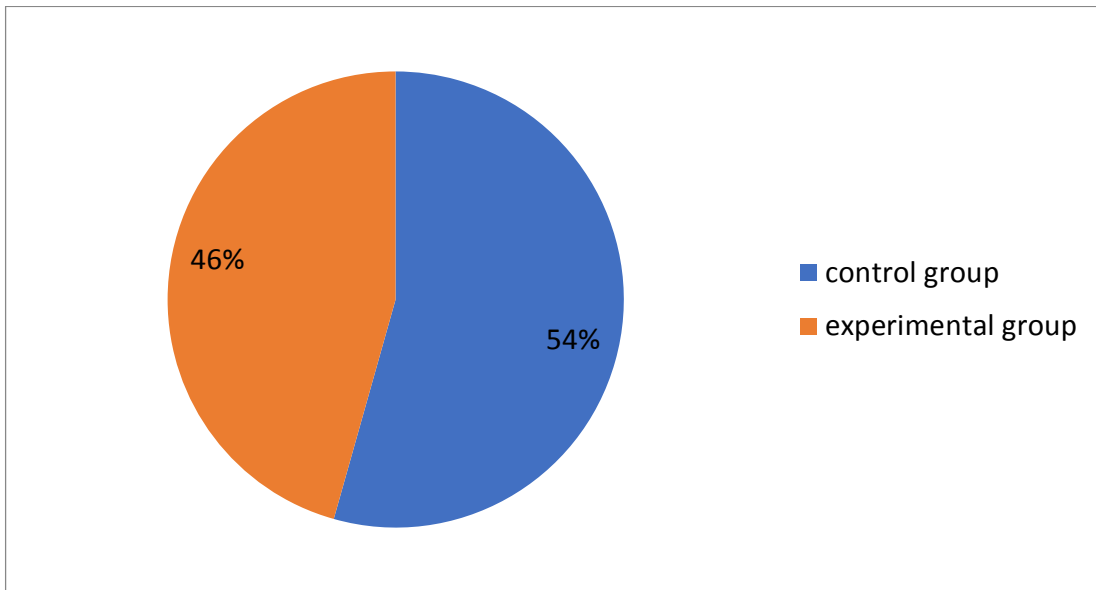


Figure 03: mistakes made by control group and experimental group in the third topic

The table and the pie chart above summarize a set of data obtained when correcting participants' papers for the third dictated paragraph; the number of spelling mistakes made by each participant, the percentage of each of these mistakes, besides, the percentage of mistakes committed by each of the two groups. The results were as follows:

The total number of spelling mistakes was 57, the participants "A" and "E" made 17.54% of these mistakes as the highest recorded percentage. Next comes participants "C" and "H" with 14% of mistakes, then participant "B" with 12.28% of mistakes, participants "D" and "F" with 10.5% of mistakes, and finally participant "G" with 3.5% of mistakes as the lowest recorded percentage. We also noticed that the control group has made 54% of mistakes, compared to the experimental group that has made 46% of those mistakes.

We conclude that the experimental group outperformed the control group in developing spelling abilities.

Topic 04

The chosen topic is entitled “Technology: My Daily Addiction”, and retrieved from (Rebekah, 2020). After correcting participants’ paper base on the original paragraph, we could analyze the following data:

The two groups	Control group				Experimental group			
	A	B	C	D	E	F	G	H
Participants								
Number of mistakes	9	5	9	5	9	5	0	3
Percentage	20%	11,11%	20%	11,11%	20%	11,11%	0%	6,67%

Table 04: mistakes made by participants in the fourth topic

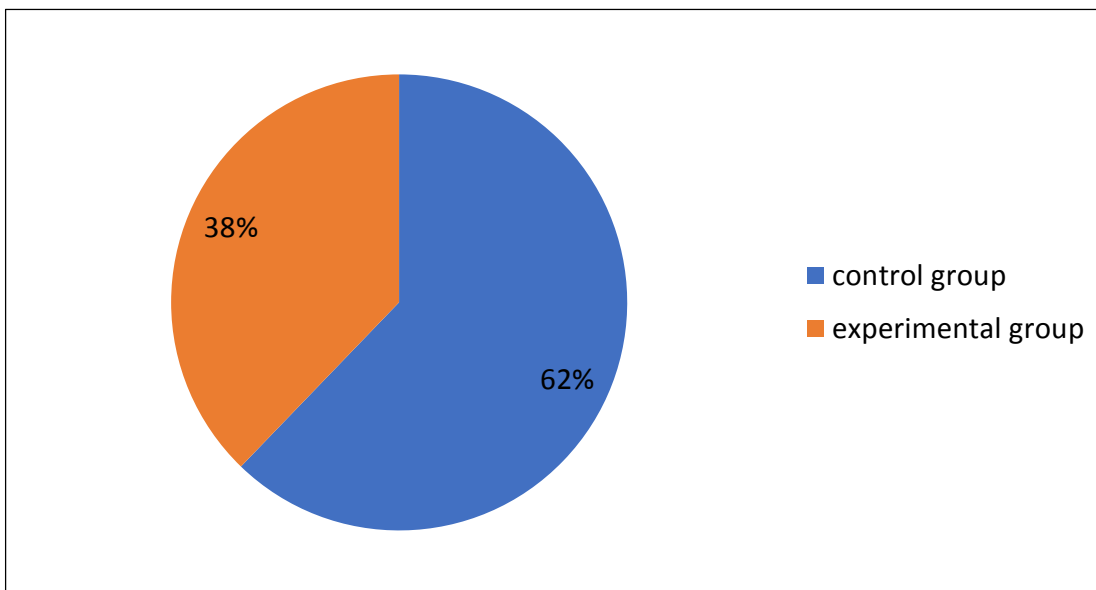


Figure 04: mistakes made by control group and experimental group in the fourth topic

The table and the pie chart above show the results obtained when correcting participants' papers, and they were as follows:

The highest rate of mistakes goes to participants "A" and "C" and "E" with 20 % of the spelling mistakes underlined. And the lowest rate goes to participant "G" with no mistake underlined. We noticed that the experimental group has made fewer mistakes than the control group did; the first has made only 38% of mistakes, while the second has made 62% of mistakes.

As a result, the experimental group outperformed the control group in developing spelling abilities again.

Topic 05

The chosen topic is entitled "Nature and technology", and retrieved from (Nature and technology, 2020). After correcting participants' paper base on the original paragraph we could analyze the following data:

The two groups	Control group				Experimental group			
Participants	A	B	C	D	E	F	G	H
Number of mistakes	6	7	8	5	4	2	1	3
Percentage	16,67%	19,44%	22,22%	13,88%	11,11%	5,55%	2,77%	8,33%

Table 05: mistakes made by participants in the fifth topic

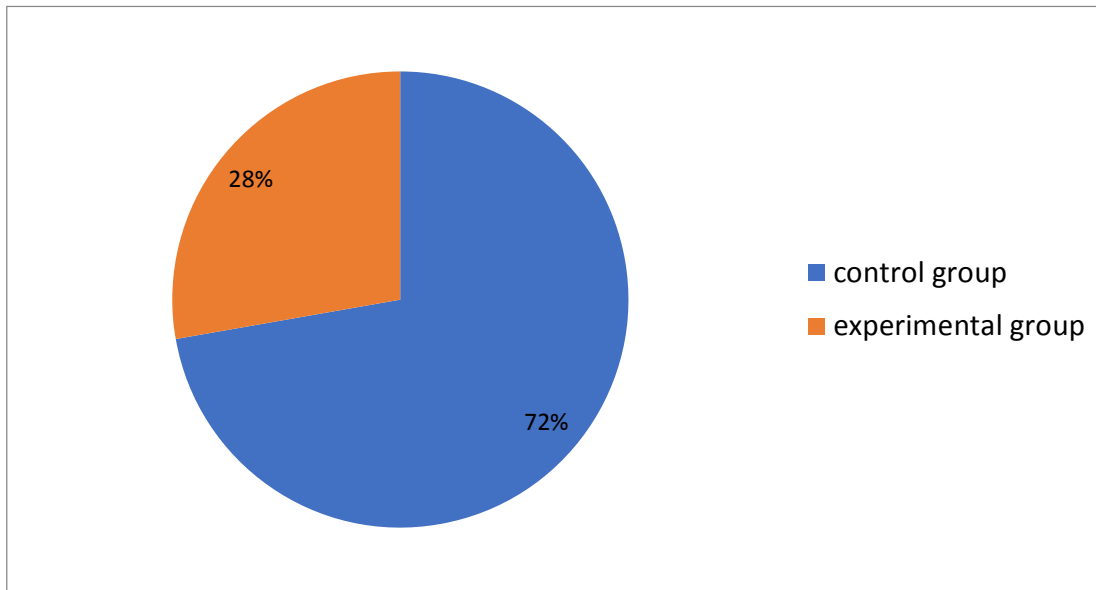


Figure 05: mistakes made by control group and experimental group in the fifth topic

Both “table 05” and “figure 05” represent the data obtained when correcting participants` papers and they were as follows:

The highest rate of mistakes was made by participant “C” with 22% of mistakes. And the lowest rate was made by participant “G” with only 1% of mistakes. We also noticed that the experimental group has made again less spelling mistakes than the control group; with only 28% of the total mistakes.

We conclude that both groups are getting better with spelling, but the experimental group won again.

4. Topic 06

The last chosen topic is entitled “Technology in the modern world essay”, and retrieved from (Technology in the modern world essay, 2020). After the correction of participants` papers we could analyze the following data:

The two groups	Control group				Experimental group			
	A	B	C	D	E	F	G	H
Participants								
Number of mistakes	4	4	7	1	2	0	0	4
Percentage	18,18%	18,18%	31,81%	4,54%	9,09%	0%	0%	18,18%

Table 06: mistakes made by participants in the Sixth topic

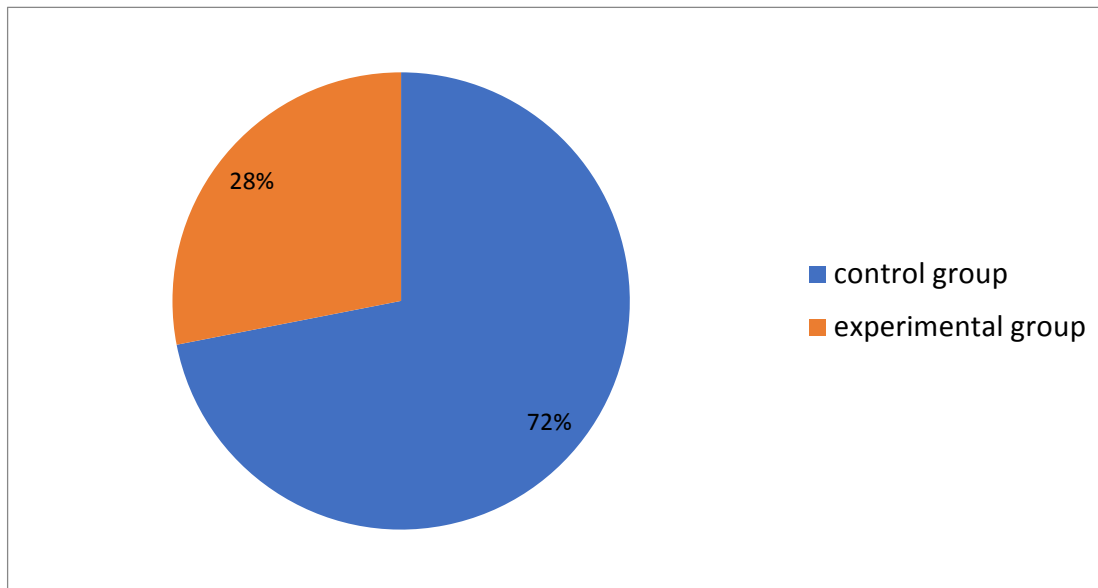


Figure 06: mistakes made by control group and experimental group in the sixth topic

Both of “the figure 06” and “the table06” represent a set of results obtained after correcting participants` papers, and they were as follows:

The highest rate of recorded misspellings was committed by the participant C with 31 % of mistakes. While both participants F and G have made 0% of mistakes. We also noticed that the control group has made 72% of the mistakes, while the experimental group has made only 28% of the total mistakes.

The experimental group outperformed the control group in terms of improving spelling abilities in all stages of our training program.

Based on the analysis recorded above, we noticed the following changes: the spelling mistakes of participant A was reduced from 11 mistakes at the beginning of the training program to 4 mistakes at the end, participant B moved from 7 mistakes to 4 mistakes, participant C from 9 mistakes to 7 mistakes, participant D from 4 mistakes to only 1 mistake, participant E from 16 mistakes to 2 mistakes, participant F from 8 mistakes to no mistake, participant G from 13 mistakes to 0 mistake, finally, participant H from 13 mistakes at the beginning, to 4 mistakes at the end. Thus, the training program was generally a useful strategy to reduce spelling mistakes.

5. Discussion of the Results

Based on the analysis of the results, the training program was generally successful. The number of the spelling mistakes in the beginning amounted to 77 mistakes. In the end the number of spelling mistakes became only 22.

First, both groups had achieved satisfactory improvement in terms of reducing spelling mistakes, however the experimental outperformed each time. The percentage of mistakes

committed by the experimental group in the first topic was 45%, while, the percentage of mistakes committed by the control group was 55%. Then, the percentage of mistakes made by the experimental group in the last topic was only 28%, while the number of mistakes made by the control group was 72%.

Second, based on previous studies we have found that the most committed mistakes by our participants were: writing the words as they are written in French, for example: (*dangereuse instead of dangerous. The scientifique instead of the scientific. Positivisme instead of positivism. Technologie instead of technology. Harmonie instead of harmony. Docteur instead of doctor. Humain instead of human*). Adding or omitting “e” at the end of words, for example: (*have mad instead of have made. Natur instead of nature. Obviouse instead of obvious. Mor instead of more. Mundan instead of mundane. Bade instead of bad. Facte instead of fact*). And finally spelling names incorrectly, for example: (*Paul`s essay instead of Pool`s essay. kansace instead of Kansas, or Kensas. Ayrez instead of Ayres*)...etc.

Third, based on the obtained results of (Al-Jumaily, 2015), we recognized that the use of word processors in the training program has reduced making the same misspellings, and in some cases even stopped them. For example, participant “G” who is a member in the experimental group, had trouble writing the words as they were in French at first, from that point he has progressed to making no mistake in the last topic. While, it was not the case with the control group` members, which continued to make the same mistakes in succession, for example: participant “C” continuing in adding “e” in the last of words during the whole training program. That goes hand in hand with the previous mentioned backgrounds, for example: “Eyres (2007) said that getting his first word processor has changed his life; that thanks to the editing facility offered by computers he has revolutionized his attitudes to mistakes” (in Al-Jumaily, 2015, p.30)

Section Three: Implications, Limitations, Suggestions for Further Researches

1. Implications

Based on the results achieved in our work we could draw some impact of using word processors on teaching and learning to write:

1. Word processors can facilitate teaching spelling in EFL classrooms.
2. Since that WP helps EFL students to reduce their spelling mistakes (Al-Jumaily, 2015), teachers could face less time and difficulties in correcting their students' writings.
3. According to Al-Jumaily (2015), the use of WP makes students worrying less about the state of the first draft and spending more time on making changes that let them say exactly what they want. So, this tool can take some responsibility from EFL students by revising their writings in a shorter time.
4. It is supposed to be more enjoyable and more convenient in our days.

2. Limitations

The difficulties we have faced during the research can be summarized in the following lines:

1. The difficulty to fix a date and have all of the participants in one place, especially that everyone was busy with their dissertation, and our experiment has taken a week.

2. We had a problem with the availability of the necessary materials, as some of the participants did not come with their computers, so we had to make other appointments.
3. The difficulty in finding empty classrooms for our training program.

3. Suggestions for Further Researches

1. We suggest adopting the tool from the first year L1, in order to have the learners to get more familiar with the tool. In order to prepare them for writing their memoire in the master 2 level
2. We suggest testing the same topic with larger population
3. Since that word processor system is a system that has the feature of predicting words, we suggest testing word processor as a tool to help those who have problems with expressing ideas in a paper to write essays.

Conclusion

This chapter was devoted to the practical work of our study, in which we analyzed the results obtained from the training program of dictation, by correcting students` papers. At first, we spoke about the research design, the tools used to collect data. Then, we analyzed and discussed the collected data. Finally, in the last section we dealt with the implication, limitations, and some suggestions for further research.

General Conclusion

In the current study we have opted for an experimental method, in which we used the dictation training program as a tool for collecting the necessary data. The case study was with master 2 EFL students at the University of Bejaia. The primary objective was to answer the following question “could word processor systems, as a teaching tool, reduce spelling mistakes of EFL students?”

Based on, the results found in the theoretical part. And in order to test the hypothesis states that “a word processor system is a tool that can reduce spelling mistakes for EFL students”. and achieve the objectives of the study. A week-long spelling training program was implemented for our participants, in which in the first topic they were asked to write using only their hands. And then, starting with the second topic, they were divided into two groups. The control group “which included writing only with hands”, and the experimental group “which started using a word processor for writing”.

Based on the analysis and discussion of the results, we found that all results obtained were in favor of the “experimental group”. In other words, those who used the word processing system during the training program showed the best improvement in terms of spelling hence, the hypothesis that “a word processor system is a tool that can reduce spelling mistakes for students of English as a foreign language” has been validated. And it goes hand in hand with the results obtained in previous studies, such as;” Macmillan, 2017, Zhu, 2015 and Al-Jumaily, 2015”...etc

In conclusion, according to the data obtained from the study, we believe that the word processor system is a tool that can reduce the spelling mistakes of EFL students.

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Appendices

Appendices A

Paragraph 01: This topic is entitled “technology and society”, and retrieved from (Freiberg, 2020).

Freiberger 1

David Freiberger
Dr. Sisson
Tech 393
October 15, 2006

Essay #1

The word technology often brings to mind common modern innovations such as the automobile, television, cellular phone, and even nuclear warfare or space research. It is a word commonly interpreted to mean the application of scientific research and knowledge for the formation of physical tools and systems. While this interpretation is partly correct, technology is more than just a result, and on a higher level it characterizes the systematic means to an end which is guided by continual interactions within society and restricted only by the limits of technology itself. Because technology is such a large part of the modern social system, it is important to study its interactions with the system and its limitations when applied as a fix for either social or scientific problems.

In Robert Pool's essay "How Society Shapes Technology," an introduction is made to two differing perspectives on technology. The first view is labeled positivism, and relates to an objective and highly scientific approach to defining technological solutions. In Pool's words "positivism accepts as knowledge only those things that have been verified by the scientific method of hypothesis formation and testing"(17). While this perspective is commonly held when considering the progression of scientific knowledge, the second, less accepted view of technology as a "social construction" is just as important when considering how technology interacts within society. To define technology and its foundations in science wholly under one view is foolish, if not dangerous, for, as Pool states, "technology combines the physical world with the social, the objective with the subjective, the machine with the man"(20). Technology is not just an objective enterprise, with engineers creating solutions for the good of humanity. Rather, its development is motivated out of a mixture of political, economic,

Appendices B

Paragraph 02: This topic to dictate this time is entitled “Annotated bibliography: technology”, and retrieved from (Rosalie, 2020).

Rosalie Romeo

Professor Zuiderweg

ENG 102

March 30, 2016

Annotated Bibliography: Technology

Technology is rapidly improving and growing in today's society. There is a new update and model for gadgets and devices almost every 10 seconds. Technology could be useful at times, but the excessive use of it can lead to bad side effects. In addition, technology has made everyday tasks, like figuring out what to eat from ingredients in the fridge to flying to the other side of the world in a matter of a few hours, much easier to take on. Although technology helped develop the world today, there are still side effects to the long-term use of technology that can hinder the growth of people in a technology filled world. The research question, 'What are the long-term effects of living in a technological world and are they positive or negative?' encompasses the list of effects, good and bad, of the usage of technology by the people. I will be researching the positive and negative effects of the constant use of technology. I will also be researching the negative effects technology has to offer to people's state of mind, relationships, and health. My thesis is: Technology has given many up-sides to humanity, like the creation of transportation, a way to communicate with loved one's that live far away, and the ability to do daily mundane research jobs more efficiently; however, the long term effects of constantly using technology and being connected twenty-four-seven creates a decrease in emotion, health, and the ability to connect to other on a deeper and more personal level. The resources I chose are from scholarly journal articles and online journal articles as well. They will assist in writing this research essay due to the fact that the articles contain information and research conducted on the

Appendices C

Paragraph03: This topic is an argumentative essay entitled “Technology has made the world a better place to live “, and retrieved from (Technology has made the world a better place to live, 2020).

ARGUMENTATIVE ESSAY

TOPIC : Technology has made the world a better place to live.

Technology is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organisation in order to solve a problem or perform a specific function. The term 'Technology' is derived from the Greek word " Technologia". "Techne" means "craft" and "logia" means "the study of something". In this modern world today, the technology is being improved from time to time. In my opinion, I will agree with the topic that technology has made the world a better place to live. There are some benefits of technology that had made the world to be a better place to live.

Firstly, the benefit of technology in the healthcare has made the world a better place to live. Medical research has led to the end of many diseases and ailments, and also to the discovery of many drugs and medications that have helped prevent many lethal diseases and disorders. The technology is playing a vital role in the healthcare by creating communication between patients and doctors easier, more personal, more flexible and more sensitive. For an example, doctors can easily send the names of the medicines through e-mail to their patients. Personal records of patients are maintained, which makes it easier to study symptoms and carry out diagnosis of previously unexplainable conditions. Moreover, as a positive effect of technology on healthcare, costs of medical procedures and operations have fallen dramatically over the decades.

Secondly, it is no surprise that the benefits of technology in the classroom and the benefits of technology in schools have opened up a whole new learning environment. Especially, the usage of the Internet in the field of education has given

Appendices D

Paragraph 04: The chosen topic is entitled “Technology: My Daily Addiction”, and retrieved from (Rebekah, 2020).

Rebekah Parsons

English 101

Ms. Bolton

September 11, 2012

Technology: My Daily Addiction

When the word technology is heard, most people think of iPhones and MacBooks. However, technology is anything that is able to complete a task faster and/or easier. Due to recent technology, people everywhere are always glued to their smartphones tweeting or updating statuses. Technology plays a major role in today's society in other ways too. It is almost impossible in this modern age for one to get by without technology. Personally, I am constantly checking what my friends are up to on twitter, facebook, or some other social media site. Researching in order to complete my school assignments also requires technology that I use frequently. Using the dishwasher to wash dishes and driving the car to get to different places are other examples of how I use technology. I use technology in my daily life to stay connected with friends, to do schoolwork, and just to accomplish everyday tasks.

Keeping up with friends is an example of how I use technology daily. I check my facebook and twitter accounts often to see what my friends are up to. Statuses inform me about my friends' lives, and the stuff I post lets other people stay updated on my life. Even though I may not be close friends with all the people on these sites, I am still able to see what is happening with them. Another social media I use is Instagram, where users only upload pictures. I stay connected through the pictures the people I follow post. Although not as regularly, I use Skype and Oovoo as well. Skype and Oovoo allow me to video chat with others. This is good for keeping up with long distance friendships. I keep up with my friends

Appendices E

Paragraph 05: This topic is entitled “Nature and technology”, and retrieved from (Nature and technology, 2020).

Nature and Technology

Originally I spent a lot of time trying to combine Nature and Technology working in harmony. Whether it be an animal having a day job, or a ladybird with helicopter wings. This appeared to be the most straight forward and obvious way of producing five images based around the brief of Nature and technology. I began work based around the idea of a grizzly bear carrying out everyday jobs, such as a builder, policeman or a doctor for example. However, during my production process of these images I began to worry that the idea had no direct relation to any iconic themes in nature or technology. A grizzly bear is hardly an iconic animal of nature, and doing different jobs is not really an effect of technology nor a technology in itself. This made me begin to think about how technology is directly affecting nature as a whole, straight away Global Warming came to mind. This theme gave me the opportunity to have a direct relation between both nature and technology, as technology is having an affect on nature, as Global Warming is proving.

“By 2040 the Arctic may have its first ice free summer”, indicating that animals such as the Polar Bear, Penguins and Seals' natural habits will be totally wiped out due to the effects of Global Warming. This will have a huge impact on these animals causing them to either adapt to the environment they are left with, or to be totally wiped out. We can predict this as there has already been “a 17 per cent decline in polar bear numbers on the western coast of Hudson Bay in Manitoba province - from 1200 to fewer than 1000 over the past 10 years - due to the effects of global warming.” But what really is Global Warming and why should we care about it? “As human-caused biodiversity loss and climate disruption gain ground, we need to keep our sights clear and understand that the measure of a threat is not a matter of whether it is made on purpose, but of how much loss it may cause. It's an ancient habit to go after those we perceive to be evil because they intended to do harm. It's harder, but more effective, to “go after,” meaning to more effectively educate and socialize, those vastly larger numbers of our fellow humans who are not evil, but whose behaviour may in fact be far more destructive in the long run.” (Ed Ayres 2001)

There is a lot of controversy looming over Global Warming, as to whether or not its really happening. In 1998 20% of people didn't believe in Global Warming and its affects. My attempt to convert this 20% of the population is based on the theory outlined by Abbinnett (2003 p. 74) by Marxism about the development of technology by stating that, “Marxism demands that we attend both to the logic of representation (distortion, false identity) which determines cultural reproduction, and to the development of the technologies through which this reproduction is carried out” Based on this, if I produce images which are photo-realistic, which once wouldn't have been possible without the advances in computers, the audience will believe to an extent what they see initially, until they put some thought into its real deeper meaning, in this case global warming.

Appendices F

Paragraph 06: This topic is entitled “Technology in the modern world essay”, and retrieved from (Technology in the modern world essay, 2020)

Essay by StudyMoose

Source: <https://studymoose.com/technology-in-the-modern-world-essay>

Technology in the Modern World Essay

The rapid change, and consistent pace of change in technology we see today, is creating both opportunities and challenges. These opportunities allow us to have a great range of access to a wealth of multimedia content, being able to take online courses, accessing the internet from a variety of devices, social networking tools for professional development, and learning. This also poses a great challenge in our schools. It can get very difficult for schools to keep up with the new technology that is constantly emerging day by day.

Different cultures, and people are experiencing their own difficulties with a change from what they are accustomed to doing, to a whole new way of accomplishing it. There will always be debate, or conflict whether we should embrace technology or stick to what we are accustomed to doing. Schools are struggling to keep up with a tech world that is constantly changing. There are new learning styles, and different ways of teaching them to students. Some teachers believe including technology in the ways studies learn isn't practical.

Those are the type of teachers who are afraid to make the jump, their way of teaching is with a textbook, and practically preaching the subject to the students. Only 26% of students who read the material, find the information relevant to them. A way of changing this may be through online courses as more are being offered in colleges, and many high schools have some type of learning academy online. A recent study between Kansas State students showed that after two years of going to college 45% of students showed no significant improvement, and only 36% showed little change after 4 years of college.

ملخص

تهدف الدراسة الحالية إلى التحقق من الفرضية القائلة بأن "نظام معالجة الكلمات هو أداة يمكن أن تقلل من الأخطاء الإملائية لطلاب اللغة الإنجليزية كلغة أجنبية". من أجل تحقيق هدف الدراسة ، اخترنا طريقة تجريبية ، حيث تم استخدام برنامج تدريبي على الإملاء كأداة لجمع البيانات اللازمة. تم تقسيم المشاركين إلى مجموعتين. المجموعة الأولى "المجموعة الضابطة" ؛ يشمل أولئك الذين كتبوا باستخدام أيديهم فقط. والمجموعة الثانية "المجموعة التجريبية". يشمل أولئك الذين كتبوا باستخدام معالجات النصوص. تم تصحيح أوراق الطلاب بناءً على الفقرات الأصلية. بناءً على التحليل ومناقشة النتائج ، تمكنا أخيراً من التحقق من صحة فرضيتنا. وجدنا أن استخدام معالجات النصوص أثناء برنامج التدريب على الإملاء ، ساعد في تقليل وتغيير مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه الأخطاء الإملائية

الكلمات المفتاحية: الأخطاء الإملائية، معالج النصوص، الإملاء، الكتابة، اللغة الإنجليزية كلغة أجنبية.

Résumé

La présente étude vise à vérifier l'hypothèse selon laquelle "le système de traitement de texte est un outil qui pourrait réduire les fautes d'orthographe des étudiants EFL". Afin d'atteindre l'objectif de l'étude, nous avons opté pour une méthode expérimentale, dans laquelle un programme d'entraînement à la dictée a été utilisé comme outil de collecte des données nécessaires. Les participants ont été divisés en deux groupes. Le premier groupe « le groupe témoin » ; comprend ceux qui ont écrit en utilisant uniquement leurs mains. Et le deuxième groupe « le groupe expérimental » ; comprend ceux qui ont écrit à l'aide de traitements de texte. Les devoirs des élèves ont été corrigés sur la base des paragraphes originaux. Sur la base de l'analyse et de la discussion des résultats, nous avons finalement pu valider notre hypothèse. Nous avons constaté que l'utilisation de traitements de texte pendant le programme de formation à la dictée contribuait à réduire et à modifier les attitudes des étudiants EFL envers les fautes d'orthographe.

Mots clés : Fautes d'orthographe, Traitement de texte, Dictée, Écriture, L'anglais comme langue étrangère.

Abstract

The present study aims to verify the hypothesis that “word processor system is a tool that could reduce EFL students` spelling mistakes”. In order to achieve the goal of the study, we opted for an experimental method, in which a dictation training program was used as a tool for collecting the necessary data. The participants were divided into two groups. The first group “the control group”; includes those who wrote using only their hands. And the second group “the experimental group”; includes those who wrote using word processors. Students` papers have been corrected based on the original paragraphs. Based on the analysis and the discussion of the results, we were finally able to validate our hypothesis. We found that using word processors during the dictation training program, helped to reduce and change EFL students` attitudes toward spelling mistakes.

Key words: Spelling Mistakes, Word Processor, Dictation, Writing, EFL.

Résumé

La présente étude vise à vérifier l`hypothèse selon laquelle “le système de traitement de texte est un outil qui pourrait réduire les fautes d`orthographe des étudiants EFL”. Afin d`atteindre l`objectif de l`étude, nous avons opté pour une méthode expérimentale, dans laquelle un programme d`entraînement à la dictée a été utilisé comme outil de collecte des données nécessaires. Les participants ont été divisés en deux groupes. Le premier groupe « le groupe témoin » ; comprend ceux qui ont écrit en utilisant uniquement leurs mains. Et le deuxième groupe « le groupe expérimental » ; comprend ceux qui ont écrit à l`aide de traitements de texte. Les devoirs des élèves ont été corrigés sur la base des paragraphes originaux. Sur la base de l`analyse et de la discussion des résultats, nous avons finalement pu valider notre hypothèse. Nous avons constaté que l`utilisation de traitements de texte pendant le programme de formation à la dictée contribuait à réduire et à modifier les attitudes des étudiants EFL envers les fautes d`orthographe.

Mots clés : Fautes d`orthographe, Traitement de texte, Dictée, Écriture, L`anglais comme langue étrangère.

ملخص

تهدف الدراسة الحالية إلى التحقق من الفرضية القائلة بأن “نظام معالجة الكلمات هو أداة يمكن أن تقلل من الأخطاء الإملائية لطلاب اللغة الإنجليزية كلغة أجنبية”. من أجل تحقيق هدف الدراسة ، اخترنا طريقة تجريبية ، حيث تم استخدام برنامج تدريبي على الإملاء كأداة لجمع البيانات اللازمة. تم تقسيم المشاركين إلى مجموعتين. المجموعة الأولى “المجموعة الضابطة” ؛ يشمل أولئك الذين كتبوا باستخدام أيديهم فقط. والمجموعة الثانية “المجموعة التجريبية”. يشمل أولئك الذين كتبوا باستخدام معالجات النصوص. تم تصحيح أوراق الطلاب بناءً على الفقرات الأصلية. بناءً على التحليل ومناقشة النتائج ، تمكنا أخيراً من التحقق من صحة فرضيتنا. وجدنا أن استخدام معالجات النصوص أثناء برنامج التدريب على الإملاء ، ساعد في تقليل وتغيير مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه الأخطاء الإملائية الكلمات المفتاحية: الأخطاء الإملائية، معالج النصوص، الإملاء، الكتابة، اللغة الإنجليزية كلغة أجنبية.