

The Effect of Using E-mail on Developing EFL Writing Skills for Secondary Stage Students at the Experimental Schools

Mervat Abd Elfatah Ali Said Ahmed
Oklt Al Sqoor College of Science and Arts
Qassim University
Saudi Arabia

Abstract

The present study aimed at investigating the effect of using e-mail on developing EFL writing skills among first year experimental secondary school students. The study followed a pretest-posttest experimental-control group design. The study sample consisted of 60 students from Fakus Experimental Secondary School and was divided into two groups: 30 students for the experimental group and 30 students for the control group. For identifying the most important EFL writing skills required for first year experimental secondary school students, a writing skills list were developed .Then, a pre-post e-mail-writing skills test, free-writing test and a rubric for scoring the tests was developed. Students in both the experimental and control group were pre-tested using the e-mail-writing skills test and the free-writing test. Then, students of the experimental group were taught through the program of e-mail and writing and students of the control group were taught in the traditional method. Finally, students in both groups were post-tested using the same instruments. The study showed that; first, the experimental group outperformed the control group in the post-test of e-mail-writing skills test and the post- test of free-writing. Second, there was statistically significant difference between the mean scores of the pre-post e-mail writing skills test and the pre-post free-writing test of the experimental group at 0.05in favor of the post-tests. This difference can be attributed to using e-mail .Hence, it was concluded that the program of e-mail and writing proved to be highly effective in developing first year secondary school students' EFL writing skills.

Keywords: E-mail, Writing, EFL

Introduction

Writing is one of the fundamental skills in learning English language. Brown (2001) considered writing in L2 from the perspective of teaching writing as one of the four skill areas. According to Bello (1997) learning to write in English as a second language allows learners to put their thoughts on paper, see their ideas in print, and share them with others. El-Shafie (2006) stated that writing is the most difficult skill of all the language skills taught to EFL students. Students cannot develop their ideas when asked to write simple or compound sentences, and certain types of grammar mistakes dominate their writings (e.g. sentence structure, conjunctions, tenses, adverbs, adjectives, voice, prepositions, word-order, spelling, paragraph development, vocabulary choice, and punctuation). In addition, their sentences are almost Arabic structures literally translated. Their writing is unsatisfactory and poor and they are unable to express themselves in writing appropriately and correctly.

To solve most of the problems and the difficulties EFL students encounter in writing, the focus of research on writing has moved to the process approach, The social orientation of this approach is visible, the writer-text-reader interaction, purpose, audience and intention are all important in the production of discourse while the functional dimension of communication is reinforced (White and Arndt 1991, Raimes 1991). The process approach focuses on the steps involved in creating a piece of work. It allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text (Nunan, 1999).

With the introduction of technology and using computer in all fields such as Industry, business, education, politics and technology, electronic mail is quickly taking the place of voice, paper, and fax communication. Employers will require this vital skill for their employees of today and tomorrow (Belisle, 1996). E-mail has many benefits in teaching English such as:

Firstly, it extends language learning time and place as one can communicate with others in the foreign language at any place outside the classroom and spend more time in reading and composing in the foreign language communicative context. This provides the class time (Rankin, 1997).

Secondly, it provides a context for real-world communication and authentic interaction by connecting FL speakers outside the classroom with other speakers in communicative situations (Schwienkorst, 1998; Warschauer, 1995).

Thirdly, it expands topics beyond classroom-based ones, and these may be additional topics beside the classroom topics.

Fourthly, it promotes student-centered language learning as the learners can choose the topic and change the direction of the discussion (Patrikis, 1995).

Fifthly, it encourages equal opportunities of participation (Beauvois, 1995; Gonzalez- Bueno, 1998; Warschauer, 1995).

Sixthly, it connects speakers quickly and cheaply as students communicate with native speakers without the high cost of traveling abroad (Hedderich, 1997).

Seventhly, E-mail is concerned with the clear and unambiguous transmission of messages, and stresses a two-way communication channel. The computer and e-mail mode assume the existence of a dynamic system in which an individual and instantaneous feedback provide specific and relevant feedback. The system can affect and alter the learning behavior of the student. Speed, power and flexibility of the computer and e-mail can effectively facilitate second language writing (Chapelle, 1990). In EFL writing classes, e-mail is a very useful and powerful vehicle for teaching. It enables the teacher to monitor the process of the students' writings to save class time for the teacher's assignments and comments (Belisle, 1996).

Eighthly, e-mail supplies opportunities for independent learning which is essential for L2 writing. The use of e-mail involves a wide range of skills including knowing how to use personal computer, knowing how to navigate through the immense resource that is often called cyberspace, and becoming familiar with the special register of e-mail communication. Mastering these skills can empower students to use e-mail and other types of telecommunications for the rest of their lives. E-mail allows students to communicate easily with hundreds of students. It can provide information, contact, and stimulation, supplying the teacher with more effective and enjoyable teaching situations.

Ninthly, another teacher-advantage of using e-mail is the ability to monitor the individual or group writing electronically. Processing from the brainstorming phase to the final draft as teachers may receive dozens of papers and assignments from their students which they can organize electronically by student name, by date received or by project name. These categories make it easier for the teacher to see the process, which his students are using during their writing for future analysis' and grading (Belisle, 1996).

Many scholars proved that e-mail is useful in developing English writing skills and the following are some of them: Alias & Hussin (2002) examined to what extent web-based activities such as searching for information, exchanging of messages via e-mail and participating in discussion groups are helpful to learners in their writing process. The study was conducted at one of the private institutions of higher learning, involved 20 students in a writing course. The findings indicated that the students perceived the three activities as beneficial to them in writing. While some websites (85%), created for ESL/EFL learners were perceived to be especially useful in providing knowledge and drills on the usage of the language, e-mail (95%) was perceived to have helped them, especially, in gathering ideas, peer editing and revising (90%) Class discussion group was considered helpful in the composing process, and working together in a group (80%) was seen as helpful. In addition, forum discussions allowed students to contribute ideas. The results also showed changes in the students' attitude and motivation levels.

Emily (2006) presented a longitudinal case study of a Taiwanese graduate students e-mail practice in English during her studies at a V. S. university for two and a half years. Using a critical discourse analysis approach, the study revealed the complexity of an L2 learner evolving e-mail practice and struggled for appropriateness, particularly in her e-mail communication with professors. Her development of e-mail literacy was discussed in relation to her evolving

understanding of the e-mail medium, changing performance of student identity, increasing knowledge of student – professor interaction and realization of culture – specific politeness.

Context of the problem

Previous research on writing in Egyptian secondary schools reveals the persistence of actual problems in teaching and learning writing for both teachers and students:

Abdu (1993) confirmed the persistence of actual problems in teaching and learning writing for teachers and students. Teachers frequently complain of the big workload of students' poor writings, which they have to correct. As far as students are concerned, they mostly prefer the teacher to assign other types of written work, i.e., comprehension, grammar and vocabulary exercises, and view composition writing as a kind of punishment. They hardly have any organized and disciplined instruction in writing. Writing is included as part of the prescribed textbook content, usually as a summary of a given text, giving a very limited chance for students to exploit their own linguistic resources and ideas. This denies students the chance to experience real writing.

Helal (2003) indicated that first year secondary school students have weaknesses in the organization skills of the paragraph on their writing or the opportunity to revise their piece of writing. The usual practice is to correct the grammatical errors. If teachers give feedback, it focuses mainly on spelling and grammatical errors, being satisfied with marking in red these errors in students' written pieces. In addition, the teacher is the sole audience for students' writings.

Regarding the difficulties students face when writing, most teachers confirmed that when they assign a topic for writing, they do not know what to write about, some of these students write down only the title; others write meaningless pieces: its meaning is unclear. Teachers guess the meaning rather than understand it, they cannot link sentences in a coherent whole, nor can they express their thoughts in a lucid and organized way. Moreover, students exhibited a limited writing vocabulary, over- concentration on mechanics and inadequate writing skills (Helal, 2003). The EFL teachers need to step out the restricted and traditional role, which has been to evaluate the learner's first draft as if it were the final product. They should assume the role of a consultant facilitating the learner's step-by-step creation of the text (Helal, 2003).

Previous researchers proved that EFL students face some writing problems, those problems might hinder their ability to express themselves freely, as they are not interested in the topic that the teacher asks them to write about (Aly, 2001). They cannot link sentences into a coherent paragraph, nor can they express their thought in a lucid and organized way.

Abdel-Hack (2002) and El-Shafie (2006) stated that writing is the most difficult skill of all the language skills taught to EFL students and some sort of punishment for students. Students cannot develop their ideas when asked to write simple or compound sentences, and certain types of grammar mistakes dominate their writings (e.g. sentence structure, conjunctions, tenses, adverbs, adjectives, voice, prepositions, word-order, spelling, paragraph development, vocabulary choice, and punctuation). In addition, their sentences are almost Arabic structures

literally translated. Their writing is unsatisfactory and poor and they are unable to express themselves in writing appropriately and correctly.

Developing writing skill is especially important for English language students at the secondary stage. The secondary stage is a stage of consolidation, supporting and reinforcing English language basics previously learnt by students during the preparatory stage (Abdel-Razek, 2006). It is also a stage of expansion and preparation for the university. Thus, mastering writing skills during the secondary stage helps students' progress in their university studies (El-Shafie, 2006). A student is expected at the end of the secondary stage to be able to express himself or herself freely and to write a guided composition. However, El-Shafie (2006) and Abdel-Razek (2006) revealed that students finish the secondary stage without acquiring the skills required for writing in English. They cannot write a complete correct paragraph if they are asked to do.

Dwidar (2000) indicated that first year secondary school teachers regard correcting students' EFL writing as a tedious and unrewarding work. The way they use for responding to students' writings rarely seems to achieve any improvement in subsequent work and developing their EFL writing skills. Students are seldom given feedback on their writing in English language, or the opportunity to revise their pieces of writing. The usual practice is to correct the grammatical errors.

Teachers have a tendency to correct student's writing, so that the student's voice is lost, and comments show a product-centered rather than process-centered approach to writing, which discounts the role of rhetorical invention (Bellah, 2000). Although responding to students' writing is a main factor, which affects the improvement of composition writing, the techniques that are used in our secondary schools are still not adequate to achieve this improvement (Dwidar, 2000). On investigating, the responses of 50 EFL teachers on a questionnaire, Elkoumy (1991) mentioned that the majority (90%) reported that their students never benefit from corrections or comments and those errors are repeated whatever effort exerted to correct them.

Research identified some other reasons for the problems of lack of EFL writing skills. These reasons can be summarized in the following points:

1-Devoting less time to teaching writing rather than reading, speaking and listening, as many teachers regard writing as a secondary, solitary, non-interactive, less crucial and time consuming activity (Abdel-Gawad, 2003).

2-Students feel uncomfortable when having to write on topics chosen by the teacher, boring topics that they do not know well. These topics are selected without clear specific objectives in mind for each topic, some of them are not clearly worded, are not related to students' life, and do not elicit varied kind of writing (Madylus, 2002). Thus, students misunderstand these topics and spend most of their time analyzing and thinking about them rather writing (El-koumy, 1991)

3-Systematic and planned writing courses, which take into account students' actual level of proficiency, interests and future needs, are almost non-existent. Writing exercises in the workbook do not focus exactly on the development of all composition skills, since these exercises do not deal with such skills as spelling, punctuation, capitalization and organization (El-Koumy, 1991).

4-Large numbered classes that make it difficult for students and the teacher to communicate effectively in an authentic way (Bown, 2002).

5- Insufficient teaching strategies followed by English language teachers in teaching composition (Aly,2001), and the absence of motivating pre-writing activities that can enable learners to collect enough ideas and information necessary for writing or the lack of due time and attention devoted to developing writing skill and its different sub-skills(Helal,2003).

6-Teachers who lack sufficient training in the teaching of writing process often use past ineffective practices, and use the traditional approach for teaching writing which view writing as just asking students to write sentences using vocabulary and punctuation marks correctly (Madylus, 2002).

Thus, a need for a program for incorporating all these factors appeared. Hence, e-mail writing may provide a useful framework for constructing this program and consequently overcoming the problem of lack of EFL writing skills. Nevertheless, the present study aims at investigating the effect of using e-mail on developing writing skills for the first year experimental secondary stage students.

The procedures

As the aim of this study was using e-mail to develop some EFL writing skills and e-mail was used as a tool beside the students' English curriculum of Move Ahead Plus of the Advanced Level of first year experimental secondary stage students, this study went as follows:

At the beginning of the first term of the school year 2007/2008, 60 students (two classes) were selected from first year experimental secondary school students at Fakus Experimental Language Secondary School. Then, students were divided into two groups: an experimental group (n=30) and a control group (n=30). In the first meeting at the beginning of the first term of the school year 2007-2008, the e-mail –writing skills test and the free-writing test were administered to the students of the experimental and control groups on 17 September 2007. Then the researcher designed her e-mail writing program in which she adopted the stages of Willis's task cycle (1998) of task-based approach and Mansor's framework (2007)of teaching e-mail through the process approach to incorporate process writing approach and collaborative learning via e-mail to her program as follows:

Table 1. *The framework of the e-mail writing program*

Writing Process Activity						
Writing Genre (argumentative, narrative, descriptive etc.)	Stages	Task Stages	Duration	E-mail Instructions	Output	Approach (pair work or group work)
	Pre-writing	Pre-task			Main ideas	
	drafting	task			Thesis	

					statement	
	Sharing and responding to writing	planning			A paragraph sample	
	revising	report			Essay Drafts	
	editing	analysis			feedback	
	publishing	practice			Final Comments and publishing	

Table (1) shows the framework of the e-mail writing program in which the researcher adopted Mansor's framework for incorporating process-writing approach and collaborative learning (pair work) via e-mail with Willis's framework of task-based approach

The following are the steps of the framework of the e-mail writing program:

1-The teacher sends the students an e-mail message to write an essay or a composition about your home city as an example. Pupils in pairs generate their ideas using the activities of pre-writing such as brainstorming, free writing, word mapping, interviewing, cubing, sunshine, looping, Wh questions and fantasizing mediating mind transportation, discuss this via e-mail, and send a Cc message to their teacher (pre-task stage).

2-Drafting: in which the teacher sends a message via e-mail asking her students to write the first draft by organizing their ideas, writing the topic sentence, exchanging them via e-mail and send a Cc copy to the teacher.

3-Sharing and responding to writing (planning): in which the researcher sends her students another message via e-mail asking them to develop a paragraph, which should include a topic sentence. She asks each student to discuss with her partner how to develop one complete paragraph as an example for her partner to view.

4-Revising (report): in which the researcher sends her students another message via e-mail asking them to write their essays or compositions individually, revise them and e-mail them to her and to their partners.

5-Editing (analysis): in which the researcher attaches an evaluation checklist for her students to complete when they evaluate their partners drafts. Then she asks them to submit it to her when they complete the evaluation of the essays or compositions and the checklist.

6-Publishing(practice) : in which the researcher sends a final message to her students via e-mail asking them to give final comments either positive or negative on their partners' essays or compositions and finally to submit their final essays or compositions to her to publish them.

In the program, the control group was taught by the class teacher using the traditional method, and the experimental group was taught by the present study researcher using e-mail writing program. The application of the program lasted for six weeks (from 17 September 2007

to 29th of October) at a rate of six sessions a week. After finishing teaching the program, the e-mail writing and the free- writing post-tests were administered to the experimental and control groups on 31st of October 2007.

The results:

The present study showed the following results:

1-The first hypothesis in the present study was that: " There is statistically significant difference between the experimental and control groups in the post-test of the e-mail-writing skills test in favor of the experimental group."

For testing this hypothesis, the mean scores of the experimental and control group students in the post-test of e-mail- writing skills test were compared and t-value for independent groups was calculated as indicated by table(2)

Table 2. Results of the t-test of the post-test of the experimental and control groups in e-mail-writing skills test.

Group	N	Mean	S.D.	t-value	df.	Sig.
Experimental	30	75.83	5.58	28.30	60	Sig
Control	30	28.87	7.18			

It is obvious from table (2) that there is statistically significant difference at 0.05(one-tailed) between the mean scores of the experimental group($X_1=75.83$) and the control group($X_2=28.87$) in the post-test of e-mail writing skills test in favor of the experimental group as indicated by T-value(28.30). This difference may be attributed to the effect of the experimental treatment exemplified in the e-mail writing program the experimental group received.

2-The second hypothesis in the present study was that: " There is statistically significant difference between the experimental and control groups in the post-test of the free-writing test in the writing evaluation and e-mail exchange in favor of the experimental group".

For testing this hypothesis, the mean scores of the experimental and control group students in the post-test of the free writing in writing evaluation were compared and t-value for independent samples was calculated as indicated by table (3).

Table 3. Results of the t-test of the post-test of the experimental and control groups in free-writing test in writing evaluation.

Group	N	Mean	S.D.	t-value	df.	Sig.
Experimental	30	111.07	2.20	33.87	60	Sig
Control	30	42.50	9.79			

Table (3) shows that there is statistically significant difference at 0.05 between the mean scores of the experimental group($X_1=111.07$) and the control group($X_2=42.50$) in the post-test of the free- writing test in favor of the experimental group as indicated by T-value(33.87). This

difference may be attributed to the effect of the experimental treatment exemplified in the e-mail writing program the experimental group received.

3-The third hypothesis in the present study was that: "There is statistically significant difference between the mean scores of the pre-test and post-test of the experimental group in overall EFL e-mail writing skills test in favor of the post-test".

For testing this hypothesis, the mean scores of the experimental group students in the pre-test and post-test of overall e-mail writing skills test were compared and t-value for paired samples was calculated as illustrated in table(4).

Table 4 .Results of the pre-test and post-test of the experimental group in overall e-mail-writing skills test.

Test	N	Mean	S.D.	t-value	df.	Sig.
Pre-test	30	27.70	8.15	23.95	30	Sig
Post-test	30	75.83	5.58			

Table (4) indicates that there is statistically significant difference between the mean scores of the pre-test($X_1=27.70$) of the experimental group and the posttest ($X_2=75.83$) in favor of the post-test as indicated by t-value ($=23.95$) which proved to be statistically significant at 0.05 (one-tailed). This difference between the pre-test and post-test can be attributed to the use of e-mail writing program.

4-The fourth hypothesis in the present study was that:" There is statistically significant difference between scores of the pre-test and the post-test of the experimental group in the free-writing test in favor of the post-test".

For testing this hypothesis, the mean scores of the experimental group students in the pre-test and the post-test of the free- writing test in writing evaluation were compared and t-value for paired samples was calculated as illustrated in table (5).

Table 5. Results of the t-test of the pre-test and the post-test of the experimental group in overall free –writing test in writing evaluation.

Test	N	Mean	S.D.	t-value	df.	Sig.
Pre-test	30	43.20	6.74	46.32	30	Sig
Post-test	30	111.07	5.20		30	

Table(5) indicates that there is statistically significant difference between the mean scores of the pre-test($X_1= 43.20$) and the post-test ($X_2= 111.07$) of the experimental group students in overall free-writing test in favor of the post-test , hence , such difference may be due to e-mail writing program.

2-The mean scores of the experimental group in the pre-test and the post-test of the free writing in e-mail exchange were compared and t-value for paired samples was calculated as indicated in table (6).

Table 6. Results of the t-test of the pre-test and the post-test of free writing of the experimental group in e-mail exchange.

Test	N	Mean	S.D.	t-value	df.	Sig.
Pre-test	30	35.10	6.45	38.86	30	Sig
Post-test	30	89.93	4.78		30	

Table (6) shows that there is statistically significant difference between the mean scores of the pre-test($X_1 = 35.10$) and the post-test ($X_2 = 89.93$) of the experimental group students in overall free writing test in e-mail exchange as indicated by t-value ($=38.86$) which is statistically significant at 0.05 (one-tailed). This difference is in favor of the post-test; hence, such difference may be due to e-mail-writing program.

Discussion:

More essentially, the results revealed that e-mail writing program proved effective in developing the experimental group students' writing skills: sentence construction, organizing text and paragraphing and register/style. This result is consistent with many previous studies which found that e-mail writing proved to be effective in developing students' ability to write, communicate and express what they want to say in writing such as the studies of: Goodwin (1993), Gonzales-Bueno (1998), Liaw (1998), Grosz-Gluckman (1997), Miyao (1996), Wang (1996) and Li (1998).

Thus, in the light of the findings of the present study, the present study researcher could say that the program implemented through the present study was effective and accounted for:

1-The significant difference between the experimental and the control group students' mean scores in the post-tests of e-mail-writing skills and free-writing in favor of the experimental group in as shown by figures (1), (2) and (3).

Figure 1. The mean scores of the experimental and control groups in the post-test of e-mail writing skills test.



Figure 2. The mean scores of the experimental and the control group students in the post-test of free writing.

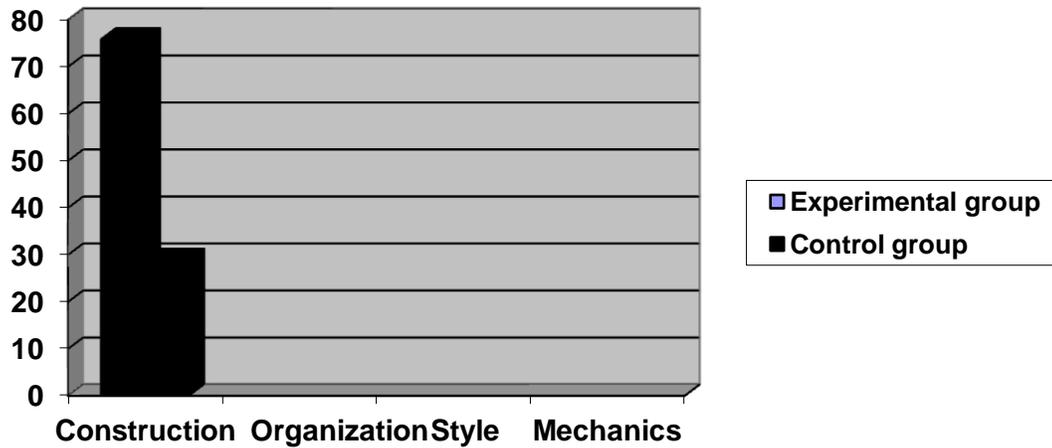
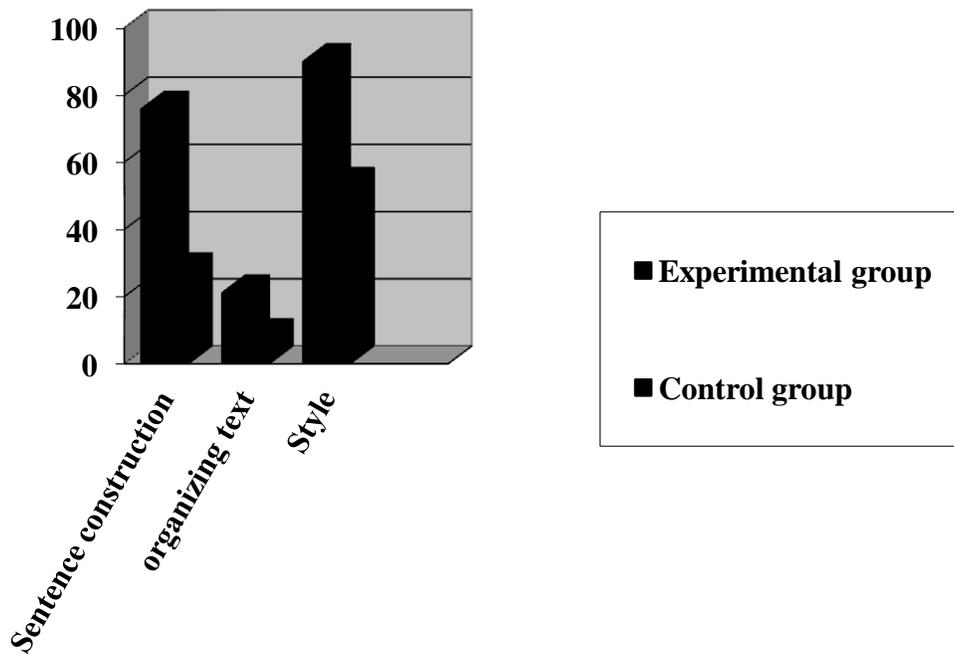


Figure 3. The mean scores of the experimental and the control group in the post test of writing sub-skills



2- The significant differences between the mean scores of the experimental group students in the pre-test and the post-test in favor of the post-test in overall free writing, each writing sub-skill and e-mail- writing skills test. It can be said that after the implementation of the program, the experimental group students demonstrated clear progress in writing performance as shown by figures(4), (5) and (6)

Figure 4. *The mean scores of the pre-test and the post-test of the experimental group in the EFL free-writing test*

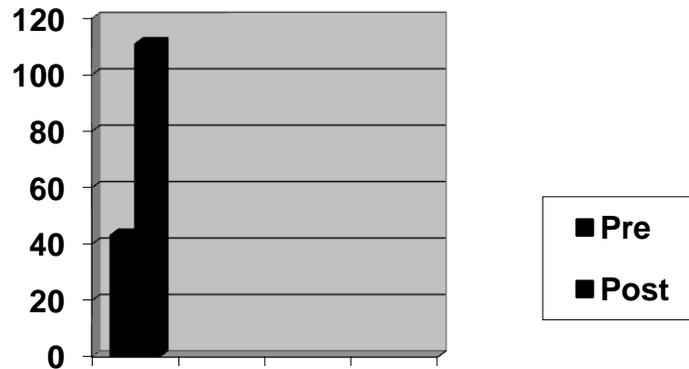


Figure 5. *The mean scores of the pre-test and the post-test of free writing of the experimental group in e-mail exchange*

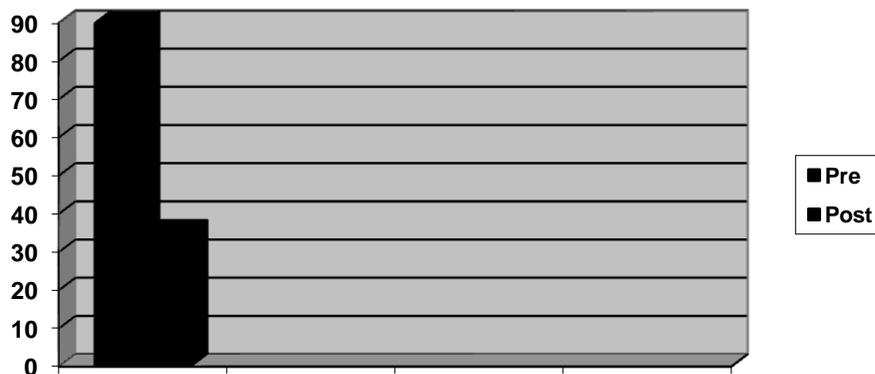
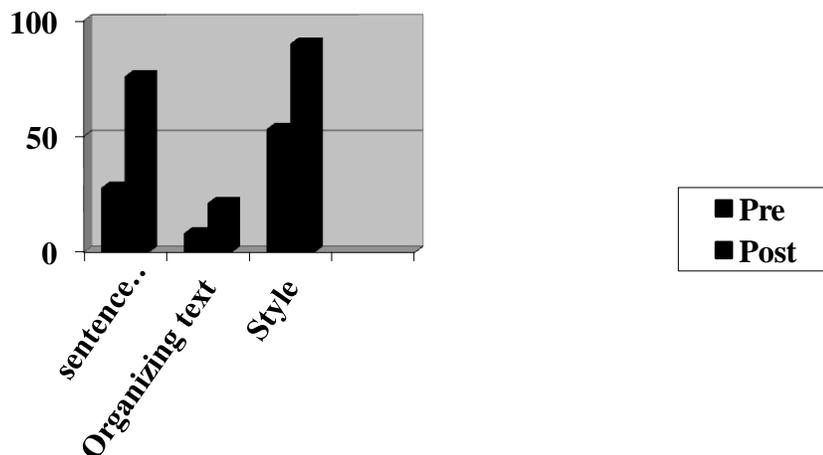


Figure 6. *The mean scores of the pre-test and the post-test of the experimental group in writing sub-skills*



There are some factors that might have helped the experimental group students' progress in EFL writing skills, e-mail-writing skills test and the free- writing test. Some of these factors may stem from the nature of the program such as:

1-Using peer editing helps students to correct each other's mistakes by exchanging their writings via e-mail. This technique develops students' abilities and confidence as writers.

2-Using pre-writing techniques, which are stimulus for students to generate their ideas such as:

*Free writing in which students write rapidly about anything that comes to their minds for a limited time without stopping and without worrying about grammar, grades, logic or complete sentences.

*Brainstorming in which students write down everything that comes into their minds and develop the most powerful and interesting ideas.

*Clustering in which students write one idea or a word in the center of the page, make associations that come to their minds, pick the cluster that are most interesting to them and freely write for more ideas.

*Wh-Questions in which students have ideas about a subject by asking and answering questions.

*Keeping journals in which students keep an attractive journal in which they write every night in details for ten or fifteen minutes what really got to them.

3-Throughout writing process, pre-writing, writing, editing and revising, the teacher encourages students' efforts and monitors their progress. With direction, students are also capable of monitoring their own work and that of their specific times for students to receive further instruction, and feedback as a part of the composing process.

4-Allocating more time for writing as one of the four language skills. As indicated in the timetable of the program, 10 percent of instructional time is devoted to writing and this indicates that writing is an important skill which worthy more attention.

5-Using the process writing approach which helps students to focus on meaning rather than form, passing through different stages such as: generating ideas, drafting, revising/editing, rewriting and word processing which help students to write in a recursive process and correct errors in the final stages of writing.

6-Using e-mail as one of the most up-to-date technological techniques in teaching writing with its speed, asynchronous nature, student-centered, variability and real world communication which builds students' confidence to communicate and exchange their writings.

7-Using task-based approach which is the base of the communicative approach. This approach enables students to work in an interactive environment with its six steps: pre-task, task, planning, report, analysis and practice in which the teacher introduces the topic and gives students clear instructions on what they will do at the task stage, and then students complete the task in groups or pairs. After that, students prepare a short report or draft to tell the class what happened during the task. Next students read the written report and the teacher sets some language-focused tasks based on the text students read. Finally, the teacher selects language areas to practice based on the needs of the students and the task and report phases.

8-Having students write more than one draft on the same topic focusing at first on meaning rather than form in the light of the process writing and the free –writing approaches proved to be an effective factor in giving students the opportunity to revise their writing and hence achieving progress in EFL writing skill.

9-Using the collaborative technique and pair work, proved to be vital in exchanging e-mail and editing their peer's writings. This technique improved the students' amount and the quality of their writing.

10-The change in teachers 'role from an evaluator and a grader to a mentor and a guide throughout the program made the progress of teaching writing a student- centered process and lessened students' apprehension from grading their writing. In conclusion, helping students overcome the blocks that hinder their writing using the e-mail writing program improved their performance and made students aware of the benefits of writing in English language in communicating with others.

11-Using free writing technique, which helps students to write about topics of their choice, this provides them with the opportunity to write about a content that is already accessible to them.

12-Building the program on the constructivist theory, which is based on making learning to be student-centered, collaborative, sociable and realistic.

13-Providing students with an audience such as the teacher, their peers or global audience across e-mail. This enables them to write what they really think and provide constructive criticism.

14-Providing a different environment for students to write in (an electronic, an interactive and a constructive environment) which is different from the traditional atmosphere in class).

Hence, it can be concluded that e-mail can provide a useful framework for developing first year secondary school students' EFL writing skills.

Conclusion:

Research studies proved that Internet-based resources have an impact on language instruction. One of these resources, e-mail, is an effective learning tool through which language learners use multimedia and computer- generated web- based instructional activities Gonzales-Bueno (1998), Liaw (1998), Grosz-Gluckman (1997), Miyao (1996), Wang (1996) and Li (1998). Several implications could be drawn from the results of this study:

1-The use of e-mail in the EFL writing instruction could improve EFL learners' writing skills.

2-EFL/ ESL teachers could use e-mail to encourage their students to write and to develop their writing sub-skills.

3-EFL/ ESL Teachers can integrate e-mail and process writing approach into teaching writing skill.

About the author:

Mervat Abd Elfatah Ali Said Ahmed has finished her Ph.D. She is now a lecturer of English at Oklt Al Sqoor College of Science and Arts at Qassim University in Saudi Arabia. She teaches graduate and undergraduate courses about the four language skills (listening, speaking, reading

and writing). She is also teaching many academic courses about translation such as Legal and Political Translation, Islamic Translation, Machine Translation and Literary Translation. Her research focuses on using computer applications in teaching EFL such as e-mail and Web Quest, the four language skills and the different types of translation.

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