

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE EFFECT OF USING PENZU ON STUDENTS' WRITING
SKILLS AT A HIGHER SECONDARY LEVEL IN PAKISTAN**

ASMA ABDUL AZIZ



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2025**



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(*Certification of thesis / dissertation*)

Kami, yang bertandatangan, memperakukan bahawa
(*We, the undersigned, certify that*)

ASMA ABDUL AZIZ

calon untuk Ijazah
(*candidate for the degree of*)

telah mengemukakan tesis / disertasi yang bertajuk:
(*has presented his/her thesis / dissertation of the following title*):

**"THE EFFECT OF USING PENZU ON STUDENTS' WRITING
SKILLS AT HIGHER SECONDARY LEVEL IN PAKISTAN"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(*as it appears on the title page and front cover of the thesis / dissertation*).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **17 Disember 2024**.

That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:

17 December 2024.

Pengerusi Viva:
(*Chairman for VIVA*)

Assoc. Prof. Dr. Siti Jamilah Bidin

Tandatangan
(*Signature*)

Pemeriksa Luar:
(*External Examiner*)

Assoc. Prof. Dr. Azmi Abdul Latiff

Tandatangan
(*Signature*)

Pemeriksa Dalam:
(*Internal Examiner*)

Dr. Nur Rasyidah Mohd Nordin

Tandatangan
(*Signature*)

Nama Penyelia/Penyelia-penyalia: **Assoc. Prof. Dr. Mohd Hilmi Hamzah**
(*Name of Supervisor/Supervisors*)

Tandatangan
(*Signature*)

Nama Penyelia/Penyelia-penyalia: **Assoc. Prof. Ts. Dr. Mohan Rathakrishnan**
(*Name of Supervisor/Supervisors*)

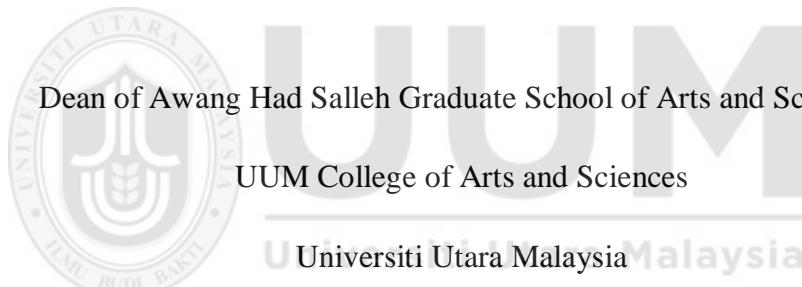
Tandatangan
(*Signature*)

Tarikh:
(*Date*) **17 December 2024**

Permission to Use

In presenting this thesis in fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying, publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part should be addressed to the following:



06010 UUM Sintok

Abstrak

Pakistan telah melalui tempoh peralihan yang mendadak akibat pandemik COVID-19, yang membawa kepada keperluan penggunaan lebih banyak sumber komputer dan dalam talian di sekolah kerajaan di Pakistan. Dalam satu setengah dekad yang lalu, pengajaran dan pembelajaran bahasa Inggeris yang berkesan telah menjadi fokus utama bagi para penggubal dasar. Bagi menangani isu ini, kajian ini menyiasat kesan penggunaan Penzu dalam Arahan Bahasa Bantuan Komputer (CALI) untuk meningkatkan kemahiran menulis pelajar di peringkat menengah atas di Pakistan. Reka bentuk penyelidikan kaedah campuran digunakan, dengan memanfaatkan eksperimen kuasi dan temubual separa terstruktur. Enam puluh pelajar EFL dari Punjab mengambil bahagian dalam kajian eksperimen kuasi, manakala 15 guru dan pelajar EFL sekolah menengah atas dipilih untuk temubual. Data kuantitatif dikumpul melalui ujian pra dan ujian pasca dan dianalisis menggunakan Ujian-T dalam SPSS versi 28, manakala data kualitatif dianalisis menggunakan pengekodan tematik dalam NVivo. Keputusan eksperimen menunjukkan bahawa pelajar dalam kumpulan eksperimen menunjukkan ketepatan yang lebih tinggi dalam kemahiran menulis pada ujian pasca berbanding pelajar dalam kumpulan kawalan. Data temubual mendedahkan bahawa guru EFL yang lebih muda lebih cenderung untuk menggunakan teknologi berbanding rakan sekerja mereka yang lebih senior. Selain itu, penemuan tersebut menonjolkan perbezaan dalam sikap guru EFL terhadap penggunaan CALI berdasarkan jantina, usia, dan pengalaman. Akhirnya, keputusan ini mempunyai implikasi teoritikal, praktikal, dan pedagogikal yang signifikan untuk pendidikan menengah atas dan pembangunan profesional guru EFL.

Kata kunci: CALI, Penzu, Sekolah menengah atas, Kemahiran menulis

Abstract

Pakistan has undergone a period of transition following the COVID-19 pandemic, which has led to increased reliance on computers and online resources in government schools. Over the past decade and a half, effective teaching and learning of English has become a focal point for policymakers. To contribute to this evolving landscape, the present study investigated the effect of using Penzu in Computer Assisted Language Instruction (CALI) on students' writing skills at the higher secondary school in Pakistan. A mixed-methods research design was employed, utilizing a quasi-experiment and semi-structured interviews. Sixty EFL students from Punjab participated in the quasi-experimental study, while 15 higher secondary school EFL teachers and students were selected for interviews. Quantitative data were collected through pre-tests and post-tests and analyzed using T-Tests in SPSS version 28, while qualitative data were analyzed using thematic coding in NVivo. The experimental results showed that students in the experimental group demonstrated greater accuracy in writing skills on the post-test compared to students in the control group. Interview data revealed that younger EFL teachers were more inclined to use technology than their senior counterparts. Additionally, the findings highlighted differences in EFL teachers' attitudes toward using CALI based on gender, age, and experience. Finally, the results have significant theoretical, practical, and pedagogical implications for higher secondary education and the professional development of EFL teachers.

Keywords: CALI, Penzu, Higher secondary school, Writing skills

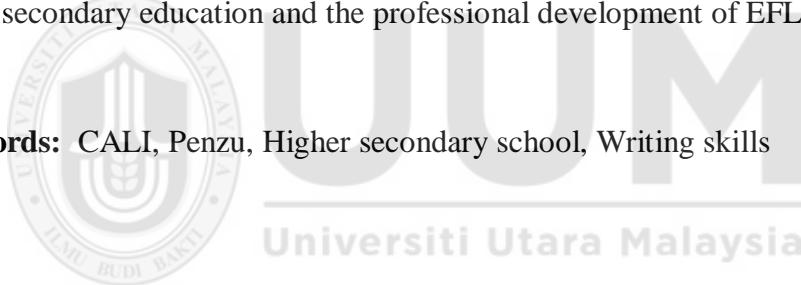


Table of Contents

Permission to Use.....	ii
Abstrak.....	iii
Abstract.....	iv
Acknowledgement.....	v
Table of Contents.....	vi
List of Tables.....	xi
List of Figures.....	xiii
List of Abbreviations.....	xiv
List of Appendices.....	xv
CHAPTER ONE INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	7
1.3 Research Objectives.....	13
1.4 Research Questions.....	13
1.5 Hypothesis.....	14
1.6 Scope of the Study.....	15
1.7 Significance of the Study.....	16
1.8 Operational Definitions of Key Terms.....	19
1.8.1 Higher Secondary Level.....	20
1.8.2 CALI (Computer-Assisted Language Instruction).....	20
1.8.3 Writing Skill.....	20
1.8.4 Vocabulary.....	21
1.8.5 Grammar.....	21
1.8.6 Writing Contents.....	21
1.8.7 Writing Mechanics.....	22
1.8.8 Students' Performance.....	22

1.9 Summary of Chapter One.....	23
CHAPTER TWO LITERATURE REVIEW.....	24
2.0 Introduction.....	24
2.1 Writing Skills in EFL Context and Increasing Trends	24
2.2 Writing Skills Accuracy and its Significance.....	28
2.2.1 EFL Students' Writing Skills Issues in Pakistani Schools	29
2.3 Limitations of Traditional Instruction and CALI as an Alternative Tool.....	32
2.3.1 English Writing Skills in CALI from Global Perspective.....	36
2.3.2 Early Studies on CALI to Support Writing Skills.....	46
2.3.3 Trends to Use CALI for Writing Skills in Pakistan.....	48
2.3.4 Issues and Challenges Faced in Using Online Writing Tools.....	49
2.4 Focus of Foreign Language Writing in the World of Technology	51
2.5 Variables in the Study.....	56
2.5.1 Vocabulary Learning	56
2.5.2 Grammar	59
2.5.3 Organisation in Writing Content.....	60
2.5.4 Mechanics of Writing.....	62
2.5.4.1 Enhanced Spelling Checkers.....	65
2.5.4.2 Promotion of Editing and Proofreading Skills.....	65
2.5.4.3 Increased Awareness of Writing Conventions.....	65
2.5.4.4 Customisable Writing Style Preferences.....	67
2.6 Penzu as a Cloud-based Writing Tool.....	68
2.6.1 Empirical Evidence from Previous Work on the Efficacy of Penzu.....	71
2.7 Theoretical Underpinnings of the Present Study.....	74
2.7.1 Interactionist Theory.....	74
2.7.2 Constructivist Theory.....	78
2.7.2.1 Active Engagement and Meaning Making.....	79
2.7.2.2 Social Interaction and Collaboration.....	80
2.7.2.3 Learner Autonomy and Ownership.....	82
2.7.2.3.1 Promoting Learner's Autonomy and Ownership with Penzu.....	84
2.7.2.4 Scaffolded Learning and Zone of Proximal Development (ZPD).....	84

2.8 Conceptual Framework.....	85
2.8.1 Penzu and Educational Theories.....	86
2.8.2 Integration of Penzu in Computer for Writing Skills.....	87
2.8.2.1 Internet-based CALI.....	89
2.9 Summary of Chapter Two.....	90
CHAPTER THREE METHODOLOGY.....	91
3.0 Introduction.....	91
3.1 Research Design.....	91
3.1.1 Quantitative and Qualitative Data Need in the Present Study.....	95
3.2 Quantitative Method.....	97
3.2.1 Population.....	97
3.2.1.1 Sampling.....	99
3.2.1.1.1 The Class Instructor.....	103
3.2.2 Instrument.....	104
3.2.2.1 Pre-test and Post-test.....	104
3.2.2.2 Penzu as an Online Writing Tool.....	105
3.2.2.3 Penzu and its Features.....	108
3.2.2.4 Treatment Material.....	111
3.2.2.4.1 Choice on Verb Test.....	114
3.2.2.4.2 Close/Fill in the blank Test.....	116
3.2.2.4.3 Open-ended Test.....	117
3.2.2.4.4 Sentence Completion Test.....	118
3.2.2.3 Reliability and Validation.....	120
3.2.2.3.1 Pre-test and Post-test Validity.....	120
3.2.2.3.2 Pilot Study.....	121
3.2.2.3.3 Data Collection in the Pilot Study.....	123
3.2.2.3.4 Results of the Pilot Data.....	124
3.2.3 Data Collection Procedure.....	125
3.2.3.1 Data Collection for the Experiment Group.....	126
3.2.3.2 Data Collection for Control Group.....	131
3.2.3.3 Experiment Challenges.....	133

3.2.4 Data Analysis.....	134
3.2.4.1 Statistical Analysis of Experiment Results.....	134
3.2.4.2 Rubric Used for Assessment of Writing.....	136
3.3 Qualitative Method.....	138
3.3.1 Population.....	139
3.3.2 Interviews.....	143
3.3.2.1 Interview Protocol Adapted in the Study.....	144
3.3.2.2 Adjustment in the Interview Protocol.....	149
3.3.3 Data Collection	155
3.3.3.1 Obtaining Access.....	156
3.3.3.2 Conducting Interviews.....	157
3.3.3.3 Trustworthiness of the Qualitative Data.....	158
3.3.3.3.1 Interview Transcripts.....	159
3.3.3.3.2 Credibility.....	159
3.3.3.3.3 Dependability.....	159
3.3.3.3.4 Transferability.....	160
3.3.3.3.5 Confirmability.....	160
3.3.3.3.6 Data Saturation.....	161
3.3.3.3.7 Member Checking.....	161
3.3.3.4 Interview Challenges.....	162
3.3.4 Data Analysis.....	162
3.3.4.1 Transcribing Interviews.....	163
3.3.4.2 Thematic Analysis.....	164
3.3.4.2.1 Major Theme One.....	167
3.3.4.2.2 Major Theme Two.....	168
3.3.4.2.3 Major Theme Three.....	168
3.3.4.2.4 Major Theme Four.....	169
3.3.4.3 Queries Application in NVivo.....	171
3.3.4.4 Researcher Reflexivity.....	172
3.3.5 Piloting the Interview Instrument.....	173
3.3.5.1 Findings of Pilot Interviews.....	174

3.4 Ethical Considerations.....	175
3.5 Summary of the Chapter.....	176
CHAPTER FOUR RESULTS AND DISCUSSION.....	177
4.0 Introduction.....	177
4.1 Quantitative Results and Discussion.....	178
4.1.1 Students' Improvement in the Linguistic Features.....	182
4.1.2 Comparison of Statistical Results Experiment and Control Group.....	183
4.1.2.1 Results and Discussion on Question One.....	183
4.1.2.2 Results and Discussion on Question Two.....	187
4.1.2.3 Results and Discussion on Question Three.....	190
4.1.2.4 Results and Discussion on Question Four	194
4.2 Qualitative Results and Discussion.....	198
4.2.1 Thematic Results Presentation	198
4.2.2 Teachers'Qualitative Data Interpretation	202
4.2.2.1 Theme Wise Results Analysis and Discussion.....	206
4.2.2.1.1 Theme-1: Issues in Technical Competence and Access.....	206
4.2.2.1.2 Theme-2: Pedagogical Integration Challenges.....	209
4.2.2.1.3 Theme 3: Students' Engagement and Motivation.....	212
4.2.2.1.4 Theme 4: Infrastructural Issues and Resource Constraint.....	216
4.2.2.3 Students Qualitative Data Interpretation.....	219
4.2.3.1Theme Wise Results Analysis and Discussion.....	221
4.2.3.1.1 Theme-1: Issues of Use with Penzu Learning.....	221
4.2.3.1.2 Theme-2: Self-expression and Increased Writing Frequency.....	222
4.2.3.1.3 Theme-3: Students'Engagement and Motivation.....	222
4.2.3.1.4 Theme-4: Benefits of Peer Review and Assessment.....	222
4.3 Summary of Chapter Four.....	223
CHAPTER FIVE CONCLUSIONS.....	224
5.0 Introduction.....	224
5.1 Key Findings (Quantitative Data)	224
5.1.1 Key Findings on Vocabulary.....	225

5.1.2 Key Findings on Grammar.....	227
5.1.3 Key Findings on Organisation in Writing Content.....	230
5.1.4 Key Findings on Writing Mechanics.....	233
5.1.5 Students' Overall Writing Proficiency.....	236
5.1.6 Key Findings on Time and Instructional Approach Relation.....	237
5.2 Key Findings (Qualitative Data)	239
5.2.1 Theme-wise Key Findings of Teachers'Interview.....	239
5.2.1.1 Major Theme One.....	239
5.2.1.2 Major Theme Two.....	242
5.2.1.3 Major Theme Three.....	245
5.2.1.4 Major Theme Four.....	248
5.2.2 Theme Wise Key Findings of Students'interview.....	250
5.2.2.1 Theme One.....	250
5.2.2.2 Theme Two.....	251
5.2.2.3 Theme Three.....	251
5.2.2.4 Theme Four.....	252
5.3 Implication of the Study.....	252
5.3.1 Theoretical Implications.....	253
5.3.2 Methodological Implications.....	254
5.3.3 Pedagogical Implications.....	255
5.3.4 Practical Implications.....	256
5.4 Limitations of the Study.....	257
5.5 Recommendations for Future Researchers.....	259
5.6 Conclusion.....	260
REFERENCES.....	264
APPENDICES.....	311

List of Tables

Table 2.1 Tabular Frame of Previous Studies on the Components of Writing Skills.....	55
Table 3.1 Participant and Timeline Distribution for the Pre-test and Post-test.....	93
Table 3.2 Students Sample with Demographic Detail.....	102
Table 3.3 Time Table to Train Students and a Teacher to use Penzu.....	111
Table 3.4 Table Content of the Choice Test on Verbs	115
Table 3.5 Demographic Details of English Language Experts for the Test.....	120
Table 3.6 Demograph Details of Experts in Statisticians.....	124
Table 3.7 Pilot Test Scores of the Test Instruments.....	125
Table 3.8 Experiment Time and Contents.....	126
Table 3.9 Grouping of Variables for Quasi-experiment.....	135
Table 3.10 Qualitative Sample Demographics.....	142
Table 3.11 Origional Interview Protocol for Teachers.....	147
Table 3.12 Origional Interview Protocol for Seudents.....	148
Table 3.13 Experts' Demographic Detail for the Interview Protocol.....	149
Table 3.14 Adjustments in the Adapted Interview Protocol for Teachers According to the Experts' Feedback	150
Table 3.15 Adjustments in the Adapted Interview Protocol for Students According to the Experts' Feedback	152
Table 3.16 Final Interview Protocol with L1 (Urdu) Translation for Teachers.....	154
Table 3.17 Final Interview Protocol with L1 (Urdu) Translation for Students.....	155
Table 3.18 Participant's Attributes Stored in NVivo.....	165
Table 4.1 Students' Overall Writing Proficiency on Pre-test and Post-test Scores.....	178
Table 4.2 Two-way ANOVA Results for Experimental Students.....	180
Table 4.3 Two-way ANOVA Results for Control Group Students	181
Table 4.4 Comparision Improvement between Experimental and Control Group.....	182
Table 4.5 Students' Pre-test and Post-test Mean Score on the Vocabulary Aspect..	183
Table 4.6 Students' Pre-test and Post-test Mean Scores on the Grammar Aspect...	187
Table 4.7 Students' Pre-test and Post-test Mean Score on the Writing Content	190
Table 4.8 Students' Pre-test and Post-test Scores on the Writing Mechanics.....	194
Table 4.9 Initial Code (EFL Teachers).....	200
Table 4.10 Initial Code (EFL Students).....	201

Table 4.11 Themes and Sub-themes with No of Excerpts (EFL Teachers=10)	206
Table 4.12 Themes with No of Excerpts (EFL Students=5)	221



List of Figures

Figure 2.1 Theoretical framework of the study.....	79
Figure 2.2 Conceptual framework of the study.....	86
Figure 3.1 Research design of the current study.....	92
Figure 4.1 Pre-test and post-test comparison of experiment and control group.....	179



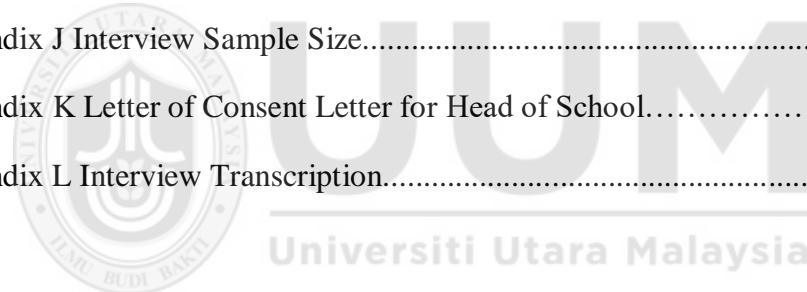
List of Abbreviations

CALI	Computer-Assisted Language Instruction
EFL	English as a Foreign Language
FLA	Foreign Language Acquisition



List of Appendices

Appendix A Previous Result of Students'	311
Appendix B Researcher's Training Certificates	312
Appendix C EFL Teachers' and Students' Consent form.....	314
Appendix D Lesson Plan for Control & Experimental Group.....	317
Appendix E Pre-test and Post-test Questions.....	347
Appendix F Rubrics for Assessment.....	355
Appendix G Course Content of English Text Book.....	357
Appendix H Key Features of Computer Lab.....	361
Appendix I Students' Excercises on Penzu.....	362
Appendix J Interview Sample Size.....	379
Appendix K Letter of Consent Letter for Head of School.....	381
Appendix L Interview Transcription.....	382



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study's background and states the study's research questions and objectives. Besides, it brings the purpose and the aim of the study, the problem statement of research, the significance and the scope of the study and finally, the definitions of key terms.

1.1 Background of the Study

Writing skills possess a central stage in Pakistani education and examination systems. Even content subjects' achievement (subjects other than language) is measured through a written summative exam. The format of the examination system in Pakistan solely relies upon writing as a means to display knowledge. The significance of writing increases manifold at higher secondary levels, in which students have to produce a good deal of writing skills (Rustum et al., 2022).

The significance of writing skills also understood from the fact that higher secondary education serves as a gateway to undergraduate education, which works as a foundation in addition to professional education and career development. Besides, higher secondary education represents the education block after secondary education (Ahmad et al., 2022). In Pakistan, till class tenth, a student is considered as a matric-level student, while in classes 11th and 12th, the student is promoted to higher

REFERENCES

Abbas, G., Qutoshi, S. B., Angaiz, D. (2019). Teachers' perceptions and practices of assessment rubrics in assessing students' learning at higher secondary education level. *Pakistan Journal of Social Research*, (1)1, 35-43 <http://doi.org/10.52567/pjsr.v1i01.6>

Abdulwahed, S. (2019). Exploring students' perceptions of ESL writing. *English Language Teaching*, 4, 73-80. <http://doi.org/10.1080/09588221.2019.1360361>

Abrams, Z. (2022). Exploring collaboratively written L2 texts among first-year learners of German in Google Docs. *Computer Assisted Language Learning*, 29(8), 1259-1270. <https://doi.org/10.1080/09588221.2016.1270968>

Adam, A. M. (2020). Sample size determination in research. *Journal of Scientific Research and Reports*, 26(5), 90-97. <https://doi.org/10.9734/jsrr/2020/v26i530263>

Afshari, M., Ghavifekr, S. Siraj, S. and Jing, D. (2021). Students' attitudes towards Computer-assisted Language Learning. *Social and Behavioral Sciences*, 1(10), 852-859. doi:10.7575/ aiac.all.s.v.7n.3p.146 Received: 10/01/2013

Aghajani, M., Adloo, M. (2020). The effect of online collaborative learning on students' writing skills and attitudes through the Telegram application. *International Journal of Instruction*, 11(3), 433-448. <https://doi.org/10.12973/iji.2020.11330a>

Ahmad, I., Rehman, K., Ali, A., Khan, I., & Khan, F.A. (2022). Critical analysis of the problems of education in Pakistan: possible solutions. *International Journal of Evaluation and Research in Education*, 3 (2), 79-84. <https://doi.org/10.1014/j.ErE.2022.10.005>

Ahmad, N., Khan, F. N., & Munir, N. (2020). Factors affecting the learning of English at secondary school level in Khyber Pakhtunkhwa, Pakistan. *International*

Journal of English Language and Literature Studies, 2(2), 95–101. <https://doi.org/10.1177/21582440221116106>

Ahmad, P. D. (2022). *Universal quality education: A challenge to the whole world*. Islamabad: National Book Foundation Pakistan.

Ahmad, S. & Rao, C. (2019). Inconsistencies in English language teaching in Pakistan: A comparison between public and private institutions. *European Journal of Business and Management*, 3 (15), 95–105. <https://doi.org/10.1177/21582440221116109>

Ahmadi, A., & Ilmiani, A. M. (2020). The use of teaching media in Arabic language teaching during Covid-19 pandemic. *The Asian Journal*, 2(1), 15-23. <https://doi.org/10.21093/di.v20i2.2515>

Ahmed, F., & Javed, M. (2018). Resource constraints and their implications for quality education in Pakistani higher secondary schools. *Educational Research and Reviews*, 13(10), 353-360. <https://doi.org/10.14502/jerr.v7i3.3407>

Ahmed, S. S.T. & Qasem, B. (2019). Computer-assisted language instruction in south yemeni context: A study of teachers' attitudes, ICT uses and challenges. *International Journal of Language Education*, 1 (4), 59–73. <https://doi.org/10.1177/21582440221117133>

Ahmed, S., Abdelradi, A.H., Al-Adwan, A.S. & Ramzan, M. (2020). Understanding EFL teachers' perceptions of technology Integration: A Qualitative Study in Pakistan. *Journal of Education and Learning*, 9(3), 251-261. <https://doi.org/10.1176/22572440421013422>

Akassim, R.S. (2018). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5 (1), 1– 4. <https://doi.org/10.1177/21582440221117804>

Akbulut, Y. (2018). Exploration of the attitudes of freshman foreign language students towards using computers at a Turkish state university. *The Turkish Online Journal*

of Educational Technology, 7 (12). 128–134.
<https://doi.org/10.1177/21582440221117805>

Akcaoglu, M. (2018). Exploring technology integration approaches and practices of pre-service and in-service English language teachers. Unpublished Master Thesis. Middle East Technical University, Ankara.

Akhtar, S., & Shah, S. Z. A. (2016). Budgetary constraints and their impact on education infrastructure in Pakistan: A case study of Khyber Pakhtunkhwa. *Journal of Educational Research*, 19(1), 1-16. <https://doi:10.15406/jer.2016.04.00143>

Akhyar, A., Mydin, A. A., & Kasuma, S. A. A. (2018). Students' perceptions and attitudes towards the use of Instagram in English language writing. *Malaysian Journal of Learning and Instruction (MJLI), Special Issue on Graduate Students Research on Education*, 1(1), 47-72.

Al abdel Halim, A. (2019). Designing a computer-assisted language learning (CALL) and Measuring its effect on Jordanian secondary School students' Reading Comprehension in English. Unpublished Ph. D Dissertation. Yarmouk University, Irbid, Jordan.

Al Lily, A. E., Ismail, A. F., Abunasser, F. M., & Alqahtani, R. H. A. (2020). Distance education as a response to pandemics: Coronavirus and Arab culture. *Journal of Technology in Society*, 6 (3), 10-17. <https://doi.org/10.1016/j.techsoc.2020.101317>

Al-Besher, K. (2019). Developing the writing skills of ESL students through the collaborative learning strategy. Doctoral dissertation. Newcastle-upon-Tyne: University of Newcastle.

Albirini, A. (2018). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Journal of Computers & Education*, 47(4), 373-398. <https://doi.org/10.1177/21582440221117807>

Ali, A., & Khan, M. (2019). Resistance to technology adoption among traditional EFL teachers: a case study in Pakistan. *International Journal of Educational Technology in Higher Education*, 16(1), 1-18. <https://doi.org/10.1177/2158244022111102>

Ali, M.M., Yasmin, T., Afzaal, J. (2020). Rubric effects on assessment: an analysis. *Pakistan Social Sciences Review*, 4(2). 793-804. P-ISSN 2664-0422O-ISSN 2664-0430

Ali, S. (2017). Challenges faced by higher secondary schools in Pakistan. *Journal of Education and Practice*, 8(20), 116-120. <https://doi.org/10.1174/25823502233111034>

Al-khresheh, M. & (2020). The influence of anxiety on Saudi EFL learners' oral and written performance. *University Aljouf Humanities Sciences Journal*, 6(8), 275-305. <https://doi.org/10.18860/ijazarabi.v3i2.9769>

Al-khresheh, M. (2021). Revisiting the effectiveness of black-board learning management system in teaching English in the era of COVID 19. *World Journal of English Language*, 12(1), 1-14. <https://doi.org/10.5430/wjel.v12n1p1>

Allumn, P. (2017). CALL and the Classroom: The case for the comparative research. *ReCALL*, 14(1), 146–166. <https://doi.org/10.1177/21582440221114320>

Almekhlafi, M. A. A. (2017). The beliefs of Yemeni EFL student teachers about English language learning. *Journal of Research Scholars and Professionals of English Language Teaching*, 3 (1), 1–18. <https://doi.org/10.1177/21582440221109585>

Alotabi, A.N., & Alzu'bi, M. (2021). Computer-assisted language learning (CALL): using paragraph punch software in developing EFL paragraph writing skills. *Journal of Language and Linguistic Studies*, 18(1), 323-332. Doi: 10.52462/jlls.184.

Al-Qomoul, M. (2020). The effect of using an instructional software program of English language functions on the basic stage students' achievements. Unpublished PhD. Thesis. Amman Arab University for Graduate Studies, Amman. Jordan.

Alrabai, F. (2019). Factors underlying low achievement of Saudi EFL learners. *International journal of English Linguistics*, 6(3), 1–18. <https://doi.org/10.1177/21582440221097387>

Alsmari, N. A. (2019). Fostering EFL students' paragraph writing using edmodo. *Journal of English Language Teaching*, 12(10), 44–54. <https://doi.org/10.11745/215824402210345>

Alsouki, S. (2019). The effect of using computers in the teaching of L2 composition on the writing performance of tenth grade students in Amman private schools. Unpublished MA thesis, University of Jordan. Amman, Jordan.

Altavilla, J. (2020). How technology affects instruction for English learners. *PDK international*, Sage Publication, 2 (1), 80–95. <https://doi.org/10.1177/21582440221096123>

Alwaleedi, M. A., Gillies, R. M., & Obaidul Hamid, M. (2019). Collaborative writing in Arabic as a second language (ASL) classrooms: A mixed-method study. *Journal of Language, Culture and Curriculum*, 32(2), 157–172. <https://doi.org/10.1080/07908318.2018.1521422>

Alwraikat, M. A. & Altokhaim, H. (2019). Exploring the potential of mobile learning use among faculty members. *International Journal of Interactive Mobile Technologies*, 8(3), 4–10. <https://doi.org/10.1177/21582440221091260>

Alyafaei, Y. & Attamimi, R. (2019). Teachers' knowledge of and attitude towards incorporating computer-assisted language learning in EFL classrooms. *International Journal of Linguistics, Literature and Culture*, 5 (4), 57–75. <https://doi.org/10.1177/21582440221095845>

Alzahrani, A. I., Ramayah, T., Suppiah, N., Alfarraj, O., & Alalwan, N. (2020). Computer usage from a developing country perspective using structural equation modeling (SEM). *Sage Open*, 10(3). <https://doi.org/10.1177/21582440221097926>

Amer, M. (2020). Language learning difficulties reported by beginner-level learners of Arabic using online tools. *Journal of Advances in Linguistics*, 11(7), 19–35. <https://doi.org/10.24297/jal.v11i.8654>

Amin, N., Khalid, F., & Siddiqa, A. Lodhi, M. A, Fatima, A., Ismail, F., (2019). Attitude of EFL students towards computer assisted language learning at intermediate level. *Journal of English Language Teaching*, 12 (3),108–118. <https://doi.org/10.1177/21582440221114331>

Amir, S., Sharf, N. & Khan, R.A. (2020). Pakistan' education system: An analysis of educational policies and drawbacks. *Electronics research journal of humanities and social sciences*, 2 (1), 2-10. Doi: 10.52462/Erjhs.185.

Amiryousefi, M. (2018). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement, *Innovation in Language Learning and Teaching*, 13(2), 147-161. <https://doi.org/10.1080/17501229.2017.1394307>

Amiryousefi, M. (2020). The differential effects of collaborative vs. individual prewriting planning on computer-mediated L2 writing: Transferability of task-based linguistic skills in focus. *Computer Assisted Language Learning*, 30(8), 766-786. <http://doi.org/10.1080/09588221.2020.1360361>

Amna A., Ajmal, M., & Ajmal, A. (2023). Academic writing problems faced by ESL learners in higher education institutions. *University of Wah Journal of Social Sciences*.6 (1), 59-70. Doi: 10.51351/Uwjs.151.

Andrade, C. (2020). Sample Size and its importance in research. *Indian Psychol Med*, 42(1), 102–103. <https://doi: 10.4103/ijpsym.ijpsym 50419>.

Ansari, M. F., & Rhami, H. (2021). A comparison between male and female students' learning strategies preference in learning English at a senior high school 12 Pekanbaru. *Education Research International* 1(1), 1–8. <https://doi.org/10.1177/21582440221096136>

Ataman, E. (2020). Investigation of English teachers' views on computer assisted language learning. *Journal of the Universal Academic Research Journal*, 2 (1), 46–57. <https://doi.org/10.1177/21582440221096141>

Atique, S. S., & Khan, I. (2019). The writing needs of business students: a teacher's perception in an EFL context. *Journal of Education & Social Sciences*, 3(2), 231–244. <https://doi.org/10.1015/jes.2019.101213>

Attali, Y. & Powers, D. (2017). *Construct validity of e-rater in scoring TOEFL essays* (ETS Research Rep. RR-07-21). Princeton, NJ: ETS.

Awada, G., Burston, J., Ghannage, R. (2020). Effect of student team achievement division through web quest on EFL students' argumentative writing skills and their instructors' perceptions. *Journal of Computer-assisted Language Learning*, 33(3), 257–300. <https://doi.org/10.1177/21582440221096146>

Awan, A. G., & Kamran, A. (2019). Testing and assessment of large classes in English language. *Global Journal of Management, Social Sciences and Humanities*, 3(4), 622–650. <https://doi.org/10.1177/21582440221096427>

Aweis, S. (2020). Situating learning in technology: The case of computer-mediated reading supports. *Journal of Educational Technology Systems*, 23(1), 63-74. <https://doi.org/10.101/j.techsoc.2020.013111>

Aziz, A. (2023). *Dual education system and poverty resistance in Pakistan*. Lahore: Thesis, Centre for south Asian studies, University of the Punjab.

Aziz, A. A., & Pervaiz, M. D. Hassan, M. U. (2022). Investing the use computer for language teaching among Pakistani EFL teachers. *Pakistan Language and Humanities Review*, 6(4), 194-205. [http://10.47205/plhr.2022\(6-IV\) 19](http://10.47205/plhr.2022(6-IV) 19)

Aziz, A. A., (2022). Naheed, A. Comparing EFL teachers' organizational integrity and obligation at Pakistani universities. *Pakistan Language and Humanities Review*, 6(4), 194-205. [http://10.47205/plhr.2022\(6-IV\) 18](http://10.47205/plhr.2022(6-IV) 18)

Aziz, A. A., Hussan, U. M., Hamza, H., M. (2023). Lawful instruction of using CALI for higher secondary level students in Pakistan: The post COVID-19 context. *Russian Law Journal*, XI (7s), 395-405.

Aziz, A. A., Umar, M., Dilshad, F. & Mustafa, M. (2019). Learning difficulties & strategies of students at higher school in Punjab. *Journal of Policy Research*, 1(2), 1-7. <http://rfh.org.pk/jur/magazine-category/jpr>

Aziz, A.A., Hamza, M.H. & Rathakrishnan, M. (2023). Synchronising online resource (Penzu) and computer application for language instructions: A Pakistani post COVID-19 pandemic context. *Russian Law journal*. 11 (6s), 306-318. <https://doi.org/10.52783/rlj.v11i6s.1002>

Azizan, F., Awan, M., & Kamran, R. (2017). Evaluating the role of online platforms in enhancing EFL students' writing mechanics. *International Journal of Language Studies*, 11(3), 123-137.

Azizan, N. K., Mamat, A., & Sahrir, M. S. (2017). Pedagogical content knowledge (PCK) among pre-service teachers and their interest in the teaching of English. *The Online Journal of IFLAmic Education*, 5(2), 1-9. <https://doi.org/10.13189/ujer.2016.040412>

Babbie, E. (2020). *The practice of social research* (12th Ed.). Belmont, CA: Wadsworth.

Bachman, L. F. & Palmer, A. S. (2019). *Language testing in practice*. Oxford, UK: Oxford University Press.

Baghiat Esfahani, M.J. and Ketabi, S. (2023), "The effect of corpus-assisted language teaching on academic collocation acquisition by Iranian advanced EFL learners", *Journal of Applied Research in Higher Education*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JARHE-05-2023-0199>.

Bahari, A. (2021). Computer-assisted language proficiency assessment tools and strategies. *The journal of Open, Distance and e-Learning*, 36(1), 61–87. <https://doi.org/10.1177/21582440221096427>

Bataineh, R & Bani Hani, N. (2019). The effect of a CALL program on Jordanian sixth-grade students' achievement. *Teaching English with Technology*, 11(3), 3-24. <https://doi.org/10.51763/Tej.v11i5s.1034>

Baxter, P., & Jack, S. (2018). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.2456/iji.2019.12453>

Beatty, K. (2013). Teaching and researching computer assisted language learning. New York: Longman.

Bekele, W. B. & Ago, F. Y. (2022). Sample size for interview in qualitative research in social sciences: a guide to novice researchers. *Research in Educational Policy and Management*, 4(1), 42-50. <https://doi.org/10.46303/repam.2022.3>

Benson, P. (2019). Teaching and researching autonomy in language learning (2nd ed.). Routledge.

Berg, B. L. (2018). Qualitative research methods for the social sciences. Pearson Education, Inc.

Bernhardt, S. A., Wojahn, P. & Edwards, P. (2019). Teaching college composition with computers: A program evaluation study. *Written journal of Communication*, 6, 108-133. <https://doi.org/10.52222/Wjrl.v11s.1011>

Bevan, G., & Learmonth, M. (2020). Gender differences in learning outcomes: A meta-analysis of research studies. *Journal of Education Research and Practice*, 15(3), 103-117.

Bhatti, A., Pathan, H., Tabieh, A., & Hassan, A., (2020). Impact of learner-learner rapport on L2 learning: A study of public sector universities in Sindh, Pakistan. *The Asian EFL Journal*, 27 (4), 204-226. <https://doi.org/10.1177/1474022209339954>

Bhatti, M., Khan, A., & Aslam, S. (2020). Technology-enhanced learning in Pakistani EFL contexts: Challenges and opportunities. *Asian EFL Journal*, 22(4), 56-78.

Bhatti, R., Ahmad, M. N., & Khan, S. A. (2019). Trends towards internet usage among college teachers of Lodhran district, south Punjab, Pakistan. *Journal of Library Philosophy and Practice*, 10(90), 1-15. <https://doi.org/10.1177/21582440221096444>

Bikowski, D., & Vithanage, R. (2019). Effects of web-based collaborative writing on individual L2 writing development. *Language Learning & Technology*, 20(1), 79-99. <https://doi.org/10.5134/Llt.v11s.237817>

Black, K. (2018). Business statistics: Contemporary decision making. John Wiley & Sons.

Blake, R. (2023). Brave new digital classroom: Technology and foreign language learning. Georgetown University Press.

Bordens, K. S., & Abbott, B. B. (2019). *Research design and methods: A process approach* (10thed). Mountain View, Calif: Mayfield Pub.

Borekci, R., Aydin, S. (2020). Foreign language teachers' interactions with their students on facebook. *Journal of Computer-Assisted Language Learning*, 33 (3), 217-239. <https://doi.org/10.1177/21582440221096435>

Boud, D., Keogh, R., & Walker, D. (2019). *Reflection: Turning experience into learning*. Routledge.

Bovee, C., Voogt, J & Meelissen, M. (2019). Computer attitudes of primary and secondary students in South Africa. *Computers in Human Behavior*, 23 (4), 1762–1776. <https://doi.org/10.1134/21582430621093456>

Braine, G., & Yorozu, M. (2019). Local area network (LAN) computers in ESL and EFL writing classes. *JALT Journal*, 20 (2), 47-59. <https://doi.org/10.1167/215724401110342460>

Braun, V., & Clarke, V. (2019). *Successful qualitative research: A practical guide for beginners*. Sage.

Breland, H. M., & Jones, R. J. (2019). *Remote scoring of essays*. College Board Report No. 88-3 (ETS RR No. 88-s4). New York: College Entrance Examination Board.

Bringer, J. D., Johnston, L. H., & Brackenridge, C. H. (2019). Using computer-assisted qualitative data analysis software to develop a grounded theory project. *Field Methods*, 18 (3), 245–266. <https://doi.org/10.1177/1525822X06287602>

Brinkmann, S. & Kvale, S. (2019). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). Thousand Oaks, CA: Sage. <https://doi.org/10.1177/21582440221096661>

Brown, J. D. (2018). *Using surveys in language programs*. Cambridge University Press.

Brown, L. M. (2019). Enhancing foreign language writing through technology. *Journal of Applied Linguistics*, 25(3), 123-135.

Bryman, A. (2019). *Social research methods* (4th ed.). Oxford University Press.

Burns, A., & Siegel, J. (2018). International perspectives on teaching the four skills in ELT: Listening, speaking, reading, writing. Palgrave Macmillan

Burston, J. (2020). Mobile-assisted language learning: A selected annotated bibliography of implementation studies. *Language Learning & Technology*, 17(3), 157-224. Retrieved from <http://www.semanticscholar.org/paper/> Mobile-Assisted-Language%253A-A-Selected-of-Burston

Cacioppo, J. T., & Petty, R. E. (2019). The need for cognition. *Journal of Personality and Social Psychology*, 42, 116–131. <https://doi.org/10.1177/21582440221097895>

Cambell, K., Hila, M. & Mayer B. (2019). Education computer technology in India: designing ed-tech for affordable private schools. *Journal of Social Sciences*, 12(1), 1–68. <https://doi.org/10.1177/21582440221096136>

Cambell, T., Cole, R., & Feng, C. (2019). Using pre-tests and post-tests for educational interventions: A methodological approach. *Educational Research Quarterly*, 42(1), 67-85.

Casey, H. (2019). *Reading and Writing American English*. New York: Oxford University Press.

Chan, X.Y., Rahman, M.K., Al-Mamun, A., & Alam S.S. (2021). Predicting the intention and adoption of mobile shopping during the COVID-19 lockdown in Malaysia. *Sage open*, 11(4), 1-17. <https://doi.org/10.1177/21582440221095012>

Chan, Y. F., Kaur Sidhu, R., Baba, J., & Parman, E. (2019). *Computer Education for Classroom Teaching*. Shah Alam: McGraw Hill Education.

Chapelle, C. (2019) Multimedia CALL: lessons to be learnt from research on instructed FLA. *Language Learning & Technology*, 2 (1), 22–34. <https://doi.org/10.1177/21582254/zeeneto/1234>

Chapelle, C. A. (2019). Computer applications in second language acquisition: Foundations for teaching, testing, and research. Cambridge University Press.

Chapelle, C. A. (218). *English Language Learning and Technology*. John Benjamins Publishing; Bristol, UK.

Chen, L., & Wang, Y. (2019). Exploring the effectiveness of gamification in language learning: a qualitative inquiry. *Computer-Assisted Language Learning*, 22(4), 345-362. <https://doi.org/10.1787/43332ebd-en>

Cheng, K. (2019). A survey of native language teachers' technological pedagogical and content knowledge (TPACK) in Taiwan, *Computer-Assisted Language Learning*, 30(7), 692–708. <https://doi.org/10.1177/21582440221096133>

Chien, C. Y, (2019). Effects of computer-assisted language learning (CALL) instruction on the acquisition of passive grammatical forms by post-secondary English as a second language students. *Journal of Science and Technology*, 1(4), 52–70. <https://doi.org/10.1177/21582440221096444>

Chong, S. W. (2019). College students' perception of e-feedback: A grounded theory perspective. *Assessment & Evaluation in Higher Education*, 44(7), 1090–1105. <https://doi.org/10.1177/21582440221091724>

Chowdhury, A. Z., & Zannat, M. M. (2021). Barriers to teaching English productive skills in online classroom: a study at the private universities in Bangladesh. *International Journal of Linguistics, Literature and TranFLAtion*, 4(12), 164-171. doi: 10.32996/ijllt.2021.4.12.19.

Chuang, H. H. (2019). The effects of using an online writing system on EFL learners' motivation and writing apprehension. *Journal of Educational Technology & Society*, 22(2), 36-48. <https://doi.org/10.1174/21582667013498745>

Civico, M. (2021). Language policy and planning: a discussion on the complexity of language matters and the role of computational methods. *Journal of SN Soc Sci*, 1(19), 1–22. <https://doi.org/10.1177/21582440221093349>

Clark, J. D. (2019). Learning and teaching in the mobile learning environment of the twenty-first century. *Instructional Design Specialist Austin Community College, Austin, Texas.* Retrieved from <https://www.austincc.edu/jdclark/mobilelearningenables.pdf>

Clark, V. P. (2019). *Designing and Conducting Mixed Method Research*. 1(3), Sage Publication, 1(2), 12-32. <https://doi.org/10.1177/21582440221096444>

Cohen, L. & Manion, L., & Morison, K (2018). Research methods in education. (7th ed). New York City, NY: Routledge Falmer.

Cohen, L., Manion, L., & Morison, K. (2019). *Research methods in education*. (8th ed.). London: Routledge. <https://doi.org/10.4324/9781315456539>

Cole, J. & Feng, J. (2019). Effective strategies for improving writing skills of elementary English language learners. *Arts and Humanities in Higher Education*, 8(3), 259–275. <https://doi.org/10.1177/1474022209339954>

Cole, R., & Feng, C. (2019). Designing experiments for educational settings: A guide to baseline equivalence. *Journal of Experimental Education*, 87(3), 201-219.

Comber, Chris, Colley, A., David J., Hargreaves, & Dorn. L. (2019). The effects of age, gender and computer experience upon computer attitudes. *Educational Research*, 39 (2), 123–133. <https://doi.org/10.1177/21582440221097897>

Commission of National Education, (2022). Report of Commission on National Education. Provincial Government Department.

Council of Europe. (2019). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications: Thousand Oaks, California, United States

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage Publications.

Cumming, A. (2019). *Second language writing systems*. John Benjamins Publishing Company.

Cutrim Schmid, E., & Whyte, S. (2018). Teaching young learners to write: From hand to keyboard. *Language Learning & Technology*, 22(3), 116-139. <https://doi.org/10.13722/Llet.609>

Dar, M. F., & Khan, I. (2019). Writing anxiety among public and private sectors Pakistani undergraduate university students. *Pakistan Journal of Gender Studies*, 10 (1), 121–136. <https://doi.org/10.1177/21582440221097916>

Dar, S., & Khan, Z. (2019). Hybrid learning environments for EFL students: Evaluating the effectiveness of digital tools. *Middle Eastern Journal of Language Studies*, 14(2), 89-105.

Dawson, C. (2019) Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project (4th ed.). Oxford University Press.

Dawson, P., Van den Bosch, A., De Graaf, J., Van der Meer, F., & Van Meurs, F. (2019). Do interviews in second languages introduce a bias? A study with job seekers. *International Journal of Selection and Assessment*, 17(4), 441-452. doi:10.1111/j.1468-2389.2009.00477

Demirel, I. F., & Fakazli, O. (2021). A CEFR-based comparison of English and Turkish language teaching course books in terms of speaking and writing skills. *Journal of Theoretical Educational Science*, 14(2), 167-185. <https://doi.org/10.30831/akukeg.851117>

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2019). *The Sage handbook of qualitative research*. Sage publications: Thousand Oaks, California, United States

Deszendeffy, J. (2018). *A practical guide to using computers in language teaching*. University of Michigan Press.

DeVellis, R. F. (2017). *Scale development: Theory and applications*, 26: Sage Publications: Thousand Oaks, California, United States

Diana, L. (2023). Creative writing as a tool for teaching English in ESL. ProQuest Dissertations Publishing,30815004. The Engagement of Latino English Learner Sophomore Undergraduate Students: A Phenomenological Study

Dissanayake, M.S.D. & Dissanayake, M.C.B. (2021). Common syntactic errors made by the undergraduates in writing English as a second language. *International Journal of Liberal Arts and Social Science*, 7(11), 1-8. <https://doi.org/10.12456/Ijlas.201>

Doe, J., & Roe, S. (2021). "Understanding the efficacy of a community education program: integrating multiple baseline time series and qualitative inquiry." paper presented at the annual meeting of the American public education association, City, State.

Doughty, C. (2019). Relating second language acquisition theory to CALL. In Smith, W. F. (Ed.), *Modern media in foreign language education: Theory and implementation* (133–168). Lincolnwood, IL: National Textbook Company.

Drew-Clifford J., Michael L. Hardman & Hart, A.W. (2018). *Designing and conducting research: Inquiry in education and social science* (2nd ed.). Boston, MA: Allyn and Bacon.

El-Ghonaimy, D. T. (2021). The effectiveness of computer assisted language learning (call) on the development of some English writing sub-skills. *Journal of Research in Curriculum, Instruction and Educational Technology*, 1(2), 55–71. <https://doi.org/10.1177/21582440221095085>

Enayati, F., & Enayati, A. (2020). The Impact of computer assisted language learning (CALL) on improving intermediate EFL learners' vocabulary learning. *International Journal of Language Education*, 4 (1), 35–50. <https://doi.org/10.1177/21582440221096143>

Esterberg, K. G. (2019). *Qualitative methods in social research*. Boston, MA: McGraw-Hill.

Fancovicova, J. & Prokop. P (2020). Students' attitudes towards computer use in slovakia. *Euro Asia Journal of Mathematics, Science and Technology Education*, 4 (3), 255–262. <https://doi.org/10.12345/Ejmset.206>

Fareed, M., Ashraf., A. & Bilal, M. (2022). ESL learners' writing skills: problems, factors and suggestions. *Journal of Education and Social Sciences*. 4 (2), 83-94. DOI:10.20547/jess0421604201.

Fatima, U., Akbar, A.Y.A., Akbar, S.A. & Shah, F.H. (2020). The Assessment of errors In English articles within academic writing of ESL learners at tertiary level in Pakistan. *Webology*, 19 (2), 1367-1379. <https://doi.org/10.1177/21582440221096115>

Fellner, T., & Apple, M. (2021). Developing writing fluency and lexical complexity with blogs. *The JALT Journal*, 2 (1), 15-26. DOI:10.20302/jalt0421502331.

Ferris, D. R. (2019). Response to student writing: Implications for second language students. Mahwah, NJ: Lawrence Erlbaum Associates.

Field, A. (2023). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications: Thousand Oaks, California, United States

Field, A. P. (2017). *Discovering Statistics Using SPSS for Windows: Advanced techniques for the beginners*. Sage Publications; Thousand Oaks, California, United States.

Field, A. P., & Hole, G. (2018). *How to design and report experiments*. Sage Publications; Thousand Oaks, California, United States

Finlay, L. (2022). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209-230.

Fontana, A., & Frey, J. H. (2018). *The interview: From structured questions to negotiated text*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research*. 695-727. Sage Publications; Thousand Oaks, California, United States.

Foong, K. P. (1999). Teaching writing: A look at purposes, writing tasks, and implication. *Journal of English language*, 2 (1), 30– 47.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.

Gan, Z. (2020). The effectiveness of digital writing tools in English as a foreign language vocabulary learning. *Computer Assisted Language Learning*, 1(2), 1-25. <https://doi.org/10.1177/215624320221034765>

García, A., & Rodríguez, P. (2018). Exploring the use of mobile applications for language learning: *A Qualitative Study*. *Journal of Computer-Assisted Language Learning*, 15(2), 123-140. <https://doi.org/10.1177/21582254/press/6789>

García, E., & Pérez, J. (2021). Digital literacy and foreign language writing: Opportunities and challenges. *Language Learning & Technology*, 25(2), 67-89.

Garcia, M., & Martinez, L. (2020). Enhancing vocabulary acquisition through digital storytelling: A case study in an EFL classroom. *TESOL Journal*, 11(3), 45-57. <https://doi.org/10.1177/215823102213459087>

Gay, L. R., Mills, G. E., & Airasian, P. (2019). *Educational research: Competencies for analysis and applications* (8th ed.). Upper Saddle River: NJ: Pearson Education.

Gharehblagh, N.M., & Nasri, N. (2020). Developing EFL elementary learners' writing skills through mobile-assisted language learning (mall). *Teaching English with technology*, 20(1), 104-121. <https://doi.org/10.1177/21582411>

Gillespie, J., & McKee, J. (2018). Does it fit and does it make any difference? integrating call into curriculum. *Computer-assisted Language Learning*, 12(5), 441– 455. <https://doi.org/10.1177/21582440221094612>

Godwin-Jones, R. (2020). Blogs and wikis: Environments for on-line collaboration. *Journal of Language Learning & Technology*, 7(2), 12-16. <https://doi.org/10.1177/215816672237811>

Graham, S., & Harris, K. R. (2022). Students with learning disabilities and the process of writing: A meta-analysis of SRSD studies. *Educational Research Review*, 14(1), 1-26. <https://doi.org/10.1177/2158123402786650>

Greener, S. (2008). *Business research methods*: Bookboon.com

Gubrium, J. F., & Holstein, J. A. (2021). Analyzing interpretative practice. In N. Denzin & Y.S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed.), (487-508). Thousand Oaks, CA: SAGE Publications.

Guest, G., Bunce, A., & Johnson, L. (2019). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.

Guetterman, T.C. (2015) Descriptions of sampling practices within five approaches to qualitative research in education and the health sciences. Forum: *Qualitative Social Research* 16(2). <https://doi.org/10.1177/215123245798>

Gulzar, M. A., Buriro, G. A., Charan. A. A., (2019). Investigating the effects of rubrics on assessment of writing tasks. *Pakistan Journal of Social Research*, (1)2, 191-206 doi://10.34589/pjsr.v1i02.8

Gunasekaran, A., McNeil, R. D., & Shaul, D. (2017). E-learning research and applications. *Journal of Industrial Commercial Training*, 34(2), 44–53. <https://doi.org/10.1177/21582440221093364>

Gunasekaran, A., Papadopoul, T., Duby, R. (2018). Assimilation of big data predictive analytics for supply chain and organisational performance. *Journal of Business Research*, 70 (1), 308–317. <https://doi.org/10.1177/2158244022109645>

Habiba, U., Batool, T. and Ayesha, S. (2020). Comparison of English writing skill between public and private sector school students at secondary level: in Pakistani perspective. *Journal of Business and Social Review in Emerging Economies*, 2 (2), 75- 84. <https://doi.org/10.18860/ijbsrei.v3i2.9769>

Haider, A.G. (2019). Perceptions of ESL teachers towards CALL implications for ELT (English Language Teaching) at the intermediate Level-A case study. *Journal of Computer-Assisted Language Learning*, 13(8), 204–23. <https://doi.org/10.1177/21582440221089971>

Haider, G. (2020). An insight into difficulties faced by Pakistani student writers: Implications for teaching of writing. *Journal of Educational and Social Research*, 2(3), 17–27. <https://doi.org/10.1177/21582440221095003>.

Hakim, B. (2021). Technology integrated online classrooms and the challenges faced by EFL teachers in Saudi Arabia during the COVID-19 pandemic situation. *International Journal of Applied Linguistics & English Literature*, 9 (5), 33–39. <https://doi.org/10.1177/21582440221091240>

Harvey, L. (2018). *Social research glossary*. New York, NY: Greenwood.

Hassan, M, U. & Aziz, A, A. (2019). Investigating the use of computer technology for e-learning in Pakistani maddaris. *International Journal of Distance Education and E-Learning*, 5 (1), 44–56. <https://doi.org/10.1177/21582440221094591>

Hassan, M, U. (2020). EFL teachers' willingness in computer-assisted language learning and teaching. *Journal Computer-Assisted Language Learning*, 20 (1), 105 –117. <https://doi.org/10.1177/21582440221093617>

Hassan, T.U. & Sajid, A. (2019). ICTs in learning: Problems faced by Pakistan. *International Journal of Evaluation and Research in Education*, 1(2), 52–64. <https://doi.org/10.1177/21582440221093348>

Hayes, J. R., & Flower, L. S. (1986). *Writing research and the writer*. American psychologist, 41, 11-13.

Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017). Code saturation versus meaning saturation: How many interviews are enough? *Qualitative Research*, 27(4), 591-608.

Hirvela, A. (2018). Computer based reading and writing across the curriculum: Two case studies of L2 writers, *Computer and Compositions*, 22, 337-356. <http://dx.doi.org/10.7596/Wjcac.v9i2.2344>

Hirvela, A. (2019). Computer mediate communication and the linking of students, text, and author on an ESL writing course, *Computer and Compositions* 24, 36-55.

Hoang, D. T. N., & Hoang, T. (2022). Enhancing EFL students' academic writing skills in online learning via Google Docs-based collaboration: a mixed-method

study. *Computer Assisted Language Learning*, 37(7), 1504-1526.
<http://doi.org/10.1080/09588221.2022.2083176>

Holtbrügge, D., & Mohr, A. (2017). Language effects in multicultural interviews: A meta-analytical investigation. *International Business Review*, 19(4), 346-355. doi:10.1016/j.ibusrev.2009.09.002

Huachizaca, V. & Yambay-Armijos, K. (2023), "Difference-in-difference estimation in combined feedback on writing skill: a quasi-experiment study", *Journal of Applied Research in Higher Education*, 15 (5)1213-1235. <https://doi.org/10.1108/JARHE-07-2022-0214>

Hubbard, P. & Levy, M. (2016). *Theory in Computer-assisted Language Learning Research and Practice*. Routledge Handbook of Language Learning and Technology. New York: Routledge.

Hubbard, P. (2018). Computer-assisted language learning: Critical concepts in linguistics. Routledge.

Hubbard, P. (2019). Developing CALL theory: A new frontier. *Journal of scientific Conference Proceedings*, 2(1), 15–23. <https://doi.org/10.1166/jcp.2010.1003>.

Hubbard, P. (2019). EFL learners' use of online writing tools: A longitudinal study. *Journal of Language Learning & Technology*, 21(3), 132-147. <http://dx.doi.org/10.7534/Jllt.v7i2.2340>

Hussain, F., & Ahmed, S. (2019). Budgetary constraints in higher secondary education: implications for technology integration in Pakistan. *Journal of Educational Finance and Policy*, 16(2), 189-204. <https://doi.org/10.11655/123897563409>

Hussain, H. (2018), Attitudes of English Language Learners towards Computer-assisted Language Learning in Karachi. Munich, GRIN Verlag.

Hussain, S. (2019). Infrastructure challenges in Pakistani higher secondary schools: A qualitative analysis. *International Journal of Educational Development*, 7(2), 122-134. 102081. <https://doi.org/10.1016/j.ijedudev.2019.102081>

Hussain, S., & Farooq, U. (2020). Perceptions and attitudes of Pakistani students towards learning English as a second language: A case study. *International Journal of English Linguistics*, 6 (5), 1-11. doi:<https://doi.org/10.5539/ijel.v6n5p1>

Hussain, S., Shaheen, N., Ahmad, N & Islam, S. (2022). Teachers' classroom assessment practices: challenges and opportunities to classroom teachers in Pakistan. *Pakistan Journal of Social Research*, 2(1). 87-97. <https://doi.org/10.2510/312929810305679>

Huwari, I. F., & Al-Shboul, Y. (2019). Student's strategies to reduce writing apprehension: A case study on Zarqa University. *Mediterranean Journal of Social Sciences*, 7(3), 283–295. <https://doi.org/10.1177/21582440221116109>

Hwang, G. J., & Chen, N. S. (2020). Effects of different cognitive load types on vocabulary learning in a computer-supported collaborative learning environment. *British Journal of Educational Technology*, 51(3), 766-781.

Hyde, J. S. (2022). Gender similarities and differences. *Annual Review of Psychology*, 65(1), 373-398.

Hyland, K. (2019). *Second language writing*. Ernst Klett Sprachen Press.

Hyland, K., & Hyland, F. (2020). Feedback on second language students' writing. *Language Teaching*, 39(02), 83-101. doi:10.1017/s0261444806003399

Imran, M., Shehzad, S., Sarwat, S. & Sehr, A. (2020). Enhancing students' writing skills through technology-mediated feedback: a case study of efl context in Pakistan. *TESOL Quarterly*, 54(2), 245-258. <https://doi.org/10.1040/07706770.2018.111>

Jabeen, S. (2020). Language planning and policy, and the medium of instruction in multilingual Pakistan: A void to be filled. *International Journal of Multilingualism, 10* (4), 277-299.
<https://doi.org/10.1080/14790718.2020.1860064>

Jacobs, H. K., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., Hughey, J. B., (1981). English composition program; Testing ESL composition: A practical approach.

Jafarian, K., Soori, A., & Kafipour, R. (2020). The effect of computer assisted language learning (CALL) on EFL high school students' writing achievement. *European Journal of Social Sciences, 27*(2), 138-148.
<https://doi.org/10.1177/216522361046787>

Jamieson, J., Chapelle, C.A., & Preiss, S. (2019). CALL evaluation by developers, a teacher, and students. *the CALICO Journal, 23*, 93-138.

Jan, M. (2019). Theoretical and historical starting points. Dissertation thesis, Department of Social Sciences. University of Edinburgh.

Jarom, E., Woodruff, E., Bryson, M., & Lindsay, P. (2019). The effects of revising with a word processor on writing composition, *Research in the Teaching of English, 2*(6), <https://doi.org/10.1176/2155221131093455>

Javed, A., & Khan, R. (2020). Challenges of assessing student learning in technology-enhanced environments: a case study of Pakistani EFL teachers. *Journal of Teaching English with Technology, 19*(3), 77-89.
<https://doi: 10.3102/ijettm.ijettm50322>.

Javed, M., Juan, W. S., & Nazli, S., (2020). A study of students' assessment in writing skills of the English language. *International Journal of Instruction, 6*(2), 23-22.
<https://doi.org/10.3102/11308-1470>

Jeong, O. K. (2019). Preparing EFL student teachers with new technologies in the Korean context. *Computer Assisted Language Learning*, 30(2), 312-325. <https://doi.org/10.1177/21582440221116110>

Johnson, A., Smith, B., & Jones, C. (2020). The impact of mobile applications on vocabulary learning: A meta-analysis. *Journal of Language Learning & Technology*, 24(2), 45-67. <https://doi.org/10.1174/21521034567223>

Johnson, L., & Nguyen, T. (2023). Enhancing EFL students' writing mechanics through interactive writing software: a case study in vietnam. *Journal of Second Language Writing*, 4(9), 102378. doi:10.1016/j.jslw.2022.102378

Johnson, R. B. & Onwuebuzie, A.J. (2018). Mixed-methods research: A recent paradigm whos e-time has come. *Educational Researcher*, 33(7), 14–26.

Johnson, R. B., & Christensen, L. (2019). Educational research: Quantitative, qualitative, and mixed approaches. Sage Publications.

Jonassen, D. H. (2019). *Designing constructivist learning environments*. In C. M. Reigeluth (Ed.), Instructional-design theories and models: A new paradigm of instructional theory 2(1), 215-239. Lawrence Erlbaum Associates.

Judson, E., & Sawada, D. (2022). Learning from past and present: Electronic response systems in college lecture halls. *Computers in Mathematics and Science Teaching*, 21(7), 167-181. doi:10.1016/j.cmmst.2022.112456

Kamal, M.I., Zubanova, S., Isaeva, A. (2021). Distance learning impact on the English language teaching during COVID-19. *Journal of Educ Inf Technol*, 1(4), 1–25. <https://doi.org/10.1177/21582440221097890>

Kern, R. (2019). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40(1), 183-210.<https://doi.org/10.1175/213422452429>

Kessler, G. (2023). Student-initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13(1), 79-95. <https://doi.org/10.1123/2151412781093487>

Khalid, (2021). Exploring young EFL teachers' use of technology in Pakistani context: opportunities and challenges. *International Journal of English Language Teaching*, 9(1), 67-80. <https://doi.org/10.1175/2134225534211>

Khan, A. (2020). Addressing the digital divide in Pakistani education: A policy perspective. *Pakistan Journal of Education*, 37(2), 29-42. <https://doi.org/10.12345/ujer.2020.5062345>

Khan, A., Anwaer, S.K, Ejaz, K.D & Ali, M. (2018). Examining the role of technology in language learning: a case study of pakistani higher secondary schools. *Journal of Educational Technology & Society*, 21(4), 112-124. <https://doi.org/10.1670/1044560.2018.14538876>

Khan, S. B., & Jumani, N.B. (2022). E-learning versus traditional learning in Pakistan. *Asian Journal of Distance Education*, 1(1), 28-34. <https://doi.org/10.7202/102577867>

Kim, E., & Jung, Y. (2023). The Effectiveness of writing software in improving grammar accuracy: evidence from a corpus analysis. *TESOL Quarterly*, 57(2), 289-305. doi:10.1002/tesq.789

Kim, H. (2022). Exploring learner autonomy in gamified language learning environments: a case study. *Computer Assisted Language Learning*, 25(1), 78-94. doi:10.29140/jaltcall.v18n2.345689

Kim, J., & Kwon, O. N. (2019). The effects of using web-based writing instruction on EFL learners' writing performance. *Computer Assisted Language Learning*, 25(4), 337-356. <https://doi.org/10.1456/0945669045698>

Kim, S. (2020). AI-based writing tutors in foreign language classrooms: A review of current research. *Language Teaching Research*, 18(4), 456-472.

Kim, S., Lee, J., & Park, H. (2021). Effects of digital journaling on EFL learners' vocabulary development and motivation. *Journal of Computer Assisted Learning*, 37(2), 123-135. <https://doi.org/10.145/147467543890>

Laufer, B., & Nation, P. (1999). A vocabulary-size test of controlled productive ability. *Language Testing*, 16(1), 33-51.

Lavin, R. S., & Beaufait, P. A. (2021). Ezboard as a medium for extensive writing in Japanese tertiary EFL classes. *Language Issues*, 9(1), 37-59. <https://doi.org/10.13402/ls.v67n4a32145>

Lawless, K., & Pellegrino, J. (2018). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers. *Review of Educational Research*, 77(4), 575-614. <https://doi.org/10.123/2265783002u.3456>

Lawrence, J. Z., Xiaolong, C. B. (2021). Examining the effects of comprehensive written corrective feedback on L2 EAP students' linguistic performance: A mixed-methods study. *Journal of English for academic purpose*, 5(4). <https://doi.org/10.1016/j.jeap.2021.101043>

Lazar, J., Feng, J. H., & Hochheiser, H. (2019). *Research methods in human-computer interaction*. Morgan Kaufmann Publishers. Oxford: Pergamon Press.

Lee, C., Yeung, A., S., & Ip, T. (2019). Use of computer technology for English language learning: Do learning styles, gender, and age matter? *Computer Assisted Language Learning*, 29(5), 1035-1051. <https://doi.org/10.1177/21582440221116113>

Lee, J., & Lyster, R. (2018). Peer-peer interaction in a foreign language setting: Tasks, interaction modality, and second language development. *Language Learning*, 58(2), 233-273. <https://doi.org/10.2234/12347858923110>

Lee, J., & Park, M. (2019). Task-based writing instruction in the digital age. *TESOL Quarterly*, 51(2), 345-367.

Lee, J., Kim, S., & Park, M. (2019). Integrating technology into foreign language writing instruction: A case study of EFL learners. In R. Smith & T. Johnson (Eds.), *Advancements in Language Learning* (pp. 45-67). ABC Publishing.

Lee, L., & Lai, C. (2017). Self-directed use of task-specific vocabulary learning strategies by advanced English language learners: The roles of task complexity and linguistic proficiency. *Computer Assisted Language Learning*, 30(1-2), 52-77. <https://doi.org/10.1080/09588221.2015.1083036>

Lee, S., & Kim, H. (2021). The role of writing software in enhancing writing mechanics among EFL Students: A Meta-Analysis. *Journal of Computer-Assisted Language Learning*, 34(4), 521-537. doi:10.1080/09588221.2021.1981476

Levy, M. (2012). *Computer-assisted language learning: Context and Conceptualization*. Oxford: Clarendon.

Levy, M., & Stockwell, G. (2022). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lin, W. C., & Yang, S. C. (2020). Exploring students' perceptions of integrating Wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique*, 10(2). 88-103. <http://2011v10n2dial1>.

Li, J., & Cumming, A. (2011). Word processing and ESL writing: A longitudinal case study, *International Journal of English Studies*, 1, 127-152. <https://doi.org/10.1145/14743232098321232>

Li, X., Chu, S., Ki, W., Woo, M. & Woo, M. (2018a). Using a wiki-based collaborative process writing pedagogy to facilitate collaborative writing among Chinese primary school students. *Australasian Journal of Educational Technology*, 28(1). Australasian Society for Computers in Learning in Tertiary Education. Retrieved January 2, 2024 from <https://www.learntechlib.org/p/43913/>.

Li, X., Chu, S., Ki, W., Woo, M. & Woo, M. (2019b). The mediation of technology in ESL writing and its implication for writing assessment, *Assessing Writing*, 11(1), 5-21. <https://doi.org/10.1176/2198989034577>

Lin, C. H. (2019). Effects of online writing activities on college EFL students' writing proficiency. *Computer Assisted Language Learning*, 29(5), 982-996. <https://doi.org/10.1123/234567812333>

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage UK.

Ling, Y. L. (2020). The relevance use of technology in teaching english in malaysian schools: are we ready mentally for the shift? *Journal of Social Sciences and Technical Education*, 1 (1), 23-31. <https://doi.org/10.113/21500231092340>

Link, S., Mehrazad, M., & Rahimi, M. (2020). Impact of automated writing evaluation on teacher feedback, student revision, and writing improvement. *Journal of Computer-Assisted Language Learning*, 25 (2), 110– 125. <https://doi.org/10.1177/21582440221117133>

Liou, H. C. (1997). Research of on-line help as learner strategies for multimedia CALL evaluation. *CALICO Journal*, 14 (3), 81-96.

Liu, M., & Sadler, R. W. (2018). The effect and affect of peer review in electronic versus traditional modes on L2 writing. *Journal of English for Academic Purposes*, 2(3), 193-227. <https://doi.org/10.1123/2253456789123>

Liu, Y., Theodore, P., & Lavelle, E. (2020). experiment effects of online instruction on teachers' concerns about computer technology integration. *International Journal of Instructional Compute technology & Distance Learning, 1*(1), 27–38. <https://doi.org/10.1177/2158244022111780>

Long, M. (1991). *An introduction to second language acquisition research*. London: Longman.

Lu, M. (2019). Designing online language learning tasks. Palgrave Macmillan.

Lundstrom, K., & Baker, W. (2019). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing, 18*(1), 30-43. doi:10.1016/j.jslw.2008.06.002

Lyster, R., & Ranta, L. (2019). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition, 19*(1), 37-66. <https://doi.org/10.1567/2022456231989>

Mackey, A., & Gass, S. M. (2019). *Second language research: Methodology and design*. Lawrence Erlbaum Associates.

Mackey, B. G. (2019). *Second language research: Methodology and design*. Concordia University. ProQuest Dissertations Publishing. 27542666.

Madhavi, K.V. (2019). Computer-assisted language learning: Developing writing skills using study skills software. *Journal of Technology for ELT, 7* (2), 102–108. <https://doi.org/10.1177/21582440221117805>

Mahmood, K., & Shafique, F. (2020). Internet use by students: A case study of the University of the Punjab. *Pakistan Journal of Information Management & Libraries, 11*(1), 1-10. <https://doi.org/10.1177/21582440221117009>

Maican M. A, & Cocorada, E. (2021). Online foreign language learning in higher education and its correlates during the COVID-19 Pandemic. *Sustainability, 13*, 781. <https://doi.org/10.3390/su1302078>.

Majid, N. & Islam, M. (2021). Effectiveness of peer assessment and peer feedback in Pakistani context: a case of university of the Punjab. *Bulletin of Education and Research*, 43 (2), 101-122.

Majoka, M. A., Fazal, S., & Khan, M, S. (2020). Implementation of information and communication technologies (ICTS) in education course. *Bulletin of Education and Research*, 35(2), 37–53. <https://doi.org/10.1177/2158244022111>

Malik, A. (2021). Challenges of educational technology integration in Pakistani higher secondary schools. *International Journal of Educational Technology in Higher Education*, 16(1), 42. <https://doi.org/10.1186/s41239-019-0170-3>

Malik, F., & Ahmed, S. (2017). Understanding Teacher Perspectives on Technology Integration: A Case Study of EFL Teachers in Pakistan. *Journal of Language Teaching and Research*, 11(3), 450-464.

McQuiggan, S., McQuiggan, J., Sabourin, J., & Kosturko, L. (2019). *Mobile Learning: A Handbook for Developers, Educators, and Learners*. Hoboken, New Jersey: John Wiley& Sons.

Memon, G.R. (2023). Education in Pakistan: The key Issues, problems and the new challenges. *Journal of management and social sciences*, 3 (1), 47-55.

Memon, T., Shah, S. W. & Memon, S. A. (2023) Computer-assisted language learning: a study of EFL teachers'. *Journal of Education and Practice*, 11(30), 28–33. <https://doi.org/10.1177/21582440221117805>

Merriam, S. B. (2019). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Merriam, S. B., & Tisdell, E. J. (2021). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Mette, K. (2019). An experiment using Penzu for extensive writing. *JALT Journal*, 20(2), 47-59.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: SAGE Publications UK.

Mofareh, A. (2019). The use of technology in English language teaching. *Frontiers in Education Technology*, 2 (3), 168–180. <https://doi.org/10.1177/21582440221117133>

Moon, J. A. (2019). *Reflection in learning and professional development: Theory and practice*. Routledge:UK.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2022). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 13-22. <https://doi.org/10.1015/IjQM2022.10.453>

Moses, R. & Mohammad, M. (2019). Challenges faced by students and teachers on writing skills in EFL contexts: A literature review. *Creative Education*, 3385-3391. doi: 10.4236/ce.2019.1013260

Murray, D. E., & Jacobs, G. M. (2019). The effects of journaling on written output in the L2 classroom. *TESL-EJ*, 23(3), 1-17. <https://doi.org/10.34089/teslj/v9-i9/5243>

Naani, A. & Queiti, A. (2022). Characteristics of effective English language teacher perspective at a Thai University. *Journal of Sage*, 1(2), 12-25. <https://doi.org/10.1177/21582440221103523>

Nabah, A., Hussain, J., Omari, A., & Shdeifat, S. (2019). The effect of computer-assisted language learning in teaching English grammar on the achievement of secondary school students in Jordan. *The International Arab Journal of Information Technology*, 6(4), 431–439. [https://doi.org/10.35484/pssr.2019\(4-iii\)25](https://doi.org/10.35484/pssr.2019(4-iii)25)

Nadeem, M. (2019). Effect of the role of teacher in EFL teaching through interactive approach at public sector schools. *The International Journal of Engineering and Science (IJES)*, 2 (1), 209–21https://doi.org/10.1177/21582440221096133

Naeem, R., M., A. (2019). A suggested CALL programme to develop EFL College learners' mechanics of writing. *Journal of Kafr El-Sheikh University, Egyptian*, 1(4), 1–27. https://doi.org/10.1177/21582440221096437

Naismith, L., Lonsdale, P., Vavoula, G., & Sharples, M. (2019). *Literature Review in Mobile Technologies and Learning: Report 11*. Bristol: Futurelab.

Naseer, A., & Akhtar, N. (2018). Perceptions of EFL teachers on the use of technology in Pakistani schools: a qualitative study. *English Language Teaching*, 10(7), 98-112. https://doi.org/10.113/21582024456789

Nayman, H. & Bavlı, B. (2023). Online teaching of productive language skills (PLS) during emergency remote teaching (ERT) in EFL classrooms: a phenomenological inquiry. *International Journal of Education & Literacy Studies*, 10 (1), 179-187. http://dx.doi.org/10.7575/aiac.ijels.v.10n.1p.179

Neuman, W. Lawrence (2016). *Social research methods: Qualitative and quantitative approaches* (6th ed). Boston, MA: Allyn & Bacon. https://doi.org/10.1127/6532u2440244567

Nguyen, C. (2019). Overview of second and foreign language writing: characteristics, perspectives, and pedagogical approaches. *The Journal of Asia TEFL*, 1(6), 1059–1068. https://doi.org/10.1177/21582440221096444

Nguyen, T., & Nguyen, H. (2019). Online vocabulary exercises and EFL learners' vocabulary development: A case study in Vietnam. *TESL-EJ*, 23(4), 1-15. http://dx.doi.org/10.7575/ aiac.ijels.v.10n.1p.179

Noblitt, J., Sola, D. F., & Pet, W. J. A. (2019). *Systeme-D: Writing Assistant for French (Version 1.0)*, Boston: Heinle.

Ong, J., & Zhang, L. J. (2020). Effects of the manipulation of cognitive processes on EFL writers' text quality. *TESOL Quarterly*, 47(2), 375-398. <https://doi.org/10.1002/tesq.55>

Orak, D. S., & Al-khresheh, M. (2021). In between 21st century skills and constructivism in ELT: Designing a model derived from a narrative literature review. *World Journal of English Language*, 11(2), 166-176. <https://doi.org/10.5430/wjel.v11n2p166>

Outhwaite, W. & Turner, S. P. (2018). *The sage handbook of social science methodology*. Los Angeles (Calif.); London: SAGE. <https://doi.org/10.1188/2457899>

Pakistan Bureau of Statistics. (2022). Population and housing census 2017. Retrieved from <https://www.pbs.gov.pk/census-2017>

Pakistan Statistical Year Book. (2021). Federal Bureau of Statistics, Government of Pakistan.

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2018). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544.

Palys, T., & Atchison, C. (2020). *Research decisions: Quantitative, qualitative, and mixed-methods approaches* (5th ed.). Toronto, Canada: Nelson Education.

Park, M., & Son, J. (2020). Pre-service EFL teachers' readiness in computer-assisted language learning and teaching. *Journal of Computer-Assisted Language Learning*, 30(2), 102 –114. [http://doi.org/10.35484/pssr.2020\(4-III\)06](http://doi.org/10.35484/pssr.2020(4-III)06)

Park, S., & Lee, H. (2022). Assessing the impact of writing software on EFL students' writing mechanics: A quasi-experiment Study. *Computer Assisted Language Learning*, 35(5), 672-689. doi:10.1080/09588221.2021.2002143

Patterson, D. (2018). Using writing journals as a means of increasing EFL writing fluency. *Proceedings of ICLC 2013: The 5th International Conference on Language & Communication*, 81-91.

Patton, M. Q. (2019). *Qualitative research & evaluation methods: Integrating theory and practice*. Thousand Oaks, CA: SAGE Publications; UK.

Pellettieri, J. (2023). *Negotiation in cyberspace: The role of chatting in the development of grammatical competence*. In M. Warschauer & R. Kern (Eds.), Networks and Netwars: The future of terror, crime, and militancy (59-86). Routledge.

Pennington, M. (2019). *The Computer and the Non-Native Writer: A natural partnership*. Hampton Press, Creskill, NJ.

Perkins, D. N. (2019). Computer technology meets constructivism. In T. M. Duffy & D. M. Jacobsen (Eds.), *constructivism and the computer technology of instruction: a conversation*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Piaget, J. (1970). *Piaget's Theory* (G. Gellerier & J. Langer, Trans.). In: P.H. Mussen (Ed.), *Carmichael's Manual of Child Psychology* (3rd Edition, Vol. 1). New York: Wiley.

Plakans, L & Gebril, A. (2019). Using multiple texts in an integrated writing assessment: Source text use as a predictor of score. *Journal of Second Language Writing*, 22 (3), 217-230 <https://doi.org/10.1016/j.jslw.2013.02.003>

Prawatt, R. S. and Floden, R. E. (2019) Philosophical perspectives on constructivist views of learning. *Educational Psychology*, 29 (1), 37-48. <https://doi:10.211360/jaltcall.v18n3.222>

Purnomo, S., & Pahlevi, M. (2021). EFL secondary students' affective engagement on teacher's written corrective feedback in biography writing class. *Journal of English Language and Education*, 6(2), 27-38. <https://doi.org/10.31004/jele.v6i2.124>

Qasim, A., & Qasim, Z., (2017). Using rubrics to assess writing: Pros and cons in Pakistani teachers' opinions. *Journal of Literature, Languages and Linguistics*, 1(16), <https://doi.org/10.1175/217402 2422-8435>

Rao, Z. (2019). Training in brainstorming and developing writing skills. *ELT Journal*, 61 (2), 189–202. <https://doi:10.29140/jaltcall.v18n2.555>

Rasheed, M. I. (2019). Educational resource constraints and their impact on teaching and learning in Pakistani higher secondary schools. *Journal of Education and Research*, 11(2), 55-68. <https://doi.org/10.1345/ijer.v7i3.45671>

Rasheed, M., & Hussain, M. (2018). Exploring the challenges of integrating technology into traditional pedagogy: a case study of pakistani higher secondary schools. *International Journal of Instructional Technology and Distance Learning*, 15(9), 57-70. <https://doi: 10.1134/21545676769>

Rehman H. & Khan N., (2020). The flaws in Pakistan's Education System", *Abasyn Journal of Social Sciences*, 4(1), 20-44. <https://doi.org/10.1172/234624345901>

Rehman, A. U., Khan, M. I., & Waheed, Z. (2023). Academic reading and writing challenges faced by doctoral students in Peshawar, Pakistan: *A Qualitative Journal of Education*.2(3). <https://doi.org/10.11/2158244674/1133>

Rehman, U. A. (2020). Challenges to online education in Pakistan during COVID-19 & the way forward. *AIJR Preprints*, 21(1), 1–12. <https://doi.org/10.1177/21582254/zeeneto/1234>

Reinders, H., & White, C. (2021). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20(2), 143–154. <https://doi.org/10.1177/215234022109345>

Riaz, A. & Hassan, M. (2018). Efficacy of an ICALL tutoring system and process-oriented corrective feedback. *Computer-Assisted Language Learning*, 29 (2), 334–364. <http://dx.doi.org/10.7575/aiac.ijels.v.10n.1p.179>

Robinson, O.C. (2014) Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology* 11(1): 25–41. Doi: 10.15405/Qjr2014.05.00149

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. Oxford University Press.

Rollinson, P. (2022). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30. doi:10.1093/elt/cci003

Roschelle, J. (2023). Keynote paper: Unlocking the learning value of wireless mobile devices. *Journal of Computer Assisted Learning*, 19(3), 260-272. <https://doi.org/10.1046/j.0266-4909.2023.00028>

Rosenthal, R. (2017). *Meta-analytic procedures for social research* (Rev. ed.). Sage Publications, Inc. <https://doi:10.29140/jaltcall.v18n2.235>.

Rustum., Nazakat., Nawaz. F. (2022). Effect of CALL programmes on BS students' academic writing achievement. *Pakistan Journal of Social Research*, 4(1). 877-890. <https://doi.org/102710/3129271031370>

Saeed, A. (2019). Comparison of the effectiveness of direct and indirect feedback: the case of efl urdu learners in Pakistan. Unpublished thesis at the Islamia University Bahawalpur.

Saeed, B., Ullah, A., & Khan., A. M. (2021). Attitude of university students on online teaching under corona virus pandemic situation in Pakistan. *Asian Journal of Distance Education*, 5(1), 230-245. <https://doi.org/10.47264/idea.lassij/5.1.3>

Sajjad, S., Mehmood, H.S., Ali, M. & Irfan, S.K. (2020). Understanding teacher perspectives on technology integration: a case study of efl teachers in Pakistan. *Journal of Language Teaching and Research*, 11(3), 450-464. Doi: 10.1345/jltr.2020.05.00145

Saqlain, N. Al-Qarni, F., Ghadi, N. (2018). Are English language teachers in Saudi Arabia ready to integrate technology? *Procedia- Social and Behavioral Sciences* 103 (2013) 146 – 153. doi: 10.1016/j.sbspro.2013.10.319

Saricaoglu, A., & Yildirim, O. (2020). The effects of online vocabulary learning on EFL learners' vocabulary learning strategies. *Education and Information Technologies*, 25(5), 3845-3860. <http://dx.doi.org/10.7575/aiac.ijels.v.10n.1p.179>

Saunders, M., Lewis, P. & Thornhill, A. (2018). *Research Methods for Business Students*. Pearson Education Ltd., Harlow.

Schiebinger, L. (2023). *Gendered innovations in science and engineering*. Harvard University Press.

Schutt, R. K. (2021). *Investigating the social world: The process and practice of research*. Thousand Oaks, CA: SAGE Publications.

Seale, C. (2019). Quality in qualitative research. *Qualitative Inquiry*, 5, 465–478.

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press; Ireland.

Sekaran, U., & Bougie, R. (2019). *Research methods for business: A skill building approach*: John Wiley & Sons.

Sert, O. & Li, L. (2019). A qualitative study on call knowledge and materials design: insights from pre-service efl teachers. *International Journal of Computer*

Assisted Language Learning, 7 (3), 73-83. <https://doi.org/10.1177/21582254/press/2019>

Shah, D., Khatoon, S., Hussain, K.S., Bano, S. & Bukhari, S.A. (2020). *Academy of Educational Planning and Management*. Ministry of Federal Education and Professional Training Islamabad. Education Ministry of Pakistan.

Shahid R. M. (2021). *The System of Education in Pakistan*. National Book Foundations, Islamabad, Pakistan.

Shahzad, K., Hussain, B., Habib, A., (2022) analyzing formative assessment practices of English language teachers in Pakistan. *Pakistan Journal of Social Research*.4(1), 61-70. doi.org:10.52567/pjsr.v4i1.345

Shaikh, Z.A. & Khoja, S.A. (2020). Role of ICT in shaping the future of Pakistani higher education system. *Turkish Online Journal of Educational Computer Technology*, 10 (1), 149–161. <https://doi:10.29140/jaltcall.v18n2.444>

Sharwood Smith, M. (2023). Speaking to many minds. *Second Language Research*, 7, 118-132. <https://doi.org/10.1177/21582440221117805>

Shenton, A. K. (2021). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22 (2), 63-75; <https://doi.org/10.1177/21582440221117805>

Siddique, M., & Ahmed, S. (2019). Challenges and opportunities of technology integration in pakistani schools: *a qualitative study*. *Asia-Pacific Journal of Teacher Education*, 47(3), 271-285.

Siddiqui, A. (2019). The Educational perspective of constructivist learning theories with their implications to teach English language within Pakistani Context. *International Journal of Language and Linguistics*, 4 (4), 290-297. <https://doi.org/10.1177/2113406714332>

Siddiqui, K.A. (2020). Analyzing factors influencing the paragraph organization in English language writing of intermediate students. *International Journal of Teaching and Learning in Higher Education*, 32 (1), 99-106. <https://doi.org/10.12456/ijti.2020.11335a>

Singh, P., & Doherty, C. (2021). Global cultural flows and pedagogic dilemmas: teaching in the global university contact zone. *TESOL Quarterly*, 38(1), 9–42. <https://doi.org/10.1111/Tsl.20214567280>

Skehan, P. (2018). *A Cognitive approach to language learning*. Oxford: Oxford University Press. <https://doi.org/10.11089/2357844022237589>

Smith, D., & Jones, E. (2018). Enhancing vocabulary acquisition through interactive games: A comparative study. *Journal of Educational Technology*, 35(3), 211-225. <https://doi.org/10.122/210348922109345>

Smith, J. (2021). Investigating the role of social interaction in mobile-assisted language learning: a case study. *Journal of Computer-Assisted Language Learning*, 18(3), 215-230. <https://doi.org/10.1177/21582254/press/2689>

Smith, J. A. (2018). *Qualitative psychology: A practical guide to research methods*. Thousands Oaks; Sage publications; UK.

Smith, J., & Jones, A. (2020). *Qualitative Research Methods in Education*. Routledge: UK.

Smith, J., & Jones, A. (2021). "Examining the Effects of a Classroom Intervention on Student Behavior: A Mixed-Methods Approach." *Journal of Educational Psychology*, 42(3), 321-338. <https://doi.org/10.44/216565788823>.

Smith, R. T., & Jones, A. B. (2020). The role of technology in enhancing foreign language writing skills. *Journal of Educational Technology*, 12(2), 89-102. <https://doi.org/10.81/21456676887342>

Song, S., & Caruso, C. (2017). Feedback in L2 writing: A systematic review of recent research. *Journal of Second Language Writing*, 3(8), 37-51. <https://doi.org/10.1177/21563498/jslw/5432>

Staller, K. M. (2021). Big enough? Sampling in qualitative inquiry. *Qualitative Social Work*, 20(4), 897-904. <https://doi.org/10.1177/14733250211024516>

Stockwell, G. (2018). Conclusion. In G. Stockwell (ed.) *Computer Assisted Language Learning: Diversity in Research and Practice*. Cambridge: Cambridge University Press. 164-73.

Storch, N., & Wigglesworth, G. (2019). Collaborative writing in L2 contexts: Processes, outcomes, and future directions. *Annual Review of Applied Linguistics*, 36, 120-140. *UMT Education Review*, 6(2), 52-71. <https://doi.org/10.32350/uer.62.03>

Sun, Y. C. (2020). Extensive writing in foreign-language classrooms: A blogging approach. *Innovations in Education and Teaching International*, 47(3), 327-339. doi:10.1080/14703297.2010.498184

Supriyatno, T., Susilawati, S., Hassan, A., (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099-1106. <https://doi.org/10.18844/cjes.v15i5.5154>

Swain, M. (2020). *The output hypothesis and beyond: Mediating acquisition through collaborative dialogue*. In J. Lantolf (Ed.), *Sociocultural theory and second language learning*. (pp. 97-114). Oxford University Press.

Tafazoli, D., Para, M. G. & Abril, C. (2020). A cross-cultural study on the attitudes of English language students towards computer-assisted language learning. *Teaching English with Technology*, 18(2), 34-68. https://doi.org/10.1007/978-981-19-2152-0_16

Tanrikulu, F. (2020). Students' perceptions about the effect of collaborative digital storytelling on writing skills. *Computer Assisted Language Learning*, 35(5-6), 1090-1105. <http://doi.org/10.1080/09588221.2020.1774611>

Tayyab, J., Hassan, K.H. & Akmal, F. (2023). Case Studies: An exploratory study of issues of EFL learners in Pakistani University at Graduate Level. *Pakistan Journal of Humanities and Social Sciences*. 11 (1), 196–209. <https://doi.org/10.52131/pjhss.2023.1101.0342>.

Thompson, T. (2021). *Reading and Writing American English*. New York: Oxford University Press.

Thorne, S. L., & Payne, J. S. (2020). Evolutionary trajectories, internet-mediated expression, and language education. *CALICO Journal*, 22(3), 371–397. <https://doi.org/10.123/21523478789556>

Tin, T.B. (2019). *Creative Writing in EFL/ESL Classrooms*. Universiti Putra Malaysia Press.

Todman, J. (2019). Gender difference on computer anxiety among students. *Computers and Education*, 34(1), 27–35. <https://doi.org/10.1177/21582254/press/6789>

Toyama, M., & Yamazaki, Y. (2021). Classroom interventions and foreign language anxiety: A systematic review with narrative approach. *Frontiers in Psychology*, 12, 614184. <https://doi.org/10.3389/fpsyg.2021.614184>

Tozcu, A. & Coady, J. (2021). Successful learning of frequent vocabulary through call also benefits reading comprehension and speed. *Journal of Computer Assisted Language Learning*, 17(5), 473–495. doi:10.1108/JME-08-2019-0161

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327-369. doi:10.1111/j.1467-1770.1996.tb01238.x

Truscott, J., & Hsu, A. (2018). Error correction, revision, and learning. *Journal of Second Language Writing*, 17 (4), 292-305.
<https://doi.org/10.1016/j.jslw.2008.05.003>

Tsai, C.C., Chen, S.N., & Chen, D. G. (2019). The current status and future of e-learning in Taiwan. *Innovations in Education and Teaching International*, 47(1), 5–7. <https://doi.org/10.1177/21582254/zeeneto/8989>.

Tsui, A. B., & Ng, M. (2019). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9(2), 147-170. Doi:10.1016/s1060-3743(00)00022-9.

Tu Thi Hong Phuong, (2022).The effects of using education technology tools on learning grammar for students in secondary school , *International Journal of Language Instruction: I*(1), 12-40. <https://doi.org/10.1756/2434521/ijli/76>

Tuan, L. T. (2021). Enhancing EFL learners' writing skill via journal writing. *English Language Teaching ELT*, 3(3), 81-88. doi:10.5539/ELT.v3n3p81

Umar, A., Ajmal, M. & Ajmal, F. (2023). Academic writing problems faced by ESL learners in higher education institutions. *University of Wah Journal of Social Sciences*. 6 (1), 59-70. <https://doi.org/10.1177/216347879>

Umar, S., Farooq, R., & Anwar, H. (2023). The impact of digital classrooms on EFL writing skills: A case study *Pakistan Journal of Educational Research*, 12(1), 34-50.

Underwood, J. (2018). *Exploring AI language assistants with primary EFL students*. In K. Borthwick, L. Bradley, & S. Thousesny (Eds.), *Short papers from EUROCALL*, 317–321. Southampton, United Kingdom: Research-Publishing.net.

Underwood, J., & Dillon, G. (2019). Gender differences in the use of ICT in education. *British Journal of Educational Technology*, 35(1), 25-37.
306

Urwat, M. S, Nadeem, M., Zafar, M. & Khan, R.U. (2022). Why do university students in Pakistan confront problems in spoken English? *Journal of Education, Society and Behavioural Science*.35(8), 40-49.
<https://doi.org/10.134/3456678806>

Van Bonn, S., Swart, L., & Brinkman, R. (2019). Language as an inclusion criterion in qualitative interview studies: A methodological reflection. *Qualitative Research*, 19(5), 533–547. <https://doi.org/10.1675/2145677809>

Vygotsky, L. S. (1978). *Development of higher mental functions*. In A. N. Leontyev

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wang, X., & Li, Y. (2022). Utilizing writing software to improve EFL students' punctuation: A longitudinal study. *Journal of Second Language Writing*, 50, 102390. doi:10.1016/j.jslw.2022.102390

Warschauer, M., & Grimes, D. (2019). Audience, authorship, and artifact: The emergent semiotics of Web 2.0. *Annual Review of Applied Linguistics*, 27, 1-23.<https://doi.org/10.1177/21582440221117805>

Warschauer, M., & Healey, D. (2019). Computers and language learning: An overview. *Language Teaching*, 31(02), 57-71.
<https://doi.org/10.134/3434367890>

Wedell-Wedellsborg, M. (2019). The psychology behind unethical behavior. *Harvard Business Review*, 12, 2-6. <https://doi.org/10.1177/21582254/zeeneto/34566>

Weigle, S. C. (2021). *Second language writing expertise*. In: K. Johnson (Ed.), *Expertise in Second Language Learning and Teaching*. Basingstoke, New York, NY: Palgrave Macmillan. <http://doi.org/10.1057/9780230523470-7>

Wenden, A. L. (2019). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515-537. <https://doi.org/10.11/233422099677>

Wren, P. C & Martin, H. (2016). *High school English grammar and composition*. Blackie ELT Books, Chand Publishers; India.

Wulf, D. (2021). When written corrective feedback is ineffective in second-language grammar acquisition. *Open Journal of Modern Linguistics*, 11, 577-592. <https://doi.org/10.4236/ojml.2021.114044>

Yancey, K. B. (2019). Electronic portfolios a decade into the twenty-first century: What we know, what we need to know. *Journal of Innovations in e-learning, instruction technology, assessment, and engineering education*, 1(1), 245-249. <https://doi.org/10.29987/jitaee.2020.1312054>

Yang, H., Kim, H., Lee, J., & Shin, D. (2022). Implementation of an AI chatbot as an English conversational partner in EFL classes. *ReCALL First View*, 1-17. <https://doi.org/10.1017/S0958344022000039>

Yasin, M. (2020). *An Overview of Pakistan Education Statistics*. Academy of National Educational Planning and Management Government of Pakistan.

Yousafzai, T., & Ullah, K. (2017). Access to facilities and educational outcomes in Pakistani higher secondary schools. *Journal of Educational Sciences & Psychology*, 8(1), 25-34. <https://doi.org/10.143/245690225467>

Yuce, E. (2020). Keeping online diary as an integrated activity for developing writing skill in EFL classes through Penzu. *Bartin University Journal of Faculty of Education*, 9(1), 132–140. <https://doi.org/10.1177/21582254/press/56789>

Zafar, M. S., Shakir, A., Aziz, A., & Akbar, N. (2020). Rethinking rubric for essay testing in English language at intermediate level examination in the Punjab, Pakistan. *Journal of Languages, Culture and Civilization*, 2 (4), 210-219. <https://doi.org/10.47067/jlcc.v2i4.27>

Zafar, Z. & Ali, S. (2019). Education System of Pakistan: social functions and challenges. *Journal of Indian Studies*, 4 (1), 31 – 51. <https://doi.org/10.6342/10456788990>

Zahid, M., Anwar, M. N., & Azim, M. U., (2023). Using writing assessment rubrics to assess English paragraphs of Pakistani college level EFL learners. *Journal of Development and Social Sciences*, 4 (4) 211-222, [https://doi.org/10.47205/jdss.2023\(4-IV\)54](https://doi.org/10.47205/jdss.2023(4-IV)54)

Zaini, A. & Mazdayasna, G. (2019). The Effect of computer assisted language learning on the development of EFL learners' writing skills. *Social and Behavioral Sciences*. 98, 1975–1982. <https://doi.org/10.1145/2150684534236>

Zarei, A. A., & Rezadoust, H. (2020). The effects of scaffolded and unscaffolded feedback on language anxiety and self-efficacy. *Journal of Modern Research in English Language Studies*, 7(4), 111–132. <https://doi.org/10.30479/JMRELS.2020.13464.1655>

Zhan, J. (2019). *Conducting qualitative interviews in cross-cultural contexts*. In R. Adams, L. R. Jones, & J. Ellis (Eds.), *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet* (209–217). Cambridge University Press. doi:10.1017/CBO9780511976822.029

Zhang L, Zhang L.J. (2021). Fostering stance-taking as a sustainable goal in developing EFL students' academic writing skills: exploring the effects of explicit instruction on academic writing skills and stance deployment. *Journal of English for academic purpose*, 13 (8), 42-70. <https://doi.org/10.3390/su13084270>

Zhang, L., & Wang, Y. (2023). Effectiveness of CALI in developing EFL students' writing content: a mixed-methods approach. *Journal of Second Language Writing*, 47, 102345. doi:10.1016/j.jslw.2022.102345

Zhang, R., & Zou, D. (2020). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Journal of Computer*-309

Assisted Language Learning, 30 (2), 120–135.
<https://doi.org/10.1177/21582254zeeneto/12>

Zhang, Y. (2021). University students' usage and perception of the internet. *Journal of Educational Technology Systems*, 32(2), 227 –339.
<https://doi:10.29140/jaltcall.v18n2.444>

Zhang, Y., & Wang, M. (2017). Translation and interpretation in qualitative research: An illustrative review of issues and methods. *Journal of Methods and Measurement in the Social Sciences*, 8(1), 22–40.
<https://doi.org/10.2450/0ew6-01wb-rtyl-sdrt>

Zheng, A. Z., Jia, B. L., Liu c.F., Miao, Z. (2020). Hong Kong and Canadian students experiencing a new participatory culture: A teacher professional training project undergirded by new media literacies. *Teaching and teacher education*, 5(9), 146-158. <https://doi.org/10.1016/j.tate.2016.05.017>

Zinkgraf, S. A. (2014). *Testing ESL composition: A practical approach*. Oxford University Press.



APPENDICES

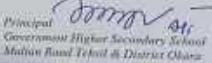
(A)

EFL Students' Writing Proficiency Level in Previous Results

THE GOVERNMENT HIGHER SECONDARY SCHOOL, DISTRICT OKARA
 Department of Higher Secondary Education District Okara, Punjab
 Matriculation Class 1st Year Students Section III

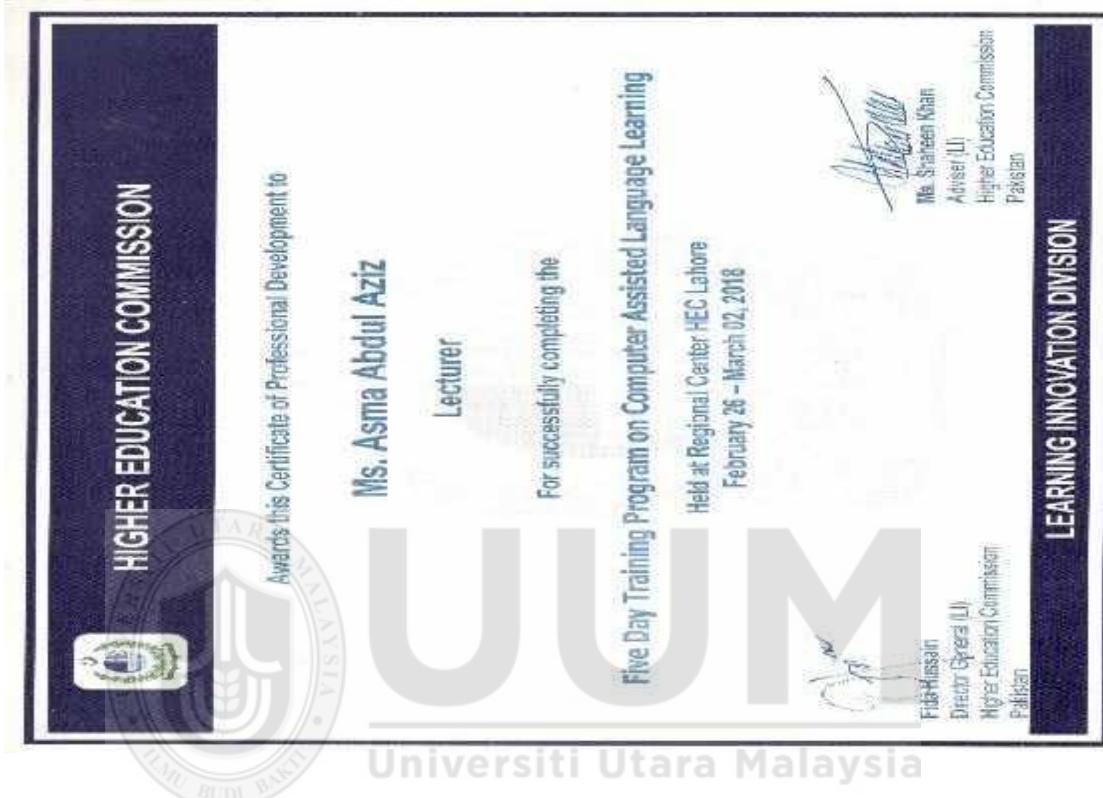
2nd Year

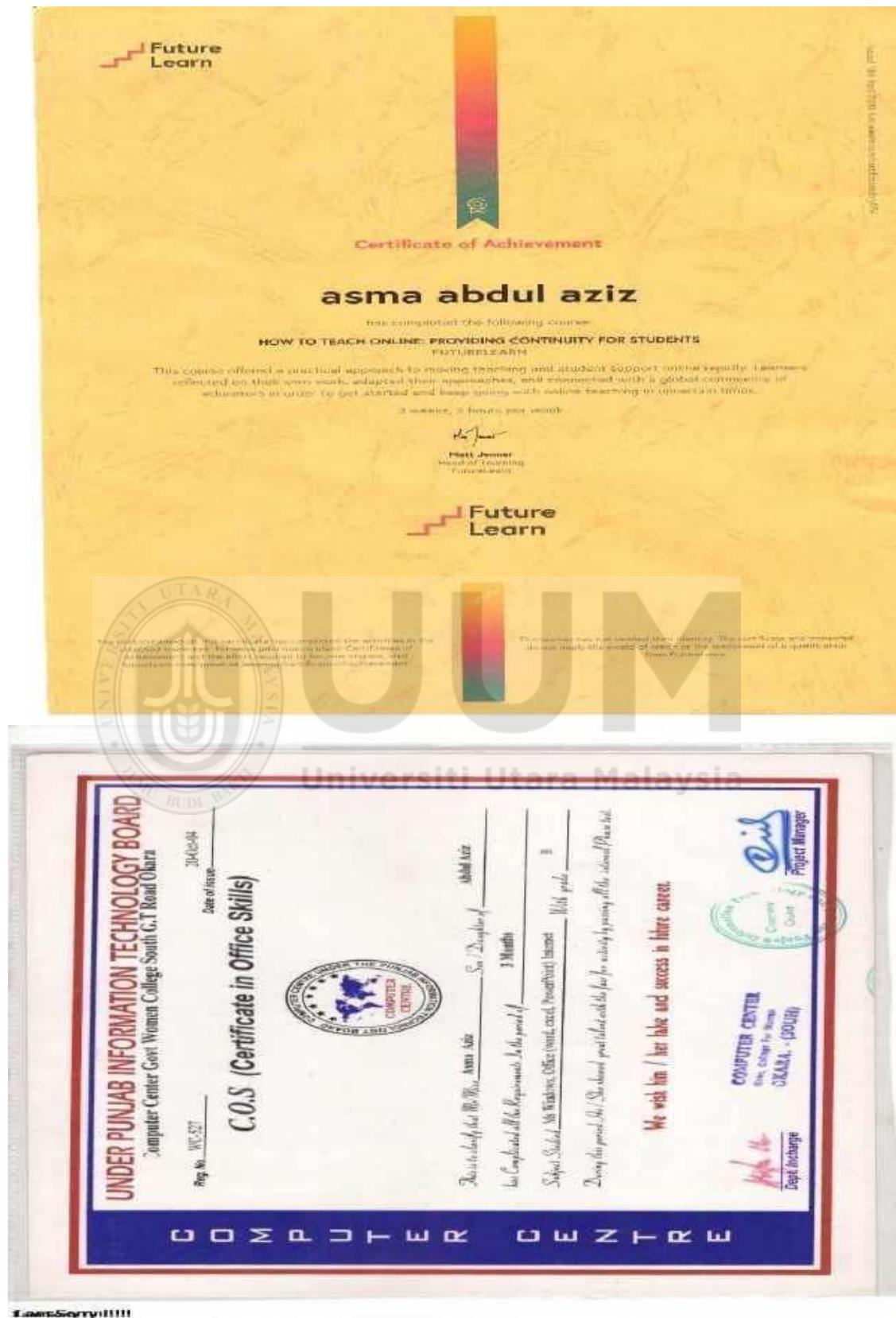
ROLL NO	FULL NAME	SUBJECT	MARKS						REMARKS	Raw Position	Final Position Second Position Third Position in the Class
			ENGLISH	GRAMMAR & VOCABULARY	READING	WRITING	LISTENING	SPEECH			
1. 18-HSS-144	Osvald Quddos S/O Mudasir Iqbal Takim		32	6	20	31	30	60	C	40	Pass 3rd
2. 18-HSS-145	Mazhar Ali S/O Jan Muhammad Chisn		47	70	40	39	60	31	C	39	Pass 3rd
3. 18-HSS-146	Muhammad Parvej S/O Muhammad Aslam Tariq		60	41	62	52	65	45	C	27	Pass 3rd
4. 18-HSS-147	Muhammad Usman S/O Allah Dost Majeed		22	33	17	33	44	30	C	33	Pass 3rd
5. 18-HSS-148	Shahzad Ali S/O Niaz Muhammad Maqsood		62	36	31	36	60	57	C	36	Pass 3rd
6. 18-HSS-149	Zubair S/O Nasir Mohammad Iqbal		79	50	41	30	62	66	C	30	Pass 3rd
7. 18-HSS-150	Clarissa Muhammad Riaz S/O Mohammad Sajid		21	16	20	52	66	69	C	41	Pass 3rd
8. 18-HSS-151	Emreli Selang D/O Mohammad Aslam Sohail		78	70	64	59	64	69	C	43	Pass 3rd
9. 18-HSS-152	Mohrvi D/O Naseemuddin Marshi		40	61	15	46	62	70	C	37	Pass 3rd
10. 18-HSS-153	Muhammad Iqbal S/O Ghulzar Akbar Soomro		76	73	88	80	60	70	C	35	Pass 3rd
11. 18-HSS-154	Saif Ali S/O Abdul Karim Ansari		60	45	18	46	60	67	C	30	Pass 3rd
12. 18-HSS-155	Zaidhan Ali S/O Qasim Hussain		78	89	18	46	64	64	C	37	Pass 3rd
13. 18-HSS-156	Muhammad S/O Muhammad Wasey Sharif		67	59	19	49	67	65	C	37	Pass 3rd
14. 18-HSS-157	Muhammad Hameem S/O Sajid Hassan Mir		58	82	28	49	72	68	C	39	Pass 3rd
15. 18-HSS-158	Muhammad Irfan S/O Irfan Ali Mubar		87	82	37	40	64	70	C	36	Pass 3rd
16. 18-HSS-159	Abid Ali S/O Muhammad Iqbal Bhatti		77	70	30	45	62	70	C	38	Pass 3rd
17. 18-HSS-160	Naqeeb Ahmad S/O Muhammad Aslam Arain		80	79	40	39	66	69	C	32	Pass 3rd
18. 18-HSS-161	Asma Sajid S/O Iqbal Ahmad Soomro		87	88	68	67	70	66	C	38	Pass 3rd
19. 18-HSS-162	Asma Sajid S/O Iqbal Ahmad Soomro		87	89	90	89	82	70	C	36	Pass 3rd
20. 18-HSS-163	Zainab Iqbal S/O Ghulzar Ali Sharif		72	32	19	46	46	64	C	39	Pass 3rd
21. 18-HSS-164	Sangeet Ali S/O Meera Khan Goldi		72	32	19	46	46	64	C	39	Pass 3rd
22. 18-HSS-165	Iftab Iqbal Momin S/O Masih Ahmad Sammi		44	61	29	47	72	63	C	50	Pass 3rd
23. 18-HSS-166	Shahzad Khan S/O Qasim But Kaker		88	85	75	46	80	60	C	51	Pass 3rd
24. 18-HSS-167	Abdul Qadeer S/O Hussain Muhammad Iqbal		88	73	12	33	61	70	C	51	Pass 3rd
25. 18-HSS-168	Rukhsana D/O Tariq Muhammad (Tariq)		87	84	77	51	75	70	C	36	Pass 3rd
26. 18-HSS-169	Umar Rafeeq D/O Rafeequllah Nafeeq		87	90	42	53	82	71	C	39	Pass 3rd
27. 18-HSS-170	Muhammad Hassan S/O Haseeb Ali Soomro		79	37	0	50	26	69	C	54	Pass 3rd
28. 18-HSS-171	Rehmat Ali S/O Marjan Ahmad Gohani		79	60	65	52	67	70	C	56	Pass 3rd
29. 18-HSS-172	Sarwat D/O Abdul Raheem		89	85	97	53	65	71	C	33	Pass 3rd
30. 18-HSS-173	Shabir Ahmad S/O Waryam Ali Shabir		83	73	60	37	73	70	C	35	Pass 3rd
31. 18-HSS-174	Shahzad Hussain S/O Ghulzar Hussain Kothar		80	80	20	26	75	68	C	39	Pass 3rd
32. 18-HSS-175	Kashif D/O Makhdoom Ali Mangro		87	88	84	52	81	68	C	40	Pass 3rd
33. 18-HSS-176	Shoaib Wazir D/O Muhammad Rafique Ishaq		81	65	17	52	62	67	C	40	Pass 3rd
34. 18-HSS-177	Zoya Q/O Muhammad Saleem Chana		81	45	15	52	64	69	C	57	Pass 3rd
35. 18-HSS-178	Reyaz S/O Iftab Ahmad Kamorgar		73	80	88	45	68	70	C	37	Pass 3rd
36. 18-HSS-179	Hassan Akhmed S/O Farwaz Akhmed		63	10	23	31	61	68	C	59	Pass 3rd
37. 18-HSS-180	Agha Hamza S/O Allah Waryar Khan Pothan		68	69	25	51	48	67	C	54	Pass 3rd
38. 18-HSS-181	Nisra D/O Muhammed Ali Magi		78	54	12	52	66	71	C	56	Pass 3rd
39. 18-HSS-182	Muhammad Yousaf S/O Tariq Ahmad Mangro		73	82	60	52	66	70	C	58	Pass 3rd
40. 18-HSS-183	Abdul Waheed S/O Qasim Ali Majeed		37	18	27	57	62	66	C	58	Pass 3rd
41. 18-HSS-184	Mari D/O Alim Ali Iham		81	69	21	35	66	71	C	39	Pass 3rd
42. 18-HSS-185	Ahmed Umeruddin S/O Qasim Abdal Shereef		60	41	64	53	64	70	C	60	Pass 3rd
43. 18-HSS-186	Hassan Ahmad S/O Abdal Majeed Majeed		77	47	22	31	71	69	C	56	Pass 3rd
44. 18-HSS-187	Hafsa D/O Abdul Qader Seikar		80	23	26	49	83	63	C	55	Pass 3rd
45. 18-HSS-188	Safa D/O Ghulzar Shahzad Sattar		87	83	61	49	70	68	C	53	Pass 3rd
46. 18-HSS-189	Saqib D/O Nasir Ahmad Pothan		83	32	69	36	74	70	C	54	Pass 3rd
47. 18-HSS-190	Mohamed Yaseen Khan S/O Ghulzar Baloch		75	61	37	57	67	71	C	55	Pass 3rd
48. 18-HSS-191	Muhammad Yousaf S/O Ghulzar Baloch Selang		54	21	12	37	63	69	C	57	Pass 3rd
49. 18-HSS-192	Raja Khan S/O Haji Buri Buri		69	67	47	59	48	60	C	68	Pass 3rd
50. 18-HSS-193	Ibare Khan S/O Sardar Hussain Baloch		33	45	40	58	60	70	C	40	Pass 3rd
51. 18-HSS-194	Fayaz Ali S/O Ali Bux Bansal		83	24	20	18	66	62	C	40	Pass 3rd
52. 18-HSS-195	Amrit D/O Allah Wadhwani Alian S/O Muhammad Sharif		73	16	18	56	60	65	C	60	Pass 3rd
53. 18-HSS-196	Mohiruddin S/O Muhammad Hassan Sammi		75	13	15	13	60	67	C	60	Pass 3rd
54. 18-HSS-197	Ali Nasir S/O Muhammad Syedat		73	40	60	51	59	70	C	39	Pass 3rd
55. 18-HSS-198	Farhan Lal S/O Padeer Kurn		67	70	67	49	61	71	C	55	Pass 3rd
56. 18-HSS-199	Shafiq Khan S/O Muhammad Hassan		66	83	69	49	60	70	C	55	Pass 3rd
57. 18-HSS-200	Yasir Ali S/O Abdul Hamid		70	46	61	56	57	68	C	57	Pass 3rd
58. 18-HSS-201	Imran Akbar S/O Muhammad Akbar		59	61	72	33	58	68	C	55	Pass 3rd
59. 18-HSS-202	Dilshad Kubra S/O Baharbat Kubra		63	58	70	33	51	67	C	58	Pass 3rd
60. 18-HSS-203	Hameed Ali S/O Muhammad Hussain		59	34	40	39	22	69	C	55	Pass 3rd


 Principal
 Government Higher Secondary School
 Mianian Road Toba Teki, District Okara

(B)

Researcher's Training on Computer-Assisted Language Learning & Innovation





(C)

Consent Forms (EFL Teachers and Students)

EFL Teachers' Consent Form

I, _____ Subject specialist/ Senior Subject Specialist in the department of _____ at District _____ (city), am willing to participate in the EFL Teacher Survey Questionnaire. I agree to my profile and comments being included in the data collection on the understanding that confidentiality and privacy will be maintained. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I am also aware that I will be invited to participate in an interview and that this participation is voluntary. I understand that there will be no financial remuneration for my participation. Further, I am aware that results will be kept in a secure and private location. I understand, I can withdraw at any time without prejudice and my decision will be respected.

Signature: _____

Date: _____ / _____ / _____



Sample of Filled Consent Form (Teachers)

EFL TEACHERS' CONSENT FORM

I, Suzie Belman, Junior Subject Specialist / Senior Subject Specialist in the department of English at GTHS District/City Sabah, am willing to participate in the EFL Teacher Survey Questionnaire. I agree to my profile and comments being included in the data collection on the understanding that confidentiality and privacy will be maintained. I am also aware that my name will not appear on my documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I am also aware that I will be invited to participate in an interview and that this participation is voluntary. I understand that there will be no financial remuneration for my participation. Further, I am aware that results will be kept in a secure and private location. I understand; I can withdraw at any time without prejudice and my decision will be respected.

Signature: Suzie

Date: 26/04/2020



UUM
Universiti Utara Malaysia

EFL Student's Consent Form

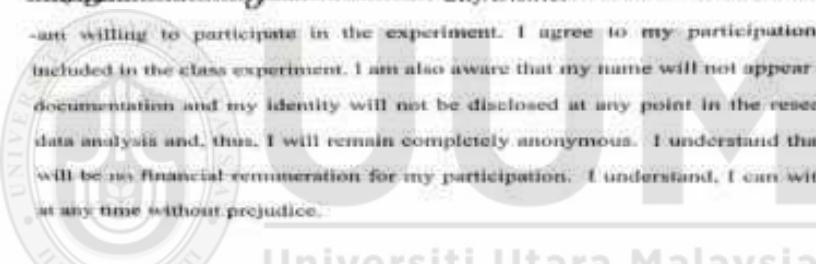
I----- Student in the Class----- Institution-----
----- city/District ---am willing to participate in the experiment. I agree to my participation being included in the class experiment. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I understand that there will be no financial remuneration for my participation. I understand, I can withdraw at any time without prejudice.

Signature:_____

Date: ___/___/___

STUDENTS' CONSENT FORM

Tabbar Ali Student in the Class 2nd year Institution -----
Higher Secondary School Obara City/District Obara
-am willing to participate in the experiment. I agree to my participation being included in the class experiment. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I understand that there will be no financial remuneration for my participation. I understand, I can withdraw at any time without prejudice.



Universiti Utara Malaysia

Signature: Joe sei

Date 15/07/2020

(D)

Lesson Plans for Experiment and Control Group

1st Week Meeting with Experimental/Control group for Pre-test/Post-test (Assessment & Evolution) in the Class

Subject: English
Class : XII
Skill: Writing
Topic of Discussion: How is school life? Describe in your own words
Time: 45 minutes

Teacher asks student to write a paragraph containing 200 words

2nd Week Meeting with Experimental Group for Working to Use Penzu and Control Group to Traditional Class Setting

3rd Week Treatment to Experiment/Control group

Lesson Plan

Subject: English (Writing)
Class : XII
Examination System: Annual
Skill: Writing
Topic of Discussion: Vocabulary
Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about text according to the given context.

Indicators

Students can use appropriate vocabulary in the writing

Learning Method

Exercise on Penzu through CALI/ Teacher Directed Method

Learning Materials

Introduction to Cloze test	A procedure in which a subject is asked to supply words that have been removed from a passage as a test of their ability to comprehend text.
The example	"Today, I went to the _____ and bought some bread and peanut butter.

Method

Explanation, and solving exercise in Penzu (CALI)/students' note books

Learning strategies

No	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready to have English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes
2	Main Activities 1. Exploration a. Teacher provided detail about use of appropriate words in the cloze test and gave some examples. b. Teacher asks the students about the use of words in the cloze test. 1. Have you ever heard the cloze test? 2. Can you tell what is the song tells about? 2. Elaboration a. The teacher explains the material from the computer. b. The teacher gives chances to ask questions dealing with the material. c. Teacher emails material which contains the material.	Main Activities 1. Exploration a. Students listened the lecture. b. Students answer the question. 1. No, I haven't miss. 2. No, I can't miss 2. Elaboration a. Listen to the teacher's explanation. b. Ask the question if any a. Students receive material email from teacher on cloze test/handouts exercises b. Students listen the teacher that teacher and he asks the students	5 minutes 25 minutes

<p>d. The teacher asks students open text to fill in the blank which missing the paragraph.</p> <p>1. Jill was walking to her class slowly. She was worried <u>1</u> the History test she would have to <u>2</u> that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and <u>3</u> near her feet. As Jill glanced down at the paper, her heart nearly <u>4</u> a beat. It was the History test paper complete <u>5</u> answers !</p> <p>2. Jill's very first thought was not to <u>6</u> anyone about what she had found. She would memorize <u>7</u> the answers and do extremely <u>8</u> in the test. After some hard thinking, however, she knew that it would be a very <u>9</u> thing to do. Besides, it would not be <u>10</u> to her classmates. In the <u>11</u>, Jill returned the paper to her History teacher, Miss James.</p> <p>"Thanks, Jill. I have been searching high and <u>12</u> for it," said the teacher. "I...I've read all the questions <u>13</u>, Miss James," Jill confessed. Miss James <u>14</u> her not to worry as she would think of new questions for the test. Jill's <u>15</u> sank. She was half hoping that the test <u>16</u> be cancelled. Nevertheless, she did her best in the new test later that day. A few days later, the test papers were <u>17</u> to the class. To her pleasant surprise, Jill discovered that she had <u>18</u> eighty marks. "You know something," she told her friends. "I could easily have scored <u>19</u> marks if I had cheated on this test. But I wouldn't be as pleased as I am <u>20</u> with the eighty marks I obtained."</p> <p>Confirmation</p> <p>a. The teacher asks the students to explain their work in front of the class.</p> <p>b. The teacher examines the students' work.</p> <p>c. The teacher gives motivation to the students.</p>	<p>to fill in the blank which missing the paragraph.</p> <p>Students practice and solve exercise online/ notebooks</p>	<p>Confirmation</p> <p>a. Explain their work in front of the class confidently.</p> <p>b. Listen to the teacher's examine.</p> <p>c. Listen to the teacher's motivation.</p>
---	--	---

3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summarize . 2. Say thank you and good bye.	5 minutes
----------	---	---	-----------

Teaching Aids and Sources of Materials

Sources of Materials :

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ white board, handouts, writing material

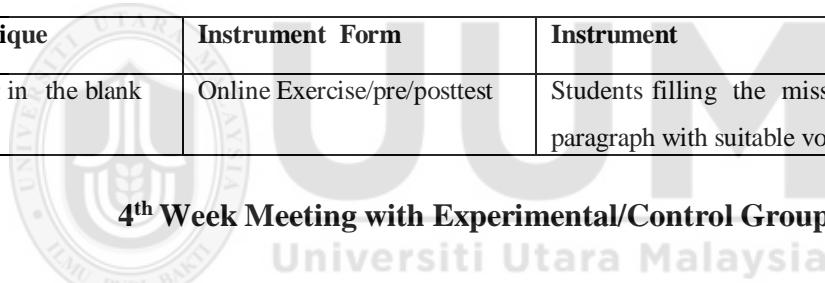
Answers

1. about 2. take 3. landed 4. missed 5. with 6. tell 7. all 8. well 9. dishonest 10. fair 11. end 12. low 13. already 14. told 15. heart 16. would 17. returned 18. scored 19. full 20. now

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing paragraph with suitable vocabulary

4th Week Meeting with Experimental/Control Group



Lesson Plan

Subject: **English (Writing)**

Class : **XII**

Examination System : **Annual**

Skill: **Writing**

Topic of Discussion: **Use of Vocabulary**

Time: **45 minutes**

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about text according to the given context.

Indicators

Students can use appropriate vocabulary in the writing

Learning Method

Exercise on Penzu through CALI/teacher directed

Learning Materials

Introduction to Cloze test	A procedure in which a subject is asked to supply words that have been removed from a passage as a test of their ability to comprehend text.
The example	"Today, I went to the _____ and bought some bread and peanut butter.

Method**Explanation, and solving exercise in Penzu (CALI)****Learning strategies**

No	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students'attendance. 3. Checking their readiness "Are you ready to have English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>3. Exploration</p> <p>a. Teacher provided detail about use of appropriate words in the cloze test and gave some examples.</p> <p>b. Teacher asks the students about the use of words in the cloze test.</p> <p>1. Have you ever heard the cloze test? 2. Can you tell what is the song tells about?</p> <p>4. Elaboration</p> <p>a. The teacher explains the material from the computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>c. Teacher emails material which contains the material.</p> <p>d. The teacher asks students open text to fill in the blank which missing the paragraph.</p> <p>3. Jill was walking to her class slowly. She was worried <u>1</u> the History test she would have to <u>2</u> that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and <u>3</u> near her feet. As Jill glanced down at the paper, her heart nearly <u>4</u> a beat. It was the History test paper complete <u>5</u> answers !</p> <p>4. Jill's very first thought was not to <u>6</u> anyone about what she had found. She would memorize <u>7</u> the answers and do extremely <u>8</u> in the test. After some hard thinking, however, she knew that it would be a very <u>9</u> thing to do. Besides, it would not be <u>10</u> to her classmates. In the <u>11</u>, Jill returned the paper to her History teacher, Miss James.</p> <p>"Thanks, Jill. I have been searching high and <u>12</u> for it," said the teacher.</p> <p>"I...I've read all the questions <u>13</u>, Miss James," Jill confessed. Miss James <u>14</u> her not to worry as she would think of new questions for the test. Jill's <u>15</u> sank. She was half hoping that the test <u>16</u> be cancelled.</p> <p>Nevertheless, she did her best in the new test later that day. A few days later, the</p>	<p>Main Activities</p> <p>3. Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>1. No. I haven't miss. 2. No, I can't miss</p> <p>4. Elaboration</p> <p>c. Listen to the teacher's explanation.</p> <p>d. Ask the question if any</p> <p>a. Students receive material email from teacher on cloze test/handouts</p> <p>b. Students listen the teacher that teacher and he asks the students to fill in the blank which missing the paragraph.</p>	<p>5 minutes</p> <p>25 minutes</p>
---	--	--	------------------------------------

<p>test papers were <u>17</u> to the class. To her pleasant surprise, Jill discovered that she had <u>18</u> eighty marks. "You know something," she told her friends. "I could easily have scored <u>19</u> marks if I had cheated on this test. But I wouldn't be as pleased as I am <u>20</u> with the eighty marks I obtained."</p> <p>4. Confirmation</p> <ol style="list-style-type: none"> The teacher asks the students to explain their work in front of the class. The teacher examines the students' work. <p>The teacher gives motivation to the students.</p>	<p>4. Confirmation</p> <ol style="list-style-type: none"> Explain their work in front of the class confidently. Listen to the teacher's examination. Listen to the teacher's motivation. 	
--	--	--



UUM
Universiti Utara Malaysia

3	C. Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	C. Closing Activities 1. Listen to the teacher's summarize . 2. Say thank you and good bye.	5 minutes
----------	--	--	-----------

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu and Internet/ whiteboard, handouts exercises, writing material

Answers

1. about 2. take 3. landed 4. missed 5. with 6. tell 7. all 8. well 9. dishonest 10. fair 11. end 12. low 13. already 14. told 15. heart 16. would 17. returned 18. scored 19. full 20. now

Evaluation

Technique	Online Exercise/pre/posttest	Instrument
Filling in the blank	Online Exercise/ pre/posttests	Students filling the missing paragraph with suitable vocabulary

Universiti Utara Malaysia

5th Week Treatment to the Experiment/ Control Group Continued...

Lesson Plan

Subject: English (Tenses)

Class : XII

Examination System: Annual

Skill: Writing

Topic of Discussion: Present (Simple/Continuous)

Time: **45 minutes**

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicator's

Students can use present tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed

Learning Materials

Introduction to Simple Present	A Verb that refers to present time is said to be in the Present Tense
Example	I write a letter.
Present Continuous tense	A Verb that refers to continuous action in present
Example	I am writing a letter.

Method

Explanation, and solving exercise in Penzu (CALI)/on the note-books

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <ol style="list-style-type: none"> Teacher provided detail about Present tense and gave some examples. Teacher asks the students about Present tense. 1. Have you ever learnt about (simple/continuous/perfect/Perfect continuous) present? 2. Can you tell what is present tense? <p>Elaboration</p> <ol style="list-style-type: none"> The teacher explains the material from the main computer. The teacher gives chances to ask questions dealing with the material. <p>Simple present</p> <p>(Affirmative: He/She/it and third person singular)</p> <p>Indicate mood and tenses</p> <ol style="list-style-type: none"> The river flows under the bridge. He teaches us English. She writes a letter. <p>Negative/Interrogative mood.</p> <p>He/She/it and third person singular</p> <p>The river does not flow under the bridge.</p> <p>Interrogative mood</p> <p>Does the river flow under the bridge?</p> <p>Change into negative & interrogative</p> <ol style="list-style-type: none"> The rivers flow under the bridge. They teach us English. We write a letter. <p>(Affirmative: I/We/they/you & Plural subject)</p> <p>Indicate mood and tenses</p> <ol style="list-style-type: none"> The rivers flow under the bridge. They teach us English. We write a letter. <p>Negative/Interrogative mood.</p> <p>I/We/they/you and plural subject</p> <ol style="list-style-type: none"> The rivers do not flow under the bridge. They teach us English. We do not write a letter. <p>Interrogative mood</p> <p>Do rivers flow under the bridge?</p> <p>Change into negative & interrogative</p> <ol style="list-style-type: none"> Rivers flow under the bridge. They teach us English. 	<p>Main Activities</p> <p>Exploration</p> <ol style="list-style-type: none"> Students listened the lecture. Students answer the question. 1. No. I haven't miss. 2. No, I can't miss <p>Elaboration</p> <ol style="list-style-type: none"> Listen to the teacher's explanation. Ask the question if any Students receive material in their emails/hand on notes <p>Students follow examples and solve exercise online/on note-books</p> <p>Students follow examples and solve exercise online/in the note-books</p> <p>Students follow examples and solve exercise online/note-books</p> <p>Confirmation</p> <ol style="list-style-type: none"> Students explain their work in front of the class. Students wait for the teacher's examination to be over. Listen to the teacher's motivation. 	<p>7 minutes</p> <p>20 minutes</p>
---	--	--	------------------------------------

<p>3. We write a letter.</p> <p>Present Continuous tense: Teacher explains continuous aspect.</p> <p>(Affirmative mood)</p> <p>4. The river is flowing under the bridge. 5. He is teaching us English. 6. We are writing letters.</p> <p>Negative/Interrogative mood The river is not flowing under the bridge.</p> <p>Interrogative mood Is the river flowing under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river is flowing under the bridge. 2. They are teaching us English. 3. I am writing a letter.</p> <p>Confirmation</p> <ul style="list-style-type: none"> a. The teacher asks the students to explain their work in front of the class. b. The teacher examines the students' work. c. The teacher gives motivation to the students 		
--	--	--

3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summary. 2. Say thank you and good bye.	8 minutes
----------	---	--	-----------

Teaching Aids and Sources of Materials

Sources of Materials:

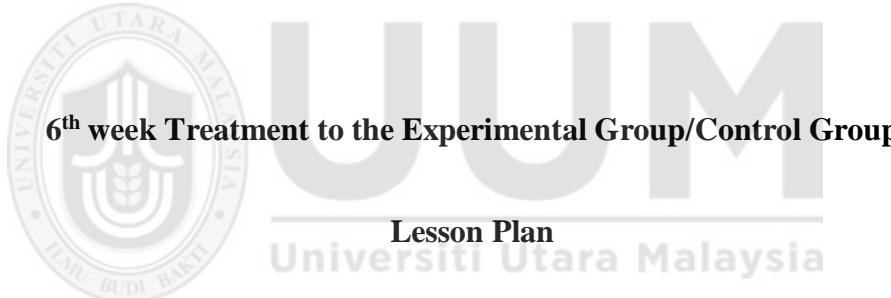
Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing paragraph with suitable verbs to complete sentence.



6th week Treatment to the Experimental Group/Control Group

Lesson Plan
Universiti Utara Malaysia

Subject: English (Tenses)

Class: XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Present (Perfect/Perfect Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method

Learning Materials

Present Perfect Tense	A verb that refers to action completed in immediate past
Example	I have just written a letter
Present Perfect continuous	A verb that refers to action started sometime in the past and still continuing.
Example	He has been sleeping for five hours

Method

Explanation, and solving exercise in Penzu (CALI)/ students' note-books

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about Present perfect/perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about tense.</p> <p>3. Have you ever learnt about (simple/continuous/perfect/Perfect continuous) present?</p> <p>4. Can you tell what is present tense?</p> <p>Elaboration</p> <p>c. The teacher explains the material from the main computer.</p> <p>d. The teacher gives chances to ask questions dealing with the material.</p> <p>Present Perfect tense: Teacher explains perfect aspect.</p> <p>(Affirmative mood)</p> <p>1. The river has flown under the bridge.</p> <p>2. He has taught us English.</p> <p>3. We have written a letter.</p> <p>Negative/Interrogative mood</p> <p>The river has not flown under the bridge.</p> <p>Interrogative mood</p> <p>Has the river flown under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river has flown under the bridge.</p> <p>2. They have taught us English.</p> <p>3. I have written a letter.</p> <p>Present Perfect continuous tense: Teacher explains with examples.</p> <p>(Affirmative mood)</p> <p>1. The river has been flowing under the bridge for many years.</p> <p>2. He has been teaching us English since 2020.</p> <p>3. We have been writing a letter.</p> <p>Negative/Interrogative mood</p> <p>The river has not been flowing under the bridge for many years.</p> <p>Interrogative mood</p> <p>Has the river been flowing under the bridge for many years?</p> <p>Change into negative & interrogative</p> <p>1. The river has been flowing under the bridge for many years.</p> <p>2. They have been teaching us English since 2020.</p> <p>3. I have been writing a letter.</p> <p>Confirmation</p> <p>d. The teacher asks the students to</p>	<p>Main Activities</p> <p>Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>3. No. I haven't miss.</p> <p>4. No, I can't miss</p> <p>Elaboration</p> <p>c. Listen to the teacher's explanation.</p> <p>h. students receive material in their emails/hand on notes in the class</p> <p>Students follow examples and solve exercise online/in the note-books</p> <p>Students follow examples and solve exercise online/in the note-books & white board</p> <p>Confirmation</p> <p>d. Students explain their work in front of the class.</p> <p>e. students wait for the teacher's examination to be over.</p>	<p>7 minutes</p> <p>20 minutes</p>
---	--	--	------------------------------------

	<p>explain their work in front of the class.</p> <p>e. The teacher examines the students' work.</p> <p>f. The teacher gives motivation to the students</p>	<p>f. Listen to the teacher's motivation.</p>	
3	<p>Closing Activities</p> <p>3. The teacher summarizes the lesson</p> <p>4. The teacher says thank you and good bye</p>	<p>Closing Activities</p> <p>3. Listen to the teacher's summary .</p> <p>4. Say thank you and good bye.</p>	8 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

Universiti Utara Malaysia

7th Week Treatment to the Experiment/Control Group

Lesson Plan (Grammar)

Subject: English (Tenses)

Class : XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Past (Simple/Continuous)

Time: **45 minutes**

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method

Learning Materials

Simple Past Tense	A verb that refers to action in the past
Example	I wrote a letter yesterday
Past continuous tense	A verb that refers to action continuing in the past but not still continuing.
Example	He was sleeping in the room.

Method

Explanation, and solving exercise in Penzu (CALI)/teacher-directed on whiteboard and notebooks

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning.	Opening Activities 1. Greet the teacher	3 minutes

	<p>2. Checking the students' attendance.</p> <p>3. Checking their readiness "Are you ready for English lesson?"</p>	<p>2. Listening to teacher</p> <p>3. Answer the teacher "Yes, I am ready"</p>	7 minutes
2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Past /Past continuous tense and gave some examples.</p> <p>b. Teacher asks the students about past tense.</p> <p>5. Have you ever learnt about (simple/continuous) past?</p> <p>6. Can you tell what is past tense?</p> <p>Elaboration</p> <p>e. The teacher explains the material from the main computer.</p> <p>f. The teacher gives chances to ask questions dealing with the material.</p> <p>Simple past tense: Teacher explains Past Tense.</p> <p>(Affirmative mood)</p> <p>1. The river flew under the bridge.</p> <p>2. He taught us English last year.</p> <p>3. We wrote a letter yesterday.</p> <p>Negative/Interrogative mood</p> <p>The river did not flow under the bridge.</p> <p>Interrogative mood</p> <p>Did the river flow under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river flew under the bridge.</p> <p>2. He taught us English last year.</p> <p>3. We wrote a letter yesterday.</p> <p>Present continuous tense: Teacher explains with examples.</p> <p>(Affirmative mood)</p> <p>1. The river was flowing under the bridge for many years.</p> <p>2. He was teaching us English yesterday.</p> <p>3. We were writing a letter to you.</p> <p>Negative/Interrogative mood</p> <p>The river was not flowing under the bridge.</p> <p>Interrogative mood</p> <p>Was the river flowing under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river was flowing under the bridge.</p> <p>2. They were teaching us English last year.</p> <p>3. I was writing a letter to you.</p> <p>Confirmation</p> <p>g. The teacher asks the students to explain their work in front of the class.</p>	<p>Main Activities</p> <p>Exploration</p> <p>c. Students listened the lecture.</p> <p>d. Students answer the question.</p> <p>5. No, I haven't miss.</p> <p>6. No, I can't miss</p> <p>Elaboration</p> <p>c. Listen to the teacher's explanation.</p> <p>i. students receive material in their emails/hand outs</p> <p>Students follow examples and solve exercise online/note books, whiteboard</p> <p>Students follow examples and solve exercise online/notebook/whiteboard</p> <p>Confirmation</p> <p>g. Students explain their work in front of the class.</p> <p>h. students wait for the teacher's</p>	7 minutes 25 minutes

	<p>h. The teacher examines the students' work.</p> <p>i. The teacher gives motivation to the students</p>	<p>examination to be over.</p> <p>i. Listen to the teacher's motivation.</p>	
3	<p>Closing Activities</p> <p>5. The teacher summarizes the lesson</p> <p>6. The teacher says thank you and good bye</p>	<p>Closing Activities</p> <p>5. Listen to the teacher's summary .</p> <p>6. Say thank you and good bye.</p>	<p>3 minutes</p>

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing materia

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

Universiti Utara Malaysia

8th Week Treatment to the Experiment/Control Group Continued....

Lesson Plan

Subject: English (Tenses)

Class: XII

Examination System: Annual

Skill: Writing

Topic of Discussion: Past (perfect/perfect Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method

Learning Materials

Past perfect Tense	A verb that refers to action completed in the past
Example	I had written a letter to you.
Past perfect continuous tense	It is used to denote an action going on at some time in the past. The time of the action may or may not be indicated
Example	He had been studying in this room for many years.

Method

Explanation, and solving exercise in Penzu (CALI)/note book

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Past perfect /perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about past perfect/perfect continuous tense.</p> <ol style="list-style-type: none"> 1. Have you ever learnt about (perfect/perfect continuous) past? 2. Can you tell what is past tense? <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>Past perfect tense: Teacher explains Tense.</p> <p>(Affirmative mood)</p> <ol style="list-style-type: none"> 1. The river had flown under the bridge. 2. He had taught us English. 3. We had written a letter to you. <p>Negative/Interrogative mood The river had not flown under the bridge.</p> <p>Interrogative mood Had the river flown under the bridge?</p> <p>Change into negative & interrogative</p> <ol style="list-style-type: none"> 1. The river had flown under the bridge. 2. He had taught us English. 3. We had written a letter to you. <p>Past perfect continuous tense: Teacher explains with examples.</p> <p>(Affirmative mood)</p> <ol style="list-style-type: none"> 1. The river had been flowing under the bridge for many years. 2. He had been teaching us English since yesterday. 3. We had been writing a letter to you. <p>Negative/Interrogative mood The river had not been flowing under the bridge.</p> <p>Interrogative mood Had the river been flowing under the bridge?</p> <p>Change into negative & interrogative</p> <ol style="list-style-type: none"> 1. The river had been flowing under the bridge. 2. They had been teaching us English last year. 3. I had been writing a letter to you. <p>Confirmation</p>	<p>Main Activities</p> <p>Exploration</p> <p>e. Students listened the lecture.</p> <p>f. Students answer the question.</p> <ol style="list-style-type: none"> 7. No. I haven't miss. 8. No, I can't miss <p>Elaboration</p> <p>a. Listen to the teacher's explanation.</p> <p>b. students receive material in their emails/handouts/notes</p> <p>Students follow examples and solve exercise online/whiteboard,notebooks</p> <p>Students follow examples and solve exercise online/whiteboard, note books</p> <p>Confirmation</p> <ol style="list-style-type: none"> 1. Students explain their work in front of the class. 2. students wait for the teacher's examination to be over. 3. Listen to the teacher's motivation. 	<p>7 minutes</p> <p>25 minutes</p>
---	--	---	------------------------------------

	<ol style="list-style-type: none"> 1. The teacher asks the students to explain their work in front of the class. 2. The teacher examines the students' work. 3. The teacher gives motivation to the students 		
3	Closing Activities <ol style="list-style-type: none"> 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye 	Closing Activities <ol style="list-style-type: none"> 1. Listen to the teacher's summary . 2. Say thank you and good bye. 	3 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

Universiti Utara Malaysia

9th Week Treatment to the Experiment/Control group

Lesson Plan

Subject: **English (Tenses)**

Class : **XII**

Examination System : **Annual**

Skill: **Writing**

Topic of Discussion: **Future (Simple/Continuous)**

Time:

45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method learning Materials

Simple FutureTense	A verb that refers to an action in the future
Example	I will write a letter tomorrow.
Future continuous tense	A verb that refers to an action continuing in the future.
Example	He will be sleeping in the room now.

Method

Explanation, and solving exercise in Penzu (CALI)/note book, white board

Learning strategies

Opening Activities	Opening Activities	Time
<p>1. Greet the students. Ex: Good morning.</p> <p>2. Checking the students' attendance.</p> <p>3. Checking their readiness “Are you ready for English lesson?”</p>	<p>1.Greet the teacher</p> <p>2.Listening to teacher</p> <p>3. Answer the teacher “Yes, I'm ready”</p>	

<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Simple Future/continuous tense and gave some examples.</p> <p>b. Teacher asks the students about Future tense.</p> <ol style="list-style-type: none"> 1. Have you ever learnt about (simple/continuous) Future? 2. Can you tell what is Future tense? <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>Simple Future t tense: Teacher explains Future Tense.</p> <p>(Affirmative mood)</p> <ol style="list-style-type: none"> 1. The river will flow under the bridge. 2. He will teach us English next year. 3. We will write a letter tomorrow. <p>Negative/Interrogative mood The river will not flow under the bridge.</p> <p>Interrogative mood will the river flow under the bridge?</p> <p>Change into negative & interrogative</p> <ol style="list-style-type: none"> 1. The river will flow under the bridge. 2. He will teach us English next year. 3. We will write a letter tomorrow. <p>Future continuous tense: Teacher explains with examples.</p> <p>(Affirmative mood)</p> <ol style="list-style-type: none"> 1. The river will be flowing under the bridge. 2. He will be teaching us English tomorrow. 3. We will be writing a letter to you. <p>Negative/Interrogative mood The river will not be flowing under the bridge.</p> <p>Interrogative mood Will the river be flowing under the bridge?</p> <p>Change into negative & interrogative</p> <ol style="list-style-type: none"> 1. The river will be flowing under the bridge. 2. They will be teaching us English. 3. I shall be writing a letter to you. <p>Confirmation</p> <ol style="list-style-type: none"> 1. The teacher asks the students to explain their work in front of the class. 	<p>Main Activities</p> <p>Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <ol style="list-style-type: none"> 1. No. I haven't miss. 2. No, I can't miss <p>Elaboration</p> <p>a. Listen to the teacher's explanation.</p> <p>b. students receive material in their emails/handouts, teacher notes</p> <p>Students follow examples and solve exercise online/on note books</p> <p>Students follow examples and solve exercise online/on note books</p> <p>Confirmation</p> <ol style="list-style-type: none"> 1. Students explain their work in front of the class. 2. students wait for the teacher's examination to be over. 3. Listen to the teacher's motivation. 	<p>3 minutes</p> <p>7 minutes</p>
---	--	-----------------------------------

2. The teacher examines the students' work.		
3. The teacher gives motivation to the students		

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

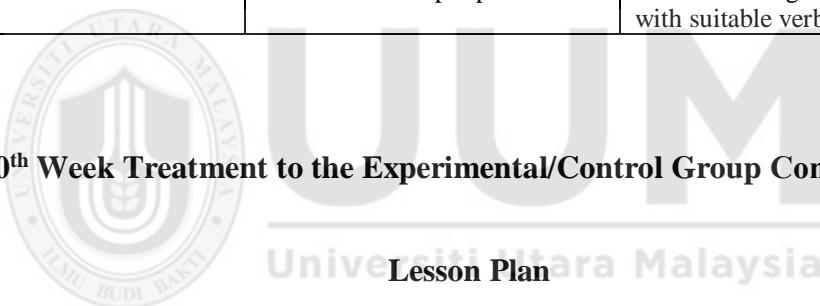
Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

10th Week Treatment to the Experimental/Control Group Continued.....



Subject:

English (Tenses)

Class:

XII

Examination System:

Annual

Skill:

Writing

Topic of Discussion:

Future (perfect/perfect Continuous)

Time:

45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

**Exercise on Penzu through CALI/teacher directed method
Learning Materials**

Simple Future Tense	A verb that refers to an action completed in the future
Example	I will have written a letter next week.
Future continuous tense	It is used for actions which will be in progress over a period of time that will end in the future.
Example	He will have been sleeping in the room for two hours.

Method

Explanation, and solving exercise in Penzu (CALI)/notebook

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness “Are you ready for English lesson?”	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher “Yes, I’m ready”	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Future perfect/perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about Future tense.</p> <p>1. Have you ever learnt about (simple/continuous) Future?</p> <p>2. Can you tell what is Future tense?</p> <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p>	<p>Main Activities</p> <p>Exploration</p> <p>b. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>1. No. I haven't miss.</p> <p>2. No, I can't miss</p> <p>Elaboration</p> <p>a. Listen to the teacher's explanation.</p> <p>b. Students receive material in their emails/ handouts, teacher notes</p>	7 minutes
	<p>Future perfect tense:</p> <p>Teacher explains Future Tense.</p> <p>(Affirmative mood)</p> <p>1. The river will have flown under the bridge.</p> <p>2. He will have taught us English.</p> <p>3. We will have written a letter tomorrow.</p> <p>Negative/Interrogative mood</p> <p>The river will not have flown under the bridge.</p> <p>Interrogative mood</p> <p>Will the river have flown under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river will have flown under the bridge.</p> <p>2. He will have taught us English.</p> <p>3. We will have written a letter tomorrow.</p>	<p>Students follow examples and solve exercise online/ white board, note books</p>	25 minutes
	<p>Future perfect continuous tense:</p> <p>Teacher explains with examples.</p> <p>(Affirmative mood)</p> <p>1. The river will have been flowing under the bridge for two years.</p> <p>2. He will have been teaching us English since morning.</p> <p>3. We will have been writing a letter to you since evening.</p> <p>Negative/Interrogative mood</p> <p>The river will not have been flowing under the bridge.</p> <p>Interrogative mood</p> <p>Will the river have been flowing under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river will have been flowing under the bridge for two years.</p>	<p>Students follow examples and solve exercise online/on note books</p>	

	Confirmation 1. The teacher asks the students to explain their work in front of the class. 2. The teacher examines the students' work. 3. The teacher gives motivation to the students		
3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summary . 2. Say thank you and good bye.	3 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

11th week Treatment to the Experimental group/control group

Lesson Plan

Subject: English (Tenses)

Class: XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Transitive and intransitive verbs, paragraph writing

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on penzu through CALI/teacher-directed method

Learning Materials

Present Perfect Tense	A verb that refers to action completed in immediate past
Example	I have just written a letter
Present Perfect continuous	A verb that refers to action started sometime in the past and still continuing.
Example	He has been sleeping for five hours

Method

Explanation, and solving exercise in penzu (CALI)/ students' note-books

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about Present perfect/perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about tense.</p> <p>7. Have you ever learnt about (simple/continuous/perfect/Perfect continuous) present?</p> <p>8. Can you tell what is present tense?</p> <p>Elaboration</p> <p>g. The teacher explains the material from the main computer.</p> <p>h. The teacher gives chances to ask questions dealing with the material.</p> <p>Present Perfect tense: Teacher explains perfect aspect.</p> <p>(Affirmative mood)</p> <p>1. The river has flown under the bridge.</p> <p>2. He has taught us English.</p> <p>3. We have written a letter.</p> <p>Negative/Interrogative mood</p> <p>The river has not flown under the bridge.</p> <p>Interrogative mood</p> <p>Has the river flown under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river has flown under the bridge.</p> <p>2. They have taught us English.</p> <p>3. I have written a letter.</p> <p>Present Perfect continuous tense: Teacher explains with examples.</p> <p>(Affirmative mood)</p> <p>1. The river has been flowing under the bridge for many years.</p> <p>2. He has been teaching us English since 2020.</p> <p>3. We have been writing a letter.</p> <p>Negative/Interrogative mood</p> <p>The river has not been flowing under the bridge for many years.</p> <p>Interrogative mood</p> <p>Has the river been flowing under the bridge for many years?</p> <p>Change into negative & interrogative</p> <p>1. The river has been flowing under the bridge for many years.</p> <p>2. They have been teaching us English since 2020.</p> <p>3. I have been writing a letter.</p> <p>Confirmation</p> <p>j. The teacher asks the students to</p>	<p>Main Activities</p> <p>Exploration</p> <p>g. Students listened the lecture.</p> <p>h. Students answer the question.</p> <p>9. No, I haven't miss.</p> <p>10. No, I can't miss</p> <p>Elaboration</p> <p>c. Listen to the teacher's explanation.</p> <p>j. Students receive material in their emails/hand on notes in the class</p> <p>Students follow examples and solve exercise online/in the note-books</p> <p>Students follow examples and solve exercise online/in the note-books & white board</p> <p>Confirmation</p> <p>j. Students explain their work in front of the class.</p> <p>k. Students wait for the teacher's examination to be over.</p>	<p>7 minutes</p> <p>20 minutes</p>
---	--	--	------------------------------------

	<p>explain their work in front of the class.</p> <p>k. The teacher examines the students' work.</p> <p>l. The teacher gives motivation to the students</p>	<p>l. Listen to the teacher's motivation.</p>	
3	<p>Closing Activities</p> <p>1. The teacher summarizes the lesson</p> <p>2. The teacher says thank you and good bye</p>	<p>Closing Activities</p> <p>1. Listen to the teacher's summary .</p> <p>2. Say thank you and good bye.</p>	3 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

12th Week (Post-Test on Open Writing Skills in the Class)

Post-test

Subject: English (Writing)

Class : XII

Skills: Writing

Time: 45 minutes

Topic : How is school life? Describe in your own words.

Teacher provides topic and asks students to write a paragraph containing 200 words.

Classroom Activities

Part 1

Verb Multiple Choice Questions

Directions: Choose the correct or more suitable forms of the verbs to fill in the blanks: -

1. The plane --- at 3.30. (arrives, will arrive)
2. I will phone you when he --- back. (comes, will come)
3. When I get home, my dog --- at the gate waiting for me. (sits, will be sitting)
4. I --- the Joshis this evening. (visit, am visiting)
5. Look at those black clouds. It ---.(will rain, is going to rain)
6. The train --- before we reach the station. (arrives, will have arrived)
7. Perhaps we --- Mahabaleshwar next month. (visit, will visit)
8. Unless we --- now we can't be on time. (start, will start)

Cloze/Fill-In-The-Blank Questions

Directions: Complete the sentences with the correct forms of the verbs in the parentheses.

The story is tediously-----out. (spin). I-----it for a joke. (mean) He was ----for a lawyer (mean). Suddenly, the wind---- (arise). There never has----a great man who has not been misunderstood. (arise). Who----the first prize? (draw). He has---- a wrong inference. (draw) The train----up to the station (draw). I certainly---- you to make that promise (understand). I am afraid I did not make myself (understand). He was accidentally----- in the farm (Shoot). He is not known ever to have----from an encounter (Shrink). I noticed that he ----- of sweat. (smell). The car----- in the mud (stick).

Directions: Complete the sentences with the correct adjective clauses provided in the parentheses.

I know the place----- (I am born /where he was born)

- He is the man ----- (I told him a lie/who was murdered)
- The house -----is a hundred years old. (very old /that you see)
- Where is the book----- ? (I lost yesterday/that I lost)

- Boys will not be promoted. (who are failed/ who were failed).

Open-ended Question

Sentence Completion

Directions: Please complete the following sentences. Use asmany words as you would like. Please make sure that your answers use correct grammar andthat they make sense. Only one complete sentence for each question is required.

Example: _____, I drove him to the Hospital. Because his car was stolen yesterday, I drove him to the hospital. OR Because his driver license had been suspended, I drove him to the Hospital. OR

Because his vehicle has been towed away by the police, I drove him to the Hospital.

Question 1

There is some truth in the common saying that while dogs become attached to persons, cats -----to the places.

Question 2

A dog will follow -----anywhere, but a -----the house it is used to; and even when the house changes hand,----- remain there.

Question 3

So long as cat is----- by the new owners.

Question 4

A cat -----seem to be capable of the personal devotion often shown by a dog.

Question 5

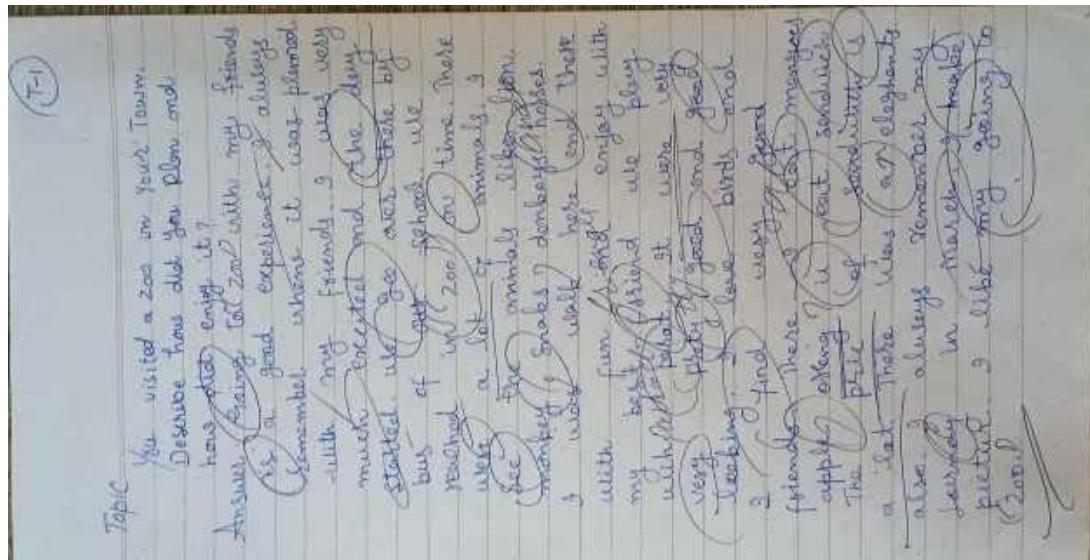
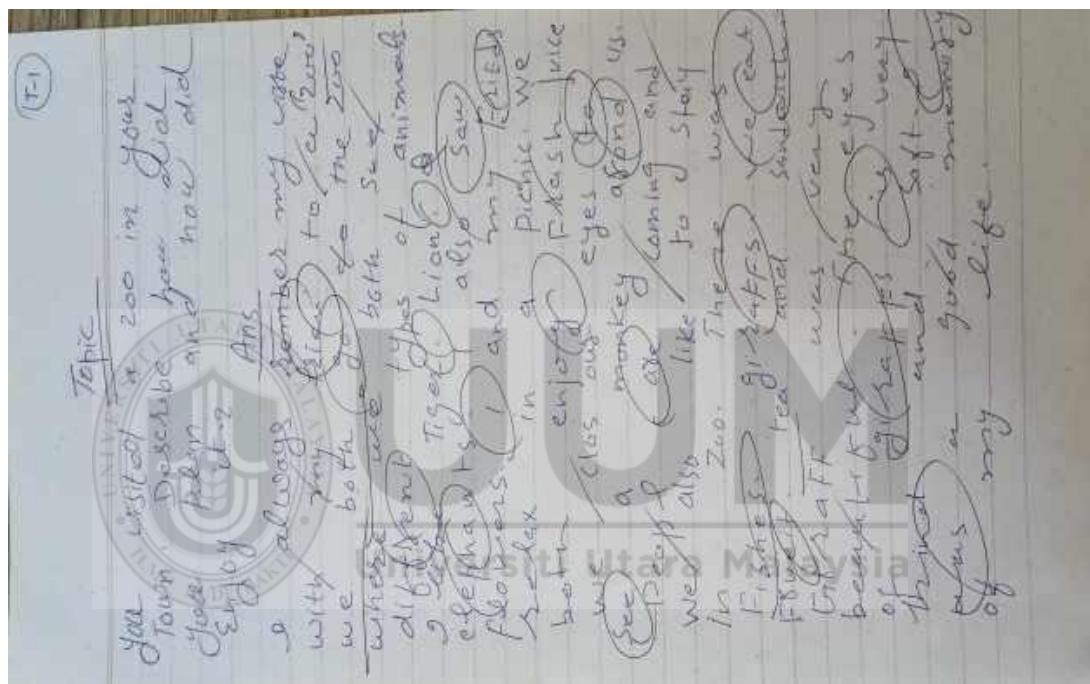
It thinks most of its own comfort and ----- is only cupboard love.

Part-II Open Writing Class Tests

Pre-test: How is school life? Describe in your own words.

Post-test: How is school life? Describe in your own words.

Sample of Pilot-Tests



②

Post Test

Topic:

Experimental Group

6.2

You visited a Zoo in your town, Maricopa. How did you plan and visit and enjoy it?

Maricopa

I visited a Zoo with friends to very special as it gives more pleasure and special rights to everyone. I also planned to visit it with my friends. Amis, Anna and Harriet. They are very kind friends and we planned this visit to very story to write there. My friend Amis is very interested during the visit. On Saturday morning we went and after playing. He suddenly told me that we would go with Amis and Harriet. We both smile with our other friend who also told us. Amis gave responsibility of lunch to April. I was asked by Amis. Saturday lunch and bread. Later Amis himself promised to bring tea and bakery products. I gathered we gathered at 10.00 am and went to there. As you all of children there was greenery everywhere. We also spread mat and placed our chairs. April was called first and enjoyed green scene. Weather was very fine. We also played with Jones. We also played with Jones and many colorful lights when we were feet-trip. We also played with Jones and took our lunch. The playtime had a cup of tea. At 12.00 pm, we went to their mosque and visited back to our home. We enjoy very much because we enjoyed time with my best friends.

Student Number	Name	Level	Class	Pre-test		Results
				Score	Score	
25-18	Excellent	Very Good	substantiated, right, effective recitation choice and usage, ton/fun mastery, Appropriate spelling	15.4	15.4	16
15-14	Good	Average	adequate, right, occasional error of writing from choice, esp. not knowing not dictated	14.8	14.8	16
15-18	Fair to Poor	limited range	fragrant errors of word/idea form, choice, usage, Meaning not clearly observed	9.7	9.7	16
25-23	Very Poor	incomprehensible	knowledge of English vocabulary, sound/word/idea not enough to evaluate	2.3	2.3	16
21-18	Excellent	Efficient, effective, complete, no errors of agreement in the use of tense, word order, and preposition	17.1	17.1	17	
17-11	Good	Average	Efficient, but limited, contradictions, many errors of agreement, in the use of tense, word order, and preposition	10.5	10.5	17
16-11	Fair to Poor	Efficient problems in choice & consider punctuation, incoherent form of agreement, tense, word order, no punctuation, writing confused and obscured	10.5	10.5	17	
16-27	Very Poor	Very difficult to identify sentence construction/meaning of errors, does not communicate.	3.7	3.7	17	
25-22	Excellent	Very Good	knowledgeable, informative. Through development of idea, focus is assigned topic.	18.2	18.2	17
21-17	Good	Average	substantial knowledge of subject, adequate range, limited development of ideas, many errors in topic, but less detail	12.7	12.7	17
16-11	Fair to Poor	limited knowledge of subject, less coherence inadequate development of topic	10.5	10.5	17	
25-22	Very Poor	does not know knowledge of subject, non-substantive, not informative. Ok as enough to evaluate	3.7	3.7	17	
21-18	Excellent	Very Good	knowledge of spelling, punctuation, capitalization of sentence, punctuation, paragraphs, paragraphing, punctuation	17.1	17.1	17
17-11	Good	Average	knowledge of spelling, punctuation capitalization, but incoherence are observed	10.5	10.5	17
16-5	Fair to Poor	poor form of spelling, punctuation, capitalization, writing confused	10.5	10.5	17	
16-27	Very Poor	so many of punctuation, punctuation errors of spelling, punctuation, capitalization, paragraphing, punctuation ilegible, un-English, evaluate	3.7	3.7	17	

Shi et al. (1991) as used in Cao, J. & Zhang, B.-C. (2010). Effects of the in-crop measures on EE, writers' tree *Sapindus mukorossi* Linn. *Quinta* 2010, 10, 1002-1005.

Hodgson et al. (1998) in used in Ogg, L.

EFL Students' Essay Writing Scale				Proficiency
Section	Type	Score	Level	Task
Vocabulary	Lexical	20-18	Excellent	to Very Good
	Lexical	17-14	Good	to Average
	Lexical	13-8	Fair	to Poor
	Lexical	6-5	Very Poor	
Vocabulary	Grammatical	25-22	Excellent	to Very Good
	Grammatical	21-18	Good	to Average
	Grammatical	17-11	Fair	to Poor
	Grammatical	10-5	Very Poor	
Grammar	Grammatical	20-27	Excellent	to Very Good
	Grammatical	16-13	Good	to Average
	Grammatical	12-7	Fair	to Poor
	Grammatical	6-3	Very Poor	
Punctuation	Orthographic	25-22	Excellent	to Very Good
	Orthographic	21-18	Good	to Average
	Orthographic	17-11	Fair	to Poor
	Orthographic	10-5	Very Poor	
Punctuation	Orthographic	25-22	Excellent	to Very Good
	Orthographic	21-18	Good	to Average
	Orthographic	17-11	Fair	to Poor
	Orthographic	10-5	Very Poor	
Punctuation	Orthographic	25-22	Excellent	to Very Good
	Orthographic	21-18	Good	to Average
	Orthographic	17-11	Fair	to Poor
	Orthographic	10-5	Very Poor	
S9/120				

EFL Students' Essay Writing Scale		Post Test	
Score	Grade	Comments	Remarks
20-18	Excellent to Very Good: distinguished writing in content, organization, choice and usage, and firm mastery of grammar, spelling, punctuation, and mechanics.	20	25
15-14	Good to Average: adequate range. Occasional errors in punctuation, form, choice, but meeting all the required criteria.	15	18
13-12	Fair to Poor: limited range. Erroneous errors of word form, choice, usage, and lack of coherent thought.	13	12
11-7	Very Poor: incompletely developed. Little knowledge of English grammar, choice, and usage. Off topic and lacking illustrations.	11	7
5-2	Excellent to Very Good: Effective, complex communication, few errors of agreement in the use of tense, auxiliary, and dependent clauses.	5	2
3-1.8	Good to Average: Effective but simple communication, mostly errors of agreement in the use of tense, word order, and punctuation.	3	1.8
1.1	Fair to Poor: Highly problematic. Little knowledge of English grammar, errors of agreement, tense, word order, and punctuation, confused and scattered.	1.1	
0.5	Very Poor: Virtually no mastery of sentence structure, word order, punctuation, and mechanics.	0.5	
0.27	Unfamiliar to Very Good: Knowledgeable, although, largely, development of ideas limited to simple topics.	0.27	27
0.22	Good to Average: some knowledge of subject, although vague, limited development of ideas, mostly relevant to topic, but lacks depth.	0.22	22
0.17	Fair to Poor: limited knowledge of subject, little linguistic, linguistic development of topic.	0.17	
0.13	Very Poor: idea or some knowledge of subject, non-existent linguistic development.	0.13	
0.22	Excellent to Very Good: distinguished mastery of grammar, language, and mechanics, capitalization, punctuation, etc.	0.22	22
0.18	Good to Average: occasional errors of spelling, punctuation, capitalization, but meeting all the required criteria.	0.18	18
0.11	Fair to Poor: frequent errors of spelling, punctuation, capitalization, punctuation, etc.	0.11	
0.05	Very Poor: no mastery of mechanics, numerous errors of spelling, punctuation, capitalization, punctuation, including those off topic.	0.05	

Hoeks et al. (1991) as used in Ong, J., & Zhang, L.J. (2009). Effects of the predominance of cognitive processes on EFL writers' text quality. *TEELL Quarterly*, 47(2), 375-396. <http://dx.doi.org/10.1080/02564540902764452>

(F)

Rubrics for Students Assessment (Higher Secondary Level)

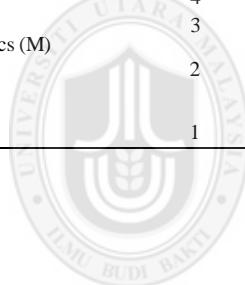
EFL Students' Essay Writing Scale

Student		Date	Topic	
Score	Level	Criteria		Remarks
Vocabulary	20-18	Excellent to Very Good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register		
	17-14	Good to Average: adequate range, occasional errors of word/idiom choice, usage but meaning not obscured		
	13-18	Fair to Poor: Limited range: frequent errors of word/idiom form, choice, usage. Meaning confused or obscured		
	9-7	Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate		
Grammar	25-22	Excellent to Very Good: Effective complex construction, few errors of agreement in the use of tense, word order, and preposition		
	21-18	Good to Average: Effective but simple construction, many errors of agreement, in the use of tense, word order, and preposition		
	17-11	Fair to Poor: Major problems in simple & complex construction, frequent errors of agreement, tense, word order, and preposition, meaning confused and obscured		
	10-5	Very Poor: Virtually no mastery of sentence construction/rules, full of errors, does not communicate		
Content	30-27	Excellent to Very Good: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic		
	26-22	Good to Average: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail		
	21-17	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic		
	16-13	Very Poor: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate		
Organisation	20-18	Excellent to Very Good: fluent expression, ideas clearly stated/supported, sufficient, well-organized, logical sequencing, cohesive		
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing		
	13-10	Fair to Poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development		
	9-7	Very Poor: does not communicate, No organization, OR not enough to evaluate		
Mechanics	5	Excellent to Very Good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing		
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, but meanings not obscured		
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, but meanings confused		
	2	Very Poor: no mastery of conventions, numerous errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate		

Jacobs et al. (1981) as used in Ong, J., & Zhang, L. J. (2020). Effects of the manipulation of cognitive processes on EFL writers' text quality. *TESOL Quarterly*, 47(2), 375-398. <https://doi.org/10.1002/tesq.55>

Rubric to Assess Writing Skills adopted from Majid & Islam (2021)

Components of Writing	Score	Level	Indicators	Weighting
Vocabulary (V)	5	Exceptional	Present the information well-chosen details	5
	4	Excellent	Paragraphs and writing is very understandable	
	3	Good	Present the information with details in parts of paragraphs and writing is understandable	
	2	Fair	Present the information with some details and writing is less understandable	
	1	Poor	Present no clear information and writing is not understandable	
Grammar (G)	5	Exceptional	Good in the choice of verbs.	5
	4	Excellent	Good understanding of verbs.	
	3	Good	Errors in the choice of verbs are few and do not interfere with understanding	
	2	Fair	Errors in the choice of verbs that sometimes interfere with understanding	
	1	Poor	Many errors in the choice of verbs that severally interfere with understanding	
Content (C)	5	Exceptional	Good in grammar	5
	4	Excellent	Structure is fine	
	3	Good	Errors are few and do not interfere with understanding	
	2	Fair	Errors in the choice of grammar are and sometimes they interfere with understanding	
	1	Poor	Errors in the choice of grammar are and severally interfere with understanding	
Mechanics (M)	5	Exceptional	Good in capitalization, spelling and punctuation	5
	4	Excellent	Very few errors and spelling and punctuations are good	
	3	Good	Error in capitalization, spelling and punctuation are few	
	2	Fair	Error in capitalization, spelling and punctuation sometimes interfere with understanding	
	1	Poor	Errors severally interfere with understanding	

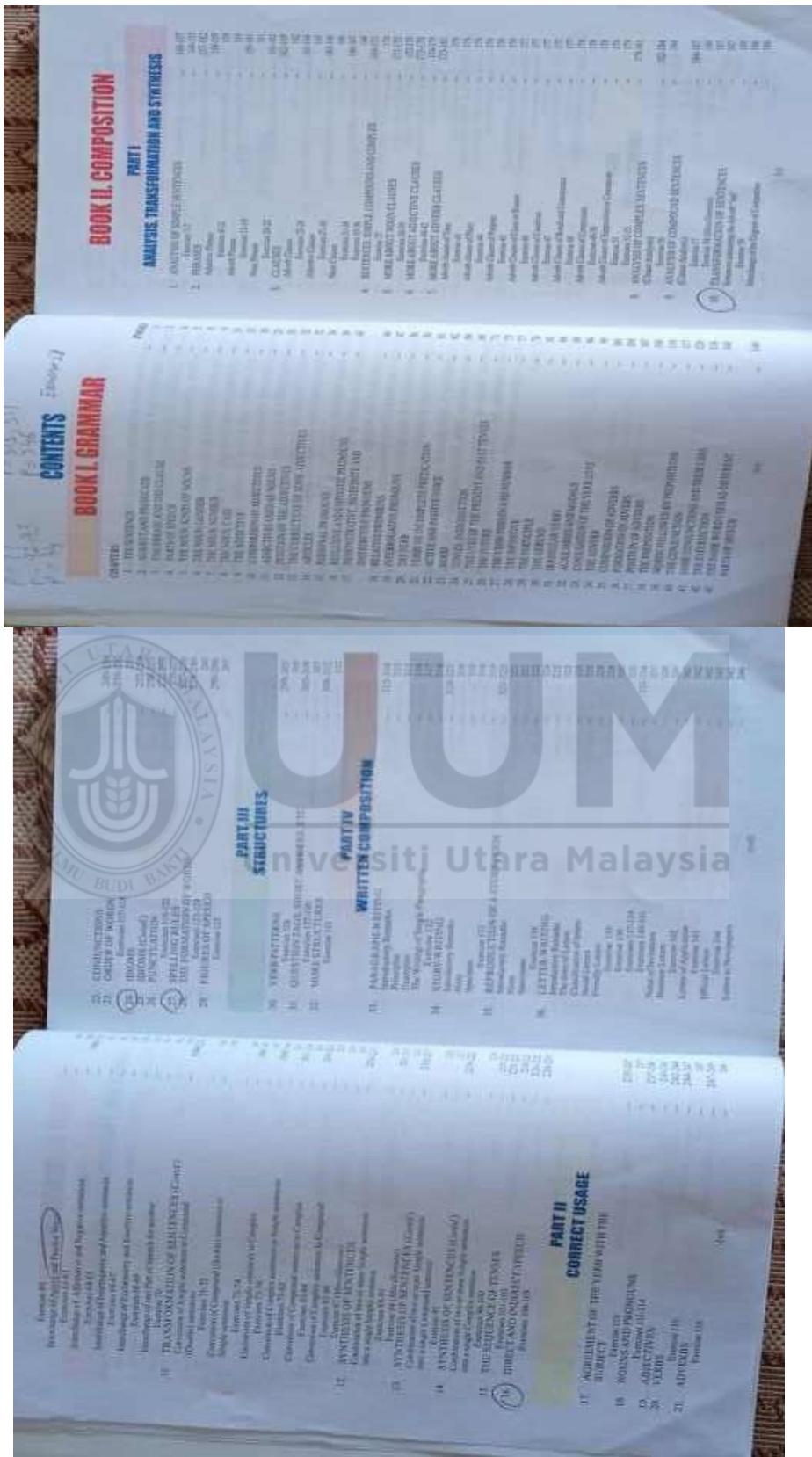


Universiti Utara Malaysia

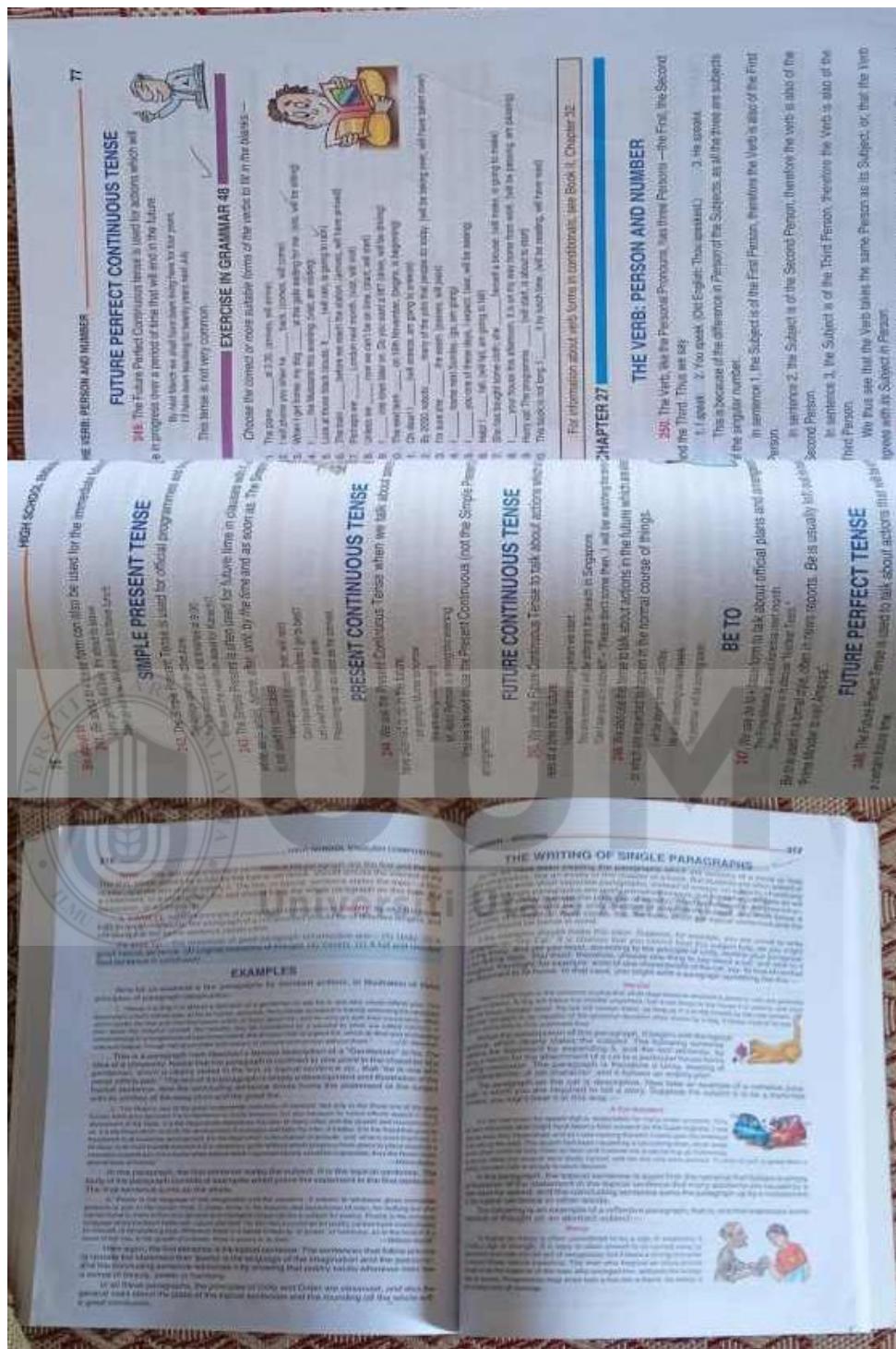
(G)

Course Content of Text Book by Wren & Martin









Computer Features of the Multimedia Computer Laboratory

The Multimedia Laboratory (Room 22) in the “Government Higher Secondary School Okara” is fully equipped with the latest technology. All 35 computers run the latest version of Microsoft Windows 7 Professional (64-bit) with 30 GB internet. The specifications of the computers are as follows: The HP Compaq dx2450 Microtower PC (KA546UT) with Compaq S1922 18.5-inch widescreen LCD monitor and genuine Windows Vista Business 32 operating system installed, a processor of AMD Athlon dual-core 4450B, 2.3 GHz, 1 MB L2 cache, HT bus 2.0, and standard memory of 2GB. The internal hard disk drive is 80 GB, the hard disk drive is 80 GB, and the hard disk drive speed is 7200 rpm. The CD-ROM and DVD is 48X SATA DVD/CD-RW combo. Some of the features of the video adapter are as follows: integrated NVIDIA GeForce 6150SE graphics NVIDIA GF 8400 GS (256 MB SH) Single Gead (PCIe x16) ATI Radeon HD 2400 XT (256

MB DH) PCIe x16. The sound system feature is Realtek ALC888S high definition audio codec. The modem is 2006 Agere PCI 56K. The network interface is integrated Realtek RTL8211B 10/100/1000 Ethernet.. The keyboard is HP PS/2 Standard Keyboard and the mouse/pointing device is HP USB 2-Button Optical Scroll Mouse.

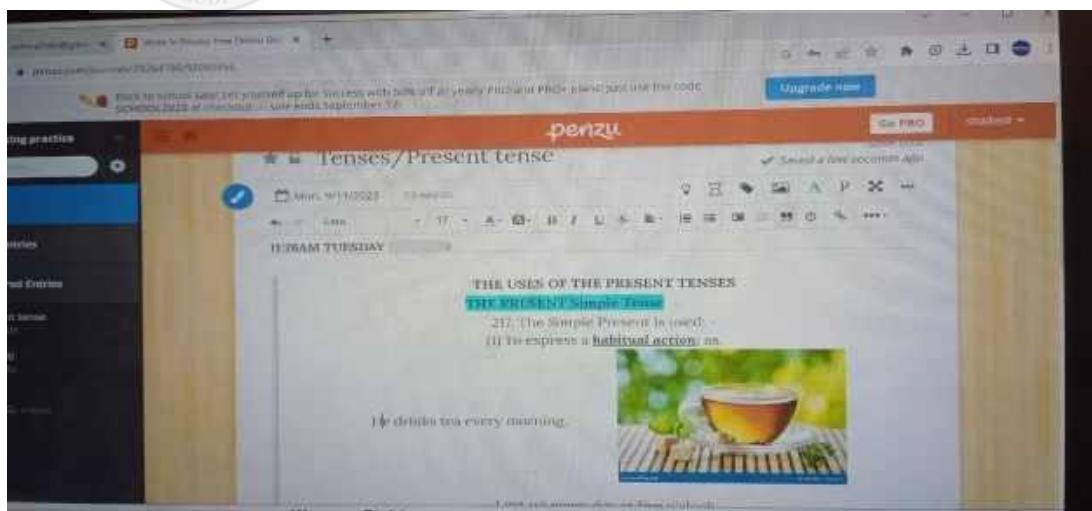
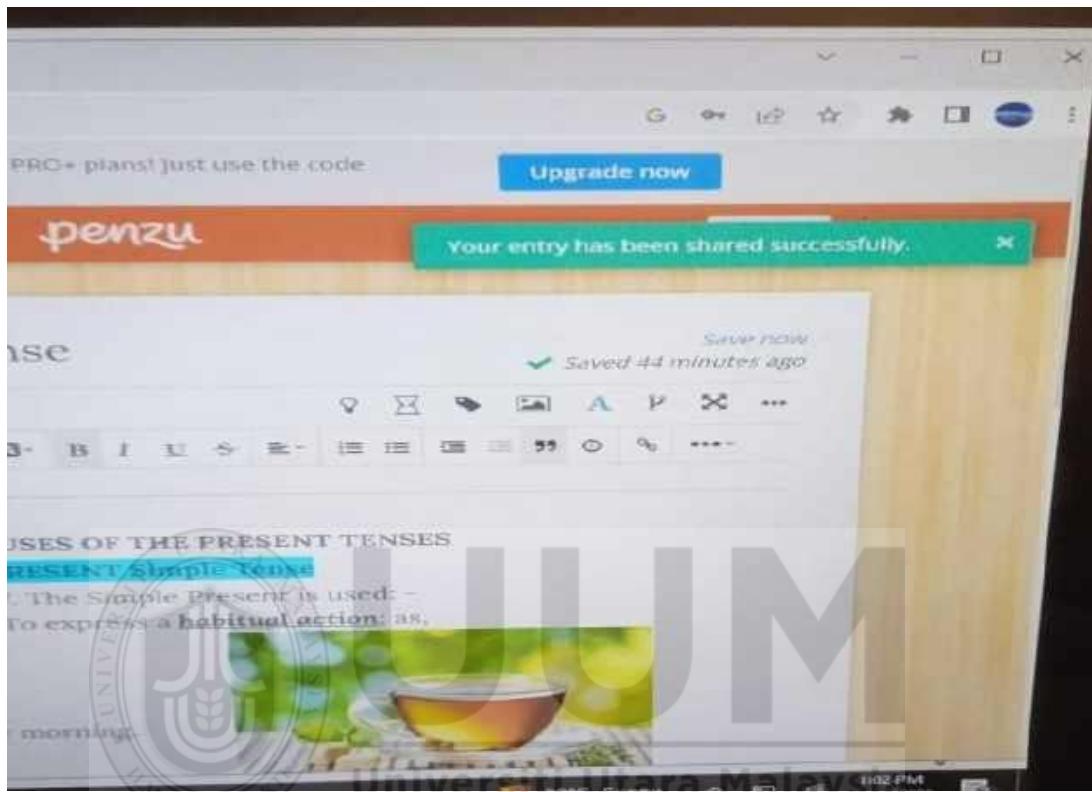
There are 35 computers in the Computer Laboratory (Room 22) at the IEP. The Computer Lab is fully equipped with the latest technology. All the computers run the latest version of Microsoft Windows 7 Professional (64-bit). The specifications of the computers are as follows: Students will be using HP Pavilion All-In-One MS218 Desktop PC. The computers are equipped with 18.5" LCD display monitor, a base processor of Athlon X2 (B) 3250e 1.5 GHz (22W), 2000 MT/s (mega transfers/second), and Socket AM2. The attributes of memory are as

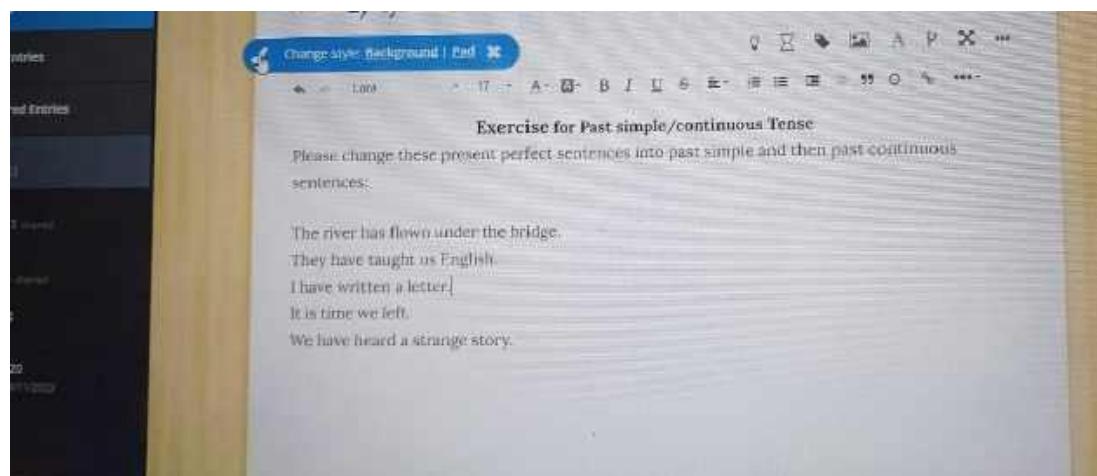
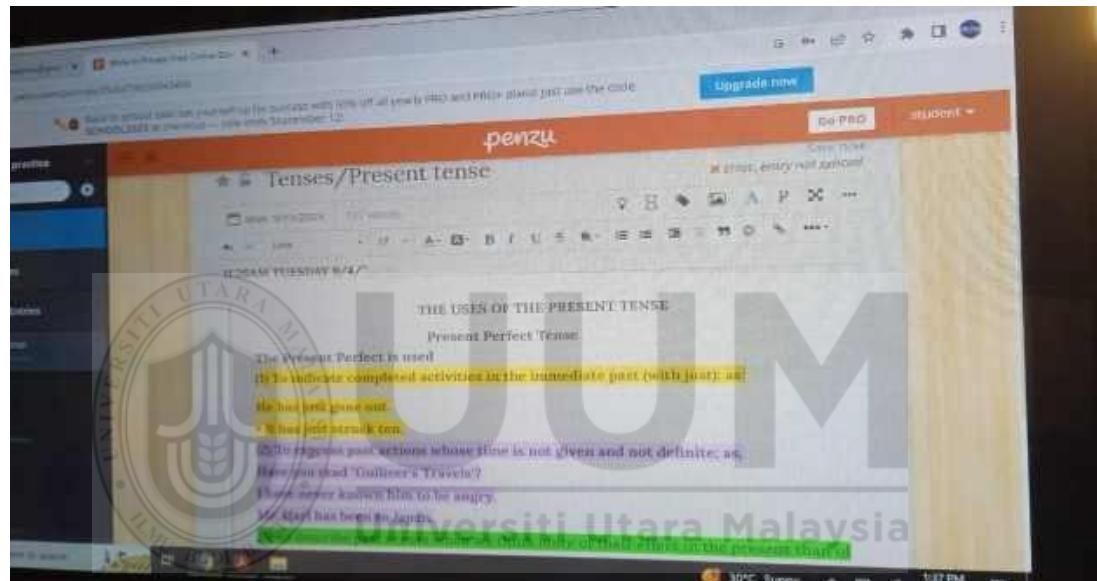
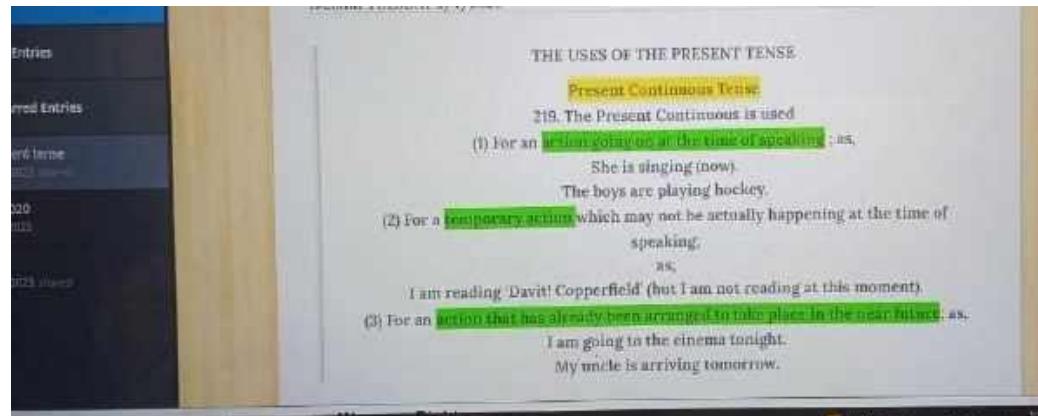
followed: 8GB memory installed and with 8 GB (4 x 4 GB) (64-bit OS) and 8 GB (4 x 4 GB) (132-bit OS) maximum allowed. The speed is PC2-6400 MB/sec. The hard drive is 250 GB

SATA 3G (3.0 Gb/sec) and 7200rpm. The Wireless LAN is 802.11 b/g mini-card. The computers are equipped with integrated high definition audio. Its audio codec is Realtek ALC269. It can support two audio channels through an analog connection. The Network (LAN) is integrated 10/100 Base-T networking interface. The external I/O ports are as follows: There are 2 USB, 1 headphone, and 1 microphone, 2W internal speakers, and web camera. The keyboard is HP USB keyboard and the mouse is HP USB optical mouse.

(I)

Students' Solved Test on Penzu





Exercise for Fill in the Past Tense or Past Participle of verb given:-

1. (Buy) A rupee bought— twice as much fifteen years ago.
2. (Crow) — His enemies crowded/crowed— over his fall.
3. (Forgive) — Christ forgiven— his crucifiers.
4. (Think) — I have thought— of a plan.
5. (Think) I have thought— of Chatterton, the marvellous boy.
6. (Become) — He became— the slave of low desires.
7. (Thrust) — He was thrust/thrust— through with a javelin.
8. (Say) — He has said— the last word on the matter.
9. (Fly) — The bird has fown/fown— away. The bird — over the tree.
10. (Flee) — The murderer has fleeded/fled— to Australia. The terrified people fleeded/fled—

THE USES OF THE PRESENT TENSE
Please solve the exercise here (with the choice of verbs) and submit it back.

1. The earth move/moves around the sun. (move, moves, moved)
2. I have sent him only one letter up to now. (sent, have sent, send)
3. He has a mill in this town. (have, has, is having)
4. He have/has been working here for the last five years. (worked, is working, has been working)
5. I am knowing/have known him for a long time. (know, have known, am knowing)
6. We are studying /have been studying English for five years. (study, am studying, have been studying)
7. Don't disturb me. I do my homework. (do, did, am doing)
8. Abdul wants to be a doctor. (wants, wanting, is wanting)
9. The soap is tasting good. (taste, tastes, is tasting)

★ feedback from instructor

Change style: Background | Text

Exercise for Present Perfect Tense

Please change into negative and interrogative sentences:

The river has flown under the bridge.
They have taught us English.
I have written a letter.
It is time we left.
We have heard a strange story.

Answers

Exercise for Present Perfect Tense

Negative and interrogative sentences

The river has flown under the bridge.
The river has not flown under the bridge.
Has the river not flown under the bridge?
They have taught us English.
They have not taught us English.

Universiti Utara Malaysia

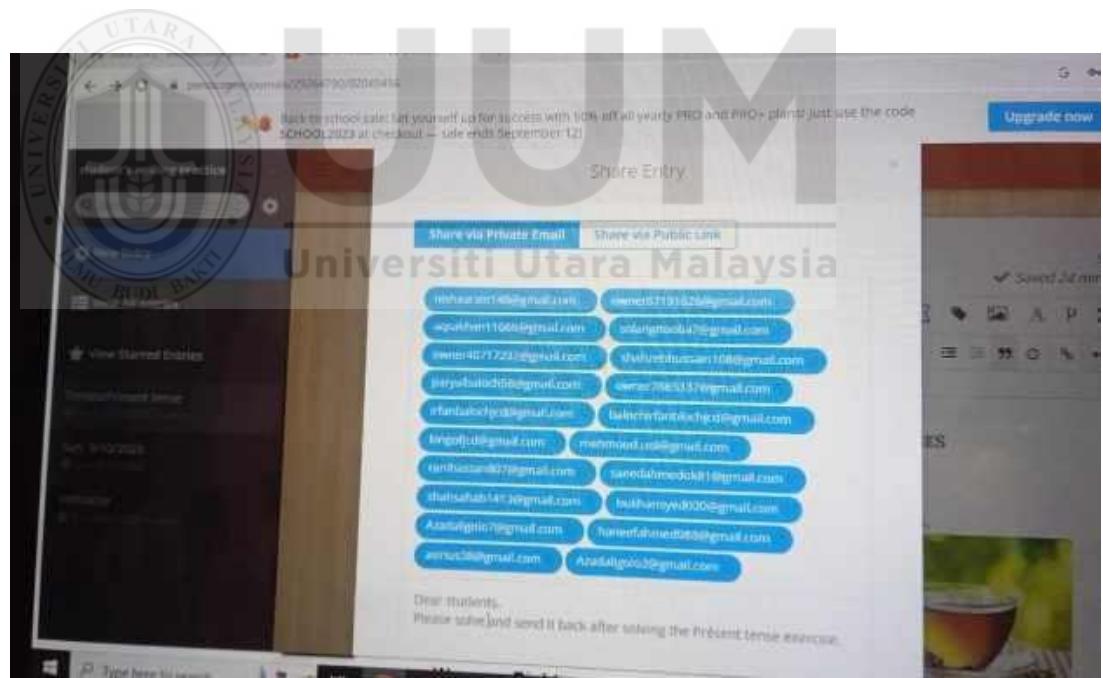
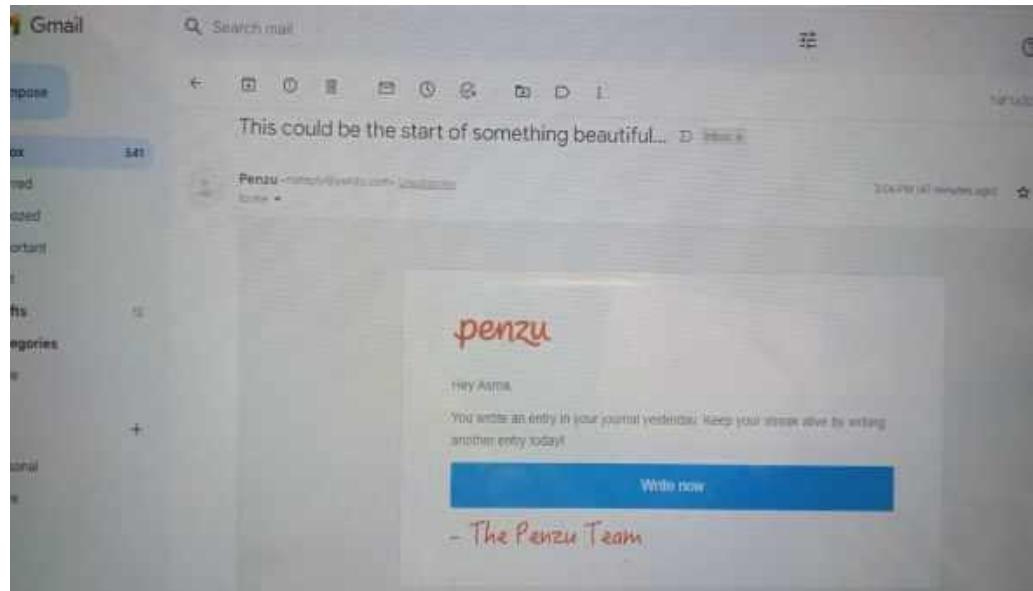
★ feedback from instructor

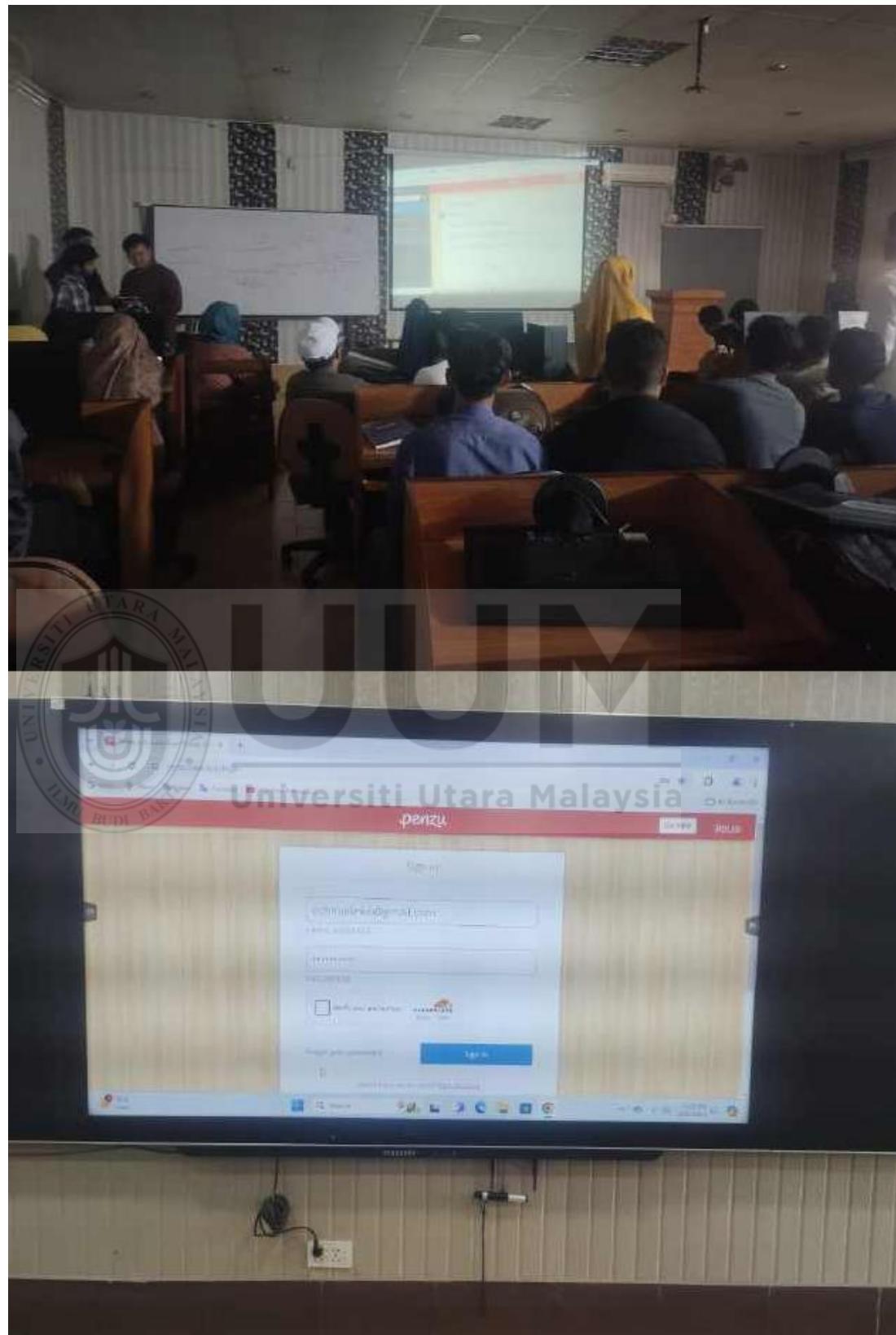
Change style: Background | Text

Exercise for Past Simple/continuous Tense

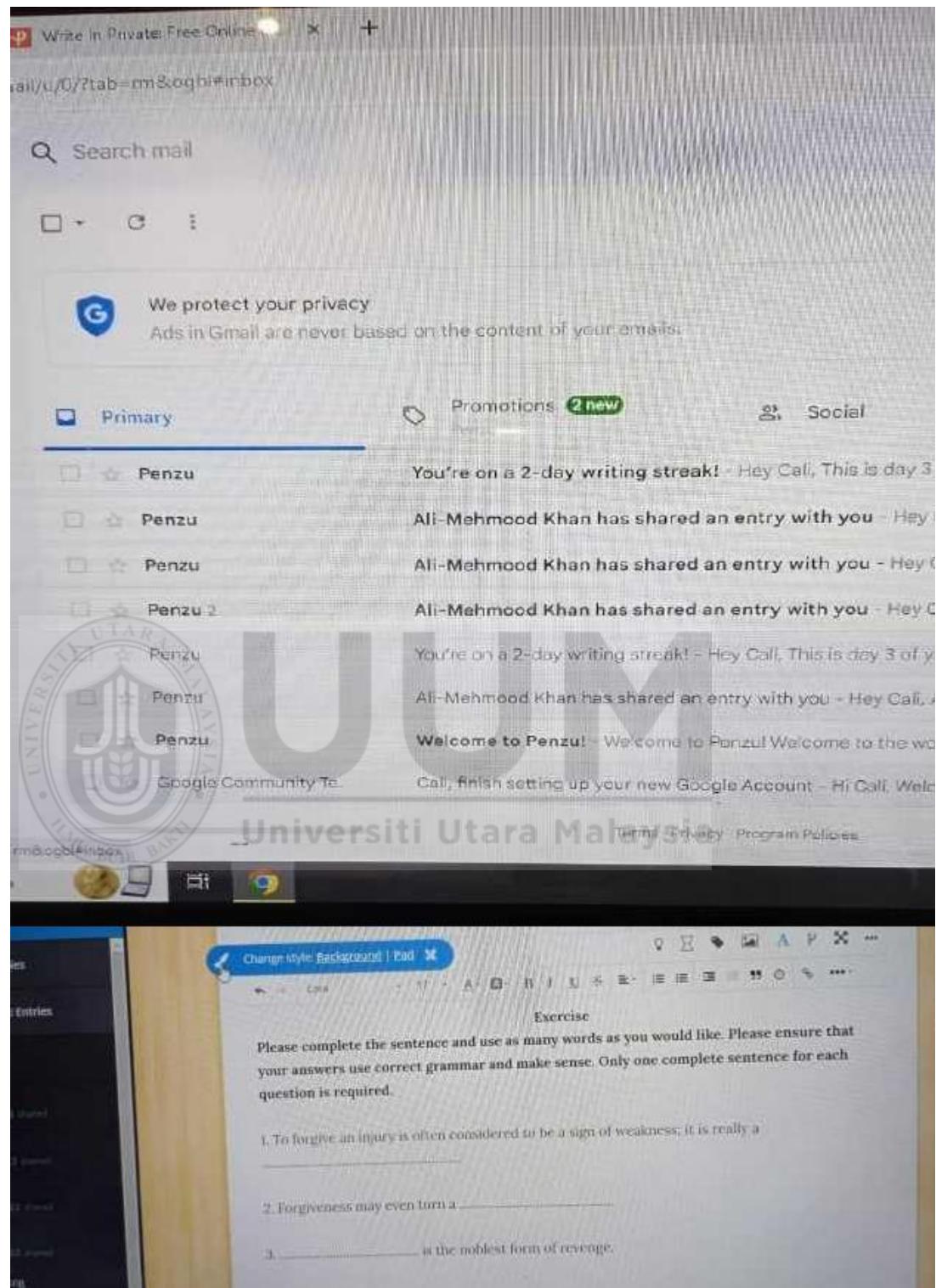
Please change into negative and interrogative sentences:

The river has flown under the bridge.
The river flew under the bridge.
They were flying under the bridge.
They have taught us English.
They taught us English.
They were teaching us English.
I have written a letter.
I have written a letter // **I was writing a letter.**
I was writing a letter.
It is time we have left.
It is time we had left.









Directions: Choose the correct or more suitable forms of the verbs to fill in the blanks:-

1. The plane --- at 3.30. (arrives, will arrive)
2. I will phone you when he --- back. (comes, will come)
3. When I get home, my dog --- at the gate waiting for me. (sits, will be sitting)
4. I --- the Joshis this evening. (visit, am visiting)
5. Look at those black clouds. It --- (will rain, is going to rain)
6. The train --- before we reach the station. (arrives, will have arrived)
7. Perhaps we --- Mahabaleshwar next month. (visit, will visit)
8. Unless we --- now we can't be on time. (start, will start)

Directions: Choose the correct or more suitable forms of the verbs to fill in the blanks:-

1. The plane -will arrive **arrives**- at 3.30. (arrives, will arrive)
2. I will phone you when he **comes**- back. (comes, will come)
3. When I get home, my dog **-will be sitting**- at the gate waiting for me. (sits, will be sitting)
4. I **-visit, am visiting**- the Joshis this evening. (visit, am visiting)
5. Look at those black clouds. It **- is going to rain**- (will rain, is going to rain)
6. The train **-arrives/ will have arrived**- before we reach the station. (arrives, will have arrived)
7. Perhaps we **-will visit**- Mahabaleshwar next month. (visit, will visit)
8. Unless we **-start**, now we can't be on time. (start, will start)

Close/Fill-In-The-Blank Questions

Directions: Complete the sentences with the correct forms of the verbs () in the parentheses.

The story is tediously _____ out. (spin). I _____ it for a joke. (mean) He was _____ for a lawyer (mean). Suddenly, the wind _____ (arise). There never has _____ a great man who has not been misunderstood. (arise) Who _____ the first prize? (draw). He has _____ a wrong inference. (draw) The train _____ up to the station (draw). I certainly _____ you to make that promise (understand). I am afraid I did not make myself (understand). He was accidentally _____ in the farm (Shoot). He is not known ever to have _____ from an encounter (Shrink). I noticed that he _____ of sweat. (smell). The car _____ in the mud (stick).

The story is ridiculously—pun—out (spin). I meant—it for a joke. (mean) He was meant—for a lawyer (mean). Suddenly, the wind—arose— (arise). There never has—arose—a great man who has not been misunderstood. (arise) Who—drew—the first prize? (draw). He has—drawn—a wrong inference. (draw) The train—drew—up to the station (draw). I certainly—understood—you to make that promise (understand). I am afraid I did not make myself understood—you to make that promise (understand). He was accidentally—shrank—in the farm (Shrink). He is not known ever to (understand). He was accidentally—shrank—in the farm (Shrink). I noticed that he—smelt—of sweat (smell). The car—stuck—in the mud (stick).

Complete the sentence

Directions: Complete the sentence with the correct adjective clause provided in the parentheses.

1. I know the place _____ (I am him / where he was born)

- He is the man _____ (I told him a lie / who was murdered)
- The house _____ is a hundred years old. (very old / that you see)
- Where is the book _____? (I lost yesterday / that I lost)
- Boys _____ will not be promoted. (I lost yesterday / that I lost)

penzu

Complete the sentence

Directions: Complete the sentence with the correct adjective clause provided in the parentheses.

I know the place I am born. (I am born / where he was born)

- He is the man who was murdered. (I told him a lie who was murdered)
- The house that you are is a hundred years old. (very old / that you are)
- Where is the book that I lost? (I lost yesterday / that I lost)
- They who are failed will not be promoted. (who are failed / who were failed)

penzu

use of grammar in Sentences

Directions: Please complete the following sentences. Use as many words as you would like. Please make sure that your answers are correct grammar and that they make sense. Only one complete sentence for each question is required.

Example: I drove him to the Hospital.

Because his car was stolen yesterday, I drove him to the hospital. OR

Because his driver's license had been suspended, I drove him to the Hospital. OR

Because his vehicle has been towed away by the police, I drove him to the Hospital.

Question 1: There is some truth in the common saying that while dogs become attached to persons, cats to places.

Because his driver's license had been suspended, I drove him to the Hospital. OR

Because his vehicle has been towed away by the police, I drove him to the Hospital.

Question 1: There is some truth in the common saying that while dogs become attached to persons, cats to places.

Question 2: A dog will follow anywhere, but a the house it is used to, and even when the house changes hand, remain there.

Question 3: So long as is by the new owners.

Question 4: A cat seems to be capable of the prelunal devotion often shown by a dog.

Question 5: It thinks most of its own family and is very endearing to.

Because his driver license had been suspended, I drove him to the Hospital. OR

Because his vehicle has been towed away by the police, I drove him to the Hospital.

Question 1: There is some truth in the common saying that while dogs become attached to persons, cats are generally attached to places.

Question 2: A dog will follow his master anywhere, but a cat keeps to the house it is used to, and even when the house changes hand, the cat will remain there.

Question 3: So long as cat is kindly treated by the new owners.

Question 4: A cat did does not seem to be capable of the personal devotion often shown by a dog.

visited a Zoo in your town. How you planned and How you enjoyed?

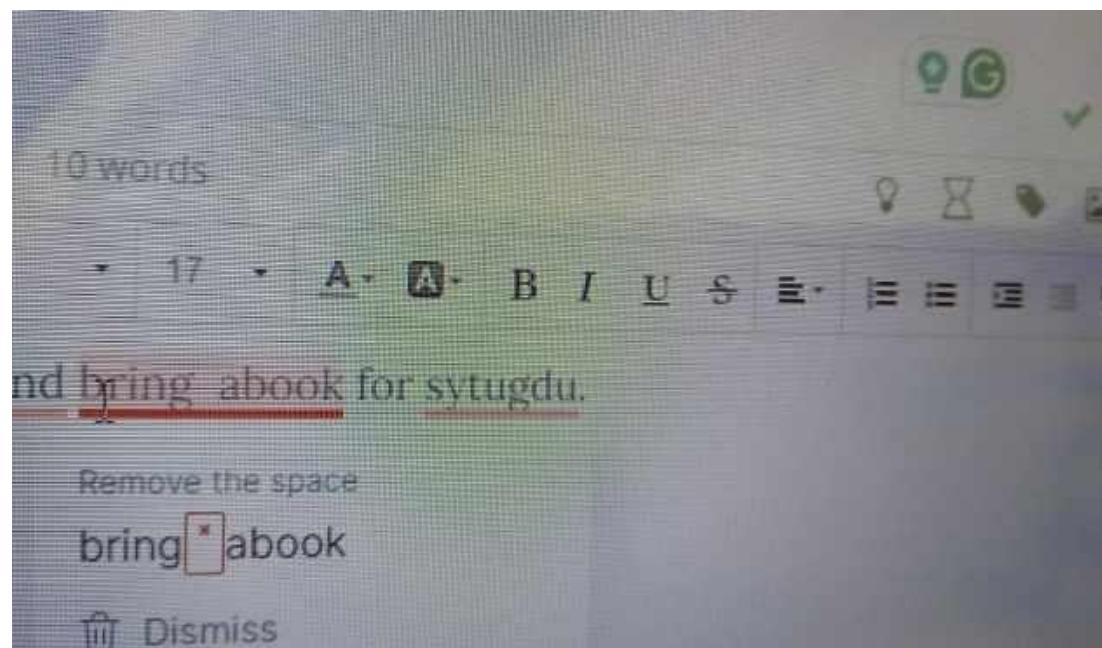
There is a Zoo in our town Dipalpur. People visit this Zoo in holidays. It is very famous because it is neat and clean. There are also grounds for cricket, football and hocky. Children play when they come to visit here.

One day on Sunday evening, I made a plan with my friends. We made plan. One my friend said that we will bring food like fruits and lunch. We were four friends. Aslam and I said he will bring fruits. Ahsan said that I will make tea. I said that I will bring banana juice. We went to Zoo after 3:30. We played an interesting competition. My team won after 1 hr. We played table tennis. We played a lot. After this, we feel hungry and sit there in ground and eat. We started our lunch then we drink our tea. All my friends said that my tea was very good. After this, we also enjoyed walking. We walked and talking a lot with a lot of fun and enjoyment.

I go to the bazar and bring a book for sytugdu

Correct your spelling
and

Dismiss



Sample Tests of Control group & Experiment group

How was school life? Describe in your own words.

Part test

100

How is school life? (Please describe in just a few words.)

Answer:

My school life is a mix of learning and fun. Every day, students go to their classes where teachers explain new ideas and things like math, English, science. It's a place where we explore new ideas and subject related questions. Some of the subjects are difficult to understand but there is help from teachers and friends. School is not just about study. It's also a place to have friends, games and enjoyment with others. During breaks and lunches we talked, laugh and played together. Students enjoyed what they learned and learned new skills outside of the classroom. Sometimes, school can feel challenging especially during exams. My homework helped me to become better at managing their time and handling of pressures. Even when students learnt to keep their best side me. Now my school has become a place of my personal growth, facts and discovered who I want to be.

Topic

Pre-Test

How is school life? Describe in your own words.

School life is very beautiful. I miss my school life very much. My school name is Government High School that is found in Haveli. I got admission in school 2014. The name of my school is principle is Mr. Naseem Ahmed. He was the Headmaster. That he was not come late. My school all teacher was very hard working. I respect and love my teacher because my father is also teacher.

My class teacher always advise me well.

There were 400 students in the school. My class has 40 students. My school was open at 8 o'clock in morning time and (was) close at 3. Many trees planted in my school. Some time when I reached in my school my teacher punish. My teacher and Math teacher was very good. But my English teacher also very good. My math teacher were most regularly come. They were very helpful because they teach me and not take any money.

in time my school year closed to my house. I was went to school at first time. My friends were also loved me a lot. They always helps me in my problem. My school had many flowers and gardens.

we had enjoyed at our lunch in break time. we also play some time. Rocky and cricket playing in the ground together. When I passed my matric, I and my friends were very happy.

Sample results checked according to Rubrics

$$2+2+2+1 = 7$$

Student # (Last Name, First Name)		Assessment Table of Events	
Components of Writing	Event	Level	Comments
Verbality (5)	1. <input type="checkbox"/> Exception	Present the information clearly and directly	
	2. <input type="checkbox"/> Explanation	Present the information very clearly and directly	
	3. <input type="checkbox"/> Report	Present the information clearly and directly in parts of paragraphs	
	4. <input type="checkbox"/> Description	Present the information clearly and directly, but some details are omitted, the information being given directly and nothing is lost	
	5. <input type="checkbox"/> Description	Present the information and writing is more detailed	
	6. <input type="checkbox"/> Report	Present the information and writing is more detailed	
	7. <input type="checkbox"/> Description	Present the information and writing is more detailed	
	8. <input type="checkbox"/> Description	Present the information and writing is more detailed	
	9. <input type="checkbox"/> Report	Present the information and writing is more detailed	
	10. <input type="checkbox"/> Description	Present the information and writing is more detailed	
Grammatical (5)	1. <input type="checkbox"/> Error	Present the language with a minimum of errors	
	2. <input type="checkbox"/> Error	Present the language with a few minor errors	
	3. <input type="checkbox"/> Error	Present the language with a few minor errors	
	4. <input type="checkbox"/> Error	Present the language with a few minor errors	
	5. <input type="checkbox"/> Error	Present the language with a few minor errors	
	6. <input type="checkbox"/> Error	Present the language with a few minor errors	
	7. <input type="checkbox"/> Error	Present the language with a few minor errors	
	8. <input type="checkbox"/> Error	Present the language with a few minor errors	
	9. <input type="checkbox"/> Error	Present the language with a few minor errors	
	10. <input type="checkbox"/> Error	Present the language with a few minor errors	
Mechanics (5)	1. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	2. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	3. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	4. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	5. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	6. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	7. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	8. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	9. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
	10. <input type="checkbox"/> Error	Errors are few and do not interfere with reading comprehension	
Conventions (5)	1. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	2. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	3. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	4. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	5. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	6. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	7. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	8. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	9. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	
	10. <input type="checkbox"/> Error	Errors in punctuation, spelling and punctuation are few	

$$1+2+2+1 = 6/20 \text{ hr}$$

$$2+3+5+2 = \frac{10}{20} \text{ hr}$$

(J)

Sample Size Table for Qualitative Data

Source	Type of research	Sample size
Morse (1994: 225)	Ethnography/ethno-science	30-50
Bernard (2000: 178)	Ethno-science, grounded theory	30-60
Creswell (1998: 64) 20-30; Morse (1994: 225)	Phenomenology	30-50
Creswell (1998: 64); Morse (1994: 225)	Qualitative research	5 to 25; at least six
Bertaux (1981: 35) adapted from (Guest et al., 2006)	Qualitative research	15 is the smallest acceptable sample
Charmaz (2006: 114)	Qualitative research	25 is adequate for smaller projects
Ritchie et al., (2003: 84)	Qualitative research	<50

Source: Mason (2010)

Furthermore, Mason (2010) analysed the respective 'types of research' (i.e., outlined in Table 8) from a study conducted by Tesch (1990) on qualitative studies and found the following:

- 80% met Bertaux's (1981) guideline
- 45% met Charmaz's (2006) guideline
- 85% met Ritchie et al's., (2003) guideline
- 33% used sample sizes of 20 or less, irrespective of the methodology.

Qualitative Study Sizes by Research Method

Baseline recommendations for reaching saturation in homogenous populations, before factoring in scope, diversity, no-show rate, or researcher expertise.

RESEARCH METHOD	PARTICIPANTS	SOURCES
Card sorting	20	Anderson (n.d.); Tullis & Wood (2004)
Focus groups	18	Fusch & Ness (2015); Guest, et al. (2006); Lasch et al. (2010); Namey et al. (2016); Onwuegbuzie et al. (2014)
Interviews	12	Guest, et al. (2006); Hennick et al. (2017); Hennick & Kaiser (2022); Namey et al. (2016)
Diary studies	10	Maze (n.d.); Murphy (2022); Schiessel (2023)
Co-design	10	Anderson (n.d.); Merkel & Kucharski (2018); Sanz, et al. (2021)
Usability testing	9	Faulkner (2003); Sauro (2011, 2015); Slater Berry (2023); Spillers (2019); Turner et al. (2006)
Concept testing	5	Eisenhauer (n.d.); Macefield (2009); Slater Berry (2023)

From: User Interviews. Learn more at: userinterviews.com/qualitative-sample-size-calculator



Particulars	Required sample size (No.)
A. Research approach	
1. Action research/ethnographic/grounded theory studies	20 to 30 interviews (Creswell, 1998)
2. Case study	<p>Individual case study (about a successful farmer): One case or one person (Nastasi, 2016) + 25-30 data sources (Secondary data, such as manuscripts, photographs, audio recordings, etc.) (Yin, 2011)</p> <p>Single case study about an aspect: 15 to 30 interviews (Marshall et al., 2013)</p>
3. Phenomenology	Multiple case study: 4 to 10 cases (Stake, 2006)
4. Other qualitative studies	5 to 25 (Creswell, 1998)
	Minimum 15 (Guest et al., 2006)
B. Data collection method	
1. Key informant interview	At least 5 (Nastasi, 2016)
2. Focus groups	Group size: 5 to 10 persons; No. of focus groups: 2 to 3 (Guest et al., 2016)
3. Ethnographic surveys	Large sample similar to quantitative study; usually between 30 to 60 depending upon the research question (Bernard, 2000)
4. In-depth interviews	25 to 30 interviews (Dworkin, 2012)
5. Semi-structured interviews	30 to 60 interviews (Morse, 2015)

(K)

Letter of Permission from the Head of Institutions

Date: May, 2022

The Head of Department

Govt. Higher Secondary School Okara,

Punjab,

Subject: Request for Permission to Conduct Interviews for Research Study

Dear Sir/Madam,

I hope this letter finds you well. My name is Asma Abdul Aziz, and I am currently pursuing PhD degree from University Utara Malaysia. As part of my academic research, I am conducting a study titled “The Effect of Using PENZU on Students’ Writing Skills at a Higher Secondary Level in Pakistan” to collect data, e.g., issues and challenges faced by EFL teachers in using technology in English language teaching.

In order to gather the necessary data, I am seeking your kind permission to conduct interviews with EFL teachers at your school. The information obtained through these interviews will be used strictly for academic purposes and will be kept confidential. The interviews will be brief, and I will ensure that they do not disrupt the regular academic schedule.

I would be grateful if you could grant me permission to conduct these interviews at your esteemed institution. Please let me know if you require any further information or documentation regarding my research. I am more than willing to comply with any specific guidelines or procedures set by the school.

Thank you for considering my request. I look forward to your positive response.

Yours sincerely,

Asma Abdul Aziz

Ph.D scholar of Applied Linguistics

SLCP, Universiti Utara Malaysia

Email: eshmallinks@gmail.com

Mob # +92 0000000000

Interviews Transcription

Interview #1 English

A: Please tell me about yourself as a teacher.
 B: I am subject specialist English. I am teaching at this Higher secondary school for the last 6 years.
 A: How long are you teaching?
 B: I am doing my job as a English for 20 years.
 A: Do you have any other roles in addition to being a classroom teacher?
 B: Yes, I am doing my duties as coordinator.
 A: How many years of experience you have in teaching English?
 B: I am teaching English even before joining this School. So, I have 20 years of experience in teaching English.
 A: Do you use computer in your EFL class to support your teaching?
 B: No. I don't use computer because I don't know how to use computer.
 A: Tell me about your school and how you teach?
 B: My school has 15 English teachers 10 are senior and 5 are young. Each teacher takes 20 classes in a week. The Head is very strict and wants all teachers to follow his instruction.
 A: What resources do you use while planning your EFL lesson?
 B: I receive lesson plan from the Head. Only I make small changes wherever necessary. I only do paper work.
 A: How do you assess or explore your students' progress?
 B: I assess by conducting test every week and give marks on students note book. Terminal exams also help me to assess students' writing skill.
 A: Are you trying to change method of EFL teaching used in your class?
 B: OK. First of all I say again that female teachers should be centred in encouraging applying CALI. I wish to change my method of instruction but again I would say, schools have no such facilities to use CALI in every classroom. So, all teachers have to go through hectic work of marking tests and papers. Every time it is not possible to provide feedback on students' notebooks due to which most students' development is ignored and they fail to improve their writing skills.
 A: Does your school have sufficient computers to be used in EFL classes?
 B: No. There are only 12 computers in the lab for only those students whose subject is computer. It is not possible to use computer for English teaching.
 A: Do you have any support from authority to use computer in EFL class?
 B: Authority has perhaps, never thought of supporting us to use computer for English teaching? But in COVID-19 we used online classes on computer at home. But, many teachers could not take classes because they did not have skill to use it. Hence, students were declared pass without studying.
 A: Do you think that computer is being used by parents for their children' learning to improve English.
 B: Only one out 100 parents may be using computer to improve their children' English but a lot parents cannot do this.
 A: Are you also trying to use computer to teach English?
 B: Sometime I wish to use it but I have no time to learn computer now. So, I cannot use it for teaching English.
 A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?
 B: I don't have idea about its effectiveness but I think that if teachers are skilled to use it effectively then students can benefit to improve their writing skill.
 A: Do you think this computer can benefit you as a teacher to teach writing skills
 B: Yes. Using computer can be very useful in teaching writing skills but it is costly and time taking idea to implement.
 A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
 B: It may be useful for this purpose, but it may also be waste of time for the students.
 A: Have got any professional computer training organised by the government or privately?
 B: So far, I have not got any professional training to use computer for teaching purpose.
 A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?
 B: Yes, I think professional training is useful to implement CALI for EFL classes.

Interview # 2

A: Sir, how are you today?
 B: Yes. Alhamdulillah...I am very well...
 A: would you, please tell me about yourself as a teacher.
 B: Sure, I am working as English at Higher secondary school Sahiwal. I have done Master in English and M.A TEFL.
 A: How long are you in the teaching profession?
 B: I came into this profession in 2014 but I used to teach privately before I got this job.
 A: Are you doing any additional duties except teaching?
 B: Yes... principal usually assigns me duty writing letters, sending emails replies to higher authorities as a coordinator.
 A: How many years of experience you have in teaching English? B: I have 7 years of experience in teaching English.
 A: Do you use computer in your EFL class to support your teaching?
 B: Yes. I feel excited in using computer for preparing writing skills and grammar notes to help students. I also communicate with students through emails for sending notes and other helping material.
 A: Tell me about your school and how you teach?
 B: Our principal is in favour of using traditional method of teaching English, so, I feel environment is not really helpful. But I try to make conscious effort to use computer assisted instruction.
 A: What resources do you use while planning your EFL lesson?
 B: Principal is fully authoritative to give every instruction and plan of teaching but I try to bring innovation in teaching on my own behalf.
 A: How do you assess or explore your students' progress?
 B: To asses my students' progress, I give class tests on students' notebooks twice a week. Besides, mid term and final exams are also conducted to assess students' progress.
 A: Are you trying to change method of EFL teaching used in your class?
 B: Yes... of course! I try change methods of teaching with online tests sometime. But mostly, I have to follow the principal's instructions and course plan. I successfully conducted online classes in the pandemic COVID-19 days. A: What issues did you observe in the online classes during COVID-19 days? B: Well! I am sorry to tell you that students from villages faced more complications in online classes in COVID-19 days due to weak internet connection. Besides, they had no computers of their own. Hence, teachers as well as students faced several issues in online classes. As a result, government had to declare all students successful without taking any exams as all students could not get opportunity to prepare for the final exams.
 A: Does your school have sufficient computers to be used in EFL classes?
 B: No. Many of the government schools have no sufficient computers. Even there are some schools which have no computer lab.
 A: Do you have any support from authority to use computer in EFL class?
 B: Authorities provide no facilities like computers, internet use and IT personal. During COVID-19 time, online classes were started but the teachers and students produce the required results.
 A: Are you also trying to use computer to teach English?
 B: Of course! I usually try to use computer more because it helps me a lot making my notes for the students.
 A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?
 B: In my opinion CALI is very useful instrument of instruction and students can benefit to improve their writing skill. Students can keep regular interaction with their teachers even outside the classroom.
 A: Do you think this computer can benefit you as a teacher to teach writing skills
 B: Yes of course! many software are developed now which can be used in computers and online software are also useful to improve students' writing and other skills.
 A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
 B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes. A: Have got any professional computer training organised by the government or privately?
 B: No. I have not got professional training or workshop organised by the government.
 A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?
 B: Higher authorities should arrange to provide trainings and workshops for innovative teaching.
 A: Thank you sir for time spared for the interview today.
 B: You are always welcome, Ma'am.

Interview # 03

A: Hello, how are you?
sir. B: I am fine.

A: Please tell me about yourself as a teacher.
B: I am working as English teacher at Higher secondary school Bahawalpur. A: How long are you in the teaching profession?
B: I am here in this profession for six years. I got my first employment here as a teacher. A: Are you doing any additional duties expect teaching?
A: Well... principal has assigned me duty of exams coordinator.
A: How many years of experience you have in teaching English? B:
I have only 6 years of teaching experience as an English teacher.

A: Are you doing any additional duties expect teaching?
A: Well... principal has assigned me duty of exams coordinator.
A: How many years of experience you have in teaching English?
B: I have only 6 years of teaching experience as an English teacher. A: Do you use computer in your EFL class to support your teaching?
B: Yes of course! It seems very exciting to me to use computer for teaching writing skills and grammar. But, usually I can send and receive email to exchange helping material and notes on open writing.
A: Tell me about your school and how you teach?
B: My school has lots of experienced EFL teachers but they don't use computer. I also teach English by using traditional method according to instruction of my Principal. A: What resources do you use while planning your EFL lesson?
B: I try to use innovation through CALI. This I do it on my own behalf but mostly I am forced to work according to the Principal's instructions.
A: How do you assess or explore your students' progress?
B: Infact, students tests are conducted on their notebooks after every week to assess the students' progress. Besides, mid-term exams also also conducted to assess students' progress.
A: Are you trying to change method of EFL teaching used in your class?
B: Well.... of course! I try to use CALI if conditions allow me but I cannot do this. This is because; I am not supported by my principal. Most of the teachers in my institution are senior in experience. They have their own policy and lesson plan given to us, I mean, to novice teachers so that we can follow this method of instruction. But in a way, I think, they are right because the institution does not have internet facility and fully equipped computer lab where all English teachers can conduct classes daily. The same problem is being faced in pandemic COVID-19. Teachers and students are facing issues in conducting online classes.
A: What issues did you observe in the online classes during COVID-19 days?
B: Well... unfortunately, students from villages could hardly take online classes in COVID-19 days due to poor internet connections. Besides, most of them even teachers had no computers at home because of financial issues.
A: Does your school have sufficient computers to be used in EFL classes?
B: As I said earlier.... higher secondary institutions have no any computer Lab to be used for Language teaching.
A: Do you have any support from authority to use computer in EFL class?
B: I mentioned earlier that I am not supported by my principal and authorities. Most of the teachers in my institution are senior in experience. They have their own policy and lesson plan given to us, I mean, to novice teachers so that we can follow this method of instruction. But in a way, I think, they are right because the institution does not have internet facility and fully equipped computer lab where all English teachers can conduct classes daily.
A: Do you think CALI is useful in teaching writing skills?
B: No doubt! CALI is useful because it helps me a lot making my notes of grammar and writing techniques for the students.
A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?
B: Sir....actually, CALI is very useful tool of instruction that can benefit learners to improve their writing skill if proper facilities are available. Students can connect to teachers even outside classroom. CALI can help students to be non-stop independent learners.
A: Do you think this computer can benefit you as a teacher to teach writing skills
B: Exactly right..!because now there are software if installed in computers, they are also useful to improve students' writing and other skills. Besides there are online software which can be useful for teaching writing skills.
A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.
A: Have got any professional computer training organised by the government or privately?
B: In fact! I have not got any professional certificate in using computer but even then I can use it.
A: Do you think " professional training should be organised by the government to make CALI effective for EFL writing skills?
B: The government, policy makers and higher authorities should arrange proper trainings and workshops. This will improve teachers' capacity to bring innovation in the class.
A: Thank you for your time for interview, sir.
B: Welcome Ma'am,

Interview # 05

A: Hello, how are you?....sir.
B: I am fine.

A: Please tell me about yourself as a teacher.
B: I am working as English teacher at Higher secondary school Bahawalpur.
A: How long are you in the teaching profession?
B: I am here in this profession for six years. I got my first employment here as a teacher.

Interview # 04

A: Hello, how are you?.sir. B: I am fine.

A: Please tell me about yourself as a teacher.

B: I am working as English teacher at Higher secondary school Okara. A: How long are you in the teaching profession? B: I joined this profession seven years ago. I got my first employment here in this school.

A: Are you doing any additional duties expect teaching?

A: Yes... principal has made me sports coordinator.

A: How many years of experience you have in teaching English?

B: I have only 2 years' experience as private and seven years in public sector as English teacher..

A: Do you use computer in your EFL class to support your teaching?

B: No! It's difficult use computer in EFL class. But, usually I can send and receive emails to exchange helping material and notes with students. A: Tell me about your school and how you teach?

B: It's a higher secondary school and we have 15 English teachers, out them, most of them experienced and senior teachers. All are female teachers. I follow traditional method of teaching English because it is already being adopted and enforced by the Principal.

A: What resources do you use while planning your EFL lesson?

B: Lesson plan is same for all teachers but like other teachers, I have to follow it with little changes. I browse some material from google so that more useful material can be used in English teaching.

A: How do you assess or explore your students 'writing skills?

B: To assess students' writing skills, I conduct open writing weekly tests. Besides, when students communicate with me through emails, I can assess how they are improving in writing skill.

A: Are you trying to change method of EFL teaching used in your class?

B: Of course! Sometime, I use computer to show visual aids in the class to increase students' interest towards learning English. They watch video and write a paragraph on it.

A: What issues did you observe in the online classes during COVID-19 days? B: Well...unfortunately, majority of the students had no internet facility because they lived in the far fledge areas. Besides, teachers were not trained enough to handle online teaching issues e.g. audio and video issues.

A: Does your school have sufficient computers to be used in EFL classes?

B: No.. our school has not so many computer available to be used for EFL classes.

A: Do you have any support from authority to use computer in EFL class?

B: We can only use computer for our own purpose when we need but for EFL students computers are not sufficient to teach English .

A: Do you think CALI is useful in teaching writing skills?

B: No doubt! CALI is very useful for improving students' writing skills because take more interest and they can start their writing activities by themselves whenever they want outside the classroom. They can communicate with teachers for feedabck.

A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?

B: Ma'am....actually, it can make EFL teaching process more effective for teaching writing skills. First, it brings innovation in teaching and learning. Second, students become more independent in learning. They are not bound to learn only in the classroom. They can start learning anytime and anywhere. A: Do you think this computer can bring innovation in teach writing skills

B: Yes. Ma'am..! Computer can bring innovation in teaching writing skills through various software, audio and visual aids which can be used in computer to help students in teaching writing skills. Students can search vocabulary and their meaning which minimize teachers' hard work.

A: Have got any professional computer training organised by the government or privately?

B: In fact! I have got any professional training from my school.

A: Do you think " professional training should be organised by the government to make CALI effective for EFL writing skills?

B: Yes of course. It is the duty of the government and higher authorities to arrange proper trainings and workshops. So that teachers and students can make proper use of computer for teaching and learning writing skills. The pandemic COVID-19 has made them think about implement computer- assisted language instructions.

A: Thank you for your precious time sparing for interview, Ma'am.

B: Its my pleasure and you are most welcome.

Interview # 06

A: Hello, are keeping well?....sir.

B: I am keeping quite well Ma'am. Thanks and you..?

A: I am fine too.

A: Would you like to tell me about yourself as a teacher, please?

B: I am English teacher and subject specialist here at Higher secondary school Lodhran.

A: How long are you in the teaching profession?

B: I am here in this profession after my degree in M.A English and I joined this school in 2006.

A: Are you doing any additional duties expect teaching?

A: Do you use computer in your EFL class to support your teaching?
 B: Yes of course! It seems very exciting to me to use computer for teaching writing skills and grammar. But, usually I can send and receive email to exchange helping material and notes on open writing.
 A: Tell me about your school and how you teach?
 B: My school has lots of experienced EFL teachers but they don't use computer. I also teach English by using traditional method according to instruction of my Principal.
 A: What resources do you use while planning your EFL lesson?
 B: I try to use innovation through CALL. This I do it on my own behalf but mostly I am forced to working according to the Principal's instructions.
 A: How do you assess or explore your students' progress?
 B: Infact, students tests are conducted on their notebooks after every week to assess the students' progress. Besides, mid-term exams also also conducted to assess students' progress.
 A: Are you trying to change method of EFL teaching used in your class?
 B: Well.... of course! I try to use CALI if conditions allow me but I cannot do this. This is because; I am not supported by my principal. Most of the teachers in my institution are senior in experience. They have their own policy and lesson plan given to us, I mean, to novice teachers so that we can follow this method of instruction. But in a way, I think, they are right because the institution does not have internet facility and fully equipped computer lab where all English teachers can conduct classes daily. The same problem is being faced in pandemic COVID-19. Teachers and students are facing issues in conducting online classes.
 A: What issues did you observe in the online classes during COVID-19 days?
 B: Well... unfortunately, students from villages could hardly take online classes in COVID-19 days due to poor internet connections. Besides, most of them even teachers had no computers at home because of financial issues.
 A: Does your school have sufficient computers to be used in EFL classes?
 B: As I said earlier.... higher secondary institutions have no any computer Lab to be used for Language teaching.
 A: Do you have any support from authority to use computer in EFL class?
 B: I mentioned earlier that I am not supported by my principal and authorities. Most of the teachers in my institution are senior in experience. They have their own policy and lesson plan given to us, I mean, to novice teachers so that we can follow this method of instruction. But in a way, I think, they are right because the institution does not have internet facility and fully equipped computer lab where all English teachers can conduct classes daily.
 A: Do you think CALI is useful in teaching writing skills?
 B: No doubt! CALI is useful because it helps me a lot making my notes of grammar and writing techniques for the students.
 A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?
 B: Sir....actually, CALI is very useful tool of instruction that can benefit learners to improve their writing skill if proper facilities are available. Students can connect to teachers even outside classroom. CALI can help students to be non-stop independent learners.
 A: Do you think this computer can benefit you as a teacher to teach writing skills
 B: Exactly right..! because now there are software if installed in computers, they are also useful to improve students' writing and other skills. Besides there are online software which can be useful for teaching writing skills.
 A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
 B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.
 A: Have got any professional computer training organised by the government or privately?
 B: In fact! I have not got any professional certificate in using computer but even then I can use it.
 A: Do you think " professional training should be organised by the government to make CALI effective for EFL writing skills?
 B: The government, policy makers and higher authorities should arrange proper trainings and workshops. This will improve teachers' capacity to bring innovation in the class.
 A: Thank you for your time for interview, sir.
 B: Welcome Ma'am,

Interview # 07

A: How are you....Ma'am.
 B: I am fine. Thanks.
 A: Would you, please tell me about yourself as a teacher.
 B: I am doing my job here an English teacher at Higher secondary school Lodhran. A: How long are you in the teaching profession?
 B: I have been in this profession for last 13 years. I got my first employment here as a teacher. A: Are you doing any additional duties expect teaching?
 A: No Ma'am.

A: Well... I am actually Vice-principal of this school in addition to be a English teacher.

A: How many years of experience you have in teaching English?

B: I am teaching for the last 17 years. So, it's a long experience.

A: Do you use computer in your EFL class to support your teaching?

B: I only use computer for my office work and my assistant works for me in preparing notes and test papers for my students. But I don't use computer in my EFL classrooms. I wish if I could do that but short of time and limitations of education system don't allow me to do that.

A: Tell me about your school and how you teach?

B: This school where I teach has 20 rooms and 400 students out of which 120 students are EFL students. There are 8 EFL teachers and all are male. Two teachers are novice while others are senior and experienced teachers. My teaching philosophy is simple. I use a hands-on technique. I incorporate fun into my lessons when possible. Although my method is traditional, but I am also able to adapt my style to the needs of the student. For instance, if I have students that are not comfortable with independent learning, I employ the facilitator style of teaching.

A: What resources do you use while planning your EFL lesson?

B: I plan lessons based on what students need to know. I have traditional lesson planning that begins with teachers looking at standards and learning objectives, and then planning their instructional activities based on those standards. It is mainly based on write and improves principle.

A: How do you assess or explore your students' progress?

B: I assess my students through written assignments, terminal exams, using classroom assessment techniques, and by creating and using rubrics. This assessment technique is same for all teachers in the school.

A: Are you trying to change method of EFL teaching used in your class?

B: Well.... Actually, we have inherited a traditional method of teaching writing skill which is based classroom activities and home work to the students. I have also to follow this method. It is prevailing in all the government schools in Pakistan. So, I can not change this tradition. Authorities and administrators need to do this task.

A: What issues did you observe in the online classes during COVID-19 days?

B: Ma'am, Pandemic covid-19 situation had forced higher authorities to put all teaching activities online and distance learning. All teachers were given instructions to conduct online classes. Sorry to disclose you that teachers as well as students were not used to conducting online classes. Therefore, students and teachers could not manage to do that. In government schools, students are poor and they had no internet and computer facilities particularly in the rural areas. Besides, most of the students and teachers in the urban areas found audio and display of power point slides, uploading assignment issues and attendance issues. Finally, these issues forced authorities to pass students without taking final exams. This has created learning gap which needs to be fulfilled now.

A: Does your school have sufficient computers to be used in EFL classes?

B: No Ma'am, Higher secondary institutions have no any computers to be used for English teaching.

A: Do you have any support from authority to use computer in EFL class?

B: The government and administrators encourage ever in the past but now they are planning to train teachers for online sources to used in teaching to avoid any untoward situation..

A: Do you think CALI is useful in teaching writing skills?

B: Yes, CALI may be useful to minimize the educational loss of the students. If they are used to this approach, they can gain benefit in distant learning too.

A: Do you think this computer can benefit you as a teacher to teach writing skills

B: Exactly right..! I don't know much about this but my computer operator told me that computer can resolve lots of issues of the teachers and the students because now there are many online types of software if installed in computers; they are also useful to improve students' writing and other skills.

A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?

B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.

A: Have got any professional computer training organised by the government or privately?

B: In fact! I have not got any professional training organised by the government.

A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?

B: Proper trainings and workshops must be organised by the government and ministry of education must pay attention to put educational books and helping material online. This will improve teachers' capacity to bring innovation in the class.

A: Thank you for your time, sir.

B: Welcome Ma'am, you are welcome.

Interview # 08

A: Hello! Sir, how are you?

B: I am quite well Ma'am and you?

A: I am fine too.

A: Would you like to tell me about yourself as a teacher, please?

B: I'm performing my duties as English teacher and subject specialist here at Higher secondary school Okara.

A: How long are you in the teaching profession?

A: How many years of experience you have in teaching English? B: I have only 13 years of teaching experience in teaching English.

A: Do you use computer in your EFL class to support your teaching?

B: No, I have not used computer for teaching purpose. I just send and receive official emails and my son, helps me doing all this.

A: Tell me about your school and how you teach?

B: My school Higher secondary education but there 20 teachers in all and out of which 5 are English teachers, I am the junior one among them. All teachers use traditional method of teaching English and there is not option as an alternate.

A: What resources do you use while planning your EFL lesson?

B: To be very honest, we have no good resources to use for lesson planning except we receive Lesson plan issued by our Principal. I just have to adapt accordingly.

A: How do you assess or explore your students' progress?

B: Students' written tests are conducted after every week to assess the students' progress. Besides, mid-term exams also held to assess students' progress.

A: Are you trying to change method of EFL teaching used in your class?

B: Honestly speaking, I have never tried to change my method of teaching because I have to follow the instructions of our principal.

A: What issues teachers and students faced during COVID-19 days?

B: Ma'am, unfortunately, students from villages could hardly take online classes in COVID-19 days due to no facilities of internet connections. Besides, most of them even teachers had no computers to conduct their classes.

A: Does your school have sufficient computers to be used in EFL classes?

B: Sorry to say, we have no sufficient computers to be used for teaching English. A: Do you have any support from authority to use computer in EFL class?

B: I received no support to use computer in my class up to the present time. A: Do you think CALI is useful in teaching writing skills?

B: Pandemic covid-19 has made us realized that there must be approach in teaching such as CALI because it can help me a lot making my notes of grammar and writing techniques for the students. Besides, if someone provides training to implement it, I can also conduct classes online even I am absent from school.

A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?

B: Ma'am....actually, I have no any proper idea about its utility but I can see that CALI is very useful tool of instruction that can benefit learners to improve their writing skill. A: Do you think this computer can benefit you as a teacher to teach writing skills

B: Exactly right..! Even I don't use them but there are some online and other software if installed in computers, they are also useful to improve students' writing and other skills.

A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?

B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.

A: Have you got any professional computer training organised by the government or privately? B: Honestly speaking, I have got no training.

A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?

B: The higher authorities and ministry of education should arrange proper trainings and workshops. This will improve teachers' capacity to bring innovation in the class.

A: Thank you for your time for interview. B: You are welcome.

Interview # 9

A: How are you?...sir.

B: Ma'am, I am well...Thanks.

A: Please tell me about yourself as a teacher.

B: I am Subject Specialist at Higher secondary school Okara and teaching for 5 years. A: How long are you in the teaching profession?

B: I came into teaching profession after my degree in M. Phil English and I joined this school in December, 2017.

A: How many years of experience you have in teaching English?

B: I am teaching for the last 5 years and it's not a long time.

A: Do you use computer in your EFL class to support your teaching?

B: I only use computer for preparing notes on principles of active/passive/direct/ indirect narrations and tenses. I distribute these notes to my students through email. I wish if I could use computer in my class too but short of time and limitations of education system don't allow me to do that.

A: Tell me about your school and how you teach?

B: This is Higher Secondary school Okara and it has around 350 plus students. There are 24 teachers in all and among them are 8 EFL teachers. Three teachers are novice while others are highly experienced teachers. Regarding how I teach..? I incorporate fun into my lessons whenever it is appropriate. I do it because traditional teaching is very boring and this fun refreshes them for the time being. Although my method is traditional, but I try to adapt my style by mixing it with some video lectures in my laptop in the classroom. I employ the facilitator style of teaching to make students feel comfortable.

A: What resources do you use while planning your EFL lesson?

B: I plan lessons according to students needs. I have traditional lesson planning is very boring and begins with standards and learning objectives, and then instructional activities based on those standards are developed. I try to use my own resources to create interest among the students.

A: How do you assess or explore your students' progress?

B: I assess my students through written assignments, class tests and by creating rubrics. This assessment technique is same for all other teachers in the school. But keep in touch with students after school time who live close to me. Sometime. They write email and whatsapp message. This also helps me to assess their progress in writing skills.

A: Are you trying to change method of EFL teaching used in your class?

B: Well.... I always try to change my method of teaching though I have short of time and institutional limitations.

A: What issues did you observe in the online classes during COVID-19 days? B: Ma'am, Covid-19 situation has already made higher authorities to think about introducing educational/computer technology for distance learning. Already Higher Education Commission of Pakistan has stepped forward for distance learning at university level. In covid-19, I have seen that students as well as teachers could not manage carry classes successfully. Actually, in most of the government schools, students' financial position is very weak and they had no internet and computer facilities particularly in the rural areas. That is why, these issues forced authorities to pass students without taking final exams.

A: Does your school have sufficient computers to be used in EFL classes?

B: No Ma'am, Higher secondary institutions have no any computers to be used for English teaching.

A: Do you have any support from authority to use computer in EFL class?

B: The government and administrators never encouraged in the past but now they are planning to train teachers for online sources to be used in teaching to avoid any untoward situation..

A: Do you think CALI is useful in teaching writing skills?

B: Yes, CALI may be useful to minimize the educational loss of the students. If they are used to this approach, they can gain benefit in distant learning too. A: Do you think this computer can benefit you as a teacher to teach writing skills

B: Exactly right..! I don't know much about this but my computer operator told me that computer can resolve lots of issues of the teachers and the students because now there are many online softwares if installed in computers, they are also useful to improve students' writing and other skills. A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?

B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes. A: Have got any professional computer training organised by the government or privately?

B: In fact! I have taken no professional training organised by the government or institution.

A: Do you think " professional training should be organised by the government to make CALI effective for EFL writing skills?

B: Proper trainings and workshops to gain computer utility in teaching and learning must be organised by higher authorities and they must take some practical measures for using online resources in English language teaching. A: Thank you, sir for sparing your time.

B: You are welcome, Ma'am.

Interview # 10

A: Ma'am, how are you today?

B: .Ahmadulillah...I am very well... and what about you?

A: I am fine too.

A: Would you, please tell me about yourself as a teacher.

B: Sure, Ma'am, I started my career as English teacher from this Higher Secondary School Lodhran and since then I am here.

B: I am teaching English at this school for five years but I started teaching privately two years before I got this job.

A: Are you doing any additional duties except teaching?

B: Yes... principal usually assigns me duty of sports coordinator which I use it to interact with students in English.

A: How many years of experience you have in teaching English? B: I have 5 to 7 years of experience in teaching English.

A: Do you use computer in your EFL class to support your teaching?

B: Yes. I use computer for preparing writing skills and grammar notes to help students. I use it specially interact with students through email.

A: Tell me about your school and how you teach?

B: We have 10 women and 20 men but 10 women and 19 men are teachers and one male is the principal, so environment is not really helpful, the figure as such as numbers will not say much unless you make conscious effort to have women in key positions. So, unfortunately it does go back to individuals. It is very difficult to adjust with seniors' plan and female teachers. A: What resources do you use while planning your EFL lesson?

B: Although Principal provides this plan but I try to bring innovation through CALI. This I do it on my own behalf.

A: How do you assess or explore your students' progress?

B: Well, students class tests on their notebooks every week are scheduled by the principal to assess the students. Besides, mid-term exams also provide ways to assess my students' progress.

A: Are you trying to change method of EFL teaching used in your class?

B: Yes... of course! I try to mix my traditional method with online tests sometime. But I cannot do it regularly because I am forced to follow the principal's instruction and plan. I play my role as other young teachers did in the pandemic COVID-19 days. But, unfortunately experienced and aged were not aware of technology use.

A: What issues did you observe in the online classes during COVID-19 days?

B: Ok! It is so sad to observe that students from villages could not take online classes in COVID-19 days because internet connection was poor. Besides, they had no computers at home as their parents could not provide them.

A: Does your school have sufficient computers to be used in EFL classes?

B: I am sorry to tell you in almost all the government schools use of computer in teaching is not possible as they had not sufficient computers.

A: Do you have any support from authority to use computer in EFL class?

B: Authorities don't provide facilities like computers with internet. During COVID-19 time, online classes were started but most of the teachers and students had no facilities for online classes. As a result, government had to pass all students without exams.

A: Are you also trying to use computer to teach English?

B: Of course! I try to learn computer more because it helps me a lot making my notes of grammar and writing techniques for the students.

A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?

B: I think that CALI is very useful tool of instruction and students can benefit to improve their writing skill if proper resources are available. Students can keep in touch with their teachers through internet which is additional benefit outside the classroom.

A: Do you think this computer can benefit you as a teacher to teach writing skills?

B: Yes of course! Many software are developed now which can be used in computers and online software are also useful to improve students' writing and other skills. If students are taught through CALI, they can become independent learners.

A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?

B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.

A: Have got any professional computer training organised by the government or privately?

B: Yes.. Of course! I have got professional certificate in using computer and still I use it wherever I can for teaching purposes.

A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?

B: The government and higher authorities should arrange proper trainings and workshops to enhance innovations among teachers. Besides, needy students and teachers must be provided laptops or computers by the government.

A: Thank you sir for your time today.

B: Welcome Ma'am... I am honored.

Interview # S-1

A: Hello! Dear student! are you keeping well today?

B: I am very well.....and you?

A: I am very fine. Praise be to God!

A: Have you use technology before this? B: No!

A: Did you find Penzu helpful in improving your vocabulary while writing English please explain?

B: Yes. I do at my Higher secondary school okara.

A: Can Penzu help eliminate grammatical errors in your writing please explain? B: Yes. I improve my grammar, vocabulary and designing of ideas to write.

A: How long are you in the teaching profession?

B: I adopted this profession in 2015 but I began to teach as a private teacher before I got this job.

A: Are you doing any additional duties expect teaching?

B: No.. I just keep using computer and other software which are useful in teaching writing skills to my students.

A: How many years of experience you have in teaching English?

B: I have not long experience of teaching, just 7 years in teaching English. A: Do you use computer in your EFL class to support your teaching?

B: Yes. I feel excited in using computer because its functions make my teaching interesting.

A: Tell me about your school and how you teach?

B: Our school is considered the biggest school in district Lodhran. It has a total of 480 students. We have 42 teachers and 14 are subject specialists in English among 42. All of them are very friendly. We have also dedicated computer lab and an IT assistant here.

A: What resources do you use while planning your EFL lesson?

B: I use my own resources internet, computer and software which are helpful in making EFL lesson very interesting. But, mostly I have to follow course plan given by our principal.

A: How do you assess or explore your students' progress?

B: For the assessment of my students' progress, I conduct writing tests on students' notebooks every week. In addition to this, mid-term and final exams reveal how students are improving in writing English.

A: Are you trying to change method of EFL teaching used in your class?

B: Yes... of course! I try to bring some innovation in my teaching with online tests. But mostly, I have to follow the principal's instructions and course plan. Pandemic COVID-19 days was good time for me when I used my computer assisted instruction effectively.

A: What issues did you observe in the online classes during COVID-19 days? B: Well! I observed in covid-19 days that students from villages had no computers and internet facility to take online classes. Besides, But students in urban areas had computers at home. Hence, teachers as well as students faced several complications in conducting online classes. Observing tough situation of students in the government schools. The Ministry of education decided to declare the students pass without conducting final exams.

A: Does your school have sufficient computers to be used in EFL classes?

B: Although my school has good dedicated lab with 40 computers with internet facility but this lab cannot be used for teaching English as number of the EFL students is greater in the school. So, these computers are insufficient. A: Do you have any support from authority to use computer in EFL class?

B: Authorities have not yet provided facilities like sufficient computers, fast internet and skilled IT personals. During COVID-19 time, online classes were started but teachers and students could not produce the required results. Now authorities are taking measures and making policies to equip all schools with educational technologies.

A: Are you also trying to use computer to teach English?

B: Of course! I usually try to use computer more because it helps me a lot making my notes for the students.

A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?

B: CALI is very useful instrument of instruction in my views and students can benefit to improve their writing skill. Students can keep regular interaction with their teachers even outside the classroom.

A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?

B: In the beginning, it may be difficult for the teachers to implement CALI but once they get used to it, this would become interesting for the students.

A: Have got any professional computer training organised by the government or privately?

B: No. I have not got professional training or workshop organised by the government.

A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?

B: Ministry of education and higher authorities should take practical measures to provide trainings and workshops for teachers so that they may learn how to make the full advantage of computer in teaching.

A: Thank you very much, sir, for the time you spared for the interview.

B: You are always welcome, Ma'am.

Interview # S-2

A: Hello! Dear, how are you?

B: I am well Ma'am... Thanks :

A: Have you use technology before this?

B: Yes but only for playing not for educational purposes!

A: Did you find Penzu helpful in improving your vocabulary while writing English please explain?

B: Yes. First time at my school okara.

A: Can Penzu help eliminate grammatical errors in your writing please explain?

B: I feel my grammar become good now.



UUM
Universiti Utara Malaysia

A: How helpful was the feedback provided by the teacher in organising your content writing? B: Through feedback, I improve my mistakes. Now I can write well and organise well my essay writing contents.
A: What features of Penzu did you find most useful for improving the mechanics of your writing?
B: All features of Penzu are very helpful but the most suitable is the auto indicator on wrong spelling and system of spelling check.

A: How was your English writing proficiency before using Penzu and would you like to use it again for writing essays?
B: very poor and very confused but now happy because I like to use it more than one time to improve my writing skills.
A: What are the advantages of using Penzu over traditional methods?
B: Traditional method is very boring and I try to this online writing tool Penzu. These resources should use to create interest among the students by using online activities on sentence completion tests, sentence corrections and writing paragraphs by looking at pictures. I like to work with Penzu.
A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?
B: It is far better and easy than our traditional learning. I assess my writings through Penzu written assignments, class tests and writing assignment. I also communicate my fellows through Penzu online. This contact also reveals how they are improving in writing English.
A: What challenges, if any, did you face while using Penzu?
B: Well.... of course we have no language lab with the internet and computers. We mostly have low speed internet at home. So the basic thing that we have institutional limitations.
A: Do you think using Penzu can benefit other students?
B: of course....Penzu is very good for all the learners of English as foreign language. A: Thank you, dear student, for the interview.

B: It's no problem.

Interview # S-3

A: Dear student, how are you?
B: Alhumdillah! I am well. Thank you very much.
A: Sorry to disturb you for the interview because you have just arrived.
B: No issue, Ma'am. My house is few yards away from school and I am fresh. Insha Allah. You may start, please.
A: Thank you, Have you use technology before this?
B: Yes but only for playing not for educational purposes!
A: Did you find Penzu helpful in improving your vocabulary while writing English please explain?
B: Yes. First time at my school okara.
A: Can Penzu help eliminate grammatical errors in your writing please explain? B: Yes to improve my vocabulary of new words.
A: How helpful was the feedback provided by the teacher in organising your content writing? B: I improve my mistakes. Now I can write well and organise well my essay writing contents. A: What features of Penzu did you find most useful for improving the mechanics of your writing?
B: adding pictures with writings. Its amazing.
A: How was your English writing proficiency before using Penzu and would you like to use it again for writing essays?
B: I was very chaotic but now happy because I would like to use it again and again to improve my writing skills.
A: What are the advantages of using Penzu over traditional methods? B: its good and easy. I try writing tool Penzu.
A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?
B: Yes because now I assess my writings through Penzu and can communicate my fellows through Penzu online.
A: What challenges, if any, did you face while using Penzu? B: The most basic thing that we have limited computers. A: Do you think using Penzu can benefit other students?
B: Penzu is very beneficial for all the learners of English as foreign language. A: Thank you, dear student, for the interview.
B: welcome.

Interview # S-5

A: Hello! My dear student, how are you?
B: I am well Ma'am.... Thanks
A: Thank you, for sparing your time for the interview.
B: You are welcome, Ma'am.
A: Have you used technology before this?
B: No no not for educational purposes.
A: Did you find Penzu helpful in improving your vocabulary while writing English? Please explain.
B: Yes, it was my first time using it in my school.
A: Can Penzu help eliminate grammatical errors in your writing? Please explain.

A: How helpful was the feedback the teacher in organising your content writing?
B: I improve my mistakes. Now I can write well and organise well my essay writing contents.
A: What features of Penzu did you find most useful for improving the mechanics of your writing?
B: adding pictures with writings. Its amazing..

A: How was your English writing proficiency before using Penzu and would you like to use it again for writing essays?
B: I was very chaotic but now happy because I would like to use it again and again to improve my writing skills.
A: What are the advantages of using Penzu over traditional methods? B: its good and easy. I try writing tool Penzu.
A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?
B: Yes because now I assess my writings through Penzu and can communicate my fellows through Penzu online.
A: What challenges, if any, did you face while using Penzu?
B: The most basic thing that we have no computers, no digital language class, no internet mostly for English learning.
A: Do you think using Penzu can benefit other students?
B: Penzu is very beneficial for all the learners of English as foreign language. A: Thank you, dear student, for the interview.
B: You are welcome.

Interview # S-4

A: Hello! How are you, dear?
B: I'm doing well, Ma'am. Thank you.
A: Have you used technology for learning before?
B: Yes, but only for playing games, not for educational purposes.
A: Did you find Penzu useful for improving your vocabulary while writing in English? Please explain.
B: Yes, this is my first time using it at my school in Okara.
A: Do you think Penzu helps reduce grammatical errors in your writing? Please explain.
B: Yes, it helps me expand my vocabulary and learn new words.
A: How useful was the teacher's feedback in helping you organize your content writing?
B: It helped me correct my mistakes. Now I can write better and organize my essay content more effectively.
A: Which features of Penzu did you find most helpful for improving your writing mechanics?
B: Adding pictures to my writing—it's really amazing.
A: How would you describe your English writing skills before using Penzu, and would you like to use it again?
B: My writing was very disorganized, but now I feel much more confident. I'd love to use Penzu again and again to improve my writing skills.
A: What do you think are the advantages of using Penzu compared to traditional methods?
B: It's simple and convenient. I enjoyed using the Penzu writing tool.
A: Did Penzu motivate you more to write in English compared to traditional methods? Why or why not?
B: Yes, because now I can evaluate my writing through Penzu and communicate with my classmates online.
A: Were there any challenges you faced while using Penzu?
B: The biggest challenge was the limited number of computers available. A: Do you believe using Penzu can benefit other students?
B: Penzu is highly beneficial for anyone learning English as a foreign language.
A: Thank you for your time, dear student. B: Thank you.

B: Yes, it helps me develop new words. It eliminate my grammatical errors from my writing.



A: How helpful was the feedback provided by the teacher in organizing your content writing? B: It corrected my mistakes. I can write and organize my essay content far better than before.

A: What features of Penzu did you find most useful for improving the mechanics of your writing?

B: first time writing and adding colours and beautiful pictures in my writing—it's really very interesting.

A: How was your English writing proficiency before using Penzu, and would you like to use it again for writing essays?

B: My writing was not good not bad, but now I'm happy because using Penzu is just like playing and learning and improving English writing skills. I enjoyed a lot, I never get bored after spending hours in writing English.

A: What are the advantages of using Penzu over traditional methods? B: It's good and easy. I enjoyed trying the writing tool, Penzu.

A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?

B: Definitely because now I can measure my writing through Penzu and communicate with my classmates online.

A: What challenges, if any, did you face while using Penzu?

B: The main challenge is that we have limited access to use technology in the class and sometimes computers remain out of order.

A: Do you think using Penzu can benefit other students? B: Penzu is very helpful for all learners in my school.

A: Thank you, sir for providing very useful information. This will surely be helpful in changing the academic scenario.

B: You are welcome, Ma'am. Thank you too.

A: Thanks and God bless you!



Letter of Proofreading/Formatting & Abstract



**PUTUS PENGAJIAN BAHASA, TAMADUN DAN FALSAFAH
SCHOOL OF LANGUAGES, CIVILISATION AND PHILOSOPHY**
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel: 604-928 5581/5701/5706/5507
Faks (Fax): 604-928 5709
Laman web (Web): www.slc.p.uum.edu.my

Ref. : UUM/SLCP/T-9/2
Date : 04 September 2024

Asma Abdul Aziz (903380)
School of Education
Universiti Utara Malaysia

Dear Miss Asma,
PAYMENT FOR EDITING & TRANSLATION SERVICE

Concerning the above matter, the payment for the thesis editing/translation service is RM0.05/RM0.15 for every word based on the original text. The details of payment are as follows:

Title	THE EFFECT OF USING PENZU ON STUDENTS' WRITING SKILLS AT A HIGHER SECONDARY LEVEL IN PAKISTAN		
Type of Document	Thesis		
Services	Editing & Translation		
			RM
	Translation (Abstract) ENG - MALAY	249 words x RM0.15	37.35
	Editing (Chap. 1-5)	60227 words x RM0.05	3011.00
	Express Service	30% charge of amount	892.30
	Rounding		-
	TOTAL		3940.65

Thank you for using our service, and we hope to offer you such services in the future.

"SCHOLARSHIP, VIRTUE AND SERVICE"

Yours sincerely



Mrs. Nur Syuhada binti Jamaludin
Coordinator
Editing and Translation Services
Mrs. Roslita Che Ani Administrative Assistant (P/O)



Ref. : UUM/SLCP/T-9/2
Date : 24 September 2024

Asma Abdul Aziz (903380)
School of Education
Universiti Utara Malaysia

Dear Miss Asma,
PAYMENT FOR EDITING/FORMATTING SERVICE

Concerning the above matter, the payment for the thesis editing/formatting service is RM0.05 for every word based on the original text. The details of payment are as follows:

Title	THE EFFECT OF USING PENZU ON STUDENTS' WRITING SKILLS AT A HIGHER SECONDARY LEVEL IN PAKISTAN		
Type of Document	Thesis		
Services	Editing/formatting		
			RM
	Formatting (Table of Contents)	1904 words x RM0.15	95.20
	Express Service	30% charge of amount	28.56
	Rounding		-
	TOTAL		123.76

Thank you for using our service, and we hope to offer you such services in the future.

"SCHOLARSHIP, VIRTUE AND SERVICE"

Yours sincerely

Mrs. Nur Syuhada binti Jamaludin
Coordinator
Editing and Translation Services
Mrs. Rosita Che Ani Administrative Assistant (P/O)