

The Effect of Teaching Writing through Integration of CALL Programs and the Whole Language Approach on Iranian EFL Learners' Writing Ability

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This study examined the effect of the integration of Computer Assisted Language Learning (CALL) programs and the whole language approach on the writing ability of adult English as a foreign language (EFL) learner at elementary level. The present study was conducted at Shokuh language institute in Talesh, Iran. To achieve this, Oxford Quick Placement Test (2004) was administered to 48 EFL learners. The final participants classes (N = 32): control group (N = 16) and experimental group (N = 16). Participants in the experimental group were provided with writing instruction through CALL programs and the whole language approach for 6 weeks (2 sessions each week, and 75 minutes per session) while the control group underwent a traditional instruction of writing. Pretests and posttests of writing task were administered and t-tests were used to compare means of test scores within each group and between the posttest of the groups. The results revealed that while the two groups were homogeneous in terms of their writing ability before the treatment, the experimental group outperformed the control group in the posttest. That is, teaching through the integration of CALL programs and the whole language approach is a significantly effective model to improve EFL learners' writing ability. Integration of CALL programs and the whole language approach is a dynamic device to facilitate learning. To the textbook writers and material designers, this study suggests that special attention should be paid to representation of writing holistically language is not broken down, and meaning is of primary importance.

Keywords : Teaching Writing, CALL Programs, Writing Ability

