

Technology Integration: EFL Learners' Level of Anxiety and Their Performance in Writing Tests

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Abstract

Modern technologies lead to numerous changes and modifications in different aspects of life. It also might influence language teaching skills in a significant domain. This study investigated the effects of technology-based instruction and computer supported education on enhancing EFL learners' writing competence and anxiety. Writing Competence Rating Scale (WCRS) and Foreign Language Classroom Anxiety Scale (FLCAS) were administered to assess the impact of employing computer, Internet, online resources, electronic portfolio, and email on learners' writing competence and anxiety. The obtained results indicated that anxiety and proficiency have a significant negative relationship; that means advanced learners with high proficiency feel more comfortable in technology integrated learning environments. Interpretations and Implications are also discussed.

Keywords: *Technology-based instruction, computer supported education, electronic portfolios, writing competence, learning anxiety.*