

**FOSTERING STUDENTS' L2 WRITING THROUGH INTERACTIVE
WRITING TOOLS**

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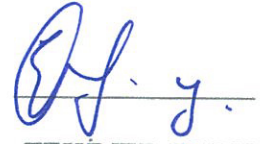
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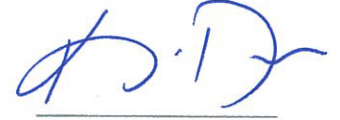
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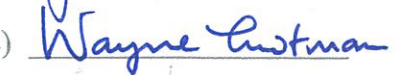
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ABSTRACT

FOSTERING STUDENTS' L2 WRITING THROUGH INTERACTIVE WRITING TOOLS

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This study set out to foster students' L2 writing through interactive tools such as Smore, Thinglink, Pictochart, Mystorymaker and Glogster in a high school in Izmir, Turkey. The data was accumulated from the students' weekly assignments, the pre and post surveys, field notes of the teacher and open-ended survey questions. The study was carried out with 12 students in years nine and ten. The interactive writing tools training was used in five lessons as part of project work, with the focus on fostering writing skills. To provide complete information and strengthen evaluation conclusions, a convergent mixed method was applied during the research. The combination of qualitative and quantitative methods approach provided two types of data: quantitative which were gathered pre- and post-writing training surveys to check their writing self-efficacy and weekly writing assignments to measure their writing development, and qualitative which was collected through open-ended questions. The effects of the interactive tools writing were measured and showed that tools were an effective and easy method for engaging students and helping them find and build new writing skills. They promoted learner autonomy and positive attitudes to their writing skills. Students' self-efficacy and writing scores increased through using interactive writing tools.

Keywords: ICT in (ELT) Writing, Interactive Tools, Writing Self-efficacy

ÖZ

İNTERAKTİF YAZI ARAÇLARI İLE YABANCI DİLDE ÖĞRENCİLERİ YAZMAYA TEŞVİK

Yılmaz, Neslihan

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

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Bu çalışma, Türkiye de İzmir'deki bir lisede, Smore, Glogster, Thinglink, Pictochart, Mystorymakery gibi etkileşimli araçlar kullanarak İngilizce yazı yazmayı teşvik amaçlı kullanılmıştır. Veriler öğrencilerin haftalık yazma ödevlerinden, öğretmenin uyguladığı çalışmadan önce ve sonra uyguladığı anketlerden, öğretmenin ders içi tuttuğu notlardan ve açık uçlu anket sorularından edinildi. Çalışma dokuzuncu ve onuncu sınıf öğrencileri ile gerçekleştirilmiştir. Program, yazma becerisinin geliştirilmesine odaklanarak proje çalışmalarının bir parçası olarak beş derste kullanılmıştır. Araştırma ile eksiksiz bilgi vermek ve değerlendirme sonuçlarını güçlendirmek için yakınsak karma metot kullanılmıştır. Niceliksel veriler eğitimden önce ve sonra uygulanan yazı yazmadaki öz yeterlilik testi ve yazı yazma gelişimini ölçmek için haftalık yazma ödevler ile toplanmıştır, niteliksel veriler ise açık uçlu sorular ile toplanmıştır. Etkileşimli yazma araçlarının yazma etkisi ölçülmüş ve araçların öğrencilerin ilgisini çekmek için etkili ve kolay bir araç olduğunu göstererek onlara yeni beceriler bulmalarına ve geliştirmelerinde yardımcı olmuşlardır. Öğrenci özerkliğini ve yazma becerilerine olumlu tutumlar teşvik etmişlerdir. Etkileşimli yazı araçları kullanılarak, öğrencilerin öz yeterliliği ve yazma puanları artmıştır.

Anahtar Sözcükler: BİT' de (İDE) Yazma, İnteraktif Araçlar, Öz Yeterlik Yazma.

To my dear husband Ferhat Yılmaz, and my children İnanç, Kıvanç



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LIST OF ABBREVIATIONS

ACOT	Apple Classrooms of Tomorrow
CALL	Computer Assisted Language Learning
CMC	Computer-mediated Communication
ELLS	English language learners
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
EFL	English as a Foreign Language
L2	Second language
ICT	Information and Communications Technology
ECD	Economic Co-operation and Development
PET	Preliminary English Test
SLA	Second Language Acquisition
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
WQWI	Web Quest Writing Instruction

Chapter 1

Introduction

Writing is a visual form of communication whether it is in printed or electronic form. Writing is one of the most essential productive skills of a language that learners need to write. When students write something, they get easily bored and demotivated. It is important for educators to motivate their students to write by showing them appropriate tools so that they will be successful in writing. Teachers need to give many different kinds of writing assignments in to discover their students' strengths and weaknesses and the internet has many tools to help in this determination (Stine, 2010).

Writing is the hardest skills that second language (L2) learners are expected to acquire, requiring the mastery of some cognitive, linguistic and sociocultural competencies (Barkaoui, 2007). When students begin writing in a second language they fear it, due to this students cannot improve their writing skills. Thought needs to be given as to what makes students motivated and engaged. 'Modern technology offers incredibly efficient ways to improve the skills, techniques, and creativity of writing. Many students are struggling with their academic papers without knowing that the Internet offers an immense number of tools that can help them become better writers. Many learners use mind mapping tools, some hire online tutoring or professional editing services, and you might also find a convenient way to increase your writing skills online' (Burns, 2014).

It is crucial to remember that motivation is not fixed and that teachers can work actively to improve students' motivation (Dörnyei, 2003). Enhancing students' motivation to write is to provide opportunities for them to engage at a more meaningful level with the language. It could be done through focusing their writing classes to make them appropriate to their social and cultural context as well as designing writing tasks that have meaning and enthusiasm to them, and support opportunities for social interaction and self-expression.

It is significant for educators to incorporate these technologies into the classroom. By using integrated technology, educators are providing more opportunities and strategies to increase their students' abilities to write more detailed and grammatically correct essays.

1.1 Statement of the Problem

Writing can be dull and lack motivating factors, so it is crucial to keep writing interesting, having a different writing style for students. Writing strategies and interactive tools can be combined to offer a more motivated experience for students via the world of technology. The impact of technology with writing practices can be seen in the motivation of students who seem to be more engaged when they can use a computer to write (Boscolo & Hidi, 2007; Goldberg et al., 2003).

There is a connection between self-efficacy and writing performance. Beliefs of self-efficacy are often based on students' feeling that they can attain a goal, or that they are skilled at a task (Bandura, 1997). Students' writing self-efficacy can be low. If learners' self-efficacy is low, then their motivation to perform will be low. Applying learning strategies to writing tasks, with subsequent success in the writing tasks, will strengthen a student's sense of self-efficacy towards the writing tasks. When learners receive negative comments, their self-efficacy is decreased. If the task is fun for them, they get excited and continue completing the task. Students are motivated when they feel excited about a task or feel that what they are doing is worthwhile (Linnenbrink & Pintrich, 2003).

Smore, Glogster, Thinglink, Pictochart and Mystorymaker is one of these tools; the study's introduction to the platforms will be based on interactive tools website. The impact of technology with writing practices can be seen on the motivation of students who seem to be more engaged and motivated when they can use a computer to write (Boscolo & Hidi, 2007; Goldberg et al, 2003). Students will notice that they can take pleasure from writing tasks. Using Smore, Glogster, Thinglink, Pictochart and Mystorymaker will trigger students to write in English.

Using both qualitative and quantitative analysis, this approach was analysed for efficacy in promoting writing.

1.2 Purpose of the Study

The research explores the relationship between writing development and use of technological tools of high school students taking English lessons. Different instruments were administered: (a) a written response of students that evaluated students' task and writing development, (b) a survey that identified students' writing self-efficacy, (c) a survey that observed weekly student reflection and (d) field-notes of the researcher that observed students' performance. These different measurements highlight the importance of a correlation between the use of interactive tools and increased L2 writing process. The study seeks to investigate systematically the relationship between students' writing by using interactive writing tools and the outcome of the technique on students writing achievement.

1.3 Research Questions

This study investigates the following research questions:

Quantitative Measures

- 1 To what extent did students' interactive writing training improve students' L2 writing?
- 2 To what extent did the students' self-efficacy develop after the interactive writing training?

Qualitative Evidence

- 3 What was the impact of the interactive writing training on L2 writers?

1.4 Significance of the Study

When students use technological tools to write, they feel like they are writing for fun. They favor interactive writing tools much more than traditional writing; what students want makes them engaged and motivated. This means that traditional writing is not fun for students. Teachers can help students find joy in the writing elements of traditional writing. It should be easy to move students who are keen to write. The goal of this study is to emphasize the use of interactive tools writing, for motivating students to become successful writers. Technology can encourage and strengthen learning (Prensky, 2001) using internet and publishing platforms to engage the students to write freely. Students can become more motivated using technology in the classroom (Prensky, 2001). Students can create interesting papers through interactive tools. It will shed valuable insight into the given aspects of the ELT World in Turkey as well as proving a modest starting point for further research.

1.5 Operational Definitions of Terms

Digital Natives: Prensky (2001) defines students in the 21st century as ‘Digital Natives’, those who are born into a digital era where they are surrounded with numerous ways to access and communicate via technological tools.

Online Writing: Online writing, writing using technology such as Eduglogster, Pictochart, Thinglink, Smore and Mystorymaker accessed via modern technology are all successful interactive writing tools that can motivate and engage students to write texts.

Interactive Tools: Interactive tools help students to learn and teach writing skills by using technology. Tools make education fun and engaging for the 21st century learner.

Chapter 2

Literature Review

2.1 Second Language (L2) Writing

Writing is defined as a sequence of letters, words, or symbols marked on a surface (Oxford, 2016). In fact, in the past if students had been asked to specify ‘writing’ they would have been likely to say that writing uses a pencil and paper, it is taking notes, writing an essay, or composing a story. Today, they would be wrong, in 21st century schools what is defined as ‘writing’ is actually writing syntax, technology in the classroom tools, and activities rather than traditional writing. In recent research, studies have shown that integrating technology fosters and improves students’ writing abilities. To Malloy and Gambrell (2006) ‘the internet exemplifies a growing literacy that engages readers of all ages and abilities’. To engage students to become independent writers, Kara-Soteriou, Zawilinski and Henry (2007) provide teachers with a list of resources on the internet to encourage students to become better writers.

Moreover, L2 learners are required to address same content, organisation, structure, and mechanics to convey meaning through writing (Brown, 2007; Raimes, 1983; Tribble, 1996). When students write even a paragraph, they have some problems, which are about content, organisation, accuracy, fluency, and understanding instructions. The way to solve these problems is to give learners lots of opportunities to write and a variety of writing activities and instructions. Students have a limited number of class sessions and inadequate time in a traditional classroom. This limits the opportunities and environments for interaction and communication with peers and a teacher, regardless of time or place, known as blended learning, which combines the positive attributes of online and face-to-face instruction, has been suggested by Hinkelman and Gruba (2012) and Nicolson, Murphy & Southgate, (2011). In a blended learning environment, L2 students may

interact with friends and a instructor using a variety of computer-mediated communication (CMC) tools (Lafford & Lafford, 2005; Lee & Pyo, 2003). The interaction with peers, a teacher and technology are hardly employed in classes so this study has been conducted to see if blended learning environments do indeed foster second language (L2) writing through interactive tools.

Many teachers attach importance to approaching L2 writing in their classes. The activity of writing is used as a tool for learning, as a tool for fostering writing skills. By giving feedback and observation, students can develop their ideas on the topic and feel better about the process of writing, and be autonomous learners. Learners feel a greater dedication to improving their writing when they have the autonomy to decide whether or not, to incorporate the feedback in other drafts (Graves, 2004). Student writers will not be able to benefit from feedback that they do not fully understand (Ferris, 1997). In this study student received clear instructions, planned, revised, and completed some drafts before they produced their finished task. The students were invited to explain their interpretations of the feedback and speculate about how they might use the feedback.

Educators observe and provide feedback on learners writing to support students' writing development and nurture their confidence as writers. Received by students at the end of their writing process, these comments rarely have as great an impact on students' writing development as teachers intend (Peterson, 2003). Students generally feel that they have finished working on the writing when they hand it in for grading. While praise and high grades may instill greater confidence in some students' abilities as writers, few students are interested in incorporating feedback to improve compositions for which they have already received grades (Ferris, 1997).

Teachers spend a great deal of time providing written feedback to students, it is important that the feedback has a greater influence on students' writing development. Verbal or written feedback can be a powerful teaching tool if it is given while students are writing. Comments on drafts of writing provide students with clear information about the clarity and impact of their writing. When students receive feedback while they are writing, they are more inclined to use it to revise and edit

their drafts than they would be if they received the suggestions on a graded, polished copy (Nicol & Macfarlane-Dick, 2006). Students had an opportunity to try out the suggestions in their writing, allowing for interpretation of what they learned from the feedback and instructions. Focusing on individual students' immediate writing needs, this ongoing feedback is a form of differentiated instruction that compliments the teaching of mini-lessons to small groups or to the whole class (Peterson, 2008). In this study the feedback on the students' task was given verbally during the class, and online written after the school day had finished. This feedback for writing was beneficial and gave clarity for their work so they could edit and revise it directly online and face-to-face.

2.2 Second Language (L2) Writing Instruction

Effective writing instructions begin with comprehensive and measured planning, but is also adjustable. If it is unknown exactly as to what students are to do, it is not possible to assist them. Different theoretical orientations tend to focus on different aspects of L2 writing competencies and to emphasize the importance of learning and teaching them in different ways (Cumming, 2001; Hyland, 2002). Effective writing instruction encourages student inspiration and participation.

Due to the complexity of writing for the students' cognitive capability, various approaches are adopted to make teaching writing an effective pedagogical practice (Harmer, 2006). The trends in L2 writing instruction and curricula have gravitated toward various sets of incremental teaching techniques and theoretical approaches that have gathered enough momentum to form particular schools of thought (Grabe & Kaplan, 1996). After thorough reading it is known there are three major instructions in the teaching of writing.

2.2.1 Product focused instruction. A product approach is 'a conventional approach in which students are inspired to mimic a model text, usually is presented and analyzed at an early stage (Gabrielatos, 2002, p5). The students follow the standard procedure to produce a new piece of writing. The product approach model includes of four stages (Steele, 2004).

Stage one: Students study model texts and the features of the genre are highlighted.

Stage two: This consists of controlled practice of the highlighted features, usually in isolation.

Stage three: This is the crucial stage where the ideas are organized.

Stage four: This is the end of stage of the learning process. Students choose from the choice of comparable writing tasks, to show that they can be fluent and competent users of the language.

2.2.2 Process focused instruction. Kroll (2001, p220-221) explains process approach as follows: ‘The process approach serves today as an umbrella term for many types of writing courses....’ What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. Students do not produce and submit completed and polished responses to their writing assignments. There are not stages of drafting and receiving feedback on their drafts. A process approach based more on varied classroom activities that support the development of language use e.g. brainstorming, group discussion and rewriting. The Process Approach Model includes eight stages (Steele, 2004):

Stage one (Brainstorming): The first stage is brainstorming and discussion.

Stage two (Planning/Structuring): Students swap ideas, note them, and comment about the quality and usefulness of the ideas.

Stage three (Mind mapping): Students plan ideas into a mind map, spidergram, or linear form.

Stage four (Writing the first draft): The first draft is written by learners. This is done in the classroom frequently in pairs or groups.

Stage five (Peer feedback): Draft texts are swapped with their peers, so that students become the readers of each others work.

Stage six (Editing): Improvements are made based upon peer feedback.

Stage seven (Final draft): A final part is revised and written.

Stage eight (Evaluation and teachers’ feedback): Students’ writings are assessed and teachers furnish feedback.

Additionally, Hedge (1994) also, proposes three characteristics of a good writer's process:

- 1 planning activities with a sense of purpose, the distinction between.
- 2 being aware of audience, with a sense of audience.
- 3 reviewing and revising, with a sense of direction in writing.

Overall, even though the same task is used in product and process based approaches, their procedures are different and the opposite. In a product-based approach, the model texts are shown first. Educators can easily give clear answers, for that reason the teaching methodology will be more teacher-centered, but correct input does not always mean correct output. This can cause restriction of learners' ideas. On the other hand, in a process-based approach, the model texts are given at the end or in the middle of the writing process, thus students have chances to make their writing creative and constructive. These teaching methodologies may be more student-centered. Many kinds of usage or literal interpretations of the texts are feasible, which is why this may be a disadvantage because educators cannot give one accurate answer. Therefore overall student control may be an issue in a large classroom.

2.2.3 Task-based instruction. There have been plenty of task definitions over the last 30 years. Ellis (2003, pp1–21) defines a task as 'an activity in which a student engages to attain an objective, and which necessitates the use of language'. Hinkel (2006) indicated that L2 writing instruction has striven to move away from composition studies at least to some extent.

Task-based writing supports that all the language skills should be mixed in the process of learning and teaching. To Nunan (2004), tasked-based teaching should put the emphasis on learning to communicate through interaction in the target language. Authentic texts had better be introduced into the learning, and focus on skills should be advocated, but students' personal experiences are significant to classroom learning; it should support classroom language learning with language activation outside the classroom.

Another definition of the task, Nunan (1989) specified task as ‘a piece of classroom work which involves learners in comprehending producing or interacting in the target language’. Skehan’s (1998) states, ‘a task is an activity in which meaning is primary’. Ellis (2003) defines a task as a work plan that requires learners to process language pragmatically. In these definitions, the common point is to focus on the authentic materials of language for meaningful writing purposes because students learn by doing tasks.

Task-Based Instruction (TBI) is a type of mind-shift that explores the future of learning, covering technology trends, cultural and technological trends, and new design in education. Smith (1988) became aware that anything a child is not interested in doing should be made up or kept away from it. Forcing a child into boring or unpleasant activity will merely teach the child that the activity is boring or painful, no matter how good it is thought to be for the child. Anything with a mark attached should be avoided. Children learn fast that many school activities are worth doing only for the grade, and when they learn it, they learn that the activity is intrinsically worthless (Smith, p.15).

Task-Based Language Teaching (TBLT) has been established for some time as one of the main approaches to language learning and teaching worldwide (Ellis, 2003; Samuda & Bygate 2008). For a long time, research on language learning and teaching has followed two different research paradigms, the psycholinguistic approach and the socio-cultural approach (Ellis, 2003, p. 1–35). During the last few years, however, research on second language acquisition (SLA), Task Based Language Teaching (TBLT) and tasks in language pedagogy have become more integrated (Ellis, 2003; Samuda & Bygate, 2008), as both teachers and researchers have been concerned with finding those ‘tasks that work best for learning’ (Ellis, 2003, p.34). Task Based Language Teaching (TBLT) in computer-mediated communication has been shown as a good way to teach writing skills. This is why I decided to use Task Based Writing Instruction in this research through interactive tools in the classroom. Samuda and Bygate (2008, p.219) declared that ‘wider understandings of the ways that tasks can make a contribution to language learning and teaching must be provided in an understanding of task in different contexts of use.

2.3 Using Interactive Tools in L2 Writing Instruction

McCarrier, Pinell, and Fountas (2000) defined interactive writing as an instructional approach where a group of students compose a meaningful text while attending to sounds, letters, and words. In this study, learners composed some texts and added sounds, words and pictures that made the task expressive and constructive.

The key features of interactive writing include (McCarrier, Fountas, & Pinnell, 2000, p.10):

- 1 Group children on learning goals.
- 2 Write for authentic purpose.
- 3 Share the task of writing.
- 4 Use conversation to support the process.
- 5 Create a common text.
- 6 Use conventions of written language.
- 7 Make letter-sound connections.
- 8 Connect reading and writing.
- 9 Teach explicitly.

Rivers (1997) submitted Ten Principles of Interactive Language Learning and Teaching, which attempts to capture in simple language what teachers in different approaches have found to be the essential facilitators of learning (pp3-8). These ten principles are be listed as follows:

- 1 The language learners are students.
- 2 According to students' needs and objectives language learning and teaching are determined.
- 3 Language learning and teaching are based on oral or written form which is basic to all strategies and techniques.
- 4 Classroom relations shows mutual enjoy and respect which allow teacher personality and student personality in a non-threatening atmosphere of cooperative learning.
- 5 Basic to use of language are language knowledge and language control.

- 6 Development of language goes forward through creativity.
- 7 Every possible medium and modality is used to aid learning.
- 8 Testing provides learning.
- 9 Language Learning is entering another culture; students learn the language and culture at the same time.
- 10 The real world goes beyond the classroom walls; language learning takes place everywhere.

The use of interactive technology in learning for students is as natural as using a pencil and paper were to past generations. As educators, we should take into consideration students' needs and goals. Technology and English language education are highly being integrated to each other (Singhal, 1997). One way for acquiring English in institutions has been English language laboratories so far. Educators see and observe the learners' interaction in the lab. Acquiring the second language immediately through verbal behaviour were the benefits of this method. Practicing was a little dull but increased learners' ability in different types of language skills. Although this kind of technique might help learners to acquire L2, it was tiresome for students to some extent (Singhal, 1997).

Being in an early time of life learners live in a universe of intelligent media. They grow up at with innovation that are progressively turning into the devices at home, at school, at work, and in the group (Chiong and Shuler, 2010; Couse and Chen, 2010). As innovation instruments for correspondence long range informal communication has changed regular culture. Specifically, these apparatuses have changed how guardians and families deal with their every day lives and search out diversion, how instructors utilize materials in the classroom with youthful youngsters and speak with guardians and families, and how educator training and expert improvement is conveyed (Rideout, Vandewater, and Wartella, 2003; Gutnick et al., 2010). The pace of progress is rapid to the point that human progress is encountering a move from oral dialect to print proficiency and the printing press augmented access to books and the printed word. The shift to new media literacies and the need for digital literacy that encompasses both technology and media literacy will continue to shape the world in which young children are developing and learning (Linebarger & Piotrowski 2009, Flewitt 2011). The commonness of electronic media in the lives of

youthful youngsters implies that they are spending an expanding number of hours every week before and drew in with screens of assorted types, including TVs, PCs, advanced cells, tablets, hand-held diversion gadgets, and amusement supports (Common Sense Media, 2011). Thanks to educators, these various technology tools can be exploited for learning and development without teacher plan and assistance, technology can be incompatible and insecure in English classes. Berson and Berson (2010) said that children are growing up in a digital age and they are used it. In this respect, almost all learners have used technology since their birth and it is still in their lives.

Klein and Rose (2010) indicated that knowledge transformation occurs when students effectively use available online sources to acquire information, hold debate-like conversations in class or within a group, organize their thinking and develop their texts, to deliver a persuasive argument or persuasive analysis of their topic in writing. In this study, students used the interactive tools online efficaciously to write. Klein & Samuels (2010) found that the more comprehensive this process is, the more students learn collated to those who do not use a writing to learn model, (cited in Klein & Rose, 2010, p.434). Having the Internet and technological tools motivates students to write and engages them in class and at home because they sometimes follow the work on Facebook.

It is clear to see that teachers cannot jump into using technology in the classroom. They should model how to use or complete a task before expecting the students to product some quality work. When utilizing innovation into the classroom, the educator must advance understudy personnel contact, support participation among understudies, ask on dynamic learning, give provoke input, empower time on errand, and regard assorted abilities and methods for learning (David, Keaton, Morris, Murphey & Stapley 2008). Mini-lessons usually take place in writers' workshop, so mini-lessons should be provided when instructing the students to use technology in the classroom as stated by Kara-Soteriou, Zawilinski and Henry (2007). During the warm up session, mini-lessons should be given to make the task clear.

2.4 Using Information and Communications Technology (ICT) in L2 Writing

Modern technology offers many strategies to develop the skills, techniques, and creativity of writing. It provides many positive influences on learners. It is 26 years ago that Deaton (1990) stated that whether or not we touch a computer, it is almost impossible to escape their daily influence on us; from speedy information transmittal, printouts, and receipts, to control of lights and temperature of our workplaces (Al-Mujaini, 2006, p.26).

About 27 years later, computer technologies, which are key tools for education today, are integrated into teaching. In this century, we have a term, 'Information and Communication Technology (ICT) which has gained popularity recent years. It encompasses the effective use of equipment and programs to access information, and store, organise, manipulate and present it (Gay & Blades, 2005). It is accounted for by the Organization of Eastern Caribbean States (OECS) (2002) that lately ICT has had, and is proceeding to have, an inexorably huge effect on all parts of society. There are couple of ranges of life, at home, at school and in work, where this new innovation has not had an effect. ICT grows our entrance to, and comprehension of, the world everywhere (p.10).

To the report of Organization for Economic Co-operation and Development (OECD) (2001), there are three principle methods of reasoning for the incorporation of ICT into instruction: monetary, social and educational. For the monetary basis, the focal point of consideration is on the apparent needs of the economy and the necessity in numerous ranges of work to have staff with ICT aptitudes, on the grounds that being educated on and acquainted with ICT have turned out to be critical elements of intractability. Therefore, the people who do not have ICT skills will have a great economic disadvantage in the information era. That is why education has the responsibility of meeting the demands of a changing economy and preparing future workers. In this study, learners sometimes mentioned that ICT is a great opportunity for their future career and personal development. In this way, students engaged in the task enthusiastically and were goal oriented, but in Turkey students are taught ICT separately from its use in other courses. Nowadays it is

becoming necessary to redesign the ICT curriculum for all lessons that will be beneficial for language learners.

ICT are a different innovative instruments and assets utilized for making, putting away, overseeing and imparting data, and to bolster instructing and learning and research exercises (Vajargah, Jahani and Azadmanesh, 2010). The utilization of the web and other data and correspondence advancements in advanced education locally and all inclusive has been amazing. This is interrelated on the rapidly changing natural flow, globalization, interest for ICT, and long lasting learning and additionally rivalry among private and open establishments (Collis and Van Der Wende 2002; James 2008). This fast increment into the advanced age requires the appropriation of ICT by higher instructive establishments, in light of its potential impact on instructive and social elements. The instructive advantages of ICT in educating and learning are all around classified (Tok & Sora 2013; Mullamaa 2010; Pretorius, Steyn and Johnson 2012). Such advantages incorporate their effect on catalyzing showing hone musings; dialect procurement; propelling learners; upgrading understudies' scholastic execution and improving instructional method (Jaffer, Ng'ambi & Czerniewicz 2007). Inquire about demonstrates that ICT enhances the written work inspiration of understudies.

Moreover, the take-up of ICT in advanced education needs a solid institutional strategy and bolster base. Cross and Adam (2007) expressed that such arrangement activities and techniques were basic to national, social and financial improvement objectives. Cross and Adam (2007) discussed that in spite of ICT utilize having expanded, most organizations did not have far reaching institutional dreams or methodologies on ICT utilization. The ICT use inside Turkey has been developing for over 10 years. Guha (2000) expressed 'Considering the extensive variety of PC application in this day and age, and society's utilization of PCs in all circles of life, educators and school heads can't overlook the requirement for school youngsters to be presented to PC based direction' (p.4). Technology is the indispensable means for everyone because technology is used in every phase of life while talking on the phone, writing a paper, emailing and watching television. We are enclosed by technology and it is growing day-by-day. So why are students in school not exposed to using technology as they are exposed to other subjects? In

Turkey many teachers do not know how to use technology. Guha (2000) states that many teachers do not have computer literacy, although computer usage is increasing in Turkish classrooms at a faster rate. All indicators show that educators need to be familiar with computers, and countless research demonstrates that computers enhance the writing process.

‘Neither educational practice, neither educational research can remain blind for the immense impact of Information and Communications Technology (ICT) on communication and writing processes of children’ (Cutler & Graham, 2008; MacArthur, 2006). Wollak and Koppenhaver (2011) admit the increased complexity of reading and writing because of the technology boom. Writing has undertaken a shift from a paper/pencil activity to a technology-driven endeavour (Peterson & Karlan, 2011). They cry out for the combining of these technologies in schools, to guarantee that schoolchildren are well prepared to participate in a technology world.

MacArthur (2006) separates look into on the utilization of innovation to bolster customary written work results (e.g. PC bolster for the written work handle, word processor) from research on new structures and settings for composing (e.g. hypermedia and PC intervened correspondence). The union of innovation with composing practices can take after various structures: (a) innovation can move down composing (e.g. word processor), (b) innovation empowered written work (e.g. new sources and apparatuses that improve sharing and altering), and (c) sight and sound written work (e.g. hypermedia) (Peterson and Karlan, 2011).

In view of the social cultural theory, ICT can supply applications that speed up collaborative work (Daiute & Dalton, 1993). Additionally, Goldberg et al. (2003) suggest that the writing process is more collaborative and social when students write in computer classrooms, than when they write in traditional paper/pen conditions. Learners who type on the computer participate more in peer editing work and they share their work more with ease with one another. Finally, research indicates the impact of integrating ICT with writing practices can be seen in the motivation of students who seem to be more engaged and motivated when they can use a computer to write (Boscolo & Hidi, 2007; Goldberg et al, 2003).

Moreover, Ware (2004) demonstrated that an arranged domain could help raise more noteworthy gathering of people mindfulness and correspondence reason, for it made understudies' drafts all the more generally accessible and gave understudies more groups of onlookers. Warschauer (2002) affirmed that organized correspondence offered a non-debilitating condition for less capable understudies, which brought about an equivalent interest from understudies of various levels of capability, diverse societies, or bearing distinctive attributes. Understudies led the task at their own particular pace in this review. In this review, all understudies are diverse regarding their accomplishment, capacity and pace of adapting however there was more support that was equivalent.

The importance of technology in education cannot be minimised, practically given Prensky's information on the structural differences in the brains that are seen in digital natives; their brains have become more agile and active due to increased cognitive development through using of technology (2001). In the 21st century, educators must utilise technology to encourage and inspire thinking and knowledge building. Writing to learn is a platform that uses the digital students' active brains and guides them toward higher critical thinking. Prensky (2001) has seen that digital students have brains that can be said to be already hard-wired for activated learning, and highly effective teachers will supply them with the strategies and skills needed to develop a broader knowledge base than digital immigrants might be able to achieve as easily. Digital natives have developed on electronic platforms, outside of school, can be integrated into the classroom along with the wider sources of knowledge and learning.

However, a focus on technology in education should not be neglected or be replace useful education programs. It would be counterproductive if electronic instruction tools were used alone, without teacher support and guidance, or simply as a way to get technology into the classroom (Smithee, 2012). In the 21st century's instructive framework, instructors might not have made sense of how to do innovation related proficient advancement that helps them utilize PCs as a feature of educating procedure. Simply having PCs in schools is insufficient, we absence of proper employments of PCs in a lesson arrange. Those that are incompetent in the utilization of instructive innovation, the individuals who need trust in its use, and

those with different issues about these devices all should be energized, with adequate support, it could be counterproductive and helpful for understudies' English dialect abilities.

Technology is expanding the materials and experiences young children have in their homes and in their classrooms. Access to technology can unlock many difficulties for early childhood learning, and for adolescents, helping them to expand and explore their thinking. Adolescents share on social media. They can accommodate the digital world very quickly. In this study, the attitudes and habits of the student and their expectations and learning methods changed. Some exercises ought to be orchestrated visual and capable of being heard gadgets during the time spent learning and educating to understand a compelling learning (Çepni and Akyıldız, 2010). The way to address the audio and visual senses could be possible by making educational systems compatible with information technologies (Alkan, Tekdere and Genç, 2003). In order that both teachers and students can perceive and absorb what is taught as topics and issues in teaching programs, technological devices have been used in an intensive way for in-class learning and teaching activities (Yiğit, Alev, Özmen, Altun and Akyıldız, 2007). Using the most advanced technology in education would enable teachers to carry out the requirements of education in line with the needs for all ages and all could achieve the highest productivity in education (Arslan, 2003).

Shu and Wang (2011), expressed 'youthful grown-ups in the advanced age give more opportunity to getting to computerized media data than data from conventional printed writings' (p 68) proposing that teachers will require less time advancing new learning techniques; understudies will probably appreciate getting to innovation as a feature of the classroom. This can be a positive procedure for building composing aptitudes, for those understudies who feel not able to write in a moment dialect. Dalsgaard (2006) referenced many reviews that found that numerous viable learning models are those where understudies are accountable for their own particular learning and critical thinking forms. Hannafin et al. (1999) said 'the individual decides how to continue in view of his or her special needs, observations, and encounters, recognizes known from obscure, distinguishes assets accessible to bolster learning endeavors, and formalizes and tests individual

convictions' (referred to by Dalsgaard, 2006, para14). Allee (1997) specified that "assets are media, individuals, spots or thoughts that can possibly bolster learning. Assets are data resources – information focuses sorted out by an individual or people to pass on a message' (referred to by Dalsgaard, 2006, para15) and motivate basic considering, better approaches to conceptualize thoughts; this is the way learning is assembled.

Innovation can help encourage the information developed classroom. There are various scientists (Bork, 1985; Laboratory for Comparative Human Cognition, 1989; Ragosta, 1982) who see PCs as influentially affecting the educating and learning forms. They express that with the utilization of PCs in the classroom, schools would turn out to be more understudy focused and that more individualized learning would occur than any other time in recent memory.

With the internet the options of available tools are endless, but it may be tough and time-consuming to locate quality sources to teach the writing skills. With the increasing use of technology in daily life, teachers should take advantage of the available tools to help students achieve language learning goals and to become critical technology consumers. Many researchers have called for teacher awareness and pedagogical consideration of technology, including Kessler (Perren, 2012) who argues that pedagogy needs 'to exploit the potential that technology offers us to represent language in varied ways' (p.6). Other researchers have also acknowledged the advantages of using the interactive tools through internet to help English language learners (ELLs) achieve writing goals. Warschauer (2002, p.455) remarks that with the internet as 'an essential medium of information exchange', language teaching must shift toward the use of web-based tools for both retrieving and sharing knowledge. The incorporation of web-based tools for teaching writing has been recognized by MacArthur (2009), who encourages the use of word processing, outlining, and concept mapping tools for struggling writers. While the use of technology is not without its difficulties at times, Pan and Zbikowski (1997) state that 'new technology has made the writing process easier for writers' (p.118). Both technology and writing skills are crucial for students who want to develop their writing skills and make writing easier.

What's more, specific technology literacy skills that the National Educational Technology Standards (International Society for Technology in Education, 2007) encourage teachers to incorporate across content areas include:

- 1 using technology to demonstrate creative thinking and to develop products,
- 2 using technology to communicate and work collaboratively,
- 3 applying digital tools to gather, evaluate, and use information,
- 4 using critical thinking and problem solving to make informed decisions regarding appropriate digital tools and resources,
- 5 understanding human cultural and societal issues related to technology and practicing legal and ethical behaviours,
- 6 understanding technology operations and concepts.

Likewise, the recently discharged National Educational Technology Plan (US Department of Education, 2010), underlines the significance of permitting understudies to experience innovation in the ways experts do in their fields (eg, to lead tests, sort out data, and convey) and urges instructors to make learning encounters that mirror understudies' every day lives and the truth of their prospects. Warschauer states that

'...online correspondences and different types of transnational media furnish L2 learners with more prominent open doors, and advanced media are changing perusing and composing works on, offering ascend to another arrangement of ignorance consolidating onscreen perusing, online route and research, hypermedia elucidation and creating, and many-to-numerous synchronous and non concurrent correspondence. The PC along these lines turns out to be more than a discretionary apparatus for dialect mentoring, but instead a basic medium of proficiency and dialect utilize' (Warschauer, 2001, p.49).

It is clear to see that integrating ICT with instructional practices combining strategy instruction and collaborative writing to maximize students' writing performances is motivational. By combining ICT, writing practices are appropriately harmonized to the 21st century for which today's students should be prepared. In

addition, literature indicates that educators should use differentiated instruction involving ICT that can meet the needs of all the students and cater to diverse learning needs. As teachers, we need to promote technology use and adopt new teaching practices.

2.5 Electronic Writing Platforms

There have been an immense number of studies on the use of technology in English language classes as the study of Computer Assisted Language Learning (CALL) has been around for the last 50 years (Leakey, 2011). Though there are a lot of ideas and comments about the use of technology, it plays an important role in everyone's and student's lives today and it becomes an indispensable interactional tool. Prensky (2001) defines students in the 21st century as 'Digital Natives', those who are born into a digital era where they are surrounded with numerous ways to access and communicate via technological tools. They widely spend most of their time using computers, video games, mp3 players, mobile phones. They have an intense desire to use these tools such as YouTube, social networking.

Lenhart, Smith, Macgill, and Arafeh (2008), noted that 93% of teenagers are using technology and social networking writing for fun with technology. Students would prefer electronic writing much more than formal writing. Sixty percent of teenagers do not believe that electronic writing is 'writing' and teenagers enjoy non-school writing, dissimilar their writing for school (Lenhart et al, 2008). In this study, when students used technological tools to write, they thought that they were writing for fun.

Technology has changed our ways of writing, thinking, communicating, and it has affected both what is written and how it is written (Dauite, 1985: Farnan & Dahl, 2003). Because much computer-based writing never becomes words on a printed page, but rather is read directly from a video screen, the computer has become 'a new communications medium' that facilitates traditional paper-based writing and allows other forms of writing as well (Bruce & Levin, 2003).

Electronic writing also increases students' perception whose self-efficacy is low. One common thread among reluctant learners is their perception of themselves, known as self-efficacy (Sanacore, 2008). If their self-efficacy is low, then their motivation to perform will be low. When learners get negative comments, their self-efficacy decreased. If the task is fun for them, they get excited and continue doing the task. Students are motivated when they feel excited about a task or feel that what they are doing is worthwhile (Linnenbrink & Pintrich, 2003).

Electronic instruments boost creative ability which is critical to make our own stories and figure out how to compose our own particular accounts, and since 'there is no restriction to the human creative ability' (Spencer, 2003, p.546), it ought to be anything but difficult to connect with understudies who are anxious to compose. Spencer composed understudies ought to have the capacity to actualize another procedure and utilize it adequately to build up their own stories. The system can get the advantages of life as understudies apply these abilities in their written work' (Ibid, p.546).

It is well known that technology never stands still. It is always progressing and changing in a positive way. Considering this, writing story tools are created and used in the classrooms. Storytelling has come from spoken words to text and today to media with the arrival of the digital age (Gils, 2005). Digital storytelling propose new ways to educate people (Ohler, 2008). During the writing process, students can individualize their creation with relevant pictures that match with the story. Not only are students afforded the opportunity of using technology, but they also have the potential for deeper learning (Ohler, 2008). Digital storytelling support learners the opportunity to become more creative with their stories (Robin, 2008).

Interactive writing is a social event that combines authentic purpose and instruction which makes the task motivating and constructive for learners. Bredekamp, Knuth, Kunesh and Shulman (1992) state that 'to learn something new, children must become aware, explore, inquire, use, and apply'. In this century, learners need something new which in interesting, exciting and motivating. Using a technique such as interactive writing can help to decrease some problems and

increase writing development. By blending authentic purpose with writing, authentic materials might raise students' awareness of writing and motivate students.

Interactive writing is one of the strategies professed to inspire children to write (Hall, 1999, Redfern & Edwards, 1997). Redfern and Edwards (1997) debate that interactive writing changes feelings about writing, so that writing is found out as communicating for real reasons rather than about perfecting handwriting, spelling and punctuation only. The tools provide learners opportunities to write for real audiences and to talk about their experiences.

Teachers use technology like any other tool to provide information to students, so that students remain the passive consumers of their learning but using the technological tools in the classroom make students motivated and active users. Tools broaden their writing skills because they are engaged with the visual, artistic and creative side of writing and students increase their writing skills. To be digitally literate is to have access to a broad range of practices and cultural resources that you can apply to digital tools.

Barker (2014) said 'I am obsessed with finding new and creative ways to engage my students with technology, but also to keep them focused on deep and meaningful learning.' Often teachers use technology as just another tool to provide information to students. Students remain the passive consumers of their learning and fact gatherers rather than active participants in the discovery of information and producers of meaningful learning experiences. This should be our goal as teachers: To provide tools to discovery and allow creativity and independence in the learning process.

While some students come to school with extensive familiarity with various technological tools, others do not know anything about technology. Learners think that technology is just cell phones, computers, tablets etc but it is more than that. When they see the tools at the school, they realize that it is not just these items. Students are more into when they have an iPod, cell phone, or other technology device in their hand and are confident to search other technologies (Prensky, 2001). Facilitating successful lessons that involve the use of technology can create a

positive learning experience; therefore, increasing students' motivation toward education (Knezek, Miyashita & Sakamoto, 1993). Many students enjoy its implementation in the classroom and facilitating their writing.

Halsey (2007) implied that student's motivation to produce quality work increased when they knew it would be published on the internet (Halsey, 2007, p. 102). To support students in the classroom, teachers act as coaches, advisers, translators, and facilitators of students' learning and writing. Rather than addressing to an entire class as the essential method of guideline, instructors give chances to understudies to assume responsibility of their own learning (Clarke, 2003). Learners produce more and are in charge of their work in the classroom and at home through interactive tools. They also increase flexibility and narrow the performance gap.

Spencer (2003, p. 547) noted the fact that the 'human imagination has no limits' and stated that the imagination is not something that can be separated from learning. Spencer then pointed out that creativity is cognitive consciousness and imagination, which motivates higher-level learning. Students enlarged their imagination by completing posters on this electronic platform.

As teachers, we ought to think that for this new generation teaching writing through technology and technological devices may be fun, motivating and educational for their writing development. Alvarez (2012) found that electronic writing tools can favorably 'be used to overcome reading and writing problems' (p.186).

If something is taught, teachers need to pay attention to learners' attention and interests. Creber (1967) wrote that English teachers have a responsibility beyond their own selves and they must resist their own personal wishes and start 'selecting material with little reference to any absolute aesthetic standard but with the closest attention to the child's own interests and capacity' (p.160).

Considering everything, technology and electronic writing tools have made writing possible for students with a variety of learning styles or individual needs to become creative, capable learners. Saeed, Yan and Sinnappan (2009) suggested that

blogs and electronic writing technologies improve education because individual learning styles are supported and best expressed; allowing personal choice from among a certain set of possible ones, builds motivation and ownership for the student and they are more likely to continue being engaged and building knowledge.

Intelligent devices speak to the possibility to advance intuitiveness, give chances to dynamic learning, and enhance composing aptitudes and they can be viewed as instructive apparatuses, they bolster learning and ability building. Godwin and Jones (2009) composed that educators utilize e-composing devices and web based distributing stages since they have discovered that it is 'so natural to give an adaptable and inventive learning condition more tuned in to today's understudies utilizing free apparatuses that take into account an altered arrangement of assets and administrations' (p.3). There is a wide variety of tools; some examples are; Pictochart, Eduglogster, Thinglink, Smore, and Mystorymaker. They are a great source of natural language practice; helping to enhance writing ability as an electronic tool, helps students to improve their writing skills. While selecting technological tools for this study, it was important that they were free of any cost and easy to use for both students and teachers, and that it was also beneficial for writing tasks.

The tools that were used in the classroom:

2.5.1 Pictochart. Pictochart is a tool used by educators. It can be used to promote more formal writing online rather than the informal writing style of most electronic writing. This tool enhances the basics of effective writing and it makes the writing process easier.

2.5.2 Eduglogster. Eduglogster is also a tool used by teachers. It is a kind of multimedia poster-board online and allows you to import pictures, sounds, video and text.

2.5.3 Thinglink. Thinglink is a tool used by educators. It helps differentiate writing lessons and make students motivated. Students can have longer attention spans for writing. They take learning more seriously and they are not very easily

bored and distracted. They can have some world knowledge and become technology skilled oriented.

2.5.4 Smore. Since Smore is so easy to use and navigate, students could create flyers to demonstrate their poster in no time. By easily choosing from the Smore menu, students can add, text, videos, photos and writing can be shared on their Facebook accounts. Students are inclined to be more motivated to write to a purpose.

2.5.5 Mystorymaker. Mystorymaker is another tool for writing in English. This is not the traditional pen and paper story-writing format. It is such an interactive tool that encourages children to write stories, ideas and concepts in a creative and original way. It is particularly useful as a tool to encourage the creativity of students who found spelling and grammar a challenge, because the tool enables them just to concentrate on the story instead. Mystorymaker provides a clear, colorful cartoon environment and introduces ready-formed characters for children. It gives helpful ideas for writing development to students.

2.6 Previous Research Studies

There are some previous studies about technology tools that focus on writing. The study was with middle and high school teachers, as well as two in-person focus groups with students in grades 9-12 in Washington, DC. Data collection was conducted in two phases. Purcell, Buchanan and Friedrich's (2013) findings were instrumental in shaping the development of a 30 minute online survey, which was administered in phase two of the research to a national sample of middle and high school Advanced Placement and National Writing Project Summer Institute teachers. The project found that digital technologies are shaping student writing in myriad ways and have also become helpful tools for teaching writing to middle and high school students. Instructor see the internet and technologies such as social networking sites, cell phones and texting, enlarging the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations. At the same time, they describe the unique challenges of teaching writing in the digital age, including the 'creep' of informal

style into formal writing assignments and the need to better educate students about issues such as plagiarism and fair use.

Chuo (2007) investigated the impacts of the Web Quest Writing Instruction (WQWI) program on Taiwanese EFL learners' written work execution, composing trepidation, and view of web-asset coordinated dialect learning. Members were understudies from two junior school classes. One class got customary classroom composing direction and alternate class, the WQWI program. The outcomes demonstrated that understudies in the WQWI class built up their written work execution essentially more than those in the conventional classroom composing class. Chuo (2007) investigated the impacts of the Web Quest Writing Instruction (WQWI) program on Taiwanese EFL learners' written work execution, composing trepidation, and view of web-asset coordinated dialect learning. Members were understudies from two junior school classes. One class got customary classroom composing guideline and alternate class, the WQWI program. The outcomes demonstrated that understudies in the WQWI class built up their composition execution fundamentally more than those in the customary classroom composing class. Students had a favorable feelings of the WQWI program, recognising more advantages than disadvantages of language learning through web resources. The findings suggested that integrating web resources into EFL writing instruction, using the Web Quest model, was effective for enhancing students writing performance and provided a positive learning experience.

Galy, Downey and Johnson (2011) found that students enjoyed learning from online tutorials and e-Tools (electronic and web-based tools), especially those that captured audio and visual and encouraged student interaction. There were 198 students at the University of Texas at Brownsville. In this study, measuring student perceptions of eLearning tools, students were given an opportunity to provide commentary and suggestions on how to improve their courses. A content analysis of the comments section revealed that students expect the instructor to provide a strict schedule for online courses and said they prefer weekly assignments and weekly quizzes rather than having an extended period of time, such as one or two months, to submit assignments. Students reported that they enjoy quick feedback and mentioned that they can tell when an instructor does not want to be bothered by online students.

Galy, Downey and Johnson (2011) indicated that once students will be using and encountering technology in countless ways in their lives, teachers should make the most of their learners' motivation and enthusiasm for using technology for educational purposes.

Al-Jarf (2004) coordinated an electronic course in composing guideline and observed to be an effective instrument for untalented, low capacity EFL female green bean scholars. An aggregate of 113 EFL female rookie understudies in two gatherings partook in King Saud University. Their middle age was 18 years, and the range was 17-19. The advantages of presenting online learning in EFL composing classrooms ended up being compelling in enhancing low capacity understudies' written work aptitudes. Change was noted in the PC produced and written by hand assignments. Contrasts long, tidiness, mechanical rightness and style were watched. Comes about additionally demonstrated that in learning situations where innovation is inaccessible to EFL understudies and educators in the classroom, the utilization of innovation from home and even as a supplement to customary classroom methods that rely on upon the reading material spurs and upgrade the composition aptitudes of low capacity EFL understudies. Thus, the utilization of innovation in composing direction enhanced the written work aptitudes of low capacity EFL understudies. The review found that understudies in the exploratory gathering who were shown utilizing a blend of online composition guideline and customary in-class composing direction scored essentially higher than the control assemble that were shown utilizing conventional in-class composing direction relying upon the course reading as it were.

Alanazi (2013) analyzed students writing processes and asked if their formal writing skills were improved by the practice of electronic writing and informal writing activities. These participants were between the ages of 21 and 44 years old. The project took place in the English course laboratory. It was equipped with up-to-date computers with high-speed internet access, adequate project space, projector and viewing equipment, white board, and printers. The class met two days a week, three hours a day, from 9:00 am until 12:00 noon at Eastern Washington University. The project's aim was to promote students formal writing by actively practicing informal e-writing, allowing students to become comfortable and positive about their own

writing capabilities. Students became engaged in the process of writing, through e-writing and online technology, and they reported increases in learning about writing, better understanding for superior writing ability, increased understanding about the writing process, improved self-esteem, and a willingness to undertake writing assignments after this experiment.

Miyazoe and Anderson (2010) asked with regards to the viability of three distinctive internet composing exercises in formal college training: gatherings, web journals, and wikis. There were 61 understudies for this review in a college in Tokyo. A merged technique approach was directed with review, meeting, and content examination utilized for triangulation. The overview demonstrated understudies positive sentiments of the mixed course outline with online compositions wikis being the most great, trailed by sites and discussions. Content examination indicated advance in separate English composition styles. The meeting script examination cleared up the diverse benefits understudies saw from every movement. They were a good time for them. The review indicated constructive outcome on understudies' dialect learning progress. The outcomes were very reassuring.

Ningsih and Fitrawati (2014) used the Mystorymaker site for improving and motivating students to learn writing in a junior high school. There were three stages for the study. They were pre-teaching activity, whilst-teaching activity, and post-teaching activity. It made the students interested in their learning process. It stimulated the students to be more creative. Pictures helped the students find and create ideas to support their writing. At the completion of the task, a story code was provided to access and share the task. It was good for the students to share online and it encouraged the students. Students were confident and creative in writing by using on their own ideas to create a text.

An interactive online portal is an action research study by Tang and Wang (2007) aimed at developing essay writing and promoting students' interaction with peers and with the teacher, and allowed the teacher to control the quality of students' posts. 110 students were surveyed. They were all girls aged 14 years old. The majority of them (74%) used English as the first language at home. The others spoke Mandarin or dialects at home. A survey and a face-to-face interview were conducted.

The data collected from the survey questionnaire were tabulated, and the interview results were described. The results showed that students typed longer essays with fewer spelling mistakes. The students were happy with the content and tools, however, not every student liked online learning. Some students could not complete their assignments on time. The results indicated that the study met the needs of students with different learning abilities. The majority of the students could learn online and complete their learning tasks on time. The tools helped students to upload their essays and vote for better essays. In addition, the tools allowed teachers to comment and revise the students' essays directly. The students met with fewer technical problems when they were using the tools.

Ozge (2013) found that innovation can be utilized to create composing aptitudes of understudies. Understudies had the opportunity to enhance their written work ability with the mechanical open doors more effectively than the way they generally did. This contextual investigation expected to scan for the impact of innovation on the written work aptitudes of the ESP understudies. Their level was A1, and their age ranges from 30 to 35. All members volunteered to take an interest in the review. Preceding CALL bolstered composing lessons, the members trusted that PCs limit inventiveness; in any case, after the usage, understudies suspected that PCs upgrade imagination and help create composing abilities.

Van Leeuwen and Gabriel (2007) showed that demeanor toward the written work they did in their classroom were certain. This examination was led in a review 1 class in a rustic school in an area on the east shore of Canada. The information was gathered from classroom perceptions, casual discussions with the instructor, interviews with understudies and the educator, and understudy composing tests. They were energetic journalists both on and off the PC' (p.423). Van Leeuwen & Gabriel (2007) agree that when students use the computer in the classroom, it is an enjoyable experience. The physical act of using the technology is what makes the experience fun. Van Leeuwen and Gabriel (2007) also point out that there were still some students who enjoyed writing with paper and pencil. When interviewed, these students said that typing on the computer took too long, so they preferred writing their work on paper.

David, Keaton, Morris, Murphey and Stapley (2008) investigated the story of an adult writing student who was put into a computerized writing class. This student was not computer savvy and she turned her first few essays in that were written on paper. The essays were basic with few revisions and edits made. The instructor encouraged her to write an essay again, but this time using the computer. The student did it. The student realized that the computer was nothing to be afraid of and saw that it was useful and it uplifted her spirits about writing.

Bong-Gyu Kim (2010) analyzed the learners' performance on online peer review activity and their views on computer-mediated writing interaction in English. Forty students enrolled in a Practical Writing module in a University-level course. Students were assigned to be engaged in online activities with given tasks and topics to be discussed during the online collaborative activities. After finishing online activities, students were asked to fill in a questionnaire and an open-ended survey to find out learners views of online activity. The study showed that in online peer review activity, learners were interested in finding grammatical errors, providing additional grammatical explanations, paraphrasing the sentences, commenting on styles of writing, suggesting colloquial expressions, performing self-editing and self-clarification, adding post interaction, translating some words into English and so on. In the view of online writing and peer review activity, there were more positive opinions than negative ones. Learners showed a more favourable attitude on direct instructions, guidance and feedback from the teacher. Learners generally showed strong interests in online collaborative learning and high expectations on the improvement of writing ability through online activities.

Eastwood, Gallo and Piggot (2012) selected eTools for the project that were free of any cost and easy to use for both students and teachers in Eastern Michigan University. The eTools selected targeted intermediate students, but could be adapted to a wider range of proficiencies. The criteria considered while selecting eTools for writing is effectiveness for teaching or improving writing skills. These eTools provided students with a hands-on way to develop necessary writing skills while appealing to a variety of learning styles. The important part of this project is for these tools to help guide students and teachers through innovative ways and through the use of technology while increasing student engagement and motivation. They

found that these eTools are meant to support students' progress throughout all stages of the writing process while increasing their motivation by learning through technology use. Of course, there is and will continue to be a limitless supply of web-based tools and apps for teaching students to write, but tools offer a great start for the proactive teacher. Classroom implementation of these eTools allowed students to actively engage in the writing process in a more meaningful way.

'How technology affects student learning?' was written by Carol (1999) who focused on the impact of technology in the classroom. She reported research conducted by James Kulik and his colleagues at the University of Michigan. They presented '...that students usually learn more, and in less time, in classes with computer-based instruction. Students reported enjoying classes more when they received computer help and they learned as much or more from computer-based tutoring as from peer and cross-age tutoring' (Kimble, 1999, p.4). Kimble continues to report the findings of a 10 year Apple Classrooms of Tomorrow (ACOT) research project. They found that when technology was integrated into good writing instruction, students were more engaged, writing more per minute, and able to use more descriptive vocabulary than they could without technology (Salpeter, 1998). The ACOT project recommended that 30% of available technology resources be dedicated to provide ongoing staff development for teachers who are implementing its use.

Ghahri, Hashamdar and Mohamadi (2015) analyzed the impact of innovation to be specific English remedying sites in affecting the exactness of the written work execution of 60 EFL halfway understudies in the English Teaching Department, Islamic Azad University of Karaj, Karaj, Iran. As devices PET (Preliminary English Test), point recognition survey, and English adjusting sites (in the trial gathering) were utilized. Keeping in mind the end goal to research the impact of the innovation on the members composing execution, learners were appointed into two gatherings of control and trial gatherings and learners score on writing in PET as member choice were considered as their pretest score. To research which technique was more viable in expanding learner's composition aptitude, an autonomous example t-test was utilized to analyze the mean contrasts in post-trial of the control and exploratory gatherings. The review improved learning in the EFL classroom; expanded

understudies' inspiration and positively affected their composition aptitude. In this way, learners could advance their written work capacity because of innovation as opposed to customary standards and could without much of a stretch see its unmistakable effect. Yoon, Seo Young & Lee, Chung-Hyun (2010) investigated the student's perspectives and effectiveness of blended learning in L2 writing. The subjects for quantitative data consisted of 47 university students in varying years that participated in English writing classes for 16 weeks. The student's views for writing tools were positive and the students considered them useful, helpful for improvement, and motivating in general. The students were very satisfied with both technological aspects and pedagogical aspects.

The findings concerning the effects of interactive writing on student writing performance are as varied as the research methods used: quantitative, qualitative, and mixed study. In general, the results of the studies have indicated that Web-based language instruction produced better writing quality and more writing quantity than traditional classroom instruction (Braine, 1997). The studies also indicate there are many benefits that can come from using of technology. Tools give students the inspiration needed to enhance their writing skill by giving them the possibility and chance to use such technology, visual materials, clear instruction, resulting in a pleasurable experience. Success in writing can lead to a better sense of confidence and increases motivation. Having tools in the classroom enhances the writing process for students and education becomes fun.

2.7 Summary of Literature Review

The research cited here has shown that using interactive tools has a positive effect on today's learners. Teaching writing through interactive tools provides an opportunity to create classroom environments where students with different learning styles can engage, motivate, increase self-efficacy, allow creativity and interdependency.

Interactive writing tools have made writing possible for students with a variety of learning styles or individual needs to become creative and capable learners. Saeed, Yang and Sinnappan (2009) suggested that blogs and electronic

writing technologies improve education because individual learning styles are supported; allowing personal choice from among a certain set of possible ones, which builds motivation and ownership for the student, and they are more likely to continue being engaged and building knowledge.

The attitudes and habits of the student and their expectations and learning methods is important. It is a fact that some activities should be arranged for visual and audio devices in the process of learning and teaching to realize an effective learning (Çepni and Akyıldız, 2010).

Interactive tools writing also increase students' perception whose self-efficacy is low. One common problem among reluctant students is their feeling of themselves, known as self-efficacy (Sanacore, 2008). When learners get negative comments, their self-efficacy decreased. If the task is fun for them, they get excited and continue doing the task. Students are motivated when they feel excited about a task or feel that what they are doing is worthwhile (Linnenbrink & Pintrich, 2003).

Interactive tools can be seen as authentic materials that are used in the classroom and outside the classroom. Nunan (2004) recommended that entrusted based educating ought to put the accentuation on figuring out how to convey through cooperation in the objective dialect, valid writings ought to be brought into the learning, concentrate on shape ought to be pushed, yet learners possess individual encounters are additionally imperative to classroom learning; it ought to connect classroom dialect learning with dialect enactment outside the classroom.

The research reviewed in this chapter shows the importance of using technology to write led by teachers who support and promote interactive tools. Using interactive tools in schools becomes an effective method for motivating students to write. Success in writing can lead to a better sense of confidence, and increases self-efficacy.

Chapter 3

Methodology

This chapter provides a detailed discussion of the relationship between writing and use of technological tools. Participants, data collection procedure, and data analysis are explained in this part of the paper.

3.1 Research Design

The author employed a convergent mixed method design to simultaneously collect both quantitative and qualitative data, and use the results to understand the research issue. The uses of both qualitative and quantitative methods provide better understanding to research problem and question than either method by itself (Creswell, 2014, p.565). The purpose of the study was to determine if there is a correlation between the use of interactive tools and increased L2 writing process. The study includes the pre-surveys and post-surveys, weekly assignments of students and reflections and descriptive field-notes of the researcher. Using statistics, field-notes and surveys, the results will contribute to clarifying the data and the data collection, including the discussion question section results. Furthermore, this study is descriptive and inferential; the findings are based on survey research that predicts important factors of considerable variables about the participants. Descriptive statistics were analyzed to investigate the relationship between using interactive tools.

This research is a quantitative and qualitative study; data were collected using open-ended questions and descriptive field-notes as qualitative data and for quantitative data, survey questionnaires were used. The questionnaires were designed to understand the impact of the interactive tools on students learning. There were a descriptive aspect to the research; from the data collected, specific variables were ranked and correlated with demographic data to discover any significant relationships.

3.2 Target Population and Participants

The study consists of 12 students enrolled in a private school in Izmir. They were selected by using a simple random sampling technique. The majority of the participants represented in the sample are elementary levels. The mother tongue of the learners is Turkish; the student's social and economic characteristics were similar. The students language levels were determined by the Exemption Exam, which is given at the beginning of every academic year. All students had 10 hours English lessons per a week. Their weekly program is indicated in table 1 below.

Table 1
Weekly English Writing Program of Participants

Tools	Pictochart	Eduglogster	Thinglink	Smore	Mystorymaker
Topic	A Book Review	Describe Your Best Friend	My Life, My Rules	Ad	Write A Story
Weekly Course Hours	2	2	2	2	2

The participants' ages ranged from 15 to 17 years old. They were all male participants in this study. All learners have been learning English for more than 5 years. The learner profile has been summarized in Table 2 below.

Table 2
Learner Profile of English Writing Program

Age	Between 15 and 17
Gender	12 male learners
First Language	Turkish
Current Level of English	Elementary
Language Learning Background	More than 5 years

3.3 Procedure

3.3.1 Sampling. The target population of the study included students at a private high school in Izmir. The students had an equal probability of being selected from the population. The intent of the simple random sampling was to choose individuals who would be representative of the population. While sampling, it was essential that the selected sample was representative of the target population, thus it was ensured there were participants from every level at the school. Before sampling, permissions from several individuals and groups were obtained. To obtain permission from the principal, a formal letter was sent which included the purpose of the study, the amount of time of the study, how the data would be used to set the stage for realistic expectations for the study. During sampling the school vice principal was contacted and asked for a list of students who were chosen randomly for the study. The vice principal announced that there would be an interactive writing study. Students applied for the study and the list of the students were chosen by the vice principal. There were 12 participants in the study and the response rate of the questionnaire was 100%.

3.3.2 Sources of data. Three different survey instruments and field-notes were used to collect the data for this study: (a) a written response of students that evaluated students' task and writing development, (b) a survey that identified students' writing self-efficacy, (c) a survey that observed weekly student reflection and (d) field-notes of the researcher that observed students' performance. Those different measurements highlighted the importance of a correlation between the use of interactive tools and increased L2 writing process. Below are brief descriptions of both questionnaires and field-notes.

The combination of quantitative and qualitative methods provided two types of data; the first, displayed in numerals, were impartial and objective and the second reflected the students' self reported comment and field-notes of the researcher. The mixed method research design as triangulation strategy was used to increase the validity of evaluation and research research findings (Long, 2005). Through triangulating, the data collected by means of various methods were cross validated and the findings were corroborated with in a single study (Cresswell, 2003).

3.3.2.1. Quantitative data instruments

3.3.2.1.1 *Students' evaluation task.* Throughout the class's school sessions, students were expected to complete five assignments. Each task required a written response. These assignments were focused on course content as instructed by the researcher and then published at a chosen platform on the internet. After all assignments had been completed, they were published on Facebook. Completion of them was crucial to every student's development and success. The assignments were checked and scored by two different teachers with the help of writing evaluation rubric. See Appendix A for the evaluation rubric.

Course information, the time-line, and project activities are listed in Table 3 below.

Table 3
Interactive Tools to Promote Students' Writing Project Time-line

Tools	Pictochart	Eduglogster	Thinglink	Smore	Mystorymaker
Topic	Review of a Book	Describe Your Best Friend	My Life, My Rules	Ad	Write A Story
Date	02.03.2016	16.03.2016	13.04.2016	20.04.2016	27.04.2016
Website	https://magic.piktocart.com/users/signup	http://edu.glogster.com/	https://www.thinglink.com/	https://www.smore.com/educators	http://www.clpgh.org/kids/storymaker/embed.cfm
Time	2 Hours	2 Hours	2 Hours	2 Hours	2 Hours

3.3.2.1.2. *A questionnaire on self-efficacy of writing.* The interval scale was used to provide continuous response options to questions with assumed equal distances between options. The self-efficacy survey includes 16 questions which are pre-project survey (see Appendix B) and post-project survey (see Appendix C). When students answered, they used a rating scale. There were five options. They were 1 – strongly disagree, 2 – disagree, 3 – unsure, 4 – agree, 5 – strongly agree. This ranking system investigated systematically the learners' performance and level on tools before and after the project.

3.3.2.2 Qualitative data instruments

3.3.2.2.1 Weekly students' reflections. There were five questionnaires (see Appendix D) which were completed after each lesson. The reflection of the tasks was immediate feedback from students. It was collected after the task in the classroom. Each student wrote five different sections of feedback for each task. The reflection examined the learners' attitudes, writing skills performance, and motivation. The first question asked: How do you feel about doing the task? The question examines how learners feel when they complete the task on interactive tools. The second question was: How has the task influenced your writing? It was asked to show the writing performance of students. The tools affect positively or negatively on their writing skills. The third question asked was: What did you like? This clarified what learners' found fun that improved their writing style. Receiving meaningful feedback from students can greatly enhance students learning and improve student writing skills. The fourth question asked: In what ways did it motivate you to write? To achieve competence in writing, students must be motivated to engage with tasks. Increased competence on writing supports motivation to engage. This cycle supports improved writing skills. This question asked whether it was the cycle of engagement and motivation provided by the tools, and no other factors. The last question asked: Does this tool address writing skill? If it is 'yes' why? If it is 'no' why? The question investigated the tools help students to improve their writing skills or not. If the tools encourage writing or not.

3.3.2.2.2 Field-notes of the researcher. There were eight sets of field-notes (see Appendix E) for the researcher to collect data for each class. The field-notes included nine questions, which showed students writing process, engagement, motivation and some information for future studies. When the field-notes were collected, the researcher was careful about observing students. The way feedback is presented can have an impact on how it is received, which means that sometimes even the best feedback can come across the wrong way and reduce a learner's motivation. To avoid this situation, the researcher explained that the purpose of the observation was to assist the teacher. The first question of the reflection asked: How

did you use this tool in your teaching? Provide specific examples. The researcher was asked to explain how interactive tools were used in the classroom. It is the setting of the study. The second and the third questions were: What worked, and what did not? The aim of the questions were to find out which of the tools were helpful, or not. To learn which of the tools was accessible, which were durable, or whether there were any other problems. The fourth question asked: Who did you use the tool with, and for what purpose? The researcher wanted to learn the aim of the tool and how the participants related to it. The fifth question asked: What were the specific benefits for your students? The goal of the question is to understand how the tools support the writing process and the benefits for learners. To see if they were engaged and motivated, and whether they fostered writing skills or not. The sixth question of the survey asked: What is your overall opinion about the teaching tool? The researcher was to comment about the observation results of the students' performance using the tools. The seventh question asked: Did your students like this task? The question was asked to obtain clear information about students' likes and dislikes of the tools. The eighth question asked: Did your students learn from this task? The researcher wanted to see if the students developed their writing skills or not. The ninth question asked: Do you recommend this task? For future studies, the researcher wanted comments about the task and the tool.

The data collection tools have been summarized in table 4 overleaf.

Table 4

Summary of Data Collection Tools

Data Type	Instrument	Aim
Quantitative Data	Pre and post -Self-efficacy	To check self-efficacy writing
	Writing Score Evaluation	To measure writing development
Qualitative Data	Open-ended Questions	To explore self reports of the interactive tools and the overall impact of tools
	Teachers' field-notes	To observe writing development

3.3.3 Data Collection Procedures. The data for the study was collected by means of the answers given to the questions and statements of the questionnaires. The questionnaires were translated into Turkish by the author so that the meaning was clearly understood. The study started on the first of March 2016 and lasted until the last week of April. Five sessions of two hours each, ten hours in total, were assigned for writing subjects. Another two sessions were assigned for giving the pre-test and the post-test. The data was accumulated from the student's platforms, weekly assignments, the pre- and post-surveys and field-notes of the teacher.

Questionnaires were distributed to L2 students during English class sessions where the class had a computer lab linked to the internet. Before the investigation started, permission was obtained from the principal. The students' participation was voluntary to create a psychologically safe environment for every learner. The contribution for the understudies was given in the PC research center. They were allowed to utilize the web, they were not offered unique help by the educator. Instructional process for students has been summarized in table 5 overleaf.

Table 5

Instructional hours	Instructions
10 minutes	The objective device was presented by methods for Facebook account, they were likewise coordinated to the sites where they could see some more models.
10 minutes	The students were given sites and they were furnished with more dialect info.
Subsequent hours/ the stages of writing process	The students learnt how to utilize instruments and write in the objective sort.
Prewriting stage	The students occupied with pre composing exercises amid class time.
Drafting stage	The understudies distributed their drafts on Facebook. Amid the drafting procedure, they could speak with the educator and their companions by means of Facebook.
Feedback stage	The students got input from a bigger gathering of people including their cohorts and the course teacher.
Revising and editing stages	The students were able to interact with the instructor and the

peers through their Facebook page.

Publishing stage

The students distributed the last form on their Facebook page.

Summary of The Instructional Process for Students.

The researcher applied the pre-test at the onset of the program and the post-test at the end, all results were recorded. Weekly assignments were written by students and then scored by two teachers. In addition reflection of the writing tool was written by all students and recorded by the researcher. During this writing process, the researcher observed the students and noted field-notes. Before the questionnaires were handed out to students, the details and aims of the study were stated. Students were informed that there were no right or wrong responses to any of the questions. The participants could ask questions and to request support while they were answering the questions. When needed, the teachers provided further explanations of the statements and questions. The researcher asked participants to write their own responses and allowed them to document the opinions of the respondents in their own words. They felt that it was useful for obtaining in-depth information on facts.

3.3.4 Data analysis procedures. The data was collected through using the qualitative and quantitative questionnaires.

3.3.4.1 Quantitative data. In order to reveal the impact of interactive writing tools on students' writing development skills, the researcher examined the differences on self-efficacy rating scales before and after the online writing training. The researcher applied the pre-test at the onset of the program and the post-test at the end and all results were recorded. Each answer for quantitative data was assigned a numerical value to analyze the data. The popular Likert scale was used which illustrates a scale with theoretically equal intervals among responses. It is common practice to treat the scale as a rating scale and assume that the equal intervals hold between the response categories (Blaikie, 2003). The rating scale was; 1 – strongly disagree, 2 – disagree, 3 – unsure, 4 – agree, 5 – strongly agree. As the learners, who took the pre- and post-test were the same students, the differences between the scores of pre- and post-test were calculated with dependent t-test to see the impact of online

writing training. The Wilcoxon Signed Ranks Test was applied to determine whether the English writing training program used by the students had any effect on the students' self-efficacy. When two different measurements were taken from the same units, the units were matched. In this case, the dependent double sample t-test was used. The dependent (paired) double sample t-test is a parametric test and the data needed to provide parametric test assumptions. However, the Wilcoxon Signed Ranks Test was chosen as the non-parametric alternative to the paired t-test because the research did not provide parametric test assumptions.

To measure the students' writing development skill, students used five different tools for writing and all those writings were checked and scored by two teachers. Before scoring, a scoring sheet was devised by the researcher. The sheet focused on five broad categories of content, accuracy, fluency, using interactive tools, and growth of students of independent writing skills. These were felt to be important dimensions to be considered in the evaluation of the program in this particular writing scoring. All the writing assignments were double marked by another teacher, a colleague in the same school. If the evaluations of the experts were rational, as a result of student writing programs, there is a high level of conformity between experts evaluations for examinations. Spearman Rank Correlation was chosen as a measure of compatibility. The difference between the students five-week evaluations was examined by Friedman's Two-way ANOVA. Past ready software analyses differences between groups using Wilcoxon (Wilcoxon pairwise comparisons) Test. The score of students writing was calculated with Wilcoxon Test. As a result of the five-week writing program delivered to the students, there was no statistically significant difference between the writing success and the Kruskal Wallis Test. The quantitative data analysis obtained answered the first and second research questions.

3.3.4.2 Qualitative data. These consisted of descriptive field-notes to describe of the events, activities, students and reflective field-notes to record personal thoughts of the researcher, and broad ideas for future studies were recorded by the researcher during an observation in a qualitative study. All notes were recorded immediately after the lesson was observed so as not to forget important details. For another qualitative data set, open-ended questions were asked of the

students and all information supplied by the participants were collected. Each student was asked to write after each of the five writing lessons in both programmes, reflecting on their feelings about the different tools. To help students to complete the task, a help was given before they first wrote their reflections. They were free to write in English or in Turkish, but almost all chose to write in English. In addition, all students in the class were asked to complete a short questionnaire after each of the five lessons (see Appendix D), which investigated their feelings and perceptions about the programs. After gathering the open questionnaire responses, and to analyze the data, several steps were involved in coding data. Coding is the process of segmenting and labeling text to create descriptions and enlarge themes in the data. Although there are no set guidelines for coding data, some general procedures exist (Creswell, 2007). Vivo coding was used to determine if there is a correlation between the use of interactive tools and increased L2 writing process and motivation. In vivo coding, students' actual words are coded. Firstly, all of the transcriptions were read and some ideas were carefully jotted down in the margins, and then text segments were identified and assigned a code word and phrase that accurately described the meaning of the text segments. Codes can address many different topics, such as perspectives held by the participants, participants way of thinking (Bogdan & Biklen, 1998). After coding the entire text, a list of code words was made by the researcher. Descriptive and statistical techniques were utilised to demonstrate the data, draw conclusions and are discussed under each research question in the following chapter. The qualitative data analysis obtained answered the third research question.

3.3.5 Validity and reliability. The questionnaires on the learner writing process were designed to see a correlation between the use of interactive tools and increased L2 writing development. The questionnaire on self-efficacy and writing development score, and self reflection data, were designed in accordance with the objective of the present study. Reliability assessment scored stable and consistent. Also, validity of the instruments pointed to the intended interpretation of test scores for the proposed purpose. Thus, a focus was on the consequences of using the scores from an instrument (Hublely & Zumbo, 1996; Messick, 1980). For the self reflection survey, a vivo coding was used by the researcher and by the expert to report the students own words. To ensure a high quality analysis, the categories were grouped

and to increase the accuracy of findings, well-established and well-documented procedures were used. The expert and the researcher made the same conclusion based on the same data set. They were coded in the same way. For students writing development score reliability, Spearman Rank Correlation was used. Inter-rater reliability is useful because teachers cannot interpret answer the same way. Teachers marked examinations and assessed on a regular basis, to ensure that they all adhered to the same standards. The reason for the evaluation by two experts is that they can provide the rationality of experts. If the evaluations of experts as a result of the writing programs of the students are rational, then the compatibility between experts evaluations for each examination must be high. Spearman Rank Correlation was chosen as a measure of compatibility. It estimates full length test reliability using all questions on an instrument. According to the correlations among the experts, a high degree of correlation was determined among the students writing achievement. Hence, there is a high degree of agreement among the experts evaluations. The correlation matrix obtained is given in Table 6 below.

Table 6
Reliability Analysis of Scores

		1 st Teacher	1 st Teacher	1 st Teacher	1 st Teacher	1 st Teacher
		Week 1	Week 2	Week 3	Week 4	Week 5
2 nd Teacher	R	,969				
Week 1	P	,000				
2 nd Teacher	R		,956			
Week 2	P		,000			
2 nd Teacher	R			,966		
Week 3	P			,000		
2 nd Teacher	R				,950	
Week 4	P				,000	
2 nd Teacher	R					,916
Week 5	P					,000

3.4 Limitations

There were six limitations for the study. The first limitation of the current study is the lack of comparison group. Because of the fact that there were no available classes to be used as control group, it can cause problems in generalizing the findings to a broader population. Secondly, this study has been carried out with only elementary level learners. It is not possible to generalize the findings to all language levels. The third limitation of the study was sample size. Because of the insufficient availabilities, the researcher carried out the study with 12 students. The fourth limitation of the study was technology and internet. There was sometimes limited access to fast internet connections at the school system. The fifth limitation of the study was computer literacy; a few students did not know how to use a computer. These issues limited the generalizability of the results. The last limitation was absenteeism. Some of the students did not attend the training regularly. This may have an influence on the efficiency of the program.

3.5 Delimitations

The delimitations utilised by the researcher in this study were determined by a desire to better gain an understanding of the complete relationship that exists between the technology tools and writing development, and how that relationship effects student writing achievement. To conduct the study, the researcher sought participants who were at a private school. The use of private school students in this study allowed the researcher to work with technology easily. In a public school, it was hard to find a school that had enough technology in place.

Chapter 4

Results

This chapter analyses the results of the questionnaires on learner writing self-efficacy and development. The data was interpreted in relation to the research questions formulated for the study. The aim of this chapter is to examine the answers to the research questions.

4.1 Research Question 1: To what extent did students' interactive writing training improve students' L2 writing?

A five week writing program was conducted to explore students writing performance. The written writing program was evaluated by two specialists (teachers) each week to provide the rationality. If the evaluations of experts as a result of the writing programs of the students are rational, then the compatibility between experts evaluations for each exam must be high. Spearman Rank Correlation was chosen as a measure of compatibility. If there is a high correlation between the evaluations of the two experts, it can be assumed that they are in agreement between the evaluations and evaluate to give similar results. The lowest correlation of the result of correlation analysis was obtained between FT-W5 (First Teacher- Week 5) and ST-W5 (Second Teacher- Week 5) of 0.916 units. According to the correlations among the experts, a high degree of correlation was determined among the students writing achievement. Hence there is a high degree of agreement among experts evaluations.

There were two analyses; weekly average score analysis and weekly average students individual analysis. As a result of the five week written writing program aimed at improving self-efficacy in writing to students, experts evaluations were collected for each week and an arithmetic average was obtained. The arithmetic mean was taken and the student's achievement score for that week was obtained. Since the scores of the students were obtained during the five week program and the same students were assessed, the measurements are repeated. The difference between

the five week assessments of the students was examined by Friedman's Two-way ANOVA. Friedman's two-way analysis of variance has been researched by Past Ready Software. According to the Friedman Two-way ANOVA, the students were found to have a statistically significant difference in writing success per week (Chi-Square = 47,233 p = 0,0001). Past ready software analyzes differences between groups using Wilcoxon (Wilcoxon Pairwise Comparisons) Test.

According to the Wilcoxon Test, there were significant differences between the achievements of the students over the entire week. The first analysis of weekly average score analysis presents the weekly development of writing success. See table 7 below.

Table 7

The Difference Test of the Students Writing Success According to the Week

	Week 1	Week 2	Week 3	Week 4	Week 5
Mean	39,375	47,7083	62,0833	73,5417	85,4167
Std Dev.	11,9718	10,8951	9,46485	7,02741	6,10824
Week 1	0	0,001464	0,000732	0,000732	0,000732
Week 2	0,01464	0	0,000732	0,000732	0,000732
Week 3	0,007322	0,007322	0	0,001464	0,000732
Week 4	0,007322	0,007322	0,01464	0	0,000732
Week 5	0,007322	0,007322	0,007322	0,007322	0

According to the weekly analysis score, it was determined that the success of the students increased weekly. The second analysis; weekly average students individual analysis presents that there was statistically significant difference between the writing success. The highest score was obtained in the S10 with 97.5 points and the lowest score was obtained in the S2 student with 52 average. The results obtained are given in Table 8 overleaf.

Table 8

Student's Weekly Average Individual Analysis

	1st	2nd	3rd	4th	5th	Change (5th-1st)	P
Student 1	32.5	40	62.5	75	82.5	50	
Student 2	30	40	55	60	75	45	
Student 3	37.5	40	62.5	75	85	47.5	
Student 4	30	42.5	60	75	82.5	52.5	
Student 5	40	50	65	77.5	90	50	
Student 6	30	45	62.5	75	85	55	0.002
Student 7	37.5	45	57.5	70	85	47.5	
Student 8	40	50	57.5	70	77.5	37.5	
Student 9	32.5	42.5	52.5	67.5	85	52.5	
Student 10	72.5	80	90	90	97.5	25	
Student 11	40	47.5	60	75	92.5	52.5	
Student 12	50	50	60	72.5	87.5	37.5	

According to the results of the weekly average students individual analysis, and writing development scores analysis, the maximum increase in writing development was realized in student 4, student 9, and student 11 with 52,5 points, whereas the minimum increase was realized in student 10 with 25 points and student 12 with 37,5 points.

According to all the results of research question 1, interactive writing training program increased students writing skills.

4.2 Research Question 2: To what extent did the students' self-efficacy develop after the interactive writing training?

Research question two measures the students' self-efficacy development after the interactive writing training. The study started with 12 students who volunteered for the research group in the study where the students 'self-efficacy' writing in English was examined. A five week writing training program was implemented to improve students self-efficacy in writing. Students were asked to score each question

on a scale of 16 items that measured their performance in English writing before the program was taken. The questions were intended to indicate the self-efficacy of the students in writing English. After a five week training session, the same students were asked to re-score the scale from 16 questions that question their self-efficacy in writing English. Thus, the program delivered to the same students for five weeks was examined on the basis of the scores given by the students on whether there had been an influence on English writing self-efficacy. The results of the Wilcoxon Test have been given in table 9 below.

Table 9

Conjugated Wilcoxon Signed Ranks Test Results for Research Question 2

		Paired Samples Statistics			Z	Asymp. Sig. (2-tailed)
		Mean	N	Std. Deviation		
Pair 1	Q1Pre	2,50	12	,674	-2,392	,017
	Q1Post	3,75	12	,866		
Pair 2	Q2 Pre	2,08	12	,900	-3,108	,002
	Q2 Post	5,00	12	,000		
Pair 3	Q3 Pre	1,75	12	,622	-3,115	,002
	Q3 Post	4,92	12	,289		
Pair 4	Q4 Pre	3,33	12	1,073	-2,236	,025
	Q4 Post	3,75	12	,754		
Pair 5	Q5 Pre	2,08	12	1,084	-3,097	,002
	Q5 Post	5,00	12	,000		
Pair 6	Q6 Pre	2,00	12	,603	-2,913	,004
	Q6 Post	3,75	12	,754		
Pair 7	Q7 Pre	2,08	12	,900	-2,640	,008
	Q7 Post	2,92	12	,515		
Pair 8	Q8 Pre	2,42	12	,996	-2,844	,004
	Q8 Post	4,33	12	,985		
Pair 9	Q9 Pre	2,67	12	,888	-2,271	,023
	Q9 Post	3,33	12	,778		
Pair 10	Q10 Pre	3,08	12	,515	-1,000	,317 ^{ns}
	Q10 Post	3,17	12	,577		
Pair 11	Q11 Pre	1,33	12	,778	-3,276	,001
	Q11 Post	5,00	12	,000		
Pair 12	Q12 Pre	2,50	12	,674	-2,271	,023
	Q12 Post	3,17	12	,718		
Pair 13	Q13 Pre	3,42	12	,515	-1,414	,157 ^{ns}
	Q13 Post	3,58	12	,515		
Pair 14	Q14 Pre	2,33	12	,651	-2,640	,008
	Q14 Post	3,33	12	1,073		
Pair 15	Q15 Pre	3,25	12	,622	-1,000	,317 ^{ns}
	Q15 Post	3,33	12	,651		
Pair 16	Q16 Pre	1,17	12	,577	-3,274	,001
	Q16 Post	4,92	12	,289		
	Q16 Post	4,92	12	,289		

According to the results of the Wilcoxon Test, there has been an increase in post scores at a statistically significant level regarding the self-efficacy of students,

when the scores have been compared with the pre self-efficacy scores. According to this difference, the students writing performance in answering the self-efficacy questions after the interactive writing tools training, was found to be higher than the writing performance in answering the self-efficacy questions before the interactive writing tools training. Before the interactive writing tools training, students writing total self-efficacy level was calculated as (M=38.00 p=0.002). After the interactive writing tools training, students' writing total self-efficacy level was calculated as (M=63.25 p=0.002). The results obtained are shown in table 10 below.

Table 10

The Total Self-efficacy of Students Before and After the Training

	N	Min	Max	Average	Std Deviation	P
Overall Pre-Self-efficacy	12	32.00	60.00	38.00	8.33	0.002
Overall Post-Self-efficacy	12	58.00	70.00	63.25	4.52	

When the analysis was evaluated as a whole, a statistically significant difference was identified on the students writing development regarding the self-efficacy on writing development between the pre- and post-survey scores. According to this difference, students self-efficacy on writing after the interactive writing tools training were found to be higher than the students self-efficacy on writing before the interactive writing tools training.

4.3 Research Question 3: What is the impact of the interactive writing tools training on L2 writers?

In order to investigate the effect of the interactive tools on the participants writing performance, the data were collected through using the surveys and field-notes. The questionnaires can be seen on appendices D and E. To understand the results of the quantitative self reported data in a better way, the researcher categorized the themes. The impact of the interactive writing training on L2 writers showed five central themes.

The students were asked to perform five different writing tasks and give feedback about the interactive writing tools training. The students reported the impact of the writing training. The self reported data that was used by the students were summarized and categorized in the table. The results about the impact of writing training on L2 writers obtained are given in table 11.

Table 11

The impact of the interactive writing training on L2 writers

Affective Impact on Feelings	Cognitive Impact	Meta- Cognitive Impact	Social Impact	Intelligence Impact
Increasing Motivation to Write	Writing Creatively	Organising Writing Skills	Receiving Feedback	Visual Learners
Becoming Engaged in Writing	Writing Fluently	Developing Writing Skills	Accessing Easily	Auditory, Musical Learners
Becoming Independent L2 Writers	Computer Literacy			Kinesthetic Learners
Developing Confidence				
Editing and Adding				

4.3.1 Themes emerging during the interactive writing tools training. According to the analysis of interactive writing tools training, which were conducted during interactive writing tools training, the students have developed positive feelings. These feelings have been explained within their examples below.

Affective Impact on Feelings

The first step to writing is understanding the relationship to writing. Efficient writers share similar feelings. The results of the self-efficacy questionnaires revealed that the interactive writing tools had effective impact on feelings. These impacts are Increasing Motivation to write - Becoming Engaged in Writing - Becoming Independent L2 Writing - Developing Confidence - Editing and Adding.

Increasing Motivation to Write

A different dimension to writing is providing different methods to motivate students. Motivation energizes the students writing skills and gives directions to them. The results of the training revealed that interactive writing tools training increased students motivation. They stated:

‘...I like it because it was awesome when I compare to the traditional one. I feel happy and get motivated because it is the first time I have done writing online like that’ (Bartu, 9th grade).

‘...I felt good because we spent quite a nice time in the classroom. My motivation towards writing in English increased. Adding pictures and editing easily motivated me to write’ (Abdullah, 9th grade).

‘...I believe traditional classes should be replaced with online classes because it is so motivating’ (Etga, 9th grade).

‘...Interactive tools were a brilliant and innovative new way to encourage students to write ideas and concepts in a creative and original way’ (Teacher).

So we can say that the most of the participants motivation might have increased. Through motivation, students’ writing motivation increased. It affected writing performance and increased an individual’ energy and task level.

Becoming Engaged in Writing

The second impact on feelings is becoming engaged in writing. Different instruction strategies and using technologies can enhance students engagement in the learning process and improve students writing skills. According to the students expressions, the technology had a positive effect on attitudes towards the writing process. Below some students expressed their feelings and the teacher expressed her observation:

‘...It increased my engagement and motivation. There was a greater willingness to write because it engaged me a lot. I missed maths lesson’ (Abdullah, 9th grade).

‘...It makes writing faster and clear. I can focus on longer period. It is a good opportunity for writing. It should be in the class’ (Gokpinar, 9th grade).

‘...It is time saving and can keep me focused on writing much longer than it can be with a pen and a paper. Technology presents opportunities for me to present different activities. I can engage in writing with these tools’ (Alperen, 10th grade).

‘...They were engaged and had fun creating their writings but, more importantly, they focused on the processes behind learning the language’ (Teacher 5th week of the study).

The self-reports of the participants show that all of the students engaged in writing when they were exposed to using interactive tools.

Becoming Independent L2 Writers

Another positive feature of the students’ reaction to the interactive writing training was that they saw more opportunities to voice their own thoughts and feelings. The following reports of five students and the teacher show how they were independent L2 writers:

‘...I was in an active role rather than the passive role. I have actively made choices by myself about how to generate and display information’ (Abdullah, 9th grade).

‘...The teacher was not the center of attention and I could write creatively. When you create a story, you write independently with the help of tools’ (Ertugrul, 10th grade).

‘...It was fun. I felt independent’ (Abdulah, 9th grade).

‘...Interactive tools promoted independent problem solving because they enabled students to write at their own pace. Students had longer attention spans for writing’ (Teacher, 4th week of the study)

The students own words show that they had stronger feelings and felt they had more opportunities for self-expression with the interactive writing tools.

Developing Confidence

The results of the training shows that developing confidence for writing in English has benefits for students. With plenty of thoughts and an idea of how to convey them, students feel better about beginning to write with these interactive tools. Another benefit for students is sharing online and getting approval from friends. Students need approvals because they value the beliefs and opinions of their friends. Approvals online from friends increase their performance and confidence level. The following statements of students explains to us that interactive writing tools training developed their confidence:

‘...The task was very good. It made me feel better when I wrote. Before writing I have lots of thoughts and ideas but I can not brainstorm them but now it is easy to write and put them order’ (Abdullah, 9th grade).

‘...I gained confidence about writing on the computer because I never finish anything, this is the first time I have finished a paper. I believed in myself and I am braver than I think it’ (Etga, 10th grade).

‘...I believe that it is fantastic to have friends who can see your work and provide you a great confidence’ (Alperen, 10th grade).

‘...I think it was interesting tool because it developed my confidence and feedback from friends helped me gain confidence in writing English’ (Omer, 9th grade).

It is understood that the reports that most of the participants confidence developed through using interactive writing tools training.

Editing and Adding

Writing style is unique to every student which they can achieve through editing and adding their papers. Editing and adding take time for students in a traditional way. The writing process is time consuming for students but with interactive tools, editing and adding are fast and easier. Some students and the researcher stated:

‘...It was great for writing and editing because the traditional way was time consuming for me’ (Etga, 9th grade).

‘...I liked adding a video, it was very easy and I created my own personal writing style. I like editing and adding so the tool includes all that. Picture adding and editing was great’ (Bartu, 9th grade).

‘...The tool which made writing easier and made the editing easier. Typing is better and much more motivating then writing on a paper because editing is not hard and not time consuming’ (Gokpinar, 9th grade).

‘...Students individuality and creativity were reflected in the backgrounds, templates, colors, and objects they chose to add to their work. Tools allowed students to add sounds, videos, and graphics to the text’ (Teacher, 1st week of the study).

According to the students own words, interactive writing tools training seem to support editing and adding easily. Students encounter difficulties when they write on a paper. By this way they overcame these difficulties.

Cognitive Impact

The results of the interactive writing tools training revealed that the participants had cognitive impact while using tools. These impacts are writing creatively, writing fluently, and computer literacy. Writing through interactive tools activated students mental activities. It is a kind of mental process. Students create not

by ordinary processes, but create a piece of work that is unique to students, much like an artist or inventor.

Writing Creatively

It has been found by analyzing the results of interactive writing tools training they support creative writing. Imagination, planning and vision are carried out and completed in a creative performance of the engagement bringing all the necessary skills together to achieve the desired writing. The following statements represent the report of nine students about the training:

‘...It influenced in a good way for example; it was so creative whatever I wanted I did. I like being able to create interactive stuff’ (Alperen, 10th grade).

‘...It made me creative when I wrote it. I think it is good for creative writing so I like creativeness and it motivated me’ (Mustafa, 9th grade).

‘...It influenced my imagination about creating the poster. It gave me choices to be creative like finding a background for writing, the more interactive tools, the better I can write more effectively’ (Mirza, 10th grade).

‘...I like the creative part of this tool. Creating a story was fun so it motivated me. It allowed me to be creative and I like creativity’ (Abdullah, 9th grade).

It can be concluded there was a positive impact on nine participants to be able to write relatively more creatively. The good thing is that the interactive writing tools training foster rather than restrict the creativity of the students.

Writing Fluently

Positive first impression is crucial for students who are demotivated from writing. Writing is a window into the students world where they can think and write

fluently. The following statements of students explain to us that the tools had an impact on writing fluently:

‘...I improved my writing skills. It makes writing faster and enjoyable’ (Etga, 9th grade).

‘These useful tools, you can use to improve the writing skill success you achieve with your papers. It improved my writing skills. Writing was faster and easier’ (Bahadır, 10th grade).

‘...It was beneficial for me because I cannot write fast, in this way I wrote fast and neat. I used the ‘Google’ and it helped a lot. ‘It accelerated writing’’ (Etga, 9th grade).

‘...It was great because there are some phrases and I used all of them. It is so effective because I can write quickly and use the internet for vocabulary meaning’ (Alperen, 10th grade).

To sum up, it has been revealed that interactive tools appeared to open the doors to write fluently. Interactive tools writing has serious implications on cognition and writing development.

Computer Literacy

The results of the interactive writing tools training revealed that five of the 12 participants stated that they had computer literacy. Many students are enthusiastic about incorporating technology into their lesson. Students feel comfortable using word processing and other applications.

‘...It was great, I like being literally literate. It gave me the most current information about technology’ (Mustafa, 9th grade).

‘...It is the information age and computer age so it influenced me in terms of it. I think my computer literacy increased’ (Omer, 9th grade).

‘...We all need computer literacy to succeed in the future and create nice writings’ (Etga, 9th grade).

‘...The tools helped students to analyze and organize information and used the writing process, media and learned computer literacy’ (Teacher).

By analyzing the data gathered through interactive writing tools training, it has been identified that students had a high level of computer literacy. Students were enthusiastic about incorporating technology into their writing lesson. Using online tools for writing embraced the computer literacy of students. From the teacher’s field-notes, it can be understood that the tools helped students increase their computer literacy.

Meta-cognitive Impact

The results of the data revealed that there are two different Meta-Cognitive Impacts. These are organizing writing and developing writing skills. Students become aware of their strengths, selected an appropriate strategy for their writing and revised or changed the strategies when necessary.

Organizing Writing

Using interactive tools for writing helped students overcome problems about organizing writing. Tools provide visual and verbal reactions and structures for writing development. The results show that eight participants could organized their writing well:

‘...I learned how to write a poster. I have learned different styles and I like it because it is different from other writing styles’ (Bahadır, 10th grade).

‘I have learned a new style of writing. I like writing but I have never tried doing a poster on a paper before because it was nonsense but this one I think it is better’ (Etga, 9th).

‘...It motivated me because it was different for me. I sometimes like explanations of diagrams, graphs, or maps. I learned how to make blogs’ (Kaya, 10th grade).

‘...I like the design of the website. I have learned different styles. It is good for brain development and for brainstorming because before I write a paragraph, I need to plan but this is good for writing and self-repair’ (Etga, 9th grade).

Developing Writing Skill

There seems to be a relation between writing development and using interactive tools. As students use the tools for writing, they develop writing skills. Connecting with social networking during writing classes assisted students in mastering writing skills. With interactive content offers certain advantages over conventional teaching method.

‘...It develops writing skills and I learnt new words. It gave the opportunity to write and solve problems together using the tool’ (Kaya, 10th grade).

‘...It is less challenging. It is future technology and enables writing. It is unique. It makes learning and writing easier’ (Mirza, 10th grade).

‘...I think it improves my writing skills. If we do it regularly, we can develop our writing’ (Ertuğrul, 10th grade).

‘...It improved my writing skills because it was great and visual for me’ (Bahadır, 10th grade).

Social Impact

Students like sharing information about themselves on social media sites. This study encouraged the sharing of information about their works. The results of the interactive writing tools training revealed that the participants had social impacts. These impacts are sharing easily, receiving feedback, and accessing easily

Sharing Easily

It has been found by analyzing the results of interactive writing tools training that four of the 12 students stated that sharing online is easier and faster. Participants stated:

‘...It was fun and motivating for me. It is a social success because I shared. I liked using different things to present a book. I liked writing in a group and sharing on media’ (Bahadır, 10th grade).

‘...The tool gave me the chance to show my work to my friends who use a Facebook online group. It was easygoing’ (Alperen, 10th grade).

‘...I think it socializes everyone because we connect through the internet and we upload our task to Facebook and can see the works and learn something different from there’ (Alp, 9th grade).

It has been concluded that four students had a positive social impact on sharing easily. Sharing online might be faster and simpler than the traditional way. Sharing online makes students socialize. Students have been accustomed to virtual learning which allowed them to socialize.

Receiving Feedback

It has been found that when students receive comments about their work, it is very encouraging. They also have a desire to share their messages with others. While they cannot communicate with others outside, online they can give feedback and receive feedback more easily. The following statements of three students explains to us that they were exposed the social impact:

‘...Being online was great because it was so motivating for me to write. I used the internet to check grammar and unknown words’ (Gokpınar, 9th grade).

‘...It is so creative because after creating a new image or adding a video my friends and my teacher could comment about the work’ (Ertugrul, 10th grade).

‘...Honestly, I do not have any relations with my friends so they can not see my works but when I shared my writing, everyone could see and wrote feedback’ (Bartu, 9th grade).

Accessing Easily

Internet-based technologies and tools facilitate more interactive, personalized instruction, which accelerate accessing the internet.

‘...It has improved my writing because I can reach the internet easily and add some pictures and find unknown words online’ (Etga, 9th grade).

‘...It motivated me in using the internet because whatever I want I easily reached. It helps to write because it is easy to reach all information you need when you write’ (Etga, 9th grade).

‘...It can explore my talent when I am exposed to the tool. I liked having access to the internet at school’ (Alperen, 10th grade).

It is understood that by engaging students more directly with the writing process, students might be able to master course instruction more easily. The results revealed that although EFL students utilize the internet densely and with a negative perception in their life, the quality of that utilization varies and needs to be improved via professional development programs.

Intelligence Impact

The results of the interactive writing tools training revealed that participants used the Intelligence Input while training. It was categorized as visual learners,

auditory – musical learners, kinesthetic learners. Every student has a preferred learning style. Knowing and understanding the learning style helps students to learn to write more effectively.

Visual Learners

Some students and the researcher indicated that they learn and think in pictures and learn best from visual displays including: diagrams, videos and maps:

‘...I follow written instructions better than oral ones. I am skillful at designing graphs, charts, and other visual materials’ (Mustafa, 9th grade).

‘...It encouraged me to use educational tools. I feel the best way to remember something is to picture it in my head so it is good. It was good because I am a visual learner it helped a lot for writing’ (Etga, 9th grade).

‘...It is visual and I enjoy using tracks and pictures when I write. When I write in a traditional way, I cannot add anything which is visual’ (Mustafa, 9th grade).

‘...It was great for me and I was motivated because I am good at visual arts’ (Ertugrul, 10th grade). ‘Using the technology and the internet motivated me because I prefer information to be presented visually’ (Bartu, 9th grade).

The tools worked well that engaged the visual, artistic and creative side of students and increased their motivation’ (Teacher’s field notes, 2nd week of the study).

It has been concluded that the writing tools training helped participants write better in this environment.

Auditory – Musical Learners

Another impact of intelligence is auditory – musical learners. Some students mentioned that they learn best through listening:

‘...Adding songs is the best because I like listening. When I write, I can add songs and videos; they invoke my emotions’ (Bartu, 9th grade).

‘...I enjoy music that’s why I like writing in English in this class’ (Alperen, 10th grade).

Kinesthetic Learners

The third intelligence impact is kinesthetic learners. The analysis of the interactive writing tools training revealed that three of the 12 participants are kinesthetic learners who liked writing through interactive tools. A few students said they have a good sense of balance and eye-hand co-ordination:

‘...I like using computer and surfing. I have a good balance and eye-hand co-ordination’ (Mustafa, 9th grade).

‘...I liked using hands and touching the keyboard. Tools motivated me. They are good for eye hand coordination and good for social skills’ (Kaya, 10th grade).

In conclusion, it can be said that the majority of the participants seemed to have positive impacts while using the interactive writing tools training. Students had positive attitudes toward using interactive tools as a writing tool. They adapt themselves to a rapidly changing world where technology has become central to lives. They learn to use how to write online without difficulty.

Chapter 5

Discussion and Conclusion

In the present study, the researcher has investigated whether there is a correlation between the use of interactive tools and increased L2 writing process or not in a high school setting. The results of the data analysis given in the previous chapter are discussed in detail in relation to the research questions. In this chapter, the main findings were discussed regarding the research questions. At the end of the discussion, the researcher will provide conclusions, suggestions and recommendations for further studies in foreign language learning.

5.1 Discussion and Findings for Research Questions

The purpose of the study was to see the impact of the interactive writing tools training on participants' writing development. In this section, the discussions of the results are provided in the same order as the results were given.

5.1.1 Discussion of quantitative findings. The quantitative data were gathered through research instruments results to respond the first and second research questions.

First, the data gathered through students writing scores were analyzed by the Spearman Rank Correlation. It was chosen as a measure of compatibility. The difference between the students five week evaluations was examined by Friedman's Two-way ANOVA. Past ready software analyses differences between groups using Wilcoxon (Wilcoxon pairwise comparisons) Test. The score of students writing was calculated using the Wilcoxon Test. As a result of the five week writing program applied to the students, there was no statistically significant difference between the

writing success and the Kruskal Wallis Test. According to the Friedman Two-way ANOVA, the students were found to have a statistically significant difference in writing success per week (Chi-Square = 47,233 $p = 0,0001$). Therefore, the findings of this research question suggests that the interactive writing tools training have a positive impact on students writing development scores.

The findings of students writing score analysis resonates with those of many other studies (Peterson-Karlan, 2011) who supports the idea that the integration of technology with writing practices adopts different forms: technology can support writing, technology-enabled writing is effective. Redfen and Edwards (1997) also claim that interactive writing is one of the strategies claimed to inspire children to write. The results of this research question are also consistent with many studies on the impact of interactive writing tools training in the literature. Chuo (2007) investigated the effects of the Web Quest Writing Instruction (WQWI) program on Taiwanese EFL learners' writing performance, writing apprehension, and perception of web-resource integrated language learning. Regarding the first research question of this study the researcher conducted the online writing program. One class received traditional classroom writing instruction and the other class, the WQWI program. The results showed that students in the WQWI class developed their writing skills importantly more when compared to those in the traditional classroom writing class. Students had a favourable feelings of the WQWI program, recognising more advantages than disadvantages of the language learning through web resources. The findings suggested that integrating web resources into EFL writing instruction, using the Web Quest model, was effective for enhancing students writing performance and provided a positive learning experience.

To sum up, like the other studies mentioned above, the results of the statistical analysis found that there has been a statistically significant increase in students' writing scores after the interactive writing tools training. Therefore, it can be inferred that the interactive writing tools training improved at an elementary level students writing performance positively. The data obtained from the current research question will be discussed with the other research questions to provide a wider perspective on the impact of interactive writing tools training.

Secondly, the data gathered through pre- and post-students self-efficacy development were analyzed by using Wilcoxon Test, to explore the changes in students self-efficacy after the interactive writing tools training. As the scale had 16 items which are writing styles, these styles have been analyzed separately first, then the scale was analyzed as a whole.

Considering the scale as a whole, it has been found that there has been a positive change in the self-efficacy of students.

According to the analysis of the self-efficacy survey, interactive writing tools training increased students self-efficacy and this increase was found to be statistically significant. When the items in the self-efficacy scale were analyzed before interactive writing tools training, it has been defined that the highest level of self-efficacy was the description of something, an email about daily routine and free time, using appropriate tenses and brainstorming ideas for the text and writing them down as notes. When it comes to the highest level of self-efficacy after the interactive writing tools training, it has been revealed that the use of interactive writing tools training increased students self-efficacy level on writing a short review of a book, writing a film review, writing better through using interactive tools, writing a short story, using interactive tools for writing. Considering the statistically significant increase in students self-efficacy after the interactive writing tools training, it can be concluded that the use of interactive tools are crucial facilitators for writing development. The result is supported by Bandura (1997), beliefs of self-efficacy are often based on students feeling that they can attain a goal, or that they are skilled at a task. Additionally, Sanacore (2008), states that electronic writing also increased students perception whose self-efficacy is low. One common thread among reluctant learners is their perception of themselves, known as self-efficacy. The results of this research question are also consistent with many studies on the impact of interactive writing tools training in the literature. Eastwood, Gall and Piggot (2012) investigated the effects of eTools. The criteria considered while selecting eTools for writing is effective for teaching or improving writing skills, these eTools provided students with a hands-on way to develop the necessary writing skills while appealing to a variety of learning styles. An essential goal of this project is for these tools to help guide students and teachers through various aspects of the writing

process in new and innovative ways, through the use of technology while increasing student engagement, motivation and self-efficacy. They found that these e-Tools are meant to support students' progress throughout all stages of the writing process while increasing their motivation by learning through technology use. Classroom implementation of these eTools allowed students to actively engage in the writing process in a more meaningful way. The findings of their research explored that the students developed self-efficacy and students motivation by learning through technology use are highly related with writing development.

When the self-efficacy survey was analyzed after the interactive writing tools training, the first five increased skills are writing a short review of a book, writing a film review, writing better through using interactive tools, writing a short story and using interactive tools for writing. On the other hand, when the least increased skills were investigated, the list of first five skills consisted of making and organizing notes, using appropriate tenses, writing in the correct style and brainstorming ideas for the text and writing them down as notes. However, there is a statistically significant increase in some skills, such as using interactive tools, writing through interactive tools and writing a film review. In this regard, it can be inferred that the interactive writing tools training has improved the students self-efficacy on writing.

Considering the statistically significant increase in the students self-efficacy scores after the interactive writing tools training, it can be inferred that the use of interactive tools had a positive impact on students writing skills, because there is a statistically significant increase in self-efficacy scores.

With the last part of the scale, the lowest increase on the self-efficacy level, it was revealed that there was no statistically significant difference between the frequencies of interactive writing tools before/after the interactive writing tools training. When the reasoning behind this is considered, there may be two factors. Firstly, the scores of the students were high before the training. Therefore, there has not been a significant difference after the interactive writing tools training. Secondly, when the researcher reviewed her field-notes and qualitative data, it has been realized that the learners were not provided with enough support to those with the lowest skills during interactive writing tools training. However, when compared

to other high level scores of self-efficacy, there is not a big difference. This means that there may not be a significant difference, but it does mean that the learners do not increase the level of self-efficacy. The students were already using these skills; therefore this has not led to a big difference.

To sum up, according to the results of quantitative measurements of interactive writing tools training, there has been a statistically significant increase in students writing development and their self-efficacy after the training, when the scale is analyzed as a whole.

5.1.2 Discussion of qualitative findings. The qualitative data were gathered through using two kinds of instruments, which are self-reflection of students and the teacher's field-notes. In the self-reflection survey, the learners self reported the overall impact of interactive writing tools training. In the field-notes of the researcher, students were observed during the training time and observations were noted.

Firstly, according to the qualitative analysis of self-reflection of the students during the interactive writing tools training, some themes emerged; affective impact on feelings, cognitive impact, meta-cognitive impact, social impact and intelligence impact. Students have developed positive feelings.

The learners reported that there was an effective impact on feelings, increasing motivation to write while they were writing. Boscolo & Hidi (2007) states that to offer a more motivated experience for students, this is best done via the world of technology. The impact of technology with writing practices can be seen on the motivation of students who seem to be more engaged and motivated when they can use the computer to write. Knezek, Miyashita and Sakamoto (1993) also agreed that facilitating successful lessons that involve the use of technology can create a positive learning experience; therefore, increasing students motivation toward education. Alanazi (2013) also analyzed students writing processes and asked if their formal writing skills were improved by the practice of electronic writing and informal writing activities. The result of the study showed that e-writing increases learning about writing, better understanding for superior writing ability, increased understanding about the writing process, improved self-esteem, and a willingness to

undertake writing assignments after this experiment. The current study is consistent with the above mentioned study, because when students started to use interactive tools, they self-reported that motivation to write was increased. Instead of anxiety, they built self-confidence through interactive writing tools. Moreover, Kara-Soteriou, Zawilinski and Henry (2007) reported that to engage students to become independent writers, teachers need to be provided with a list of resources on the internet to encourage students to become better writers as they are completing their work. During all sessions of interactive writing tools training, the learners reported that they feel themselves as independent writers and engaged in writing. It has been also revealed by the self-reports that editing and adding was fun, fast and easier. According to Peterson and Karlan (2011), the integration of technology with writing practices can adopt different forms; technology enabled writing (e.g. new sources and tools that enhance sharing and editing). Instead of long times for writing, they had fast, fun and easier times writing. Braine (1997) analysed that tools give students the inspiration needed to enhance their writing skills by giving them the possibility of using technology, e.g. visual materials, clear instructions, and a pleasurable experience. The results of the study showed that success in writing can lead to a more confidence and increases motivation. Having them in the classroom enhances the writing process and education becomes fun. The current study is consistent with the above mentioned studies, because when the students were exposed to interactive writing tools, they self-reported that their writing motivation and self-confidence increased and they became independent writers and engaged in writing with the help of interactive writing tools.

In addition to an effective impact, students reported that there was a cognitive impact while they were exposed to interactive writing tools training. Hague and Payton (2010), state that tools broaden students writing skills because they engaged the visual, artistic and creative side of students and increased their writing skills, and he also mentioned that to be digitally literate is to have access to a broad range of practices and cultural resources that you can apply to digital tools. Miyazoe and Anderson (2010) investigated the relation between students' positive perceptions of the blended course design with online writings e-wikis being the most favourable, followed by blogs and forums. The study showed positive effects on students language learning progresses. The results were quite encouraging and creative for

students. According to Ningsih and Fitrawati (2014) who used the Mystorymaker site for improving and motivating students to learn writing in a junior high school. The results showed that it made the students interested in their learning process and stimulated the students who were encouraged be more creative. Students were confident and creative in writing by using on their own ideas to create a text. The current study is consistent with these studies, because when the students were writing, they self-reported that creative writing was completed and computer literacy were increased.

Besides cognitive impact, students reported that they had meta-cognitive impact while they were training. They organised their writings well and developed their writing skills. Shu and Wang (2011) state that young adults in the digital age devote more time to accessing digital-media information than information from traditional printed texts, and students enjoy accessing technology as part of classroom work. This can be a positive strategy for building the writing skills of those students who feel unable to write. Bong-Gyu Kim (2010) also analysed the learners' performance on online peer review activity and their views on computer-mediated writing interaction in English. The study showed that in online activity, learners were interested in performing self-editing and self-clarification, adding post interaction, translating some words into English and so on. Learners generally showed strong interests in online learning and high expectations on the improvement of writing ability through online activities. The current study is consistent with the above mentioned study, because when the students were exposed to interactive writing tools training, they self-reported that their writing skills developed and they could organise their writing better. Instead of traditional writing, online writing is good for brainstorming, adding, organising and self-editing.

In addition to cognitive impact, students reported that they were exposed to social impact while they were using interactive writing tool. The results of students self-reports show us that they like sharing information about themselves on social media sites and they were socialised. Therefore, it can be inferred that they easily adapted to the program and it socialised them. Goldberg (2003) stated that the writing process is more collaborative and social when students write in computer classrooms, than when they write in traditional paper-pen conditions. Students who

write on the computer share their work more easily with each other. Galy, Downey and Johnson (2011) also found that students enjoyed learning from online tutorials and e-Tools (electronic and web-based tools), especially those that captured audio and visual and encouraged student interaction. The study revealed that students enjoyed quick feedback. The current study is consistent with the above mentioned study, because the learners reported that they received feedback from their friends and the internet quickly.

The last impact was intelligence impact which students reported during the interactive writing tools training. Gündüz and Ünal (2016) explored the effects of multiple intelligence activities versus the traditional method of English writing development. The result of the study showed that multiple intelligence based activities were more effective than the traditional way of instruction in enabling the students to write in a more effective way and this process increased the level of writing. Gardner (1993) stated that each learner is a 'unique' person and suggests that all children have different inclinations in the eight intelligences. The current study is consistent with the above mentioned study, because when the learners were exposed to interactive writing tools training, they reported that they enjoyed the tasks and tools which supported their multiple intelligences. Instead of addressing one intelligence, different tools addressing different intelligences can enable teaching the same things in different ways and reach most of the students and help them to understand the lesson.

Secondly, according to the qualitative analysis of field-notes of the researcher during the interactive writing tools training, the researcher reported that students liked the tool and they believed that it made learning more interesting and fun. Firstly, that students found writing challenging and boring which became more interesting with the tools. The tools enabled students to write at their own pace and allowed for individualized instruction. Students wrote according to their abilities and needs. This form of teaching was good for the researcher because it gave her time to work individually with students who may be struggling with writing. Burns (2014) states that modern technology offers incredibly efficient ways to improve the skills, techniques, and creativity of writing and can also support a convenient way to boost their writing skills online. By integrating interactive tools in the classroom, the

researcher has set students up to be successful writers outside of the school environment.

To sum up, qualitative findings revealed that the learners became more motivated and confident writers after interactive writing tools training. The analysis indicated that the learners did not even know of the interactive tools writing before the training. After the training, they became aware of the benefits of the tools and they used them effectively. This study promoted students writing by actively practicing interactive writing tools, allowing students to become comfortable and positive about their own writing capabilities.

5.1.3. Explaining quantitative results with qualitative results. This study aimed to explore the impact of interactive writing tools training on students writing skills by gathering both qualitative and quantitative data. The improvement of writing performance was revealed by scoring the writing paper. The result of the analysis showed that there has been a significant increase in students writing scores after the interactive writing tools training. Additionally, the increase in students self-efficacy towards writing was revealed by analyzing the pre and post self-efficacy survey results. According to the results, there was a statistically significant difference identified on the students writing development regarding the self-efficacy on writing development between the pre and post-survey scores. According to this difference, students self-efficacy on writing after the interactive writing tools training were found to be higher than the students self-efficacy on writing before the interactive writing tools training. When the findings of qualitative analysis are considered, it is noticeable that they resonate with quantitative findings. The students reported increases in learning about writing, better understanding for superior writing ability, increased understanding about the writing process, improved self-esteem, and a willingness to undertake writing assignments during the study. The improvement in writing performance has been proved by the analysis of writing scores, self-efficacy survey and students reflection of the task. The overall results that emerged from the quantitative and qualitative research regarding the impact of interactive writing tools training on L2 writers are displayed in table 12.

Table 12

Impact of Interactive Writing Tools Training

Interactive Writing Tools Training
Increased self-efficacy
Increased Writing Scores
Identified qualitatively positive points in students

To sum up, quantitative and qualitative findings are compatible with the results that the training of interactive writing tools developed EFL learners writing skills.

5.2 Conclusions

The current study was mainly designed to examine the impact of interactive writing tools on students writing development skills. The objectives of the study were brought to conclusion by analyzing both the quantitative and qualitative data. The main findings of the study are summarized as follows:

Firstly, it has been concluded by analyzing and writing scores of the participants that interactive writing tools training has a great impact on students writing performance. It has been revealed that learners writing scores have a statistically significant difference in writing success per week (Chi-Square = 47,233 $p = 0,0001$). The findings of writing scores resonate with many studies in the literature review. For example, Bredekamp, Knuth, Kunesh and Shulman (1992) suggest that to learn something new, children must become aware, explore, inquire, use, and apply. Using a technique such as interactive writing can help to decrease some problems and increase writing development.

Secondly, pre and post self-efficacy of students towards writing analysed to explore the self-efficacy of the students in writing English. The findings showed that before the training, the learners were unaware of interactive writing tools and they

did not use them at all. With the implementation of interactive writing tools training, there has been an increase in post scores at a statistically significant level regarding the self-efficacy of students, when the scores have been compared with the pre self-efficacy scores. According to this difference, the students post self-efficacy scores on writing development was found to be higher than the post self-efficacy scores on writing development.

In short, interactive tools writing training statistically increased students writing scores development and students writing self-efficacy development. Both are displayed in the line chart overleaf.

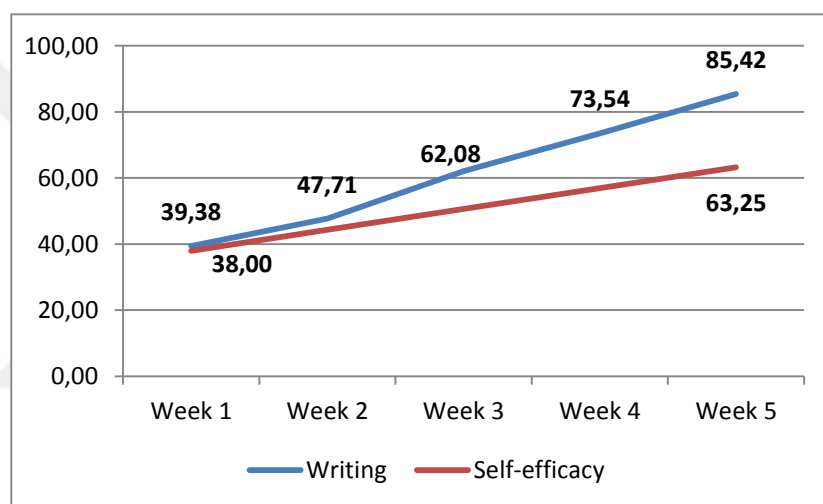


Figure 1

Line graph showing scores of students' writing development and self-efficacy.

Thirdly, weekly reflection of the tools was implemented after all sessions to explore the students self-reported thoughts and overall impact of interactive writing tools training. The findings showed that through interactive writing tools training, they reported increases in learning about writing, better understanding for powerful writing ability, increased writing motivation, improved self-esteem, and a willingness to complete writing assignments after this training.

Finally, the results of the study revealed that the interactive writing tools training improved students writing performances. Moreover, writing scores of students were increased after the training. Additionally, it has been revealed

that self-efficacy of students increased towards writing. Furthermore, the learners were more interest and had improved self-esteem. In short, the interactive writing tools training impacted the elementary level students writing skills positively.

5.3 Recommendations for future research

By taking the findings into consideration and because of the limitations and delimitations of this study, the following suggestions may be considered for further research.

To broaden the research findings, there are some issues that future researchers might consider. Firstly, the future researchers, who mainly focus on the writing online, might generalize the finding of their studies if they have a comparison group in their studies. It will provide them with an opportunity to broaden their research findings to a broader population. Secondly, the researcher of the current study carried out the interactive writing tools training with elementary level students. Future researchers may apply writing training with participants from different language proficiency levels. The impacts of the training might differ according to proficiency level. This study was conducted in a private school that has a internet connection. It should be conducted in public schools with internet connection provided for using in the classroom. Thirdly, the students had problems with computer literacy. Future researchers may apply pre computer literacy training with students.

Additionally, future researchers might try to conduct interactive writing tools training in all schools, around the world. Students are excelled in the use of technology and writing can be made easier and fun when using interactive tools.

To sum up, as teachers, we need to make students realize that computers are not just for playing games or surfing; the technology will stay with them into later life. It is beneficial for education and for future careers. At the beginning of the term, all teachers should educate and give seminars to students about the real digital life. Students think of being online, using a mobile as ‘digital life’. Teachers should teach

students the skills they need to use technology wisely and well. They showed encourage them to explore, enjoy, communicate, create and improve their writing.

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APPENDICES

Appendix A

Assignment Evaluation Rubric: After all writing papers had been written by students, both teachers scored the papers by according to the evaluation rubric shown below.

	0-30	30-50	50-80	80-100
Content 20	The sentences are not about one topic. Writes only basic sentences with no description.	The connections between the ideas in the sentences are not very good. It is difficult to find the important topic.	The writer tries to write about one topic, but some of the ideas are not connected well	The writer shows strong connections of ideas around a single topic.
Accuracy 20	Makes many mistakes. The sentences are difficult to understand.	Makes some mistakes. The sentences are sometimes difficult to understand.	Can use the grammar correctly most of the time. There are mistakes, but the sentences are easy to understand.	Writes good sentences with correct grammar most of the time. The sentences have good structure.

Fluency 20	Writes fewer than 5 complete simple sentences	Writes 5-7 complete sentences.	Writes 7-10 complete sentences and compound sentences (and, but, so)	Writes more than 10 complete sentences and compound sentences (and, but, so)
Using Interactive tools 20	Writers cannot use tools (adding picture, videos, sounds, charts, maps) and can make simple mistakes.	Writers uses a few tools (adding picture, videos, sounds, charts, maps) to create their writing but sometimes	Writers can use the tools (adding picture, videos, sounds, charts, maps) correctly most of the time.	Writers have strong ability to use the tools (adding picture, videos, sounds, charts, maps).
Growth in a students' independent writing 20	Writers may be a reluctant writer and has limited experience in writing.	Developing fluency and writes some degree of confidence, lacks techniques to engage reader.	Comfortable with writing, developing skills and confidence, begins to use techniques to engage reader.	Competent and confident writer who writes independently, uses a wide range of techniques to engage the reader

Appendix B

Pre-project Questionnaire

For Elementary Level Students

The Writing Self-efficacy Survey

Değerli Öğrenciler,

Bu anketin vereceği sonuçlar akademik bir çalışma için kullanılacaktır. Verdiğiniz cevaplar toplu olarak değerlendirilecektir.

Anketi içtenlikle cevaplayıp, bu akademik çalışmaya destek verdiğiniz için teşekkür ederiz.

1.BÖLÜM

Kişisel Bilgiler

1. Yaşınız?:
2. Cinsiyetiniz?:
3. Ne kadar zamandır İngilizce öğreniyorsunuz?

a) 3 yıldan az b) 3 – 5 yıl c) 5 yıldan fazla

2.BÖLÜM

Öz Yeterlilik

Lütfen aşağıdaki cümleleri okuyup size en yakın olan seçeneği işaretleyiniz.



3.BÖLÜM

The items in the questionnaire were based on the course objectives in their course books. In order for us to continually observe the quality of our project, it was asked that you take a few minutes to complete this evaluation. Your input will help me understand the impact of our interactive tools efforts.

Rating scale: 1 - strongly disagree, 2 – disagree, 3 – unsure, 4 – agree, 5 - =strongly agree

Self-efficacy Questionnaires		1	2	3	4	5
1	I can present information on most familiar topics using a series of simple sentences.					
2	I can write a short review of a book.					
3	I can write a short story.					
4	I can write an email about daily routine - free time.					
5	I can write a film review.					
6	I can write an advertisement.					
7	I can make and organise notes.					
8	I can write an announcement.					
9	I can brainstorm ideas for the text and write them down as notes.					
10	I can use appropriate tenses.					
11	I can write better through using interactive tools					
12	I can write in the correct style.					
13	I can write a description of something.					
14	I can write a short blog post.					
15	I can write a short summary of an event.					
16	I can use interactive tools for writing.					

APPENDIX C

Post-project Questionnaire

For Elementary Level Students

The Writing Self-efficacy Survey

Değerli Öğrenciler,

Bu anketin vereceği sonuçlar akademik bir çalışma için kullanılacaktır. Verdiğiniz cevaplar toplu olarak değerlendirilecektir.

Anketi içtenlikle cevaplayıp, bu akademik çalışmaya destek verdiğiniz için teşekkür ederiz.

1.BÖLÜM

Kişisel Bilgiler

4. Yaşınız?:
5. Cinsiyetiniz?:
6. Ne kadar zamandır İngilizce öğreniyorsunuz?

a) 3 yıldan az b) 3 – 5 yıl c) 5 yıldan fazla

2.BÖLÜM

Öz Yeterlilik

Lütfen aşağıdaki cümleleri okuyup size en yakın olan seçeneği işaretleyiniz.

3.BÖLÜM

The items in the questionnaire were based on the course objectives in their course books. In order for us to continually observe the quality of our project, it was asked that you take a few minutes to complete this evaluation. Your input will help me understand the impact of our interactive tools' efforts.

Rating scale: 1 - strongly disagree, 2 – disagree, 3 – unsure, 4 – agree, 5 - =strongly agree

Self-efficacy Questionnaires		1	2	3	4	5
1	I can present information on most familiar topics using a series of simple sentences.					
2	I can write a short review of a book.					
3	I can write a short story.					
4	I can write an email about daily routine - free time.					
5	I can write a film review.					
6	I can write an advertisement.					
7	I can make and organise notes.					
8	I can write an announcement.					
9	I can brainstorm ideas for the text and write them down as notes.					
10	I can use appropriate tenses.					
11	I can write better through using interactive tools					
12	I can write in the correct style.					
13	I can write a description of something.					
14	I can write a short blog post.					
15	I can write a short summary of an event.					
16	I can use interactive tools for writing.					

Appendix D

Name:

Surname:

Date:

Students' Reflections After The Task

1-How do you feel about doing the task?

2-How has the task influenced your writing?

3- What did you like?

4- In what ways did it motivate you to write?

5- Does this tool address writing skills?

If it is 'yes' why?

If it is 'no' why?

Appendix E

Fieldnotes

Date:

Duration:

1-How did you use this tool in your teaching? Provide specific examples.

2-What worked?

3-What didn't?

4-Who did you use the tool with, for what purpose, and in what setting?

5-What were the specific takeaways for your students?

6-What is your overall opinion about the teaching tool?

7-Did your students like this task?

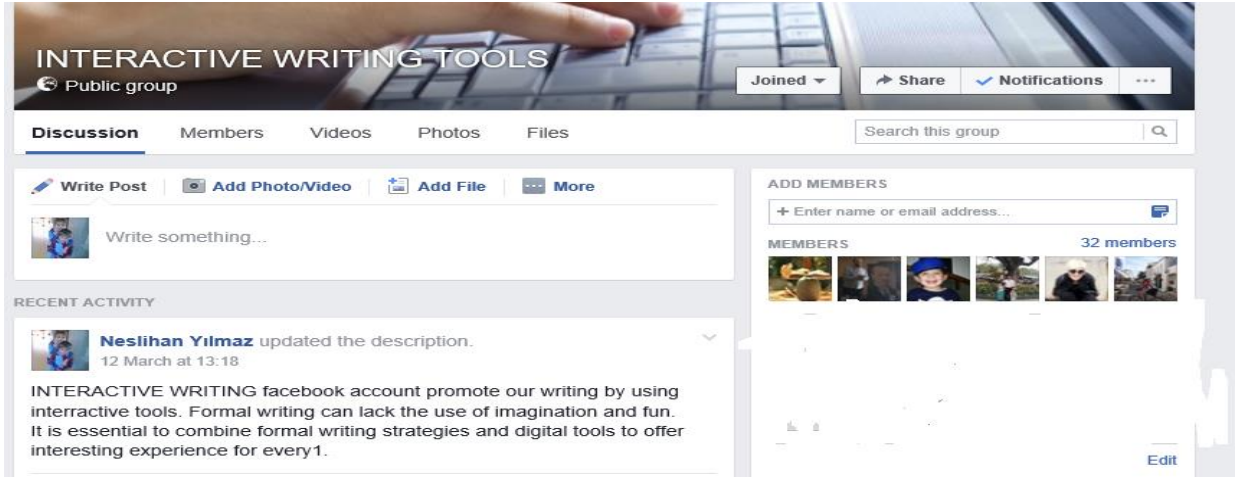
8-Did your students learn from this task?

9-Do you recommend this task?

Appendix F

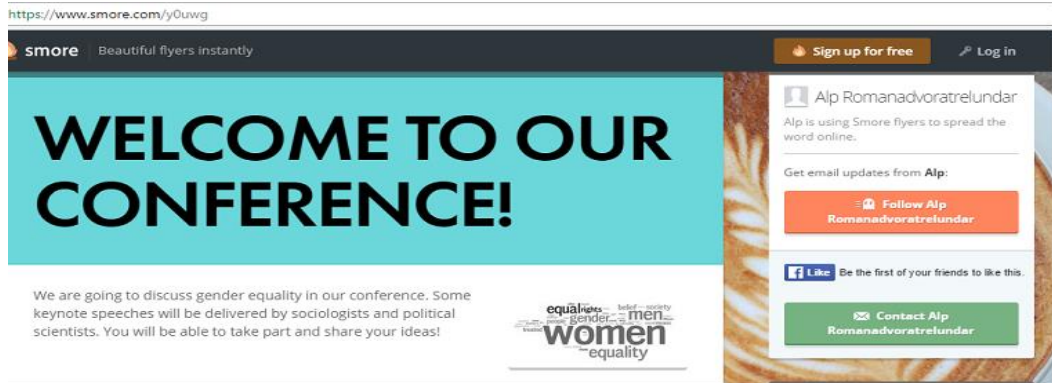
Students' Assignments

Facebook Account of the Study



Tools:

Smore



- 10.00: Opening Ceremony
- 11.30: Session 1
- 13.00: Lunch
- 14.00: Session 2
- 15.30: Break
- 16.00: Session 3
- 17.30: Closing Ceremony and Keynote Speeches

ISSUES

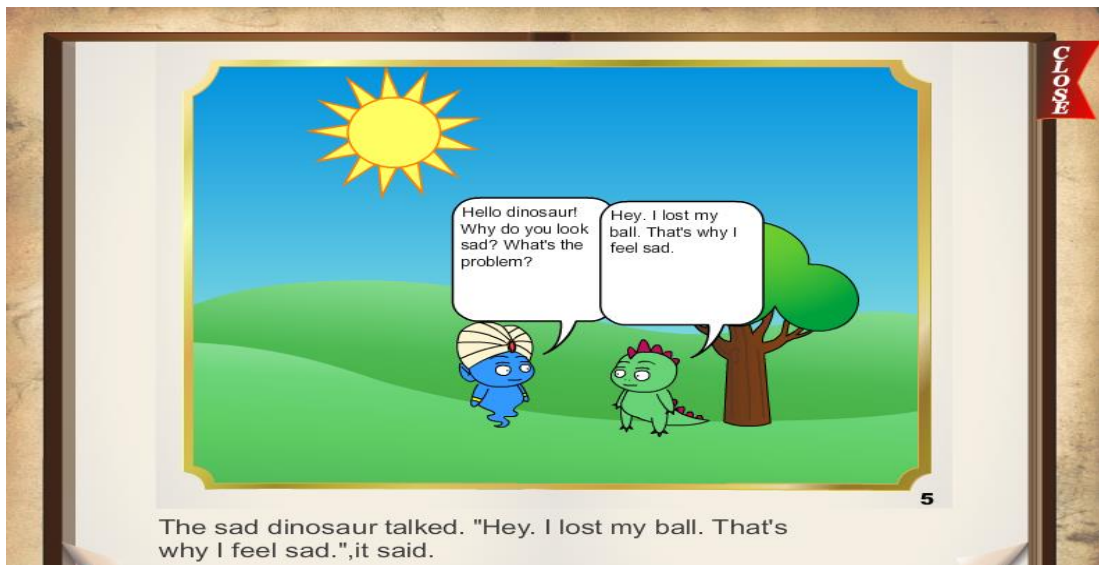
Rape and sexual assault, marriage and divorce rights, gender pay gap, women's place in society, how sexism affects all of us and household chores and women are among the issues we are going to talk about.

All participants will receive a welcome pack, which includes brochures and flyers on the topic, and a notepad and a pen to take notes. Please contact our school if you wish to join.

Thinglink



Mystorymaker



Glogster

My best friend is Nesibe from my secondary school. She is 15. She is of medium height, slim and she has brown hair and light tan skin. We've been friends with her for 9 years.

FRIEND

She was very calm when we met in 1st grade. She didn't talk too much, she didn't make a lot of jokes either. But when we started to be friends, turns out she is the craziest person I've ever met!

She is very fun, supportive, sweet and understanding. We always have fun while hanging out with her. I promise you'll never get bored when you're around.

She's currently studying high school in Aydın. We still see each other and catch up! But sometimes I miss her along with my other friends in Aydın and wish I was with them. But we still talk on the phone for hours every week!

Best Friends

Pictochart

The Maze Runner

The Maze Runner is a 2014 American sci-fi novel by James Dashner. It is the first book in the Maze Runner series. The book is based on James Dashner's 2009 novel of the same name.

Story

The story follows a group of boys who are trapped in a maze. They must work together to survive and escape. The story is set in a post-apocalyptic world where a virus has wiped out most of the population. The boys are the only ones left, and they must find a way to escape the maze before it's too late.

Why You Should Read It?

If you like sci-fi movies, it also published as a you'll probably like it. If you are too lazy to story.

I like it cause of the wonderful scenes and the wonderful story and I recommend it to everybody.

Pictochart

CURRICULUM VITAE

PERSONAL INFORMATION

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WORK EXPERIENCE

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CERTIFICATES

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