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ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

EFFECTS OF USING WOOCLAP AND PADLET APPLICATIONS ON IMPROVING THE WRITING SKILLSOF ENGLISH LEARNERS

MASTER'S THESIS

Dilara SAYGILI DURAK

Department of Foreign Languages Education

English Language Education Program

FEBRUARY, 2024

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(Y2112.021053)

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Thesis Advisor: Assist. Prof. Dr. Eyyüp Yaşar KÜRÜM

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APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study "Effects of Using Wooclap and Padlet Applications on Improving the Writing Skills of English Learners", which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (29/02/2024)

Dilara SAYGILI DURAK

FOREWORD

Achievements in academia or even in the workplace are never the product of a single mind. Therefore, I want to thank a few people in this section of my thesis research.

Firstly, I am grateful to my thesis advisor Assist. Prof. Dr. Eyyüp Yaşar KÜRÜM who has guided me throughout my thesis study and has helped me whenever I have had a problem.

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Last but not least, my special thanks go to my soulmate and significant other Berkecan DURAK who constantly gave me emotional support and comforted me during the hardships of my research.

February, 2024   Dilara SAYGILI DURAK

EFFECTS OF USING WOOCLAP AND PADLET APPLICATIONS ON IMPROVING THE WRITING SKILLS OF ENGLISH LEARNERS

ABSTRACT

The integration of technology in education has become increasingly important in classrooms across the world. Technology has always been a useful tool for improving learners' English language skills. However, writing is now one of the most valued skills due to technology since it is extensively used in higher education and in the workplace. With the use of modern educational technologies, there are numerous ways to utilize and modify global learning resources used in English writing classrooms. Therefore, making use of technology and studying English are vital requirements for the learning environment and should be made mandatory for all students. Students are learning more effectively and becoming more adept at multitasking thanks to the integration of technology in the classroom. It has therefore been included in the educational system. Consequently, this study aimed to make use of technology and computer-assisted language learning and investigate the possible effects of using Wooclap and Padlet applications on students' writing skills. For this purpose, one experimental group and one control group consisting of 50 participants in total took part in the research. Several activities in Wooclap and Padlet were integrated into lessons, and at the end of the 8-week treatment, essays written by students were quantitatively analyzed to investigate the effects of using Wooclap and Padlet applications in writing lessons. It was concluded that using Wooclap and Padlet applications improved students' overall writing skills. Also, the students could excel in different parts of the essay such as task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. The participants were able to increase their writing scores in all essay types. In such manner, the advantages of using digital tools in writing lessons to enhance students' writing abilities were discovered.

WOOCLAP VE PADLET UYGULAMALARININ KULLANIMININ İNGİLİZCE ÖĞRENCİLERİNİN YAZMA BECERİLERİ ÜZERİNDEKİ ETKİLERİ

ÖZET

Teknolojinin eğitime entegre edilmesi dünya çapında bütün derslerde büyük önem kazanmıştır. Uzun bir süre boyunca teknoloji, öğrencilerin yabancı dil becerilerini geliştiren faydalı bir araç olmuştur. Fakat teknoloji sayesinde, öğrencilerin yazma becerileri hem yüksek öğrenimde hem de çalışma alanlarında geniş ölçüde kullanılması sebebiyle günümüzde en çok değer görüp desteklenen becerilerden biri haline gelmiştir. Modern eğitim teknolojilerinin kullanımıyla birlikte, İngilizce yazma derslerine uyarlanıp kullanılabilecek pek çok küresel öğrenme kaynağı bulunmaktadır. Bu sebepten dolayı İngilizce öğrenmek ve aynı zamanda teknolojiyi kullanmak bütün öğrenciler için bir gereklilik olup öğrenme sürecinde zorunlu tutulması gerekmektedir. Sınıflardaki eğitime teknolojinin entegre edilmesi, öğrencilerin daha etkin bir şekilde öğrenmesine ve aynı zamanda çoklu görev becerilerinin gelişmesine olanak sağlamıştır. Bu sebepten dolayı teknoloji, eğitim sistemine entegre edilmiştir. Sonuç olarak bu araştırma, teknolojiyi ve bilgisayar destekli dil öğrenimini kullanmayı ve Wooclap ve Padlet uygulamalarının öğrencilerin yazma becerileri üzerindeki muhtemel etkilerini araştırmayı amaçlamaktadır. Bu amaç doğrultusunda, toplamda 50 kişinin oluşturduğu bir kontrol ve bir de deney grubu araştırmada yer almıştır. Wooclap ve Padlet uygulamalarındaki pek çok farklı aktivite yazma derslerine entegre edilmiş ve 8 haftalık bir deney sürecinin sonunda, öğrenciler tarafından yazılan kompozisyonlar nicel bir şekilde analiz edilerek Wooclap ve Padlet uygulamalarının yazma derslerindeki muhtemel etkileri araştırılmıştır. Araştırma sonunda, Wooclap ve Padlet uygulamalarının öğrencilerin genel olarak yazma becerilerini geliştirdiği gözlenmiştir. Ayrıca öğrenciler, kompozisyonların değerlendirilmesinde kullanılan puanlama rubriğindeki alanlarda ilerleme göstermiştir. Katılımcılar her bir

kompozisyon türünde yazma becerilerini geliştirmiştir. Böylelikle, öğrencilerin yazma becerilerini geliştirmek için yazma derslerinde kullanılan dijital araçların avantajları ortaya çıkarılmıştır.

Anahtar Kelimeler: Yazma Becerileri, Dijital Araçlar, Wooclap, Padlet, Teknoloji

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LIST OF ABBREVIATIONS

CACW   : Computer Assisted Collaborative Writing

CALL   : Computer Assisted Language Learning

CW   : Collaborative Writing

ELT   : English Language Teaching

ESL   : English as Second Language

ICT   : Information and Communication Technology

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I.   INTRODUCTION

This chapter will include definitions of several significant terms as well as the study's background, purpose, and importance. The study's primary goals will also be described.

A. Background to the Study

The many and complex variables that influence second language writing performance include mother language writing proficiency, second language linguistic proficiency, genre, time restraints, writing training and evaluation, and second language writing situations. Because writing is so intricate, writing teaching can be difficult and time-consuming. As a result, collaborative writing and the use of digital tools have gained popularity as teaching tools in language classrooms for distributing responsibility among students and teachers or as a method of instruction on its own to assist second language learners in improving their writing and communication skills (Dobao, 2012; Ranker, 2009; Storch, 1998).

Writing is typically viewed as a solitary activity that involves professional or educational criticism. It may not be possible to undervalue the social, emotional, and motivational beliefs of working on a text with peers. Thus, writing in groups not only enables students to work toward maintaining a harmonious social interaction but also lowers students' anxiety and boosts their desire to succeed (Yang et al., 2006). However, the number of research focusing on the consequences of such writing processes falls well short of what is required to comprehend the collaborative writing process.

The significant advancements in our understanding of collaborative work throughout the 1990s served as the foundation for future study on collaborative writing. Prior to the 1990s, approaches that prioritized the person over the related social group were largely used. However, several strategies in the 1990s pushed the door for deeper study of group work, and in particular, group writing. These included

negotiation and dialog as well as the concepts of contextual thinking, mental processes, and cultural and social behavioral theory. They share the concern that knowledge and cognition will not be contained in the minds of individuals but will instead develop through interpersonal interactions (Johnson and Johnson, 1996).

Considerable research has focused on the use of technology and digital tools in language classrooms to enhance collaborative writing and students' writing performances such as the effects of technological tools on students' writing achievement in English lessons (Amani, 2016), the use of new technologies in English language teaching (Cabrini Simoes, 2007), new tools for teaching writing (Warschauer, 2010), or the impact of technology on teens' writing (Omar and Miah, 2012). However, it has been known that the use of digital tools such as Wooclap and Padlet and their connection to collaborative writing and students' writing performances or development have not been extensively studied. Even though there are some studies conducted on the effectiveness of Padlet in distance learning (Momani et al., 2022), comprehending English language learners' attitudes of teachers' practice with educational technological tools with specific reference to *Kahoot!* and Padlet (Chen, 2022), or students' perceptions and attitudes towards the effects of using Padlet on class commitment (Nadeem, 2019), their focus was not on enhancing students' writing skills or collaborative learning.

Therefore, the current body of literature is in favor of utilizing Wooclap and Padlet as innovative digital tools in second language writing classes to develop collaborative writing between peers and to improve students' writing skills. It has been stated that students that collaborate with one another become aware of the issues and challenges that their peers face and experience a sense of community (Murau, 1993). In the research, the importance of collaborative writing from the perspective of students was examined, and the results showed that the majority of students had thought the approach was helpful, especially in terms of product and organization. With the aim of finding innovative approaches in teaching writing, this current study tries to use Wooclap and Padlet applications in order to make use of technology in the 21st century, and thus, to make use of collaborative writing in classes. Since little of the literature focuses on the effects of using Wooclap and Padlet applications on students' writing skills, this combination might be a useful way to conduct writing lessons in English classrooms.

These types of digital tools have undoubtedly developed and taken on vital importance in today's society, especially in classrooms. Students are able to communicate with their peers, develop their social and cognitive skills, feel more motivated, learn from their mistakes with the assistance of their peers, and complete their tasks faster and more easily thanks to these tools.

In this study, one control and one experimental group were chosen in order to see the differences between the class using Wooclap and Padlet applications in their writing lessons and the class not using these digital tools. For the experimental group, interactive activities from Wooclap such as word cloud, spinning the wheel, polls, brainstorming, matching, finding on the images, and labeling the images were used by letting students work with their peers to complete the tasks. In addition, they were able to discuss with their classmates and compose a product on Padlet together. The students were given a chance to see the other groups' products on Padlet. That is how, they received peer reviews and edited their work accordingly. On the other hand, the control group had their writing lessons using only their coursebooks. The names of the books these students in the control group used were Great Writing 2 and Great Writing 3 from National Geography publishing. The books included different tables explaining the structure of essays, ways to develop an outline, and sample essays to analyze. They mainly consisted of gap-filling activities and open-ended questions to assess students' understanding of different types of essays. The quantitative data gathered from the students' essays were analyzed to see the difference between the class that used Wooclap and Padlet and the class that sticked to their coursebooks in their writing lessons. For the analysis of intergroup average differences, Independent Samples t-test and Mann Whitney U tests were used. For the analysis of within-group pre- and post-test differences, paired samples t-test was used.

B. Purpose of the Study

The purpose of this study is to look into the impact of using Wooclap and Padlet applications as an innovative way for foreign language teaching and learning in terms of enhancing writing skills and collaborative writing and learning for students. The findings of the study should be used to improve writing skills and writing strategies; Wooclap and Padlet applications may help English teachers adopt

creative education by giving them a new methodology.

The primary objective of this study is to see if learners' writing skills increase when Wooclap and Padlet applications are used in writing lessons. Wooclap enables learners with multiple tools to collaborate and engage in the lesson more, whilst Padlet allows them to implement what they have talked and discovered with their peers. The findings of this current endeavor will bring new insights into English language teaching by combining Wooclap and Padlet applications.

C. Significance of the Study

Students appear to have numerous obstacles when writing in English because it is a new experience for them such as not knowing how to structure their ideas. If students want to excel especially in writing skills, they must be fully involved in a language-learning setting. In most societies, learners have few opportunities to utilize a foreign language. As a result, when they join a university where the predominant mode of communication is a foreign language such as English, they confront significant obstacles.

In regard to providing instructions on writing to language learners, teachers should consider several factors. Every lesson necessitates careful planning; consider a range of strategies, exercises, and instructional materials to make the session engaging to students. Writing is sometimes given little attention in many schools because it is mainly used as a testing instrument. It is possible that this makes teaching and developing writing skills boring.

Making use of digital tools and technology to enhance learners' writing skills is one way to overcome these problems and conduct a successful writing lesson. There are various research focusing on the effects of different digital tools on students' writing skills. According to Fellner and Apple (2010), second language educators are making effective use of the benefits of blogs. The simplicity of composing and posting on blogs provides an enticing medium for students, and they have been found to assist raise the quantity and lexical depth of student writing. Also, findings on the use of wikis for writing lessons in English language teaching show that it engaged students to enhance their writing skills, become more confident about their products, and make them think that these kinds of assignments are

fascinating (Mak and Coniam, 2008).

Even though Wooclap and Padlet applications are used separately for different skills in English classrooms, the combination of such applications and their effects on enhancing students' writing skills have not been examined yet. Therefore, knowing that digital tools have a positive effect on students' writing skills, the current study aims to uncover a deeper understanding of the usefulness of Wooclap and Padlet applications in writing lessons on students' writing performance as well as getting students collaborate in multiple writing settings. The study also compares individual and collaborative writing. Based on authentic implementations, the findings of the study may potentially educate ESL writing instructors about the potential repercussions by allowing them to pick among the possibilities. It may also assist them in determining which writing technique is more effective in promoting student involvement with the material and one another.

Another noteworthy contribution of this study is the investigation of students' achievements in different parts of the essays they have produced. Due to thorough examination of the students' products by using a reliable IELTS writing evaluation rubric, it can be inferred in which parts of the essays the students improved themselves the most, such as coherence and cohesion, grammatical accuracy, lexical resource, and task achievement. This can contribute to the current corpus of literature by elucidating how students' success change following the associated implementations. Furthermore, it can help educational program developers evaluate educational needs in order to create more efficient and dynamic second language writing applications.

A thorough examination of the literature indicated that research on the effects of utilizing various digital tools on writing skills is limited, particularly in the Turkish context. This prevents a thorough comprehension of varied surroundings for the sake of second language writing. This study is significant because it provides multiple comparisons of the effects of various writing settings and different digital tools.

D. Statement of the Problem

Writing in English lessons has been a major concern for language teachers

because it is a resilient skill to acquire during the language learning process. Various attempts to ease this stressful procedure have been partially successful. These efforts were made either by strengthening writing instructors' ability to deliver feedback and communicate information, or by increasing students' participation with the writing process. Some are aimed at enhancing students' writing skills in individual writing (Dobao,2012; Marzban and Jalali, 2016; Nixon, 2007), while others are focused on the writing environment (Kessler and Bikowski, 2010; Li and Zhu, 2013). However, the number of research in the literature using digital tools such as Wooclap and Padlet applications and their relationship with collaborative writing in terms of enhancing student interaction with the writing process is very few.

With the emergence of modern technological tools, there is an increased necessity to investigate creative methods of online collaborative writing tools. This study compares the differences between benefits of using Wooclap and Padlet applications in English writing lessons and not using such applications and following a traditional writing method on the growth of students' writing performance. It also requires students to collaborate to write essays and uses peer evaluation in collaborative learning surroundings. Thus, the effects of merging various digital tools and contexts might be investigated in order to benefit existing literature. Once these impacts have been determined, writing classes can be designed in such a way that the benefits of the writing environment are maximized for students' writing performance. The current study has the potential to help further develop the learning environment by offering educators who teach writing a comprehensive grasp of writing environments. Furthermore, it could contribute to students' academic tasks.

E. Research Questions

Within the context of the aforementioned writing studies, this study empirically examines the connection between:

a) the class using Wooclap and Padlet applications in their writing lessons and the class not using such digital tools in writing lessons; and

b) the effects of these digital tools and their relationship with collaborative writing on students' writing performances

The current study is a comparative experimental investigation in which the

effects of various digital tools and writing settings on the effectiveness of writing performance are compared. The followings are the research questions that guided this study in the setting of pre-intermediate degree English writing lessons at a Turkish private university:

1) Do Wooclap and Padlet applications enhance students' overall writing skills?

2) If so, in which parts of the essay can the most improvement be observed?

3) Is there a correlation between the essay type and the use of Wooclap and Padlet applications on improving the overall writing skills of the students?

F.   Definitions of Terms

1.   English Language Teaching (ELT)

The practice of teaching English to non-native speakers is referred to as English Language Teaching, or ELT, by BBC. ELT is mostly geared toward teachers and teacher educators. The terms, ideas, and resources required for English language teaching practice and professional growth are contained in this sort of reference manual. Reflections on the implications for the classroom and advice on how to use them to invigorate lessons and keep up professional growth are further components of ELT.

2.   English as Second Language (ESL)

The term "English as Second Language (ESL)" means the teaching or learning of English to students or by students whose mother tongue is not English. This type of instruction is typically provided in locations where English is not the native tongue and there are few opportunities for natural English immersion.

3.   Wooclap

Wooclap is a ground-breaking classroom response system that uses smartphones or computers as an all-encompassing learning tool to increase audience involvement. The platform was developed after examining various instructional techniques, and it includes the most recent neuroscience breakthroughs. Wooclap is

therefore able to achieve optimal retention of information and improve the effectiveness of learning in a face-to-face or distance setting (wooclap.com).

4. Padlet

Padlet transforms the concept of a message board into a digital medium. This creates an educational atmosphere in which instructors and students can engage more effectively than in the actual world.

On the Padlet platform, one may build one or more walls that can hold all the posts that one shares. It is a bare canvas in terms of anything from films and photographs to documents and music. Additionally, it is collaborative, enabling teachers to involve students, other teachers, and even parents (techlearning.com, 2022).

5. Collaborative Writing

It refers to collaborating in a group to complete a pre-assigned assignment and should not be confused with small study groups formed by educators for comprehensive education (Cohen, 1994). It is often used interchangeably as a synonym and alternative for cooperation in learning (Johnson and Johnson, 1996).

6. Computer Assisted Collaborative Writing

Working collaboratively as a group while using different computer programs that enable users to write on either shared or individual pages is known as computer assisted collaborative writing (Storch, 2002). For the purposes of this study, computer supported collaborative writing is made possible through the use of Wooclap and Padlet.

II. LITERATURE REVIEW

A. Introduction

According to the goals of this study, this chapter evaluates the pertinent literature with an emphasis on how various writing environments and applications affect writing performance. Firstly, a brief history of writing in ELT is explained. The primary concerns with writing performance in second language writing are discussed. Next, the effects of using various digital tools in order to enhance students' writing skills will be explained. Then, Wooclap and Padlet applications in writing lessons will be examined. The benefits of collaborative and computer assisted writing will be addressed. Finally, a review of relevant research is used to evaluate the impacts of computer supported collaborative learning, and more specifically, collaborative writing. The connection between the sections and the current investigation is highlighted throughout this present investigation.

B. History of Writing in ELT

Due to its widespread use in business and higher education, writing is significant. It will be challenging for students who struggle to write clearly to interact with their friends, teachers, professors, future coworkers and employers, or anybody else. Successful college students and recent graduates frequently employ a variety of written professional communication formats, including research proposals, notes, job applications, emails, and more.

Today's written language has crucial social and educational functions, and it receives a high degree of social prestige. It has a unique form that is a structure distinctive to its kind. However, circumstances did not occasionally go that way. Written language was considered to be a poor substitute for spoken language. After World War II, linguists began to study written language, which led to a change in the situation.

Paltridge et al. (2009) claimed that over the past few decades, there have been

paradigmatic changes in how academic writing is taught. In writing lessons from the middle of 1940s, through the middle of 1960s, controlled composition was frequently used. Based on the behaviorist idea that imitation and repetition will result in habit

development (for instance, being able to form correct sentences), this teaching strategy seeks to increase the accuracy of pupils' written output. The practice of assigning example sentences of a particular form to pupils and having them compose a few phrases using that structure is known as controlled composition (Cheung, 2016).

Linguists and English language professors later in the mid-1960s discovered that pupils needed to concentrate not only on the grammatical correctness of the sentences they generated but also the purpose of writing. As a result, teachers and instructors switched their teaching emphasis from sentence-level accuracy to a discourse level that focused on the aims of writing, such as definition, opposition, and variation.

Silva (1990) presented that the process approach to writing has been more well-liked since the 1970s. Teachers now advise students to pay attention to macro-level interpersonal interaction aims rather than focusing exclusively on the form of quality of the writing. Letting students' thoughts determine the format of a piece of writing is the goal of the process approach.

Hyon (1996) explains that given the social context of writing, yet another method of writing education was developed to assist students in learning the genres they needed to master in order to be successful when writing about particular subjects. Students learn language use, text framework, and communication conventions for certain forms of communication using this genre approach by reading sample written texts from the subject area and engaging in guided practice. It is crucial to remember that genre traditions are necessary to comprehend the genre approach.

Due to the fact that students' needs have changed over time and existing approaches and methods have been used for a long time, turning into innovative ways to teaching writing and writing instructions has become inevitable. According to Trioa and Graham (2003), a significant portion of students' challenges in writing effectively can be attributed to their inability to execute and regulate the steps that go

into efficient planning, composing, and revising of their work. The reflective process, or the capacity to evaluate one's work as well as that of peers, is another crucial component in reaching writing excellence. It has been stated that being able to interact with others has been identified as a trademark for involvement in the learning professions. Therefore, new pedagogical and digital tools allowing students to work in peers, learn from one another, and think critically and creatively have emerged in writing lessons.

C. Writing in Second Language

Writing is a skill that requires the use of mental processes and encompasses all of a person's knowledge, abilities, and experiences. Proficiency in writing not only enhances interpersonal interactions but also facilitates learning for individuals. People who improve their writing abilities can manage their thought processes and increase the effectiveness and durability of learning. Thus, writing proficiency can be demonstrated as one of the ongoing learning variables (Duran and Karataş, 2019).

Writing is also a significant learning tool. People use it widely to acquire, keep, and share information. Writing makes it easier to connect thoughts, and its everlasting and active traits encourage the scrutiny of unproven presumptions (Applebee, 1984). Writing also allows ideas to be easily examined and critiqued. It has been stated that one technique to urge learners to write is to deliver constructive criticism on their work. It is also recommended that teachers should be passionate and encouraging about writing because positive remarks on students' work can considerably enhance learners' writing and their enthusiasm to write (Mutiara et al., 2023).

Writing in a second language is a topic that requires in-depth study, as suggested by Yiğitoglu and Reichelt (2012), in order to unlock the mysteries underlying the procedures for producing effective writing in a particular language. The literature on second language writing, which has been seen as a complicated talent for students, is divided into periods that are process- and product-focused. More research is needed, nevertheless, to determine if writing is a skill that is learned as part of or as a result of the process of acquiring a language (Manchón, 2011). Understanding this conundrum will help with the process of writing in a second language. For academic or professional goals, international and intercultural

communication, and assisting the acquisition of other language skills, such improvement is essential (Yiğitoglu and Reichelt, 2012).

Williams (2012) focused on the importance of writing in second language learning on the basis of the distinction drawn by Manchón (2011) in an effort to provide lights on the previously mentioned predicament. Contrarily, the traditional viewpoint regarded learning the target language as a steady and a progressive process that eventually allowed students to generate written work. Students are given the opportunity to communicate more with the target language by the slow pace, cognitively stimulating records, and opportunities to use explicit language knowledge to write with more accuracy.

Numerous research has tried to establish a clearer and more specific knowledge of the importance of second language writing for the development of foreign languages. It is because writing and learning are inextricably interwoven. This argument is supported by a number of presumptions (Deveci, 2019). Writing in the first place, aids students in reviewing and remembering material they have just learned. It also helps students integrate newly acquired knowledge into long-term memory. Second, when students apply theoretical knowledge to their personal circumstances and experiences, they are better able to comprehend it. Teachers have access to the views, cognition, and personalities of their students this way. Third, open-ended writing projects encourage students to consider many perspectives and options.

Writing is frequently perceived as a solitary activity that involves little or no communication with others. This is not at all the case. The fundamental rationale for this view is the claim that all writing is interpersonal since writers often make allusions to the works of different authors. (Deveci, 2018). In addition, students often review their own and their peers' writing, which presents a challenge to the idea that writing is just a solo act. This enables them to evaluate, observe, and improve their writing skills while also using interpersonal communication abilities at a metacognitive level (Ambrose et al., 2010). This allows us to leverage each student's unique personal history as an asset to learning for both their personal development and other people's advancement.

Although it is an inherent human trait and is frequently influenced by our interactions with others, good reflective thinking, particularly through writing, may

not come naturally to all students. Diverse educational activities can be used to encourage people to develop their reflective thinking abilities. Engaging students in technology and digital tools that improve students' writing skills is one that teachers should employ in their educational context. European Commission defines digital competence as the secure and significant use of Information Society Technology usually for employment, pleasure, and interaction which involves proficient utilization of technological devices to gather, evaluate, generate, introduce, and transfer knowledge as well as to interact and engage in networks of collaboration via Internet (Commission of the European Communities, 2005).

This notion emphasizes the necessity of effective writing; digitally literate people should be able to communicate directly with different authors and viewers using a variety of representations. Giving the prevalence of social networking sites, people must be aware of different types of digital writing in order to be considered digitally competent. These aforementioned situations provide a diverse range of settings and substantial writing materials which are not limited to regular classrooms. As a result of being fully engaged in formal or informal learning opportunities, good use of digital competence motivates students to write.

According to Deveci et al. (2018), it has been discovered that using online digital tools in writing lessons helped students develop their problem-solving, organization, and innovative thinking abilities. These inspired the students who were less capable in particular to participate in learning activities they had previously avoided. It also has been found that by using micro-skills such as interpretation and note-taking, students' use of information technology enhanced their understanding of texts. Improvement in these skills led to a rise in confidence in the writing abilities of both more capable and less capable learners.

When taken as a whole, these initiatives increase learners' self-assurance in their writing skills and motivation to engage in more writing tasks in other classes and their future employment. These are particularly important for students writing in a second language because they demonstrate how collaborative writing is both in face-to-face engagement and online settings.

In conclusion, the majority of the evidence point second language writing as a difficult and mentally and emotionally demanding activity for both students and teachers. However, this perception has changed from writing being seen as a final

product to writing being included into the process of language learning. As a result, this current research has focused on ways to make this process easier in order to address associated problems and advance the writing skills of students.

D. Digital Tools in Writing

A complex and challenging talent to master among the four language skills is writing, which involves intellectual, emotional, physiological, and psychological processes. The depth of writing cannot be adequately expressed by writing in the form of simple narration. In fact, writing can be a flexible tool for achieving the objectives through teaching and learning methods. Through the organization of thoughts, the transfer of emotions and thoughts into written form, the integration of vocabulary and subject matter knowledge, and its role as a learning mediator, written language is used to develop interpersonal contact (Genç-Ersoy and Göl-Dede, 2022).

Affective structures should be meticulously built during the educational process, taking into account the impact of elements like fear, desire, mindset, and inspiration on the writing process and accomplishments in writing on the basis of affective dimensions (Bruning and Horn, 2000; Pajares, 2003; Buyse, 2006; Lo and Hyland, 2007). As a result of the writing training they get, students at all stages of education ought to be writing well and comprehending the significance of writing skills. When students just understand the writing process as the acquisition of spelling and grammar and reflecting it on their work, Carrol (1990) notes that it is challenging for students to understand the importance of writing in terms of learning.

According to Kulprasit (2022), despite the difficulties that technology poses for educators and students worldwide, it is not astonishing that technological advances have been incorporated into the academic learning environment in this day when technology permeates every part of people's lives. With the cooperation of qualified instructors and learners, writing in a second language digitally and formatively incorporated into second language writing methods has a great deal of promise to improve learners' writing abilities and instructors' professional development.

Writing digitally is almost a requirement for language learners nowadays. Digital writing practices are becoming more and more common in all educational

environments despite the fact that learners still frequently employ handwriting as one form of writing. Research highlights the impact of the design and interfaces of various digital tools and platforms on learners' writing skills. Writing longer texts is one area where using online tools is frequently regarded as preferable. Digital writing has been said to facilitate learners' transition into becoming their own text designers (Hort, 2020).

Writing and cognitive processes are improved by digital technology that analyzes written work. McKnight (2021) highlights the speed at which artificial intelligence is developing and claims that thanks to digital tools, people have been writing with less assistance in recent decades. The combination of information technologies and educational practices facilitates the creation of a digital learning environment by offering a range of tools that support learners' writing skills and help teachers accomplish their objectives. Digital technologies offer new possibilities for writing in addition to accessibility (Dahlström, 2017).

Researchers have focused on how teaching digital writing with online tools has plenty of advantages. As Ching (2018) claims, the benefits of using digital tools differ and contingent upon the nature of writing assignment. Various tools can be used in classrooms to promote group and pair writing and help students gain digital literacy abilities. Writing assistance driven by artificial intelligence is effective in teaching writing to students with different levels, and it has a positive impact on writing education in second language classes.

Even though there are a variety of teaching methods for writing, it might be said that one of these methods is the educational game method. Meta-evaluations (Genç-Ersoy, 2021) have shown that these educational games are quite successful for student acquisition, particularly in fostering the growth of linguistic abilities (Larsen-Freeman, 2000). It is possible to improve language abilities in real conversation scenarios made with digital games, which are significant language learning contexts that can be exploited (Christakis et al., 2007). Digital educational games are said to promote student motivation in the advancement of language abilities, support communication and cooperation among students, enhance students' eagerness to engage, support learning activities, and facilitate learning (Aydın, 2014; Jubran et al., 2019).

Given the intrinsic motivation that students need to learn to write and the assistance that is already present in the classroom (Lam and Law, 2007), digital games may be a useful strategy for resolving student issues and enhancing students' writing abilities. In this regard, the ability to write should be recognized in all of its aspects, and the emphasis should be on developing it as a whole in conjunction with other language abilities. Teachers who are skilled in implementing digital educational games should play a significant part in enabling students to understand writing abilities, address writing-related issues, and create good attitudes and high motivation for writing. It is crucial for teachers to try to find different digital tools and games serving the needs of students.

The use of wikis in writing lessons is among the many digital tools that teachers have chosen to apply in their classrooms. The research that has been conducted by Alshumaimeri (2011) revealed that both the control and experimental group taking part in the study considerably increased their accuracy and level of quality over time. However, after the completion of the post-test, the experimental group significantly exceeded the control group in terms of writing accuracy and quality. The findings have ramifications for teachers and students since they can use wikis to enhance their writing abilities in a group setting.

Similarly, according to Alshalan's findings of the study conducted on wikis and its effect on process writing (2010), there were significant discrepancies between the pre- and post-test of the experimental group which used wikis in their writing lessons with respect to correctness. The control group's result, on the other hand, revealed that there was no appreciable change in the respondents' performance in any of the criteria. The study's findings showed that the participants who received instruction in writing using wikis performed significantly better on the post-test overall out of 10 than the participants in the control group who received instruction in process writing in a traditional way without the use of technology and digital tools.

Grammarly can also be seen as an innovative digital tool that can be used in English classrooms. These kinds of automated writing evaluation programs are thought to be helpful in second-language writing classes. In her research, Stevenson (2016) has shown how useful such programs can be as teaching tools in English writing lessons. O'Neil and Russel (2019) found that by offering criticism on excellent writing, automated writing evaluations helped writers with low proficiency.

The writers will then have a stronger mastery of the communicative rhetorical features of the target language, allowing them to make greater use of the automated writing evaluation feedback (Bailey and Lee, 2020). These programs also have the ability to help teacher manage their workloads more efficiently (Lifang and Guangwei, 2017). In addition, fast feedback practice of automated writing evaluation programs has removed time restrictions and promoted autonomous engagement and interaction in the language learning environment (Zhang and Hyland, 2018).

With the aim of finding out about the effectiveness of Grammarly program on the writing skills of students, Miranty et al. (2021) conducted research, and it was concluded that writing scores of the experimental group that made use of Grammarly in their writing lessons increased dramatically whereas the writing scores of the control group that did not use Grammarly in their writing lessons showed no significant difference. Moreover, Grammarly was seen as a useful learning tool by the students. Also, the teacher confirmed that utilizing Grammarly in English writing lessons might save time spent analyzing students' written products.

Even though using digital tools and integrating technology in language classrooms help learners develop their writing skills, they also have plenty of other advantages. Thanks to online tools and platforms, students can receive and give feedback on their work faster. According to the study conducted by Chang et al., (2012), majority of the participants preferred receiving feedback electronically given that all these participants had access to an electronic device, and they found the feedback given easier to obtain. Online feedback was delivered to them more quickly than handwritten input that was returned to in-person meetings. The majority of handwritten input was harder to read than the feedback typed in the computer.

The attitudes of educators toward providing feedback and teaching writing online were examined in a study by Ab Hamid and Romly (2020). Online learning has been shown to offer better flexibility and save more time. The students' interactions with their lecturers were not confined to the classroom; instead, they could make use of social media or e-mail to communicate with one another. AbuSa'aleek and Shariq (2021) conducted another study in which teachers similarly reported feeling positive about offering online writing lessons in interactive ways. What they primarily expressed is that the methods teachers give their students in writing lessons have expanded as a result of technology being included into the

educational system.

As a result, writing has taken on a new significance in the age of technology, thanks to digital instruments. Digital competence, computer writing, internet-based writing, and multidimensional writing are all terms that are becoming more widespread (Göçen et al., 2023). It is believed that contemporary literary skills and technological knowledge need to overlap and blend. This highlights the significance of incorporating digital tools into writing classrooms. Even though studies have proven the positive effects of web tools on writing, the combination of Wooclap and Padlet applications on students' writing skills has yet to be investigated. With this in mind, the current study aims to further investigate the effects of different digital tools on students' writing skills and present a new approach to the current literature.

E. Wooclap

An educational Information and Communication Technology tool called Wooclap enables students to take an active role in classrooms either in person or online. It is the most comprehensive and user-friendly audience response system available for involving students in real-time instructions, whether it is online or in a physical classroom. It is a quite beneficial tool to use in English classrooms allowing students to improve their language skills. Wooclap developed a web-based platform to enhance classroom interactions and observe student comprehension in real-time using cell phones after realizing the need to make learning more dynamic and interesting for students.

All people involved in teaching and learning can benefit from using Wooclap. It enables teachers to provide a single and an all-inclusive platform for developing interactive questions and activities. By engaging with the teacher at the most suitable moment, Wooclap's interactivity on the student side enables each student to become an actor of his own learning. Wooclap supports maintaining the interactivity of online classes while continuing to give students a satisfying and productive learning experience, whether face-to-face, online, or hybrid. Face-to-face classes become more dynamic as a result of the opportunity for everyone to engage and attribute.

Literature on Wooclap and its use on developing language skills in English classrooms is considerably limited. According to the findings of the study conducted

on Wooclap and its effectiveness on distance learning among medical students demonstrated that distant learning was operated without any problems thanks to the setup and internet connectivity. It is interesting to note that every student supported the creation of hybrid approach that combined online lectures with in-person practical instruction. Finally, using the interactive software Wooclap has shown to be simple to build and utilize for all lessons (Marin et al., 2021).

The reason why there is no enough data or information about Wooclap and its effectiveness in English classrooms might be explained through the research that was conducted by Oulaich (2019). This study examined the familiarity of English teachers with specific interactive instructional websites, including Wooclap, as well as their usage of these websites, contentment with their performance, and suggestions for improvement. The results showed that Wooclap is not one of the websites that most teachers are acquainted with. Despite its ubiquity, very few teachers actually used Wooclap in their lessons.

Therefore, this current study may be the first in literature to evaluate the benefits of Wooclap application on writing skills of English learners. The researcher integrated a variety of activities on Wooclap into writing lessons with the aim of reinforcing collaborative writing among students. Word cloud, open questions, multiple questions, spinning the wheel, poll, brainstorming, matching, and finding on the image activities were selected in order to have an engaging and dynamic classroom environment. This feature of Wooclap also makes it possible for students to interact with one another both in the physical classroom and online. It is the researcher's belief that discussing the topics together, working in groups to achieve a specific goal, giving and receiving peer feedback, and composing a written work in groups by using interactive activities on Wooclap may enhance students' collaborative and overall writing skills.

F. Padlet

To promote real-time, whole-class involvement and evaluation, Padlet offers a free and multi-media friendly wall. Instead of traditionally asking students to share their ideas out loud with the aim of eliciting thoughts from everyone in the classroom, Padlet offers a comparable online experience. Since it can be used with different devices, users do not have to create a new account, and it does not require

any specific technological knowledge. As a result, Padlet is a highly beneficial tool in English language classrooms.

The idea of Padlet is to change the traditional manner in teaching and to turn it into an innovative teaching method. For instance, instead of asking students questions, giving them a few minutes to think about their own replies, discussing those answers with their classmates, and then seeking volunteers to contribute responses, teachers can post the same question on the Padlet wall. This way, as their friends contribute answers, students may add their own answers to the wall. Students get instant access to a wide range of comments from their friends rather than just a few answers from the outspoken ones, which opens up potential for peer learning and self-evaluation. In order to decide how best to proceed with instructions to fulfill students' needs, teachers may use the answers as a type of formative evaluation.

Both students and teachers gain from utilizing technology to promote whole-class engagement in academic pursuits. The assumption that technology is a very good equalizer comes out on top, especially when a participant has the choice to remain anonymous on Padlet. When no one realizes what response students write, any danger of failure is lessened if they are unsure of their ideas or if they have the appropriate answer. This insight may open the door for more latitude and creativity during the learning process.

Additionally, the unconventional nature of the technology attracts students, who appear to want to join merely to get a chance to use it. The ability to view learning from all students, rather than just a select group of the most outspoken or self-assured, is a final advantage of real-time participating technology. Teachers may then use that knowledge to the development of the lesson, resulting in a more focused and genuine engagement between teachers and students. According to Wulandari (2018), online learning classroom discussions are facilitated using Padlet. Students' opinions, assignments, and criticism can be shared on Padlet groups. Also, students may benefit from some incentive from Padlet. It has demonstrated the importance in enhancing writing skills as the platform offers a chance to share student work and get comments. Students who publish their own work immediately receive information about a topic that is being discussed in a group, such as comments, feedback, opinions, and more details. In addition, the author suggests that students may organize and monitor their language learning process by using Padlet to

enhance their writing skills, which will give them more confidence to create original writing assignments and increase their excitement for language learning using digital tools.

The results of another study conducted on the effectiveness of Padlet on students' writing skills (Nasser, 2014) demonstrated the benefits of social networking sites, particularly Padlet, which showed its efficacy in improving writing abilities. Padlet gives students the same opportunities to increase their knowledge and become more self-assured and accountable for their learning. It was evident that the experimental group members recognized their errors and made an effort to help one another. As a result, they were able to learn on their own without the researcher's assistance. Additionally, it was clear that their sense of responsibility for their learning process increased as seen by the fact that they were prepared and serious when the teacher invited them to discuss a certain subject.

It seems to appear that Padlet application has helped students work together, discuss and share information, present their ideas without feeling shy (since it allows them to stay anonymous), and comment on one another's work. When applied in writing lessons, it has become evident that it enables students to write collaboratively, and they have more chance to improve their writing skills by giving and receiving peer feedback instantly. Since there are existing studies that have proved Padlet as a beneficial digital tool to enhance writing skills, the researcher's aim is to combine Padlet application with Wooclap application to create even more dynamic classroom environment and evaluate the effects of these two digital tools' effects together on students' writing skills.

G. Computer Assisted Collaborative Learning

A small group learning tool is known as collaborative learning. A large class or group is separated into multiple smaller teams, and each team follows the instructor's individually tailored directions. Due to its support of achieving higher learning objectives, collaborative learning has become essential in schools. Instructors encourage learners to work collaboratively primarily thanks to technology. Learners offer more resources and helpful links to one another as they collaborate effectively on a computer while having discussions and working on a task (Shayakhmetova et al., 2020).

In order to prevent students from only responding in isolation to uploaded content, computer assisted collaborative learning places a strong emphasis on group cooperation. Learner interactions play a major role in the learning process. Learners pick up knowledge through asking questions, sharing their findings with one another, mentoring one another, and observing how others learn. A key component of a computer assisted collaborative learning strategy is the computer support for this kind of collaboration. It takes excellent planning, coordinating, and execution of curriculum to stimulate and sustain constructive learner interaction (Stahl et al., 2006).

The core idea behind computer assisted collaborative learning is how technology helps students to develop, communicate, and share information (Resta and Laferrière, 2007). Surrounded by computers, they can work together to create an output while interacting face-to-face or online when necessary. To increase their enthusiasm and inspire them, they must be given enough opportunities to create something new. They can also participate in online collaboration through the use of local area networks and a more global Internet, which may be chosen for online or face-to-face learning (Johnson and Johnson, 1996). The use of Wooclap and Padlet applications in English writing lessons is connected with computer assisted collaborative learning in this study. These digital learning tools allow students to communicate both face-to-face and online and preserve interactive classroom discussions.

Collaborative learning has more advantages than disadvantages (Laal and Ghodsi, 2012). By carefully planning the computer assisted learning atmosphere, these problems can be prevented from occurring (Li and Kim, 2016). For example, Bhavsar and Ahn (2013) proposed that collaboration gives students access to a socially built learning atmosphere where they can use either a process- or a product-oriented strategy to adopt a more student-centered approach. They participate in a collaborative procedure where they have the possibility to collaborate with their peers and classmates. Through this connection, students can learn from one another's experiences rather than from the teacher as in a conventional lecturer-dominant class (Lin and Maarof, 2013). Nevertheless, it does not mean that a lecturer is not necessary for the process. Instead, in order to optimize the advantages of collaborative learning, the teacher must be in charge of changing the environment.

One of the benefits of using computer assisted collaborative learning to foster learning English is that it gives students input that is authentic. Due to the fact that they must utilize or generate content intended for an audience outside of the classroom in the target language, students are capable of communicating in one or more of the four fundamental skills in English. With the use of computer assisted collaborative learning, teachers may give students quick and simple access to a wide range of learning resources and genuine input in all areas of language that they would not otherwise be able to do. Students are required to actively engage in these real-life situations and communicate meaning in the target language through these authentic materials. As a result, students' motivation and competence would be increased, according to Skinner and Austin (1999).

In addition, computer assisted language learning provides students knowledge and assistance they need in order to accomplish individual assignments and addresses the variety of learner needs since students who learn English language have numerous purposes, and teachers may not be able to respond to those purposes. As a result, Ahmad et al. (1985:116) claim that computers can offer individualized attention to students who need to improve their skills and find their own competence level by allowing them to select assignments or activities that best fit their unique learning preferences. Additionally, they have the option of repeating their lessons whenever and wherever they like in order to fully comprehend it.

There are numerous studies focusing on the effects of computer assisted language learning on different language skills. Muslem et al. (2022) suggest that the use of computers and technology has produced some very positive results. In their study, the researchers claimed that there is no denying that in the twenty-first century, technology has improved the quality of learning outcomes for both teachers and students. The use of computer assisted collaborative learning improved the students' writing skills and motivation, according to the findings of the study. Therefore, in order to increase their students' motivation and writing ability, teachers or lecturers who teach writing at universities should adopt computer assisted language learning in their lessons.

According to Jafarian et al. (2012), from the past to the present, pedagogical designs and instructors' use of various computer assisted collaborative learning resources have determined how effective they are. Computers can help the learning

process in a new way when used properly. Computer and educational tools are becoming an essential component of teaching and learning processes at the same time as technology processes. With these developments, the function of educational technologies in the teaching of foreign languages has also evolved. In the twenty-first century, it appears that computers play an increasingly important and unavoidable role in pedagogical practices and education. Computer use is advantageous for English language pedagogy at all levels of education.

In their study, their primary goal was to try to evaluate the effects of computer assisted collaborative learning on students' writing achievement. They concluded that the students in the group that underwent the experiment who scored higher at the end of the course teaching had stronger writing abilities. The results showed that the members of the experimental group composed their sentences with more accuracy, made fewer mistakes, and paid closer attention to details such as adjective-noun agreement, verb types, and subject-verb agreement.

Computer assisted collaborative learning has also been proven to be effective in developing learner autonomy, which is an important issue in second language learning. Autonomous learners are able to take responsibility of their own learning and enhance their reading, listening, speaking, and writing skills. In Muhammad's study (2020), one interesting discovery was that certain shy students in face-to-face classes demonstrated greater confidence in a collaborative learning setting. During groups discussions, the participants enthusiastically commented on each other's ideas.

In addition, the students shared encouraging comments on how the collaborative learning environment inspired them to become independent learners. This was due to the fact that collaborative learning allowed students to learn at any time and from any location as well as the ability to choose any learning style. The participants demonstrated strong intellectual development by being able to recognize the opinions of others and then provide thoughts and recommendations based on their understanding. In conclusion, computer supported collaborative learning combines the advantages of technical advancements and collaborative learning. Students' ability to speak with one another via computers facilitates group learning collaboration.

H. Collaborative Writing

Cognitive growth in children occurs through social interaction with an adult who is more knowledgeable than they are. By giving the newbie the right amount of help, the more experienced member pushes them over their current level and toward their potential degree of development. In the literature, this kind of support is frequently referred to as scaffolding. Numerous studies have demonstrated (Donato, 1994; Storch, 2002) that peer scaffolding may also take place when people work in groups. Therefore, from a social constructivist angle, it is useful to encourage students to take part in activities that promote communication and knowledge construction.

Samah (2020) explains that in academic contexts, collaborative writing is especially crucial since it enhances writing abilities and social skills. Additionally, it encourages students to talk about and think critically about their language use in order to solve any linguistic issues they may be having and supports them in improving the structure, terminology, and quality of their written work. Furthermore, when learners collaborate during the writing process, they own the language they produce, generate innovative ideas, and publish documents that are more impactful.

According to Valizadeh (2022), collaborative writing has been recommended as a useful practice among teachers. Most people think that when students participate in cooperative and collaborative activities, the more advanced learners assist the less advanced learners. Additionally, group writing assignments force students to reflect on their language-related issues. Consequently, educators must motivate students to engage in activities that promote communication and collaboration of knowledge. Therefore, implementing a variety of cooperative learning strategies in a second language writing classroom is a creative idea.

However, it appears that group work is rarely used in writing classes. It usually only occurs during the first stages of writing which is brainstorming, or, more frequently, during the peer review phase. In this last phase, students critique each other's written work and offer suggestions for improvement. The advantages of group work in writing classes have been observed by Ferris (2003). It has been concluded that working collaboratively is a great approach to help students become

more conscious of the needs of their audience while also perhaps assisting students in the development of problem-solving and writing abilities.

Collaborative tasks, according to Swain (2001), are communicative tasks because they require students to understand, manipulate, produce, or engage in the target language while their emphasis is primarily on meaning rather than form. However, group projects that need collaboration call for students to write a single text as a group. The collaborative writing exercise encourages students to consider language, talk about the language they are using, and work together to solve linguistic problems.

There are several advantages to writing collaboratively (Yong, 2010). The ability for students to gain insight into how their classmates think and emulate the way they write is one of the advantages. Instructors might also gauge their learners' writing expectations by seeing how they engage with one another during group projects. Furthermore, working in teams and groups promotes self-esteem.

The interactions that occur among individuals are the primary characteristics that distinguish collaborative writing. Effective collaboration necessitates a high degree of involvement among participants. Students are given plenty of opportunities to propose and challenge ideas during interaction, which promotes creative analysis. As a result, they are able to better comprehend the writing assignment or the task.

A number of studies have examined the advantages of collaborative writing by contrasting collaborative and solo writing, in other words, students completing the same writing assignments in groups or alone. In three distinct tasks, Storch (1999) examined the effects of collaborative writing on accuracy. While taking longer to finish the task, the participants who studied in a group and wrote collaboratively and had the chance to debate their grammatical decisions generated more accurate written texts than those who worked alone. Their compositions were more precise overall but shorter and less grammatically difficult.

Similarly, in Alsubaie and Ashuraidah's study (2017), the participants' performance on writing assignment was subpar in the pre- test. There were a lot of spelling, syntax, and other errors that were commonly discovered in the participants' papers as a result of various issues, such as the instructor's inability to deal with and respond to the numerous students in one class. Additionally, one of the issues with

the lesson was that it was impossible to think of utilizing drafts to encourage revision because the directions for the activities could not be stated again or extensively explained.

On the contrary, in the post-test, the study combined writing assignments with a specific online collaborative writing platform in an effort to prevent these issues and promote students' free writing. The post-test writing assignments for this study were created with the help of a digital tool and completed both alone and in groups. Following the collection and analysis of the data, the results showed that the participants that worked in a group performed better than the participants who worked alone.

In addition, Storch (2005) made an investigation about practice, outcome, and perspective of collaborative writing. She gathered information from English learners at a university. The option of writing independently or in groups was given to the students. Five of these participants chose to work alone, while 18 of them selected to work in groups. The study compared the texts written by groups and those written by individual students. The researcher also gathered the views and reflections of the students about their participation in collaborative writing. Storch found that group writing produced simpler, more correct phrases, suggesting that the groups appear to perform the task more adeptly.

In a related study, Storch and Wigglesworth (2007) compared the writings of individuals and groups taking part in similar writing tasks. They also investigated how groups interacted with one another and addressed the writing project. The data were collected from 72 students at a university. The participants were very proficient in English. The writing assignments were done independently by 24 individuals and collaboratively by 48 others (totaling 24 groups). A similar finding was made by the researchers who found that writing in groups typically produced more accurate sentences than writing alone. They discovered that working in groups gave the students the chance to interact with and think about language and to work more actively than when they worked alone. Collaboration gave students the chance to engage in conversation about various parts of writing, according to Storch and Wigglesworth's findings.

In conclusion, according to aforementioned studies conducted on collaborative writing, students who write collaboratively have a chance to provide

and receive instant criticism on their language use, which is not possible when they write on their own. This may help to explain why writing in groups generally results in more sophisticated and accurate grammatical constructions than writing alone. When writing collaboratively, students may be more open to peer recommendations and comments because they share their opinions with one another. Since it has considerable advantages, this study aims to make use of collaborative writing in English writing lessons to promote excellence in students' writing skills. Using Wooclap and Padlet is a good way to utilize collaborative writing allowing students to see their classmates' feedback and comments instantly and to engage in a more dynamic classroom environment.

1. Computer Assisted Collaborative Writing

In recent years, the growing significance of computer assisted language learning, computer-aided instruction, and computer mediated communication has had an impact on both writing research and classroom instruction. Scholars of both native and non-native languages recognize computers' vital role in writing lessons and the numerous ways in which computers have revolutionized not only the writing process but also methods of discovering it. Both educators and scholars are only now beginning to consider the conceptual and educational implications of this transition.

A number of studies (Nathan, 1985; Roblyer et al., 1988) have supported the concept that utilizing a computer improves the quality of learners' writing. Researchers investigated learner attitudes and discovered that students who write in a second language in their language learning journey favored second language word processing. According to Phinney's research (1991a) on computer supported writing and writing anxiousness in students, utilizing a computer to write in the second language assists students to overcome their worries. Additionally, it has been claimed that learners who seem nervous in classrooms may discover that using a computer helps them study more efficiently because they are in front of a screen that provides an open and judgment-free atmosphere to study in.

Another research on computer assisted writing in second language learning has revealed that students who use computers perceive their written work as being more pliable than it had been created by hand (Bridwell 1980; Phinney and Khouri, 1993). Students usually modify and change their written works more regularly in this

setting. Seeing the text as something transitory and thus readily changeable (Hawisher, 1987), considering computer assisted writing as an interactive process (Daiute, 1985), and encouraging learners to step away from their work with the aim of editing and reviewing (Andrews, 1985) are some other advantages of computer assisted writing.

Collaborative writing has recently advanced thanks to technology. A few tools that have been discovered to facilitate collaboration include Wikis, Google docs, chat rooms, and online word processors. They provide a variety of possibilities, such as the ability to write at any time and from any location and to read or go back to earlier drafts of the text. Teachers and researchers also gain from the chance to observe how students collaborate using these computer-mediated tools. (Elola and Oskoz, 2010). Giving students a wide range of tool alternatives is useful since it allows for different types of collaboration while allowing them to develop their own special working techniques for computer-based collaborative activities.

The importance of enabling students to successfully participate in the collaborative writing process has been emphasized by researchers. This process can be promoted by stimulating students' language learning process and getting them ready for collaboration (Fung, 2010). It is crucial for teachers to think about how they may use technology and computers to facilitate collaborative writing. Considering these elements, collaborative writing with technology can help students produce (Kessler, 2009) and revise their work (Kost, 2011), and it can promote personal autonomy (Kessler and Bikowski, 2010).

According to research comparing computer assisted collaborative writing with individual writing, the former resulted in significantly greater writing scores (Bikowski and Vithanage, 2016) and usage of multiple cognitive processes among students. This demonstrates that after focusing on the benefits of collaboration on second language learning, numerous approaches to increase the aforementioned benefits have been discussed. As a result, the relationship between computers, online platforms, and collaborative writing has been investigated. Pardo-Ballester and Cabello (2016) emphasized the value of the medium utilized for peer review in online writing settings, implying that more research is needed.

Based on Nicolaidou's research (2013) on how e-portfolios increase students' ability to provide corrective evaluation, the electronic environment can be a useful

instrument to support their writing skills and peer feedback abilities. In the research, the comments of the students revealed that these students increasingly became more capable of offering corrective feedback and gave more complete peer feedback over time. It was found that the students appreciated peer comments in their portfolios. According to the results of the teacher interview, the students gained most from their peer evaluation. Therefore, this study concluded that making use of computers and e-portfolios can help students improve their writing skills and peer feedback abilities.

In conclusion, there are many sources available for computer facilitated collaborative writing in English writing lessons. The relationship between the applications Wooclap and Padlet and their benefits in computer assisted collaborative writing will be investigated in this study since there is no existing research examining the effects of these digital tools together. Students can express their ideas and give feedback to their peers on their own page thanks to Padlet. Additionally, it provides a platform for them to communicate with one another simultaneously via text and connect socially via the wall. With the help of Wooclap, teachers and students may create a more engaging learning environment that encourages collaboration.

These platforms can allow learners to engage in a collaborative writing process that can improve their writing skills and social interaction, provided certain precautions are taken and careful planning and preparation are undertaken by trained and technologically capable teachers.

III. METHODOLOGY

A. Introduction

This chapter provides a thorough explanation of the data collection and analysis procedures. The research model is discussed at the beginning of the chapter. Next, information about research tools is provided. Then, a discussion of the participants follows. The data gathering techniques are discussed in the next part along with an extensive description of their responsibilities in producing the results. The analysis of data is covered in the last part of the chapter.

B. Research Design

The goal of the current study is to compare the effects of writing individually without making use of any kind of technological devices and writing in groups by making use of specific digital tools, which are Wooclap and Padlet applications, on English language learners' writing skills. Three instructors scored the students' essays as pre- and post-tests in order to identify the differences between these environments and applications. These three independent raters used IELTS Writing Evaluation Rubric to obtain data for the research. As a result, a quantitative approach was utilized to gather information for the current study.

The data from one control and one experimental group were collected using the quantitative method. During the course of investigation, a different type of treatment was given to the experimental group. The experimental group used Wooclap and Padlet applications in their writing lessons allowing the students to work collaboratively in every part of the lesson in addition to their writing coursebooks whereas the control group was not provided with any guidance on how to participate in a group writing exercise. Instead, they proceeded with their previous writing lessons, which involved writing and drafting essays individually without consulting their classmates and by using only their coursebooks. Before the treatment began, both groups had written three types of essays that were the objectives of the

current curriculum: comparison essays, cause-effect essays, and problem-solution essays. After the treatment, both groups produced three more essays for each type. Therefore, the procedure of the research included pre-test-treatment-post-test design.

C. Research Context

The current study was carried out at İstanbul Medipol University English Preparatory School during the 2022-2023 academic year's spring semester. The levels of English courses offered by Turkish foreign language schools vary from elementary to advanced English. The three levels offered by İstanbul Medipol University English Preparatory School are elementary, pre-intermediate, and intermediate. Students are placed in various levels of classes at İstanbul Medipol University English Preparatory School based on their performance on a proficiency test which is administered by the school.

The academic year is divided into four different tracks. In Track 3, when the research was carried out, there are 31 English class hours available for elementary, pre-intermediate, and intermediate lessons. Due to the school's adoption of a skill-based teaching methodology, all levels receive 8 hours of writing instruction. For faculties in which at least thirty percent of the courses are delivered in English, students must achieve 70 on the İstanbul Medipol University English Preparatory School exam or an equivalent score on national and international exams such as YDS, TOEFL, or IELTS. These faculties include Medicine, Dentistry, Pharmacy, and Physiotherapy and Rehabilitation.

D. Research Tools

A pre- and post-test after eight weeks of treatment were used to gather the data for this research. Students were asked to write three different types of essays during the pre- and post-tests. In order to provide each student an equal chance, the topics chosen for the essays were the same. IELTS Writing Evaluation Rubric (See Appendix A) was used to grade all essay types by three different instructors.

The essays submitted by the students who took part in this research were evaluated using IELTS Writing Evaluation Rubric. It was selected for the pre- and post-test grading as a component of the design of this research because it is a

thorough evaluation rubric developed by the British Council in partnership with IDP Education and Cambridge Assessment English and because it is an internationally recognized rubric to assess participants' English writing ability. There are four different criteria in the rubric, and the information contained in this rubric can be summed up as follows:

In Task Achievement criterion, Score of 0 – does not attempt the task in any way, Score of 1 – answer is not at anyway related to the task, Score of 2 – answer barely relates to the assignment, Score of 3 – does not deal with the issue, which may have been completely misconstructed, Score of 4 – tries to handle the issue, but does not fully touch all the important aspects or bullet points, Score of 5 – normally focuses on the goal, occasionally the format may be insufficient, Score of 6 – addresses the task's needs, Score of 7 – includes the task's prerequisites, Score of 8 – sufficiently meets all requirements for the mission, and Score of 9 -   clearly displays a thoughtful response.

In Coherence and Cohesion criterion, Score of 1 – fails to deliver a message, Score of 2 – has virtually minimal influence over organizational characteristics, Score of 3 – lacks logical organization of thoughts, Score of 4 – delivers ideas and information, but they are not rationally ordered, and there is no obvious progression in the answer, Score of 5 – offers material that is somewhat organized, yet there may not be a clear sense of movement overall, Score of 6 – coherently arranges ideas and information, with a noticeable overall progression, Score of 7 – organizing facts and thoughts logically; there is a definite progression , Score of 8 – rationally arranges information and concepts, and Score of 9 – cohesion is used in such a way that it is undetectable.

In Lexical Resource criterion, Score of 1 – only has a few single words to use, Score of 2 – employs a very small vocabulary and has little or no control over word structure or spelling, Score of 3 – uses a relatively small number of words and expressions, and has very poor word formation and/or spelling, Score of 4 – employs just simple words that could be overused or that might not be acceptable for the subject, Score of 5 – employs a small vocabulary, but it is at least minimum sufficient for the task, Score of 6 – uses a sufficient vocabulary for the purpose, Score of 7 – employs a diverse enough language to allow for some flexibility and accuracy, Score of 8 – uses a broad vocabulary with flexibility and fluency to convey

clear concepts, and Score of 9 – employs a broad variety of language with extremely accurate and advanced lexical feature control; uncommon slight errors only appear as "slips".

In Grammatical Range and Accuracy criterion, Score of 1 – cannot use any sentence structures, Score of 2 – cannot employ sentence structures other than in phrase from memory, Score of 3 – attempts to use sentences, but grammar and punctuation problems prevail and obscure the content, Score of 4 – utilizes a fairly small variety of structures, and subordinate clauses are only occasionally used, Score of 5 – utilizes a small number of different structures, Score of 6 – combines simple and complicated sentence structures, Score of 7 – utilizes several complicated structures, Score of 8 – employs a variety of structures, Score of 9 – uses a variety of structures with full flexibility and accuracy; slight faults are rare and only appear as "slips".

E. Participants

Within the scope of this study, two pre-intermediate classes were chosen since they are taught how to write academic paragraphs in the fall semester and gradually go on writing cause-effect, comparison, and problem-solution essays in the spring semester. In contrast, students in elementary classes spend more time on writing only paragraphs and are typically more concerned with producing sentences that are grammatically correct. In lessons at the pre-intermediate level, the move from paragraphs to essays happens significantly faster.

The participants ranged in age from 18 to 22. During the fall semester, they all had four hours of writing classes each week. For the study, two different pre-intermediate classes were chosen. There were 27 students in classroom A and 29 students in classroom B. 2 students from classroom A and 4 students from classroom B did not volunteer to participate in the study, and they did not want their essays to be evaluated. Therefore, 25 students from each classroom were chosen for this research. Classroom A was assigned as the control group, and the Classroom B was assigned as the experimental group in the study.

All of the groups' students received instruction in the fundamentals of paragraph writing during the fall semester, including how to include a topic sentence,

a conclusion, and sufficient evidence in the body of an academic paragraph. A few conjunctions and linking words were also taught to these students so that they could compose more complex sentences. Students' writing abilities were examined and evaluated through one midterm, one final exam, and portfolio writing. They were expected to write a whole paragraph in response to the questions in all of these evaluation instruments that asked about their fundamental writing skills. In portfolio writing, students had a chance to receive teacher feedback and correct their mistakes in their paragraphs. Despite all these testing, grading, and assessment processes, they still struggled to articulate novel concepts and deliver them in a precise and expressive manner through a coherent flow of thoughts.

F.   Data Collection Procedures

Before starting the process, ethics committee approval was taken from İstanbul Aydın University. All the students were required to sign a consent document attesting to their voluntary participation in the study. They were made aware of the upcoming procedure. The number of the students who were going to participate in the study had been ensured before the implementation process began. The participants that were in both the experimental and control group were made up of students who intended to attend a faculty where attendance at a preparatory school was required and where, as previously noted, 30 percent and above of the courses were taught in English.

Before the treatment began, all students had been asked to write three different types of essays (cause-effect, comparison, and problem-solution) considering the fact that they had already known how to compose separate paragraphs. These essays were evaluated as pre-tests in the study by three different instructors. The main reason why there were three different instructors to evaluate the essays is to avoid subjectivity. Since the researcher was also the writing instructor of the groups, she needed help from other instructors to have more reliable results. The instructor chose the topics given to students and made sure that none of the participants had a different topic than the other students. This way, an equal chance was given to the students participating in the study. To get the students ready for their own graded writing tests, they had to write their essays within the allocated time period (75 minutes).

After collecting and evaluating the pre-tests, the implementation process began. The instructor had prepared weekly lesson plans for both the control and experimental groups. The differences between the group that was going to use the coursebook and the other group that was going to make use of Wooclap and Padlet applications as well as their coursebook had been made clear. Even though the objectives of the lessons were the same for all students, the ways and tools to achieve those goals were different for each group. The study included individual writing by following the coursebook and collaborative writing by using Wooclap and Padlet applications in addition to the coursebook.

According to the lesson plans, the main lesson aims for both the control and experimental groups in the first lesson of the first week were:

- being able to understand the differences between paragraphs and essays

- being able to understand the different features of the essays

- being able to remember how to form the organization of paragraphs

- being able to talk about different purposes of writing paragraphs

To achieve these objectives, both groups followed a different way. The procedure for the control group was as follows:

- T will start the lesson with the PPT document showing an example essay and will explain what an essay is.

- T will explain different purposes of writing essays such as arguing, explaining, and describing.

- The students will read information about the features of essays.

- Students will see an example paragraph, and they will try to identify the topic sentence, supporting sentences, and concluding sentence individually.

- T will give students some time to read the sample essay, and the students will study the different body paragraphs in the essay.

As it can be seen, the students worked individually, and there was a teacher-dominant environment in the classroom. On the other hand, according to the lesson plan and the digital tools Wooclap and Padlet applications, the procedure for the

experimental group was as follows:

- T will start the lesson with a class discussion about what an essay is. Wooclap application will be used for this discussion, and students will be able to write their answers and see their classmates' opinions.

- After the teacher gives the definition of essays, the students will use Word Cloud on Wooclap and try to devise different purposes for writing essays.

- T will share an example paragraph on Wooclap and use Find on Image activity so that the students can identify the topic sentences, supporting sentences, and concluding sentences to remember the organization of the paragraph.

- After this activity, the same paragraph will be extended into an essay, and the students will write each body paragraph on Padlet.

As opposed to the control group, the experimental group made use of Wooclap and Padlet applications in their writing lessons and had more chance to work collaboratively with their classmates. To better understand the impacts of online collaboration, brainstorming and peer feedback were done using Wooclap and Padlet. Wooclap was generally chosen for brainstorming because it gives group members a space for interpersonal contact without sacrificing the immediate nature of a face-to-face learning environment to sustain an ongoing discussion platform. Additionally, Padlet gave the students a chance to comment on their friends' work while storing their drafts and final writing output.

After eight weeks of implementation, the same subjects as the pre-tests were provided to the groups, and they had 75 minutes to write their essays. The same three instructors once more evaluated these post-tests based on the IELTS Writing Evaluation Rubric. Pre- and post-test scores were employed in the quantitative data analysis to ascertain the impacts of the associated implementation on the students' writing skills and improvement.

G. Data Analysis

The current study is a quantitative study since it uses procedures for analyzing data quantitatively. The independent sample t-test was used in SPSS 25.0

program to analyze the quantitative data that was obtained using pre- and post-test scores for the two groups. With the use of IELTS Writing Evaluation Rubric, the essays written by the students were graded. Task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy were all assessed using the rubric's structure.

First, the means of the pre- and post-test scores of the control and experimental groups for all essay types were analyzed to see the improvement in overall writing skills between the groups. A comparison of pre-test scores between the groups was made in order to ensure that the groups were at the same proficiency level at the beginning of the treatment. Then, all post-test results for each essay type were analyzed to find an answer to the third research question which investigates whether students' writing success changes depending on the essay types. Finally, pre- and post-test scores of each criterion were analyzed to find out in which part of the essay the most improvement can be observed.

H. Summary

The methodology of the current study has been described in this chapter. The chapter explains research design, participants, research tools, data gathering methods, and data analysis of the study. The justification for adopting particular techniques in the study was thoroughly described in addition to the introduction of the research settings. In order to better comprehend the conditions, the participants' backgrounds were also described.

IV. RESULTS AND DISCUSSION

A. Introduction

The results of the data gathered by the pre- and post-tests scores are presented in this chapter. Students who voluntarily took part in this research and three English instructors who scored the essays written by students provided the quantitative information. The conclusions are explored in light of the findings from the studies of the pertinent literature. The three research questions are examined in the first section. Then, the interpretation of this analysis is described. Finally, how the results of this study relate to the recent literature is discussed.

B. Scores of the Groups Before the Treatment

First, the significance of the difference between the pre-test means of the control and experimental groups was tested. In order to analyze the data, independent samples t-test was used. Before the test was applied, it was checked whether the pre-test scores were normally distributed in both groups. Since the number of the participants in both groups was less than 30, normal distribution analysis was performed using the Shapiro-Wilk test. Table 1 shows the Shapiro-Wilk test results.

Table 1 Normality test results for pre-test scores (Shapiro-Wilk)

	Essay Type	Group	Shapiro-Wilk Statistic	df	p
Pre-test	Cause-Effect	Control	0,946	25	0,205
		Experimental	0,968	25	0,590
	Problem Solution	Control	0,945	25	0,194
		Experimental	0,943	25	0,176
	Comparison	Control	0,964	25	0,498
		Experimental	0,949	25	0,242

According to the Shapiro-Wilk test results, the pre-test scores of the control and experimental groups for all essay types are normally distributed ($p>0.05$). It was also checked whether the variances of the pre-test scores of the control and experimental groups were homogenous. With the aim of achieving the data, Levene

test was performed. The Levene test result is shown in Table 2.

Table 2 Test of homogeneity of variances for pre-test scores

	Essay Type	Levene Statistic	df1	df2	p
Pre-test	Cause-Effect	0,065	1	48	0,799
	Problem Solution	0,821	1	48	0,369
	Comparison	0,218	1	48	0,643

According to the Levene test result, the variances of the control and experimental groups are equal in terms of pre-test scores for all essay types (p>0.05). Since the assumptions of normal distribution and homogeneity of variances were met, the analysis continued with an independent samples t-test. Table 3 shows the independent samples t-test result.

Table 3 Independent samples t-test results for comparison of pre-test means.

Essay Type	Group	n	Mean ± SD	t	df	p
Cause-Effect	Control	25	14,44 ± 1,02	0,775	48	0,442
	Experimental	25	14,23 ± 0,93			
Problem Solution	Control	25	15,53 ± 1,03	1,663	48	0,103
	Experimental	25	15,08 ± 0,89			
Comparison	Control	25	14,03 ± 0,88	-1,107	48	0,274
	Experimental	25	14,29 ± 0,81			

As shown in Table 3, there is no significant difference between the pre-test means of the control and experimental groups for all essay types (p>0,05).

C. Students' Overall Writing Skills

Table 4 Pre-test and post-test mean of control and experimental groups

	Essay Type	Control (n=25) Mean ± SD	Experimental (n=25) Mean ± SD
Pre-test	Cause-Effect	14,44 ± 1,02	14,23 ± 0,93
	Problem Solution	15,53 ± 1,03	15,08 ± 0,89
	Comparison	14,03 ± 0,88	14,29 ± 0,81
Post-test	Cause-Effect	22,53 ± 0,76	30,97 ± 0,89
	Problem Solution	23,80 ± 1,32	32,28 ± 0,77
	Comparison	22,07 ± 0,65	31,03 ± 0,89

As an answer to the first research question, Table 4 shows the mean of the pre- and post-test scores of the control and experimental groups for all essay types.

In this section, within-group comparisons were made with paired-samples t-tests. In order to apply the paired-samples t-test, the differences of the pre- and post-test scores should be normally distributed. This assumption was checked with the Shapiro-Wilk test. Table 5 shows the Shapiro Wilk test result.

Table 5 Normality test results for the differences between post and pre-test scores (Shapiro-Wilk)

	Essay Type	Group	Shapiro-Wilk Statistic	df	p
Differences between post and pre-test scores	Cause Effect	Control	0,950	25	0,251
		Experimental	0,929	25	0,084
	Problem Solution	Control	0,969	25	0,615
		Experimental	0,967	25	0,579
	Comparison	Control	0,939	25	0,141
		Experimental	0,986	25	0,974

According to the results of Shapiro Wilk test, the differences between the pre- and post-test scores are normally distributed in all groups and all essay types ($p>0,05$). The assumption of normal distribution of the differences was met.

Then, the pre-test and post-test of the control group were compared. Table 6 shows the results of the paired samples t-test performed to analyze the significance of the difference between the pre-test and post-test means of the control group.

Table 6 Paired samples t-test results for the control group

Essay Type		Mean ± SD	t	df	p
Cause Effect	Post-test	22,53 ± 0,76	35,603	24	,000
	Pre-test	14,44 ± 1,02			
Problem Solution	Post-test	23,80 ±1,32	31,697	24	,000
	Pre-test	15,53 ± 1,03			
Comparison	Post-test	22,07 ± 0,65	35,258	24	,000
	Pre-test	14,03 ± 0,88			

The pre-test mean for the cause-effect essay type of the control group is 14,44. The post-test mean for the cause-effect essay type of the control group is 22,53. The difference between the pre-test and post-test means is statistically significant (t (24) = 35,603; $p<0,05$).

The pre-test mean for the problem-solution essay type of the control group is

15,53. The post-test mean for the problem-solution essay type of the control group is 23,80. The difference between the pre-test and post-test means is statistically significant (t (24) = 31,697; p<0,05).

The pre-test mean for the comparison essay type of the control group is 14,03. The post-test mean for the comparison essay type of the control group is 22,07. The difference between the pre-test and post-test means is statistically significant (t (24) = 35,258; p<0,05).

Table 7 shows the results of the paired samples t-test performed to analyze the difference between the pre-test and post-test means of the experimental group.

Table 7 Paired samples t-test results for the experimental group

Essay Type		Mean ± SD	t	df	p
Cause Effect	Post-test	30,97 ± 0,89	96,526	24	,000
	Pre-test	14,23 ± 0,93			
Problem Solution	Post-test	32,28 ± 0,77	119,492	24	,000
	Pre-test	15,08 ± 0,89			
Comparison	Post-test	31,03 ± 0,89	65,117	24	,000
	Pre-test	14,29 ± 0,81			

The pre-test mean for the cause-effect essay type of the experimental group is 14,23. The post-test mean for the cause-effect essay type of the experimental group is 30,97. The difference between the pre-test and post-test means is statistically significant (t (24) = 96,526; p<0,05)

The pre-test mean for the problem-solution essay type of the experimental group is 15,08. The post-test mean for the problem-solution essay type of the experimental group is 32,28. The difference between the pre-test and post-test means is statistically significant (t (24) = 119,492; p<0,05).

The pre-test mean for the comparison essay type of the experimental group is 14,29. The post-test mean for the comparison essay type of the experimental group is 31,03. The difference between the pre-test and post-test means is statistically significant (t (24) = 65,117; p<0,05).

D. Students' Achievements in Different Parts of Essays

As an answer to the second research question, Table 8 shows the comparison of pre-test scores of different criteria of the control and experimental groups. Mann Whitney U Test was used due to the violation of normality assumption.

Table 8 Comparison of each criterion of the pre-test between groups

Pre-test	Control (n=25) Mean ± SD	Experimental (n=25) Mean ± SD	Statistics	p
Cause-Effect				
Task Achievement	3,56 ± 0,51	3,64 ± 0,41	Z=-0,647	0,517
Coherence and cohesion	3,69 ± 0,40	3,53 ± 0,42	Z=-1,183	0,237
Lexical Resource	3,57 ± 0,39	3,53 ± 0,42	t=0,356 (df=48)	0,724
Grammatical range and accuracy	3,61 ± 0,36	3,52 ± 0,40	Z=-0,743	0,458
Problem-solution				
Task Achievement	3,97 ± 0,38	3,79 ± 0,37	Z=-1,710	0,087
Coherence and cohesion	3,85 ± 0,51	3,71 ± 0,32	Z=-0,835	0,404
Lexical Resource	3,83 ± 0,47	3,77 ± 0,39	Z=-0,770	0,442
Grammatical range and accuracy	3,88 ± 0,37	3,81 ± 0,47	Z=-0,852	0,394
Comparison				
Task Achievement	3,61 ± 0,42	3,61 ± 0,38	Z=-0,010	0,992
Coherence and cohesion	3,44 ± 0,30	3,51 ± 0,37	Z=-0,408	0,684
Lexical Resource	3,44 ± 0,33	3,55 ± 0,45	Z=-0,893	0,372
Grammatical range and accuracy	3,53 ± 0,29	3,63 ± 0,40	Z=-0,751	0,453

Z: Mann Whitney U Test

t: Independent samples t-test

As shown in Table 8, there is no statistically significant difference between the pre-test scores of the control and experimental groups in all parts of the essay types (p>0,05).

In Table 9, the comparison of post-test scores of different criteria of the control and experimental groups is shown. Mann Whitney U Test was used due to violation of normality assumption.

Table 9 Comparison of each criterion of the post-test between groups

Post-test	Control (n=25) Mean ± SD	Experimental (n=25) Mean ± SD	Z	p	Effect Size (r)
Cause-Effect					
Task Achievement	5,61 ± 0,39	7,87 ± 0,35	Z=-6,138	,000	-0,868
Coherence and cohesion	5,71 ± 0,35	7,73 ± 0,33	Z=-6,128	,000	-0,867
Lexical Resource	5,55 ± 0,29	7,71 ± 0,39	Z=-6,146	,000	-0,869
Grammatical range and accuracy	5,67 ± 0,33	7,67 ± 0,36	Z=-6,148	,000	-0,869
Problem solution					
Task Achievement	5,97 ± 0,45	8,07 ± 0,21	Z=-6,213	,000	-0,879
Coherence and cohesion	5,92 ± 0,42	8,01 ± 0,35	Z=-6,145	,000	-0,869
Lexical Resource	5,95 ± 0,44	8,05 ± 0,35	Z=-6,131	,000	-0,867
Grammatical range and accuracy	5,96 ± 0,40	8,15 ± 0,33	Z=-6,118	,000	-0,865
Comparison					
Task Achievement	5,61 ± 0,39	7,64 ± 0,42	Z=-6,110	,000	-0,864
Coherence and cohesion	5,53 ± 0,44	7,80 ± 0,36	Z=-6,120	,000	-0,865
Lexical Resource	5,33 ± 0,26	7,80 ± 0,36	Z=-6,155	,000	-0,870
Grammatical range and accuracy	5,59 ± 0,20	7,79 ± 0,36	Z=-6,190	,000	-0,875

r: Effect size | r value ranges from 0 (no effect) to 1 (perfect effect). An r value of 0.1 is considered a small effect, 0.3 is considered a medium effect, and 0.5 is considered a large effect (Field, 2009).

Z: Mann Whitney U test

As shown in Table 9, <u>there is a significant difference in favor of the experimental group between the post-test scores of the control and experimental groups in all parts of the essay types ($p<0,05$).</u> It is seen that all the effect size values in Table 9 are greater than 0.8 (large effect).

E. Students' Achievements in Different Essay Types

The significance of the difference between the post-test means of the control

and experimental groups was tested. First, it was checked whether the post-test scores were normally distributed in both groups. Table 10 shows the Shapiro Wilk test result.

Table 10 Normality test results for post-test scores (Shapiro-Wilk)

	Essay Type	Group	Shapiro-Wilk Statistic	df	p
Post-test	Cause-Effect	Control	0,951	25	0,262
		Experimental	0,953	25	0,291
	Problem Solution	Control	0,886	25	0,009
		Experimental	0,816	25	0,000
	Comparison	Control	0,925	25	0,068
		Experimental	0,967	25	0,567

As shown in Table 10, the post-test scores of the control and experimental groups for cause-effect and comparison essay types are normally distributed ($p>0.05$). However, the post-test scores for the problem-solution essay type are not normally distributed in both groups ($p<0,05$).

Normal distribution assumption was met for post-test scores in the type of cause-effect and comparison essays. It was checked whether the variances of the post-test scores of the control and experimental groups were homogeneous for these two essay types. In order to achieve the data, Levene test was performed. Levene test result is shown in Table 11.

Table 11 Test of homogeneity of variances for post-test scores

	Essay Type	Levene Statistic	df1	df2	p
Post-test	Cause Effect	0,052	1	48	0,821
	Comparison	1,378	1	48	0,246

According to the Levene test result, the variances of the control and experimental groups are equal in terms of post-test scores for cause-effect and comparison essay types ($p>0,05$). The assumptions of normal distribution and homogeneity of variances were met. Table 12 shows the independent samples t-test result.

Table 12 Independent samples t-test results for comparison of post-test means

Essay Type	Group	n	Mean ± SD	t	df	p
Cause Effect	Control	25	22,53 ± 0,76	-36,185	48	,000
	Experimental	25	30,97 ± 0,89			
Comparison	Control	25	22,07 ± 0,65	-40,657	48	,000
	Experimental	25	31,03 ± 0,89			

The post-test mean of the control group for the cause-effect essay type is 22,53. The post-test mean of the experimental group for the cause-effect type is 30,97. The difference between the two means is statistically significant (t(48)=-36,185; p<0.05).

The post-test mean of the control group for the comparison essay type is 22,07. The post-test mean of the experimental group for the comparison essay type is 31,03. The difference between the two means is statistically significant (t(48)=-40,657; p<0.05).

Normal distribution assumption could not be met for the post-test scores of the problem-solution essay type. Therefore, a non-parametric test (Mann Whitney U Test) was used for the problem-solution essay type. Table 13 shows the Mann Whitney U Test result.

Table 13 Mann Whitney U Test results for comparison of post-test scores (Problem-solution essay).

| Post-test	Group	n	Mean ± SD	Mean Rank	Z	p
Problem Solution	Control	25	23,80 ± 1,32	13,00	-6,088	,000
	Experimental	25	32,28 ± 0,77	38,00		
	Total	50				

As shown in Table 13, the post-test mean of the control group for the problem-solution essay type is 23,80. The post-test mean of the experimental group for the problem-solution essay type is 32,28. The mean rank of the control group is 13,0. The mean rank of the experimental group is 38,0. According to the results of Mann Whitney U Test, the difference between the mean rank of the two groups is statistically significant (Z=-6,088, p<0,05).

Figure 1 shows the pre- and post-test means of the groups for the cause-effect essay type.
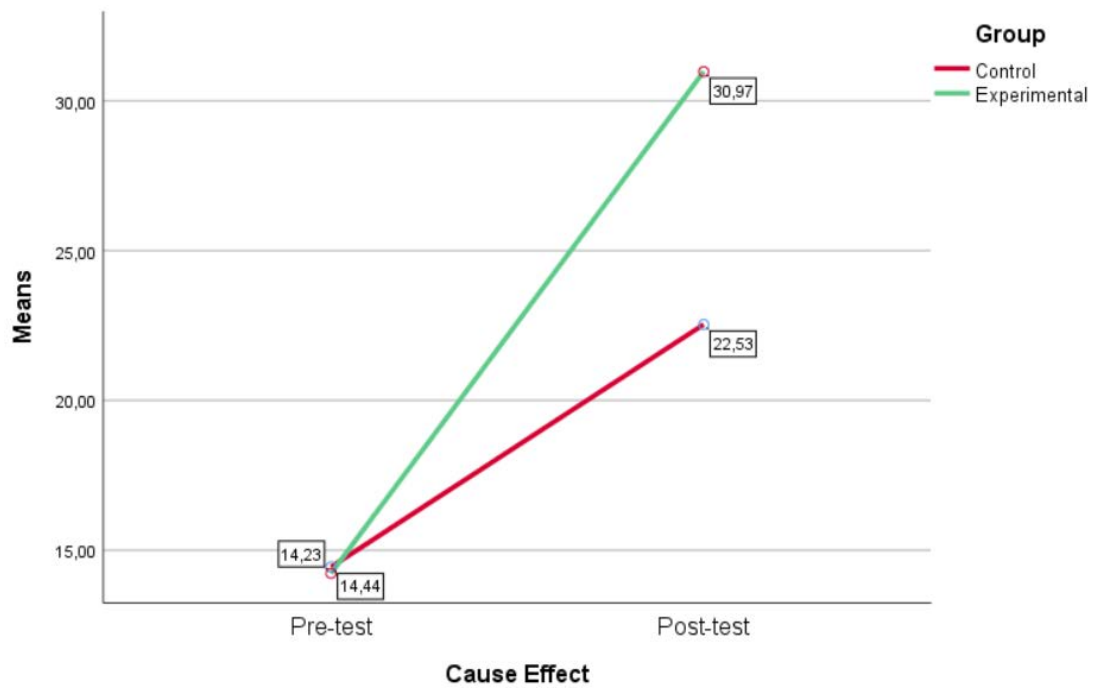
Figure 1. Pre- and post-test means of the groups (Cause-effect essay type)

Figure 2 shows the pre- and post-test means of the groups for the problem-solution essay type.
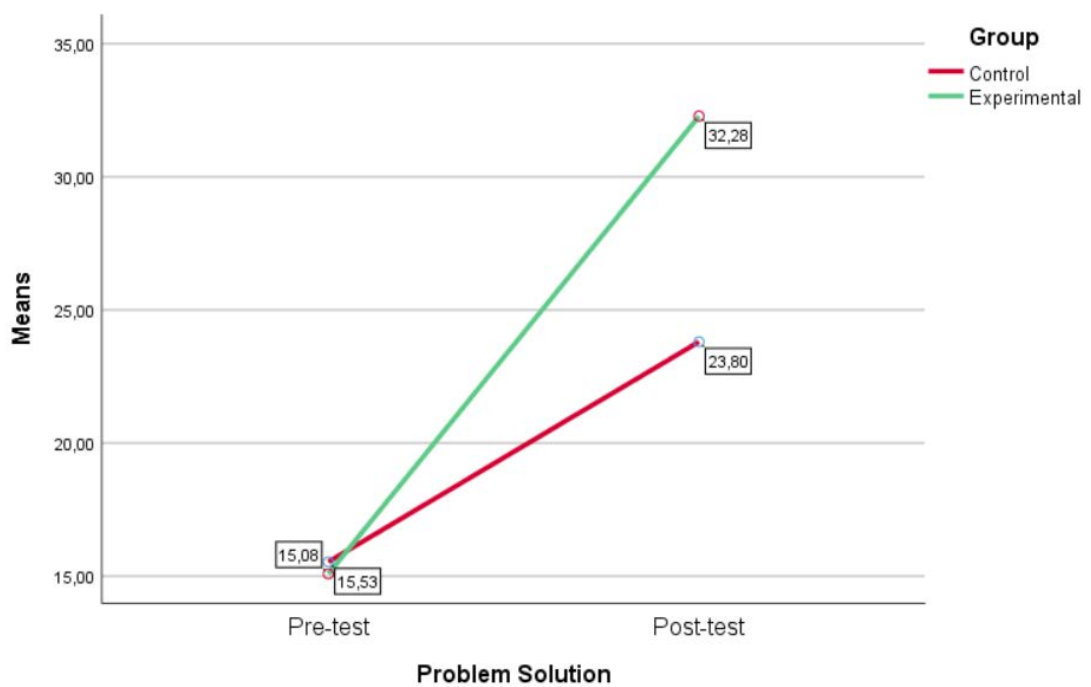
Figure 2. Pre- and post-test means of the groups (Problem-solution essay type)

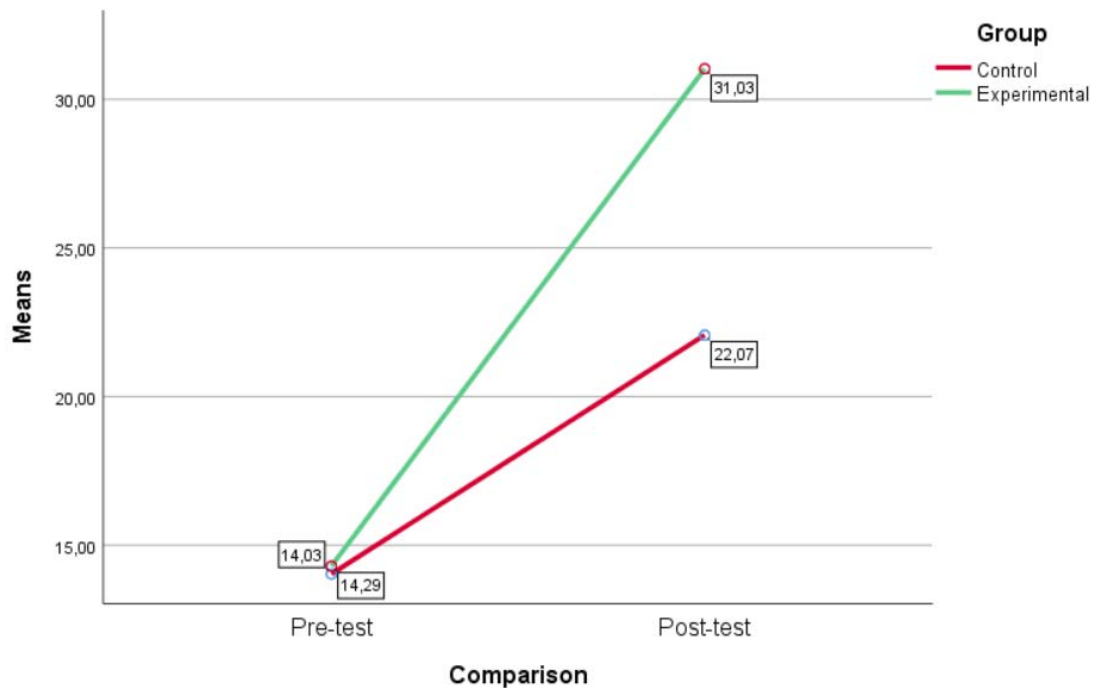Figure 3 shows the pre- and post-test means of the groups for comparison

essay type.

Figure 3. Pre- and post-test means of the groups (Comparison essay type)

F. Summary of the Results

The findings of the study demonstrated that compared to the control group, which did not use digital tools in their writing lessons, the students in the experimental group made greater progress in their overall writing skills when they used Wooclap and Padlet applications in addition to their coursebooks. Moreover, the quantitative data analysis showed that the students both in the control and experimental group increased their scores in different parts of essays. Using Wooclap and Padlet applications did not have an impact on enhancing students' task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy separately. Lastly, the experimental group had better scores in the post-test of problem-solution, comparison, and cause-effect essays. Therefore, it can be said that using Wooclap and Padlet applications in writing lessons did not have an effect on improving a specific type of essay.

G. Discussion

The present study investigated the effects of using Wooclap and Padlet applications on the students' writing skills as well as the benefits of computer-supported collaborative writing when compared to writing individually in a traditional way. The research involved fifty students from an English Preparatory School of a private university in Turkey. The students were enrolled in two different pre-intermediate English classes. Prior to beginning lessons on writing essays, they were all taught how to compose academic paragraphs during their first semester of writing classes. In the context of this study, one class engaged in traditional writing using only their coursebooks and served as the control group, while the other class received teaching instructions in an innovative way by using Wooclap and Padlet applications and working collaboratively.

The students who utilized Wooclap and Padlet applications in their writing lessons and the other students who used only their coursebooks were asked to write essays before and after the implementation. The rationale behind combining these two different applications was that while Padlet allows students to provide and receive immediate feedback on their language use, edit their work in and out of the classroom, and apply new knowledge to real-world situations, Wooclap provides students a chance to brainstorm their ideas, participate in a more dynamic and engaging learning environment, and work collaboratively in face-to-face or online education. Moreover, even though there are studies in the existing literature that have been conducted on the effects of using Padlet in writing lessons, the impacts of using Wooclap application in writing lessons have not been examined yet.

The first research question of this research was about investigating whether using Wooclap and Padlet applications enhances students' overall writing skills. First of all, it can be said that the experimental group performed significantly better than the control group based on the findings of the descriptive statistical analysis. For the cause-effect essay type, the pre- test score of the control group was 14,44, and the pre- test score of the experimental group was 14, 23. After the treatment, while the control group achieved 22,53, the post-test score of the experimental group reached up to 30,97. In problem-solution essays, the pre- test score of the control group increased from 15,53 to 23,80, and the pre- test score of the experimental group changed from 15,08 to 32,28. Finally, for the comparison essay type, the pre- test

score of the control group was 14,03, and the pre- test score of the experimental group was 14,29. At the end of the 8-week treatment, the mean score of the control group was 22,07 while the experimental group had 31,03 in the post-test.

These results show that even though the students in the control group also enhanced their writing skills, the students in the experimental group that used Wooclap and Padlet applications in their writing lessons performed better in the post-tests. The findings are consistent with the majority of study findings. In the study conducted by Alshumaimeri (2011), the differences between using digital tools in writing lessons and its effects on students' writing performances and not using such tools were investigated. It was concluded that there was an improvement in the overall score of both the experimental and control groups of students. While both groups showed progress, there appeared to be a relationship between the treatment and the experimental group's mean score, as seen by the higher mean scores in the experimental group compared to the control group.

These results indicate that the experimental and control groups' post-test overall performance differed significantly. It seems to appear that the findings of this research are consistent with earlier studies that found using digital tools in writing lessons to be a useful way to improve students' writing abilities (Kennedy, 2010; Kuteeva, 2011; Warschauer, 2010; Nasser, 2014; Göçen et al., 2023). The fact that the students in the experimental group benefiting from the use of collaborative writing practice by using Wooclap and Padlet applications had higher scores in the post-test than the students in the control group that sticked to traditional writing practices also aligned with Lin's study (2023). The findings of the study demonstrated that the students who used digital tools in their writing lessons were able to produce more complex and challenging products and perform substantially better than the students who did not use these tools.

In this research, it has been found that using Wooclap and Padlet applications as digital tools by fostering a collaborative writing process enhances students' overall writing skills, and these findings are consistent with what most studies have shown before. However, in the literature, there are some existing studies that contradict the findings of this research (Wulandari, 2018; Amani, 2016; Miah, 2022). In Wulandari's study (2018), the advantages of using Padlet in writing lessons were revealed. The findings showed that Padlet has certain benefits for improving

students' English writing skills. These included developing students' ability to learn and work collaboratively, facilitating feedback from English instructors, encouraging students to post and publish products, promoting learning through self-reflection, boosting students' motivation, expanding their vocabulary, and improving their writing abilities.

On the other hand, the data gathered by the students about the challenges associated with utilizing Padlet to enhance writing abilities evinced three main problems in Wulandari's research (2018). Initially, the participants stated that there is no folder for managing comments sections. Secondly, the activities and implementations might have been seen as repetitive work. Finally, when applied in online examination, there is a possibility to cheat. This paradox may have resulted from the fact that Padlet was not the only tool used in this research. The researcher combined Padlet application with Wooclap application to create an even more dynamic learning environment, and the students used Padlet for different purposes rather than just writing their essays or paragraphs. This implementation prevented students from getting bored during the lesson, and they were able to use the comment section for various purposes.

According to the study conducted on the effects of digital tools on students' writing skills by Amani (2016), some negative impacts such as absence on proofreading and reduction in critical thinking abilities were discovered. The researcher stated that new language forms have been brought about by this trend, such as "internet language", in which students disregard the grammatical and syntactic rules of proper English and substitute abbreviations for words as well as combining letters, numbers, and symbols to represent words. Additionally, options for predicting a text help students save time and effort. Conversely, though, it drains students' willpower and mental capacity.

These negative findings contribute to the significance of the current study. Being able to write well is crucial since it is widely employed in both the workplace and in higher education (Klimova, 2013). Therefore, the aim of this research was to come up with innovative ways that can enhance students' writing skills. Utilizing Wooclap and Padlet applications in an educational setting helped students be aware of the positive effects of digital tools and technology and use them for their own good to improve writing skills in English language. With the help of Wooclap

application, the students overcame the problem of not being able to think critically by participating in various brainstorming activities. In addition, thanks to Padlet, they were able to proofread their written works and provide instant feedback for their classmates. According to the statistical analysis done in this research, the students who used such digital tools in their writing lessons performed better than the other students in the control group, and this proved that the negative impacts of technology and digital tools found in previous studies can be eliminated.

The second research question of the study sought to determine whether students' writing performance varied depending on different parts of essays for both the control and experimental groups. In order to find the answer to this question, the comparison of pre-test scores of different criteria of the control and experimental groups was done by using Mann Whitney U Test (See Table 8). The results showed that there is no statistically significant difference between the pre-test scores of the control and experimental groups in all parts of the essay types (p>0,05). These findings demonstrated that all the students from both the control and experimental groups performed at the same language proficiency level in different parts of essays according to the criteria in IELTS Writing Evaluation Rubric.

After the 8-week treatment, the post-test scores of different criteria of the control and experimental groups were calculated with the aim of comparing both classes (See Table 9). It was concluded that there is a significant difference in favor of the experimental group between the post-test scores of the control and experimental groups in all parts of the essay types (p<0,05). This comparison showed that the students excelled in all four criteria: Task Achievement, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Similar to the findings of the first research question, even though the control group showed improvement in different parts of their essays, the difference between the pre- and post-test is significantly higher in the experimental group. As an answer to the second research question, it can be said that the students improved their writing skills in all parts of the essays, and there is no specific criterion in which the most improvement can be observed.

With regard to the third research question, a correlation between the essay type and the use of Wooclap and Padlet applications on improving the overall writing skills of the students was investigated. To provide a response to the last research

question, the significance of the difference between the post-test means of the control and experimental groups was tested. Except for the problem-solution essay type, it was concluded that the post-test scores of cause-effect and comparison essays were normally distributed. According to the results of Mann Whitney U Test and Levene Test, the difference between the mean rank of the two groups is statistically significant regardless of the essay type (See Tables 12 and 13). Therefore, it can be concluded that the use of Wooclap and Padlet applications enhances students' overall writing skills. However, it does not have an impact on the essay being taught.

In summary, the positive effects of using different and innovative digital tools in English writing classes by fostering collaborative writing processes, as explained and supported by numerous researchers (Valizadeh, 2022; Chittima et al, 2019, Jitlada and Chittima, 2021; Masoud and Jalil, 2021), were identified during the process of brainstorming, editing, revising, and producing more well-written writing assignments in the current study. Before the treatment began, the evaluation of the essays of the students in both the control and experimental groups showed that the groups were at the same English proficiency level. After the 8-week treatment, the students in the experimental group outperformed the students in the control group, proving that using Wooclap and Padlet applications together in English writing lessons enhances learners' writing abilities more than following traditional writing practices.

V. CONCLUSION

A. Summary

The benefits of using different digital tools in writing classes and their effects on students' English writing skills have been extensively covered in the literature (Genç-Ersoy & Göl-Dede, 2022; Göçen et al., 2023; Warschauer, 2010; Wulandari, 2018; Alshalan, 2010; Miranty et al., 2021; Alshumaimeri, 2011; Cabrini Simoes, 2007; Darren, 2022). Craig and Patten (2007) point out that research has demonstrated the benefits of digital tools for English teaching in terms of helping students enhance their understanding of vocabulary, writing skills, and reading comprehension. Furthermore, Brown (2001) asserts that incorporating digital tools into language instruction promotes collaboration and helps students have more fun during lessons. The existing literature does, however, indicate that further research is still needed for this integration, previously mentioned collaboration, and new ways and tools to improve students' English language learning skills.

B. Conclusions

The current study consists of three research questions: (1) Do Wooclap and Padlet applications enhance students' overall writing skills? (2) If so, in which parts of the essay can the most improvement be observed? (3) Is there a correlation between the essay type and the use of Wooclap and Padlet applications on improving the overall writing skills of the students?

According to the quantitative data analysis of the first research question, although both groups showed growth in their writing skills, the students in the experimental group that used Wooclap and Padlet applications in their writing lessons had higher scores in the post-test than the students in the control group that did not use such digital tools indicating that using Wooclap and Padlet applications as innovative collaborative writing tools enhance students' overall writing skills.

As an answer to the second research question, the data analysis showed that

there is a significant difference between the pre- and post-test of both control and experimental groups in terms of different criteria in all essay types. Even though the difference between the pre- and post-test scores was higher in the experimental group, the students in the control group also enhanced their scores. The students showed improvement in their scores of task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. It was revealed that the most improvement can be observed in all parts of the essays rather than a specific criterion. Using Wooclap and Padlet applications was useful in enhancing students' overall writing skills.

Lastly, final data analysis was conducted to decide whether there was a correlation between the essay type and the use of Wooclap and Padlet applications on students' overall writing skills or not. The results showed that the students in the experimental group increased their scores at the end of the treatment in all essay types. The correlation between the essay type and the use of Wooclap and Padlet applications could not be discovered. Making use of these digital tools had an effect on students' overall writing skills instead of a particular essay type.

C. Implications

Based on the study's findings, particular academic and practical conclusions can be drawn. It explains how various writing settings and environments affect learners' writing skills, coming to the conclusion that using new and different tools is quite effective for this aim. It can assist English instructors in selecting a more suitable platform for their learners. It is evident how important it is to collaborate with classmates while receiving guidance and support from teachers. Nonetheless, the current study has emphasized the significance of properly designing learning settings. Particularly, using collaborative digital tools calls for technological proficiency to avoid interfering with the learning process or delaying learning objectives. The recommendations may also be taken into account when carrying out research.

Further implications of the results include the need for curriculums and school settings that can be integrated with technology more. Instead of following traditional methods in teaching, technology opportunities with mandatory training may spare teachers and students from an excessive amount of work. This would

benefit educators, supervisors, and eventually learners. In designing their curricula, language schools must also take into consideration the impacts of using digital tools in writing classes as examined in this current research. With careful planning of the educational settings, pedagogical, emotional, and sociocultural advantages of digital tools can support students' second language learning. Implementing new lesson plans integrating technology and various digital tools that allow students to collaborate might result in more positive and dynamic learning environment for students.

D. Suggestions for Further Research

Only two pre-intermediate level classes enrolled in Medipol University English Preparatory School Program during the 2022-2023 academic year were included in the research. Consequently, even though the findings of the study make it easier to understand various writing contexts and scenarios, they cannot be applied to all foreign language schools. It can serve as a starting point for additional study on relevant topics involving a larger number of people. Future studies can also make use of different data collection techniques rather than writing and grading essays by using the IELTS Writing Evaluation Rubric.

Also, the researcher chose two different digital tools to be used in writing lessons deliberately. The use of Padlet and its advantages on students' writing skills have been studied by different researchers. However, the fact that the current literature lacks information on the effects of using Wooclap application prompted the researcher to carry out this research. The aim was to come up with innovative digital tools which can be used in writing lessons and maximize students' English skills. Future researchers can try to combine Padlet with a different digital tool that can foster collaboration among students to ascertain the impacts of technology on different language skills.

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APPENDICES

Appendix A: IELTS Writing Evaluation Rubric

Appendix B: Control Group Week 1 Lesson 1 Lesson Plan

Appendix C: Experimental Group Week 1 Lesson 1 Lesson Plan

Appendix D: Control Group Week 1 Lesson 2 Lesson Plan

Appendix E: Experimental Group Week 1 Lesson 2 Lesson Plan

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Appendix H: Control Group Week 2 Lesson 2 Lesson Plan

Appendix I: Experimental Group Week 2 Lesson 2 Lesson Plan

Appendix J: Control Group Week 3 Lesson 1 Lesson Plan

Appendix K: Experimental Group Week 3 Lesson 1 Lesson Plan

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Appendix M: Experimental Group Week 3 Lesson 2 Lesson Plan

Appendix N: Control Group Week 4 Lesson 1 Lesson Plan

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Appendix P: Control Group Week 4 Lesson 2 Lesson Plan

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Appendix R: Ethics Committee Approval

Appendix A IELTS Writing Evaluation Rubric

IELTS

WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/ bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • (A) presents a clear overview of main trends, differences or stages • (GT) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • (A) presents an overview with information appropriately selected • (GT) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • (A) recounts detail mechanically with no clear overview; there may be no data to support the description • (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

Appendix B Control Group Week 1 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 1 – Lesson 1
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
Focus of Lesson: The focus of the lesson will be moving paragraphs to essays, features of essays, revising the organization of paragraphs, and purposes of writing essays.			Material(s): PPT: Great Writing 2

Main Lesson Aims: They will be able to understand the main differences between paragraphs and essays. They will be able to understand the different features of essays. They will be able to remember how to form the organization of paragraphs. They will be able to talk about different purposes of writing paragraphs.
Procedure: T will start the lesson with the PPT document showing an example essay and will explain what an essay is. T will explain different purposes of writing essays such as arguing, explaining, and describing. The students will read information about the features of essays. Students will see an example paragraph, and they will try to identify the topic sentence, supporting sentences, and concluding sentence individually. T will give students some time to read the sample essay, and the students will study the different body paragraphs in the essay.

Appendix C Experimental Group Week 1 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 1 – Lesson 1
Classroom: AG01	Level: *B1*	Class: Experimental group	Length of Lesson: 80 mins
Focus of Lesson: The focus of the lesson will be moving paragraphs to essays, features of essays, revising the organization of paragraphs, and purposes of writing essays.			Material(s): PPT: Great Writing 2 Wooclap Application Padlet Application

Main Lesson Aims: They will be able to understand the main differences between paragraphs and essays. They will be able to understand the different features of essays. They will be able to remember how to form the organization of paragraphs. They will be able to talk about different purposes of writing paragraphs.
Procedure: T will start the lesson with a class discussion about what an essay is. Wooclap application will be used for this discussion, and students will be able to write their answers and see their classmates' opinions.   After the teacher gives the definition of essays, the students will use Word Cloud on Wooclap and try to devise different purposes for writing essays.   T will share an example paragraph on Wooclap and use Find on Image activity so that the students can identify the topic sentences, supporting sentences, and concluding sentences to remember the organization of the paragraph.   After this activity, the same paragraph will be extended into an essay, and the students will write each body paragraph on Padlet.

Appendix D Control Group Week 1 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 1 – Lesson 2
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be studying each body paragraph in an essay, the introduction paragraph and the summary it provides, the relationship between the introduction and conclusion paragraph, an essay outline, and a thesis statement.			Material(s): PPT: Great Writing 2

Main Lesson Aims:
They will be able to tell the main idea of each paragraph.
They will be able to find the sentence in the introduction paragraph that gives the summary.
They will be able to identify the relationship between the introduction and conclusion paragraphs.
They will be able to make an outline before writing an essay.
They will be able to identify the thesis statement and understand its purpose.

Procedure:

T will summarize the previous lesson and elicit some answers from the students about what they remember.
The students will see the example paragraphs, and they will underline the topic sentence in each paragraph. They will write their answers about what each paragraph is about on a piece of paper.
In the PPT, the students will try to find the sentence that offers a summary of the main points of the essay in pairs.
The students will study individually to find the relationship between the introduction and conclusion paragraphs. T will give feedback.
The students will study the example outline in PPT, and the teacher will explain the importance of making an outline before start writing.
The students will read the information about the thesis statement, and the teacher will explain the purpose of thesis statements in essays.

Appendix E Experimental Group Week 1 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 1 – Lesson 2
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be studying each body paragraph in an essay, the introduction paragraph and the summary it provides, the relationship between the introduction and conclusion paragraph, an essay outline, and a thesis statement.			Material(s): PPT: Great Writing 2 Wooclap Padlet

Main Lesson Aims:
They will be able to tell the main idea of each paragraph.
They will be able to find the sentence in the introduction paragraph that gives the summary.
They will be able to identify the relationship between the introduction and conclusion paragraphs.
They will be able to make an outline before writing an essay.
They will be able to identify the thesis statement and understand its purpose.

Procedure:

T will summarize the previous lesson and elicit some answers from the students about what they remember.
The students will see the example paragraphs, and they will underline the topic sentence in each paragraph. They will use Padlet to write about what each body paragraph is about. Since they will see their peers' answers, they will have a class discussion about how they come up with their answers.
In the PPT, the students will try to find the sentence that offers a summary of the main points of the essay in pairs.
The students will use a brainstorming activity on Wooclap to share their opinions about how the introduction and conclusion paragraphs are related.
The students will study the example outline in PPT, and they will try to create a similar one on Padlet application.
After the students study the thesis statement, they will try to write an alternative thesis statement to the sample essay on Padlet.

Appendix F Control Group Week 2 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 2 – Lesson 1
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be revising the thesis statement, focusing on the hook, and connecting information.			Material(s): PPT: Great Writing 2

Main Lesson Aims: They will be able to remember the role of a thesis statement and its purpose. They will be able to identify the hook in an essay and understand what functions it has. They will be able to identify the connecting information and learn how to write one.
Procedure: T will summarize the previous lesson and elicit some answers from the students about what they remember. Students will see a sample paragraph with different colors. T will underline the hook and give students the definition of the hook and why it is used. After that, T will point out the connecting information and show the relationship between the hook and the thesis statement and explain how connecting information connects two parts. T will summarize the functions of the thesis statement, hook, and connecting information. Students will use their notebooks to write new connecting information to the sample paragraph individually. T will read the students' paragraphs and give feedback.

Appendix G Experimental Group Week 2 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 2 – Lesson 1
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be revising the thesis statement, focusing on the hook, and connecting information.			Material(s): PPT: Great Writing 2 Wooclap Padlet

Main Lesson Aims:
They will be able to remember the role of a thesis statement and its purpose.
They will be able to identify the hook in an essay and understand what functions it has.
They will be able to identify the connecting information and learn how to write one.

Procedure:

T will summarize the previous lesson and elicit some answers from the students about what they remember about thesis statements.
The students will read a sample introduction paragraph with different colors and try to guess what function the sentences before the thesis statement have. Students will use the brainstorming section in Wooclap and will be able to see their classmates' answers to comment on them.
After eliciting answers from students, T will show the definition and explain why the students should use hook in their essays.
After that, students will do the same thing and share their opinions about connecting information on Wooclap.
The teacher will explain the function of connecting information and support her explanations with a sample paragraph.
Students will use Padlet to summarize everything they have learned about the thesis statement, hook, and connecting information. As a final task, students will write new connecting information to the sample paragraph.

Appendix H Control Group Week 2 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 2 – Lesson 2
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be learning about body paragraphs, identifying topic and concluding sentences in each body paragraph, analyzing concluding paragraphs, and restatement of the thesis statement.			Material(s): PPT: Great Writing 2

Main Lesson Aims: They will be able to identify the topic and concluding sentences in body paragraphs and see that the main ideas of the body paragraphs are mentioned in the thesis statement. They will be able to tell the function of concluding paragraphs. They will be able to understand how the thesis statement can be restated and practice writing one.
Procedure: T will summarize the previous lesson and elicit some answers from the students about what they remember. T will share a sample paragraph and underline the thesis statement by saying that the 3 main points also show the organization of the essay. T will continue with the sample paragraph and ask students to underline the topic and concluding sentences in each body paragraph. T will share a sample concluding paragraph and give students the definition of concluding paragraphs and why they are used. T will ask students to write a new restatement of the thesis. Students will work individually. T will give feedback.

Appendix I Experimental Group Week 2 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 2 – Lesson 2
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be learning about body paragraphs, identifying topic and concluding sentences in each body paragraph, analyzing concluding paragraphs, and restatement of the thesis statement.			Material(s): PPT: Great Writing 2 Wooclap Padlet

Main Lesson Aims: They will be able to identify the topic and concluding sentences in body paragraphs and see that the main ideas of the body paragraphs are mentioned in the thesis statement. They will be able to tell the function of concluding paragraphs. They will be able to understand how the thesis statement can be restated and practice writing one.
Procedure: T will summarize the previous lesson and elicit some answers from the students about what they remember about the thesis statement, hook, and connecting information. T will share a sample thesis statement and the students will be asked to find the main points of each body paragraph on Wooclap. Students will see 2 more examples, and they will try to find the topic sentence, supporting sentences, and the concluding sentence in groups. One group member will write their final decision on Wooclap and the students will have a class discussion about their answers. T will share a sample concluding paragraph, and the students will be asked to guess the function of the first sentences and identify its function. After T explains the restatement of the thesis, students will go to Padlet and write a new restatement of the same paragraph. After that, they will comment on their classmates' sentences and try to correct the mistakes if they have any.

Appendix J Control Group Week 3 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 3 – Lesson 1
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be learning about what a cause and/or effect essay is, identifying the best topics for cause/effect essays, focusing on the organization of cause/effect essays, brainstorming ideas for the essay, and making an outline using the ideas found.			Material(s): PPT: Great Writing 3

Main Lesson Aims: They will be able to explain the features of cause/effect essays. They will be able to choose the most appropriate topics for cause/effect essays. They will be able to organize a cause/effect essay. They will be able to think critically to find ideas and outline an essay.
Procedure: T will start the lesson by explaining what a cause/effect is. The importance of the cause-effect relationship will be highlighted, and T will show some examples on a table. In the book, students will see some topics for a cause/effect essay, and they will try to choose the best ones. T will give students the correct answers explaining the reasons if they have incorrect answers. T will show a sample outline to the students and explain each point one by one. In the last activity, students will be given some time to brainstorm ideas individually. Then, they will write their opinions in the book. T will check the students' answers and give feedback.

Appendix K Experimental Group Week 3 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 3 – Lesson 1
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be learning about what a cause and/or effect essay is, identifying the best topics for cause/effect essays, focusing on the organization of cause/effect essays, brainstorming ideas for the essay, and making an outline using the ideas found.			Material(s): PPT: Great Writing 3 Wooclap Padlet

Main Lesson Aims: They will be able to explain the features of cause/effect essays. They will be able to choose the most appropriate topics for cause/effect essays. They will be able to organize a cause/effect essay. They will be able to think critically to find ideas and outline an essay.
Procedure: T will start the lesson by asking what they know about cause/effect essays, and students will work in groups in Padlet to come up with some answers. T will elicit the answers and summarize the ideas to describe cause/effect essays. T will provide some titles for students to choose the best ones to be used in cause/effect essays. Students will use Wooclap to have a class vote. They will be asked to explain their reasons. T will share a sample outline. Then, students will work in groups. They will brainstorm some ideas to include in the essay. They will use Padlet to complete the outline that will be used to write a cause/effect essay. At the end of the lesson, they will comment on the other groups' ideas.

Appendix L Control Group Week 3 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 3 – Lesson 2
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be analyzing a paragraph and seeing how it is expanded into a cause/effect essay, answering some questions about the different parts of the essay, brainstorming some ideas, and making a new outline.			Material(s): PPT: Great Writing 3

Main Lesson Aims: They will be able to tell how the sample paragraph has been expanded into an essay. They will be able to analyze the essay and answer related questions. They will be able to brainstorm some ideas and make a new outline individually.
Procedure: T will start the lesson by showing students a sample paragraph. Then, students will also be given the essay version. They will be asked to highlight the topic, supporting, and concluding sentences individually. T will give students some time to answer the questions about the essay. After that, volunteers, if any, will answer the questions one by one. T will give feedback. T will remember the previous lesson and the topic they chose. They will brainstorm some ideas for the essay individually. Then, they will be asked to complete the outline given in the book. T will give feedback based on their answers.

Appendix M Experimental Group Week 3 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 3 – Lesson 2
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be analyzing a paragraph and seeing how it is expanded into a cause/effect essay, answering some questions about the different parts of the essay, brainstorming some ideas, and making a new outline.			Material(s): PPT: Great Writing 3 Wooclap Padlet

Main Lesson Aims: They will be able to tell how the sample paragraph has been expanded into an essay. They will be able to analyze the essay and answer related questions. They will be able to share their ideas with their peers and make a new outline together.
Procedure: T will start the lesson by showing them a sample paragraph. The students will be able to see its essay version. They will be asked to write their ideas about how the topic, supporting, and concluding sentences are used in the essay on Wooclap. There will be 5 different questions about the essay. T will form 5 different groups and each group will be assigned to answer one question. They will write theirs answers on Padlet. At the end of the activity, each group will explain their answers to the rest of the class. The same groups from the previous lesson will work together to brainstorm ideas for the given topic. Each group will make their outlines on Padlet. In the end, they will make comments to the other students' outlines.

Appendix N Control Group Week 4 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 4 – Lesson 1
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be common cause-effect structures, ways of expressing past events, noun and preposition combinations, and selecting a hook for a cause/effect essay.			Material(s): PPT: Great Writing 3

Main Lesson Aims: They will be able to use connectors and transition words and write new sentences. They will be able to use correct tenses to talk about past events. They will be able to find a correct preposition to be used with nouns. They will be able to write a hook by reading the rest of the introduction paragraph.
Procedure: T will start the lesson by explaining different cause-effect structures. Different examples such as the use of connectors within a sentence or between sentences will be mentioned. Then, students will try to write some sentences using the connectors given in the book. T will continue with another table showing the past tenses and their use. She will explain the rules, and it will be a revision for them. Then, they will answer the questions in the book individually. Noun and prepositions table will be shared with students. After that, they will be asked to answer the related questions in the book individually. Students will read a sample introduction paragraph with a hook missing. There will be some choices, and they will be asked to choose the most appropriate hook for the paragraph. Volunteers will explain their reasons.

Appendix O Experimental Group Week 4 Lesson 1 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 4 – Lesson 1
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be common cause-effect structures, ways of expressing past events, noun and preposition combinations, and selecting a hook for a cause/effect essay.			Material(s): PPT: Great Writing 3 Wooclap Padlet

Main Lesson Aims: They will be able to use connectors and transition words and write new sentences. They will be able to use correct tenses to talk about past events. They will be able to find a correct preposition to be used with nouns. They will be able to write a hook by reading the rest of the introduction paragraph.
Procedure: T will start the lesson by showing them a table. In this table, there will be some sample sentences. Students will read them and will be asked to discuss the use of certain connectors and transition words in their groups. T will give them some connectors. Students will use Padlet to write new sentences by using the given connectors. The answers will be seen by everyone, and students will be able to comment on their classmates' sentences. T will share a table with the students. By studying the table, the students will try to explain the rules of certain tenses in their groups. The class discussion will take place, and T will give feedback. Students will study another table and answer the following questions about prepositions. T will share a sample introduction paragraph with a missing hook with the students. They will work in groups and use Padlet to write a relevant hook for the paragraph. Everyone will receive feedback from the other groups.

Appendix P Control Group Week 4 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 4 – Lesson 2
Classroom: AG02	Level: *B1*	Class: Control Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be editing for errors, analyzing the essay, combining sentences, brainstorming a topic, and making an outline.			Material(s): PPT: Great Writing 3

Main Lesson Aims: They will be able to find the mistakes in a paragraph and correct them. They will be able to answer the questions about the given essay. They will be able to connect 3 or more sentences together and write only one sentence. They will be able to brainstorm ideas to make an outline.
Procedure: Students will read a paragraph with some errors in it. T will give them some time to find the errors and correct them. After the activity, T will give feedback. Students will read an example cause/effect essay. They will be asked to answer the related questions in the book individually. T will give feedback. In the book, there are some sentences. Students will be asked to combine them and write one single sentence without changing the meaning. T will do the first one as an example. Then, students will complete the activity. Students will be given some prompts. They will choose the one they want and brainstorm ideas. After that, they will use the outlining sheet in the book and make an outline for a cause/effect essay individually.

Appendix Q Experimental Group Week 4 Lesson 2 Lesson Plan

Instructor: Dilara SAYGILI			Date: Week 4 – Lesson 2
Classroom: AG01	Level: *B1*	Class: Experimental Group	Length of Lesson: 80 mins
The focus of Lesson: The focus of the lesson will be editing for errors, analyzing the essay, combining sentences, brainstorming a topic, and making an outline.			Material(s): PPT: Great Writing 3 Wooclap Padlet

Main Lesson Aims: They will be able to find the mistakes in a paragraph and correct them. They will be able to answer the questions about the given essay. They will be able to connect 3 or more sentences together and write only one sentence. They will be able to brainstorm ideas to make an outline.
Procedure: T will start the lesson by giving students a paragraph with different types of mistakes. Students will work in groups. They will use Padlet to find the errors and write the corrected version. The first group that completes the task will win. T will share a sample cause/effect essay with the students. There will be some questions about different features of cause/effect essays. Students will work in groups and try to find the answers to the questions. T will give students some sentences, and the students will be asked to combine the sentences to write just one sentence. The students will share their sentences on Wooclap. A class vote to decide which sentences are the best will be used. New groups will be formed to brainstorm some ideas. The groups will be given some topics to choose. They will be asked to make a new outline with their groups on Padlet.

Appendix R Ethics Committee Approval

Evrak Tarih ve Sayısı: 25.05.2023-86501

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı   : E-88083623-020-86501   25.05.2023
Konu : Etik Onayı Hk.

Sayın Dilara SAYGILI

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Dr.Öğr.Üyesi Mehmet Sencer GİRGİN
Müdür Yardımcısı

RESUME

Name Surname: Dilara SAYGILI DURAK

EDUCATION:

Bachelor: 2019, İstanbul University, Department of English Translation and Interpretation Studies

Master's Degree: 2021, İstanbul Aydın University, Department of English Language and Literature, English Language and Teaching

PUBLICATIONS, PRESENTATIONS, AND PATENTS

Saygılı Durak, D. (2023). "Using Wooclap and Padlet Applications as Digital Collaborative Writing Tools to Enhance Writing Skills of English Learners", **2nd International Conference on Psychology for Language Teachers and Learners (ICPLTL),** Medipol University, İstanbul.