

**Exploring the Impact of Interactive Online Tools on Developing Writing Skills in
Secondary Level English Language Teaching**

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Department of English and Humanities

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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ABSTRACT

The use of interactive online tools in educational contexts has changed the way students engage with academic writing. This study examines the use of interactive online tools, specifically Google Docs and Padlet, on the writing skill of secondary-level English language learners. A qualitative methodology was approached by using purposive sampling to select four students and five teachers from Secondary level. The data sources for this research study were classroom observation, semi-structured interviews. The findings of the study documented that these tools helped students' sentence structure, vocabulary, grammar correction, and overall clarity in writing. Also, the tools provided real-time suggestion, which aided students' awareness of their writing mistakes. Nevertheless, challenges were noted, including student dependency on the tool and challenges while students used these tools. The results reaffirm the usefulness of these tools as resources to improve on writing, while also navigating the use of new digital tools for writing instruction. The study adds to the corpus of knowledge about using interactive online tools in secondary education and language learning specifically, and opens up possibilities for other research and development of tools.

Keywords: Interactive online tools, Google Docs, Padlet, Writing skills, Secondary Education.

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TABLE OF CONTENTS

ABSTRACT.....	Error! Bookmark not defined.
Declaration	ii
Approval.....	iii
Acknowledgement.....	v
CHAPTER ONE: INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 CENTRAL RESEARCH OBJECTIVES	4
1.4 RESEARCH QUESTION.....	4
1.5 SCOPE OF STUDY.....	4
1.6 LIMITATION OF THE STUDY	5
1.7 SIGNIFICANCE OF THE STUDY	6
1.8 DEFINITION OF KEY TERMS.....	7
CHAPTER TWO: REVIEW OF RELEVANT LITERATURE AND RESEARCH	7
2.1 INTRODUCTION	7
2.2 Part 1: Concept of interactive online tools and their importance in writing classroom	8
2.2.1 Understanding the concept of interactive tools	9
2.2.2 Features and Functionalities of Online Tools in Learning Writing	10
2.2.3 The Role of Teachers in Implementing Online Interactive Tools in writing classroom.....	12
Part 2: Role of Online tools in enhancing writing Instruction and Learning	13
2.3.1 Increasing Student Engagement and Motivation	14
Part 3: Use of Interactive Online tools for Writing in Bangladeshi Secondary Level	19
2.4.1 Adoption and Government Initiatives in Bangladesh	20
2.5 The conceptual Framework.....	23
CHAPTER THREE: METHODOLOGY	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 The role of the researcher.....	27
3.4 Setting	27
3.5 Selecting the participants	28
3.5.1 Participants profile	29
3.6 AN OVERVIEW OF DATA COLLECTION PROCEDURES	29
3.6.1 Semi-structured Interviews	29
3.6.2 Designing the interview protocol	30

3.6.3 Classroom Observation	30
3.7 AN OVERVIEW OF DATA ANALYSIS PROCEDURES	31
3.7.1 Data analysis framework.....	31
3.7.2 Analysing Interviews.....	32
3.7.3 Analyzing Observation Data	33
3.8 Ethical Considerations	34
3.9 Trustworthiness of the Study.....	34
3.10 Chapter Summary	34
CHAPTER FOUR: RESULTS AND FINDINGS.....	35
4.1 Introduction.....	35
4.2 Section one: Findings from the classroom observation	35
4.2.1 Lesson Preparation and Instruction.....	36
4.2.2 Teacher Demonstration and Facilitation	37
4.2.3 Student Engagement and Motivation	37
4.2.4 Collaboration and Peer Support	38
4.2.5 Writing Accuracy and Use of Tool Features	39
4.2.6 Classroom Management and Technical Issues.....	39
4.3 Findings from Interviews	40
4.3.1 Increased Engagement and Motivation.....	41
4.3.2 Development of Independent Writing Skills.....	42
4.3.3 Collaboration and Peer Support	42
4.3.4 Observed Improvements in Writing Quality	43
4.3.5 Enhanced Classroom Interaction and Collaboration.....	44
4.3.6 Teacher Strategies in Using Tools.....	44
4.3.7 Technical and Infrastructure Barriers	45
4.3.8 Digital Literacy and Support Needs.....	45
4.3.9 Uneven Student Participation.....	46
CHAPTER FIVE: DISCUSSION.....	46
5.1 Introduction.....	46
5.2 Students' Perceptions and Engagement with Online Tools.....	47
5.3 Teachers' Perceptions of the Effectiveness of Online Tools	48
5.5 Synthesis of Findings.....	49
CHAPTER SIX: CONCLUSION.....	50
6.1 INTRODUCTION	50
6.2 CONTRIBUTIONS OF THE STUDY	50

6.2.1 Implications for Knowledge.....	50
5.2.2 Implications for Pedagogy	51
5.2.3 Recommendations.....	52
REFERENCE	53
APPENDIX- A.....	59
APPENDIX- B: CONSENT LETTER FOR INTERVIEW SESSION WITH TEACHERS	60
APPENDIX C: OBSERVATION CHECKLIST	61
APPENDIX D: INTERVIEW QUESTION	65
APPENDIX E: STUDENT INTERVIEW TRANSCRIPTION	69
APPENDIX F: TEACHER INTERVIEW TRANSCRIPTION.....	70
APPENDIX G: SAMPLE OF EMAIL FOR MEMBER CHECKING	73

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English language learners consider writing to be one of the fundamental yet complex abilities they need to master. Writing differs from speaking and listening and reading because students must focus deliberately on grammar together with vocabulary and coherence and organization and critical thinking and creativity (Hyland, 2005). The writing instruction in many secondary schools throughout developing countries including Bangladesh follows traditional methods which involve teacher-directed learning and memorization of model texts with repetition. The current educational methods focus on final written output instead of writing development which prevents students from learning genuine writing abilities and active participation in writing tasks (Rahman, 2015). Secondary level students face continuous challenges in English writing because they struggle with accuracy as well as organization and self-expression in their work.

The worldwide transition to technology-based education systems has created fresh opportunities to solve these educational problems. The use of Google Docs and Padlet among other interactive online tools continues to grow because they improve writing instruction through collaboration and process-based learning. Through real-time drafting and editing and peer feedback Google Docs enables students to recognize writing development as a dynamic process instead of a fixed assignment (Su & Zou, 2020). The Padlet platform enables students to collaborate in brainstorming and share ideas which helps them access different viewpoints and develop better organization skills for their drafts (Ahmed, Akter, & Sultana, 2022). These tools function

according to sociocultural theories of learning which state that knowledge emerges only through collaborative interactions between learners (Vygotsky, 1978).

In the context of Bangladesh, technology use in education has gained greater importance in recent years, especially in the wake of national efforts towards the implementation of ICT in secondary schools (Rahman & Akter, 2021). However, even with increased access to digital resources, most classrooms still rely on conventional practices of teaching writing. Research about technology learning in Bangladesh mainly examines language acquisition at large or higher education levels but lacks studies on digital tool effects on secondary writing development. Research from abroad demonstrates online tools lead to better engagement and motivation and improved language proficiency (Warschauer, 2013; Yunus, Lubis, & Lin, 2019) yet the specific impact on adolescent writing growth in developing educational systems remains unclear.

Therefore, this study seeks to bridge these gaps by examining the role played by interactive online tools towards the writing ability of secondary-level students in Bangladesh. It is interested not only in students' attitudes and experiences, but also in teachers' views on how such tools affect classroom practice and learning outcomes. By exploring the educational possibilities of Google Docs and Padlet, among others, this research aims to provide valuable insight into how technology can be used to support the acquisition of writing skills in a context where traditional methods still dominate, and where the integration of technology still faces infrastructural and pedagogical challenges.

1.2 STATEMENT OF THE PROBLEM

There are various studies have been done in the integration of technology in English language teaching which shows a positive and meaningful impact on enhancing language learning. Many researchers underlined the fact that online tools can promote interaction, and provide access to

authentic learning materials. Most of these studies have, however, had a broad focus, examining the overall language skill acquisition of reading, speaking, listening, and writing, as compared to the developing of writing skills for which the tangible impact on writing skills is not as defined (Warschauer, 2013; Yunus et al., 2019; Beatty, 2010). For example, in one study the researcher compared the in-person class instruction in writing with the online learning platforms writing instructions where the students from in person class done better in the writing by raising a question about the effectiveness of online writing instruction alone (Topacio, K. N. M. (2018). Another studies have mostly examined how students feel about digital learning, highlighting its dynamic and motivating features without objectively assessing how well students' writing abilities are developing (Kuosa et al., 2016). One of the study looked at the usage of certain resources, such as Padlet, Grammarly, Kahoot, and YouTube, to teach essay writing and demonstrated how they contribute to engaging and valuable writing courses (Ahmed et. al., 2022). Additionally, these studies concentrated more on tool usage than on assessing the tools' real effects on students' writing development in the classroom

Despite all of this contribution there is a significant gap remains in the understanding how interactive online tools impact specially developed writing skills in the secondary level students, especially in the contexts where digital literacy and access to technology are still developing. Past studies have centered on either higher education students or adult ESL contexts, with few such studies conducted on secondary-level students' experiences and learning processes. Moreover, while some studies quantified students' conceptions of advantage, few studies have systematically addressed the classroom practicalities, the effectiveness of provided tools, and how the tools affect overall writing skill development (Rahman, 2023; Hyland & Hyland, 2006; Zheng et al., 2020). This study aims to address this gap by considering both students' and

teachers' experiences and views of writing with interactive online tools in secondary English classrooms, presenting context-specific knowledge that is unavailable to literature at the moment.

1.3 CENTRAL RESEARCH OBJECTIVES

To explore how online interactive tools such as Google Docs together with Padlet serve as interactive web tools to boost secondary students' writing abilities in grammar accuracy as well as vocabulary enhancement and organization and expression. This research examines how these tools help students write independently while increasing their motivation and engaging their classroom participation during writing instruction. The research assesses teacher perceptions about these tools for enhancing writing instruction effectiveness and student achievement outcomes. This study also explores the challenges that both students and teachers face when they used these interactive online tools in their writing class.

1.4 RESEARCH QUESTION

1. How do secondary-level students perceive and engage with interactive online tools during writing practice?
2. How do teachers perceive the effectiveness of interactive online tools in developing writing skills in English language teaching at the secondary level?
3. What challenges do teachers and students face when integrating interactive online tools for teaching writing skills at the secondary level?

1.5 SCOPE OF STUDY

The research will be conducted in a few of the Bangladeshi secondary schools in which learners are recruited from diverse regions, socio-economic, and language backgrounds. This research investigates how students utilize the tools for brainstorming, collaboration, revising, and ultimately producing essays with improved accuracy, organization, and coherence. Although

there were researches on the utilization of technology in general language learning, there were limited researches focusing on the utilization of interactive online tools in developing writing skills at the secondary level in Bangladesh, which the current research aims to fill. Although the study is situated in the Bangladeshi context, the finding could also have implications for other developing educational systems where technological integration is still in the embryonic phase. This research was conducted in one of the organizational school in Bangladesh in two different region where students are from different socio-economic background and their English proficiency level also different. These schools are a key location because English writing is a fundamental proficiency in the national curriculum, and the integration of digital tools is gradually being enabled through government ICT policies. By focusing on teachers' perceptions and students' engagement, this research explores how online resources such as Google Docs and Padlet are used in real classroom contexts and their impact on writing skill development. So, the research does not deal with additional skills like speaking, listening, or reading and has a focus on English writing instruction at a high school level. However, in emphasizing both the potential and challenge of using internet technologies in the classroom, this study offers important insights on the ability of technology to support writing instruction, and to facilitate student learning when resources are limited.

1.6 LIMITATION OF THE STUDY

There are several limitations to this research that must be noted. One of the limitations is the short duration of the study, which allowed for the exploration of the immediate effects of using Google Docs and Padlet in writing instruction but not the long-term influence on the writing development of students. Better information would be gained about the use and effect of interactive tools if there would have a long period of study.

Additionally, even when schedules were adjusted and complete cooperation was maintained, the

observations and interviews may have been impacted by the sporadic attendance of certain students and teachers.

One of the other limitations is that this study conducted in a small sample in a secondary school of Bangladesh. While this enabled concentrated, context-specific understanding of the utilization of interactive online tools in writing classrooms, it also limits the wider generalizability of the findings to other schools or regions. However, this limited scope provided the opportunity for closer investigation of the research objectives within the selected context.

1.7 SIGNIFICANCE OF THE STUDY

To my knowledge, little research has been done to investigate the use of interactive web-based tools used to enhance writing ability of secondary-level students in Bangladesh. Even though there is some research that has studied technology in language learning more broadly, interactive websites as an area has yet to be fully explored in writing.

This study seeks to fill that gap and investigate how secondary level students use and apply these interactive tools to improve their writing accuracy, vocabulary, organization, and expression overall. This study is important for both teaching practice and for research. English language educators will benefit from the results and findings, as they will provide insightful comments on the use of internet-based interactive platforms as a way of enhancing class pedagogy for writing and engaging students. In addition, the research demonstrates potential interactions of technology in improving writing practice for secondary schools for curriculum planners and education policymakers. Beyond the specific local context, there are implications of significance for other developing educational systems where English is taught as a second language. Finally, the results will provide a voice for future researchers and teachers with evidence-based suggestions for using interactive approaches to teach writing in ways that support meaningful learning outcomes.

1.8 DEFINITION OF KEY TERMS

Interactive Online Tools: Interactive online tools refer to online programs or sites that allow users to interact, collaborate, and share information in real time. Interactive online tools support active participation, creativity, and communication among learners through interactive environments for writing, editing, and peer critique. In the present study, interactive online tools are considered as sites that were utilized to enable secondary-level students' writing proficiency.

Writing Skills: Writing skills are the abilities of expressing ideas, arguments, and thoughts in a clear and coherent fashion using written text. Writing skills include grammar, vocabulary, organization, coherence, and style which are required for effective communication in academic settings. This study investigates by using online interactive tools how students writing ability can be developed.

Non-native Speakers of English: People whose first language or mother tongue is not English are termed nonnative English speakers. They learn English in a setting where the English language is not used extensively as a dominant medium of communication (Ahemed, 2016). Participants of the research were nonnative English speakers.

CHAPTER TWO:

REVIEW OF RELEVANT LITERATURE AND RESEARCH

2.1 INTRODUCTION

The primary purpose of this study is to identify how interactive online tools influence student writing engagement, motivation, and learning outcomes in secondary education. Additionally, it covers relevant concepts and academic research on the use of interactive online tools on developing their overall academic writing performance and how they affect student involvement

and performance. This highlights the relevance of this study in filling in the gaps in the literature about the impact of using interactive online tools in developing students writing in secondary education. The chapter is divided into three parts as the following:

Part 1: Concept of interactive online tools and their importance in writing classroom

discuss the concept of interactive online teaching tools and its different types and also used in English Language Classroom specially in the writing classroom. Also, its role on students centered learning.

Part 2: Role of Online tools in enhancing writing Instruction and Learning Discuss

improving lesson availability, support academic achievement in writing, and enhance students' motivation in writing. Also covered are the opinions of educators about the benefits and strategies of instruction of these tools in writing classroom.

Part 3: Use of Interactive Online tools for Writing in Bangladeshi Secondary Level

discusses how interactive online teaching resources are used in teaching writing in secondary schools in Bangladesh, emphasising the difficulties that both instructors and students encounter and the necessity for scholarly study on how they affect learning in developing region.

2.2 Part 1: Concept of interactive online tools and their importance in writing classroom

Interactive online writing tools such as google docs, padlet are widely used to enhance engagement and active learning in both virtual and blended classrooms. The tools enhance accessibility and course presentation by facilitating multimedia education and collaboration (Mishra & Koehler, 2006; Al-Amin et al., 2021). Although over-reliance leads to distractions or diminishes independent thinking, they promote increased involvement and engagement at the secondary level (Dhawan, 2020; Bond et al., 2020). This section discusses the main ideas and the importance of using these tools in today's schools.

2.2.1 Understanding the concept of interactive tools

Interactive learning tools are technologies that are designed to enhance instruction as being more interactive, learner-focused, and engaging. They encompass various platforms that facilitate real time collaboration and incorporation of multimedia like Google Docs, Google Classroom, Zoom, Microsoft Teams, Kahoot, Padlet, and Quizizz. Interactive tools facilitate two-way interaction and provide students with greater agency over their learning process than the traditional forms that are based mainly on one-way communication (Mishra & Koehler, 2006; Al-Amin et al., 2021; Siemens, 2005; Dhawan, 2020). Technology has an especially important role to play when engaged in online or blended learning modes. Students can become more serious learners, more actively engaged, and able to sustain focus with social and cognitive learning opportunities created by technology with activities such as, but not limited to, polls, quizzes, collaboration, breakout rooms, and interactive white boards (Khan, 2023).

For instance, technologies can play a 'thought-provoking ' role among adult learners who develop study identities and habits of participation in a secondary school which is stated by Rahman and Karim (2021). Game-based learning technologies such as Quizizz and Kahoot have been popular for additionally creating interest in teaching and recall with younger learners. Additionally, jamboard and Padlet gives a idea for student of diffegroups to collaborate from a distance, adding a social aspect in innovative ways and providing cognitive challenge and growth (Hossain & Shanta, 2022). The tools do not simply aid the students in comprehension of materials, but also trigger class discussion, as once you introduce an interactive screen, there is a high probability that students will engage in discourse, respond to questions, and complete polls (Uddin & Zahan, 2022). It is also worth noting how those tools assist in structures of classroom management, and instructional clarity. As stated by Hasan and Akter (2021), tools like Google Classroom assist with keeping lesson planning, assignment submission, and feedback organized,

making the classroom more manageable and structured. In addition, frequent use of those apps has also been associated to improvements in time management and tracking of content among students and teachers (Rahim et al., 2022). However, even when such devices have tremendous pedagogical value, researchers know the value of the careful implementation in practice determines the value that teaching these devices have. The mere presence of a virtual platform does not necessarily equate to better learning outcomes without activities carried out being meaningful and suitably facilitated (Bond et al., 2020; Al-Amin et al., 2021). Here, interactive tools must be understood less as technology tools and more as strategic tools through which, if utilized cautiously, they can fortify the participation, interaction, and academic achievement of secondary school students.

2.2.2 Features and Functionalities of Online Tools in Learning Writing

Digital interactive instructional tools for English language lessons are invaluable for its various capabilities that contribute positively to the four language skills, i.e., listening, speaking, reading, and writing. Google Classroom, Microsoft Teams, and Edmodo are some tools that provide one internet platform to instructors to post reading assignments, give writing tasks, and track students' work (Yunus et al., 2021; Hasanah & Nur, 2022). Besides enabling the submission of assignments by students, receiving comments and communicating with one another, the tools enable teachers to plan and make materials public. Besides that, the scheduling and marking functionalities of the tools enable effective class management through timely submission and organized follow-up (Nasution et al., 2023; Rahim et al., 2022). Especially in English class, when the student would otherwise get language input and guidance, such websites help to track learning progress and maintain regular learning more organized.

The other important role played by online tools is that they facilitate multimodal and interactive learning. Wang and Tahir (2020) quote that online tools such as Kahoot, Quizizz, and Quizlet

facilitate vocabulary and grammar learning through interactive quizzes and flashcards by repetition and immediate feedback to consolidate learning. They are effective at handling short attention spans in secondary level students and at creating a fun but learning environment (Fikri et al., 2022; Sultan & Noor, 2022). Similarly, tools like Padlet, Jamboard, and Google Slides promote collaborative learning and visual thinking by virtue of the ability of the learners to co-create content, peer-to-peer interact with each other, and present. Nugroho and Mutiaraningrum (2020) note that such collaboration tools promote writing fluency and coherence, with the learners graphically editing and organizing ideas. In addition, the use of videos, images, audio files, and interactive exercises in English classes allows teachers to reach auditory, visual, and kinesthetic learners, a requirement to language learning at the secondary level (Alqahtani & Rajab, 2022).

Besides gamifying content delivery and learning, some tools aim to help students develop productive language skills through feedback and practice. Flipgrid and VoiceThread are some of the tools that enable speaking practice to become less daunting and more flexible as students can record voice responses, share them with the class, and get peer and teacher feedback (Wahyuni & Puspitasari, 2021; Fitria, 2023). In order to facilitate interaction and critical thinking, writing-based tools such as Google Docs allow peer-to-peer editing so that learners can jointly compose essays and evaluate each other's work (Yunus et al., 2021; Rahman & Karim, 2021). Further, by allowing lecturers to comment on students' work in real time and monitor changes, the technologies provide the ability for formative assessment. Moreover, to facilitate active listening and note-taking on the part of the students, YouTube and Edpuzzle provide listening comprehension activities that can be paired with comprehension quizzes or summarization techniques (Sari & Wahyudin, 2020; Hossain & Shanta, 2022).

Interactive tools like Grammarly and Google Docs provide capabilities that greatly improve writing teaching by making it easier to collaborate, provide comments, and be accessible. In summary, the features of these digital tools work to make language learning more skill-based, student-centered, and personalized elements critical to effective English language learning.

2.2.3 The Role of Teachers in Implementing Online Interactive Tools in writing classroom

Teachers are essential to successfully enacting online interactive resources in online teaching for English. Mishra and Koehler (2006) put forward that teachers need to find that balance between pedagogical goals and technologic sensibility to use online resources effectively in language classrooms. This includes selecting materials that appropriately pace language learning goals in addition to creating tasks that promote interaction, communication and skill development in English class. According to Tondeur et al. (2017), meaningfully integrating tools into the classroom is primarily influenced by teachers' beliefs, and their belief in it. With the proper training, instructors can use technology to design meaningful language tasks and assessments (Ghavifekr & Rosdy, 2015). Without the training, even the most meaningful tools have the potential to be wasted or misapplied (Karakaya, 2021) and students benefit very little or not at all.

Interactive technologies are best utilized when they are designed with the potential for developing linguistic competence. Instructors need to develop tasks that push students to produce, reflect, and revise language in authentic scenarios. For example, using Google Docs for collaborative writing in real-time, or Padlet for collaborative peer review, can provide an effective engagement with content (Rahman & Karim, 2021; Wang & Tahir, 2020). As Alqahtani and Rajab (2022) indicate, instructor prompts must go beyond the facts of the material to be a discussion or an opinion writing. Similarly, if practice is based in context and students get to rehearse the vocabulary, online software such as Quizlet or Kahoot can be utilized to help

students retain vocabulary. As Hossain and Shanta (2022) go on to elaborate, the design of the tasks that teachers provide is critical to making sure tools support active and not passive learning. In the process of online formative assessment it is indicated that the knowledge of teachers about technology depends on an engagement with the different interactive online tools which help to develop students' learning in mainly online contexts (Zou, 2025). From different research it was found out that teachers' preparation about different interactive online tools, their theoretical and practical knowledge about these tools help students in their writing development. This includes providing support to students during group work, managing the allocated periods of time in breakout rooms, and then giving feedback with tool integration such as comments or rubrics (Hasan & Akter, 2021; Yunus et al. 2021). Along with this, there are also issues that are problematic such as unbalanced digital access, technical problems, and distractions that come with technology, requiring teachers to be flexible and improvise (Sultana, 2023; Bond et al., 2020). For Puente (2014), technology uses in language use not only improves past practice in language education, but increases interactions and engagement. Such methods of using technology means that English teachers are no longer simply teaching lessons—they are creating the way that learners engage with language acquisition digitally.

Part 2: Role of Online tools in enhancing writing Instruction and Learning

Using technologies as facilitators of writing changes traditional pedagogical practices into more interactive and student-centered models. Tools such as Google docs, Edmodo, Padlet, and Quizizz render the teaching and learning of writing easier. Digital tools promote differentiated instruction and communication, collaboration, and instant feedback between the teacher and learners that are essential in learning writing skills (Yunus et al., 2021; Wang & Tahir, 2020). They offer teachers in ELT classes chances to create flexible, interactive writing classes

with all four skills—listening, speaking, reading, and writing—such that active participation and engagement of the students are encouraged (Rahman & Karim, 2021; Fikri et al., 2022). This section highlights how this web tools improve the teaching of writing and contribute to more effective learning results in secondary-level English as a language learner.

2.3.1 Increasing Student Engagement and Motivation

Student engagement and motivation are critical elements in writing skill acquisition, and research shows that collaborative online resources play a significant role in supporting the two at the secondary-level English Language Teaching (ELT). Resources such as Google Meet, Edmodo, Padlet, and Quizizz provide interactive and multimodal environments that foster active participation, collaborative learning, and immediate feedback (Yunus et al., 2021; Wang & Tahir, 2020). All of these tools move students to spend more time brainstorming, drafting, revising, and publishing their writing, rather than going through a teacher-directed, product-oriented model, and instead engage students in student-directed writing, process-oriented practices. An example of that thinking is the creation of an asynchronous (non-synced) tool like Padlet and Edmodo that gives students time to think, write, and revise when the writer is struggling. Tools like Google Meet are synchronous (with collective input) and allow for immediacy, scaffolding, discussion, and peer review (Rahman & Karim, 2021; Fikri et al. 2022). Empirical evidence also shows that game-like aspects, multimedia content, and interactive activities enhance learners' interest and reduce writing anxiety and hence drive learners to work harder and continue writing (Hussein et al., 2020; Mulyono et al., 2021).

Interactive online tools have a pivotal role to undertake in student participation against passive learning. For Basha (2023), applications like Kahoot and Quizizz bring a gaming experience into English classes in efforts to make the practice of vocabulary exercises, grammar practice, and

reading comprehension tasks fun. For Mishra and Koehler (2006), technology integration invigorates student participation because students are connected to pedagogical goals. Moreover, using virtual discussion boards like Padlet or Edmodo will help students to write their thoughts, and will create participation and writing effectiveness. According to Al-Amin (2021) state, when students work collaboratively to share projects and engage in discussions on discussion boards, students are afforded the opportunity to voice ideas, which is a great motivator for academic success. The asynchronous nature of the platform can be an important factor in getting comments and responses from students and feedback responses from peers and teachers (Yunus et al., 2021). This can be especially helpful in English language teaching situations where students are developing confidence in writing and speaking (Hasan & Akter, 20221, Wang & Tahir, 2020). In addition, using different types of content such as videos, gifs, and polls can contribute to the overall improvement in learning a language (Dhawan, 2020; AJODL, 2024).

The different and existing features of these interactive online tools create a different classroom setting rather than the traditional lecture-based classroom. In this classroom setting students have access in internet so that they can easily used these features make the classroom more meaningful for secondary aged children when learning (AJODL, 2024; SSRN, 2022).

2.3.2 Enhancing Academic Performance and Learning Outcomes

The use of interactive online tools also propels academic achievement when coupled with the engagement stemming from iterative revision, formative learning and individualized feedback. Zheng et al. (2014) contend that students that receive prompt corrective feedback, be it through automatic grammar recommendations from Google Docs or comments or feedback from instructors using Google Classroom or other applications, are more frequently and significantly responsive to revising their writing. At ELT this is particularly valuable in increasing writing

accuracy, cohesion and organization. As Bronson (2018) observes, students who practice writing with technology exhibit much more analytical and organizational abilities in both academic and creative writing than those who do not engage with interactive writing. Meanwhile, the various editing and revision session modes and change tracking technical capabilities allow students to better grasp language use and mechanics (Wang & Tahir, 2020; McKee, 2023; Kholili et al., 2024).

Yunus & Syafiq (2020) attest to the potential motivators when utilizing online tools, verifying the cognitive and social benefits in the activity of teaching writing. On the cognitive plane, these tools help teachers to differentiate tasks, insert prompts, and provide resources for support that enhance learner confidence. Socially, they help to enable real audience feedback and peer review, giving a sense of purpose and responsibility to writing (Supriadi & Julia, 2019; Zhang & Hyland, 2018). The assessment, which is instant, also motivates students to revise, and the gamification elements reinforce short-term engagement that can be converted to longer-term improvement (Huang et al., 2022; Alghasab et al., 2019). Nevertheless, as quoted by Rahman & Karim (2021), there is still a need for longitudinal evidence showing a link between the engagement gains and longer-term writing ability, which this study will pursue for secondary-level ELT.

Moreover, online teaching and learning platforms facilitate the learning of language rules through multimodal teaching. Alqahtani and Rajab (2022) report that students instructed by digital narrative, pronunciation programs, and grammar games score greater than students instructed by traditional pedagogy alone. These resources usually feature subtitles, visual glossaries, and interactive activities to cater to various learning styles (Rahim et al., 2022; Education SA, 2023). Hossain and Shanta (2022) also cite that low-exposure English learners are assisted by the visual and auditory cues of videos, animations, and interactive storyboards. The

frequent use of many of the apps promotes language acquisition, assisting in retention and in using them in speaking and writing activities (Sultana, 2023; AJODL, 2024; SSRN, 2022).

Another key element of flexibly designed interactive tools, is that they can adapt to the individual learning needs of specific students in order to cultivate personalized learning pathways, which is critical for enhancing educational outcomes.

Bronson (2018) states that the purpose of these adaptive learning technologies is to vary the level of learning challenge and speed of a student's learning based on how students perform at that time, so that learning experiences are challenging enough for ideal educational growth, while preventing from frustration. ERIC (2014) acknowledges that the personalization of learning makes sure students are motivated and engaged which is crucial for academic success. This personalization approach, along with the access to various instructional materials, allows them to engage deeply with learning content to produce higher outcomes (Zheng et al., 2014; Frontiers, 2025).

2.3.3 Supporting Differentiated and Inclusive Instruction in writing

Tomlinson (2014) noted that students' varied learning needs require differentiated instructions. Digital tools can enhance English language teaching at the secondary level. Google Docs, Padlet, and Edmodo create an adaptable environment to scale writing tasks, scaffolding, and feedback based upon individuals. (Yunus et al., 2021; Fitriyah & Hidayati, 2021). These tools create opportunities to integrate multimedia content, various work formats, and flexible deadlines, so all writers, expert and novices, are fully engaged in the learning process.

Florian and Black-Hawkins (2011) argue that inclusive teaching promotes equitable participation from students with different abilities, linguistic backgrounds, or learning difficulties. Online interactive platforms promote practices of inclusive teaching, because they have features like

text-to-speech, asynchronous writing spaces, and multimodal input that can lower barriers for students with special educational needs or with low English language proficiency (Huang et al., 2022; Alghasab et al., 2019). These tools can also promote the factor of peer interaction among students with different English writing literacy levels, thereby creating a positive community of practice classroom environment, where various viewpoints can be leveraged to the writing process (Supriadi & Julia, 2019). However, as noted by Zhang and Hyland (2018), there is considerable curriculum engineering and repressive teacher mediation to differentiate and supervise inclusive instruction, which ensures technology - including peer, collaborative use - fosters the goals of the instructional materials rather than widen the achievement gap.

Considering the above findings, the present study aims to explore how interactive online materials can be intentionally integrated to build an inclusive, differentiated approach to writing instruction in secondary ELT classrooms.

Most importantly, the greatest strength of online interactive tools is inclusive/differentiated instruction. It has been reported by Kuswoyo et al. (2022) the use of scaffolding tools such as, text-to-speech, speech-to-text, translation and dictionary plug-ins and within level reading grades, provide benefits for students varying in levels of English literacy.

Research Writing Modules (2022) highlights the importance of this flexibility in ELT classrooms when students range from beginner to advanced. Hasan and Akter (2021) found that Google Translate, Grammarly, and Read&Write helped struggling learners interact with texts more confidently. These tools create scaffolded learning environments, which decreases anxiety in using the language while enhancing comprehension and production in English.

Online platforms also facilitate differentiated instruction and pacing. . Yunus et al. (2021) add that technology affords teachers the ability to assign differentiated tasks, quizzes, and reading

tasks based on students' performance. Therefore, teachers can target the individual students' learning goals without crowding the classroom. As Rahman and Karim (2021) depict, through the use of platforms such as Microsoft Teams or Edmodo to group students by level and provide differentiated tasks, teachers can support both gifted learners and struggling learners. Sultana (2023) argues that this kind of flexibility supports equity in the ELT classroom, as it allows all learners to benefit from equitable access to learning. Also, live translation, integrated dictionaries, and interactive visual assistance facilitate the teachability of lessons by multilingual and neurodiverse students (Wang & Tahir, 2020; Mahmud, 2023; Fitria, 2023).

Besides, the use of interactive tools aligns with Universal Design for Learning (UDL) principles that demand multiple representations, engagement, and expression to cater to all learners (ERIC, 2014). The tools allow educators to create flexible learning environments that accommodate student diversity, promoting equity and reducing achievement gaps (AJODL, 2024). Kuswoyo et al. (2022) conclude that when properly executed, interactive online learning tools establish an inclusive culture that honors and accommodates the learning experience of every student.

Part 3: Use of Interactive Online tools for Writing in Bangladeshi Secondary Level

This chapter presents using interactive online technology for practicing and teaching secondary-level writing in Bangladesh. Even though government interventions and interventions driven by NGOs made technology use in education convenient during and after COVID-19, implementation at the level of writing classes is faced with multiple challenges. Structural hindrances such as absence of adequate digital infrastructure, technical hindrances such as unpredictable internet connectivity, and pedagogical hindrances such as digital proficiency of instructors and instructional design are barriers to right and effective access to these tools for developing students' writing skills.

2.4.1 Adoption and Government Initiatives in Bangladesh

According to Alam and Taufique (2021), the use of interactive online tools in secondary writing classes in Bangladesh has been fuelled by national efforts and specific programs to integrate technology in education. In the light of Digital Bangladesh and Access to Information (a2i) initiative, the Ministry of Education has stimulated the use of Google Classroom and Google Meet tools in teaching writing, in which teachers can assign and receive assignments of students' writings and give feedback simultaneously in flexible ways. Rahman and Karim (2021) also note that NGOs such as BRAC and Save the Children have made this adoption possible by providing teacher capacity building, digital content development, and device distribution to underprivileged schools and thus making it possible for more interactive and student-driven writing exercises. Although these enhancements have been implemented, there are still loopholes, and low-income and rural schools lag behind in receiving solid internet, equipment, and proper training to effectively use these tools to their maximum utilization to enhance students' writing skills. The application of online interactive learning tools in the secondary education sector of Bangladesh accelerated at not that much higher speed but post-COVID-19 pandemic, the speed is accelerating. The pandemic-induced lockdowns compelled the schools to adopt distance learning suddenly, which accelerated the utilization of platforms such as Google Classroom, Zoom, and other Learning Management Systems (LMS) (Education Research Memory, 2025; Kuswoyo et al., 2022). This revolution was followed by policies of the government in harmony with the "Digital Bangladesh" strategy that aims to integrate ICT into education in order to enhance access and quality (BANBEIS, 2022; Frontiers, 2025). More than 4,000 Sheikh Russel Digital Labs equipped with computers were installed in schools all over the nation by the government with the goal of providing learning spaces that are digital to students (Education Research Memory, 2025; UNICEF, 2020).

Besides the efforts of the government, several NGOs and private entities have also contributed significantly to scaling up digital learning. Online platforms such as 10 Minute School, CodemanBD, Shikho, and Bohubrihi have been made popular through offering curriculum-based courses, skill development modules, and interactive materials provided through smartphones and computers (CodemanBD, 2025; Future Startup, 2023). These networks have been created for different learners, spanning groups of urban and semi-urban residents, and have created pathways for quality access to learning materials beyond classrooms (CodemanBD, 2025; Frontiers, 2025). Besides, initiatives like the Digital Lab Access project, supported by global collaborators, focus on teacher training, offline digital material, and mandatory lab classes to render technology functional in classrooms (Education Research Memory, 2025; World Bank Blogs, 2024).

As these positive trends continue, adoption is far from even when geographically located. Urban schools are more prepared for access and connectivity and thus enable online teaching tools with ease (BANBEIS, 2022; Kuswoyo et al., 2022). Rural and distant areas lag behind through infrastructural deficits and socio-economic limitations (Education Research Memory, 2025; Future Startup, 2023). But the overall trend by now indicates a growing adoption and institutionalization of online teaching instruments as core components of secondary education in Bangladesh (Frontiers, 2025; BANBEIS, 2022).

2.4.2 Challenges to Effective Implementation in writing classroom

Rahman and Karim (2021) point out that, while the incorporation of interactive online tools in Bangladeshi secondary-level writing courses has been increasing, several obstacles lie ahead for their successful implementation. Institutional barriers like weak digital infrastructure, inconsistent internet access, and inferior device access, particularly in rural and marginalized

areas, remain significant impediments (Alam & Taufique, 2021; Hossain, 2020). Technical issues such as inadequate access to software updates, inadequate technical support, and frequent power outages also hamper the easy application of tools such as Google Docs, Padlet, and Google Meet in writing instruction (Yunus et al., 2021). Pedagogically, low teacher digital literacy and insufficient training in developing engaging, process-oriented writing assignments mean that the potential of the collaboration and feedback aspects of the tools is lost (Fikri et al., 2022). High class loads, pressure to evaluate, and high numbers within a class are also found by Mulyono et al. (2021) to make one-on-one attention and prompt feedback from instructors challenging online. Socio-economic disparities also worsen the problem because it is not feasible for all students to purchase reliable internet links or possess computers, resulting in non-equal access to be capable of fully participating in online writing activity (Huang et al., 2022). These long-standing concerns imply that successful integration of the interactive online tools in writing courses is not just an investment in technology but also enormous professional development, infrastructure updating, and fair policies to allow equal access to all the students.

Despite the rapid development of online teaching tools, their effective use, particularly at the secondary level in Bangladesh, is beset with serious challenges. One of the most prominent challenge is the internet issues and digital infrastructure in Bangladesh. Although urban regions enjoy relatively stable connectivity, rural and marginalized populations do not have adequate or any internet connectivity, limiting students from gaining access to online learning (Education Research Memory, 2025; Future Startup, 2023; CELDA, 2022). Prohibitive internet data price and unaffordable digital devices also exacerbate the digital divide, with low-income households being disproportionately affected (BANBEIS, 2022; UNICEF, 2020).

The second vital challenge is the low degree of digital literacy and pedagogical skills among

educators. Although Bangladesh has increased the number of trained educators, many of them still employ conventional methods of teaching and lack personal confidence in using technology effectively in their teaching (The Daily Star, 2025; Kuswoyo et al., 2022). Teacher development programmes give less attention to the practical application of digital resources than to theoretical understanding, and virtual or blended modality training remains underutilized, especially outside metropolitan regions (The Daily Star, 2025; Education Research Memory, 2025). This lack of preparedness on the part of the teachers constrains the possibility of online learning resources in making a substantial contribution to learning outcomes.

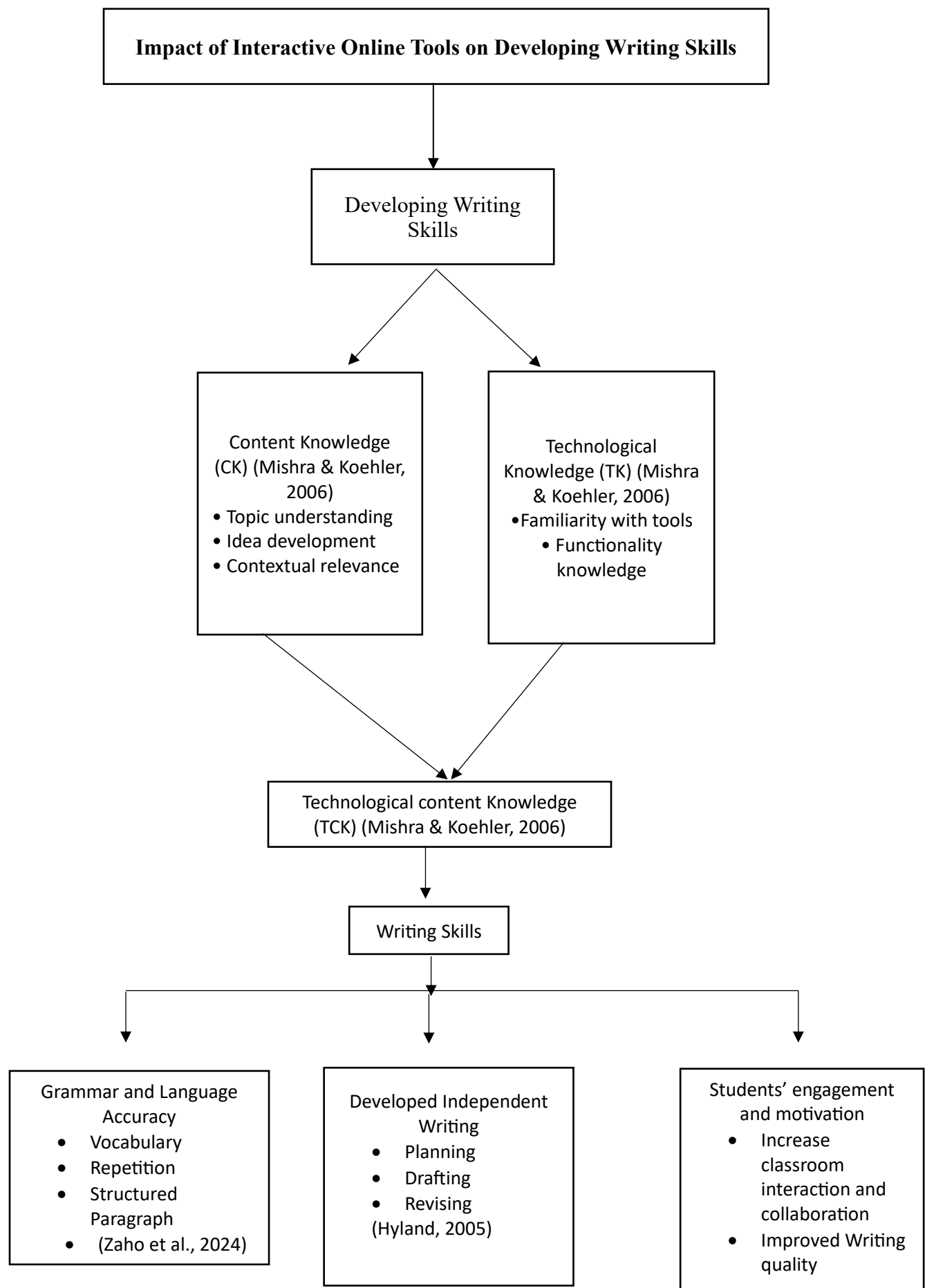
Socio-cultural variables and attitudes also pose adoption challenges. Online learning is viewed by some educators and parents as being second best to face-to-face learning, and hence there is resistance to fully adopting digital education (Future Startup, 2023; Education Research Memory, 2025). Further, without the central policies requiring the use of digital labs and blended learning, there is a lack of consistent adoption in schools (Education Research Memory, 2025). These problems highlight the need for comprehensive solutions aimed at infrastructure, capacity building, and attitude shifts to enable the sustainable adoption of online teaching materials in the secondary education sector in Bangladesh.

2.5 The conceptual Framework

This study is informed by the theoretical perspective of Mishra and Koehler's Technological Pedagogical Content Knowledge (TPACK) model, which focuses attention on the intersection of content knowledge, pedagogical knowledge, and technological knowledge in good teaching practice. we need to focus on how interactive digital tools like Google Docs and Padlet have an impact on writing skills in secondary English language classrooms, within the framework of the current study, This framework starts with content knowledge. Content knowledge means to have an overall idea about writing with relevancy, subject comprehension and idea generation. This

understanding implements the basis that helps learners to structure their writing appropriately and use grammar appropriately. Complementing CK is TK (Technological Knowledge), which pertains to the knowledge and the actual use of certain digital structures such as Google Docs and Padlet. This is the competence of the students and the teachers concerning the use of real time editing, collaborative commenting, as well as digital brainstorming. The convergence of CK and TK results to TCK (Technological Content Knowledge) which illustrates the degree to which students apply their writing skills and what they know as the possibilities that come with interactive writing tools. With the help of this integration, students perform advanced writing processes such as the planning, drafting, revising, and the peer review process of writing. Because of this combined knowledge, students are equipped with the ability to control the grammar and the language of their writing, use varied vocabulary without repeating sentences, and master the skill of paragraphing in a constructed manner. The framework also recognizes the expectation of helping learners become independent writers as a result of their ability to plan drafts and revise them multiple times.

The use of interactive online tools like Google Docs Padlet enables students to become more involved in class activities which results in better student involvement. Students who participate actively in collaborative writing tasks that provide immediate feedback from peers and teachers show better writing quality and higher learner independence. The conceptual framework integrates interactive online tools through a complete system which links technological competence with pedagogical strategies and content mastery. The analysis framework offers a complete evaluation method to study the effects of digital tools on writing development and classroom dynamics and student motivation in secondary English education.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology adopted for conducting this study. As stated earlier in chapter one, the main aim of this study is to explore the impact of interactive online tools on developing writing skills among secondary-level students in English language classrooms. The first research questions explore how do secondary-level students perceive and engage with interactive online tools during writing practice. The second research question aims at finding How do teachers perceive the effectiveness of interactive online tools in developing writing skills in English language teaching at the secondary level. The third research question finds out what challenges do teachers and students face when integrating interactive online tools for teaching writing skills at the secondary level. The chapter further describes the rationale behind choosing a qualitative approach, the process of selecting the participants and also discuss about how data was collected, how data was analyzed and also the steps taken to establish the trustworthiness of the study.

3.2 Research Design

In this research qualitative method was adapted. The main purpose of the qualitative research's is to verify concepts that are developed and relate to the existing situation in order to provide insight. The aim is to explore the experiences, perceptions, and challenges of secondary-level students and teachers regarding the use of interactive online tools in developing writing skills (Ahmed, 2017). Qualitative research is appropriate for this study because it allows for a deeper understanding of participants' personal experiences, classroom practices, and contextual factors. The data will be gathered through interviews and class observations, where I am going to observe how teachers taught them writing by using these tools and how students perceive it, with

detailed, qualitative data on the ways in how interactive online tools affects writing skill development.

3.3 The role of the researcher

The researcher is pursuing her postgraduate studies at a private university in Bangladesh. She has researched a topic that has not been studied extensively in Bangladesh. She created her study with some composition ideas after reviewing studies from around the globe. She disclosed her study and observation of classes before doing interviews and linked to her study with the participants to maintain credibility and trustworthiness. To lessen bias, she wrote her research from a third-person perspective and presented her findings based on the data from participants and not her opinions. The findings message the thoughts and ideas collected from the writing samples and interviews conducted. For member checking, participants were provided their transcripts after the interviews, enabling them to confirm their responses, both of which contributed to the credibility of the data. Data were also collected through two sources, students' writings and interviews for member checking to achieve triangulation, thus ensuring the findings are reliable and trustworthy.

3.4 Setting

This study took place within a well-established organizational school in Bangladesh with several branches in different regions of the country. This school was intentionally selected because it consisted of a diverse student body, including learners from multiple socio-economic, linguistic, and cultural backgrounds. The immediate diversity within the school would allow for an optimal investigation of the way interactive online tools operate in different classroom contexts.

The schools being considered for this study also differed in their level of technological access, infrastructure, and digital literacy. As a result, the schools offered a possibility to gain a more complete and nuanced understanding of how often-use online tools, such as Google Docs and

Padlet, would be interwoven in writing instruction. To account for this selection, the documented their observations of school/branch and the interviews with teachers and students from branches with differing resources. Although both dichotomous branches were sampled, this important comparative nature. It ensured that the potential and challenges of integrating online tools were presented through the two polar views. In this way, the observations were purposefully created to reflect realities from among both technologically-advanced and technologically-disadvantaged classrooms in Bangladesh's complex educational context.

3.5 Selecting the participants

In research, selecting the right participants is important for getting useful information. The participants consisted of secondary school English teachers and secondary level students involved in writing activities using online technologies. The researcher used purposeful sampling in this study. This means she deliberately selected participants who could provide relevant and rich insight about the participants being studied. Patton (2015) describes this type of sampling as a means of deriving meaningful information because the researcher is focusing on those who have been involved with the issue at hand. Student inclusion criteria were valid enrollment status at the secondary level and experience with writing using online digital technologies. Teacher inclusion criteria were background in English language teaching and experience employing digital environments to teach writing (as opposed to general pedagogy). The participants varied in terms of gender, socio-economic status and experience with educational technologies. In total, five students and five teachers were selected to share their experiences with writing (through either Google docs or padlet).

3.5.1 Participants profile

- **Students:** Secondary-level learners from two distinct secondary grades, with different levels of English language proficiency and previous experience using online writing tools.
- **Teachers:** Secondary English language teachers with different years of teaching experience, ,different levels of experience with professional development and varying levels of experience with technology in writing instruction.

3.6 AN OVERVIEW OF DATA COLLECTION PROCEDURES

Data were collected for the study through semi-structured interviews and classroom observations to explore participants' experience with interactive online writing tools. In-depth insights into the views of both teachers and students were secured through interviews, while observations captured authentic classroom practices and tool use in the moment. These methods were selected in accordance with research methods to obtain differing perspectives, and to establish a strong chain of evidence (Yin, 2018). As will become clear, each data source contributed towards a detailed case study database, and findings could also be triangulated and validated. The next sections will describe the data collection process in further detail.

3.6.1 Semi-structured Interviews

The primary methodology for data collection for this study consisted of semi-structured interviews. An initial reasoning for such an approach is that it balances a degree of structure through prescribed questions with the flexibility to seek insight into participants' thoughts about their perceptions. Semi-structured interviews also set the stage for a more conversational context for participants to more freely share their experiences of writing with interactive online tools which is another approach to gain richer insights into participants' writing process and perceptions (Ruslin et al. (2022). Adopting this approach also minimizes researcher bias because

it fosters their ability to speak truthfully and express their authentic views of how this tool impacted their writing. (Ruslin et al., (2022).

3.6.2 Designing the interview protocol

The researcher has adopted an interview protocol framework by Gale et al. (2013) to design the semi-structured interview questions for this research. The interview protocols are:

1. Familiarization with the topic
2. Constructing the interview guide
3. Piloting the interview protocol
4. Feedback from experts and stakeholders
5. Finalizing the interview protocol
6. Flexibility during interview (P. 117)

3.6.3 Classroom Observation

For the classroom observation total ten class (five from each grade 7 & 9) of English Writing was observed to get the authentic result. The observation was done by using a observation checklist and the checklist was prepared by the researcher. This checklist give a proper knowledge and notes about the teachers and students used these interactive online tools in allowed us to have formal, periodic notes of how the teachers and students used interactive online tools. It also explores how students engaged when they wrote by using these tools, how the teachers managed the use of technology in their classrooms, and whether the teachers took advantage of features such as the real-time collaboration and commenting in Google Docs. The plan of the observations was to consider authentic classroom interaction and possible technology-related issues without having to collect or review student writing. In this way, we could provide descriptive detail of the online tool usage as a practical way for the observed teacher with two grade levels.

3.7 AN OVERVIEW OF DATA ANALYSIS PROCEDURES

In this portion of the methodology chapter explain the data analysis procedure which had taken to analyse the data obtained from observation and, students' and teachers' interviews.

3.7.1 Data analysis framework

In order to data analyse, the interview's audio recording will be transcribed the student interviews. After then, the seven-column coding template was used to code the transcriptions (Ahmad, 2017). The researcher used qualitative thematic analysis to examine the data in this study. The ultimate goal of thematic analysis is for the researcher to identify a variety of patterns (Vaismoradi & Snelgrove, 2019). For this research, the six-phase framework for thematic analysis outlined by Braun and Clarke (2006) has been adopted. The method mentioned provides a systematic process to identify, analyze, and report patterns in qualitative data from observation and interviews (Nowell et al., 2017; Clarke & Braun, 2018). The phases of this process are as follows:

1. Familiarization with Data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Writing the report (P. 3354).

In the first step, the researcher immersed themselves in the data by transcribing interviews and reviewing observation field notes to identify patterns and key insights. Initial observations were recorded to guide further analysis.

The second step involved identifying data segments which researchers then labeled with codes to match their research questions about student tool usage perceptions and their encountered

difficulties. The examination process-maintained consistency throughout this step of data analysis.

The third step involved grouping related codes into potential themes which showed common patterns including “improved writing skills” and “technical barriers.” These themes aligned closely with the research objectives.

The fourth step entailed the organization and refining of themes to establish both consistency and accuracy within the results.

The research team consolidated themes that related to one another to develop a cohesive structure that included sub-themes for additional organization.

The fifth step involved researchers to define and label each theme with specific data aspects which included "writing clarity" and "confidence building" to maintain alignment with the study's focus.

The final step involved creating a full report which combined the identified themes with participant direct quotes. The final phase established a connection between research questions and findings to show how the tool affected student writing development.

3.7.2 Analysing Interviews

For analysis in the students and teachers interview the researcher transcribed the whole audio recording. After that the researcher used Ahemed’s seven column coding templet and Saldana’s two cycle coding to identify theme (Ahmad, 2017; Saldana, 2013). To identify authentic and pure theme, the research in the first cycle of coding transcribed the whole recoding with each and every word of every participant. After the transcription the codes were then analysed for categories to identify emerging themes of all students and teachers.

3.7.3 Analyzing Observation Data

The data collected during observations were systematically analyzed in a qualitative manner for the purpose of identifying patterns and insights from activities during the class. On initial observation, the observation notes were fully read several times in order for the researcher to gain familiarity and develop a full picture within the classroom context regarding important details of the lesson observations, instructional practices, technology integration strategies, and student–teacher or peer interactions. The use of specific integrated tools, such as Google Docs and Padlet, was also observed to identify not only ways to assist student writing tasks but to observe collaboration and the role of independent learning tasks among students. Vignettes that illustrated student engagement and feedback were also noted along with technological difficulties, and were coded based on the themes from the observation checklist. The coding process provided understanding of how interactive online tools were embedded in real time classroom practices and presented evidence of students’ writing behaviors.

After completing the initial coding of data, a thematic analysis of the data was then applied to understand the data relative to the research questions for the study. The analysis involved both deductive and inductive coding: deductive codes were taken from the observation criteria (e.g., tool integration; engagement; teacher feedback) and inductive codes were identifying patterns that developed naturally in the data (Miles, Huberman, & Saldaña, 2014). The themes were also compared with interview data to infuse analytical depth and specificity into findings (Creswell & Poth, 2018; Denzin, 2017). The triangulation process established credible proof about the connection between classroom activities and the educational views of teachers and students. The study revealed how secondary classrooms create complex educational environments which affect student writing development and technology use.

3.8 Ethical Considerations

Before beginning the data collection processes, consideration was given to the ethical concerns of carrying out the current study. The "informed consent form" was required to be read by the Education Co-Ordinator on the first day of the classroom observation series and then then sign the form. The participants were also made aware that their answers throughout the interviews and observation would be recorded. I firmly ensure the participants that I would protect their anonymity, and I followed through on that commitment by using identities for each participant in this study.

3.9 Trustworthiness of the Study

The trustworthiness of this study has been ensured as the researcher inquire several papers relating to the same topic. The researcher also employed strategies to ensure the credibility of the data. To maintain the integrity and authenticity of the information, all interview data were audio-recorded. The researcher engaged the assistance of an inter-rater who teaches at a prominent Bangladeshi institution in order to assess the data's dependability. She was verifying the interviewees' coded data. By capturing the data and having a member verify it after transcription, the researcher maintained the data's validity and reliability.

3.10 Chapter Summary

This chapter detailed the research's methodological choices and processes. The researcher gave a description of research design, interview protocol, data analysis framework etc. She also described ethical considerations and trustworthiness of this study.

CHAPTER FOUR:

RESULTS AND FINDINGS

4.1 Introduction

The main objective of this study was to explore the impact of Interactive Online Tools on Developing Writing Skills in Secondary Level English Language Teaching. This chapter will present the findings of the study based on the following research questions:

1. How do secondary-level students perceive and engage with interactive online tools during writing practice?
2. How do teachers perceive the effectiveness of interactive online tools in developing writing skills in English language teaching at the secondary level?
3. What challenges do teachers and students face when integrating interactive online tools for teaching writing skills at the secondary level?

The first chapter of this section shows the Impact of Interactive online tools on Students' writing skills. In the section two describe how students and teachers perceive the role of interactive online Tools. Last section concentrates on the challenges they face while they using interactive online tools. The data were collected through class observation with prepared checklist and semi-structured interviews with four students (two at Grade 9 and two at Grade 7) and five English language teachers. The findings are grouped into thematic blocks that respond to the three research questions explicitly and are supported by participant quotes, observation comments, and reference to the literature consulted in Chapter Two.

4.2 Section one: Findings from the classroom observation

This section focuses on the role of interactive online tools in writing classrooms in secondary school by reporting on the classroom observation data. The intention of these observations was

to analyze the use of technology tools (Google Docs and Padlet) during writing lessons, and illustrate what the students and teachers did with the tools, and what impact they had on their writing process. The intention of the focus was observable act, what was happening in the room, or use of the technology tools for writing. Gathering data through our analysis of findings provided clearer and more precise picture of how interactive online tools shaped students' engagement, their collaboration and writing practices along with how teachers managed, facilitated and assessed integration of technology within their classrooms.

4.2.1 Lesson Preparation and Instruction

The observations indicated that teachers entered the classroom with a prepared lesson plan that was related to writing activities that involved Google Docs and Padlet. In general, the teachers began their lessons with a clearly stated goal and were clear in their expectations. In these observations, Padlet was introduced as a tool used for brainstorming or sharing ideas, and Google Docs was presented as their main space for drafting and editing and peer review. The use of these digital tools connected with their lesson goals, and students were clear on the writing process. All students appeared to respond positively after the teachers clearly stated the goal and were clear in their expectations. Students initially made use of the digital tools with confidence. In some instances, however, teachers explained their objectives quickly or more concisely than others and there were some students who were unclear on how to use a specific functionality for the tool. In those instances, the teacher would explain it again during instruction since they were unsure. As a whole, it appeared that teachers had engaged in strong lesson preparation, placed clear focus on lesson objectives, and were clear in their instruction. However, students with lower levels of digital literacy would have benefitted from more scaffolding.

4.2.2 Teacher Demonstration and Facilitation

Teachers were pivotal in showing how the tools could be used when asking learners to undertake writing tasks. For the majority of the sessions, certainly not all, teachers effectively modeled the basic features of Google Docs (typing, formatting text, and commenting), as well modeling how to organize and post ideas on Padlet. Such demonstrations were useful to help students understand the practical steps they needed to complete before working independently. Advanced features of the tools, such as version history, real-time editing, or outlining within Docs, were not always taught. During the writing task, teachers were always circulating, and facilitating the learning by answering students' questions on an individual basis, 'hovering' over students and monitoring their engagement with the tools. When students expressed uncertainty about the tools, teachers would provide immediate clarification, minimizing unnecessary interruptions. Such demonstrations were useful to help students understand the practical steps they needed to complete before working independently. Advanced features of the tools, such as version history, interruption to the flow of the whole group and lesson. Teacher facilitation created a learning environment where students felt free to learn within the tools. Overall, teacher participation was consistent, and exhibited effective facilitation, but the educators could have furthered student learning with more demonstration of the tools' advanced features.

4.2.3 Student Engagement and Motivation

One of the most clear and prominent outcomes from the observations was the strong levels of engagement from students while the teacher implemented interactive tools. The students were very collaborative when they interacted with one another in brainstorming within Padlet. In Padlet students were often post their different ideas or reactions to the ideas of their fellow students. The students who stayed hooked, motivation stayed sky-high when they switched to Google Docs for their work working on writing paragraphs and fixing mistakes and making

things better. Students showed increased ownership of their learning and writing, and engagement was at a high level with fewer indicators of disengagement or lack of involvement. The students who are introverts and always quit in class and did not participate in the class were more willing to share their ideas in Padlet, which offered them equal space to share their ideas. While there were high engagement levels throughout the observations overall, two students occasionally lost focus and engaged in exploring font formatting or chatting with each other, to which teachers would quickly redirect. Overall, the observations conveyed interactive tools resulted in more active participation from students, increased motivation, and writing was a more dynamic and enjoyable experience for students.

4.2.4 Collaboration and Peer Support

During the utilization of Google Docs and Padlet, collaboration was one of the most widely evident outcomes. On Padlet, students engaged in collaborative inquiry through reading and expanding on one another's posts, showing abilities to exchange ideas and engage in joint brainstorming. In Google Docs students worked together through shared documents which enabled them to add text and make change suggestions and comments on their drafts. Students developed a mutual sense of responsibility for their writing assignments through their peer-to-peer interactions. An interesting observation emerged when students who possessed advanced digital skills took on the role of helping their peers by demonstrating tool usage and handling small technical problems. The process of empowerment brought students together as they supported each other which reduced teacher workload because students learned to help their peers through their own experiences. Students participated in real-time collaboration through Google Docs by discussing precise corrections and working together to improve their essays across multiple observation sessions which showed how each tool facilitated authentic

teamwork. The activity demonstrated clear evidence of collaboration through its design which allowed students to share ideas and support each other in their writing development.

4.2.5 Writing Accuracy and Use of Tool Features

Through observations, a mixed response to using the grammar and spell check native to Google Docs appeared amongst the students in the study. Some students used the tool's built-in suggestions to correct spelling and grammar issues in their unfinished drafts, while other students wrote without making any corrections as they continued writing. In fact, you could see, for example, in terms of a Grade 9 student, when they all received the tool's suggestions, either the teacher in a distributed way the involved peer being a positive influence, or was students using the product, students resumed their writing. On aggregate, while observing, teachers managed students' behavior and went on writing without disruption by students in writing tasks and when they did, it was fleeting and addressed their own technology problem. the same student changed several words underlined as soon as the suggestions appeared. Many teachers sometimes even asked students to pay special attention to this automated, paired response that Google Docs offers, which students would pay a little more attention to it at the time. The observation also suggested that over time, students developed greater awareness of grammar accuracy and would pause more often to check their work it was all, unfortunately, pretty informal. In general, the observations indicated that the students who had access to the tools demonstrated more awareness of spelling and grammar accuracy.

4.2.6 Classroom Management and Technical Issues

Most of the observations found that teachers were able to manage student engagement in classrooms effectively. Where the teaching and learning tools were applicable, teachers set good boundaries- it was all, unfortunately, pretty informal. In general, the observations indicated that

the students who had access to the tools demonstrated more awareness of spelling and grammar accuracy.

around what interaction with the tools was expected. Students were mostly focused and engaged with the tools as teachers had indicated or specifically meant Google Docs or Padlet. There were also some distracting behaviors that occurred when students focused on the other qualities of the products (e.g. fiddling with different text, or fonts), but not on writing. Teachers immediately dealt with the distractions in redirecting the students back to writing. Another area of mention was that students did have some technology or school issues or challenge, though, specifically students debugging the technology (i.e. the log-in screen taking delays, slow internet speeds, and the tools zig-zagging between the app and out of range for a few seconds). However, while the teachers addressed the issue quite quickly that wasn't a huge disruption of instruction to resume - either the teacher in a distributed way the involved peer being a positive influence, or was students using the product, students resumed their writing. On aggregate, while observing, it was all, unfortunately, pretty informal. In general, the observations indicated that the students who had access to the tools demonstrated more awareness of spelling and grammar accuracy.

teachers managed students' behavior and went on writing without disruption by students in writing tasks and when they did, it was fleeting and addressed their own technology problem.

4.3 Findings from Interviews

In this portion the interviews conducted with students and teachers was presented to understand their experiences with interactive online tools in writing classes. The purpose of the interviews was to obtain participants' personal reflections on how tools such as Google Docs and Padlet influenced their writing behaviors, learning processes, and classroom interactions. The research will investigate student reports about their motivation levels and self-directed work as well as their teamwork experiences together with teacher observations regarding student progress in

writing skills and classroom involvement and tool integration methods for educational activities. The interviews revealed specific difficulties that students and teachers encounter in their educational environment which include computer problems and digital skill deficits and classroom engagement difficulties. The research results enable us to understand better how digital educational resources affect academic progress when students and teachers use these tools during their learning activities.

Students' Perceptions and Engagement with Online Tools

4.3.1 Increased Engagement and Motivation

Students reported that they experienced higher levels of engagement and motivation during online writing activities than they did with traditional paper-based writing tasks. The students explained that Padlet transformed brainstorming into an active experience because all students shared their ideas simultaneously which motivated students who normally stay quiet to join the discussion. The students found Google Docs helpful for creating their first drafts because the platform allowed them to identify errors instantly and correct them independently before receiving teacher evaluations.

One Grade 9 student shared: "When I write using Padlet I feel excited to write because everyone is posting their ideas. I don't feel nervous, because I can write just one sentence or even a small idea, and it still counts." A Grade 7 student shared: "Google docs is like flipping 'writing can be fun' just one hundred percent because I want to see if I made a mistake and can fix it right away.

I also like that when my friends add comments that help me change or improve my writing."

Students who attended Grade 7 classes described Google Docs as a tool which transformed writing into an enjoyable process because they could instantly identify their errors and make corrections. The feature enables my friends to leave comments which guide me to enhance my writing work.

Students reported that the tools helped them handle writing lessons better while making the learning process more interactive and active than traditional classroom methods.

4.3.2 Development of Independent Writing Skills

Students found that digital tools presented them with continuous opportunities to work independently throughout their writing assignments. The platform Google Docs allowed users to perform their drafting work and revision tasks and error detection activities independently.

Students indicated that Google Docs gave them more ownership in the writing process, where they learned to check for errors on their revised drafts, rather than always relying on teachers' feedback. There was also mention from some students that working independently in Docs supported them in feeling more confident with regard to longer assignments, such as essays and reports.

"I feel more confident." was saying a Grade 9 student who said, "I would always wait for the teacher to check my notebook. Now, I take my Google Doc and fix a lot of things before I show the teacher. I feel more confident." A Grade 7 student added, "I love that I can go back and change my sentences over and over again until I am happy with it. I don't feel afraid of making a mistake anymore."

Overall, these reflections, show more than just self editing and revision practices being implemented through online tools, it shows indicators of worries about making mistakes almost entirely diminished, as well as, by using the comment feature in Docs, students were gradually developing a sense of independence with composing.

4.3.3 Collaboration and Peer Support

Collaboration was cited as one of the most fruitful outcomes of online tools. Students indicated that Padlet provides a way to see how various other students tackle the same topic, which in turn prompted students to re-work their own ideas. Google Docs promoted peer interaction because a

student could leave comments, highlight a section, or be co-writers with classmates. This created a sense that writing was a shared responsibility rather than an individual burden.

One Grade 7 student said of Padlet, "Sometimes I don't know how to start my writing. But when I read my classmates' posts on Padlet, I get ideas. When I read through the text in Google Docs my friends will write their suggestions before I revise the content. The student expressed the experience of receiving writing suggestions from friends through Google Docs as supportive feedback for mutual writing improvement."

The student feedback indicates that students appreciated the peer-learning environment, created by the online tools, which gave students a sense of knowing they had support and encouragement for writing.

Teachers' Perceptions of Effectiveness

4.3.4 Observed Improvements in Writing Quality

Teachers stated that writing quality increased with the utilization of various online tools. All the instructors indicated that student work was better organized, longer drafts were completed, and grammar was more appropriately attended to. They noted the features of Google Docs that allowed students to edit and provide feedback in real time, as helpful to allow for students to see the errors and edit as they wrote. Instructors also reported that Padlet enhanced idea generation and noted that students were drafting better organized essays overall.

One of the instructors indicated, "I've definitely seen improvements in sentence structure and vocabulary because students can see their errors, through the fixes that are underlined in Google Docs, they have gotten to be able to fix their own." Another instructor remarked, "Using Padlet, has developed a richer brainstorming activity, and this is evident in their essays. They come prepared to draft their essays with better organization."

In total, teachers reported that they saw a direct correlation between tool use and the overall better writing.

4.3.5 Enhanced Classroom Interaction and Collaboration

Teachers stated that the tools fostered an interactive and more student-centered classroom.

Collaborative peer comments in Google Docs and group sharing of ideas in Padlet facilitated all students to be engaged with their classmates' work and ideas in a way that they may not have when individual notebooks were the link for peer-to-peer work. Teachers stated that monitoring group progress was easier because they could see their students' contributions reflected in their work or in Padlet without the need to collect individual notebooks.

One teacher said, "Google Docs makes it so students are not just writing for themselves; they are writing for their peers as well... Not only do they become more accountable, but they also seem to enjoy reading and responding to their peers' work." A second teacher remarked, "Padlet generates an element of excitement in class, and students begin to look forward to seeing what their classmates post... often times they build on one another's ideas."

There was evidence that the online tools enhanced student-student interaction as much as teacher-student interaction, and overall, the online tools transformed the classroom into a collaborative space.

4.3.6 Teacher Strategies in Using Tools

Teachers shared their methods for integrating these tools into their writing instruction through their explanations. Students begin their work with Padlet to collect their ideas and generate concepts which they then develop into drafts while working with their peers on Google Docs.

Some teachers also worked in Docs' version history to look at how much each student contributed to the group assignment. Teachers reached an agreement that using both tools required methodical preparation to achieve smooth transitions between Padlet and Docs.

The teacher explained her process of using Padlet as the starting point for idea generation before she moves to Google Docs for drafting her work. The comment section functions as a tool that enables me to review my completed work. The tools function best when used together because they enable students to observe each stage of the writing process. The step-by-step presentation stands out as the most helpful feature according to my perspective.

The strategies showed how teachers structured tool usage to back up students throughout their writing development from initial ideas to final revisions.

4.3.7 Technical and Infrastructure Barriers

Both students and teachers identified technical difficulties as a recurring problem. The educational process encountered disruptions because of three main factors which included slow internet connections and login difficulties and insufficient available devices. Students needed to wait for technical fixes which resulted in their growing frustration and loss of interest. Students can confirm that sluggish internet speeds block their access to Padlet and Docs which makes their tasks impossible to complete. The teacher described the situation by saying "The entire class tries to log in together but half the students cannot get access which leads to lost instructional time during login attempts." The two case studies revealed that technical obstacles create a barrier to efficient time management for lessons while showing how online tools depend on stable infrastructure systems.

4.3.8 Digital Literacy and Support Needs

Teachers reported that their students demonstrated different abilities when it came to digital literacy skills. The students from group A showed good technology navigation skills and feature usage but group B students need ongoing instruction about features and repeated teaching to achieve success. The students' varying levels of digital skills led to teaching time being lost because the teacher had to offer unplanned help to students who needed it. The educators

revealed that they require training to learn how to operate all the advanced technological features.

One teacher reported her self-directed learning process for Google Docs. I get questions from kids that make me realize I need to learn more because I don't have good answers.

The educational program required students and teachers to have ongoing training with digital critical friends as part of their learning process.

4.3.9 Uneven Student Participation

Teachers observed that student participation in collaborative writing activities showed uneven levels among their students. A small group of students took control of most Google Docs writing tasks during group projects while their peers either stood back without participating or offered minimal input which prevented true teamwork from developing.

A teacher noted, “when I am in a shared document, I always see two or three students doing all the writing, and when you go out to the writing in Google Docs, it is hard to make the students contribute equally.”

This finding made apparent the struggle of getting equal participation when using interaction techniques in a digital tool.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter explore the main findings of this research with the relation with the existing literature and theories regarding the use of interactive online tools for developing writing skills

among secondary-level learners. The main goal of this discussion is to explore and explain the insights the data from the classroom observations and the interviews where they explained about their perception and challenges about using the interactive online tools like Google Docs and Padlet. By exploring the existing literature and find out the gap with the previous research and try to fill up with the in the literature and accounts for the shifts in relation to the impact of interactive online tools on students' writing engagement and development, and the teaching situation in Bangladesh.

5.2 Students' Perceptions and Engagement with Online Tools

This portion discuss how secondary students view and interact with interactive online tools in the course of writing. For instance, this research questions the current study indicated that students had positive responses to the application of Google Docs and Padlet in writing classes. Students stated that they felt more engaged and motivated, with Padlet enhancing the interactive collaborative experience for brainstorming, while Google Docs increased students' overall comfort with drafting and revising their work. The observations in the classroom were consistent with those responses, in that students engaged with writing activities and took part in opportunities to work with peers. Students started developing their own writing abilities when they learned to revise and edit their texts independently without teacher intervention.

For example, one Grade 9 student explained, "Whenever we use Padlet, I cannot wait to share my ideas with everyone because I see them before my classmates do, and I want to write more."

The student expressed their emotional connection to the activity through this statement. Online collaborative writing activities lead to higher student engagement according to Suwantarathip and Wichadee (2014), and Liu and Young (2019) demonstrated that technology enables students to work independently. The research shows that Bangladeshi secondary students encounter

equivalent effects and conditions while these tools demonstrate adaptability for use in local environments.

5.3 Teachers' Perceptions of the Effectiveness of Online Tools

This section elaborates on teachers' views of the usefulness of interactive online tools in the development of students' writing skills. Teachers generally agreed that interactive online tools improved students' writing skills, and witnessed improvement in writing skills including organization, vocabulary, and grammar accuracy, alongside developments in accountability and collaboration. They found especially effective ways to engage students in the writing process with interactive online tools, by launching the lesson, brainstorming ideas with Padlet, and switching to Google Docs for writing and peer review. The teachers also noted the ease of communication thus providing feedback quickly while using the version history to check in on student work.

As one teacher stated, "I can see every student's work in Google Docs--I can give feedback more quickly, and I can see where everyone is at with their writing." This is consistent with Hyland and Hyland (2006) writing that the provision of feedback is essential in a timely manner, and likewise, Zheng et al. (2020) noted that a digital tool such as this would improve writing when guided. In the writing classes some educators stated that rarely some of the students had low confidence to use these tools because of the complex features of the digital tool, which contrasts with Kanković and Lambić's (2022) where they claimed that how intentions and planning enhance the potential of the technology. So, this contrast identified that actually teachers understood the importance of the interactive online tools. But sometimes it shows that training gaps and differing confidence levels are barriers to the utilization of these tools.

5.4 Challenges in Integrating Interactive Online Tools

This section explore and explained the challenged that are faced by both students and teachers when they tried to implement and used of interactive online tools in writing instruction. While there are many positives associated with the use of technology, there were also some challenges for both students and teachers. Disruptions included some of the more practical challenges associated with technology, such as poor connectivity, slow log ins, and limited devices. Teachers identified a third challenge in that many students did not demonstrate sufficient digital literacy, which delayed the progress of lessons when the teachers had to redirect their explanations. As the collaboration and group work were cleaned up to be exercised as joint work, the challenges included unbalanced engagement from students, where some students carried the load of the rest of the group,, absorbing most of the tasks. One teacher noted, "Sometimes half the class cannot log on correctly and we waste a lot of time sorting everything out !" This scenario aligns with Rahman and Pandian (2018) and also Hasan et al. (2021), who identified infrastructure and digital literacy as barriers for Bangladeshi classrooms. This finding is consistent with Yunus et al. (2019) who reported teacher's enthusiasm for technology to enhance lessons, but in-class experiences were impeded by frequent disruptions.. That said, the result also highlighted the capacity for teachers and students to partner to troubleshoot and work around the disruption, and that there was a desire to continue that represented resilience and adaptability to such challenges, especially in resource-limited settings.

5.5 Synthesis of Findings

The whole findings and discussion stated that the use of interactive online tools (e.g. Google Docs and Padlet) overall, the chat shows that using online stuff like Google Docs and Padlet makes students more into writing, work together better, and get better at it these resources are seen as good by teachers and students for boosting motivation, being independent, and getting feedback but there's a bunch of stuff like no proper training, tech not always there, and peeps not

being good with digital stuff that's stopping folks from hitting their goals these results match up with global studies on tech in schooling, but they also throw new light on how these tools work in secondary education in Bangladesh

CHAPTER SIX

CONCLUSION

6.1 Introduction

This final chapter addresses the implications and recommendations regarding interactive online tools for writing for educators and learners. The study sought to address the gap in knowledge on the effectiveness of interactive online tools in student writing. It additionally captures the perceptions of students and teachers, along with the challenges of implementing these tools. This study's main research question was:

1. How do secondary-level students perceive and engage with interactive online tools during writing practice?
2. How do teachers perceive the effectiveness of interactive online tools in developing writing skills in English language teaching at the secondary level?
3. What challenges do teachers and students face when integrating interactive online tools for teaching writing skills at the secondary level?

6.2 CONTRIBUTIONS OF THE STUDY

6.2.1 Implications for Knowledge

This research focuses on the gap that is found in the literature by examining the use of interactive digital tools in enhancing the writing skills of secondary school students. Most previous research focused on the use of technology in language instruction at the secondary school level in Bangladesh. Interpreting the students' and teachers' experiences allows further contribution to

the discussion on the extent to which online environments enhance the ability to use appropriate grammar, vocabulary, structure, and independent composition in English as a second language. The findings are that interactive tools not only advance accuracy and coherence of writing but also contribute to motivation and active involvement of students during writing. The teachers also mentioned that these platforms enhanced collaboration and active participation, leading to increased writing quality. In this way, this study adds to knowledge on technology-enhanced learning by presenting real-world evidence on how interactive tools effectively promote secondary-level writing development.

6.2.2 Implications for Pedagogy

Incorporating engaging online tools into writing practice can greatly improve pedagogical practices for learners of English as a foreign language (EFL). These tools can help educators shift classroom dynamics and create a more engaging and interactive writing space. One strong approach is to model this tool in order to show students how to accurately spell. The function of spelling corrections shows students how to format their writing as accurately as possible. Furthermore, educators can provide targeted, individualized feedback through google doc based on only grammar correction or vocabulary development or use it for social interaction among students. Groupings can be productive, for students can engage in pairs or groups and circulate multiple variances which not only lends insight into different options, but also promotes peer learning and classroom discourse. The tool can also be used to brainstorm counterpoints and examples and allows students to think a little more critically about their writing while weighing multiple conversations and angles in their writing. Educators should also balance out the shortcomings students might experience through the use of the tool given they might rely too heavily on the tool, thinking is it sufficient, therefore exhibiting more agency over their

independent writing development. Implementing these strategies allows educators to utilize tools for a more robust writing opportunity for students.

5.2.3 Recommendations

Based on the outcomes of this study, I would like to make several recommendations:

- The findings of this study suggest that Writing instructors are encouraged to move beyond traditional essay formats and allow students to be exposed to a variety of writing styles and formats. This practice can promote the flexibility and originality of students writing.
- Using these tools students can learn writing collaboratively, in a setting where they can share their ideas and learn from each other.
- While using this tool educator need to let students know about the significance of developing their skills as a writer on their own and using Google docs and padlet as supporting rather than relying on it as a crutch.
- In order to be able to effectively use this tool, get regular feedback from students about their experiences with writing in Google docs so that you can learn if there is areas that need to be improved or simply have a better understanding of how technology is changing or impacting the writing process to help develop that writing experience.

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APPENDIX- A

Consent Letter for Interview Session with Students

My name is Nure Jannat Turin, and I am conducting research titled “Exploring the Impact of Interactive Online Tools on Developing Writing Skills in Secondary Level English Language Teaching.” I invite you to participate in an interview to share your insights on the impact of using interactive online tools.

Participation Details:

Purpose: To know Students' views regarding the Impact of Interactive Online Tools on Developing Writing Skills in Secondary Level English Language Teaching.

Length: The interview would take about 20-30 minutes maximum.

Confidentiality: Your answers will be treated confidentially for academic purposes.

Voluntary Consent: Participation is voluntary, and you may leave at any point without any implication.

If you agree to participate, please fill in the consent statement below. You can reach out to me anytime at nureturin22@gmail.com with any questions.

Thank you for considering this opportunity to contribute to important research!

Sincerely,

Nure Jannat Turin

nureturin22@gmail.com

I have read the information above and agree to participate in the interview.

Student's Name:

Grade:

Signature:

Date:

APPENDIX- B:

CONSENT LETTER FOR INTERVIEW SESSION WITH TEACHERS

My name is Nure Jannat Turin, and I am conducting research titled “Exploring the Impact of Interactive Online Tools on Developing Writing Skills in Secondary Level English Language Teaching.” I invite you to participate in an interview to share your insights on the impact of using interactive online tools.

Participation Details:

Purpose: To know teachers' views regarding the Impact of Interactive Online Tools on Developing Writing Skills in Secondary Level English Language Teaching.

Length: The interview would take about 20-30 minutes maximum.

Confidentiality: Your answers will be treated confidentially for academic purposes.

Voluntary Consent: Participation is voluntary, and you may leave at any point without any implication.

If you agree to participate, please fill in the consent statement below. You can reach out to me anytime at nureturin22@gmail.com with any questions.

Thank you for considering this opportunity to contribute to important research!

Sincerely,

Nure Jannat Turin

nureturin22@gmail.com

I have read the information above and agree to participate in the interview.

Teacher's Name:

Signature:

Date:

APPENDIX C

OBSERVATION CHECKLIST

Observation Checklist: Use of Online Writing Tools (e.g., Google Docs) in Secondary English Writing Classes

Rating Scale:

4 = Excellent | 3 = Good | 2 = Fair | 1 = Poor

Observation Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor	Score
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Lesson Preparation	Tools fully integrated with clear objectives; all tech works smoothly	Tools selected with some alignment to objectives; minor tech issues	Tools partially relevant; some tech issues	Poorly prepared; tools unrelated or many tech problems	
Introduction & Instructions	Clear, detailed explanations; students fully understand tool purpose	Adequate explanation; most students understand	Basic instructions; some confusion noted	Instructions unclear or missing; students confused	
Teacher Demonstration/Modeling of Tool Usage	Thorough demonstration of all tool features with examples	Good demonstration covering main features	Partial demonstration; key features missing	No or very limited demonstration	
Student Access & Independent Use	All students access and confidently use tools independently	Most students use tools with minor help	Many students struggle to use tools independently	Majority unable to use tools without assistance	
Student Engagement in Writing Task	High engagement and active use of tools by all students	Moderate engagement; most students participate	Uneven engagement; many distracted or passive	Low engagement; most students off-task	

Use of Collaboration Features	Students actively collaborate (comments, edits) via tool	Some collaboration observed among students	Limited peer collaboration via tools	No collaboration through tools	
Integration of Tool's Support Features	Students effectively use support features (spell-check, grammar)	Some students use support tools effectively	Few students use support features	No use of tool support features observed	
Teacher Facilitation & Feedback During Lesson	Teacher actively monitors and gives timely digital feedback	Teacher provides feedback but less consistently	Feedback is sporadic or delayed	Feedback absent or ineffective	
Classroom Management of Digital Tool Use	Clear rules enforced; all students use tools appropriately	Mostly good management; occasional distractions	Some management issues; off-task behavior observed	Poor or no management leading to disruptions	
Support for Low Digital Literacy Students	Teacher provides effective scaffold and encouragement	Some support provided to struggling students	Minimal support given	No support for students with low digital skills	

Assessment or Tracking Using the Tool	Regular assessment through tool features; progress clearly tracked	Some assessment or progress monitoring evident	Limited tracking or assessment through tool	No assessment or progress tracking through tool	
Reflection and Wrap-up of Tool Use	Teacher leads reflective discussion; students share feedback	Some reflection or feedback session	Minimal reflection on use of tools	No reflection or feedback related to tool use	
Handling Technical Issues	Any technical problems quickly resolved without disruption	Minor tech problems handled with some delay	Tech issues cause noticeable disruptions	Tech problems cause major interruptions or unaddressed	

Observation Note:

Observation Area	Comments/Examples
Preparation	
Introduction/Instructions	
Demonstration/Modeling	
Student Access & Use	
Engagement	

Collaboration	
Tool Support Features	
Teacher Facilitation	
Classroom Management	
Support for Digital Literacy	
Assessment & Tracking	
Reflection & Wrap-up	
Technical Issues	

APPENDIX D

INTERVIEW QUESTION

Research Questions (RQs):

RQ1: How do secondary-level students perceive and engage with interactive online tools during writing practice?

RQ2: How do teachers perceive the effectiveness of interactive online tools in developing writing skills in English language teaching at the secondary level?

RQ3: What challenges do teachers and students face when integrating interactive online tools for teaching writing skills at the secondary level?

Interview Questions (IQ)	Background Info	RQ1	RQ2	RQ3
For Students				

1. Please describe your current educational background, including your grade, school, and English proficiency.	X			
2. When did you first start using interactive online tools (e.g., Google Docs, Padlet, Grammarly) for writing?	X	X		
3. How frequently do you use online writing tools during your English classes?	X	X		
4. What types of online writing tools have you experienced in your writing classes?		X		
5. Who introduced you to these online tools for writing (teacher, peer, yourself, etc.)?	X	X		
6. Can you share a specific example of a writing task where you used an online tool? What was the outcome?		X		
7. In what ways have these tools helped you organize, draft, edit, or revise your writing?		X		
8. What features (e.g., real-time editing, suggestions, spell-check) of these tools do you find most helpful?		X		
9. Do you feel more motivated or engaged in writing lessons when using online tools compared to traditional methods?		X		
10. What challenges (technical, motivational, understanding feedback, etc.) have you faced with online writing tools?				X

11. How has your writing improved as a result of using interactive online tools?		X		
12. How do you and your classmates collaborate or peer-review using these online tools?		X		
For Teachers				
13. Please describe your teaching background (e.g., school, grades taught, primary subject areas).	X		X	
14. How many years of experience do you have in teaching?	X		X	
15. Have you received any professional training, courses, or certifications related to the use of online tools for teaching writing?	X		X	
16. If yes, please describe the type, duration, and source of this training or professional development.	X		X	
17. How confident do you feel in integrating online writing tools into your instruction as a result of your training or experience?	X		X	
18. What strategies do you use to select or implement online tools for writing instruction?			X	
19. How do you integrate online tools into your classroom writing assignments?			X	
20. How do you evaluate or monitor students' writing progress when they use online tools?			X	

21. What improvements have you noticed in students' writing skills due to the use of online tools?			X	
22. Have you encountered any specific challenges as a teacher or student while using these tools in class?				X
23. How do you or your teacher address unequal access to devices or the internet?				X
24. What additional support (training, guidance, resources) would help you use online tools for writing more effectively?				X
25. Do you think traditional (paper-based) writing exercises are more or less effective than digital tools? Why?		X	X	
26. What would you like to change or improve about the use of online tools for writing in your class?		X	X	X

APPENDIX E

STUDENT INTERVIEW TRANSCRIPTION

Participants	Questions and Answers
I	Please describe your current educational background, including your grade, school, and English proficiency.
Student	Hello, my name is Tania. I am a Grade 9 student at a regional branch of our school. I would classify my English level as intermediate. I write decently; however, I have some grammar issues and can sometimes find it challenging to put things in order.
I	When did you first start using interactive online tools like Google Docs or Padlet for writing?
Student	I started using Google Docs last year when our teacher introduced it this year in English. We used Padlet only once when we began collaborating to share ideas for group discussions before writing essays.
I	How frequently do you use online writing tools during your English classes?
Student	We find ourselves using Google Docs almost every week, primarily when we work on paragraphs or essays. We don't use Padlet as often, only on occasion, particularly when we brainstorm ideas or collect new vocabulary.
I	Who introduced you to these online tools for writing (teacher, peer, yourself, etc.)?
Student	Our English teacher is the one that initially introduced them. She was the teacher who guided us in taking our first steps in using them in class.
I	Can you share a specific example of a writing task where you used an online tool? What was the outcome?
Student	Yes, we had to compose a descriptive paragraph focused on our favorite location. We initially used Padlet to post ideas, review our classmates' posts, and then transitioned to using Google Docs to draft our writing. This helped me organize my thoughts and I received teacher feedback directly onto my writing. I was able to improve my writing because I could easily revise for content.
I	In what ways have these tools helped you organize, draft, edit, or revise your writing?
Student	Awhhh... Google Docs is very helpful because I can easily change and move certain parts. I can also see teacher comments and suggestions immediately. This makes it much easier to correct mistakes than if it was written on paper.
I	Do you feel more motivated or engaged in writing lessons when using online tools compared to traditional methods?

Participants	Questions and Answers
Student	Yes, definitely. It is more interesting and fun. I like watching everyone's work and comments in Padlet. I feel like I can share my ideas more freely since it feels less formal.
I	What challenges have you faced while using these online tools?
Student	Ahhh.. Occasionally, the connection is a bit slow and causes some delays. Additionally, not everyone has their own device, so sometimes we share. A few times, I lost my work when the Wi-Fi disconnected.
I	How do you think your writing has improved because of these tools?
Student	I am very happy to share that, now I commit fewer errors and my sentences are more coherent. I can organize my thoughts better and revise more expeditiously. I've also learned more words too because I see how my classmates present their ideas.
I	How do you and your classmates collaborate or peer-review using these tools?
Student	Ummahh.. we collaborate in different way but typically, we provide feedback on each other's writing using Google Docs. Our teacher also utilizes Padlet, where we can share brief paragraphs and provide feedback on one another's ideas. I find it useful, as we gain insight from one another's ideas.
I	Thank you for your responses. Is there anything you would like to add?
Student	Nothing much. But, I simply want to express that I enjoy learning English in this manner. It feels more current and makes writing more enjoyable. It would be best if every student could have equal access to the internet and devices.

APPENDIX F

TEACHER INTERVIEW TRANSCRIPTION

Participants	Questions and Answers
I	Please describe your teaching background (school, grades taught, and subject areas).
Teacher	My name is Farhana. I have been an English teacher for about 8 years, mostly at the secondary level, Grades 7 to 10. I teach writing, reading, and grammar.
I	How many years of experience do you have in teaching with online tools?
Teacher	I began to use online tools about three years ago, especially during the pandemic, as in-person instruction did not take place. It was a challenge at first, but I now use these tools every day in my writing lessons.
I	Have you received any professional training related to the use of online tools for teaching writing?

Participants	Questions and Answers
Teacher	Yes, I attended a workshop, which was short, hosted by the school authority. They discussed how to use Google Docs and Padlet as collaborative spaces. I have learned most of what I now do through trial and error.
I	How confident do you feel in integrating these tools into your instruction?
Teacher	Frankly speaking, I would say I am fairly confident, but I still find new features every time. I use them regularly for student feedback and group tasks, but I think teachers should receive ongoing training.
I	What strategies do you use to implement online tools for writing instruction?
Teacher	First of all, I start with Padlet for brainstorming, where students can organize their ideas collaboratively. They then write drafts on the Google Docs app, and I can see their writing as they work, in real time. I offer comments during the drafting process, not just once they have submitted.
I	How do you evaluate students' progress when they use these tools?
Teacher	I employ the version history option in Google Docs to understand the students' edits and revisions. I can then compare the initial draft to the final draft on how the student applied the feedback. This is very useful in formatively assessing the students.
I	What improvements have you noticed in students' writing due to these tools?
Teacher	I have noticed an improvement in their sentence organization, vocabulary, and engagement with the writing tasks. Students take greater responsibility for their writing and are more willing to improve.
I	What challenges have you faced while using these tools in class?
Teacher	There are some challenges I have faced when I used these tools specially, Internet connectivity is a major issue, particularly at regional branches. Sometimes students will forget their password, or the devices won't work. Also, some students are not as tech-savvy, requiring us to take more time to support them.
I	How do you address unequal access to devices or internet among students?
Teacher	We pair the students during these activities so no student falls behind. I also do allow them to work offline, and I upload when the internet works.
I	What additional support or training would help you use these tools more effectively?
Teacher	More professional development workshops and support from the school would be beneficial. I would also like to have access to current resources and improve the infrastructure better for the technology.
I	How do you balance between traditional and online writing tasks?
Teacher	I use both. Writing traditionally prepares the students for exams. Using online tools encourages creativity and participation. I combine them both depending on the learning objective during the lesson.
I	What do you hope to change about the use of online tools in your classes?

Participants	Questions and Answers
Teacher	I hope the school will invest more into the technology and provide teachers with training in delivering digitally. I believe these tools have so much potential if we utilize them.
I	Thank you for your time and cooperation.
Teacher	You're welcome. I'm happy to share my experience.

APPENDIX G:

SAMPLE OF EMAIL FOR MEMBER CHECKING

