

**The Impact of Multimedia in Developing Students' Writing Skill: A  
Case Study**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of  
the requirements for the degree of  
MA in English

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## Declaration

It is hereby declared that

- 1 The thesis submitted is my/our 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.

**Student's Full Name & Signature:** Iffath Nargis Iva

A handwritten signature in black ink that reads "Nargis" with a horizontal line extending to the right.

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## Approval

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## **Ethics Statement**

This study is carried out following the ethical guidelines of Brac University. To the best of my knowledge no part of this thesis contains any plagiarized materials. Before collecting any data proper permission was taken from all the participants and pseudonyms are used throughout the thesis to ensure participants' privacy and confidentiality.

## **Abstract**

In a modern classroom the use of technologies is quite common and technology is used quite frequently to enhance students' language skills. Technology is quite helpful for the teachers to use various techniques in teaching. Technology can have an impact on developing all four language skills-i.e., reading, writing, speaking and listening. This study is concerned with how technology helps learners to improve their writings. Various applications have been designed to develop students' writing skills. These applications help to develop not only a learner's grammatical and vocabulary knowledge but to develop overall writing skills. This study was conducted in an English medium school to find out to what extent using technologies help learners to develop their writing skills. Thus, students' writing skills were assessed at the beginning of the study, then teaching them with the use of technology, their language skills were tested towards the end of this study. The result shows that the use of technology help students to improve their writing skills. However, rather than concerning nature of improvement the study tries to explore which way technology helps learners to improve their writings.

## **Acknowledgement**

This research would not have been possible without the help of Almighty. I'm heartily thankful to my supervisor, Dr. Md Al Amin whose guidance and support helped me to complete my thesis. I am deeply indebted to my supervisor for giving me his valuable time, suggestions and for supporting me throughout the writing process. I am also thankful to the college authorities and teachers to helped me to conduct this research. Their openness and heartfelt welcome allowed me to have the opportunity to know each teacher's point of view.

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## **Chapter 1**

### **Introduction**

Technology is essential in today’s world and the use of technology is increasing across all sectors and industries. For instance, it is being used in education and the frequency of using it for education has increased due to the ongoing global pandemic. Researchers have been concerned about the use of technology in various aspects of teaching and learning and amidst the pandemic, the rapid change in the nature of teaching and learning is increasing attention towards this matter.



In relation to this, there are many platforms and programs designed to help teachers teach interactively. As part of the Information and Communication Technologies (ICT), these platforms and programs have become the most essential part of modern people's life. Since education is a fundamental need of modern-day people, technology has become a very important part of education. It has been stated that information and communication technologies associated with the new globalized, interconnected world are having an increasing impact on the world of education, creating new activities and applications that did not exist before (Yousra, 2013). An undeniable fact remains that presently computer-assisted language learning is exposed to learners much more than it was in the past. Using technology as a pedagogical tool in the classroom is vital today. Since English is the international language in the world, it is considered one of the most substantial elements of education and literacy.

There was a time when the use of technology in the classrooms in Bangladesh was very rare. Only some elite schools had these kinds of facilities. However, the Bangladesh government is keen to improve the use of technology in teaching and learning and for those various initiatives have been taken. These include providing digital resources in the classrooms, training teachers in technology and providing necessary funds to buy necessary equipment. With this idea in my mind, I started this study before the Covid-19 pandemic and collected data before the schools were closed. However, with the ongoing pandemic, the importance of technology has

become even more important as all teaching and learning, irrespective of the various constraints, is being conducted using technology and the internet. Nowadays, English is frequently taught using technology in the classroom.

In technology-based classroom settings, transforming exercise into a virtual environment is the current trend to teach English. According to the International Society for Technology in Education (ICTE) of the US Department of Education, “curriculum integration with the use of technology” is an essential tool to enhance learning in a context area. They add that technology should be an integral part of how a classroom functions and all classroom tools should be readily accessible. Eale-Carlin (2015) notes that Q-Skills for success do not have a workbook and learners register for the e-books on the online website. They do their exercises online and their English listening and speaking are practiced online. Similarly, writing, a component of literacy used on an everyday basis to communicate, considered as the productive skill of language, is often the most preferred outcome expected from students. Hence, US students similar to students of other regions are expected to be active participants and team players when they are writing. Peer interaction, student-teacher interplay, teamwork is crucial for students to become skilled writers in the classroom. These activities that use technology in the classroom or multimedia classroom play a vital role to get the most success in developing writing proficiency.

With this in mind, I want to explore in the Bangladeshi context, how technology can be used to enhance writing skills. Different types of applications from

the internet, multimedia classrooms to develop writing proficiency, are considered as a vital part of teaching and learning. Furthermore, there are online tasks and based on interactive activities almost in all types of writing. Moreover, videos on how to develop writing skills, teachers' online discourse to develop writing skills in English are very helpful for the learners. Video on various types of stories helps students to get ideas for writing, helps to make a joyful classroom environment and new vocabulary can be learned easily. Writing developing apps tends to improve writing skills, grammar, and vocabulary knowledge. Spelling correction, formation of sentence trends play a vital role to improve writing skills, sometimes even more than the instructor. Even these apps help students to enjoy learning, bringing a change in an otherwise uninteresting environment. Many researchers say that an enjoyable and cordial environment in the classroom makes the study more comprehensible and the multimedia classroom is the best way to create an enjoyable and cordial environment for students.

Bangladesh National Education Policy (2010) has brought changes in the English curriculum to focus on English learning for a communicative purpose. For this reason, the curriculum focuses on skill-based activities for English teaching and learning so that learners can use English in real-life situations to communicate meaningfully. Very few schools in Bangladesh use technology in the classroom and develop a positive attitude so that learners can get practical education. However, it is a matter of sorrow that the schools especially the English Medium School who

generally use technology or multimedia classrooms still do not use high technological tools. Teachers are not enough experts to use high technology in the classroom. But the great thing is they try their best to give their best. Moreover, many renowned schools especially in Dhaka try to use technology minimally or they have a highly positive view about using technology in the classroom. The worst condition is that in the village they do not even have an idea about using technology. They are unaware of bringing changes to their curriculum or teaching tools to get a better result. Unfortunately, Bangladeshi people are not good enough at English Language and due to this students of the top schools, even English Medium school have considerably lower writing skills. Teachers also find it difficult to motivate the students to work at acquiring accurate writing skills.

## **Chapter 2**

### **Literature Review**

Various types of articles talk about using technology and the internet in the classroom, how technological tools work, and how technology engages classroom activities. In this chapter, I tried to note researchers' perspectives about using technology and internet access to demonstrate how important using technology and the internet as teaching tools is.

### **CALL and Technology in Language Learning**

Computer Assisted Language Learning which is known as CALL is defined as the search for study of applications of the computer in language teaching and learning. "The use of technology in a second language or foreign language is characterized by the use of multimedia and internet." ( Patal, 2014). According to Jonassen et al. (1999), teachers should find ways to use technology to promote their teaching and students' learning even if they do not master the technology and can not act as an expert. For this reason, the investigation of the researchers to utilize the technology for learning and teaching has been ongoing for several years. Chris Clark (2000) stated that for a long time, basic drill and practice software programs dominated the market in CALL. To support this claim, Robert (2002) figured out the use of computers to assist in their language studies has increased phenomenally over past decades. According to the International Society for Technology in Education (ICTE) of the US. Department of Education, "curriculum integration with the use of technology as an essential tool to enhance the learning in a context area....the technology should become an integral part of how the classroom functions as accessible as all other classroom tools. Information and communication are considered as a strategy to improve learners' difficulties to provide students' growth in their writing skills. Many researchers admitted the use of technology is essential to complement traditional writing classes. Callister and Burbules say that the new technologies are not only a set of tools for the service of teaching and learning activities but they make up an environment, a space, cyberspace in which human

interaction takes place. Many researchers agree that using a computer in the classroom helps the students to have an enjoyable experience.

Additionally, an enjoyable classroom setting helps students to be active in classroom activities. Moreover, using a computer with internet access is also helpful for time management in the classroom. The use of integrating technology, such as the internet enhances and improves students overall writing skills. According to Mallay and Gambrell (2006), "the internet exemplifies a growing literacy that engages readers of all ages and abilities." English is considered as the global lingua franca or the international language as it is helpful to communicate globally. Therefore, it is important to teach English properly for effective communication in English. The trained and qualified teacher is also needed for all sector English teaching institutions. In Bangladesh, English is recognized as a second language, due to which, Bangladesh Education Policy (2010) puts more emphasis on learning English as an academic subject. Presently, using technology in learning to reach the goal of the curriculum and syllabus is essential as a textbook. Moreover, using technology helps students to use the target language practically. A learner can be successful if he/she uses the language for practical purposes because it is the medium of communication. Communicating with the target language should be the main purpose of teaching. Learners must be able to express their needs, feelings, thoughts, and ideas to others using the target language. This is why the inhabitants of Bangladesh are encouraged to use English for practical purposes. Since technological tools are valuable to learn

the target language practically, considering all of these facilities some top schools in the capital of Bangladesh use technology to teach English.

### **Technology Helps Students to Improve Writing Skill**

Technology is very beneficial for the learners to develop their writing skills in different ways. According to Malloy and Gambrell (2006), “the internet exemplifies a growing literacy that engages readers of all ages and abilities”. The Internet helps students to encourage them to be active in their classroom activities. Writing apps, visiting websites, and visual stories help them to get the energy to practice more and enjoy their study. This environment in the classroom helps to make them become better writers. The internet helps students to perform better in his/her classroom activities. According to Malloy and Gambrell, the teachers of elementary students need to realize that leisure time use of the internet is no longer the sole realm of teenagers and adults, many elementary students are already adept at searching and surfing. Young students or elementary students who are wasting their time playing games or doing other stuff can study by playing games on the internet. Sometimes, which subject is hard to learn, students get bored and can not be attentive to read those subjects. Scott and Mouza say that writing skill is critical no matter what ages and levels are maybe. Numerous studies that show technology helps students to be able to write their thoughts and feelings down on the computer. Utilizing wikis, blogs, and chats allows students to express their feelings without having to be apprehensive about what others may think or say in the class. These types of resources increase students'

abilities to write meaningful text and also support social interaction and community building. Technology is a powerful tool instructional needs must drive the arrangement of technology. Many researchers say that when students use the computer in the classroom it becomes an enjoyable experience for them. They become enthusiastic writers both on and off the computer. Halsey (2001) said that students' motivation to produce quality work increased when they knew it would be published on the Internet. If they feel that they should focus on improving, their writings will be published. They can express their independent ideas and thoughts in their writings, which make them a better writer. Technology has affected both what is written and how it is written and continues by claiming that because technology has made it easy to compose and revise, students are becoming better writers and records.

Writing software helps students with motor skills and focuses on cognitive and social skills. Word processor is a very important application to write which facilitates meaning to students of today's technologically advanced world and makes writing an enjoyable task to the students. Scott and Mouza (2007) claim that "the rapid education of new technologies in the last two decades, however, has transformed how people communicate, collaborate, read and write and offers new possibilities for supporting and improving student writing. Word processors have introduced new ways of generating, organizing and editing text, thereby making tedious revisions tasks easier". Additionally, Woods (2007) says that using a computer with word processing software to complete a task that was traditionally completed with pencil and paper



introduces a new realm of possible differences in attitudes, interaction, and instructional strategies for writing. Students have to use the computer for more progress in writing because it makes writing easier. Paterson marked that Google Docs lets the learners post their writings in designated folders and there they can be read and critiqued by classmates.

This feedback helps them to improve their writings. Paterson thinks these comments exhort learners to write with greater clarity. This system of Google Docs helps the learners to develop their thoughts, build on ideas, focus on topics, etc. Plagiarism checker, writing challenge app, grammar and spelling checker- these enhancement platforms help the student to improve their writing skill. Writing blogs, messages or brief articles also helps students to improve their writing skills. "The use of blogs and wikis have increasingly provided an expanded motivation to write", (National Commission on writing, 2006) - urged teachers to build on students' fascination with "blogging" and "instant messaging" to help develop writing competence. Moreover, the word processor has made writing, spelling, and changing easier. When using the word processor, students are taking some of the motor and cognitive load off their back due to the grammar and spell check on the word processing program. Though technology helps the student to improve their writing skill, sometimes they are misled by wrong information, sometimes instructors are being challenged to use new technology, and sometimes learners look for brief ways

to gain knowledge and get a score (Petarson, 2009). The teacher can direct them to use technology correctly to make their activities are fruitful.



Figure 1. This Writing process cycle has been developed in this action research. It is taken from “The Practice of English Language Teaching” by Harmer, 2011.

Following the writing process and writing strategies should be added with using technology and the internet in the classroom. The writing process plays a vital role in the main objective of the task and the outcome, it is more focused on the creation of meaning. In this research, the instructors plan their classes following a process approach. The use of integrating technology enhances and improves students overall writing abilities following the writing process circle.

The Writing Process wheel allows students to review material back words and for words among the stages to produce a good piece of work. The main purpose of the writing process approach is to let students put into practice a well-written production bearing in mind the writing process wheel. Tribble (1996) claims that the writing process while wheel permits students to review material back words and for words among the stage to produce a good piece of work. Barnett (1992) says that “looking

at writing as a process also implies understanding writing as a series of drafts and considering the endeavor of writing that is prewriting, writing and rewriting. The teachers should give direction and use writing strategies while writing. If the teacher combined all of these teaching tools, writing process wheel, writing strategies, and technology a student definitely can improve enough to cope up with academic writing. Casewell (2008) claims the more students learn the writing process, the more they will be able to express themselves efficiently. If a teacher does not use the writing process young students find difficulties in story writing and strategies to develop writing abilities of the students write creatively. Primary level young students lack writing skills that are why teachers should follow the writing process and apply suitable writing strategies. Teachers have to use the required technological tools and internet excess in the classroom appropriately. The combination of these requirements can give the best result as a teacher and student wish.

## **Chapter 3**

### **Research Methodology**

Research methodology is an explanation of the study to gather information about technology-based English Language education in a multimedia classroom. To research using technology to enhance writing skills, some systematic procedures such as data collection, analysis of data, results, and conclusion have been followed. The desired and suitable research design is Action Research since the subject for this research is the creative writing skills of grade 5 students. Their performance and progress have been observed in every event of the class schedule. The progress reports of two groups (English medium: group A and English version: group B) have been compared to see how, how much and in what way technology helps students to improve English writing skills. This comparative result is helpful to have a sentiment about the importance of multimedia classrooms as teaching tools.

## **Research Questions**

These are the research questions this study addresses:

- Does multimedia classroom help students to enhance writing proficiency?
- How do computer applications help the learners to improve writing skills?
- What are the impacts of using technology in the classroom?

## **Participants and Setting:**

For the study, a group of primary level students from an English medium school and an English version school is selected. In each group, I have selected four students and an instructor. The proficiency level of the students in each group is almost the same. In the following section, I have provided a description of both groups' participants and their classroom settings.

### **Group A:**

#### **Students**

The students are from the primary level (level 5) and are between 11-12 years old. They are good at using technology as their learning tools in the classroom. The aptitude of all of the students is almost the same. They are attentive to classroom activities and eager to learn something new.

#### **Instructor:**

Though the Instructor is not too good at using the new invention of technology, he is well trained to conduct a class in a multimedia classroom environment. He is

capable enough to cope up with any critical situation that arises in the classroom. He is helpful, friendly, and forbearing to handle students in a multimedia classroom.

### **Classroom Setting:**

The classroom is a technology-based multimedia classroom. There are three computers in a classroom. Each computer is for two students and another one for the instructor. A mini projector and internet access also are used as teaching tools. A whiteboard, marker, and a bookshelf in a corner are common tools here like another classroom. Teacher students interaction, teacher's instructions and directions, group discussion all these events are occurring to conduct the study of improving writing skills in this multimedia classroom. The classroom environment is mirthful and enjoyable.

### **Group B**

#### **Students**

Students are primary level students (level 5) the same age as group A. They do not know how to use technology as their learning tools in the classroom. The talent of all of the students is almost the same. They try to be attentive in their classroom.

#### **Teacher:**

The Instructor does not know how to conduct a class in a multimedia classroom environment. He is well trained to handle his students and enough capable to cope up with critical situations that arise in the classroom. He is helpful, friendly, and forbearing to direct and instruct the students in a normal classroom.

### **Classroom Setting:**

A whiteboard, marker, and a bookshelf in a corner are common tools since it is a regular classroom like another classroom. The classroom environment is not sufficiently mirthful through teacher-student interaction, teacher's instructions and directions, group discussion; all these events are occurring to conduct the study of improving writing skills.

### **Design:**

The researcher chose the action research design to conduct this research. Students' free-hand creative writing is practiced in the class events. They practice story writing where through brainstorming they can generate some wonderful ideas. Their thoughts, imagination, and all of these matters can develop in every class. 10 classes are held to fulfill this short course of improving writing skills. Lesson plan, class schedule, etc. all of these events are organized systematically. Before starting all of these events instructors' and students' perspective about the multimedia classroom is asked. At the end of all of these events and after getting students' progress reports, instructors and students give feedback about their experience on improving writing skills in their classrooms, what do they feel about using technology in the classroom? In these events, students are taught the principles of standard creative writing. Teacher-student interaction, giving instruction and direction, group discussion all of these matters occur in both groups. Students practice writing skills following their teachers' directions. Students can discuss their problems and mistakes with their mates

and teacher. To do all of these matters they use their learning aids placed in the classroom. The difference between the two groups is Group A has a multimedia classroom but Group B does not.

Group A uses technological tools to practice in their multimedia classroom and group B uses a dictionary and other writers' books. At first, teachers tell them the topic of the story, tell them a considerable introduction about the topic and activities and instruct them on what to write, how to write. They are given some samples of the story writings. In every class, students practice writing through instructions and improve grammatical mistakes, vocabulary knowledge, etc. They learn how to make a standard sentence. Though both groups practice improving their freehand creative writing skill one group improves more and the other does less. In the last class, students submit their final story writings on the given topic. Their final writings are compared with two groups and this comparative writing helps to decide the research result.

### **Sampling:**

To do this research, students' creative writing is the main plot, and 10 class schedules with lesson plans were organized. These include: students' practicing events, papers, and activities all of this data have been collected. In the first class, teachers are given the topic and idea about the story. They are given some samples of story writings. In every class teachers continuously help them to improve their mistakes, writing standards gradually. In every class, students try to express their ideas and imagination through writings and submit them to the teacher. Their writings and



papers of every class are collected as samples to compare their gradual progress in writing standard level. The samples of their writings help to take into account how, how much and in what way they are improving. In the last class of both groups, students submit their final paper of story writings. After comparing their writings in their own group before and after, their writings are compared with two groups. These comparative writings help to get research results. Teachers and students also share their experiences which helped to know what they actually feel about using technology in the classroom.

### **Procedure:**

The learning achievement test of the students is designed to collect the data about students' English writing proficiency and their progress. Another similar genre paper is designed to explore the impact of the intervention on the students. The topic of the story is 'A Friend in Need is a Friend Indeed.' Teachers give them a sample of a similar story to get an idea. Initially, situational analysis is carried out, which is based on the problems, performance, and progress. The instructors have planned to work on the progress level of students' writing proficiency. The research outline is shown to the management of both classrooms, their perspective, and activities. The research is conducted after their consent. Some strategies are followed as interventions that consist of various creative writing exercises, principles of making rich sentences, some books and valuable articles in the class, and recommending the students to use dictionaries and thesaurus frequently. The material required is listed down. A writing story pretest is taken too, which includes a brief idea of the story and a list of

vocabulary, so that the learners can perform better in writing. The pretest is to identify students' writing proficiency. Since the English Version school (Group B) does not have high technology and internet access in the classroom the instructor tries to teach creatively following the teaching strategies and classroom settings to make the teaching effective. The English medium school (Group A) uses technology and has internet access in the classroom through which the teacher also applies some techniques to make the teaching more effective. From the result of the pretest instructors of both groups get some lacking and mistakes in their writings. The table below shows that of both groups of students to show the errors they have found in their writings.

Students	Topic	Lacking and mistakes
Group A and B (4 students for each group)	Story writing A Friend in Need is a Friend Indeed	<ul style="list-style-type: none"> <li>* vocabulary</li> <li>*punctuation</li> <li>*organization and</li> <li>*coherence</li> <li>*Mistakes</li> <li>*spelling</li> <li>*grammatical structure</li> <li>*sentence making</li> </ul>

Table 1: Student groups and the errors in their writing.

**Other issues of both groups:**

\*Group B memorizes to write something better. They cannot show their creativity in writing.

\*Group A does not memorize and they have fluency in writing but they make a lot of mistakes.

\*Both groups have a lack of vocabulary and grammatical knowledge.

\*Both groups have to struggle to make rich sentences.

\*Both groups have a lack of vocabulary and grammatical knowledge.

After getting this result instructors take steps to improve writing focusing on their lacking and mistakes. In the first class, instructors give the idea about this short course and the topic to write. Then in every class step by step instructors give instructions and help them to improve their writing proficiency gradually. After observing their final scripts' results, it has been noticed that most of the students' writing proficiency has increased. Group A improves a lot but Group B improves very little. Moreover, their classroom activities, students' attendance, attentiveness, interest in learning also has been noted to see which classroom settings impact more. Basic principles of classroom settings and methods in each of both groups are almost the same. The difference is using technology in the classroom of Group A. After finishing this course the results say that the impact of using technology as teaching tools in a classroom varies a lot. The new invention of the multimedia classroom is very important to fulfill teacher and students' wants. The most successful and effective teaching tool is technology. Since instructors focus on instructing to improve their lacking and mistakes they target to improve vocabulary and grammatical knowledge first.

To improve vocabulary and grammatical knowledge Group A uses technological tools such as google translate, online dictionary, Microsoft Office,

Google docs, and grammatical correction apps. Group B follows renowned writers' writings, dictionaries, and grammar books from the bookshelf decorated in their classroom. To improve spelling mistakes, punctuation, word organization Group A uses Microsoft office and google docs where automatically spelling and word organization mistakes pop up by a red mark while writing. That's why students can easily recognize their mistakes and correct them. Group B uses only a dictionary and grammar book as always. As a result, students cannot recognize their spelling and word organization mistakes and do not improve in this part at all.

For learning to make rich sentences and improving writing standards Group A uses technological tools but Group B does not. Group B uses old and normal tools to improve in this part as always. Both groups follow renowned writers' writings for having a good idea. Group A reads good and various types of articles from the internet and sees some short enjoyable animated videos regarding their topic of the story in the projector. These activities make their learning comprehensible. Group A follows the articles and other writers' writings but can not copy them. Group A has to write in Microsoft office or google docs. If they copy-paste others' writings it will show while checking their scripts on the computer and they will get fail marks immediately. Group B follows other writers' writings that are available in their classroom. The students of Group B habitually memorize the other writers' writings and copy exactly the same in their scripts. As a result Group B does not improve even a bit in their sentence making.

Then the instructor of Group B advises them not to copy others and write from their own ideas.

## Chapter 4

### Data Analysis

To collect data and fulfill the improving writing skills course 10 classes are held, the class times 40 minutes for both groups. The data are collected by the instructors in two different groups and are analyzed by texts, as the scores of both groups are compared so that the difference can be seen. After taking a report of the students' and teachers' personal information a pre-test is taken to compare the writing proficiency level of the students of two groups. Since they are primary level students and they have learned a little before, the difference in their proficiency level is not so much. Here is a document of their pre-test to check their writing proficiency level.

Lacking and mistakes are found in both groups.

Name of group	Topic	Mistakes and lacking	Writing standard level	Pass

Group A	Story writings A Friend in Need is a Friend Indeed	Spelling and punctuation Vocabulary Organization and coherence Grammatical structure Writing quality and creativity	The level of The writing standard is not so high.	All of the students.
Group B	Same as Group A	Almost the same but they have mistakes more done than Group A.	The level of the writing standard is poor.	3 out of 4.

Table 2: Student groups, their errors in their writing, and their marks from the pre-test.

### Teaching Aids used in Group A

- Internet
- Computers
- Projector
- Microsoft Word/ Google docs
- Google translate/ Online dictionary
- English writing mistakes apps
- Online writers' articles
- Whiteboard/ marker
- Notebook, pens, etc

## Teaching Aids Are Used In Group B

- Whiteboard/ marker
- Various books of renowned writers.
- Grammar books
- Dictionary
- Sample of some standard writings on the given topic
- Notebooks, pens etc.

After getting the results of both groups and tools to teach, Instructors discuss decisions and steps about teaching style and making lesson plans. Since instructors of both groups take steps to improve their writing gradually. In the first step, vocabulary, spelling, and grammatical mistakes are taught within 2 or 3 classes. The instructors instruct them and help them to use teaching aids given in the classroom. After 3 classes a normal class test is taken to see their improvement on the focusing part of vocabulary, spelling, and grammatical mistakes.

Here is the improvement result of Group A:

Topic	Teaching aids	Percentage of improvement	Pass
Vocabulary	Google translate, online dictionary.	3%	All students passed
Spelling	Online spelling correction apps and online dictionary	5%	

Grammar	Online apps to correct grammatical mistakes and practice grammar.	4%	
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Table 3: Student Group A and improvement of their results

Note: While typing their writings in Microsoft word document or google docs their spelling and grammatical mistakes automatically pop up with underline marks.

### Group B

Topic	Teaching aids	Percentage of improvement	Pass
Vocabulary	Oxford dictionary	2%	2 out of 4
Spelling	Oxford dictionary, some books of spelling rules	1%	
Grammar	Grammar book, have learned grammatical rules	2%	

Table 4: Student Group B and improvement of their results

Note: Since all of these activities are related to memorizing and reading they have not felt interested and gotten bored.

Though Group A improves more than Group B. Group B does not take more time to get equal results to Group A. Therefore, both groups start the next step together



of improving punctuation, coherence, and organization. After taking 2 or 3 classes a short class test is taken like before to see their improvement.

The result of Group A in this test is better than Group B as always. To improve punctuation, coherence, and organization Group A uses technological tools but Group B does not like them before. That's why Group students can learn more in their advanced multimedia classroom. Though Group A is a backwater in the previous two tests, both groups start the next part together. The 3rd part consists of their rich sentence making, improving writing standard level. Taking 2 or 3 classes, short tests, and comparing results between two groups proves again the high impact of technology-based advanced classrooms. Group A produces better results than Group B as always.

The result of Group B is frustrating. In a word, multimedia classrooms and technological aids prove, again and again, the importance of coping up with the present challenge. After finishing all these parts, the next one or two classes teachers teach them and give them instructions on how to maintain quality and standard in writings. In both groups, students are given some samples of standard writings. Group A follows articles, books, writing tips from the internet. Group B only follows some samples of other writers' writings. As a result, Group A can gather more ideas and knowledge than Group B to write something creatively and express their own ideas. Both groups are requested not to copy others' writings. They will only gather ideas to maintain qualitative standard writings. But while observing their activities in the class Group B starts memorizing other writers' writings habitually. They forget the order. The instructors of Group B can not recognize them because they wrote on their page

by pen. The Instructor does not memorize others' writings line to line so that he can catch them out. On the other hand Group B can not copy-paste others' writings. If they do this their plagiarism will be easily Caught up and be failed.

In the last test or final exam, their writing scripts are gathered to see the total improvement. Here is a checkerboard to see their total improvement.

Group A and Group B

Name of Group	Topic	Improvement of mistakes and lacking	Writing standard and quality	Pass
Group A	Story writings A Friend in Need is a Friend Indeed	Spelling and punctuation 9% Vocabulary 5% Organization and coherence 6% Grammatical structure 8% Writing quality and creativity 6%	Writing quality and standard is not so high, but they have improved enough to compete in any academical competition.	All of the students have passed.
Group B	Same as Group A	Spelling and punctuation 4% Vocabulary 2% Organization and coherence 2% Grammatical structure	Writing quality and standard is still poor enough. Teacher think they need more time and need to do	3 students have passed out of 4.

		3% Writing quality and creativity 1%	practice to improve.	
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Table 5: Student Group A and B and improvement of their results

Though the students' talent and age level are the same, the improvement of Group A is appreciable. The improvement of Group B is very poor, even though they have improved in some specific parts of writing not in all the parts. Since students of both groups are attentive in the class Group A gets a mirthful and comprehensible environment in their classroom but Group B does not get. As a result Group A improves a lot. The impact of technology and multimedia classrooms is too valuable and this vast impact is a kind of essential to cope up with this communication century.

### **Classroom Activities Observation**

Group A uses technology and the internet in their classroom as teaching tools to enhance their writing skill. Group B does not use technology and the internet. At the starting level of this course for improving writing skills, I saw both groups are motivated and attentive to do their activities while performing in their classroom. They have enough faith in their plan to reach the goal. But while they start their classes after two or three classes, Group B gets bored while Group A becomes more

interested in doing their classroom activities. Group B finds it hard in improving writing skills whereas Group A finds joy. Group B tries a lot but less improvement and continuing making mistakes make them frustrated. On the other hand Group A input less effort for making better results than Group B. It stimulates their motivation and helps them to learn more. Since the students of both groups are primary level students naturally they like to stay in a playful and enjoyable environment. If the classroom environment becomes stressful and challenging, then students become inhibited and their tasks seem more difficult to them. Hence, a joyful and relaxing classroom environment helps them to brainstorm and express their creative thinking through their writing. A piece of writing is good if the writer can express their feelings properly. In this case, the primary level students are young learners, hence, in a stressful environment, it will be hard for them to express their feelings through their writing. They will become nervous and this will affect them as they will not be able to think about it. On the other hand, if they find classroom activities to be fun and engaging then it will improve their writing skill like playing games on the computer and they make outstanding results.

## **Chapter 5**

### **Result and Discussion**

The data analysis of various types of tests proves that the students who use technology and have internet access mostly improve their writing skills in the classroom; the basic principles of their writing improve significantly. If we compare the result of both groups it is notable progress in Group A where Group B improves very little. Both groups are trying their best to improve their writing skill in their classroom settings. Both groups are eager to participate in this competition to improve their writing skills. They work hard creatively, intelligently, and in a modern way in their classroom settings. From this research, it is proved that technology and internet excess play a vital role in the classroom to get an outstanding result.

At the beginning of this short course on improving writing skills, the teacher takes a little test on writing to see their writing skill. From the first test, it is reported that since they are primary level students their knowledge about English writing is almost

the same. Both groups make mistakes in their writings. But one group makes more mistakes than the second one Group B. From this test, it can be noted that they have almost the same types of English writing knowledge. Group A English Medium School follows a standard curriculum than Group B and uses technological tools and Internet excess in the classroom sometimes. Hence, their lack of English knowledge is less than Group B. However, Group A neither uses technological tools nor has internet access in the classroom. If they used technological tools and internet excess always they would get outstanding results in every effort. In this short course of story writing to improve writing skills Group A used technology and the internet in every activity.

The topic of both groups is the same story writing to practice writings. Planning, applying for strategies, monitoring, class number, and duration of time are all almost the same except the using tools in the classroom to teach and classroom settings. Both groups try their best to get an outstanding result. Before the second test, the teachers of both groups identify the students' mistakes and shortcomings. They both plan together to focus on specific mistakes to improve step by step together. At first, they both focus on improving vocabulary knowledge, spelling mistakes, and grammatical mistakes. And after taking the second test on the focusing part an outstanding improvement is seen in Group A where Group B improves very little in word frustration.

In the second part teachers of both groups focus on improving punctuation, coherence, and organization. They both maintain the same class duration and follow the

same plan. They start the second part at the same time. It is noted that the students of Group B already find their activities hard and get bored. They are frustrated with the poor result of the first part. They do not find interest to go to the next steps of this course. As a result, they get bad results in the second part too. In the opposite condition of Group A make a good result. Therefore it can be said that the overall improvement of both groups remains the same as in the first part of the course.

In the third part in the same classroom setting and using the same teaching tools, teachers of both groups begin teaching. This part focuses on standard sentence making, expressing thinking and ideas, improving writing standard level. This part is the most interesting part for the students of Group A because the teacher shows them some short videos on the projector to get an idea for writing a story. Students enjoy this part a lot, they watch these short videos on a projector like watching movies in a cinema hall. Besides, they read some renowned writers' books and articles on the internet. All of these actions help them to boost up their brainstorming and imagination. Students of Group A can express their feelings and thoughts which gives spirit to their writing. On the other hand Group B have to read only some books in their collection. This way is not a good idea and this way can not help students to boost up their imagination and brainstorm for story writings. As a result, they do not improve in this part at all. The students of Group B do not learn to express their feelings through their writings, Group B habitually starts memorizing other writers' writings and copy the writings the same in their answer scripts. In total it is observed that the outcome of Group A is even greater if I count the facilities

of using technology and the internet. And their performance is far more active and better than Group B. The frustrating result of Group B makes them realize the importance of using technology and Internet excess in the classroom. From Data I can see the total improvement of both groups in the focusing points is demonstrated in the following table.

Here is a total comparing the results of both groups.

Name of group	Test	Percentage of result
Group A	Pre-test	35% marks
Group B	Pre-test	30% marks
Group A	Post-test	55%marks
Group B	Post-test	35% marks

6: Comparison of results of both Group A and B

After getting an overview of the difference in their progress shows the importance of technology. Since various types of activities and motivation are much more important to progress in anything. Technology can accelerate their motivation and activities. The greatest improvement is shown in the areas of vocabulary and grammar and structure. This is the reason that a lot of reinforcements of new words are done. Students can be aware of their mistakes and can know their weaknesses. Technology stimulates students to put extra effort into classroom activities and find purpose in their work. From the information of participants, it is found that students are primary level students. Generally, they are more interested in playing or doing naughty things than studying in class. Since technology can make study enjoyable and comprehensible, usually students become eager to learn and be attentive in doing classroom activities. Different types of technological apps which are



enjoyable and creative techniques with technology help students to learn more in a limited time. The world is getting too fast and time is getting short. In this short time, everybody has to do a lot of work. Technology helps people to do a lot of work in a short time. Since the students are primary level teachers try to improve basic knowledge on writing skills focusing on their mistakes and lacking. Teachers of Group A select suitable technological tools for the students. To improve vocabulary and spelling students google translate. To improve grammatical mistakes and sentence making students use some apps. They practice improving all types of mistakes in different apps. For writing, they use Microsoft Word and google docs which help them to find out their mistakes and lacking. While they are writing, their mistakes automatically pop up with red marks. Moreover, in this way, they are learning typing which is very useful in the office sector. They practice for their improvement by various types of apps like gaming puzzles, asking questions and answers, etc. They find fun by doing these activities. Various types of articles read online, visual stories, video clips help them to get new ideas to write a story and organize their imagination through writings. Group B who has a collection of limited books can not develop their thoughts and cannot write from their imaginations. The impacts of technology are far better than normal teaching tools. The right use of technology and the internet can cover all of the critical problems that arise in the classroom. Technology can control students and their activities. It can stimulate their thinking, motivation in the classroom. Moreover technology and internet excess in the class can be the best helping hands for a teacher. It is sometimes seen that for using technology students firstly start

playing games or doing naughty things but, if their study gives them fun as much as playing games then why not study. These activities help them to make good results. On the other hand students of Group B get bored in the class which makes them annoyed to study and do not get any energy to do their activities. This situation makes their result poor.

The other side advantages of using technology and the internet are that Group A does not only make a good result, but they also acquire some professional skills. Such as learning to type in word documents and google docs. These are the basic requirements in the job sector or business. Though primary level students are not going to do jobs if they can learn typing from an early age they will be able to use the best in their needs when they are adults. Besides, they learn how to express their imagination and ideas in their writings in an artistic way. They can not copy-paste others' writings even if they want to. If they do copy others' writings they will be failed for plagiarism. They are being trained up using technological tools and internet surfing. They can directly communicate with native English speakers, writers and send their writings by mail, messenger, whats' up, skype, etc to compare writings with others. On the other hand, the students of Group B are deprived of getting these facilities for not using technology and the internet. This overall prominent outcome Group A can get in limited time and put less effort. From the data, it can be seen that Group A can make much better results than Group B and can make other qualifications which are beneficial to get the job faster than others. Group B falls behind for not using technology and the internet as helping hands for study. If I count some disadvantages for using internet excess and technology, many students and little children

can get addicted to using these. It is dangerous if they get addicted to any black media which is harmful to them. Parents, the teacher should take care of them properly. From the result of the tests in this course, another disadvantage is disclosed that Group A does not get the scope to practice handwriting. That's why the students of Group B handwriting are better than Group A.

## **Chapter 6**

### **Conclusion**

From the findings, it can be seen that different results between two groups because of using technology. The intervention of technology brings out a fruitful outcome whereas reflection is required for those who did not progress. Using technology proves to bring out significant improvement in enhancing the creative writing skills of the students. Technology makes studying enjoyable and beneficial. Technology also provides guidelines to the instructors as to which pedagogy should they adopt to improve their students' creative writing skills. Technological resources and internet excess in the classroom increase students' interest, enthusiasm, and comprehension. The Internet encourages students to interact with the language interestingly and differently and assists them to grasp meaning easily. Writing skill is an essential part of learning a language. In the present century, many researchers believe that technology plays a vital role to improve writing skills. Technology increases interaction in the class, makes the classroom environment mirthful and makes the study comprehensible. From this research, a huge difference can be seen in results between the two groups A and B. This action research proves the importance of using technology in the classroom to cope up with the fast communication century. The

writing process wheel in the combination of internet and technological tools increases students' confidence, letting them come up with coherent and logical ideas. Students have more time to think, rethink, revise, edit and incorporate feedback into their writing production than they do when working with traditional resources and strategies. Technology and the internet boost up their writing skill. In a word, technology and internet excess in the classroom is the most required tool in the present century.

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## Appendix

### Interview questions for the teacher of group A:

Is the teaching style technology-based or not?

- Are the students mature enough to use the technology which is given in the classroom?
- Do all the students know the use of technology?
- How is the response of the students in the multimedia classroom?
- How is the progress report in the previous classes you have taken in the previous classes using technology?
- Do you find any difficulty using technology while teaching?
- Do you think that using technology is making the lesson easier to learn?
- Do you think that the technological tools you are using in the class are enough?
- If you use only textbooks without using any technology to teach, will the progress report remain the same?

### Table of the Group A

Here A= agree, SA= somewhat agree, DA= disagree

No	Questionnaire	A	SA	DA



1.	Spelling mistakes have been improved.	√		
2.	Vocabulary mistakes have been improved.	√		
3.	Grammatical mistakes have been improved.	√		
4.	Students can write from their own ideas without memorizing anything.	√		
5.	Students can use new vocabulary and phrases perfectly to make standard sentences.		√	
6.	Students can recognize their own mistakes while writing.	√		
7.	Students are conscious of their self-improvement.	√		
8.	Students are learning academic English writing.		√	
9.	Students are skilled enough that they can cope up with outside students.		√	
10.	The technological-based classroom is really effective.			
11.	Students find enjoyment and are eager to learn more.			
12.	Students' progress reports are really impressive.			
13.	Textbooks are essential in a multimedia classroom.			
14.	Technology and the internet are essential to improving modern English.			
15.	Without using technology it is impossible to learn communicative modern English.			

### Table of the Group B

Here A= agree, SA= somewhat agree, DA= disagree

No	Questionnaire	A	SA	DA
1.	Spelling mistakes have been improved.			√
2.	Vocabulary mistakes have been improved.			√
3.	Grammatical mistakes have been improved.		√	
4.	Students can write from their own ideas without memorizing anything.			√
5.	Students can use new vocabulary and phrases perfectly to make standard sentences.		√	
6.	Students can recognize their own mistakes while writing.			√
7.	Students are conscious of their self-improvement.			√
8.	Students are learning academic English writing.			√
9.	Students are skilled enough that they can cope up with outside students.		√	
10.	The technological-based classroom is really effective.	√		
11.	Students find enjoyment and are eager to learn more.		√	
12.	Students' progress reports are really impressive.		√	
13.	The textbook is essential in a normal classroom.	√		
14.	Technology and the internet are essential to improving modern English.	√		
15.	Without using technology it is impossible to learn communicatively modern English.	√		

Asking a questionnaire to the students. They are given this chart and fill it up with a tick mark as their opinion about technology.

**Questionnaire and the students' responses to group A**

No	Questionnaire	Yes	No
1.	Do you find enjoyment in the classroom?	√	
2.	Do you think your classroom settings are enough to reach your goal?	√	
3.	Do you think that multimedia classrooms are really helpful to learn?	√	
4.	Do you have enough knowledge about using computers and the internet?		√
5.	Technology can help you to improve your writing skill?	√	
6.	Do you feel difficulties learning English writing in your classroom settings?		√
7.	The textbook is an essential part of improving writing skills in a multimedia classroom.		√
8.	To get 100% success you need to use technology.	√	
9.	You can recognize your mistakes and can improve your writing by yourself.	√	
10.	Your classroom settings are helpful to improve your vocabulary, spelling and grammatical knowledge.	√	
11.	You can explain your idea in rich English using new vocabulary and phrases.	√	

### Questionnaire and the students' responses to group B:

No	Questionnaire	Yes	No
1.	Do you find enjoyment in the classroom?		√
2.	Do you think your classroom settings are enough to reach your goal?		√
3.	Do you think that multimedia classrooms are really helpful to learn?	√	
4.	Do you have enough knowledge about using computers and the internet?		√
5.	Technology can help you to improve your writing skill?	√	
6.	Do you feel difficulties learning English writing in your classroom settings?	√	
7.	The textbook is an essential part of improving writing skills in a multimedia classroom.	√	
8.	To get 100% success you need to use technology.	√	
9.	You can recognize your mistakes and can improve your writing by yourself.		√
10.	Your classroom settings are helpful to improve your vocabulary, spelling and grammatical knowledge.		√
11.	You can explain your idea in rich English using new vocabulary and phrases.		√