IMPLEMENTING DIGITAL TECHNOLOGY FOR IMPROVING WRITING SKILLS IN EFL CLASSROOMS

Beg'amova Sadoqat Nurbek qizi

Habibullayeva Marjonaoy Zoir qizi

Abdurazzoqova Zebo Shuhrat qizi

Hasanova Navbahor Habibullo qizi

Students of State Pedagogical the Institute Shahrisabz

Annotation

This article discusses effective methods of improving writing skills in EFL classrooms. It is vital that language is the main factor of communication, and people try to learn the language in order to be good communicators. All languages, such as an English, are also studied to achieve success in all spheres of society: education, medicine, economics or politics are required a good command of all language skills. In particular, productive and receptive skills such as writing play a crucial role in language learning and teaching. This document focuses on the importance of implementing digital technology for improving writing skills in EFL classrooms.

Keywords: EFL teachers, writing skills, digital technology, classroom, ICT, educational apps, interacative learning, collaborative writing, Facebook, benefits and drawbacks, a paradigm shift, exchange ideas, feedback

English as a foreign language writing plays a substantial role in language instruction since it requires students` permanent effort and constant practice to develop a certain proficiency level. Considering the significance of writing, the use of effective teaching strategies is necessary for helping students to improve this language skill. For this reason, teachers need to know how to facilitate the writing process by implementing a variety of methods in the classroom. One of the strategies used by EFL teachers to improve their student writing skills is digital technology in EFL classrooms. Today it is known that technology has a positive effect on the teaching-learning process, including teaching a foreign language. In this respect, EFL teachers can make use of several resources to teach English. As one of the abilities taught is

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24ᵗʰ April, 2025

writing, digital technology also plays a fundamental role when teaching this complex skill students. Some pross sides of using ICT in writing include attracting students` attention, enhancing the teaching-learning process, and improving students` skills. On the other hand, some cons sides include students` distraction and tendency to use short forms in their written production, as well as teachers` problems when managing the class and the lesson which organized with ICTs. Some examples that we can mention if ICTs to teach writing skills are weblogs, wikis, social networks such as Facebook and digital storytelling tools. In addition to, digital technology provides a platform for interactive learning by giving students access to educational apps, games, online writing tools and digital resources. Interactive learning can increase students` engagement and motivation, improve their learning outcomes.Collaborative writing is an important aspect of writing courses, as it allows students to exchange ideas and feedback. Digital technology provides a platform for collaborative writing, allowing students to work together in real time, improving their writing skills and producing stronger work.

Several studies have been conducted to explore the use of technology in an EFL writing course. The research has revealed a variety of general benefits and downsides to the adoption (An & Williams, 2010; Nim Park & Son, 2009; Riasati et al., 2012). Others (Jun & Lee, 2012; Laire et al., 2012; Miyazoe & Anderson, 2010; Yunus et al., 2013) concentrated on leveraging Web 2.0 technologies to teach online writing. Some studies also concentrated solely on the benefits of incorporating technology in the writing classroom in various disciplines (Kutlu, 2013). Most research in an EFL environment looked at the impact of technology tools on students' writing (Al-Wasy, 2020; Bikowski & Vithanage, 2016; Tze Pheng et al., 2021).Bikowski and Vithanage (2016) explored the effectiveness of an in-class web-based collaborative writing activity with 59 students at a U.S. institution in an experimental research. The study's findings demonstrated that adopting this technological tool in writing schools had a good influence. Similarly, Al-Wasy (2020) examined 18 empirical papers in a meta-analysis research to explore the efficiency of incorporating technology in EFL writing courses. Overall, the findings suggested that technological tools had a considerable influence on the writing skills of EFL students. The study also found that more studies on incorporating

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24th April, 2025

technological tools were undertaken in the EFL setting than in the ESL environment, indicating the need for greater research in this area.An and Williams (2010) performed a qualitative research to investigate the advantages and disadvantages of incorporating Web 2.0 technology in the classroom. The authors utilized an open-ended survey that was given to a number of academics from various colleges in the United States. The studies indicated both the benefits and drawbacks of Web 2.0. The main benefits of the former were 'interaction, communication, and cooperation,' 'knowledge production, simplicity of use, and flexibility,' and 'writing and technological skills' (p. 44). The disadvantages of the latter were 'uneasiness with openness,' 'technical challenges,' and 'time' (p. 45). Surprisingly, participants claimed that using Web 2.0 tools assisted pupils in improving their writing skills. Meanwhile, the study found no impediments to employing technology in a writing classroom.Similarly, Riasati et al. (2012) underlined the benefits and obstacles. The writers cited several reasons why instructors and students should use technology in the classroom. These benefits and barriers were derived from elt.ccsenet.org English Language Teaching Vol. 14, No. 12; 2021 38 many research articles on using technology in all language skills (i.e. reading, writing, listening, speaking). The advantages included increased engagement, academic ability improvement, a paradigm shift in teaching and learning, an evaluation shift, collaborative learning enhancement, and a reduction in learning anxiety. On the other side, the hurdles included a lack of access, a lack of appropriate training, a negative attitude among instructors and students, a lack of time, and a lack of technological assistance.Storify, a Web 2.0 application, has been frequently used in writing classrooms. Lairea et al. (2012) investigated the efficacy of using social media in the writing classroom. The researchers focused on Storify in particular because it "prompts writing a story by adding text to existing information drawn from various social networks, generating numerous writing possibilities" (p. 444). The data collection tools employed included a specific lesson presented using Storify, surveys, and detailed descriptions from instructors after the lesson was provided to students. The study found that storify improved pupils' writing abilities. Teachers, on the other hand, faced various difficulties, such as "limited computer equipment and access, incompatible servers, and impenetrable firewalls," as well as a problem

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24th April, 2025

of limited time. Furthermore, several students were hesitant to utilize their own Facebook account in this session, according to the professors.

Finally, in the subject of English as a foreign language (EFL), teaching writing with technology has been considered. Kutlu (2013) conducted a research study to investigate the efficacy of adopting technology tools in the EFL writing classroom, i.e., business English. To collect data, the author employed tutorial videos, questionnaires, and elt.ccsenet.org English as a Foreign Language. Vol. 14, No. 12; 2021 39 interviews. According to the findings, technology tools aided pupils in improving their writing skills. Students might also send formal e-mails. Unfortunately, the author did not disclose any difficulties experienced during the study's execution.

Conclusion, digital technology has transformed the way writing courses are taught, leading to improved learning outcomes for students. It has provided a platform for interactive learning, expanded writing opportunities, individualized feedback, accessible learning materials, collaboration, writing process analysis, and customized assessments. As such, technology is a valuable tool in teaching writing courses for EFL clasrooms.

The integration of digital technology in English as a Foreign Language (EFL) classrooms has transformed traditional approaches to language teaching and learning. This article explores how digital tools and applications can enhance writing skills among EFL learners, discusses practical implementation strategies, and highlights the benefits and challenges of using technology for writing instruction.

Writing is an essential component of language learning, enabling learners to communicate effectively and express their thoughts coherently. In EFL classrooms, writing can be particularly challenging due to limited vocabulary, grammar difficulties, and a lack of confidence. Digital technology offers new opportunities to address these challenges by providing interactive, collaborative, and accessible platforms for learners to practice and improve their writing skills.

Digital technology presents valuable opportunities to enhance writing skills in the EFL classroom. By integrating interactive tools, offering instant feedback, and promoting collaborative and creative writing activities, teachers can create engaging and effective writing experiences for students. However, successful implementation

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24ᵗʰ April, 2025

requires careful planning, addressing challenges, and ensuring that both teachers and students are equipped with the necessary digital competencies. Learners can create their own stories and ideas on a topic starting with outlines through the use of a Book Creator App to create digital books with narration. Also, for story development learners can record their voices while reading their work to develop their speaking and presentation skills. Engaging warm-ups with multimedia tools

Plan warmer exercises to capture the attention and interest of your learners with multimedia by using videos, pictures, sound, games and animation from tools like www.edupuzzle.com , Class Dojo , Kahoot and Blooket .

Graphic Mind-Mapping for Pre-Writing

Use mind-mapping strategies like flow charts, which teach learners to identify and connect major ideas for a topic or subject matter in paragraphs. By infusing graphic images through slides, teachers can give room for suggestions, opinions and discussions before drafting an essay, report, or article, and also analyse plot and characters in a play script or story. Tools like www.onceuponapicture.co.uk , www.canva.com , Microsoft PowerPoint (www.office.com), Google Slides and Smart Art Graphics in Microsoft Word aid this pre-writing stage.

Narrative Creation with Assessment Rubrics

Encourage learners to create their own narrative/ story with an illustrated assessment rubric sample using apps like www.additioapp.com or Microsoft Teams, (which is in sync to other Microsoft Office 365 tools for Education . Incorporate self-assessment or co-assessment amongst their teams/peers with a specific audience in mind, so as to narrow the scope of the content and choice of vocabulary in aiding understanding. This can be done as either an individual or a group-based task to promote collaboration, critical thinking and communication and interpersonal skills.

Digital Book Creation for Story Development

Learners can create their own stories and ideas on a topic starting with outlines through the use of a Book Creator App to create digital books with narration. Also, for story development learners can record their voices while reading their work to

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24th April, 2025

develop their speaking and presentation skills. Set up reminders and deadlines for a general class group review of the stories or essays on the topic learners created.

This groundbreaking research endeavors to elevate participants' learning competence through the innovative integration of digital technology as a pedagogical medium. Pioneering a novel approach, this study seeks to gauge the efficacy of digital-based technology in enhancing English writing proficiency and participants' perceptions of its utility on the Storyboard That platform. Adopting a quantitative methodology, data is meticulously collected from experimental and control groups comprising nursing participants. Leveraging a synergistic blend of digital technology and project-based learning (PjBL), the research yields noteworthy gains in both knowledge and attitudes, with N-gain scores of 0.53 and 0.52, respectively. While initial trial results place competence and integration in the medium category, there exists a compelling imperative for further refinement and enhancement. The findings underscore the transformative potential of digital technology in augmenting writing skills and platform utilization, laying the groundwork for future innovations in English language education. By advocating for the seamless integration of digital tools like Storyboard That into the curriculum, this research not only fosters creativity and proficiency in English writing but also cultivates a dynamic learning environment conducive to holistic skill development. Ultimately, this study serves as a clarion call for educators to embrace the transformative power of digital technology in fostering English language proficiency and nurturing a generation of digitally literate and proficient learners poised to thrive in an increasingly interconnected world. This EEF guidance report is designed to support senior leaders and teachers to make better informed decisions based on the best available evidence we currently have. It includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g., by increasing the quality and quantity of pupil practice).

To develop this report's four recommendations for using digital technology to improve pupils' learning we not only reviewed the best available international research, but also consulted with teachers and other experts.

Integrate short digital writing tasks in class (emails, social media posts, blogs).

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24ᵗʰ April, 2025

Assign collaborative writing projects using online tools.Use digital feedback tools for peer and teacher comments.Incorporate multimedia elements (images, videos) into writing assignments.Encourage regular journal writing using blogging platforms. In today's fast-changing world, digital technology has become an essential part of education. In English as a Foreign Language (EFL) classroom, technology plays a vital role in enhancing students' learning experiences, especially in improving writing skills. Writing is often one of the most difficult skills for EFL learners, as it requires a good command of vocabulary, grammar, structure, and creativity. However, by using digital tools and online resources, teachers can create more engaging, interactive, and effective writing activities for their students.One of the main advantages of using digital technology in EFL writing instruction is that it increases students' motivation and participation. Writing tasks that involve blogs, online journals, or storytelling apps can make writing more fun and meaningful. Instead of writing only for their teachers, students can write for a wider audience by publishing their work online. This helps them develop a sense of purpose and pride in their writing. Moreover, digital platforms often provide opportunities for students to express their opinions, share experiences, and explore creative ideas in a supportive environment. Another important benefit of technology is the availability of instant feedback. Online tools such as Grammarly, Hemingway Editor, and Cambridge's Write & Improve allow students to check their grammar, spelling, sentence structure, and writing style. These tools offer suggestions for improvement, helping students learn from their mistakes and become more independent writers. In addition, teachers can use platforms like Google Docs to give real-time feedback and comments, making the revision process quicker and more interactive.Collaboration is also made easier through digital technology. Students can work together on group projects, edit each other's work, and share ideas using online tools like Google Docs, Padlet, and Wikis. This kind of cooperative writing activity encourages peer learning and helps students develop important communication and teamwork skills. They learn to give constructive feedback, accept suggestions, and work as part of a team — all while improving their writing abilities.However, while the use of digital technology brings many advantages, there are also some challenges. Not all students have equal access to devices or a stable

E CONF SERIES

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24ᵗʰ April, 2025

internet connection, which can limit participation. Additionally, both students and teachers need to have sufficient digital skills to use these tools effectively. There is also the risk of plagiarism when students rely too much on online resources. Therefore, it is important for teachers to guide students on how to use digital tools responsibly and to encourage original, creative writing.In conclusion, digital technology offers powerful opportunities to improve writing skills in EFL classrooms. By integrating interactive tools, providing instant feedback, and promoting collaboration, teachers can create a dynamic and supportive learning environment. While there are challenges to consider, with proper planning and guidance, technology can greatly enhance students' writing abilities and overall language learning experience.

References

1. Alexander, A., & Chen, C. H. (2017). Integrating Technology in the Language Classroom: A Guide to Using Social Media, Apps, and Digital Tools to Enhance Writing and Reading Skills. Routledge.

2. Burde, E., & Linden, L. P. (2020). The impact of technology on student writing. in Handbook of Research on Teaching and Learning in K-20 Education (pp. 1447-1470). IGI Global.

3. E. M. Abdel-Haq and H. S. Ali, " Utilizing the corpus approach in developing EFL writing skills, " J.Res. Curric. Instr. Educ. Technol., vol 3, 2,, pp. 11-44,2017.

4. Reinking, D., & Rickman, S. S. (Eds.). (2012). Handbook of Literacy and Technology: Transformations in A Post-typographic World. Routledge.

5. Lankshear, C., & Knobel, M. (2006). New Literacies: Everyday Practices and Classroom Learning. Open University Press.

6. Selfe, C. L., & Hawisher, G. E. (2004). Literacy and Technology: Transformations in a Post-typographic World. Southern Illinois University Press.

7. Warschauer, M., & Grimes, D. (2007). Learning through Cyberspace: The Educational Potential of the Internet. Teachers College Press.

8. Leu, D. J., & Kinzer, C. K. (2000). The Convergence of Literacy Instruction with Networked Technologies for Information and Communication. Reading Research Quarterly, 35(1), 108-127.

International Conference on Economics, Finance, Banking and Management
Hosted online from Paris, France
Website: econfseries.com   24ᵗʰ April, 2025

9. Snyder, I. (2001). Page to Screen: Taking Literacy into the Electronic Era. Routledge.

10. Kress, G. (2003). Literacy in the New Media Age. Routledge.