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## THE IMPORTANCE OF USING TECHNOLOGY IN TEACHING WRITING PROCESS

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### ABSTRACT

*This thesis reviewed some of the technological affects both the process and product of composition. These issues are followed: completed multimodal writing assignments which combine traditional textual elements with pictures, data visualizations, video, sound, animation, etc. Article, also consists of the usage of many technologies in composing an assignment process that can be impact the final product.*

**KEYWORDS:** *Mind Mapping, Improving English Language, Learning Skills, And Recommendations For Using Technologies*

### INTRODUCTION

Last past decades shows that there has been a growing interest on the usage of technology in the field of foreign language teaching. Via the application of these technological tools, language classrooms have become more effective than it used to be. Technology influences on writing methods and projects. Regularly learn multimodal writing tasks that combine traditional literary elements with pictures, information display, video, sound, and actions. Essentially, students take advantage of many advances and writing assignments will influence the final writing project. For those innovations that are not included directly in writing, it is usually true because it appears in the word processor.

Innovation in mind mapping can help students connect their ideas with each other. A realistic planning process can help substitute students organize their ideas externally, or allow substitute students to write for special purposes [3].

Innovation in recording allows students to demonstrate flexibility beyond the limitations of composite writing. However, these technologies should not be introduced into the classroom without prior consideration. An inherent danger in any technology is that jobs that use

technology can inadvertently turn into more technology learning than expected learning outcomes. Therefore, ensuring that students understand what they are assessing (i.e., their work, not necessarily their technical skills), have access to support materials, and have time to become familiar with technology can reduce this danger[3]. These strategies are generally applied regardless of the age of the student. Although it is often assumed that young students are better at technology because they are "digital natives," research shows that this is rarely the case. Freshmen still need to learn to use new technology, just like they learn any other new skill. If these processes are managed properly, technology can bring good news to the writing classroom. Generally speaking, the benefits of technology for acquiring new knowledge, learning independent problem-solving skills, and showing students the wide range of applications of composition. In this resource, it will be suggested that teachers can use widely available technologies to teach writing outcomes and help students develop a variety of digital literacy methods[4].

### **Mind mapping**

There are a number of free options for mind mapping and similar exercises online, but common office programs like PowerPoint can also be the best.

### **STAGES OF THE WRITING PROCESS:**

- Invention/pre-writing
- Drafting
- Peer review
- Revision

### **PURPOSES:**

- Visually organizing an essay or argument
- Synthesis (spatially relating different concepts)
- Reverse-outlining an existing draft to understand how the pieces fit together

### **EFFECTIVENESS:**

Compared to using paper and pencil, digital mind maps can be moved, erased, and replayed more easily.

- There is no paper size limit: students can carry maps with them.
- Images, links, etc. can be used from map investigation.
- The relative importance of points can be shown (and compared / contrasted) spatially to verify developmental balance.

### **ACTIVITIES:**

Have a peer reviewer reverse-engineer an outline of their peer's paper and let the writer compare their own outline with the reviewer's. The writer and reviewer can discuss differences between

the two outlines, evaluate the reviewer's response to what the writer intends to show in the paper, and make a revision plan.

Have students synthesize multiple sources together using a mind map; first, make a mind map for each source summarizing its points, then connect the nodes to understand how the sources relate to one another, agree, and disagree.

Have students create an outline of their paper with a mind map. Compare outlines on the board/projector to understand how different arguments can be organized through visual shapes (narrow at the top and broad at the bottom, like a triangle; narrow at beginning and end and wide in the middle, like a diamond; etc), and what each of these shapes can do.

### **Collaboration**

Especially in distance learning, writing process collaboration is a common part of teaching writing. The effective use of technology to promote collaboration can help students focus on developing collaboration skills rather than focusing on mutual connections, and can help teachers monitor and assist collaboration more effectively. Collaboration tools can vary depending on the content available, but Google Docs, and various video conferencing software (like Zoom) are commonly used tools.

### **STAGES:**

All stages, but especially:

- peer review/revision
- brainstorming

### **PURPOSE:**

Collaboration work among students, especially when distance learning or absence from work, not completing homework in class, etc.

- Respond to comments by leaving a written record
- Co-author documents for group projects
- Brainstorm, take collaborative notes or create a Wikipedia notes in class

### **EFFECTIVENESS:**

Instead of verbally discussing peer reviews or comments in class, students can write comments on Google Docs or similar word processing software.

Students can assign action items by tagging their teachers and students can see who participated in the document More division of labor

Students can still participate remotely in the event of illness or other absences.

In class, all students can contribute to class documents at the same time to create a collaborative vocabulary on a topic, share notes, etc.

**ACTIVITIES:**

Allow students working on group projects to collaborate to write a memorandum of team charter and present expectations for how your teams will cooperate, resolve conflicts, and help each other complete their work.

Allow students to use separate pages in Google Docs to answer discussion questions or take notes in think, share, and share activities, so all students can use all notes later.

When introducing a new technology, ask students to create a list of tools or functions in the technology in a collaborative document, and then assign a tool or function to each student to study and create a guide on how to use it. Combine the guides into a vocabulary notes that students can refer to when using this technique in other assignments.

In general it can be mentioned that technology can be used in order to develop writing skills of the students. Writing is a skill which includes many different processes. As Harmer mentioned stresses these processes and points out the three processes in writing. They are planning, editing and drafting. Finishing these processes, students produce the final draft [2]. It means that technology can easy burden the students as they can produce writing projects of high quality using technology as computers which enable them change, draft and save their last writing project drafts. Thus, students may have the chance to improve their skill with the technological opportunities more easily than they usually do.

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