



Motivating Learners to Write: Integrating Technology in EFL Classes

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Abstract:

Motivating learners to write in English as a Foreign Language (EFL) classes can be challenging, but integrating technology offers innovative solutions. This article explores how technology can be used to motivate EFL learners to write. It discusses the benefits of technology integration, provides practical strategies for incorporating technology into writing activities, and highlights the impact of technology on learner motivation and engagement. The article also addresses potential challenges and offers recommendations for effective implementation. Community of Practice (CoP) emphasizes the creation of effective learning communities that enhance and support learning within a social context. This article discusses how CoP can be used to build an online community for Iranian teachers, providing professional development opportunities and peer-to-peer discussions. The integration of technology into teaching writing is highlighted, with a focus on how blogs can serve as a catalyst for change, triggering motivation and creativity in students. The article emphasizes the importance of considering student motivation when planning writing instruction and suggests that technology-oriented instructional practices can encourage and motivate students to write better. The findings suggest that technology integration, particularly through blogging, can improve the way teachers deliver their teaching and the way students learn, ultimately enhancing EFL writing instruction.

Keywords: motivation; online environments; language learning; case study.

Motivating EFL learners to write is essential for their language development. Technology offers new opportunities to engage and inspire learners in writing activities. This article examines the role of technology in motivating EFL learners to write and explores strategies for effective integration.

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to motivate EFL learners to write. It discusses the benefits of technology integration, provides practical strategies for incorporating technology into writing activities, and highlights the impact of technology on learner motivation and engagement. The article also addresses potential challenges and offers recommendations for effective implementation.

This study is significant in theory and practice. Theoretically, the empirical evidence provided by the study will contribute to our understanding of different facets of learner autonomy in online environments and throw light on affordances of technologies for learner autonomy. More practically, findings from the study may help educators develop appropriate curricula and create optimal learning conditions for learners to exercise agency in their learning. Despite a unified recognition of the importance of learner autonomy in education, there is little consensus in terms of its definition. The first and most frequently cited definition was proposed by Holec (1981) who defines learner autonomy as “the ability to take charge of one’s own learning”. There are two key elements in this definition.

Teachers play a crucial role in the effective integration of technology into education. This article emphasizes the importance of familiarizing teachers with new teaching methods and technologies to enhance their instructional practices. It discusses how technology can support and encourage teachers to improve their teaching abilities and create more dynamic and engaging learning environments. The article highlights the benefits of technology integration for both teachers and students and emphasizes the need for ongoing support and professional development for teachers in technology-enhanced learning environments.

Writing is always considered as an important skill in the EFL context. Many researchers came to consensus that technology could solve the problems faced in a writing class (You 2004; Degi 2005; Ozbek 2006; San 2007; Darus, Ismail & Ismail 2008; Hafner 2010; Suzuki 2011; Aydin & Yildiz 2014). Technology can act as a medium to improve the teaching instruction and students’ achievement in writing. It supports learning, enhances students’ motivation to write, and promotes creativity. However, it is unfortunate that technology is not practiced in writing classes in Iran. The lack of interest in this skill is apparent among EFL students (Zandi et al. 2014). When it comes to writing, many students are not motivated and find it a difficult and boring task. Lack of motivation stops students from producing quality writing. Taking into account the students’ lack of interest in writing skill, EFL teacher should implement a novel method which is engaging and motivating. Therefore, different ways of teaching through technology should be acquired and practised for effective writing instruction in EFL context.

There are some Second Language Acquisition (SLA) findings which connect to the target language (L2) writing. First, two fundamental concepts in SLA study are implicit and explicit knowledge of the L2. Suzuki & DeKeyser (2017) stated that the gap between explicit knowledge and implicit knowledge can be solved by the outcome.

The primary focus of the Community of Practice (CoP) is to establish an effective learning community that enhances and supports learning within a social context. Building an online community allows teachers to experience a collaborative environment for sharing views and practices. CoP also emphasizes the importance of providing professional development opportunities and peer-to-peer discussions among Iranian teachers. Interviews revealed that integrating technology into the teaching of writing made the English classroom more interactive and collaborative. Blogs acted as catalysts for change, sparking motivation and creativity in students. EFL teachers should carefully consider what motivates students to write better when planning writing instruction. Students are not inclined to excel in writing if they perceive it as a task merely to pass the course. To create an active learning environment, teachers should incorporate technology-oriented instructional practices to encourage and motivate students to write better. The study's results showed that instructional methods incorporating technology are diverse and

engaging, with the potential to impact student motivation in writing. Blogging, in particular, offers potential for technology integration as a means to motivate EFL students to write meaningfully and creatively. The findings suggest that integrating technology can enhance the way teachers deliver their teaching and the way students learn. Blogging supported the teaching of writing by providing various ways to increase motivation among learners. Given the benefits of blogging in improving students' writing, it is recommended that EFL teachers invest more time in learning about new technologies for teaching. Relevant training is also crucial for effectively using technology in EFL classes. EFL teachers should update themselves on how to teach effectively with various technology tools and develop novel teaching methods and techniques.

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