



**INTERNATIONAL BLACK SEA UNIVERSITY**  
**FACULTY OF EDUCATION AND HUMANITIES**  
**PHD PROGRAM IN EDUCATION SCIENCES**

**The Development of English as a Foreign Language Writing Skills through  
the Application of Movies Supported by Educational Technologies**  
**(Case of Azeri Universities)**

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## **Introduction**

Digital era provoked plenty of innovations and changes in people's everyday lifestyles. The spread of Information and Communication Technologies (ICT) have reached its peak point nowadays. Eventually, this digital world demands creating a corresponding environment, where operating through high-order thinking skills plays a vital role. It is obvious, that a new world with its new requirements, demands and wants employs the citizens who are equipped with 21<sup>st</sup> century skills. This tendency, of course, tends to shape the education system itself, as all these technological innovations brought a new light in the classroom, where the students are digital natives and require this technology-embedded reality to be realized by the teachers.

Technology-embedded context became quite prevalent in contemporary English language teaching classes. Traditional teaching methods changed their nature and moved to a new stage through integrating different types of digital applications in the classroom. In the Web 2.0 century, many researchers have acknowledged blogs and wikis as the most productive applications for teaching writing skill (Sun & Chang, 2012; Warschauer, 2009; Sayed, 2010; Wang & Beasley, 2008). Wikis and blogs are believed to be innovative and appealing to EFL environment with all the opportunities for interaction between the writers and readers. This interactive process provokes learners' active participation in the classroom (Brad, John, & Naeko, 2007). These digital applications entail collaborative writing tasks aiming at developing learners' collaboration with the peers, critical and analytical thinking skills and their autonomous learning (Hughes & Narayan, 2009; Ketih, 2006; Saovapa, 2010). It is note-worthy to mention here that the result obtained through fulfilling collaborative writing tasks, which are viewed by the peers, make students more responsible and organized for their writing

Movies are thought to be one of the outstanding sources in teaching English as a Foreign Language (Quiang, Hai, & Wolff, 2007; Brown, 2010; Khoshniyat & Dowlatabadi, 2014). Compared to course books, movies are mainly seen as a medium that attracts learners' mind since they present language naturally (Xhemali, 2013). They are much more a dynamic medium than course books, as they provide a rich resource of English language in the context through being exposed to different native speaker voices in real life situations.

Movies are considered as the first link to English-speaking culture for many English learners through being exposed to various features of speech, say, accent, voice, pronunciation, tone, speech pace and so forth (Webb, 2010; Gruba, 2006). The knowledge of target language culture is of a great importance while decoding a meaning in reading texts, aiming at writing audience, producing a speech, which cannot be only obtained through classroom practices. Thus, movies are believed to be useful in terms of supplying language learners with cultural knowledge and other paralinguistic features which help them to use the language in context (Guichon & McLornan, 2008; Sherman, 2003). English learners become more interested and engaged in writing lessons when movies are implemented in the classroom (Esra & Tjut, 2013). They provide learners with contextualized new vocabulary and information, which could be considered as a springboard for collecting some interesting ideas for a writing task (Ergenekon, 2016). As a part of the mass media, movies also improve critical and analytical thinking and develop new ideas for writing classes (Saeideh & Sepehran, 2014).

The presented dissertation is focused on teaching and learning writing skill in EFL context. Professional literature proves writing skill to be one of the most daunting skills to acquire for English as foreign language learners. It is a big challenge to create an extended and well-designed piece of writing in one's foreign language (Nunan, 1999). As for many people learning writing skills seems to be more difficult and arduous than learning the other language competencies (Abdel, 2010). According to many researchers, EFL learners may face many difficulties while writing in English in terms of accuracy, fluency, quality, efficiency, consistency, critical thinking, anxiety, and so forth (Tony, 1993, p. 666; Horwitz, 2008). Hence, to state thoughts in a written way in a foreign language and to do so with sound coherence and accuracy is a major success (Elite & Olshtain, 2001). These challenges might be provoked by different reasons: ill-preparedness in English, lack of background knowledge to generate ideas for writing, wrong techniques, strategies and motivation level.

Due to the fact, that teaching and learning writing skill has always been very challenging for students and teachers even in their native language, this research was implemented to develop EFL learners' writing proficiency through integrating movies and educational technologies.

## **Purpose of the Study**

The **goal** of the dissertation is to work out the most applicable strategies to sharpen English writing skill through integrating movies and educational technologies in teaching process. This study aims to provide the readers with the data that could be productive to enhance learners' academic performance in writing and increase their motivation level as well. The presented dissertation aims:

- to identify Azerbaijani undergraduate learners' attitudes towards writing classes and trace their readiness to have movie and technology integrated writing classes;
- to develop the model of integrating movies through digital applications in developing Azerbaijani learners' writing competence and enhancing their motivation level in writing lessons

## **Significance of the Study**

The Republic of Azerbaijan is a fast-growing country with its every field. Education in Azerbaijan is concerned as the area that compromises the fundamentals for the development of the country and society. Therefore, the government gives a special significance to education, and the instruction of foreign languages, especially English Language is popular in Azerbaijan. A relatively high proportion of Azerbaijani people obtain education with the latest technologies and methods in ELT instruction. Both the educational technologies and movies are used to teach English language skills in many language schools and institutions in Azerbaijan. Nevertheless, the application of movies and digital technologies in English language teaching, in particular, in writing is still not as high as it is desirable in language institutions in Azerbaijan. There is a lack of efficient use of the digital technologies in writing lessons, and movies are almost not applied in English writing lessons. Thus, reasons mentioned above makes the topic of my research **significant and urgent** for this region.

## **Novelty**

A large and growing body of literature has investigated the impact of Web 2 technologies on EFL writing skill (Craig, 2007; Godwin-Jones, 2008). What is more, regardless of the fact that a considerable amount of research has been carried out upon the integration of movies in teaching

listening and speaking, far too little attention has been paid to movies' impacts on writing skills (Baratta & Jones, 2008; Kasper, 2000). The study provides a new experience with teaching and learning writing skill. The novelty in this dissertation is the combination of the two leading sources, namely movies and digital technologies for teaching writing lesson. **The model of integrating movies through digital applications in developing Azerbaijani learners' writing competence, designed and implemented by the researcher, is innovative itself.** The implementation of this model for developing writing competence has not been investigated in the country where the experiment was conducted. The originality of the study lies in the fact that it comprises the data collected from multiple sources, which were interpreted and analyzed significantly.

### **Research Questions:**

The study is to answer the following research questions:

- What is Azerbaijani undergraduate learners' level of readiness to have movie and technology integrated in writing classes?
- Does the integration of movies and educational technologies in writing classes have a positive impact on students' academic achievements in writing?
- Does the designed model of integrating movies through digital applications in developing Azerbaijani learners' writing competence enhance their motivation level in writing lessons?

### **Research Hypothesis**

The **hypotheses** of the study are shaped by the following issues:

- Integration of movies supported by educational technologies enhances EFL students' writing skills.
- The use of movies supported by digital applications in EFL writing classes increases students' motivation.

## Research Methods

To measure the hypothesis quantitative methods of research were applied to analyze the data and qualitative methodology was used to expand the researcher's knowledge and look at the issue from different perspectives. The following **methods of research** have been applied:

- literature analysis on the issue under study
- questionnaires (Pre-, mid and post-questionnaires)
- experiment
- knowledge and skills assessment of students participating in the experiment via testing (pre-test, while-test 1, while test 2, post-test)
- Statistical analysis of the findings of questionnaires and test results of the experiment

The research involved five studies. Study 1 meant to shed light on Azerbaijani undergraduate students' perceptions towards learning writing in English. To conduct the study, a quantitative approach was applied through placing the questionnaire on Google Forms. Study 2 examined students' readiness to use digital applications and have movies integrated into writing lessons. To get the required data, the researcher applied the questionnaire. Once learners attitude towards writing lesson and readiness to use online technology and movies have been measured, the researcher set an experiment at Qafqaz University, Azerbaijan. Taking their English proficiency level into account, the classes were chosen both for the control and experimental groups randomly. After the first two weeks of the experiment, a questionnaire was prepared on SurveyMonkey, and experimental group students were required to fill the survey. The purpose of this survey was to determine the learners' opinion about this innovative approach implemented in the experiment. The experiment continued for two semesters, one academic year (2015-2016 spring semester and 2016-2017 fall semester). Having finished the experiment, the post-survey was prepared on SurveyMonkey to figure out the experimental students' satisfaction level while integrating movies through digital applications in a writing lesson. Eight students participated in the interview willingly. The results were analyzed in E-views (statistical forecasting software) and illustrated in a detailed framework.

## **Theoretical and Practical Value of the Study**

The **theoretical value** of the dissertation deals with the analysis of such issues as cognitive and metacognitive processes in writing development (Hayes & Flower, 1981; Stewart, Seifert, & Rolheiser, 2015). Besides, theoretical bases of the study are the analysis of motivation and self-efficacy in term of teaching writing skill (Pajares, Valiante, & Cheong, 2007; Dörnyei & Csizér, 1998; Pajares, Valiante, & Cheong, 2007). The study explores theoretical implications on the use of the movies are in teaching English as Foreign language writing skills (Dupuy, 2001; Baratta & Jones, 2008; Kasper, 2000). The presented study addresses the issue of integrating movies in different stages of writing process to develop 21<sup>st</sup> century skills. The dissertation highlights the importance of Web 2 applications in teaching writing to increase the learners' motivation level (Lin, Li, Hung, & Huang, 2014; Eastment, 2005; David & Michelle, 2009). Several studies have been discussed in alignment with movie and educational technology integration in writing classes and their impact on students' academic achievements in written competence (Mirvan, 2013; Champoux & Robert, 2007; Raitman, Augar, & Zhou, 2005; Ketih, 2006).

The **practical value** of the research mainly deals with the strategies of applying movies and digital technologies in writing lesson. Different researchers' experiments were investigated, and their strategies for using movies and educational technologies have been provided and discussed in the current dissertation. The model of integrating movies through digital applications in developing writing competence designed by the researcher is of a great practical value as the dissertation contains a huge bunk of activities with detailed procedures and practical strategies. Materials in the appendices (activities, syllabus and so on) are of great importance for EFL writing teachers as well. It is hoped that the present experiment can be helpful for EFL writing teachers to renovate their teaching methods and make writing classes more interesting and motivating. The findings of the research may encourage EFL teachers to apply movies and digital technologies in their writing lessons. It is believed that the literature review and the results of the survey and experiment will change EFL teachers mind that apart from listening and speaking, digital technologies and movies could be applied to writing classes efficiently as well.



## **Organization of the Chapters**

The dissertation involves four chapters. Chapter 1 is a brief overview of peculiarities while teaching writing skill, namely importance of the writing skill, the role of the motivation in teaching writing, strategies and difficulties in teaching writing. Chapter 2 concentrates on the literature review on educational technologies and application of movies in writing classes. Chapter 3 is about the practical strategies to integrate a digital supported filmic approach in teaching EFL writing skill. Chapter 4 presents a design of the research, findings, discussions, and limitations of the studies. The study ends with the conclusion and the recommendation to further studies, references and appendices.

## **CHAPTER 1- LITERATURE REVIEW ON TEACHING WRITING SKILL TO EFL LEARNERS**

Since the beginning of human life writing skill has been considered as an essential means of communication. With its complexity and difficulty to acquire, writing is acknowledged as one of the primary language skills. The aim of instructing writing is to assist the progress of learners' education, career, and daily communication. It is notable that while writing, learners experiment with words, sentences, and utterances to express their ideas efficiently, which serves to develop their language competence highly. For many learners acquiring writing skills appears to be more challenging and exhausting than learning the other language skills. It is a big challenge to produce an extended and well-organized piece of writing in one's foreign language since satisfactory writing needs the acquisition of various linguistic competencies, such as grammatical and lexical knowledge, syntactic expression and a number of planning strategies. Together with being a multi-dimensional skill, writing is a complex competence that emerges from the interaction of the owner's experience, general knowledge, skills and the cognitive demands of the activity. It is a process that an author is required to meet the needs of a particular audience and supply the tools for readers to understand, comment, and read between the lines to comprehend a message.

Like all other language skills, methods and approaches to teach writing competence to foreign language learners have been created at different time periods and have also emerged different

writing techniques, and various class activities till now. There are three types of writing approaches: the product approach which pays attention to form, the process approach which is concerned with different stages and the writer, and the genre approach which concentrates on the reader. Educators and language instructors emphasize a number of strategies such as brainstorming, composing ideas, writing the first draft, revising, producing a second draft and so on. Still, there is not a single or the best approach for teaching English as a foreign language writing skill. Furthermore, motivation has been found to be one of the significant factors in teaching writing to a speaker of other languages. Motivated learners enjoy writing class and take part in the lesson eagerly, and motivation is also believed to help learners be more successful in developing their writing competence.

## **CHAPTER 2- THE IMPACT OF EDUCATIONAL TECHNOLOGIES AND MOVIES ON TEACHING WRITING**

Educational technologies play an important role in the process of teaching and learning writing skill. The nature of writing experienced a remarkable change from a pen and paper to computer-assisted writing through integrating Web 2.0 technology. In web 2 technologies, the social environment is not limited to the teacher only, yet is broader, and includes some other student readers, peers and online participants. The chance to work with various classmates as peers on different practices and projects also changed the nature of writing conditions. The appearance of Web2.0 tools provides a high user experience as well as builds a trust connection through teamwork, collaboration, and decentralizing knowledge sharing. Thus, Web 2.0-assisted collaborative writing can be integrated into the classroom to create better and collaborative writing environment by letting students make offers, interpret on studies as well as editing. There has been a growing interest in blogs and wikis in recent years, and they are regarded as best writing technologies in the Web 2.0 century by many researchers. Blogs are interactive home pages that are simple to arrange and direct, and they allow learners to share their works online. They improve students' language learning and study in a virtual environment or away from the real physical class. They are simply online agendas which are made of opinions and impressions. Blogs allow people to write about subjects they choose with an opportunity for readers to write comments about what they have read. The use of blogs could improve interaction among learners

through written language, augment students' encouragement towards learning writing, and also increase their writing competence.

In recent years, there have been a number of researchers who attempted to analyze the role of wikis in teaching English as a foreign language writing skill. Through using wikis considerable amount of information can be gathered and shared via asynchronous internet conversation. Wikis can set an online environment that encourages and involves learners in interactions and social activities. It is also believed that wikis support multiple modalities of expressions and communication of meaning via incorporating audios, graphics, animations, videos, or multimedia and other resources. Furthermore, the opportunity of open editing in wikis provides learners with simple editing process that enables non-technical users to take part in the collaborative work. Editing in wikis provides an accessible way for accomplishing teamwork projects, developing group work by going on asynchronously out of the course, and motivating students to take part in the interview on their own in the online setting. It is widely believed that thanks to wikis it is possible to promote writing competence to language learners. Especially collaborative writing activities can be practiced a lot which also enhances learners' negotiation. Collaboration is essential in learning writing because learning from each other leads learners to become better writers.

Together with these educational technologies, the chapter discussed the role of movies in teaching writing. Different from traditional ELT course books they can provide learners with a native community - real language environment, so that, movies are likely to make learners become motivated and obtain cultural knowledge of target language. Learners are believed to become more engaged and fascinated in writing classes when the movies are used in the classroom. As a part of the mass media, movies stimulate analysis abilities, increase students' awareness of the writing process and develop new ideas for writing classes. Learners could think critically about certain topics through watching films; they analyze, brainstorm, and create more productive piece of writings. Movies could be a useful tool for developing informative, argumentative and reaction-response essays since they visualize casts, event telling, story, and statement in the context.

### **CHAPTER 3- PRACTICAL STRATEGIES TO INTEGRATE DIGITAL APPLICATIONS AND MOVIES IN TEACHING WRITING SKILL**

As movies and digital technologies are the concerns in current dissertation, selection strategies have been considered very carefully by the researcher. One of the critical issues in this process is the strategies to choose appropriate movies for EFL writing classes. Integration of movies into EFL writing process is complex process that requires being well-planned. Based on the previous researchers' criteria and our own experience the researcher has built strategy on choosing the movies for writing classes. Relevancy, vocabulary, political and religious viewpoints and popularity were main concerns in movie selection for EFL writing class in Azerbaijan. The following criteria were created by the researcher.

**Table 1 Criteria for choosing movies for EFL writing class for the current study**

<b>Relevance</b>	Content of the movie should be related to the writing topic (Unit topic of the writing book) and it should be appropriate to an academic context in term of teaching and learning
<b>Vocabulary</b>	Spoken language in the movie should be appropriate to the learners' language level
<b>Political and Religious viewpoints</b>	Chosen movies: a) mustn't be against the political views of the Republic of Azerbaijan; b) mustn't underestimating or propagandizing religious beliefs
<b>Popular</b>	Chosen movies should be popular (to appeal learner's attention) and recent movies (to teach current spoken language)

The researcher provides a detailed description of the activities, which were implemented during the experiment. The activities outline the goals, procedures, learning outcomes and learning resources, which could be very beneficial for English Language teachers willing to implement the offered model.

## CHAPTER 4: METHODOLOGY AND PROCEDURES

### Research Design and Strategy

The research involves five studies. Study 1 aims to shed a light on Azerbaijani undergraduate students' perceptions towards learning writing in English. To conduct the study, a quantitative approach was applied through placing the questionnaire on Google Forms. Study 2 examines students' readiness to use digital applications and have movies integrated in writing lessons. To get the needed data, the researcher applied to questionnaire. Once students attitude towards writing lesson and readiness to use online technology and movies have measured, the researcher set an experiment at Qafqaz University. Taking their English proficiency level into account, classes were chosen both for the control and experimental groups randomly. After the first two weeks of the experiment, a questionnaire was prepared on SurveyMonkey and experimental group students were required to fill the survey. The purpose of this survey was to determine learners' opinion about this innovative approach implemented in the experimental study. The experiment continued for two semesters, one academic year (2015 March-2016 December). Having finished the experiment, the post- survey was prepared on SurveyMonkey to figure out the experimental students' satisfaction level while integrating movies through digital applications in a writing lesson. Lastly, the researcher asked 8 students to take part in the interview voluntarily. (see Table 2 for research design)

**Table 2** Research Design

Study	Objective of the study	Data Collection Tools
<b>Study 1:</b> Azerbaijani students' attitudes towards EFL writing lessons	To figure out EFL learners attitudes towards writing classes at different universities in Azerbaijan	Questionnaire on Google Form
<b>Study 2:</b> Students interest in movies and modern technologies	To determine Azerbaijani students' readiness to use movies and online technology	Questionnaire on Google Form
<b>Study 3:</b> Experiment on sharpening foreign language writing skills through the application of movies supported by educational technologies	A. To determine learners' opinions on the new method during experimental study B. To determine students' progress during the implementation of movies and online technologies. C. To observe students' motivation level	A. Survey questions on Survey-Monkey B. Essay writing questions 1. Pre-test 2. While-test 1

		3. While-test 2 4. Post-test
<b>Study 4:</b> Evaluating and understanding learners' satisfaction about movies and digital applications	To figure out students' satisfaction on filmic approach which was supported by online technologies	Questionnaire on Survey- Monkey
<b>Study 5:</b> Experimental group students' impressions	To obtain thoughts of experimental students about new method	Interview

**The study 1** set out to determine Azerbaijani EFL students' attitude towards writing skills. 360 students participated in this questionnaire. The most apparent conclusion to emerge from this questionnaire is that among all language skills writing is considered to be the most boring lesson by Azerbaijani learners. The result of this investigation has shown that activities that are done before writing, writing home tasks and in general writing classes are not enough motivating and satisfactory. In terms of teaching methods in writing lessons, many participants do not believe that it is sufficiently encouraging. It was also shown that it is challenging for students to find an idea for better writing. These findings suggest that in general teaching the writing skill in Azerbaijan needs to be analyzed more profoundly and innovative approaches should be offered by the researchers to promote writing in terms of teaching and learning.

The purpose of **Study 2** was to figure out Azerbaijani students' readiness to use movies and online technology. In general, 442 students participated in this study with different English levels and class profile. Turning to the question posed at the beginning of this dissertation, it is now possible to conclude that, thanks to the facts that are listed below, it is highly probable that students can easily adapt the use of movies which supported by online technologies in writing classes.

- the availability of the technological devices in Azerbaijan
- the time students spend on electronic devices and internet
- students' high interest in social networking websites (e.g., Facebook and Instagram)
- learners' own believe that online technologies can be integrated into English classes
- great interest in the movies in English language
- the use of movies to learn English by Azerbaijani learners
- the use of English subtitles while watching movies

- learners' own beliefs that movies can be integrated into English classes

As a consequence, the study has shown that undergraduate students in Azerbaijan have a high potential to learn writing skill through online technologies and movies. The next study is the experiment which purposes to figure out Azerbaijani learners' improvement in writing lesson through movies which were supported by educational technologies.

**Study 3** was the experimental part of the research. The purpose of the experiment was to find out the learners' advancement in their writing. The participants were from Qafqaz University in Azerbaijan. All the participants were the students from school of languages of Qafqaz University in Baku, the republic of Azerbaijan Learners' English language level was B2 (intermediate) when the experiment started. Four classes were chosen according to their English Language level for the experiment. The classes were homogeneous consisting of around 15-16 students in each. The study continued for two academic semesters. Students' writings were assessed through specific rubrics which are designed for checking and grading. At the end of each experiment learners' writings were improved and significant difference were seen in the results. See the Table 3 below for details.

**Table 3 Experiment Results**

	Control Groups 2015-2016(Spring)				Experimental Group 2015-2016(Spring)				Control Groups 2016-2017(Fall)				Experimental Group 2016-2017(Fall)			
Participants	32(14 Female 18 Male)				32 (13 Female 19Male)				32 (16 Female 16 Male)				32(15 Female\ 17 Male)			
Level when started	Intermediate				Intermediate				Intermediate				Intermediate			
Instruction tools	Regular lesson\ level books				Regular lesson\movies \PBworks\blogs				Regular lesson \ level books				Regular lesson \ movies \ PBworks\blogs			
Progress in tests	Pre	While 1	While 2	Final	Pre	While 1	While 2	Final	Pre	While 1	While 2	Final	Pre	While 1	While 2	Final
	22.18	22.78	24	24.68	22.21	24.69	25	27.01	71.34	74.28	75.56	77.31	71.81	76.4	80.5	86.28
	Results were assessed out of 30 in the 1st Experiment								Results were assessed out of 100 in the 2nd Experiment							

The average test results of the students increased gradually in both groups. In the control group, the result of the pre-test was 71.34, and in the while-test 1, the average increased to 74.28. Subsequently, the average of the test went up to 75.56 in While-test2, and the post-test was

77.31. In the experimental group, the pre-test was 71.81, and the results increased gradually when it climbed to 76.4 in the while-test 1. Following this, the average of the results grew to 80.55 in the while-test 2, and afterward, the results reached remarkable to 86.28 post-test.

The main purpose of the **Study 4** (post-survey) was to evaluate and understand how experimental group learners were satisfied and acknowledged movies and digital technology (PBworks) in the writing lesson. All the participants were the experimental group students. 59 students from the experimental groups in School of Languages at Qafqaz University took part in this study. The result of the post-survey was as it was expected. It was apparent from collected data that experimental group students, despite some exceptions, were motivated and successful with the application of movies which was supported by online technologies. Apart from the test results, the findings of the post-survey also suggest that in general, integration of movies and educational technologies into English classes, in particular, writing lessons are advantageous. The study has also shown that students in Azerbaijan at Qafqaz University have supported the new method in the writing lesson and they believed that it could also be useful in other lessons as well. Based on the post-survey results, we can conclude that movies and the educational technology (PBworks) are mainly helpful for the writing lesson in terms of gaining ideas, collaboration, the way of learning and practicing; and as opposed to traditional methods this method is preferable in contemporary writing instruction.

In the follow-up phase of the study (**Study 5**), participants were asked to demonstrate their thoughts and impressions about the integration of movies and PBworks into the writing lesson, which continued for two academic semesters. Eight students (five females and three males) took part in this study voluntarily.

First off, some students feel that this method was useful as a pre-writing activity such as, making brainstorming. Some students mentioned that watching movies and commenting on them in PBworks improved their critical thinking which helped them to analyze, synthesize, and assess information; in this way, they believe that their writing skills were improved. Reflections from learners showed that it was easy to reach the practice materials for the writing lesson at anytime and anywhere thanks to the technology availability. As almost all students had modern devices (I-pad, tablets, Smartphone and so on), it was not difficult to surf the internet and do their writing



home task online. Students also mentioned that compared to books movies could be more beneficial for writing classes.

One of the students mentioned that there might be some learners who do not understand a writing lesson because instructors' teaching method may not meet their needs in the writing lesson. What is more, there can be some shy students who do not feel comfortable themselves in the classroom, which may avoid them benefit from the lesson effectively, such as asking questions. In their daily life, students already use popular social networks. They also believe that using PBworks creates friendlier classroom environment, which promotes writing acquisition process.

On the whole, students believe that this method should be also used in other classes by the ELT instructors because they stated that watching movies is not only helpful in improving writing skills but it also useful for developing other language competencies(listening, reading, speaking).

## **Conclusions and Recommendations**

- ✚ The literature review depicts the importance of written competence in developing high-order thinking skills in English as a foreign language. Generally, obtaining a proficiency level in this particular competence is a guarantee for students' academic and professional success in this fast growing and rapidly changing world.
- ✚ Technological innovations have greatly influenced on shaping absolutely different trends in education. Teachers are set in technology-embedded context to meet the expectations, demands and wants of their students, who are digital natives of this era. Traditional teaching methods changed their nature and moved to a new stage through integrating different types of digital applications in the classroom.
- ✚ Consequently, the literature review stresses a focal importance of integrating Web 2 applications in English as a foreign language writing classes, which promotes students' agile participation in collaboration tasks. The use of collaborative tools appears to increase the opportunities for collaboration and interaction in writing classes. Web 2.0-assisted collaborative writing tasks enable students to have quick online peer feedback through editing, suggesting and commenting on each other's

- work. It has to be noted here, that the students become more organized in generating ideas and accurate in using language while writing on the blogs and wikis as their writing products are viewed by their peers.
- ✚ The literature review puts a great emphasis on integrating movies in English as a foreign language writing classes a great source of the language in the context through being exposed to different native speaker voices in real life situations. Movies provide English as foreign language learners with the opportunities to acquire new vocabulary in context, functional phrases, facts and figures, which could be a springboard for generating some interesting ideas for writing tasks. They are excellent references for cross-cultural understanding of the target language, which helps learners properly design a writing paper and appropriately address to the target audience.
  - ✚ The study revealed that Azerbaijani undergraduate learners do not have very positive attitudes toward English as a foreign language writing classes, as they find it more daunting than the other skills. The primary reason could be the complexity of the writing skill itself even in the native language. This also could be explained through their poor level in English and lack of background knowledge to generate ideas for the task. Notably, inappropriate teaching methods, wrong techniques and strategies could definitely lead to the failure. The overwhelming majority of the study stated that writing classes are less engaging. Even though, they consider writing classes at Azerbaijani universities very un motivating, they do understand the importance of mastering written communication. Still, the picture is promising for the region.
  - ✚ The data obtained from the second study revealed Azerbaijani undergraduate learners' high level of readiness to have movie and technology integrated in writing classes. The questionnaire results showed that there is a great availability of the technological devices in Azerbaijan. The students allocate much of their time for using social media, which pinpoints their potential to have technology-embedded setting in the classroom. The obtained data also revealed Azerbaijani learners' preferences to have English movies integrated in teaching process.
  - ✚ The designed, implemented and tested model, which was shaped through all the study results conducted beforehand, was supported by the hypothesis that integration of

movies through digital applications enhances EFL students' writing competence and increases their motivation level. Assessment of experiment results strikes a gradual increase in students' academic achievements. In the first experiment, the results in the experimental group rose from 22.21 to 27.01 (out of 30). In the second experiment, the results increased from 71.81 to 86.28(out of 100). However, in the control groups' results rose from 22.18 to 24.68 in the first experiment and from 71.34 to 77.31 in the second experiment. The results obtained from the experimental group give a clear-cut picture of students' high achievements in writing. This confirms the hypothesis of the dissertation. It is important that the observation process, post questionnaire and interview results show a great increase in students' motivation. The study revealed the students' great support in integrating movies through digital applications in writing classes. Findings in this study are in line with previous results as well(Baratta & Jones, 2008; Esra & Tjut, 2013; Lin & Yang, 2011)

- ✚ Based on the results, it could be recommended for EFL teachers to have technology embedded lessons to meet with the expectations of digital generation and have their high engagement in teaching and learning process.

## **Future Research Prospects**

- ✚ The study could call for further investigation with a broader sample of participants at different age and level. More different activity types and strategies could be applied to provide much sound and effective results in the application of movies supported by digital applications in writing classes.

**Publications in which the main ideas of the dissertation are reflected**

Aliyev, A., & Albay, M. (2016). Bridging the Gap between Theory and Practice: The Use of Films in Language Learning. *International Journal of Social Sciences & Educational Studies*, 2 (3), 13-18.

Aliyev, A., & Ismayilova, K. (2017). Improving English Writing Skills of Non-Native Undergraduate Learners with The Help Of Movies Supported By Online Technologies. *Journal of Education in Black Sea Region*, 2(2), 2-16.

Aliyev, A. (2017). Transformation of traditional EFL instruction into Web 2.0: Azerbaijani Undergraduate Students' Readiness to Use Online Technologies in EFL Lessons. *International Journal of Social Sciences & Educational Studies*, 4 (3), 49-57.