

Enhancing Young Learners' Writing Skills through the application of Web 2.0 Tools and educational technology in Project – Based teaching and Learning. An action research

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Abstract

The present research investigated the application of educational technology and Web 2.0 tools in project – based learning (PBL) aiming to enhance young learners' writing skills. An action research was conducted in which two groups of students participated; a control group which was taught through the traditional course book and an experimental group which was involved in differentiated instruction using Google Docs and blogs. Pre – tests and post – tests were distributed to both groups to investigate the students' level of writing skills and to evaluate their improvement respectively. Qualitative research was also conducted: pre- and post - semi – structured interviews investigated their attitudes concerning the effectiveness of PBL in combination with Google Docs and blogs in terms of collaboration and process writing. The researchers also kept a diary concentrating on the use of Web 2.0 tools, writing processes and collaboration. The findings revealed that integrating PBL with educational technology and Web 2.0 tools was an effective means of enhancing young learners' writing skills.

Key words: Class blog; collaborative writing; Google Docs; process writing; Project – based learning; young learners.