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## Technology and Drama based Creative Collaborative Writing in Teaching

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### ABSTRACT

This article examines the use of technology through creative collaborative drama writing as opposed to using only the traditional “chalk and talk” methods of teaching for Language Classes based on the students’ perspectives. The research was conducted with first year English Literature students who took a Literary Terminology course over a period of ten weeks. The data were collected through observation of the course instructor and interviews. A qualitative approach was used in this study. A case study was chosen and questions were prepared for a semi-structured interview form in order to gather data. Content analysis was used to examine the data. The purpose of this study is to reveal the importance of alternative, innovative and effective teaching applications in English language teaching. It is believed that, if teachers or teacher candidates experience student-centred and modern teaching methods, they will have increased capacity to deliver lectures with higher quality. When the findings of the research are examined, it can be seen that the teachers experienced time management problems, both before and after the application. Consequently, it is believed that teachers and teacher candidates require time management training for class activities.

**Keywords:** technology, drama, creative writing, collaborative writing, teaching

### INTRODUCTION

It is argued that learning and assessment based on the classroom, lecture hall and other “formal” learning environments, delivered only using traditional methods, is outdated and extremely limited in scope for the acquisition of knowledge and skills. The foundations of modern education is necessarily a product of the past and, as a result of social and technological changes in recent years, as well as the changing attitudes and expectations in the modern world, this basis is now being questioned. Charles Dickens in his novel *Hard Times* painted a grim picture of Victorian education, with his portrayal of Mr. Gradgrind’s approach to teaching. Pupils in his school are depicted as passive recipients of “facts”, of which the teacher appears to believe he has a monopoly (Dickens, 1854). Dickens used an image of “pitchers” to represent the pupils, who were to be filled with facts. Imagination was

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#### State of the literature

- The importance of using technology in teaching.
- The difference of collaborative writing from the traditional (individual) writing approach and how it can be used in class.
- Drama based learning and teaching in foreign language teaching.

#### Contribution of this paper to the literature

- Educating prospective teachers before they start teaching and giving importance to the student-centered teaching approaches.
- Knowing advantages and disadvantages of using technology, drama method, collaborative writing and solving problems while using these teaching approaches.
- Sharing some good examples of learning activities for language teachers.

discouraged, as observed in Mr. Gradgrind's oppression of "girl number 20" (Dickens, 1854), as such emotions emanated from outside the school environment, and were therefore not under his control.

Indeed, the debate over traditional academe can be traced further back than Dickens. In his work *Canterbury Tales*, Chaucer satirized academics and their discussions in which they quoted "auctoritee" to support their work. The one with the most sources was the "winner." Chaucer's goal here was to emphasise that original thought is not a factor in academic life (Canon, 1985), as it is merely a slavish reliance on past masters whose ideas are unquestioned and whose "word is law." Resultantly, this limits creativity and the pursuit of new knowledge and experience.

Today, it is unimaginable that a school such as Dicken's depiction would exist, although the elements of this approach to learning still persist. There is a strong tendency towards "facts" in modern education, with quantitative analysis often dominating, and qualitative analysis ignored, as it cannot be empirically proven. Academic staff often grade students' work according to how closely it conforms in the teaching in the formal academic environment. Testing often ignores any opportunity to determine a student's capabilities or creativity, but rather focuses on identifying the facts the student can remember under exam conditions, which leads to ineffective teaching practices, as the focus of teaching revolves around passing tests and not enhancing the overall levels of education. "Learners may therefore not gain valuable additional skills and knowledge. Teaching to pass tests does not maximise your learner's ability and potential." (Gravels, 2011)

Furthermore, there are problems surrounding university lectures as they can be perceived as an extremely outdated practice. Lectures originated from the monastery scriptoria where, before books were widely available, one monk would read to the rest, who would transcribe words in order to produce new copies of the book in question (Luscombe, 2004). Today, it is increasingly evident that it is unnecessary for one person to address many in such a manner while they take notes, as academic staff could easily send disseminate the lecture notes to each students' workstation where they could peruse them at their leisure. Consequently, students would not miss important information, as they would have the capability to peruse the entire document, moving backwards or forwards to understand a point. During seminars, students and the tutor concerned could then discuss the important elements that the students have gathered from the document. Additionally, students may not even be required to attend such seminars, as feedback could be provided online.

However, there are some ways in which the traditional classroom environment can be more beneficial than alternative approaches; for example, collaborative - group dynamics with the teacher establishing classroom activities in which learners learn from each other can be valuable with the teacher as a guide and mentor. Collaborative learning refers to learners studying with their peers in groups to work on assigned tasks (Graham, 2005). The concept of learners working with their peers is based on the communicative language teaching approach that is concerned with encouraging students to use foreign language actively in the classroom (Storch, 2002). Drawn

from collaborative learning, collaborative writing refers to a group of learners working in groups as a team to compose a shared piece of writing.

In addition to academic writing, in which students are generally asked to work on their own, the authors believe that learners should also be encouraged to work in groups and a vast amount of literature supports this view. A particularly interesting study on this subject argues in favour of its vital role in teaching writing (Honigsfeld & Dove, p. 231). The argument proposes that peers interacting and cooperating in the classroom – “peer group mentoring” – enhances overall success for any group of learners.

As Wendy Jolliffe stated, “Of course, this does not happen instantly, it is a gradual process aided by a clear teaching programme of small group and interpersonal skills together with tasks and teaching techniques that foster independence.” (Jolliffe, 2007). A classroom atmosphere, which places the learner at the centre and which ensures interaction with both staff and peers, is highly beneficial.

Freire (1985) contended that children should be taught to write as an “artistic event” and that the majority of classroom activities are just “bureaucratic” (p.14). Certainly, with teaching focused on tests instead of ‘real’ education, the artistic element is almost absent. Packwood and Messenheimer (2003) echoed the fact that writing should be creative rather than a meaningless activity undertaken for its own sake.

This is a move away from product to process writing. Editing is more sophisticated with collaborative writing, as learners share a stake in the commonly written piece – or “ownership of the text” (Bejarno, 1987). It is an important aspect, particularly in relation to motivation – an important factor touched on elsewhere. Learners often find the written language ‘imposed’ on them uninteresting, irrelevant to their needs and lives, and sometimes a little offensive. Uninteresting texts are highly subjective judgments, and yet there can be a certain consensus on the tediousness of repetitive and ‘colourless’ pieces, which a teacher can clearly observe that students are reluctant to engage with (McGrath, 2013, p. 149). An obvious point is that learners who are engaging with work they have produced themselves will be less likely to perceive it as boring or something that has been imposed on them. Furthermore, the teacher will experience less difficulties in motivating/satisfying the students concerned.

Drama (writing & acting) in the classroom facilitates implicit language learning. This means acquiring a language without conscious effort. The script must be read and understood, and learners will read and digest this meticulously, as they will invest considerable effort in performing in front of others. The students can also write their own dialogues and stage directions or, more usefully, can redraft scripts to suit their personal, cultural and environmental situations. As their Pound and Hughes (2007) suggested, grammar, spelling and punctuation can be taught and learned unconsciously through drama. Resources can be created faster through learner participation than by just the teacher; prompts can be written to stuck to walls, lists of words to be used in performances can be compiled, words can be grouped according to word endings, and words to be used in dialogues can be found in dictionaries. The fact that the language is to be performed will be a significant source of motivation for the learners (Pound & Hughes, 2007).

The Cambridge Dictionary defines Augmented Reality as “... images produced by a computer and used together with a view of the real world.” (Cambridge University Press, 2017). This can serve as a working definition of a learning situation model in which high technology is used in tandem with teacher-student human interaction. “AR .... supports the seamless interaction between the real and virtual environments and allows a tangible interface metaphor to be used for object manipulation (Singhal et al., 2012); this interface is of great value in language acquisition. In reference to this interface, Klopfer identified that this is exactly the deep and meaningful solution to the complex and realistic problems that progressive educationalists desire; a traditional ‘communicative approach’ to classroom situations melded with the cutting edge of IT (Klopfer, 2008).

Educators on enhancing the problem-solving skills of students being the primary objective of education (Cai, 2003; Karataş & Güven, 2004). In the mental process of the problem-solving process; understanding the information presented, constructing relationships between the information, creative and reflective thinking, analysis and the use of synthesizing skills are the main sub-processes (Soylu & Soylu, 2006. Consensus among mathematics educators on enhancing the problem-solving skills of students being the primary objective of

education (Cai, 2003; Karataş & Güven, 2004). In the mental process of the problem-solving process; understanding the information presented, constructing relationships between the information, creative and reflective thinking, analysis and the use of synthesizing skills are the main sub-processes (Soylu & Soylu, 2006).

## METHODOLOGY

This research evaluates up-to-date teaching approaches such as technology, drama and group writing based on the opinions of a selected group of students. Before the application, the opinions of students were taken for each title separately; after the application, their opinions were taken again. A qualitative research approach and content analysis were used to evaluate whether the application process led to any differentiation in the student opinions. A case study was chosen and questions were prepared for a semi-structured interview form in order to gather data (Strauss & Corbin 1999; Yildirim & Simsek, 2016). This would be beneficial in determining the different EEL students' views towards technology and drama and the factors that help to form these views.

### Data Collection Procedures

In this research a semi-structured interview form was used. The semi-structured interview form was structured under three titles and consisted of open-ended questions. Each dimension researched in the study was reflected in the interview form under separate titles such as "usage of technology in teaching", "group creative writing" and "drama management". For example, under the "technology" title, the importance of technology usage, its positive and negative dimensions, experiences in the process, and observations were asked. Likewise, in the drama and group creative writing subjects, the opinions of teacher candidates were taken under the above-mentioned titles.

### Research Process

The study was conducted within the scope of the ELL 204 Literary Terminology course provided by English Language Teaching department of Near East University in the 2015-2016 fall semester. The application was conducted over 10 weeks in total the abstract of activities conducted in these weeks is given below. The participants were asked to get inspired by the nature. The researcher brought some plants to the classroom and they had a discussion on nature and environment.

**1st week:** Communicating the application to students, summarizing the research purposes, explaining the expectations from students and the importance of voluntarism. Distribution of the course syllabus to the students.

**2nd week:** Before the application, the questions in the semi structured interview form were applied in the form of individual interviews.

**3rd week:** Explaining the rules of group creative writing to students and delivery of the reading list for the next course hour. Students were expected to come to the class after having read the relevant materials.

**4th week:** Writing about the topic in a manner suitable for group creative writing. Reading of the created texts. Performing drama activities based on the created texts. Conversation about drama performances. Delivering the writing topic of the next week to students.

**5th week:** Unlike the 4<sup>th</sup> week, the students are asked to use their mobile phones during the course hour. Realising group creative writing activity on the new topic. Based on the texts read, realising a drama activity, recording and interpreting it on mobile phones. Delivering the writing topic for the next week to the students.

**6th week:** Presentation of a short film about the subject. The students are asked to think about the short film, recall their research on the topic and realise a group creative writing activity. Unlike the previous week, each group is asked to not realise the drama activity based on their text, but based on the text of another group. At the end of this process, each student is asked to perform a self-evaluation. The writing topic for the next week is given to the students.

**7th week:** Students are asked to observe the environment outside the classroom and to contemplate the writing topic; in the meantime, they are asked to take photographs using their mobile phones. When they come back to the classroom, they are asked to collaborate on a creative writing thinking task about the images they took and their conversations and experiences during the trip. A drama activity is performed and interpreted deliberating on the written texts at the end of the process. The writing topic for the next week is given to the students. The students are asked to request documentaries and videos on the writing topic using the Internet.

**8th week:** The students are asked to talk about the videos they have viewed. Brainstorming is performed about the topic. A group creative writing activity is performed. Drama activities are conducted based on the written texts created. This time, the group is asked to record the drama activity and then display them on their mobile phones. Each group critiques the drama activity of another group which they recorded.

**9th week:** A general discussion and interpretation is performed, deliberating on the drama activities of all the previous weeks and how technology was used in the class hours. Conversation is performed on how group creative writing, drama and technology usage can be used in class hours when the students become teachers, and which points they should focus on.

**10th week:** Post-application interviews are performed. The lecturer shares his/her opinions with students on the entire application process.

### Analysis of Data

Interviews were transcribed verbatim by listening to the recordings taken before and after the application. Then, through content analysis, separate codes were assigned to every dimension (technology usage, group creative writing and drama). Codes were combined to form themes which are presented in tables. Frequencies and percentages were not taken due to the limited number of students who participated in the study. Attention was paid to ensure that opinions are displayed instead of showing the frequency of the appearance of an opinion. In order to reach valid and reliable results in the data analysis process of the research, two researchers worked together and eliminated any differences of opinion. Frequent citations were made in order to support the themes reached, which are presented in italics using codes without giving the name of the student. The findings are presented in the same table so as to clarify whether opinions differed before and after application and to facilitate understanding of the information.

### FINDINGS AND COMMENTS

The findings of this study are presented under three titles: i) using technology in language teaching, ii) group creative writing, iii) drama method in language teaching. Opinions related to each title before and after application are presented in charts. Codes were determined as a result of content analysis, which were later united and themed. Under the tables, themes are interpreted and direct citations are made from student opinions.

When the opinions of students before the application are evaluated, it can be seen that there were both positive and negative opinions. An evaluation of positive opinions shows that the emphasis is on classes using technology are more entertaining and that classes could be repeated. Below are the expressions of students about these opinions: *“when the lecturer uses technology during the class hour, I can show more attention and my motivation increases. After all, we are living in an age of communication and information. Delivering lectures without using technology is not effective, and it is too boring. S3 (student). “When technology is used, we can record what is written in the class, view the class applications after the lecture, examine photos and pictures in more detail, pause videos whenever we want and re-view. This means that with technology, we have the chance of seeing and living every moment again and again) S8*

When the negative opinions of students about using technology during class hours are examined before the application, it is seen that they emphasised that technology was used sparingly during class hours and that only listening skills were developed; they also stated that the technology literacy levels of the professors was insufficient. Here are the opinions of these students: *“when we see a film, our understanding capacity is developed but I wish there was more speaking and writing activity!” S2. “Professors delivering lectures are using technology from time to time, but it is*

**Table 1.** Opinions of English teacher candidates on technology usage during class hours before and after application

<b>Before application</b>	<b>After application</b>
Technology usage during class hours was limited (only film projections)	Technology can be used effectively when the student becomes a teacher in the future
Technology during class hours was mostly being used to improve our listening skills	Using technology in every class and with different purposes
Technology usage skills of professors were limited (e-mails, entering grades etc.)	Technology is effective, particularly in the development of speaking skills (obtaining experience by listening to different speakers)
Technology-using classes are more entertaining and attractive.	Problems in timing of classes, extended class hours
Technology-using classes can be repeated (re-viewing, re-listening etc.)	Each course is different from another, less monotony
	Technology being used not only by the professor but also by students during class hours (student-oriented teaching)
	Both individual and group learning being realised with technology
	Realisation of more permanent learning

*limited to 2 or 3 times during the semester. I wonder why they are using it in such a limited manner. Is it because they do not know or is it because it requires preparation. But it is a reality that some professors do not have the skills required for using technology..." S4*

It is possible to claim that, after the application, the opinions of English language students about using technology in language teaching showed differences. An overview of positive opinions shows that expressing positive opinions about learning is essential. It was displayed that permanent learning occurred and both group and individual learning was obtained. One student held the following opinion: *"what happens during the class hour is recorded to my memory second by second, as I take part in all activities willingly. For example, performing a short story that we wrote in the class, recording it to a smartphone and reflecting to projector from computer, and criticizing was very effective. We had the chance to improve a multitude of language skills, such as listening, speaking and writing"* S7. Another student said: *"technology enables both individual and group learning. Just think about that: you can pause and restart any video at home at any time you want and individual learning can be perfect. On the other hand, when you view it in the classroom, the comments of your classmates can open different windows for you; you can learn from each other"* S2. After the application, another topic emphasised by teacher candidates was that classes were not monotonous and each class was different from another. One teacher candidate stated how differently he/she used technology during the application: *"we experienced very entertaining classes with active students, such as searching and finding given reading assignments on the Internet, mailing about our findings with our classmates, viewing short films in the class, recording drama activities, viewing class records for self-evaluation, etc.; it was definitely not monotonous, it was a very creative and useful process"* S5. Another important research finding was that teacher candidates became aware during this process that they were both learners and teacher candidates. Some teacher candidates stated that they gained awareness about how they could use technology effectively during their careers. One teacher candidate said: *"during my studies, I saw and experienced how teachers gave lectures without using any technology. I will not be anything like them, as I experienced the benefits of technology-supported language teaching in person. This class made huge contributions to constructing my viewpoint. Not only for listening and writing skills; technology can also be used in speaking and even in grammar teaching"* S1. The only criticism about using technology after the application was related to time management and planning; the students mentioned preparation of the lecturer before lecture takes too much time and extension of the class hour due to student participation is really an important problem for the class time management. It was also stated that these limitations could be overcome with an effective course plan.

**Table 2.** Opinions of students about group creative writing skills before and after application

<b>Before application</b>	<b>After application</b>
Lack of group writing experience	The writing process is as important as the quality of the written text.
Believing that creativity is a skill coming from birth	Preliminary work (reading, researching) is essential for developing writing skills.
Limited impact of the teacher in writing education	The teacher who delivers writing education can improve the creativity of students.
Writing skill requiring a long time	The quality of texts written as a group can be as good as (even better than) the individual works.
Writing skill leading to less anxiety compared to speaking skill	Writing in different text types is both didactic and enjoyable.
Writing assignments mostly given for better grades	Sticking with grammar etc. rules during writing creates problems.
	It might be more effective to develop writing skills along with other language skills.
	Writing is not as boring an activity as I previously thought

The student opinions before application on writing skills were predominantly negative. The reasons for these negative opinions were expressed in a number of different ways, as the opinions included views such as that creativity was a skill that children are born with that cannot be developed later, that the teacher has a negligible impact on writing education, and that written assignments are mostly given to the increase grades of students etc. Students stated that they had not performed any group writing until the application and that this was something new for them. It was also expressed that writing skills could not be developed easily and that it is long-term process. The only positive comment was that the teacher candidates stated that their anxiety levels were lower in writing compared to speaking. Below are some of the opinions of the students about writing skills before the research activity:

*"No technique was taught during writing classes; I can even say that no guidance was provided. The topic was given by the teacher in class who wanted us to write it as homework. What we wrote was not even read in the class, not a single comment was made and no discussion was done. Thus, it cannot be said that we received a professional writing education." S3*

*"I think that famous writers and poets have a skill coming from birth. I think that not everyone can write good texts or poems. No matter how many rules and techniques we teach, our writing capacity can only reach limited levels." S7*

*"Until today, I could not manage to write a common text with my friends. But I recall doing some activities like writing dual dialogues and animating them in class. The education system develops individualism and competition rather than group work and cooperation. I wonder about group writing; I think it can be fun!" S2*

When the opinions of the students after the application are examined, it can be said that positive opinions were presented in different dimensions. These opinions can be classified as before, during and after writing. The students said that before writing, "preliminary work" should be done, which could be performed by reading and researching. During writing, the focus was on such topics as "impact of teacher", "importance of group writing", "necessity of writing in different kinds of texts", "teaching writing skill by relating it with other kinds of skills" and "giving space to fun activities rather than boring ones". In terms of post-writing, "the essence of the process valuation in addition to product evaluation" and "not sticking with grammar" were mentioned. It is essential that these expressions are about different stages (before, during and after writing) and indicates that the application

**Table 3.** Opinions of students about group creative writing skills before and after application

<b>Before application</b>	<b>After application</b>
Drama is fun	Learning that drama activities can improve both speaking skills and creative writing skills
Creativity and self-confidence develops through drama	Being able to use the drama method effectively in language teaching
Improvising activities require imaginary power	Using the drama method more effectively due to technology
It is essential that the teacher manages and leads drama activities effectively	Improving emotional and social intelligence through the drama method
Drama improves peer solidarity and social skills	Students are not enthusiastic about being forced to do drama activities
Evaluating drama activities is not easy	Drama activities take time

was effective. Additionally, the fact no negative opinions were stated is a finding which deserves attention. Below are some of the opinions of the teacher candidates after the application:

*“The lecturer was active at every stage during application. He/she did not just give the writing topic and let it loose. He walked in the classroom, participated in group discussions, asked directing questions and listened to us. It was a rather different process from our previous experiences.” S4*

*“Writing different kinds of texts during application was fun. Experiencing different kinds of texts such as short stories, dialogues, critiques, and descriptive texts had a positive impact on my writing skills.” S7*

*“When I become a teacher in the future, I am considering whether to give the topic in advance and even present a reading list so that my students can write better texts. But they must come to the class without writing a single line; I just think that preparatory work is necessary so as to enrich their world of emotions and bring them closer to the topic. And, I will also try group writing just like you did. I will not be content with individual writing... S1*

The opinions of students on drama before the application are more positive than their technology and writing skill views. They stated that drama was “fun”, “improved creativity and imaginary power”, and “developed social skills”. They claimed that an educator who uses the drama method has to take the role of a leader. The only negative opinion about drama before the application was about the difficulty in evaluation. The opinions of some students are as follows:

*“In drama, being a character other than yourself is very entertaining. I can say anything I want, I talk by improvising” S2*

*“In the drama activities in which I participated in previous years, we kept reflecting reports, and I cannot say that I was a fan of them. I mostly wrote them as a formality. I think that they are not a good basis for evaluation.” S7*

*“In drama, everyone watches each other’s back so that a nice thing is created. There is a sense of togetherness and solidarity and it is nice to feel that way!” S5*

After the application, the opinions of students were very positive. The opinions before application were repeated and students demonstrated that they experienced social and emotional development. Additionally, it was emphasised how drama could be used in language teaching, the quality of drama activities improved when supported with technology, drama could be used in the development of all language skills (not only in listening and speaking). Nevertheless, two negative opinions appeared. Although it is an entertaining process, some students showed resistance and unwillingness in participate in drama activities and they experience problems with timing. The opinions of students on drama after the application are as follows:

*"It was nice that we used the texts that we created as a group in drama activities later. We also recorded the drama activities on our phones. Then, we watched the videos and did some critiques. As a result, we used almost every language skill." S7*

*"When I become a teacher in the future, I am considering to use the drama method in my classes in order to reduce the speaking anxiety of my students, to develop natural speaking, emphasising, intonation and pronunciation, and dialogue. We had very nice example class. I will take them as examples and use them." S1*

*"The drama method has both positive and negative aspects. It really takes time, it can continue for 80 minutes sometimes with its preparatory works. There is no time left for evaluation. And, just like in all other classes, some students do not want to take part in drama activities. Shy students in particular do not want to participate." S4*

When evaluated as a process, it can be claimed that technology and drama-assisted creative group writing activities have some common outcomes: i) class hours are no longer boring; ii) students gain experience for delivering lectures with higher quality in their careers; iii) language skills are developed more effectively. It is undoubtable that these gains are essential as students continue their learning processes (from this perspective, it is obligatory that their English language skills are developed and even perfected) and they gain experience and knowledge about how to develop their language skills more effectively. Both technology and group creative writing activities proved beneficial from these perspectives. It is natural that some negative situations are experienced (time management, effective measuring-evaluation, preliminary work, etc.); however, it is important that these problems are identified and solved in a timely manner.

## CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to reveal the importance of alternative, up-to-date and effective teaching applications in English language teaching. It is believed that, as teachers or teacher candidates experience student-centred and up-to-date teaching methods, they will be able to deliver lectures with higher quality. With this purpose, group writing and drama methods which place students at the centre and increase their participation were preferred. It was ensured that students were active and used their social skills so that a creative application process could be realised. Additionally, another purpose was to use technology in the application process (particularly computers, mobile phones, projectors etc.) and overcome the restraints imposed by traditional language teaching. In the literature, some studies (Majid, 2017) have claimed that the quality of language teaching will improve with student-centred education and technology usage. The findings of these studies show that the overall opinions of the students after application were positive (that it was beneficial and learning was permanent). There were also some negative opinions (time-management, teacher-related problems); although these negative opinions were minimal and they were related to problems which can be eliminated with more care in future applications.

It was observed that technology is being used in different ways in foreign language teaching today. Web pages targeting students and teachers, electronic mails, news groups, chat media, blogs, distant education, CD/DVD libraries, e-books are some examples of these methods (Chun, Kern & Smith, 2016; Liu et al, 2017). The abovementioned technological media or tools can eliminate the monotony of classes and increase the interest and motivation levels of students. By incorporating mobile phones and computers in this study, teacher candidates expressed that it was enjoyable and stated that the monotony in their classes had been eradicated. The most important point which deserves attention in regard to technology usage in education is that students seeing technology as an alternative to the lecturer should be prevented. Language educators must use technology as a tool and apply different methods and technologies when necessary. For this reason, drama and group creative writing was chosen in this study. The purpose was to improve the quality of teaching processes using these methods, which increased student participation. The opinions of teacher candidates about drama and group creative writing after application showed that these methods were at least as enjoyable as using technology.

Writing education is a neglected language skill which is predominantly left to the responsibility of the student (Güneyli, 2016). In this study, writing education was offered without leaving the entire responsibility to the student or as assigning it as homework; the education was performed particularly in the class environment and group writing was preferred to individual writing. Additionally, it was related to reading skills so that the preparedness of students could be improved. Thus, both the quality of writing of the students was increased and the learning process was more enjoyable. When the differences between the opinions before and after application are compared, the most striking difference is that the students became aware of the importance of the writing process itself as much as the quality of the produced text. This result is highly important in that the teachers of the future are now aware of the importance of the writing process. In order to produce quality written text, a teacher must assume significant responsibility in the class environment. Guiding students, ensuring that students influence each other positively, improving imaginary power and creativity with questions and discussions are some of the methods that should be employed. However, in the literature, special emphasis is placed on teacher feedback in writing education and the importance of feedback given by the teacher is also mentioned (Fathman & Whalley, 1990; Paulus, 1999). This paper emphasised the active participation of the teacher over his/her feedback. It is believed that the findings of this study will make a contribution to the literature from this point of view.

Martinez, Kock and Cass (2011) determined that writing anxiety in university students was at relatively high levels, which affected their performances negatively. As the case in this paper, university lecturers should conduct studies on eliminating the writing anxiety of students. Lam & Law (2007) mentioned the importance of motivation in the writing process. In this study, teacher candidates had the opportunity to solve problems in the group writing process, which increased their motivation as well as self-confidence. The findings of several studies in the literature (Graham, Harris & Mason, 2005; Jones, 2008; Woodrow, 2011) show that self-efficacy has a significant impact on developing positive attitudes towards writing and attainment of writing success. Research results show that, as self-efficacy of an individual increases, so does writing success and attitude. Based on this perspective, in this application, it is seen that the writing self-efficacy of teacher candidates increased.

Toye and Prendiville (2000) underlined the importance of the drama method in teaching different language skills. Kempe (2003) mentioned the effectiveness of the drama method in the development of listening and speaking skills in particular. On the contrary, in this paper, the effectiveness of the drama method in developing writing skills in addition to listening and speaking was tested and positive results were achieved. It is essential that language teaching occurs in a natural environment, which is close to daily life. In this context, Hamilton and Mcleod (1993) and Ronke (2005) stated that using the drama method in the classroom contributed to the creation of a natural environment and, consequently, it is a very important language teaching method. In this paper, teacher candidates emphasised that their social skills were improved with drama activities. Considering that social skills are very important in daily life, it can be thought that the research findings support the literature. For example, in Erbay & Doğu's (2010) study, it was revealed using quantitative research findings that drama activities positively affected social skills.

In conclusion, it is highly important that teacher candidates experience processes like those demonstrated in this research during their undergraduate studies. Teacher candidates who are participate in scientific research processes and experience teaching practices other than traditional teaching can be more willing to use up-to-date teaching methods in their future careers. This is due to their personal experience of the positive aspects of modern teaching methods while they are learners themselves. It is critical that all causes of inefficiency and problems in writing education are determined and revealed. Only when the problems are identified can serious steps be taken to eliminate them and similar practical works can be performed. In this research, opinions were taken before application in three dimensions in particular (technology usage, drama management, group creative writing method) so that problems could be identified and the teaching process could be planned accordingly; another reason was to compare the opinions before and after application. When the findings of the research are examined, it can be seen that the problems that occurred were related to time management of the teachers, both before and after the application. Resultantly, it is believed that teachers and teacher candidates require time management training for class activities. Time management studies conducted recently (Khan et al, 2016; Zafarullah et al, 2016) have revealed that the time management skills of teachers had a direct impact on the performance of students.

The following recommendations are made based on the findings of the research:

1. In terms of using technology in education, as the case in the application process in this study, it is essential that students use technology as actively as the teachers.
2. In classes using up-to-date teaching methods, attention must be paid to course planning and time management issues. As in the case in this study, up-to-date applications such as technology usage, group work and drama management are time-consuming and, when such methods and tools are used, it is essential that the course plan is followed.
3. In writing education, the focus must not be only on product but the process itself as is the case in this study. Process-based writing education in this study not only affected the students' writing success (academic achievement), but it also contributed to their social and emotional development. Consequently, it can be recommended that process-based writing education should be emphasised.
4. In this research, writing skills were developed along with listening-speaking and reading skills. Writing skills were not taught individually by separating the subject from other skills. In this scenario, the success, interest and motivation of the students towards writing improved (based on their own opinions); thus, future studies can focus on integrated teaching of language skills.
5. It was observed that strict adherence to rules in writing education did not prove to be beneficial; rather, relaxing the rules for students had more positive results. Therefore, future research should indicate the importance of the perception of grammar not as a purpose itself but as a tool in writing education.
6. This study revealed that unwilling and reserved students should not be forced to participate in drama activities.

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