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CLOUD-BASED WRITING INSTRUCTION IN SECONDARY EFL CLASSROOMS

In contemporary secondary education, the development of writing skills in English as a foreign language still causes certain difficulties. Even though students regularly communicate in writing through social media and messaging apps, this experience does not help them when they need to produce more structured and formal texts in the classroom. Many learners struggle with organising their ideas, connecting sentences logically, and choosing appropriate language forms. For this reason, the search for more effective ways of teaching writing remains relevant.

One of the solutions that has attracted increasing attention is the use of cloud-based tools. These tools are already familiar to many students, which makes their integration into the learning process natural. At the same time, their methodological potential is often not fully used. In particular, cloud platforms can support a different understanding of writing – not simply as a final product, but as a process that develops over time and requires revision.

Z. Abrams describes writing as a multi-stage activity that includes planning, drafting, and editing [1, p. 25; 3, p. 205]. However, in school practice, these stages are sometimes reduced to a minimum. Students are often expected to produce a finished text within a limited time, which does not allow them to rethink or improve their work. As a result, writing becomes more of a one-time task rather than a learning process. Cloud-based tools, in this sense, create more flexible conditions, since students can return to their texts, make corrections, and gradually improve them.

Our study focuses on the use of Google Docs and Google Classroom in teaching writing to 8th-year students. These platforms were chosen mainly because they are accessible and relatively easy to use. Another important factor is that they allow several users to work on the same document, which opens up opportunities for collaboration and feedback.

The research combined both quantitative and qualitative methods. Students' written work was analysed before and after the implementation of cloud-based activities in order to see whether there were any noticeable changes. At the same time, attention was paid to how students interacted during the tasks, how they responded to feedback, and how their texts developed over time. This enabled us to look at the learning process from different perspectives.

The results show that the use of cloud-based tools generally has a positive effect on writing. One of the first things that becomes noticeable is a change in students' attitude. When they know that they can edit their texts and are not limited to a single

attempt, they tend to approach writing without anxiety. They focus less on avoiding mistakes and more on expressing their ideas. Similar observations are mentioned in the study by S. Zakareya Ahmad, where digital environments are described as reducing the level of stress associated with writing tasks [2, p. 55].

Another aspect worth mentioning is collaboration. When students work together on a shared document, they often discuss vocabulary choices, correct each other, or suggest alternative ways of expressing an idea. This interaction does not always happen in a perfectly organised way, but it still contributes to learning. In fact, even short exchanges between students can help them better understand how language works. S. Abrams also notes that collaborative writing can positively influence both the quality of texts and students' engagement [1, p. 30].

Feedback, in this context, becomes more immediate and therefore more useful. Instead of receiving comments after completing the task, students can see suggestions while they are still working on the text. This allows them to notice problems earlier and try to correct them on their own. In addition, the revision history makes the whole process more transparent. Both the teacher and the student can see how the text has changed, which helps to track progress. According to B. Zheng et al., this kind of continuous interaction supports improvement in writing performance over time [3, p. 210].

At the same time, it should be noted that technology alone does not solve all problems related to writing in a foreign language. The effectiveness of cloud-based tools depends on how they are used. Tasks need to be clearly structured, and students should understand what is expected from them. It is also important to provide some guidance on collaboration, since not all learners are used to working together in a digital environment. In addition, technical factors, such as access to devices or stable Internet connection, may influence the results.

Overall, the use of cloud-based tools is a practical way to support the development of writing skills in secondary school students. These tools make it easier to organise writing as a process, encourage interaction, and provide more opportunities for feedback. As a result, students become more involved in the task and gradually improve their performance. Further work in this area may focus on adapting such tools to different learning contexts and exploring their long-term impact.

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