



## Writing Narrative Essays using E-Book Writing Software: Analyses of Students' Digital Written Works

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This study explores the utilization of e-book writing software as a tool for process-based writing approach to enhance the learning of ESL writing among the pre-service teachers. The study adopted a qualitative research design which was conducted using document analysis technique on digital written works of six pre-service teachers in one Institute of Teacher Education Malaysia (ITEM). The pre-service teachers were introduced to narrative essay format and i-Spring Pro 6.2 software to produce e-books. The data gathered (i.e., pre-service teachers' digital written works) were analyzed using predetermined (i.e., a priori) codes. As induced from the findings, the utilization of e-book writing software as a tool for process-based writing approach is found to enhance the learning of ESL writing among the pre-service teachers, which is evident from their improved accuracy of genre and message, fulfillment of task requirements, use of grammar, spelling, and punctuation, originality, coherence and organization, and use of multimedia in text presentation. These positive results indicate that the utilization of e-book writing software as a tool for process-based writing approach in writing narrative essay type is beneficial to expose pre-service teachers to a more meaningful, fun, and engaging way of learning and practicing ESL writing.

**Keywords:** digital written works, e-book writing software, ESL writing, pre-service teachers, process-based writing approach

### Introduction

Students are often able to express themselves effectively if they possess written competence in English. Malaysian students would advance in their future if they hold the proficiency and ability to write well in English (Darus & Ching, 2009). Palpanadan, Salam, and Ismail (2014) note that in Malaysian education system, much emphasis is given to the teaching and learning of English language in the country, including ESL writing. Nevertheless, the learners' deficiency in English writing performance is observed and this contributes to the main concern among educators and other stakeholders in the country (Chan & Abdullah, 2004; Darmi & Albion, 2013).

In addition, undergraduate English as a second language (ESL) learners' writing effort is limited only to the attempt of completing the writing section of the examination papers, as a result, they are not motivated at

any point as to improve on their writing skills (Nik, Sani, Cik, Jusoff, & Hasbollah, 2010). Nik et al. (2010) lament that the trend of diminishing interest is evident, as it is reflected in the students' writing practices. Shamsudin and Mahady (2010) reveal that Malaysian students in tertiary education do not display a sound grasp of English especially in their writing even though English is held as a second language in the country. These alarming inadequacies of students on their English language proficiency set forth the immediate attention on addressing the problem. As writing is one of those subjects that influence a learner's ability to excel in other subjects (Calkins, 2014), due attention must be given to efforts in increasing the writing performance among all the students.

## Literature Review

The literature review for this study includes, firstly, the issues in ESL writing instruction. This is followed by the second part of the literature review which is pertaining to the inclusion of digital technologies in ESL writing instruction.

### Issues in ESL Writing Instruction

Chow's study (2007) proclaims that more often than not, the teachers' attitudes lead to the continual presence of product-based writing approach which is incumbent to the accepted and normalized format, style, and content to writing over the years. The teaching and training of teachers in the product-based writing approach has naturally led them into conducting their lessons the way they are taught writing in learning institutions. Many Malaysian ESL teachers encounter difficulties in their ESL writing classrooms, mainly dealing and coping with the challenges of using the appropriate writing instructions to bring out the impact of the writing lessons for their students (Pour-Mohammadi, Abidin, & Cheong, 2012). In line with these findings, Palpanadan, Ismail, and Salam (2015) profess that English teachers must be trained in writing, and that they must possess writing knowledge and skills to guide and motivate students for practicing writing skills.

In actuality, regardless of the immense effort they put into their writing lesson, these instructors are often ill-equipped to teach it if they do not understand what good writing is or look like in the first place (The National Commission on Writing, 2003). Indeed, teaching students how to write is a challenging task, but it is a lifelong skill all educators should acquire in order to teach adequately the writing skills. Therefore, pre-service teachers must be well prepared to meet the standards and challenges for English language teaching (Lu, 2002). Dass (2003) proposes that a teacher should experience the art of writing personally so as to gain insight into writing pedagogies. Pre-service teacher education paves way to the implementation of sound teaching approaches in schools, therefore, educational institutions play the salient role of shaping the effective practices among teachers, especially in the teaching of writing (Hudson, Nguyen, & Hudson, 2009).

On top of that, pre-service teachers face the challenge of meeting the many ESL students who get overwhelmed by the writing complexity, hence, there is a growing demand in education to develop the skills and knowledge necessary for pre-service teachers of English to effectively write English essays (Ahmed, 2010). Ahmed (2010) further explains that the knowledge gained on these writing skills by the pre-service teachers will be imparted to their future students once they graduate as English language teachers. To conclude, the change in the teachers' provision of ESL writing instruction which can also give a push for the students' writing advancement is therefore timely (Kee & Razali, 2019).

### Inclusion of Digital Technologies in ESL Writing Instruction

Writing has since shifted from the traditional way of using pen and paper to digital technologies. In an increasingly digital age, writing includes not only presentation of words but multimodalities (e.g., images, audio, video, etc.) on a variety of platforms. The emergence of social tools allows writing in alternative

ways, expands writers' communication with readers, and brings opportunities to explore for new writing genres (Elola & Oskoz, 2017).

21st century education marks the penetration of digital technologies into English language teaching and learning classrooms and has since produced writing in digital modes, such as writing stories and fictions and publishing them online using e-book writing software. An e-book refers to an electronic book which is read digitally on a screen rather than on paper (Nelson, 2008). With the advancement of digital technologies, a supportive writing environment such as producing e-books is hence made possible, in which it can actually ease the complexity of the writing process and overcome students' frustration as well as boredom in ESL writing.

Input given to students pertaining to computer and other digital tools via normal curricula aims at developing their abilities to integrate these tools in language activities and better prepare them in utilizing the technology in future (Noordin, 2004). Aziz (2008) informs that all Institutes of Teacher Education Malaysia (ITEMs) programs have since offered courses which specifically focus on the acquisition of the new electronic literacies in order to address the need for English language teachers to be technologically literate. When posted to teach in schools, the knowledge and expertise on technology learned by the pre-service teachers at the ITEMs would be shared among the school community (Samani, Baki, & Razali, 2014).

Educators should consider the sound instructional practices to match the use of computer technologies in language teaching (Noordin, Samad, & Razali, 2008). In addition, Foltos (2017) states that adding technology has not changed traditional teaching and learning, but it has made poor pedagogy more comprehensive. In upgrading the pre-service teachers' writing knowledge and skills, the presence of a more viable ESL writing instruction is much needed (Kee, Razali, Noordin, & Arshad, 2018). Hence, the utilization of e-book writing software as a tool for process-based writing approach to enhance the learning of ESL writing among pre-service teachers is a subject of great importance. This is due to the many potentials that writing e-books can give to pre-service teachers in not only exposing them to the forms of online writing and publishing, but more importantly giving them an avenue to informally learn to write on their own via the process-based writing approach, which can be more apt in developing their own writing proficiency.

## **Theoretical Background**

The theoretical background for this study consists of three relevant parts: (1) social constructivism theory, (2) process-based writing approach, and (3) digital literacy. The theories are explained pertaining to the pertinent ideas espoused to shed light on how they constitute the main pillars as underpinning theories for the study.

### **Social Constructivism Theory**

Vygotsky's social constructivism theory consists of four major principles namely social interaction, scaffolding, the role of more knowledgeable others (MKO), and the zone of proximal development (ZPD) (Lee, Said, & Tan, 2016). Vygotsky's theory suggests that social interaction precedes development with the roles of ZPD, scaffolding, and MKO being emphasized in his studies (Lee et al., 2016). The ZPD as one main principle of Vygotsky's work refers to "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Scaffolding and the role of MKO are also important principles in the social constructivism theory. MKO refers to someone who possesses greater knowledge, ability, or understanding than the learner (Lee et al., 2016; McLeod, 2014; Yang, 2017). Through the MKO, the help provided serves as the assistance that the learner gets and the ZPD is the zone which highlights the social aspect of learning (Lee et al., 2016). The

scaffolding resonates the learner's changing needs and therefore, should not be static and predetermined (Storch, 2018).

Through the social constructivism theory particularly via the implementation of ZPD, scaffolding, and MKO, learning therefore comprises of students' continuous invention and self-organization in which students take charge of their own language learning, hence the language learning process becomes more autonomous of the students' sides (Fosnot & Perry, 2005). To sum up, it is evident that the four major principles in social constructivism theory (i.e., social interaction, scaffolding, MKO, and ZPD) are essential in learning English language, every single principle complements and corroborates the language learning process.

The identification of social constructivism theory as one of the underpinning theories further determined the way the intervention was executed in the study. The pre-service teachers interacted with the lecturer/researcher and with their peers who played the role of MKO to one another, in a digital writing environment as the social interaction context for the study when they wrote the digital written works which was done utilizing the e-book writing software as a tool for process-based writing approach. The pre-service teachers thus formed a deeper understanding of the writing process when they were scaffolded by the MKOs to advance in their ZPD. The knowledge pertaining to narrative essays was gradually shaped especially when the pre-service teachers were asked to write and also to peer edit the digital written works in pairs and in groups and with the intervention from the lecturer/researcher from time to time as the pre-service teachers partook the writing process stages. When the pre-service teachers interacted, collaborated, or cooperated in completing their digital written works, the MKOs scaffolded the learning process by providing necessary assistance and support to the less capable ones.

In this study, the pre-service teachers were made aware of the recursive nature of the writing process and in particular, the function of the writing process stages (i.e., generating ideas, focusing, structuring, drafting, evaluating, reviewing, and publishing) by utilizing the e-book writing software as a tool for process-based writing approach. This enabled the lecturer/researcher or more capable peers to provide feedback to the pre-service teachers in terms of their writing performance on a better platform which was supported by the social constructivism theory.

### Process-Based Writing Approach

The process-based writing approach, as proposed by White and Arndt (1991) consists of a cycle of various stages in a recursive manner including generating ideas, focusing, structuring, drafting, evaluating, and reviewing (see Figure 1), writing therefore is not of a linear process, but one which involves a constant cycle of thinking, drafting, and reviewing.

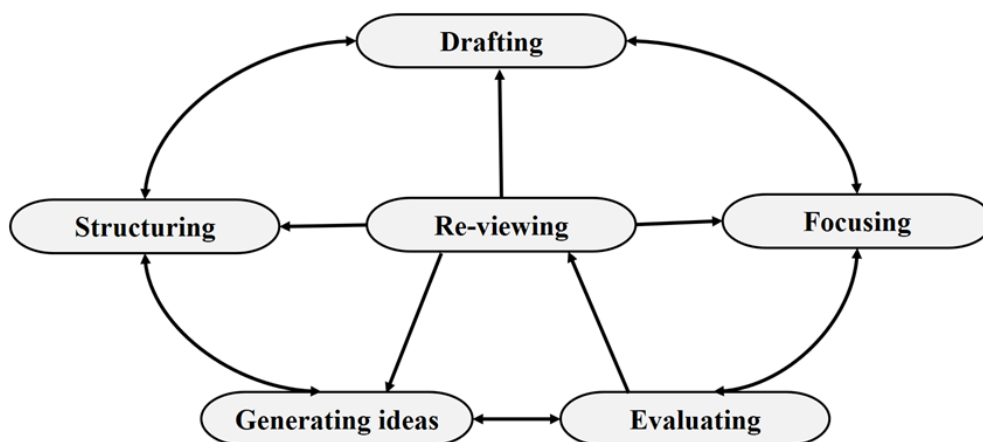


Figure 1. A model of writing in process writing by Ron White and Valerie Arndt, Longman, 1991.

The identification of process-based writing approach also as one of the underpinning theories further determined the way the intervention was executed in the study. In this study, the digital written works were produced utilizing the e-book writing software as a tool for process-based writing approach by the pre-service teachers. In producing the digital written works, the pre-service teachers underwent the writing process stages in a recursive manner utilizing the e-book writing software as a tool for process-based writing approach. In the generating ideas stage, the pre-service teachers generated ideas for the writing of their digital written works. In the focusing stage, the pre-service teachers decided on the central idea for the digital written works that they wrote. In the structuring stage, the pre-service teachers combined ideas and put them into categories or structures. Then they decided how useful the ideas were in constructing the digital written works. In the drafting stage, the pre-service teachers put into practice a number of skills (e.g., meaning, syntax, word choice, layout, spelling, punctuation, etc.) in producing the drafts for the digital written works.

Elbow (1998) states that the “essential human act at the heart of writing is the act of giving” (p. 20). Therefore, sharing the digital written works is the perfect way of obtaining feedback on it. In the evaluating stage, the pre-service teachers evaluated their own digital written works or the evaluation came either from their lecturer/researcher or their peers. In the reviewing stage, the pre-service teachers went back to their own digital written works and tried to view the writings with a new perspective and further revised what they had written so far. The pre-service teachers visited or revisited any of the writing process stages whenever necessary while working with the digital written works both individually and with their peers in pairs and in groups. In the publishing stage, the pre-service teachers published the final drafts of their digital written works.

According to Zen (2005), process-based writing approach is known to be impactful on ESL writing instruction. Nation (2009) proposes that the main idea behind process-based writing approach is that it will be inadequate to focus merely on the students’ final product. Nation further explains that in order to improve the written product, it is essential to comprehend the process of how it is produced. Therefore, the digital written works which had undergone the process-based writing approach were regarded as pivotal documents in this study.

## **Digital Literacy**

New media such as blogging, social networking, game-making, small-scale video production, podcasting, social software, and even e-book writing software bring along a much more participatory media culture as they emerge (Jenkins, 2006). As compared to traditional books, e-books are known to surpass the traditional books in terms of flexibility and accessibility, thus, they are professed as a new, self-contained medium that will create a huge impact in time on society (Hillesund, 2001). On the whole, the way people read, write, interact, find, and make use of information and participate in public has transformed significantly due to the intervention of information technologies (Coiro, Knobel, Lankshear, & Leu, 2008).

Digital literacy is not merely about the ability to utilize softwares or operate digital devices but it involves a large variety of complex cognitive, motor, sociological, and emotional skills which are necessary for users to function effectively in digital environments (Eshet-Alkalai, 2004). Additionally, digital literacies are fostered through the use or creation of multimodal texts that integrate text, images, and audio in varied and flexible ways (Thorne & Reinhardt, 2008).

The identification of digital literacy as one of the underpinning theories further determined the way the intervention was executed in the study. The pre-service teachers used the knowledge on how to use technologies for research, reading, and writing alternative genre using different modality, modes, and media in the study. Hence, they applied sets of literacy skills needed in order to function in digital environment in that they showcased the ability to search and evaluate information from online databases, remix online texts, interact with lecturer/researcher and peers in a digital environment, and create multimodal texts that combine visual and textual information (i.e., digital written works) utilizing e-book writing software as a tool for process-based writing approach in this study.

## The Purpose of the Study

This study aims at exploring on how the utilization of e-book writing software as a tool for process-based writing approach could enhance the learning of ESL writing among the pre-service teachers. The investigation is guided by the research questions formulated as follows:

- i. How (if at all) does the utilization of e-book writing software as a tool for process-based writing approach enhance the learning of ESL writing among the pre-service teachers?
- ii. How (if at all) does the utilization of e-book writing software as a tool for process-based writing approach motivate the pre-service teachers in learning ESL writing?

## Research Methods

This section discusses the research design used and the research participants involved in the study. The research procedures carried out by the researchers are also discussed in details.

### Design of the Study

The study adopted a qualitative research design which was conducted using document analysis technique. Document analysis refers to a systematic procedure to review or evaluate both printed and electronic (i.e., computer-based and Internet-transmitted) documents (Bowen, 2009). When applying document analysis, data are examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008).

Creswell (2012) views the analysis of qualitative data as a procedure that requires the researcher to interpret texts and images when forming answers to the research questions. Creswell also highlights the advantage of using documents as a valuable source of information in a qualitative research as documents are produced in the language and words of the participants. In this study, the data (i.e., digital written works) were evaluated from the content and quality aspects (Bowen, 2009).

The researchers employed predetermined (i.e., a priori) codes to analyze the gathered documents (i.e., pre-service teachers' digital written works) with reference to a set of categories developed by Bubaš and Orehovački (2012). These categories were established prior to the analysis by Bubaš and Orehovački (2012), and were further adapted by the researchers to fit with the data that they analyzed in the study. The comparisons between Bubaš and Orehovački's (2012) codes and the researchers' adaptation of their codes are listed as in Table 1:

TABLE 1

*The Comparisons between Bubaš and Orehovački's (2012) Codes and the Researchers' Adaptation of Their Codes*

Categories	Codes
Original version	Accuracy of Presented Information
	Content Quality
	Grammar, Spelling, and Punctuation
	Originality in Thinking or Personal Contribution
	Organization and Presentation of Information
Adapted version	Illustration through Multimedia
	Genre and Message
	Fulfillment of Task Requirements
	Grammar, Spelling, and Punctuation
	Originality
	Coherence and Organization
	Multimedia in Text Presentation

In this study, pre-service teachers' digital written works were gathered as the main instruments. The coding was applied to the data. In the process of defining the categories, the researchers ensured that they were to be mutually exclusive (Weber, 1990). To sum up, the researchers organized the data according to the codes, summarized the findings, and lastly, interpreted the data.

## Research Participants

Digital written works of six pre-service teachers were selected for the study in which each pre-service teacher completed one piece of digital written work. The pre-service teachers were in their first semester of the one-year foundation program for Bachelor of Teaching that was offered by one ITEM. Their major was of Teaching English as a Second Language (TESL). Further details on the research participants are presented as in Table 2:

TABLE 2

### *Participants' Data*

Participant	Gender	Age	Race	First Language	Proficiency Level
Participant A	Male	19	Malay	Malay language	Intermediate
Participant B	Female	18	Malay	Malay language	Intermediate
Participant C	Female	18	Chinese	Mandarin	High
Participant D	Male	19	Malay	Malay language	Intermediate
Participant E	Male	18	Malay	Malay language	High
Participant F	Male	18	Malay	Malay language	High

## Research Procedures

In the study, the pre-service teachers were enrolled in the course of Language Advancement I (a pseudonym) for a semester of 15 weeks with four hours of face-to-face interaction per week. In this course, five weeks of 20 contact hours were allocated for the teaching of writing skills utilizing the e-book writing software as a tool for process-based writing approach. The inclusion of technology requires the writing practitioners to allocate adequate time for writing task accomplishments (Chen & Lim, 2018) and this aspect was catered for in the study. In parts of these writing lessons, input on narrative essay writing that was espoused by the idea of process-based writing approach was given by one lecturer/researcher by introducing the necessary elements in a narrative essay.

The pre-service teachers were then required to determine one narrative essay to write on for their coursework task individually. The e-book writing software named i-Spring Pro 6.2 was introduced as part of the coursework. Then, the pre-service teachers engaged themselves in digital writing in terms of generating ideas, focusing, structuring, drafting, evaluating, reviewing, and publishing (i.e., stages of process-based writing approach) and they were given a total of four weeks to complete the digital written works utilizing the e-book writing software as a tool for process-based writing approach. The digital written works were also edited by the lecturer/researcher and their peers throughout the four weeks of utilizing the e-book writing software as a tool for process-based writing approach. After publishing their essays digitally and for their peers and the lecturer/researcher to view, the essays were saved in compact discs (CDs) to be graded by the lecturer/researcher as their final digital written works.

## Results and Discussion

The pre-service teachers' digital written works were analyzed through coding and categorization into the established codes described earlier. The discussion was then organized into the six themes as follows:

## Genre and Message

Results of the qualitative data indicate that the utilization of e-book writing software as a tool for process-based writing approach does enhance the learning of ESL writing among the pre-service teachers in terms of genre and message. The digital written works produced by all the participants were written in the correct genre (i.e., narrative essays). Participant A wrote “A Memorable Moment” (see Figure 2), Participant B wrote “Rosendell Manor”, Participant C wrote “Caged”, Participant D wrote “Longing For A Warm Winter”, Participant E wrote “Endless Love”, and Participant F wrote “Muffins”.

Ghabool and Kashef (2012) explain that many ESL learners have been struggling continuously with ESL writing when they are striving to aim for the best quality of their final writing assignments. In this study, the writing difficulty is gradually lessened with the utilization of e-book writing software as a tool for process-based writing approach as the pre-service teachers acquire and utilize relevant information pertaining to the specific genre. The pre-service teachers write independently with little assistance from the lecturer/researcher throughout the whole process of producing the digital written works.



Figure 2. The digital written work entitled “A Memorable Moment” by Participant A.

In addition, each essay is saved in CD form with the title printed on the front cover. Each title is supported with images the pre-service teachers choose that best represent the message of their digital written works. The CD has a back cover which is designed by each pre-service teacher to best suit to the essay. For an instance, Participant F chose to apply an excerpt from the essay as the back cover for his work: “*Farhan gave a slightly uncomfortable laugh. He had always appreciated Ame’s friendly, outgoing way of life but Ame’s overabundant enthusiasm almost crept him out...*” The excerpt is seen as effective in consolidating the readers’ understanding of the message for the digital written work.

It is crucial to note that Participant F’s digital written work, like the other pre-service teachers’ writings, has undergone numerous drafts before reaching the final work. Process-based writing approach which requires educators to pay attention to individual learning as well as the writing process itself, has faced many constraints during its implementation (Palpanadan et al., 2015). However, with the utilization of e-book writing software as a tool for process-based writing approach to enhance the learning of ESL writing, both individual learning and the writing process take place almost effortlessly. The pre-service teachers’ interest



is sustained throughout the whole writing process.

To sum up, Lan, Hung, and Hsu (2011) assert that students are better guided in writing the essays and at the same time, have achieved more positive writing attitudes in terms of motivation, enjoyment, and anxiety by the presence of a web-based learning environment with high richness media. In this study, the pre-service teachers are motivated to engage in the writing process with the utilization of e-book writing software as a tool for process-based writing approach, thus resulting in accuracy of the messages or stories that the pre-service teachers convey to the readers via their digital written works.

## Fulfillment of Task Requirements

The utilization of e-book writing software as a tool for process-based writing approach is found to enhance the learning of ESL writing among the pre-service teachers in terms of fulfillment of task requirements. All digital written works fulfill the required number of words to which the participants were instructed to write in about 350 words, and in fact, all of them wrote much longer than what was required. All participants included characters, conflicts, and plot events in their digital written works. Two pages of digital written work by Participant C (see Figure 3) are presented as follows:

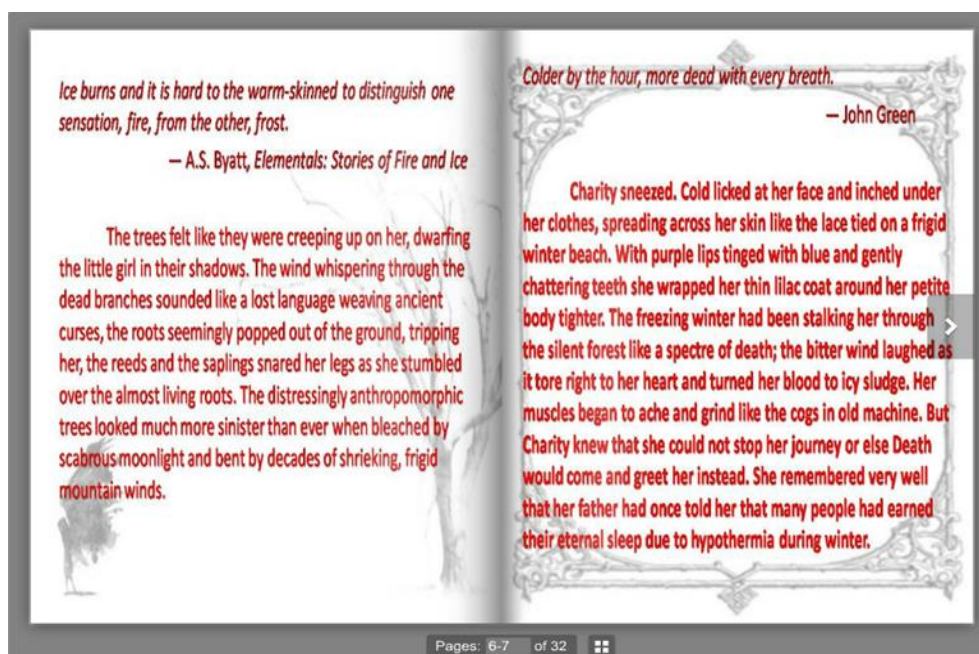


Figure 3. The digital written work entitled “Caged” by Participant C.

For an example, specific details appealing to the five senses which are crucial when writing a narrative essay can be seen in Participant C’s digital written work through her use of personification, imagery (i.e., sight and touch), similes, and a sufficient number of adjectives:

*Charity sneezed. Cold licked at her face and inched under her clothes, spreading across her skin like the lace tied on a frigid winter beach. With purple lips tinged with blue and gently chattering teeth she wrapped her thin lilac coat around her petite body tighter. The freezing winter had been stalking her through the silent forest like a spectre of death; the bitter wind laughed as it tore right to her heart and turned her blood to icy sludge...*

Learning to produce a well-structured piece of writing which is recognized and accepted in their academic departments is definitely one of the ultimate goals of all ESL learners (Ismail, 2011). With the aid of

technology, ESL learners become competent and confident in writing academically (Zhang, Sheng, & Li, 2014). The utilization of e-book writing software as a tool for process-based writing approach enables the pre-service teachers to stay on motivated throughout the whole process of writing the digital written works in accordance with the task requirements given.

## Grammar, Spelling, and Punctuation

The utilization of e-book writing software as a tool for process-based writing approach is also found to enhance the learning of ESL writing among the pre-service teachers in terms of grammar, spelling, and punctuation. All participants displayed good and relevant language use, appropriate for the intended purpose and audience. The digital written works are produced in a good academic style with an extensive range of vocabulary, sentence structures, and register, however, there are a few slips in spelling or grammar. The digital written work by Participant B (see Figure 4) shows a slip of concord rule committed when Participant B wrote “...mansion were...”, nevertheless, the rest of the paragraph is well written.

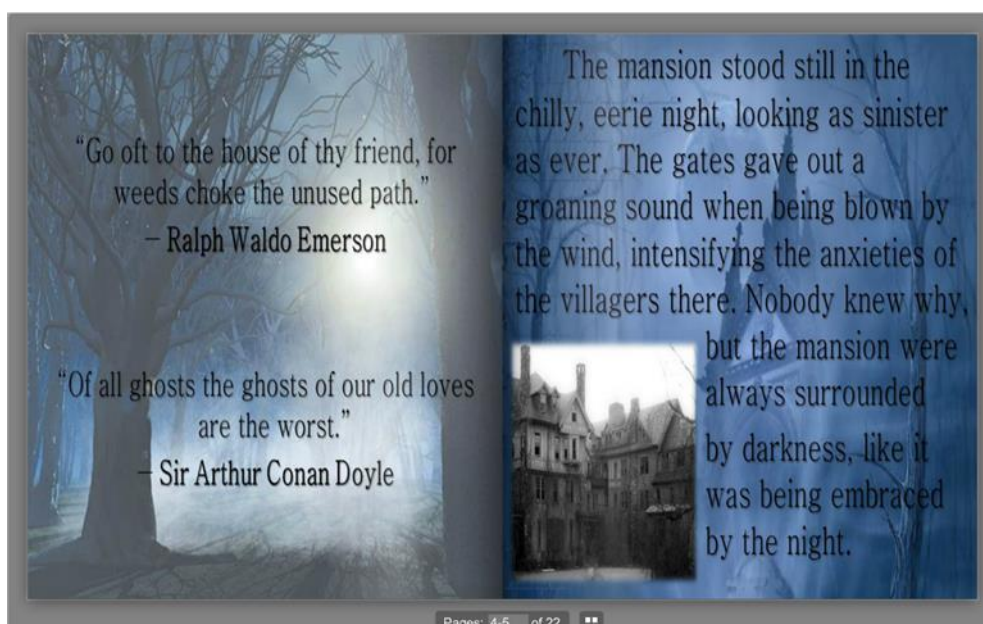


Figure 4. The digital written work entitled “Rosendell Manor” by Participant B.

Tan (2005) emphasizes that the number of errors found in a particular piece of writing often determines the overall quality of it. Additionally, Hasan and Akhand (2010) state that the process-based writing approach which focuses more on varied classroom activities like brainstorming, group discussion, and rewriting does promote the development of the students’ language use. The participants wrote and rewrote their drafts digitally for numerous times, in addition of being edited by the lecturer/researcher and their peers until they produced the final work thus resulting in having the least number of errors occurred for grammar, spelling, and punctuation in the final products of their digital written works. Also, e-book writing software entails the use of other technological tools such as Microsoft Word Spell Check, Online Grammar Checker, and online dictionary to produce better digital written works in regard to the grammar, spelling, and punctuation aspects.

## Originality

The originality aspect in the pre-service teachers’ digital written works is manifested through the

utilization of e-book writing software as a tool for process-based writing approach in the learning of ESL writing. All participants wrote their own digital written works as required and the originality is evident in every piece of work. As an example, Participant A illustrated his encounter in Matriculation College, the story line revolved authentically through the recounting of his personal experience. His flow of thoughts consisted of events of attending lectures on the very first day his class started until he finally left the college for a better option.

In process writing, students' ideas are gathered from their own experience and knowledge, then, a search for their own topic is conducted by turning to other sources while being given the opportunity to explore a variety of systematic methods of discovery as they read, write, and talk to each other (Raimes, 1992). An active learning experience that is social, participatory, and supported by rich media is much preferred by digital-age students (McLoughlin & Lee, 2010). As an example, social software enables learners to choose whether to take charge of their own learning or to entrust that control to the group, it seems to offer the best of both worlds, dependent learners are assisted through the provision of structure as well as autonomy is enabled at any point (Dron, 2007). With the presence of such similar environment created by the e-book writing software as a tool for process-based writing approach in this study, all pre-service teachers demonstrate overflowing originality in their thinking which has since been translated into their digital written works.

## Coherence and Organization

The pre-service teachers' digital written works are presented in organized manner (i.e., precise structure) with each section logically related to the others. The plots are written either in chronological or non-chronological order. As an example, Participant D's digital written work was written in non-chronological order using flashback strategy (see Figure 5). Participant D demonstrated his ability in writing by moving back and forth in time in his work.

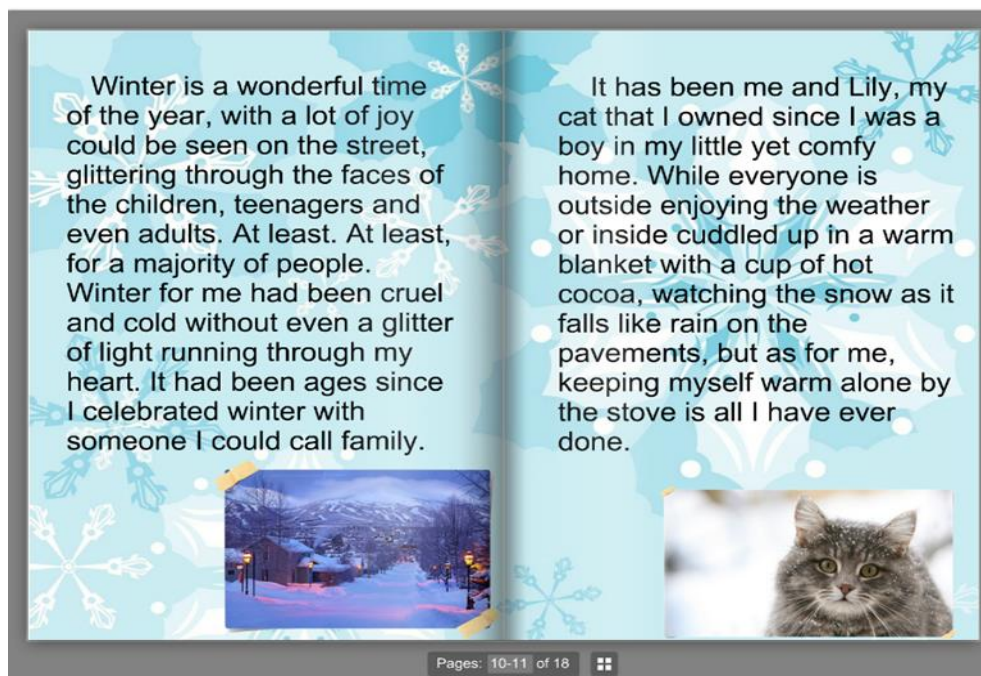


Figure 5. The digital written work entitled “Longing for a Warm Winter” by Participant D.

These findings are concurrent with Graham and Perin's (2007) idea which emphasizes that technology can foster the students' interest, motivation, and enjoyment for writing and increase the students' writing



ability. The utilization of e-book writing software as a tool for process-based writing approach makes it possible for the pre-service teachers to increase on their writing ability as they go through the writing process.

### Use of Multimedia in Text Presentation

Use of multimedia in text presentation is observed in all the pre-service teachers' digital written works. Illustration through multimedia is made possible with the utilization of e-book writing software as a tool for process-based writing approach in the learning of ESL writing among the pre-service teachers. The pre-service teachers create attractive layouts and web designs for their digital written works which lead to interesting, illustrative works. The digital versions published utilizing e-book writing software comprise the use of multimedia in text presentation thus making the works more appealing to the readers. For an instance, suitable images, such as "piano" and "a bouquet of flowers" were inserted in the digital written work by Participant E (see Figure 6).

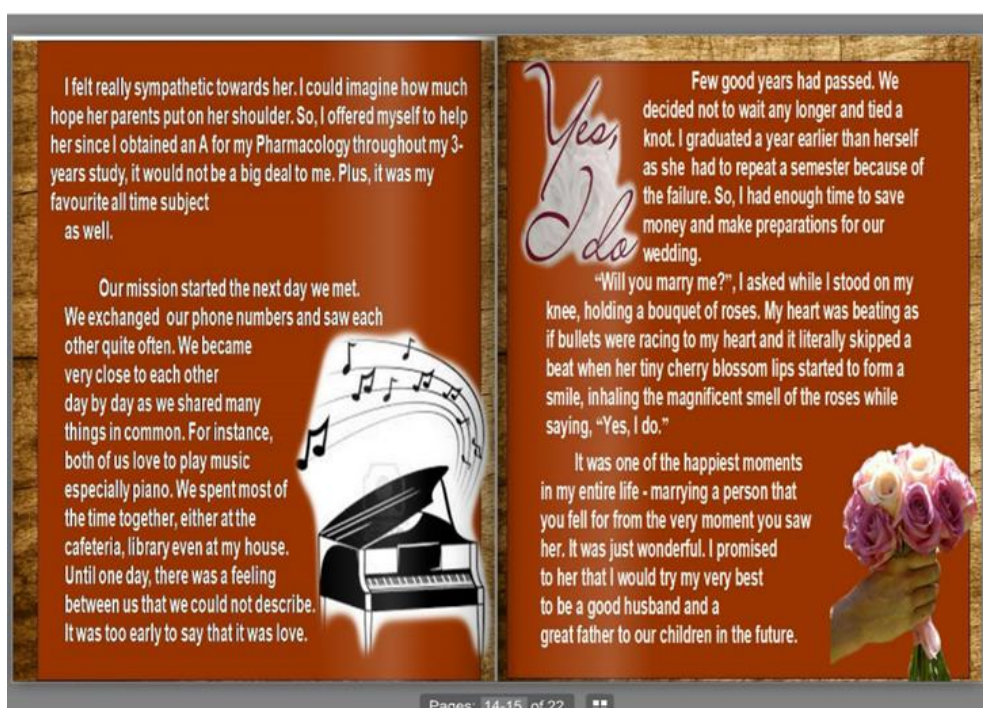


Figure 6. The digital written work entitled "Endless Love" by Participant E.

Students are noticed to revise more often than before, as well as allocate more time for a certain task when they are engaged in a writing project which caters for other audience apart from their teacher (Yunus, Nordin, Salehi, Embi, & Salehi, 2013). Yunus et al. (2013) further elaborate that students' individual pride of authorship and their desire for communication with the readers are the contributing factors to why students are more motivated to getting fully engaged in writing and revising the text. All of these factors can increase participants' engagement with a combination of written language and multimedia presentation consistently as to increase the overall quality of the digital written works produced.

### Conclusion

The findings of this study have provided evidence to show that the utilization of e-book writing software

as a tool for process-based writing approach does enhance the learning of ESL writing among the pre-service teachers. The digital written works from the pre-service teachers demonstrate improved accuracy of genre and message, fulfillment of task requirements, use of grammar, spelling, and punctuation, originality, coherence and organization, and use of multimedia in text presentation. The pre-service teachers are also motivated to write and produce the digital written works.

Learning how to write narrative essays has become more meaningful to pre-service teachers. Effective learning takes place because it is relevant to the individuals as the pre-service teachers generate ideas, focus on the central idea and sub-ideas, structure the narrative essays, draft the multiple drafts, evaluate their own as well as their peers' narrative essays, review the narrative essays and finally publish their own digital written works. These positive results indicate that the utilization of e-book writing software as a tool for process-based writing approach in writing narrative essay type is beneficial to expose pre-service teachers to a more meaningful, fun, and engaging way of learning and practicing ESL writing.

The utilization of e-book writing software as a tool for process-based writing approach for the learning of ESL writing is not to be undermined as of its importance and potential in enhancing the process-based writing approach and increasing the pre-service teachers' writing ability as well as their motivation in being more engaged in the writing process. In addition, it is important to study pre-service teachers' writing abilities and getting them to experience the writing process first before they are able to teach ESL writing to their students in future. The researchers suggest that language teachers and instructors could possibly utilize the e-book writing software as a tool for process-based writing approach in writing other essay types in future studies.

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