

Improving informative and narrative writing skills associated with multimodal literacy of middle school students

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Abstract

The purpose of this research is to improve informative and narrative writing skills of middle school students. The study was designed with action research. The research group is middle school students. Data collection techniques were student diary, semi-structured interview form, semi-structured observation form and documents that consist of comics produced by the students. Descriptive analysis and content analysis techniques were used together in the analysis. It has been determined that the writing process has not attracted students; however, comic books have been shown to attract students. It has also been found that the process of semantic interpretation of the text is facilitated. It has been determined that most spelling and punctuation mistakes were made in the writing process. It is thought that the reasons for these mistakes are the habits of out-of-school life. It has been determined that writing processes related to multimodal texts have a positive effect on students' interest and sense of responsibility.

Keywords: Comic book, graphic novel, informative writing, middle school student, narrative writing.

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1. Introduction

It is known that texts have an important role in teaching processes. It can be said that it is especially important for language teaching programmes, because it can be seen that the aims and learning outcomes of the programme are often tried to be realised with these texts. Australia (<http://www.australia.gov.au>), Canada (<http://www.edu.gov.on.ca/eng/>), United States (<http://www.corestandards.org>), Spain (<http://www.mecd.gob.es/portada-mecd/en/>), Hong Kong (<http://www.edb.gov.hk/>), etc., have a significant place in the mother-tongue curriculum. The texts also have the same prescription in terms of Turkish Language Curriculum (2018).

In the Turkish Language Curriculum (2018), the texts were divided into groups: informative text, narrative text and poetry. In the programme, these three types are limited to certain texts. Informative texts are memo, biography, autobiography, blog, petition, brochure, efemera, email, daily, news text, commercial, postcard, guides, travel article, article, joke, interview, essay and social media messages. Poetry is ballad, folk song, song, lullaby, poem, rhyme, counting and riddle. Narrative texts are limited to comics, fables, stories, cartoons, fairy tales, legends, epics, humorous anecdotes, novels and theaters. The Turkish Language Curriculum (2018), which has been in practice for 1 year, differs from the previous Turkish Language Teaching Program (2006) in terms of text types. Unlike the previous programme, new text has been added. This text (blogs, news stories, advertising, social media posts, comics, cartoons) shows multimodal feature. It is thought that comic books have an important place among these text types. Compared to traditional reading and writing processes, comic books attract students' interest (Cook & Frey, 2017). It has a simple and understandable function for communication (Jyoti, 2018).

Although the Turkish Language Curriculum (2018) suggests that this text should be used in the teaching process, there are shortcomings in this field. However, comic books composed of a combination of images and texts are texts that have more than 70 years of use (Nancy, 2012). In Turkey, there is no such long history. About comic books studies in Turkey are related to literature (Fakioglu, 2015; Yazici, 2011), physical education (Orcan & Ingec, 2016), sociology (Bolukbasi, 2013; Oztemir, 2016), social studies education (Topkaya, 2014), teacher education (Kolac, Demir & Karadag, 2012; Yildirim, 2016), folk culture (Olcer Ozunel, 2012), English language teaching (Hassanirokh & Yeganehpour, 2018; Oz ve Efecioglu, 2015), history (Yagli, 2016), fine arts (Ozsahin, 2017; Varol, 2003) and law (Yildiz, 2017). A limited number of studies have been found concerning Turkish language education. Three of these studies are teaching Turkish as a foreign language (Melanlioglu, Taysi & Ozdemir, 2012; Okten & Sauner, 2015; Ustten & Pilav, 2016); others are related to mother tongue education (Cihan, 2014; Duran & Sezgin, 2012; Temizyurek, Colakoglu & Coskun, 2013; Yigit, 2013). Only Cihan (2014) presented a proposal that relates comic books to Turkish teaching process in the studies related to mother tongue education. This is an important work in this direction, but only in the form of a proposal less than a lesson plan. On the other hand, there is a need for practical works related to the Turkish language teaching process with comic books. It is thought that this study will serve the shortcomings of the field because the participants are middle school students. In addition, a lesson plan was developed based on the learning outcomes of the Turkish Language Curriculum (2018). The results of studying on this side are thought to be the source of teachers in the innovations in the programme. This study will provide Turkish language teachers with the lesson plan necessary to link comic books with the teaching process. In addition, informative and narrative texts will be reconstructed in accordance with the requirements of this century. It will be transformed into a multi-layered structure. It is thought that teachers will guide the secondary school students to participate actively in the text generation process.

All of these deficiencies and the purpose of researching the contribution that the study is thought to provide are constituted by the development of multimodal writing skills of middle school students. The multimodal text is limited to comic books. For this purpose, it is to answer the following questions:

How does the multimodal informative writing process of middle school students take place?

How does the multimodal narrative writing process of middle school students take place?

2. Method

2.1. Research design

This study was conducted to improve multimodal informative and narrative writing skills of middle school students. A lesson plan has been prepared for this purpose. In this lesson plan, comic books are used as multimodal texts. The lesson plan, not to teach with existing comic books, was developed for the ability of students to generate comic books. For this reason, the research was designed with action research, because action research is a form of instruction used to guide educators for new practices in education (Stringer, 2008). This is a suitable statement used in the teaching process for teachers (Carr & Kemmis, 2003; Gore & Zeichner, 1991). Due to these characteristics, action research has been preferred. Thus, a plan has been proposed on how to use text type in the programme effectively in the teaching process.

2.2. Research group

This study was conducted with middle school students. The level is limited to 7th grade. Study participants were selected from a city in the west of Turkey. Participants were selected using the criterion sampling technique. The school to be implemented as a criterion is a state school; problems with the teachers' ability to relate to the multimodal literacy teaching process; it has been determined that the school has the necessary facilities for the study in terms of technological equipment. It is also a criterion for the parents, the schoolmaster and the students to participate in the study in turn. Three schools have been identified in line with all these criteria. Only one of the Turkish teachers in these schools is coincident with the working hours of the researcher who will observe. Therefore, two other schools were not selected. The study was conducted with the 7th grade on the fact that the Turkish teacher in the school stated that this study had problems in the 7th grade mostly with the aim of this study. Therefore, the research was conducted with 24 students (14 female and 10 male). All of these students were not included in the results, because not all students continue to practice on a regular data. In particular, data collection tools are lacking in diaries and texts that need to be created. For this reason, six students (three female and three male) were selected as key participants in order to gradually present the study in a gradual way. These six students have actively participated in all phases of the implementation process. While these students were selected, the academic achievement of the Turkish language course was taken into account. Participants representing low, medium and high-level successful students were selected. The key students have been hidden from working on the real names of the participants. Nicknames have been given instead. These nicknames are: for female students Adile, Nevra, Melisa Idil; Burak, Yilmaz and Arda for male students.

2.3. Data collection techniques

In order to increase the validity and reliability of the study (Johnson, 2014; Lincoln & Guba, 1985), different data collection tools were used. Information on the development process of data collection tools is given below:

Student diary: This data collection tool was developed for students. It was used to determine students' opinions about the teaching process day by day (Yildirim & Simsek, 2013). There are six open-ended questions on the diary form. These include questions about the student's views on all stages of the course being performed that day. The forms were filled in by the students after each lesson. During the study period, 42 diary forms were taken from key participants.

Semi-structured observation form. The source of this data collection tool is the researcher. The following steps were taken into account when developing the form: Literature review was conducted for the purpose of research. Ten questions were created. Opinions were obtained from four domain experts to check the validity of the prepared questions. The number of questions has been reduced to six, taking into account the opinions of domain experts. The form is configured for the application process. The questions in the observation form concern the participants' opinion with the implementation process, their interests in the implementation process and their emotional response in the implementation process. Seven observation forms were collected during the application process.

Semi-structured interview form about views on Turkish lesson. This form has been prepared for the participants. The reason for the preparation of the form is to establish their views on the implementation process and whether the purpose of the work has been achieved. In the process of developing the form, firstly, the literature review has been done considering the purpose of the research. Six questions were identified in the direction of the research. These questions were presented to the approval of four different domain experts. Domain experts evaluated the validity of the questions. The number of questions fell to five in line with the opinions of domain experts. The five-question interview form is structured for the implementation process. Then, piloting was done to determine the clarity. For the pilot implementation, a group of six persons (three female and three male) with the same characteristics as the participants but composed of different participants was selected. In some of the questions, problems were found in terms of clarity. These problems have been corrected and the final form has been given. The questions are related to the relationship between the Turkish language lesson and the comic books writing process, the efficiency of the implementation process, the process of comic books creation and the participants' feelings about the teaching process. Negotiations were recorded with a voice recorder. During the implementation process, six interviews were obtained from key participants.

Comic books. These data are composed of multimodal informative and narrative texts created by the participants. The comics were created via web 2.0 named pixton (<https://www.pixton.com/tr/>). Six narrative and informative comic books were obtained from the key participants throughout the implementation process.

2.4. Data collection process

2.4.1. The research process consists of 8 weeks. The practice was conducted in 2 hours each week. The research process started on 30.03.2018.

Table 1. Calendar for the data collection process

Process	Date
Informing the students about the content of the study	30.03.2018–06.04.2018
Giving information about the informative text and creation of the draft text	06.04.2018–13.04.2018
Conversion of draft texts into informative comic books	13.04.2018–20.04.2018
The evaluation of the informative comics created and the elimination of the deficiencies	20.04.2018–27.04.2018
Giving information about narrative text and the creation of the draft text	27.04.2018–04.05.2018
Conversion of draft texts into narrative comic books	04.05.2018–11.05.2018
The evaluation of the narrative comics created and the elimination of the deficiencies	11.05.2018–17.05.2018
Negotiations on the implementation process	17.05.2018–21.05.2018

As shown in Table 1, the data collection process is designed according to the text types. First of all, the process of creating multimodal texts about informative texts was realised; followed by the process of creating multimodal narrative texts. For each type of text, a 3-week implementation process was performed. In the last week, students were asked about the implementation process.

2.5. Data analysis

In the analysis of the data, content analysis and descriptive analysis technique were used. A descriptive analysis technique has been used for the gradual evaluation of the action research process. Descriptive analysis included in the process student diary, observation form and products created by students. Content analysis was used to analyze data from semi-structured interviews. The reason for using content analysis is to present the implementation process in detail. The data were transcribed before being analyzed. Then, the written data are approved by another domain expert. First, the data for the implementation process are presented according to the data collection stages shown in Table 1. The interview questions were then analyzed by content analysis. The codes were first determined during analysis. The codes are then categorised according to their description. As a result of this analysis, six categories; 27 codes have been reached.

The internal validity, external validity, objectivity and reliability of the study were tried to be increased in various ways. For this purpose, things were made as follows (Lincoln & Guba, 1985; Miles & Huberman, 1994). The data are coded by another domain expert for the reliability of the data on the analysis of the content. The data between the two experts were compared and the reliability coefficient was found to be 85% (Miles & Huberman, 1994). Participants' data are presented directly to improve the reliability of descriptive and content analysis. In addition, the literature of the research is explained in the way that it will serve. In order to increase the validity of the study, the implementation period was made 8 weeks. Thus, a more natural interaction with the participants was tried to be realised and avoided from prejudices. Participants were approved for the data obtained from the diary and from the interviews about the process. Thus, it has been determined that the data are understood correctly. In this way, it has been tried to increase the internal validity of the study. It is ensured that the research has transferable characteristics by another researcher in order to increase the external validity. It is explained in detail how the working group was identified and the key participants were selected. In order for the researcher to be objective, the process was carried out with different data collection tools from different data sources.

3. Results

This section is based on research questions. The application process is presented in detail in stages. The chapter has been finalised with student opinions on the implementation process.

During the first week, participants were informed about the study. It has been informed about that the study will be related to text creation, the study will be carried out by adhering to the aims of the Turkish language lesson, the text will be designed as a comic book and the duration of the work will be given. It is also stated that the process of text creation in the research will be divided into two as informative and narrative. This week, students are taught how to use the web 2.0 tool named pixton, which will be used in comic book design.

Initially, the process of producing informative text has begun. At this stage, firstly, preliminary information about the informative text structure of students is determined. The deficiencies were identified and information about the informative text type was given. Turkish Language Curriculum (2018) was taken as the basis. An informative text draft prepared in line with the writing achievements in the Turkish Language Curriculum (2018, p. 47) is presented. The draft is included in Table 2.

Table 2. Informative text draft

It must be included in the draft text	Text draft
Purpose of the text	
The subject of the text	
Title	
Introduction	
Body	
Conclusion	
Proof and counterproof	

The draft in Table 2 has been distributed to all students. According to the information in this draft, students are given a 1-hour time for their texts. Informative texts were collected at the end of the course. Table 3 shows a sample informative text draft of Melisa Idil.

Table 3. Melisa Idil’s informative text draft

It must be included in the draft text	Text draft
Purpose of the text	Raising awareness about the importance of forests
The subject of the text	Forest fires and losses
Title	National forests are our fortune
Introduction	It explains what forest fires are. Losses of forest fires are briefly introduced
Body	The damages caused by forest fires are explained numerically. Losses are discussed in more detail
Conclusion	Information on precautions to be taken on forest fires and the importance of forests is given
Proof and counterproof	Status of forest fires is supported with numeric data by year

As seen in Table 3, other students also produced their texts in the draft direction. The students introduced their draft texts to their friends respectively. The classroom observations of this process are as follows:

‘When the teacher gave information about the draft, the students began to interpret and write what they listened to according to their own knowledge and skills. It was observed that most of the students were bored because the class process was done in classical writing’ (Researcher, semi-structured observation form, 06.04.2018).

As can be seen from the observations, most of the students were bored at the first stage of the application process. This finding is also supported by student diaries as follows:

‘I am bored; because we just wrote’. (Nevra, diary form, 06.04.2018).

‘Sometimes I’m bored; because it is hard to imagine what I would write while writing an essay’. (Burak, diary form, 06.04.2018).

‘Generally speaking about the lesson; so it does not seem interesting to me’. (Adile, diary form, 06.04.2018).

As can be seen from the above-mentioned observations, this phase of the implementation process has not been of interest to students. The reason for this is the fact that the teacher and the information are in the centre. Although also mentioned at the beginning of the implementation will be made to a different study, students were faced with content similar to the functioning of the existing course. It is thought that this content does not address their expectations.

Following the draft texts, the stage of producing informative comic books has been passed. Students are beginning to produce informative comic books based on their draft texts. They have

designed informative comics through a web 2.0 tool named pixton. In Figure 1, Melisa Idil's informative comic book is shown as an example.



Figure 1. Melisa Idil's informative comic books

Figure 1 shows an informative comic book created by a student named Melisa Idil nickname. In this article, Melisa Idil gave information about the importance of forests and the damage of forest fires. It has benefited from the numerical data when presenting its information. Other students have also created and presented their own texts. While presenting the texts of the students, other students were asked to carefully watch and criticise the text. The students were criticised in terms of the purpose and subject harmony, the structural order of the text, spelling and punctuation and incoherency. The criticisms of the example text in Figure 1 are presented below. These sample evaluations attempted to elucidate which deficiencies are more common in students.

'Initials were small; it must be big. There is no relationship between texts and pictures. "Acarim" is written as "acrim". The word "mahkumdur" is written as "mahgumdur". This writing should be corrected incorrectly'. (Burak).

'Numbers are written in some numbers and some in writing. All numbers should be written. There is no point left behind the cues. There is incoherency in the third square'. (Arda).

'The words in the middle of the circle have started in capital letters, if not special. The title does not reflect the content. There is incoherency in the third square'. (Adile).

'There is incoherency in the sixth square. The letters must be large at the beginning of the sentence. First letters need to be large. She must repeat the sentences she wants to write; it is complicated'. (Nevra).

Almost the same problems were encountered in the texts of other students in the above-mentioned evaluations. Students often make mistakes about spelling and punctuation. Students have revised their texts from peer feedback. After the teacher's final review, the final text of Figure 1 is given. Think about post-production evaluations of comic books, reflect on the students' diaries as follows:

'I am very excited to be able to check what I have done and realize my mistakes'. (Yilmaz, diary form, 20.04.2018).

'I learned the punctuation rules, the writing rules, and at the very least how to criticize people more gently. I was leaving the course very cheerful; because I was delighted to think that I could do something I did well with pleasure'. (Burak, diary form, 20.04.2018).

Against these willing attitudes of Yilmaz and Burak regarding the evaluations, the student named Nevra stated:

'I am bored; because we sit and discuss'. (Nevra, diary form, 20.04.2018).

As can be understood from the observations, the students enjoyed the process of writing informative texts. Only Nevra, the student presented a negative view of the evaluation process. Nevra, on the other hand, presented favourable views on the process of comic book creation in his diary. Considering Nevra's negative opinion, it was determined that the students were not related to the course at all stages of the course. This is reflected in the observation form as follows:

'The majority of the students were interested in the text that showed. This interest may be due to students being eager to give feedback on the text shown. Almost all of the students were quite at the time of commenting on the text that was shown in the early days of the course. I observed that while the regular course of the course was ongoing, there was less feedback given correct instructions to the end of the lesson. This explains the fact that the counterrevolution of the text towards the end of the lesson is due to the distractibility of the students'. (Researcher, semi-structured observation form, 20.04.2018).

The process of writing informative texts has been completed after the students have given their final comic book. Then, the process of narrative writing has been passed. Narrative text writing process was carried out for 3 weeks.

In the first week, the preliminary information about the narrative text structure of the students was determined. Information about the type of narrative writing has been given considering the readiness. Turkish Language Curriculum (2018) was taken as the basis. The narrative text draft prepared beforehand in line with the writing learning outcome in the Turkish Language Curriculum (2018, p. 47) is presented. Table 4 contains the narrative text proposal.

Table 4. Narrative draft text

It must be included in the draft text	Text draft
Title	
Event in the text	
Place	
Time	
Person	
Exposition	
Node	
Solution	

The draft in Table 4 was distributed to all students. According to the information in this draft, the students are given one lesson hour to prepare their texts. The narrative text drafts were collected at the end of the course. In Table 5, a sample narrative text of Burak is presented.

Table 5. Narrative draft text of Burak

It must be included in the draft text	Text draft
Title	Shopping centre
Event in the text	Massacre of forest for shopping centre construction
Place	Forest, engineering office and home
Time	Recently
Person	Animals, engineer and architect
Exposition	The discovery of the forest to the shopping centre
Node	The way that animals apply to the decision to build a shopping centre in the forest
Solution	Abandonment of the shopping centre and protection of the forest

As seen in Table 5, other students like Burak have also created their texts in the draft direction. They introduced their draft texts to their friends in turn. The views on this process are reflected in the diaries of Nevra and Arda as follows:

‘I had fun as well as informative text; but this process is no different from normal Turkish language lesson. If only we could write comic books directly’. (Nevra, diary form, 27.04.2018).

‘I do not like to draft. It’s boring to think what to write. However, we had written a nice comic book from the previous lesson’. (Arda, diary form, 27.04.2018).

To be understood from the diaries of Nevra and Arda, students are bored through the process of writing text. It is understood that they are excited to move on to the process of creating comic books. Another point which is understood from the data of the students is that the process of writing text should be distinguished from the process of comic book creation. This result is also reflected in the observation form as follows:

‘In this course, students were a little bored. A few students orally stated that bored like “Why do not we do comics?”. It has been understood that the students see the process of writing text and the process of creating a comic book differently. That is why it is stated by teacher that it is a process of researching; the comic book will be written without written text. In fact, the better the written text, the better the comics are expressed. On this account, this has increased the interest of students in the process of writing text’. (Researcher, semi-structured observation form, 27.04.2018).

In this way, the writing process of the students is completed. In the second stage, they started to produce comics. Students create visuals in the application called pixton, based on written texts and prepare their comics. In Figure 2, the narrative comic book text of Burak student is presented as an example:

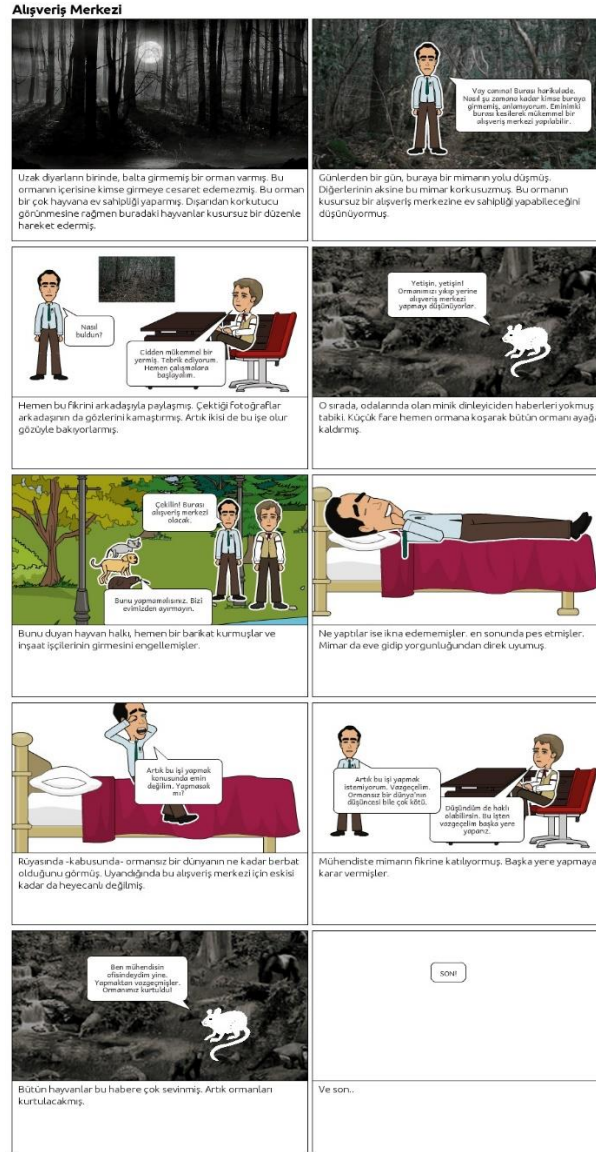


Figure 2. Burak's narrative comic book

Figure 2 shows the narrative comic book created by Burak. In this text, Burak described an event about the forests being tried to destroy for shopping centres. While describing the event, it conveys all the content presented in the draft text. He created his comic book by visually integrating the content of the text. The process of creating a comic book reflects on the observation form as follows:

'Students were not bored at the beginning of computers while learning. On the contrary, they were teaching a lot of fun. This practice was not an application that could be bothered by students, but it was an application that improved students' creativity and critical thinking skills. The students felt they belonged to the course. For example; A student named Melisa Idil was trying to identify and learn comics in detail. Again, a student named Yilmaz was trying to get to the computer and learn comic books in a fun way. Yilmaz also tried to learn something by watching Melisa Idil. 'Do you feel Melissa Idil own the lesson?' Melisa Idil said that she felt she belonged to lesson by saying that she developed creativity like writing poetry and essay'. (Researcher, semi-structured observation form, 04.05.2018).

As can be seen from the observations, the students are very interested in the process of comic book creation. No reluctance was observed in the process of writing text. The students who created their comic books willingly presented their comic books to their friends. Students are asked to carefully watch and criticise comic books from other students while presenting their comic books. The students were criticised in terms of the effect on the meaning of the text of the event, place, time and people, the content of the exposition, node, solution, the title, spelling and punctuation; impaired expression have been directed to pay attention to the relationship of the images. The criticisms of the example comic book in Figure 2 are presented below. These sample evaluations attempted to elucidate which deficiencies are more common in students.

‘In the second part, he was mistyped. It was to begin with capital letters used lowercase letters’. (Arda).

‘The visual at the introduction is not related to the topic’. (Adile).

‘The bubble does not appear on the sixth square’. (Melisa).

‘In the eighth square, “de” conjunction must be written separately’. (Yilmaz).

As can be seen from the above-mentioned evaluations, Burak made more mistakes about spelling and punctuation. Similar findings were found in other students. Students often have a shortage of spelling and punctuation, text and visual adaptation. Students have revised their texts, thanks to feedback from their friends. Finally, the texts were examined by the teacher and given the final form.

Thus, 7 weeks of the 8-week implementation period have been completed. Students’ opinions about the implementation process were taken in the eighth week. In semi-structured interviews, students expressed their thoughts on different topics. The content analysis of the interview form for the implementation process is presented in Table 6:

Table 6. Student views on the research process

Category	Code	f
Lesson	Productivity	2
	Interesting	2
	Fluent	1
	Concreteness	1
	Contribution to writing skills	1
Web 2.0 tool	Entertaining and instructional	1
	Encouraging	1
	Contributing to Turkish language lesson	1
	Contribution to visual and linguistic skills	1
Activities	Innovator	1
	Student-centred	1
	Entertaining	1
	Motivational	1
Texts	Repeat request	1
	Entertaining	2
	Fall short of	1
Perception	Purposeful	1
	Disfavour concern	1
	Find something entertaining	1
	Feeling special	1
Effect	Feel responsible	1
	The transformation of the course	2
	The change in perception about the lesson	1

Results in Table 6 belong to key participant students (six students). These students were interviewed as they participated in the entire research process and provided data on a regular basis. Six different categories of research process contacts have been reached. These categories were evaluated in terms of frequency as follows: Lesson ($f = 6$), web 2.0 tool ($f = 5$), activities ($f = 4$), text ($f = 4$), perception ($f = 4$) and effect ($f = 3$). Students have indicated that the course is productive, engaging, fluent, concrete and contributes to the writing skills. Nevra and Burak have said that the course was productive, as follows:

'Yes, I think that it is productive because we are both with our friends and with the implementation of our Turkish language lesson, we are going well'. (Burak, semi-structured interview form, 17.05.2018).

'I think that you have gone through it productivity. Our teachers were very good teachers, they worked very well. In the same way, the students were very good. I personally liked it very much'. (Nevra, semi-structured interview form, 17.05.2018).

This view of Nevra and Burak's productivity is linked to the interest of the course. For this interest, Adile and Melisa Idil stated that:

'I think it's obviously very productive. It turned out to be a good thing for me to translate the information of today's children into the technology'. (Adile, semi-structured interview form, 17.05.2018).

'For example, when we do Pixton, we determine a topic, we think about it, we learn new information about the topic, we develop our writing skills to do different things in our story'. (Melisa Idil, semi-structured interview form, 17.05.2018).

These positive views of the students towards the lesson are also supported by other codes belonging to this category. The positive point of view also attracts attention in other categories. Looking at all the categories in Table 6, it will be seen that the common point is entertainment in all. Student views on entertainment code can be shown as follows:

'I think it's a good practice. I find it appropriate for all schools to do this. It develops our Turkish language and it is fun to play with cartoons'. (Burak, semi-structured interview form, 17.05.2018).

'We created cartoons about several texts that are informative about more than one topic. In doing so I never had the idea of being bored, I think it was fun'. (Adile, semi-structured interview form, 17.05.2018).

'Texts, we are both entertained and learned, although everyone is different'. (Burak, semi-structured interview form, 17.05.2018).

'Texts are often fun, teaching and laughing. In general, we can take a lesson from the stories'. (Nevra, semi-structured interview form, 17.05.2018).

'Although everyone has different texts, we are both entertained and learned'. (Burak, semi-structured interview form, 17.05.2018).

As can be seen from the above-mentioned viewpoints, technology and comics have a positive influence on the students. Another noteworthy point is that students are aware of the content of the implementation process. It is also noticed that the entertainment expressions in the interviews fulfil the purpose of the research.

4. Conclusion, discussion and suggestions

The purpose of this research is to improve the informative and narrative writing skills of middle school students. Writing process is not limited to written text; it has been tried to move to a multimodal dimension. Comic books are used as multimodal texts. For this purpose, students made

informative and narrative comic books. This aspect is particularly distinguished from other studies conducted in Turkey. In the literature, in Turkey, there have been many studies about the informative (Demirel, 1996; Kurnaz, 2018; Muldur, 2017; Senturk, 2009; Ugur, 2017) and narrative (Aydemir, Ozturk & Horzum, 2013; Gundogdu, 2012; Kaynas & Anilan, 2014; Sulak, Kansizoglu & Kemiksiz, 2016; Yilmaz, 2008) writing; however, this study is different from other studies in terms of producing multimodal informative and narrative writing. It also differs from that of middle school students in producing their own texts.

In the study, informative and narrative text writing process was performed in a progressive way from the written text to the multimodal text. It is thought that the process of writing is progressing in such an efficient research process. What is expected from students in the twenty-first century is that they go beyond simple text writing to create multimodal text; from this point of view, comic books are important texts (Kirchoff & Cook, 2015). Students can carry out the process of creating texts on this site. The negative side of this process is that some students are bored by the process of creating written text. When these students move on to the stage of producing comic books, these feelings have left their place to entertain. As Krashen (2003) points out, comic books allow students to feel better, thanks to their visual richness. In addition, it offers entertainment content, which will cease to be boring the teaching process (Botzakis, 2010; Walker, 2013). Particularly, in the first phase of informative text creation, students who have experienced writing comic books wanted to go through the process of comic book writing as soon as possible in the narrative writing process. The study by Howell (2017) on informative texts supports the results of this research. According to him, only the writing process is boring, but the inclusion of digital texts in the process removes this boringness. It is also supported by similar studies in which the writing of comic books attracts students (Pantaleo, 2018; Rapp, 2011).

It has been determined that during the text creation process, students reflect their own experiences in texts. Walker (2013) has reached the conclusion that students have included cultural values while creating comic books. In particular, they are thought to reflect more on the stage of comic book creation, because it has been determined that the visuals and texts contribute to them more in making meaning. Conclusions of different studies arrive on the fact that the visual content of comic strips has a positive effect on the meaning (Brown, 2013; Sabbah, Masood & Iranmanesh, 2013; Walsh, 2011). Students were able to discern the informative and narrative text structure in a more concrete way through the texts and visuals of the comic books. Peer reviews were made following the process of creating comic books. It can be said that these peer evaluations have increased the awareness of the students in the writing process. It is also thought that students have increased their knowledge of informative and narrative writing.

It was determined that students made mistakes in spelling and punctuation most in the text creation process. This may be due to the use of sloppy language in digital writing processes in their daily life. They also tended to perform the same sloppy behaviour in the classroom environment as well. This is the result of comic books, the existing curriculum integrating with out-of-school life, as well as the ability to offer new learning opportunities to students at the same time (Schwarz, 2010). The results of Brown's (2013) study also support this research in that it is important to pay attention to the use of punctuation in comics. Another issue concerns the incompatibility of visuals and text. It has been determined that some students can not design appropriate images while converting their written texts into comics. As a result of this situation, it can be shown that they do not have experience of producing multimodal text like comic books. That is why they have had problems converting the written text into visuals.

It has been determined that the students have positive feelings or thoughts about the process. It seems that only the comic books they create are taking the anxiety of not liking. This indicates that they attach importance to the text creation process and take responsibility for the research process. Therefore, the students became active participants in the process. It is also emphasised in the study of Bakis (2012) that comics are an active classroom environment. The research of Dallacqua (2016) is also

similar to the results of this study in support of the active participation of comics, but there are inconsistent results with this study as well. According to Dallacqua (2016), students do not worry about lessons in which comics are included; on the contrary, they feel more comfortable.

Based on the results of the research, the following suggestions can be made:

It has been determined that only the written text in the teaching process does not address the students' views. This may reduce the efficiency of the teaching process. Therefore, while the writing process is being carried out, technology should be associated with traditional writing. In this way, students can be offered opportunities to showcase experiences of out-of-school life.

One-dimensional texts can limit students in constructing meaning. Therefore, the writing process should be carried out in a multimodal manner. Beyond this work, the teaching process can be designed by adding the voice. Thus, the relationship can be established with speaking and listening skills.

It has been determined that most spelling and punctuation mistakes were made in the writing process. It is thought that the reasons for these mistakes are the habits of out-of-school life. It is assumed that these misbehaviours cannot be terminated unless they are associated with out-of-school experiences. Therefore, writing lessons that link in-school and out-of-school processes should be given. It is thought that this relationship will bring into the school the experiences that students most enjoy doing out-of-school. Technology is an important factor in this respect. Writing processes associated with multimodal texts can also make students aware of their out-of-school experiences.

It has been determined that writing processes related to multimodal writing have a positive effect on students' interest and sense of responsibility. In this respect, writing processes associated with multimodal writing can also be used for classroom management.

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