

BLENDING WITH M-LEARNING TO ENHANCE EFL WRITING

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<b>2. Descripción</b>
<p>Éste proyecto da cuenta de una investigación-acción de tipo cualitativo realizado con estudiantes que pertenecían a un grupo A2 en lengua extranjera (Inglés) que tenían baja producción escrita en Inglés. El objetivo del presente estudio es identificar y documentar cómo la habilidad escrita de estos estudiantes es desarrollada a través del uso de aplicaciones móviles. Para ello se implementa el uso del Process Based Approach bajo una metodología basada en el proceso, donde la habilidad escrita de los estudiantes es observada a lo largo de tres semestres con el propósito de examinar cambios en esta. Para llegar a ese fin, se realiza una investigación acción, recolectando información con diferentes instrumentos y analizando datos de la producción escrita de los estudiantes.</p>

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#### **4. Contenidos**

La presente investigación se organiza por capítulos que corresponden al procedimiento hecho en este estudio. El capítulo 1 de introducción que se refiere a la contextualización de los estudiantes del Centro de Lenguas de la Universidad Pedagógica y al problema diagnosticado en ellos en cuanto a sus habilidades en inglés. Adicionalmente, se menciona el objetivo general que examina cómo la habilidad escrita de los estudiantes de Básico 1 es moldeada al utilizar aplicaciones móviles dentro de un enfoque basado en el proceso.

En el capítulo 2 se registra el marco teórico y conceptual sobre los constructos utilizados en la investigación tales como “Writing” (Escritura), “Mobile Learning” (Aprendizaje Móvil), y “Process Based Approach” (Aprendizaje Basado en el Proceso).


El capítulo 3 contiene el diseño de la investigación, la cual es de tipo “Investigación-acción” con enfoque cualitativo. Además, los instrumentos de recolección de datos son presentados, los cuales son diario de campo, encuesta y borradores de los libros de los estudiantes.

El capítulo 4 concierne a la intervención pedagógica, en este capítulo se trata la metodología pedagógica como la manera de aplicar las clases siguiendo el modelo de Process Based Approach propuesto por Harmer (2007).

El capítulo 5 registra el análisis de resultados, en el cual se presentan 3 categorías cada una con sus correspondientes indicadores que muestran los logros que los estudiantes debían lograr para detectar el nivel de éxito de la intervención. Finalmente, en los capítulos 6, 7 y 8 se exponen los resultados, las conclusiones y recomendaciones a la comunidad educativa y a futuras investigaciones relacionadas.

#### **5. Metodología**

El método investigativo usado es cualitativo y el tipo de estudio es investigación acción. Este tipo de estudio es utilizado para asumir, interpretar y estudiar el problema de investigación. Bajo esta metodología, se realizan etapas de planeación, acción, observación y reflexión como indicado por Phillips and Carr (2014). Finalmente, se establecen un cuadro con las unidades de análisis (producción escrita), las tres categorías (Writing Skills, Blended Learning y Process Based approach) y sus respectivos indicadores además de los anexos de los instrumentos utilizados.

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### 6. Conclusiones

En general, todos los constructos utilizados en las intervenciones influyeron en el desarrollo de la habilidad de escritura en Inglés como lengua extranjera de los estudiantes que participaron en la investigación. El enfoque basado en proceso con el propósito de crear textos narrativos desarrolla micro habilidades tales como el uso de dispositivos cohesivos que a su vez facilitan la escritura cohesiva y coherente. El uso de aplicaciones móviles y la retroalimentación provista por estas, el profesor y los estudiantes lograron un cambio positivo en la habilidad de escritura en los estudiantes.

Finalmente, los resultados fueron positivos, los objetivos se lograron y la intervención pedagógica fue lograda de manera satisfactoria. La intervención con el propósito de abordar el problema diagnosticado durante la fase de observación tuvo resultados favorables. Estos resultados prueban ser destacables para futuras investigaciones en habilidades de escritura a través del enfoque de aprendizaje basado en el proceso a través de aplicaciones móviles.

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### ABSTRACT

The current paper is dedicated to the analysis of a problem observed in a basic English course in the Centro de Lenguas de la Universidad Pedagógica Nacional. Additionally, a pedagogical intervention is proposed in order to help these students overcome their difficulty with writing micro skills through Mobile Learning (M-Learning). This methodology in schools can and should be implemented in a more mainstream fashion since the features of smartphones, such as downloadable applications, in the English as second language classroom provide a communication environment where the teacher can propose a plan of action to help students enhance their communicative skills. This research is focused on helping developing writing skills to narrate through smartphone applications and analyzes how Basic 1 EFL students' written communication skills are shaped when using mobile applications within a process based approach.

### RESUMEN EJECUTIVO

Este documento está dedicado al análisis de un problema observado en un curso de Inglés básico en el Centro de Lenguas de la Universidad Pedagógica Nacional. Adicionalmente, una intervención pedagógica es propuesta en aras de ayudar a estos estudiantes a sobreponerse a su dificultad frente a micro habilidades de escritura a través de Aprendizaje Electrónico Móvil (M-Learning). Esta metodología innovadora puede y debería ser implementado de una manera más regular ya que las funciones que esta ofrece, tales como aplicaciones descargables, proveen un ambiente comunicativo a la clase de Inglés donde el profesor puede proponer un plan de acción para ayudar a los estudiantes a desarrollar sus habilidades comunicativas. Esta investigación se enfoca en la asistencia para mejorar la habilidad de escritura para narrar a través de aplicaciones móviles y analiza cómo esta habilidad es moldeada cuando se utilizan estas aplicaciones desde un acercamiento basado en el proceso.

**Key words:** *M-learning, B-learning, smartphones, writing skills, process based approach*

## **CHAPTER I**

### **1. Introduction**

The current paper registers the implementation process of a research that seeks to help EFL students enhance written communication skills. It explores the integration of portable technologies like smartphones or tablets to the classroom. This chapter presents the characterization of the participants, the identified problem in terms of English learning as a second language. Additionally, it shows the rationale of the study, the research question, and the objectives.

#### **1.1 Institutional context**

To ascertain the issue within the classroom, three dimensions were kept in mind community surroundings, students' context, and classroom context. In terms of community surroundings, the UPN's Centro de Lenguas (Named CLE hereafter) is divided in three branches. The main branch of the CLE is located at Calle 79 #16-32, Bogotá. The other two branches are located at Calle 127 #20-11A, Bogotá within the Instituto Pedagógico Nacional, and at Calle 72 #11-86, Bogotá within the facilities of the Universidad Pedagógica Nacional.

This research was conducted at the branch inside the Universidad Pedagógica Nacional. The university complex is surrounded by a commercial zone in which it is possible to find banks, companies, a church, supermarkets, and a mall. The high amounts of noise and movement can affect the students' learning process.

Within this branch of the CLE, the students have access to Wi-Fi and a computer lab, although, these amenities are not offered to students on a regular basis. The classrooms were supplied with televisions, projectors, and sound system.

In terms of Pedagogy, the CLE focuses on the Communicative Approach, for this reason language is perceived as a tool that enables communication. The CLE focuses on sub

competences such as grammar, speech, use of language in context, and negotiation of meaning. Furthermore, the grading system relies on three main components, three term evaluations, classwork and online work. To conclude, in this institution, students must attend classes every Saturday for a period of six months. The students are asked to complete thirty minutes of online autonomous homework in an online platform such as Schoology or Edmodo. It is important to mention as well that the facilities offer Wi-Fi but students of the CLE do not have access to it, and the computer lab needs to be booked since it is shared.

Furthermore, in this level the CLE utilizes the book *Live Beat* by Pearson. This book contains grammar topics that belong to the level A1 of the Common European Framework of Reference. These grammar topics are evaluated in the term evaluations held every two months, therefore, the teachers are asked to follow these books' guidelines as part of the didactic sequence.

## **1.2 Population**

The observed students are from the Centro de Lenguas de la Universidad Pedagógica in the basic 1 course. Their ages range from 10 to 12. There are 24 students in total, eighteen girls and 6 boys. In terms of cognitive background, it is possible to state that their English level is basic. All of them assist to the CLE as a complementary formation program additional to their private and public schools. For this reason, their knowledge of English varies but none of them were making first contact with the foreign language.

Moreover, the students had to present a placement test in order to be classified accordingly to their knowledge of English and due to their results all of them were enrolled in the A1 level of the CLE. Regarding students' English skills, it is reasonable to think that they are beginners and are not used to communicating in English all the time. Additionally, the majority of them tend to ask for repetitions to their more advanced classmates often since they do not understand the instructions of a task if it is given to them completely in English.

In relation to a socio-emotional perspective, pupils have a good relationship with each other in the group and with the teachers. They seem to bond easily and there is no evident sign of antisocial behavior. Furthermore, there is an environment of respect and composure, their behavior is rather attentive toward the class. All of the students live with their families. They interact with each other playing sports and video games on their tablets or smartphones and listen to music while in their free time. The totality of them have electronic devices such as tablets and smartphones.

In addition, in terms of cultural background, the students stated that they enjoy subjects that they study at their schools such as Arts, English, Music, and Physical Education. Besides, they also claimed to be interested in drawing, reading and playing instruments. As part of their pastime activities, they spend time using social networks and like to watch pop culture related movies and series.

### **1.3 Diagnostic**

To identify the object of analysis, the term evaluations applied once every two months were analyzed under the parameters of evaluation of the CEFR (Common European Framework of Reference for Languages). With the results of this test, that evaluated listening, writing, and speaking, it was determined that the observed students had weaknesses in several language skills (see annex 1).

The first section was listening. During this part of the evaluation the students had to follow the instructions that the evaluation prompted to them. There were two fill in the blanks type questions and an audio that lasted around 1 minute. The objective was to evaluate the students' listening comprehension of basic information like nationalities and phone numbers. Students had to write the nationalities and numbers correctly in English in the answer sheet. As a result of the analysis of these evaluations, it stands to reason to think that students were able to understand an acceptable percentage of the information asked, understanding the numbers and

the nationalities was not particularly challenging for them, nevertheless, writing the nationalities with correct spelling tended to be a problem.

The second section was focused on grammar and the students needed to use the possessive adjectives and conjugate the verb to be in present simple according to the context given to them in the fill in the blanks questions. The students' grammar results in this evaluation were acceptable and some students achieving a very good performance in this category while failing in other communicative skills.

In the writing section the students wrote a short paragraph describing a person's basic information such as age, name, nationality, and birthday. This particular part of the exam was in general the lowest score among the students. In some students it was evident that this ability was deficient. The students were not able to convey a message in the form of a paragraph and had difficulties in terms of cohesion. Furthermore, the students struggled with the introduction of punctuation into their texts. Owing to these results, it was evident that the students performed badly at the written part of the evaluation.

Additionally, in the speaking evaluation students were asked information questions such as name, age, nationality, and physical description. In this particular oral evaluation, the majority of students were more proficient than in the other skills (Annex 1). The results of the students in this skill was in general the highest, the students knew how to answer these questions by heart due to the repetition done during class. It is possible to state that students tended to be more proficient in this skill than in other evaluated aspects.

In conclusion, analyzing the results, it is safe to conclude that the writing skill was the weakest skill in the majority of the students. Furthermore, while in average the oral performance of the students was rated the highest, their writing skill was rated the lowest. They were asked to create a paragraph however the majority created a list of sentences with no connection to each other. In a general view, it was evident that in their texts the students lacked knowledge and

appropriateness in the use of some writing skills' elements such as the use of punctuation, capitalizations, and orthography. This caused that their texts were insufficient for the paragraph structure that they were asked to do.

This analysis revealed that the students have a deficient use of cohesive devices and therefore cannot create a complete paragraph in order to successfully communicate their ideas. Additionally, some learners also used words in Spanish in this activity showing that students needed a higher vocabulary input. As a conclusion, according to the information provided by the diagnosis, the majority of students had more difficulties achieving the goals of the writing part of the evaluation than in the others (Annex 1).

#### **1.4 Statement of the problem/ problem description.**

Following the analysis mentioned in the previous section and the Centro de Lenguas' vision of language. An *effective language speaker* must be able to communicate successfully in both oral and in written form, thus, it is essential to highlight that the communicative approach and objectives that the CLE has are intrinsically related to writing skills. Considering this vision, the students had problems when describing in written form. As part of the term evaluations, students were asked to describe a person's basic information in a paragraph, they could follow the instructions given but many failed to create a paragraph and committed grammar and cohesion mistakes while completing the task.

Furthermore, the CEFR states that an A1 EFL student is supposed to write isolated sentences and in the A2 level they must be able to write sentences connected with linkers such as *and* and *but*. Bearing this in mind, this problem that involves cohesive writing and paragraph creation, was part of a process to be tackled and evaluated during the following year as part of the course at the CLE. Following the previous outline stated by the CEFR, it is concluded that the students failed to accomplish a writing skill objective set for Basic level in their terms.

To continue, there are grounds for believing that the causes of the students' low performance in writing skills may be rooted in the fact that these students do not spend enough time for the development and improvement of the writing skills. According to Gau (2003), providing participants with more writing time and opportunities to write results in a significant progress in their writing ability. The author states "when students are given routine journal writing opportunities, as well as frequent opportunities to write throughout the content areas, their attitudes toward writing will improve and the amount they write will increase." (p.48). For this reason, this research looks for enabling students to spend more time writing in order to see significant changes in their writing skill.

Additionally, this deficiency in the students' writing skill may be rooted in the fact that the number of students there are, when considering the amount of hours of class, makes giving each student some minutes of individual writing skills tutoring highly time consuming during the face to face sessions. Furthermore, the students are often more exposed to input by listening or reading material brought to them than to expressing themselves freely in order to communicate their own thoughts (see annex 9, Class 11).

In conclusion, the issue relies on the fact that students need an alternate environment to write with a real communicative intention and receive feedback of their texts in order to strengthen this particular skill.

### **1.5 Rationale**

Developing Writing Skills is essential for achieving a higher proficiency in their communicative skills as well as accomplishing objectives for the CLE. Following Hosseini (2013) "Writing skills are the primary tools for communicating knowledge, especially in educational settings. The capacity to communicate specifically may prove to be an achievement in life chances" (p. 10). Due to this, with this study that focuses on Writing Skills, it is expected

to provide tools to students to develop specific micro skills and an environment in which the students receive and express information actively.

Furthermore, recognizing the importance of the smartphone in the social, educational and personal life, Sarwar (2013) states “Smartphone can certainly be smart if the vendors, society and technologists understand their responsibility towards usage of these devices smartly in order to get more benefit in business, education, health and social life . . . , the benefits of Smartphone are tremendous and negative impacts are minor” (p. 224). Continuing Sarwar’s reflection on Smartphones, the current research seeks to promote the development of writing micro skills by means of the M-Learning approach and, as complementary purpose, educating the students to have a responsible attitude when self-learning through Mobile Applications.

Moreover, this research searches to take advantage of the potential of the smartphones, to offer the previously mentioned students of English in the Centro de Lenguas de la Universidad Pedagógica of level A1 an environment where they can learn grammar and vocabulary through PDFs, galleries, games, and videos to posteriorly engage in narration tasks through forums, chats, and evaluation. Blended learning is an innovative proposal in Education that continuously grows. On top of that, the observed students evidently like to use this technology in their free time (see annex 8) which makes using this approach engaging for students.

Additionally, providing them with individual feedback can be an effective strategy in assisting written error correction. Hattie (2007) claimed that providing feedback at a process level is very effective for achieving a deeper learning. Bearing this in mind this research agrees with that perception and searches to provide feedback for developing writing skills and to individualize feedback through smartphone applications in which all the participants of the class can interact outside of the face to face sessions and write paragraphs to communicate original ideas.

## **1.6 Research Question**

How are Basic 1 EFL students' written communication skills shaped when using mobile applications within a process based approach?

## **1.7 Research objectives**

- To assess students in the creation of narrative-descriptive texts of events, past activities and personal experiences, family, living conditions, and simple imaginary biographies and stories.
- To analyze changes in students' cohesion in terms of basic cohesive devices in written discourse such as contrast and addition linking words.
- To evaluate the usage and changes in grammar systems, patterns and rules according to the content of the didactic sequence.

## CHAPTER II THEORETICAL FRAMEWORK

This section is dedicated to the presentation of the selected studies taken as background for this research. These studies share vision, theoretical bases, and objectives with this research. Therefore, important concepts and conclusions of these works on Technology and Education are highlighted and described in the following paragraphs, as well as the definition of key concepts and the communicative skill focus that this research has.

### 2.1 Literature review

#	Title	Author	Year	Source
1	<i>Desarrollo de Computer Assisted Language Learning (CALL) estado del arte.</i>	Fiallo Hernández, Hernan.	2016	Bogotá. Universidad Pedagógica Nacional.
2	<i>Plataformas E- learning. Una cuestión de perspectivas.</i>	Espinosa Díaz, José Javier.	2016	Bogotá. Universidad Pedagógica Nacional.
3	<i>Uso de aplicaciones móviles para el aprendizaje de una lengua extranjera.</i>	Sanchez Burbano, Jennyfer.	2016	Universidad de la Salle.
4	<i>Design and Implementation of Quality Indicators for Obtaining Digital Identity and Individualization of Learning</i>	Buenaño Palacios, Yamil	2013	Red-revista De Educacion A Distancia
5	<i>Emerging Technologies Mobile Apps For Language Learning.</i>	Godwin-Jones, Robert.	2010	Virginia Commonwealth University.
6	<i>Exploring Smartphone Applications for Effective Mobile-Assisted Language Learning.</i>	Heyoung, Kim. Yeonhee, Kwon.	2011	Chung-Ang University.

7	<i>What is the Potential Impact of Using Mobile Devices in Education?</i>	Goundar, Sam.	2015	Bay of Plenty Polytechnic.
8	<i>A process genre approach to teaching writing.</i>	Badger, R., & White, G.	2000	<i>ELT journal</i>

Table 1: Literature review.

Nowadays, new technologies like smartphones and tablets have reached numerous aspects of the human life such as social, educational, and communicative due to its portability and instrumental potential in many fields. In Colombia this technology is in a constant growth. Therefore, it is predicted that this portable technology is going to become the next frontline of technology and will outrace other technologies in the field of computer assisted language learning.

In order to analyze the history that Technology and English as Foreign Language (EFL) have together and understand the current trends of this relationship, this document will rely on the research in a state-of-the-art done in 2016: *Desarrollo de Computer Assisted Language Learning (CALL) estado del arte*. The general objective of this paper is to explore the evolution of computers in language learning and its evolution toward M-Learning (MALL), which is the last item mentioned since it is a state-of-the-art technology done in 2018. The author documents how throughout the years and in the advent of new technologies Education has found a way to integrate these innovations to the classroom. This document concludes that it has become impossible to teach a foreign language without using technology directly or indirectly. For this reason, this paper is used to establish the current state of CALL, and it is used as a base to say that the future of this relationship lies within the smartphones' potential.

The main focus with working with new technologies is reconceiving the interdependent relationships established in the classroom, the objective of using smartphones in classes is to create a new vision of Education and new ways or strategies to access and build knowledge. For

this reason, this research considers accurate the thoughts and conclusions proposed in “*Plataformas E- learning. Una cuestión de perspectivas.* (2016). This study, which focuses on the implementation of an e-learning platform in a natural science class to allow students to access different natural environments, concludes that no platform or smartphone application successfully enhances teaching or learning processes without reflecting on their pedagogical potential.

Bearing in mind the previous statement, this research agrees with the principle that the aim of any technology innovation used in Education should be allowing the community to rethink what learning is and the dynamics of the classroom in order to find new strategies to improve the learning process with this technology.

In 2016, a group of undergraduates lead by Jennyfer Sanchez carried out a research which was documented in her paper *Uso de aplicaciones móviles para el aprendizaje de una lengua extranjera*. On her paper she explains that in order to fully engage students and achieve meaningful learning teachers need to include their intrinsic motivations. Using smartphones apps proved to be really engaging and motivating for the students in her study due to the interactivity and excitement that these apps introduced to her classroom. This perspective matches the vision of this research, since both agree that successful learning is heavily shaped by the desire to learn and this technology can raise this level of engagement.

Furthermore, the article *Design and Implementation of Quality Indicators for Obtaining Digital Identity and Individualization of Learning* becomes really informative for teachers that want to explore the potential of smartphones in the classroom. This paper presents a review of several studies done with smart mobile technology in the classroom. Its objective is to contribute to designing and implementing high quality learning and teaching strategies with smartphones in order to achieve an individualization of learning. The author reflects on individualization of Learning and concludes that this tool promotes self-learning through *Ubiquitous Learning* (U-

Learning) because it drifts apart from the teacher-centered traditional model and moves into a type of Education where the students becomes autonomous. This perspective is shared by this research and even though this study is developed and shaped under the dynamics of Blended Learning (B-Learning), the researcher agrees that U-Learning is a very important goal of using smartphones in the classroom.

On the paper *Emerging Technologies Mobile Apps for Language Learning*. Godwin-Jones highlights the fact that this emerging technology (smartphones) is a great opportunity to integrate face to face classes with an intelligent tutoring system (ITS). He mentions Blended Learning works such as the TenseITS project (Cui & Bull, 2004) which featured a mobile ITS using context and location of the user to determine which verbs to use in drill exercises. Godwin-Jones continues with the idea that smartphones are ideal for individualized informal learning. Since it is the user who chooses which apps to acquire and how to use them. This research agrees to the idea that language educators should encourage and assist the learners' autonomy by providing contextualized means to learners to combine formal and informal learning.

Moreover, on the paper *Exploring Smartphone Applications for Effective Mobile-Assisted Language Learning*, Heyoung and Kwon aim to explore the applications to learn English in the iOS App store, an Apple webpage, in order to analyze how to implement appropriate pedagogical strategies and activities to work with these apps. They focus on each communicative skill and state the strategies behind each type of exercise proposed and later their results. This research focuses on writing skills, therefore, it is a matter of interest when it comes to their analysis on writing skills. They conclude that some applications effectively facilitate users with writing practices from various writing approaches, such as process writing, self-editing and interactive writing. This paper becomes a great source of information when looking for understanding the factors to take into account when creating the strategies behind the writing exercises to give to students.

Furthermore, Goundar on his paper *What is the Potential Impact of Using Mobile Devices in Education?* develops the idea that mobile assisted language learning (MALL) offers pedagogical benefits that are underrated and that teachers should explore them and not deny to students. Also, he discusses the challenges that Education faces with the growth of this technology. This part in particular is useful to take into consideration for this research since not all schools or institutes have the appropriate facilities, internet connectivity or technological devices needed for this approach. Goundar, concludes by stating the advantages of introducing MALL since the learning environment can be enhanced by the use of quizzes to test knowledge, summary of main learning points, and interaction with other students and the tutor via instant messages. The latter perk, instant message interconnectivity between the teacher and the students, became very important in the development of this research since one of the goals of this research is to individualize feedback and this technology helps to achieve this purpose.

Furthermore, to outline the concept of Process Based Approach, this research relies on the study done *A process genre approach to teaching writing* by Badger and White (2000). What they are mainly concerned with in this research, is to define Process, Product, and Genre Based Approaches and to observe their overlapping points in order to establish a delimitation for each concept. Badger and White comment on Process Based Approach by saying that “In process approaches, the teacher primarily facilitates the learners’ writing . . . , Like babies and young children who develop, rather than learn, their mother tongue, second language learners develop, rather than consciously learn, writing skills. Teachers draw out the learners’ potential. (p. 154).

This research done by Badger and White concludes that an effective writing methodology has to be able to become flexible in order to integrate aspects of all approaches such as Product, Process, and Genre. They continue mentioning that when one approach lacks aspects that are necessary, the teacher must adapt the approach in order to match these needs. They exemplify by mentioning that the Process Approach does not focus on input, which can be problematic

especially in Basic levels. Furthermore, this study follows by suggesting techniques such as group work, where input is provided by other learners, and conferencing. This study provides to this research a deep insight into different ways to teach Writing. Also it feeds this research by introducing this flexibility in approaches which they further on name Process Genre Approach, which is a synthesis of these three approaches.

Finally, the authors mention that within the Process Approach there are different opinions in terms of the stages that the students needed to go through when producing a paper, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing (p. 154). These stages were considered as a starting point for the design of the stages to be completed in this research.

In conclusion, the previously mentioned documents allow this research to be set in the current state of Blended Learning as well as integrating concepts such as MALL and CALL. These papers contribute to the research by providing a theoretical background for introducing technology to the classroom as well as a theoretical base in order to design a Process Based Approach methodology to assist students in their Writing Skills.

## **2.2 Theoretical framework**

This part of the study comprehends the theoretical framework that supports the research. Firstly, Writing Skills which was the target language skill developed through the research is defined as well as the subcategories of Narrative and Descriptive Writing, and Cohesive Writing. Following, Blended Learning and its implications such as Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) and Learning Management Systems (LMS) are described as they are a main component of the implementation of technology in the study, finally, the concepts of Process Based Approach, Color Coding, and Feedback are developed to understand the methodology used throughout the study.

### **2.2.1 Writing skills**

To start defining what writing skills are, it is necessary to contrast different conceptions. Therefore, several authors are mentioned in order to set the perspective of the current research. According to Ivanič (1998) writing is not just about conveying content but also about the identification with the text and how this action plays a part in reproducing interests. This perspective sees writing as a self-discovery of a writer self. This vision of writing follows an important angle shared by this research which is connected to the creation of a creative text in form of a short story, feeding in way this rather artistic point of view toward writing.

It is also important to contrast this definition with the Common European Framework of Reference (CEFR). In this perspective writing skills are defined from a task completion regard, as it is defined by writing skills requirements or objectives the students must achieve. In this framework a 6 level scale was created in order to classify the EFL learners, being A1 the lowest level and C2 the highest in terms of language knowledge. Following, these writing requirements for A1 and A2 are described. According to the CEFR, writing should be categorized in three components: overall written production, creative writing, and reports and essays (Annex 3).

Furthermore, the CEFR explain that in A1 and A2 levels, learners must be able to write simple isolated phrases and sentences and write a series of simple phrases and sentences linked with simple connectors like *and*, *but*, and *because*. Additionally, they must be able to write about everyday aspects of their environment such as people, places, a job or study experience in linked sentences. Learners of these levels should also be able to write very short, basic narration of events, past activities and personal experiences; write a series of simple phrases and sentences about their family, living conditions, educational background; write short, simple imaginary biographies, where they live and what they do.

In order to articulate these definitions, it is possible to say that Ivanič was centered in writing as a subjective performance connected to a cultural phenomenon that allows the writers

to represent their values and beliefs, whereas the CEFR focuses on a final product that is related to the complexity in the use of language and the students' knowledge to fulfill specific tasks. For this specific paper it is important to follow the guideline of the CEFR since in the Centro de Lenguas a didactic unit is used and the content of it was planned according to the CEFR.

Moreover, the objectives of this research are set to support students to meet these requirements established by both the Centro de Lenguas and the CEFR (Annex 3). For this reason, the research focuses on assisting students in writing short narrative texts with descriptions about everyday activities and experiences using linked sentences in the form of a short story. This objective introduces the concept of Narrative and Cohesive Writing which are key elements of this research. These concepts are explained in the following subcategories.

#### **2.2.1.1 Short Story. Narrative and Cohesive Writing.**

Following the idea of the creation of a narrative descriptive text, it is important to mention that the final stage of their process involved the creation of a book. This book contained a short story which is defined by Abrams (2011) as “s a brief work of prose fiction . . . , the various narrative techniques of the novel are applicable to the short story as well . . . , and as in the novel, the plot form may be comic, tragic, romantic, or satiric” (p.286). According to this author the short plot can be narrated from one or more points of view; and it may be written in the mode of fantasy or realism. This definition by Abrams works accordingly to the perspective that this research has toward Short Stories and for this reason the students were asked to create their short stories considering main aspects like protagonist, plot, and genre.

Moreover, this type of texts was selected as it is appropriate for the EFL Basic students due to the length and complexity of the narration. The Short Story is the shortest genre of fiction, hence, it can be a preferable form when focusing in developing students' narrative writing.

Following the definition of short story, this research agrees with the reflection that Sariçoban (2011) does about this genre “short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher –order thinking benefits”. (p.161). This perception of short stories highlights motivation and attention as important aspects of engaging in writing and adds a more creative perspective when compared to Abram’s definition.

Furthermore, this literary genre also matches the expectation from the CEFR of the A2 level in terms of text production (Annex 3) when it is established that students should be able to write short narration of events, past activities and personal experience. When it comes to creative writing, the CEFR indicates that introducing imaginative writing is considered an indicator of the level B1 even if the past event narration is considered since the level A1. Because this research follows the process of the children from A1 to B1, assisting students in the creation of imaginative narrative-descriptive texts becomes of high importance in order to achieve the indicators of the CEFR and the CLE during all the stages of the process.

Additionally, this definition is also observed by Boucher (2011) who proposes that narrative writing may be used to inform, persuade and socialize. With this definition Boucher states that the main structural components of Narrative Writing are the orientation, the complication and the resolution. Taking into consideration these components and the authors’ definitions, this research set as the literary genre to develop the Short Story, understanding this type of texts as a short narrative text in which past imaginative events are described. In this process, the short story was organized in 5 chapters or moments such as Chapter 1: Introduction, Chapter 2: Problem, Chapter 3: Plot Twist, Chapter 4: Problem Solution, and Chapter 5:

Conclusion. These chapters followed the stages set by Boucher (2011) named orientation, complication and resolution.

This short story is focused on a main plot seen from the point of view of a main character and the chapter organization was used as the rafting submissions stages. Each student submitted a draft of their chapters as part of the Process Based Approach and later needed to edit and resubmit them taking into consideration the feedback given by Apps, classmates, and teacher.

Incidentally, the creation of this text also involves the Narrative writing. These two concepts are different but complementary for the creation of short stories. When it comes to outlining Narration, this concept is understood as stated by Abdel-Hack (2014) “reporting events that happened or telling stories. Two skills involved in this kind of communication are the placement of events in appropriate sequence and the selection of details to include in the story”. Following this definition, Narration focuses on writing a time-ordered text that is used to narrate events, create, or entertain. This definition is evidently connected to the CEFR A2 and CLE’s Basic writing requirements objectives due to the fact that they focus on past event narration and basic description of people and places where the events occur.

### **2.2.1.2 Cohesive Writing**

In this matter, this research understands Cohesive Writing as writing in a manner that enables text unity and enables the reader to successfully follow the logical relationships between sentences and paragraphs. About this concept, Halliday & Hasan (2013) coined it as “the continuity provided by cohesion that enables the reader or listener to supply all the missing pieces, all the components of the picture which are not present in the text but are necessary to its interpretation” (p. 299). Taking into consideration this definition, this research focuses on

Cohesive Writing as it is essential to organize ideas logically in the students' short stories through a combination of grammar and vocabulary systems.

This brings us to the concept of Coherence. For understanding the meaning of this concept in this research, Hyland (2006) is quoted as he defines Coherence as “The ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories” (p. 311). With this concept, it is implied that the student not only needs to have a cohesive writing but also needs to convey the message in a coherent manner to successfully express itself in written form.

These definitions make reference to correct use of cohesive devices to logically connect sentences but also regard the concept of coherence as they are related in terms of logical writing. For this reason, this research follows Witte (1981) idea as the author states that “Cohesion defines those mechanisms that hold a text together, while Coherence defines those underlying semantic relations that allow a text to be understood and used”. (p.206). According to this definition both Cohesion and Coherence are properties that allows the creation of the structure of a paragraph and are considered important aspects to be observed in the process of the students.

Furthermore, to develop the point out the concept of paragraph, this study understands a paragraph as a body of text composed of five to seven sentences that develop a single topic. McCloud (2009) outlines paragraphs as “much more than a collection of connected sentences” (p.2). The author indicates that paragraphs provide the structure needed to develop the thesis of a paper by presenting the topic sentence, middle or body called the supporting details and end or conclusion named the concluding sentence. In this perspective, a paragraph is related to academic writing.

In conclusion, it is important to mention that students were not analyzed under this definition, instead, students needed to create a Narrative Paragraph, which is more connected to creative writing as students created a short story. This type of paragraph is defined by McCloud (2009) as a type of paragraph that focuses on an experience or an event, “narrative uses transitions of time and space . . . , The unique feature of this type of development is that it tells a story” (p. 9-10). Within this perspective, the focus of a paragraph is connected to how events are narrated in terms of chronological order or sequence of events.

### **2.2.2 Blended Learning**

For this concept, two authors are cited to give define Blended Learning. Firstly, Garrison and Kanuka (2004) define blended learning as “the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. There is considerable intuitive appeal to the concept of integrating the strengths of synchronous (face-to-face) and asynchronous (text-based Internet) learning activities” (p. 96). It is possible to agree that this is the commonly accepted definition that several authors provide.

Regarding Blended Learning, Picciano, who is a recurrent researcher on this topic, partially agrees with this definition. He accepts this conception of blended learning but he also states that the definition of blended learning is not hermetically defined. There are many forms of blended learning, nevertheless, a taxonomic table is still currently discussed. In his words “One school's blended is another school's hybrid, or another school's mixed-mode... Without a clear definition, blended learning is perceived as some nebulous combination of online and face-to-face instruction”. (Picciano. 2014). (p.8).

While both definitions agree on the fact that Blended Learning in essence is the combination of face to face learning and online learning, for this paper the dynamic and flexible perspective of Picciano toward Blended Learning suits the best. Since taxonomically speaking there is no consensus yet about the types of Blended Learning, this study does not consider any tentative classification of Blended Learning as a starting point. Instead, it provides a case study for posterior analyses and determination for a possible classification of M-learning in the EFL classroom. In conclusion, Blended Learning is a concept that is outlined as an approach that implies the integration of technology to the classroom. This study relies in M-learning as part of its blended component.

### **2.2.3 M-learning and Apps**

The M in M-learning stands for ‘mobile’, which means portable and personal like a mobile phone or a tablet. Traxler (2005) defines it as “any educational provision where the sole or dominant technologies are handheld or palmtop devices” (p. 262) Crompton (2013) on the other hand said M-learning is “learning across multiple contexts, through social and content interactions, using personal electronic devices” (p.4). It is possible to state that both agree in the portability aspect of M-learning.

Moreover, M-learning consists in using smart devices that allow students to get information regardless of time and place like smartphones and tablets. This is why Traxler emphasizes that mobile learning, in terms of learners’ experiences, help them identify some key attributes of mobile learning such as personalized, situated, authentic, spontaneous and informal. The definition by Traxler results relevant for this research because the research is student centered as students are encouraged to regulate their own learning using their smartphones to achieve autonomous learning.

Currently, smartphones in Colombia are more widely available than computers. According to the *Ministerio de Tecnologías de la Información y la Comunicación (MINTIC)* in its research “*Diseño y medición Indicador Terminales por cada 100 habitantes. 2014-2018*” revealed that in the year 2016 there were 54.5 smartphones per 100 Colombian people, and in the year 2017 there were 69.55 (Annex 13). According to MINTIC, it is expected that this number will continue increasing and by the year 2020 the amount of people that will own a smartphone will grow up to 90%. With this statement which argues that currently more than 50% of Colombian people have smartphones it is logical to think that the access to this technology proved to be broader than computers not only in terms of portability but in numbers as well, since this study also revealed that there is one computer per four people in Colombia.

Moreover, it is important to set the boundaries of the conception of M-Learning within this research. This vision of learning stands in the middle of informal and formal education and it is connected to the concept of Ubiquitous Learning (U-learning) and it is in essence learning anything, anywhere, and in any moment through mobile technologies. Furthermore, Mishra (2013) mentions different relevant aspects of U-learning such as the fact that the System recognizes the learner’s location and its surrounding and based on the environment situation it provides contextualized information and that learners can store their work in these platforms and follow their own progress as it is stored into the database permanently.

It becomes significant to set boundaries when talking about U-learning and Blended Learning. This study recognizes the value of autonomous learning and understands U-learning as a more individual learning. This learning approach was encouraged to students by asking them to download and use Apps for practicing Writing Skills and other grammar related topics but this autonomous work did not constitute a requirement of the course in terms of grading.

For this reason, this research leans more on Blended Learning (B-learning). The difference in these two concepts becomes evident as U-Learning omits the teacher from the

learning process and the face to face time that this study implements. Both concepts are regarded as complementary as feed the vision of use of M-learning in this study as students could use the apps to learn in class when permitted (B-learning), and using the teacher selected or self-selected Applications everywhere they had internet connection (U-learning).

Furthermore, when people think of smartphones and M-learning, the concept of Applications is often mentioned. In order to define Applications or Apps, this study relies on the definition by Hinze (2017). The author stated that a mobile app is “a software application developed primarily, although not exclusively, for use on small computing devices, such as smartphones or tablets” (p. 2). From this research’s point of view, a mobile app or mobile application is a software created to execute in smartphones, tablets.

To continue with this definition, when Apps are created for the specific purpose of assisting teaching or self-learning in different subjects they are categorized within the concept of Educational Software. For the outlining of Educational Software this study agrees with Squires (1999) as the author stated “educational software is designed to support teaching and learning in new and innovative ways, such as by developing and exploring models . . . , or by supporting collaboration at a distance via the internet” (p.1). This type of software has been used since the introduction of computers to EFL classrooms and this pedagogical approach was named Computer Assisted Language Learning (CALL). Currently, applications aimed at autonomous language learning is a fast growing field as it can be seen in Apple’s App store or Android’s Play store. The main use of these Apps is to allow individual self-paced learning and individualized feedback.

Moreover, one of the components of the M-learning in this research is the apps for EFL students. For this study, the applications were selected by the teacher bearing in mind the students’ objectives in terms of grammar to assist students achieve the goals set by the CLE, and

Writing Skill as a way to tackle the identified problem among the students. These applications (Annex 11) were chosen as they assisted students in autonomous learning through grammar practice (Busuu, Duolingo and Thinker), vocabulary learning (Visual Vocabulary). Furthermore, other applications were considered as an optional tool for the face to face classes such as an offline dictionary (Livio's Dictionary) and an Internet Browser. Finally, these applications also aimed to allow students learn logical connectors by providing examples and exercises (Linkers, English Listen & Write, and Linking Words). Students were encouraged to search and use these and other applications in English that were not strictly EFL related as part of autonomous informal learning (Brainilis, Word Connect, MentalUP, etc.).

#### **2.2.4 CALL**

It is possible to state that CALL (Computer Assisted Language Learning) evolved into MALL (Mobile Assisted Language Learning). This paradigm proposes that learning a language is not solely linked to a formal institutional teaching, instead, people can access to a device such as a computer or smartphone and be exposed to an ever increasing amount of resources and applications that do not depend neither on space or time (Cope. 2009). Nowadays, there are very few educational functions that smartphones cannot do when they are compared to a computer, for this reason, the concept of MALL becomes the next step in CALL.

#### **2.2.5 MALL**

Mobile assisted language learning (MALL), is an approach to learning language through the use of portable devices such as mobile phones, MP3 and MP4 players, Personal Digital Assistants (PDAs), smartphones, tablets and electronic dictionaries (Chinnery. 2006). In this sense, M- learning and MALL are in essence the same, being M-Learning the general concept

and MALL being the methodology focused on language learning. What is more, MALL is a pioneer concept in the EFL field and it is 1990's CALL's successor as it is smartphone oriented.

MALL evolved to support students' language learning, as learners are able to access online language learning material and interact with their teachers and friends at any time and in any place. Mobile language learning programs can be retrieved by downloading applications to smart mobile devices or accessing web pages via Internet.

### **2.2.6 Learning Management System (LMS)**

A LMS is according to Ellis (2009) "is a software application that automates the administration, tracking, and reporting of training events" (p.1). There are multiple LMS designed specifically for language assessment. This research uses Moodle as its LMS for the purpose of administering material, providing feedback, chatting, evaluating, and others.

Finally, to synthesize the contributions from this works to this document and taking into account the viewpoints provided by some authors named above, it is concluded that both teachers and students are becoming aware of the potential of using smartphones in order to enhance EFL communication skills and fostering autonomy in the long term. Additionally, Teacher literacy for creating or using these technologies is of high importance nowadays, as well as, motivating students to be in charge of their own learning and empowering them with the right tools to do so.

### **2.2.7 Process Based Approach**

The Process Based Approach in writing has had a long relationship with the EFL classroom since the 80's (Applebee, 1981; Leki, 1989). This approach focuses on the process of writing rather than the final product. It aims at the examination of the writing process that

involves several stages of drafting and editing. The teachers need to tutor students in going through stages of pre-writing, brainstorming, and revising (Widodo, 2008). Bearing this in mind, this research takes into consideration the reflection done by Harmer (2007) in terms of the implications of the Process Based Approach. The author states that in this approach, teacher and students play different active roles (p.257). In this approach, the teacher becomes a resource, facilitator, motivator, and feedback provider and evaluator.

Additionally, in this approach, the teacher does not focus only on the final product but also takes into consideration the different stages of the students' papers (Harmer. 2007). What is more, the teacher as part of the examination of the process must check shaping in the students' texts in terms of drafts. In this approach the teacher evaluates in a comparative way the first stages with the last stages to say whether changes have been made in terms of language use (grammar, vocabulary), punctuation, spelling, order of ideas (cohesion).

This approach as set by Harmer is compared to Klimova's reflection on the matter as they both comment on Process Based Approach. This research feeds on both perspectives to set the definition of Process Based Approach and process writing. According to Klimova (2013) the Process Based Approach requires presentation of a model text and students are asked to construct a similar or a parallel text in order to observe how its ideas are organized (p. 148). Following, Klimova and Harmer agree on the fact that the Process Based Approach focuses on the development of language use through brainstorming, group discussion, and re-writing stages.

Moreover, in the Process Based Approach, feedback during the different stages set by the teachers becomes important in order to correct initial mistakes in terms of grammar, cohesion or vocabulary. For this reason, this study observes feedback from three different sources teacher feedback based on color coding, classmate feedback, and virtual feedback.

### 2.2.7.1 Color Coding and Virtual Feedback

Color coding is connected to the Process Based Approach as the teacher marks with colors mistakes committed by the students in their submissions. This technique to tackle correction was used in this study in order to help students recognize the specific mistakes in which they had to work. According to Cook (2013) providing students with in-text marks has proven to be effective when fostering teacher assisted self-correction. This way, the students can understand the type of mistake they have done and correct them. This study categorized these mistakes in Punctuation, Spelling-Vocabulary, Coherence, Grammar, and General (Annex 7). The teacher provided this type of feedback in three moments throughout the course. As part of their homework and several classes, students were asked to self-correct and provide peer feedback through this coding as this feedback was downloadable through their smartphones.

Moreover, as part of the M-learning, Virtual Feedback comes from both the teacher in the LMS Thinker and the applications the students were asked to download. This type of feedback focuses on individual correction as the applications such as Busuu, Duolingo and English Listen & Write, that provide prompts with explanations and the specific mistakes that students committed in terms of grammar or vocabulary. In conclusion, these three types of feedback coming from different sources such as teacher, students, and applications were considered as the corrective input that each student received.

## **CHAPTER III**

### **Research Design**

“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.” – Heidi-Hayes Jacobs

This chapter embodies the research methodology behind the current study. Furthermore, it is explained that the type of study selected for this research is action research and develops its implications. It also encloses the analysis categories kept in mind during the implementation as well as the participants’ description, the data collection instruments used.

#### **3.1 Type of Study**

This research follows the investigation parameters of the Qualitative Research, an interdisciplinary method which focuses on allowing the researcher to achieve a better understanding of the target population dynamics in order to determine explanations that explain the behavior roots. According to Denzin and Lincoln (1994) Qualitative Research is an interpretive naturalistic approach to a context in order to interpret its dynamics. Hence, follows

this type of study to deals with matters regarding the EFL classroom pointed toward the development of writing skills within a Process Based Approach with the use of Blended Learning.

### 3.2 Action Research

This research aims to provide solutions to the flaws found in the dynamics of the classroom and improve the practices in it. Therefore, the type of study selected is Action Research since it matches this objective. As a theoretical base this research relies on Phillips and Carr's (2014) understanding of Action research as "a form of research done by teachers within their own classrooms and with their own population with the goal of improving a specific situation" (p.17). According to these authors, this type of research requires systematic observations and data collection done by a researcher with the purpose of understanding its context in order to change practices in the future. Thus, this research follows this type of research since it seeks to enhance writing communication skills in an A1 ESL classroom, due to this, Action research was the most appropriate type of study to undertake.

### 3.3 Analysis Categories

The following section contains the explanation of the analysis units and the analysis categories as well as the indicators assessed in the implementation of the research. These indicators are used in order to analyze the data taken during the research study.

Unit of analysis	Category	Indicator
	<b>Writing Skills</b>	1.1 The student is able to convey information and narrate events related to people in the form of a short story.
		1.2 The student uses appropriate grammar systems and rules in written form according to the content of the didactic sequence.

<b>Writing Skills</b>		1.3 The student is able to logically use cohesive devices in written form.
	<b>Blended Learning</b>	2.1 The student is able to use and access the LMS and apps flexibly and complete the activities.
		2.2 The student is able to keep track of their learning to promote independent learning.
	<b>Process Based Approach.</b>	3.1 The student is able to self-correct initial writing mistakes.
		3.2 The student applies properly the feedback given and it is reflected in the following entry.
		3.3 The student is able to introduce content learned in class to their texts.

*Table 3. Unit of analysis.*

### **3.4 Instruments and procedures for data collection**

This section is dedicated to the explanation of the instruments and procedures used for analyzing the data as well as the participants in this research. This research relies in three data collection instruments: a weekly journal which contains one entry per class, one survey done in the middle of the process, and 9 texts per student in order to observe changes in their writing. Hence, the data gathered is extensive and rich for the researcher to analyze. The data was collected while undergoing the principles of qualitative research and it is reliable due to triangulation with three data collection instruments. Triangulation is, in words of Cohen and Manion (2000) “an attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint”. (p. 254). In the following sections these instruments are further explained.

#### **Field notes**

The first one is a weekly journal. Tessier (2012) accurately claims that field notes enable researchers to register observations of events. This instrument guarantees the compilation of

information on the context, nonverbal cues and situational background in which the researcher writes one entry per class about the interaction in the classroom, the attitude of the students, their reaction towards the research, class interventions, reflections on the class activities, and commentaries about the class dynamic in general (see annex 9). This instrument is efficient due to its portability and easy access to previous entries.

### **Survey**

The second instrument was a written survey in order to determine the opinion of students on their process or possible changes in their writing skills. According to De Leeuw et al. (2012) “a survey can be seen as a research strategy in which quantitative information is systematically collected from a relatively large sample taken from a population”. Additionally, this research regards this self-assessment as an individual analysis of the influence that the Applications had on the students’ writing skills.

Following Wride (2017) as he quotes Taras (2010), when it comes to observing shaping, this research sees self-evaluation in the terms of ‘weaker’, ‘median’, and ‘stronger’, as students evaluated improvement with ‘yes’, ‘little’, and ‘no’. With this outline in mind, this research conducted a survey asking students to self-evaluate their writing after using the applications and to provide feedback on how they can continue using their smartphones in order to enhance their writing skills.

In conclusion, with this instrument, the students provided another voice in order to triangulate the results and contributed to their own learning process. With this instrument, students shared their opinion on M-learning and their process by the end of the project of their books.

### **Texts/Drafting**

Moreover, the third data collection instrument consists of nine texts submitted by the students. These texts are 6 drafts and a final version of their book per student; a narrative text based on a video, and a summary of their own book. These texts were analyzed in order to observe shaping in students' writing abilities (see annex 4). For this reason, the texts or drafts analyzed are considered as the individual submissions that the students uploaded to Thinker as part of the writing process. This research follows the definition of drafting as stated by Seow (2002) "At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft." (p. 317). With this outline a draft is a text that focuses on the content rather than the correctness in the use of the language.

Furthermore, this research follows the basic stages of the writing process as stated by Seow (2002) (Annex 12). This research conducts the process through stages of planning, drafting, revising, and editing. Due to the nature of the Process Approach, with each submission the students were instructed to include process-oriented stages which were related to cohesion and grammar as well as including corrections given by the teacher, their classmates or new knowledge learned from the applications. The dynamic of the completion of these stages is the central object of analysis of this instrument.

In conclusion these instruments allow the researcher to analyze the data from a teacher monitored process view and students' self-evaluation enabling this way different voices within the analysis.

### **3.5 Population and sample**

This research focuses on the development of 24 students at a basic 1 level group of 24 students from the CLE, between the ages of 10 and 12. From these 24 students, 13 students were

analyzed, in order to get more than half of the population under examination. The criteria to select the specific samples shown in the data analysis is based on contrasts. The students were selected as they had different opinions or results in their process and were categorized in terms of indicator achievement such as self-assessment, self-correcting or teacher assisted correcting.

Moreover, the purpose of making the selection in this manner, is to show how the students' writing skills were shaped throughout the process by highlighting students who had different degrees of changes in this communicative skill. The students' whose excerpts are shown in the analysis were chose as they showed different types of errors and correction success, in order to show different results.

## **CHAPTER IV**

### **Pedagogical Intervention**

This chapter comprises a view towards the pedagogical intervention also the vision of language and learning, as well as a class development timetable of the research carried out.

#### **4.1 Vision of Language**

The vision of language in this study considers the CLE's vision in this matter as the north to be followed. The CLE focuses on a *Communicative Approach* based on Richards and Rodgers (2014). In this approach language is understood as an active instrument that allows communication and the creation of meaning in culture and social interaction. In other words, the ability that speakers have in order to communicate successfully, in order to achieve what they call *an effective language speaker*. Following, the previously mentioned vision is shared with

this research since it values language as a vehicle that empowers speakers to communicate through communicative abilities that need to be developed.

#### **4.2 Vision of Learning**

This research explores Blended Learning as a type of learning that enhances the interactivity in the classroom through the use of LMS and Apps in portable devices M-Learning. This type of learning moves forward a more individualistic self-paced learning in which the student can access information regarding a second language regardless of time and space. This vision of learning contemplates learning as a student centered process in which during the face to face time the students interact with each other and receive general feedback while during the virtual time they interact with the Apps and receive individual feedback.

Additionally, according to Yahya and Arniza (2010) some characteristics in this vision of Blended Learning are: Permanency, the information remains unless the learners purposely remove it; Accessibility, the information is always available whenever the learners need to use it; Immediacy, the information can be retrieved immediately by the learners; Interactivity, The learners can interact with peers, teachers, and experts efficiently and effectively through different media; Context-awareness, the environment can adapt to the learners real situation to provide adequate information for the learners.

#### **4.3 Teaching Approach**

In this category the teaching approach is defined to mention the perspective that this research has in terms of teaching. This study focuses on the student as part of a communicative approach, therefore, the selected teaching approach is called Process Based Approach and its main concern is described by Onozawa (2010) as “In the Process approach, learners are looked upon as central in learning, so that learners’ needs, expectations, goals, learning styles, skills and knowledge are taken into consideration . . . , by utilizing the appropriate help and cooperation of the teacher and the other learners.” (p.155) He continues explaining that the term is used to

express how student writers engage in their writing tasks through a checkpoint approach rather than a task approach.

With this approach, students need to go through stages of drafting and receiving feedback from their apps, peers or teacher. Therefore, a process approach tends to focus more on the students' classroom and autonomous activities which promote the development of language use in order to set stages such as brainstorming, group discussion and rewriting.

According to Steele (2004) the Process Approach Model should have several stages. This research bears in mind these stages proposed by Steel while making some adjustments to the stages in order to match the objectives of this course and research.

Furthermore, Steele mentions that during the stage one a Brainstorming activity should be done since this can help the students generate ideas by proposing different topics and discussing them. In stage two the focus should be Planning or Structuring. The students exchange ideas into text and judge quality and usefulness of the ideas. In stage three or Mind mapping students should be able to sequence ideas into different organization layouts such as a mind map or linear form.

After going through the previous steps of the process, in the fourth stage the students start their first draft. During this stage, students write the first draft following instructions of how to create a paragraph and introducing logical connectors of addition and contrast. In the case of this research, this stage was carried out both during face to face time and virtual time.

Following Steele's stages, during the stage five, peer feedback, the drafts are exchanged and read on the platform in order to let the students cooperate and learn about their classmates' works. This stage emphasizes the fact that their works are read by someone so they need to include and provide feedback to each other. This stage also emphasizes on paragraph form and cohesive writing. The students are required to suggest improvement in terms of cohesion and grammar to their classmates.

During the stage six or Editing Stage, the students are asked to revise their drafts and include corrections pointed out in the feedback from the teacher and the classmates. These corrections are included in the submission of the second draft as well as the creation of another chapter. The stage five and six are cyclical as the same dynamic can be repeated as necessary in order to correct with the individual feedback given and include new content into their books.

Finally, in the stage seven or Final draft stage, in this stage the appropriate feedback was already given, hence, students submit their last draft with all the corrections done. Finally, the stage eight is related to self-evaluation and teachers' feedback, during this stage students' final drafts are evaluated considering as well the process to reach the final stage.

#### **4.4 Unit planning**

Due to the policies set in the CLE, the teachers need to follow a didactic sequence. Therefore, the classes integrated simultaneously CLE's objectives alongside the objectives of this research. For this reason, every Unit Planning combined these two perspectives, that even though are co related, sometimes had a different skill as a focus since the main ability to be developed with this research is writing and in the CLE this focus is seen as a more comprehensive process.

##### **4.4.1 Intervention phases**

###### **First term (Introduction)**

During this period of time, the students were told to download applications such as Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen & Write, Linking Words, Brainilis, and Mental Up in order to foster M-Learning. Additionally, the students were told they would make a book with narrative characteristics even though they were totally free to choose their own story plot.

Furthermore, the teacher showed examples of their final project product in order to set an objective. In this period of time some initial stages as proposed by Steele were carried out, such as: Brainstorming, planning and structuring, mapping as well as the elaboration of the first draft. The class activities were organized in such a form that instructions were given during face to face time and the activities were developed individually through the LMS and apps. Among the activities done during this time the teacher also instructed children on how to navigate throughout *Thinker* the app specially created for this study.

### **Second Term (Rewriting process / Feedback)**

During this term, students received individual feedback through the LMS and it was explained to them how the feedback was to be understood. The drafts were submitted to Thinker and the researcher decided to use commentaries on each entry by the student as well as to use color coding in order to highlight individual mistakes.

Also, other stages proposed by Steel were implemented with variations to match Seow's (2002) stages of the writing process. This resulted in a rewriting process divided in planning, drafting, revising, editing in order to suit more adequately the children's needs. The stage four *first draft*, which was done twice in order to correct repetitive mistakes; stage five *peer feedback* an activity that was held twice in order to allow students to interact and contribute to other books; and stage six *editing*, was based on color coding feedback given out by the teacher. In this period of time students submitted and re submitted a total of five texts after peer and teacher feedback. During this rewriting stage, the teacher and peers gave general feedback during face to face class based on color coding to the students, and through the LMS specific feedback on the mistakes committed by each student.

### **Third term (Final stage)**

In this last term students were asked to hand their final draft, which meant the culmination of the process, and to prepare for an oral presentation about their books. The students were evaluated in terms of the indicators mentioned in the analysis categories and were asked to write a last descriptive / narrative text regarding a brainstorm a new plot for a new story in order to check shaping in terms of writing skills in the students after the process. During this stage the stage seven and eight as proposed by Steele were carried out. These stages involved a final an evaluation in terms of all the indicators and shaping of the students' writing.

#### 4.4.2 Academic program

The following table contains the academic program of the class development that comprehends a period of 6 months. The content of the general objectives is connected to the objectives of the CLE as well as to the objectives that students require as part of the process of this research. This table also contains the indicators selected to analyze each of this activities.

Activity	General objectives	Indicators	Resources
<b>Brainstorming</b> (February 3 <sup>rd</sup> /2018)	To brainstorm possible ideas for the plot.	N/A	N/A
<b>Story Instructions 1</b> (February 10 <sup>th</sup> /2018)	To describe daily routines.	<b>2.1 2.2 3.1 3.2</b>	Thinker (LMS) and Visual Vocabulary (APP)
<b>Story Instructions 1 (Edit)</b> (February 24 <sup>th</sup> /2018)	To describe daily routines	<b>1.1 1.3 2.1 2.2 3.1 3.2</b>	Thinker (LMS) and Visual Vocabulary (APP)
<b>Story instructions 2</b> (February 24 <sup>th</sup> /2018)	To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of contrast.	<b>1.1 1.3 2.1 2.2 3.1 3.2</b>	Thinker (LMS) and Visual Vocabulary, Dictionary (APPS)

<p><b>Story Instructions 3</b> (March 31<sup>st</sup>/2018)</p>	<p>To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of contrast and addition.</p>	<p><b>1.1 1.3 2.1 2.2 2.3 3.1 3.2 3.3</b></p>	<p>Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary Busuu,, Duolingo, Linkers, English Listen &amp;Write, Linking Words, Brainilis, and Mental Up (APPS)</p>
<p><b><i>Scrat-astrophe</i></b> (April 21<sup>st</sup>/2018)</p>	<p>To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of contrast and addition.</p>	<p><b>All the indicators</b></p>	<p>Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen &amp;Write, Linking Words, Brainilis, and Mental Up (APPS)</p>
<p><b><i>First draft</i></b> (May 5<sup>th</sup> 2018)</p>	<p>To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of contrast and addition.</p>	<p><b>All the indicators</b></p>	<p>Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen &amp;Write, Linking Words, Brainilis, and Mental Up (APPS)</p>
<p><b><i>Second Draft</i></b> (May 12<sup>th</sup> 2018)</p>	<p>To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of contrast, addition, and purpose.</p>	<p><b>All the indicators</b></p>	<p>Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen &amp;Write, Linking Words, Brainilis, and Mental Up (APPS)</p>
<p><b><i>Final draft</i></b> (June 2<sup>nd</sup> 2018)</p>	<p>To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of sequence, contrast, addition, and purpose.</p>	<p><b>All the indicators</b></p>	<p>Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen &amp;Write, Linking Words, Brainilis, and Mental Up (APPS)</p>

<b>Book Summary</b> (June 9 <sup>th</sup> 2018)	To make invitations and suggestions, and express feelings and opinions. To describe routines and other frequent activities, including details such as the corresponding times. To talk about past activities and events, like holidays and trips. To use logical connectors of contrast, addition, and purpose.	<b>All the indicators</b>	Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen & Write, Linking Words, Brainilis, and Mental Up (APPS)
<b>Script Examples</b> (August 4 <sup>th</sup> 2018)	To brainstorm possible ideas for the plot.	<b>All the indicators</b>	Thinker (LMS), Dictionary, Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, English Listen & Write, Linking Words, Brainilis, and Mental Up (APPS)

Table 3 Academic program

#### 4.4.5 Unit Planning

Following the CLE's policies, a syllabus and a book were followed in order to create these unit plannings in order to continue with the process that the students have been developing during 2017-18. The target ability to develop is writing skills, nevertheless, it was necessary to include reading, speaking and listening activities to match these objectives. It is important to mention that the entirety of classes was not dedicated to this research, the classes also included activities to practice content of the book Live Beat. The following Lesson Plan shows an example of an activity focused on writing skills and the second chapter of their books. The activities that do not concern the project are not mentioned in the following table.

<b>Teacher:</b> Jonathan Reyes	<b>Class:</b> 4	<b>Class Length:</b> 90 minutes	<b>Date:</b> Feb, 24th. 2018.	<b>No of Ss:</b> 25
<b>Lesson Topic:</b> Present Continuous, weather vocabulary, Chapter: Crossover.				
<ul style="list-style-type: none"> <li>● <b>Lesson objectives:</b> By the end of the lesson students will know the present continuous structure and will be able to describe weather conditions. Students will work cooperatively in pairs in order to create the chapter 2 of their book.</li> <li>● <b>Process Approach Objectives:</b> Students will be able to self-edit previous submissions and integrate new content into them.</li> </ul>				
<b>Target communicative skill:</b> Writing		<b>Resources:</b> Smartphones or Tablets (optional), Live beat 1 book.		

Stage	Procedure	Time
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1.Assistance	Teacher calls everyone by first and last name to check attendance.	5 minutes
2.Logins	Since students are working on Thinker, an online platform, the teacher asks students to connect to the internet to check connectivity and progress on the platform if possible.	5 minutes
3. Resubmission Chapter 1 Instructions	Students are told that they need to continuously go back to their previous chapters in order to make self-correction as well as integrating new content seen throughout the course into their books. The teacher explains that editing these submissions is essential for their process and successful completion of their book.	20 minutes
4. Crossover activity	The teacher explains the concept of “Crossover” and provides examples of them. The teacher asks the students to get in pairs and create an interactive dialogue between their created characters in order to complete the second chapter of their book. This chapter must be co-written and they can decide whether it will be the same chapter appearing in both books, nevertheless, the teacher explains that this chapter needs to be narrated from each student’s character’s point of view when included in their books. The teacher states that students can start writing on paper or in the app, however, the final draft must be submitted online.	45 minutes
5. Blended Learning Homework	The teacher explains that the second chapter must contain present continuous, simple present, prepositions of time, giving the hour, and adverbs of frequency. Furthermore, the teacher sends an image containing logical connectors for the following class session and asks students to develop exercises regarding logical connectors in their apps as autonomous work.	10 minutes

## **CHAPTER V**

### **Data Analysis**

This chapter contains the analysis of the data gathered in this study, providing examples of the texts of the children and commentaries about their process seen from the point of view of the indicators. Also, it is discussed different situations that occurred along the research process. This chapter comprises the performance of the children in terms of the categories in order to observe shaping in their writing skill to determine the impact of this process. This chapter develops the positive and negative aspects encountered throughout the study as it explains the favorable outcome that M-Learning had on the students’ writing skills.

Firstly, it is necessary to state that the data collected is found in the webpage [www.thinker.moodlecloud.com](http://www.thinker.moodlecloud.com). All the texts submitted and the feedback given can be accessed through this link. As previously mentioned, this analysis relies mainly on 9 texts that each student wrote. For this reason, the study selected some texts in order to present evidence of shaping in students' writing abilities.

Secondly, it is important to mention some difficulties or limitations faced during the implementation of the research. Since this study is based on M-Learning, it was necessary to have access to a smartphone and internet connection. In terms of owning a smartphone, 100% of the students had a smartphone, nevertheless, the internet connection was not insured. Even though the facilities have free Wi-Fi connection, not all the students were able to successfully connect to this Wi-Fi due to the lack of login accounts. The researcher looked for a way to give the students a login account in order to have internet connection but the CLE was not authorized to provide students with such logins. This represented making adjustments to the planning of the techniques used in class to integrate M-learning to the face to face time. Therefore, the teacher always stated that the activities done in the platform were to be done at home or in the university if possible.

Additionally, it is essential to highlight that the face to face classes were quite short as there were only three hours and a half per week and with intervals of one week between each other. Also, it is important to mention that the Language Centre facilitated the space to develop the research process provided that the goals set by the institution were also considered in the process. Therefore, the activities done throughout the study were always planned taking into consideration the activities and goals of the CLE. This condition also involved simultaneously spending time in the fulfillment of book exercises, holding parents-teachers meeting, and preparation for bimonthly evaluation. These requirements to be met implied a limitation to this research in order

In terms of positive outcome, it is a fact that all students successfully submitted their books and, in general, were able to draft and redraft as the teacher requested. Although the limitations above, such as short amount of time available to be dedicated to revision of individual progress, the researcher was able to keep in touch with students and parents as it relied on communication outside the classroom with virtual tools such as Thinker and WhatsApp to provide instructions and feedback. In conclusion, this solution to the lack of time proved to be efficient since students could always receive immediate answers to their project related questions.

### **5.1 Category 1: Writing Skills**

This category tackles the target communicative ability to be observed in this study. It focuses on the evolution of the ability of the student to write a text in a coherent and cohesive manner. It follows the observation of logical relationships between different ideas in order to allow the reader to easily understand the connection of the parts of a text, between clauses, between sentences, and between paragraphs. This can be expressed by linkers such as *and*, *or*, *because*, *so* etc. There were some challenges during the gathering of the information and using the instruments due to time related limitations. The collected data through the instruments is analyzed with the indicators proposed for each category as follows.

**Indicator: 5. 1.1. *The student is able to convey information and narrate events related to people in the form of a short story.***

The main concern of this indicator was to observe students' ability to properly write a short story about an imaginary event of their choice. This story was written in stages and rewritten as feedback was provided in order to ensure that students could properly convey all the description and information that they wanted. This indicator was accomplished by students as they elaborated their books and understood the feedback given by the teacher.

Also, this indicator helped determine the understanding of the students regarding

cohesive writing and short story creation. According to Lucke (1999), the traditional definition of a short story is a narrative that has characters, actions and plot organized in a text with a beginning, a middle and ending. This type of text was particularly chosen since in the observation stage it was evident that students were not able to create a long paragraph, thus, even less an organized plot to create a story.

The first difficulty encountered within this indicator was the ability that the students had to convey information in the form of a short text. The tendency was to write isolated sentences giving the first chapter the appearance of a list more than a descriptive paragraph. Students were redundant in terms of the usage of pronouns and nouns since they did not use conjunctions to make the description of their characters as seen in the following screenshots taken from the first draft submitted by a student to Thinker.

**FIRST STORY CHALLENGE:** You will create a character. You can draw it or use a picture from the internet. This character will be the protagonist of the adventures you want! You will describe it physically and Think about what it normally does during the week, its likes, its occupation, its hobbies. Describe you character's daily activities and appearance using the vocabulary seen in class. Post your story in the story chat room!

You name is lena  
 She have green eyes  
 She have light hair  
 She is very fun and friendly  
 She likes play soccer  
 She likes chat in the cellphone  
 She likes travel

1 chapter

my main character is a panda and his name is Sparks  
 Its physical characteristics are:  
 it is small, it's chubby, it has large eyes, big ears, white teeth.  
 It is distinguished by its small white spots, this is not so common in p.  
 your personality:  
 It is tender, playful, friendly, sociable,  
 his routine is:  
 he always wakes up at eight thirty in the morning  
 he stretches his arms and legs  
 sparks rises at nine o'clock

*Excerpt 1. Thinker. Students' Writing activity: Story Instructions 1.*

As it can be observed, the students followed the instructions of describing their characters

as well as including vocabulary seen in class, however, they were not able to connect the sentences. As this study relies on the process based approach, other submissions were analyzed to see changes in cohesive writing. The students who wrote these excerpts, did not describe their characters with a paragraph, therefore, they failed at first to achieve this indicator that focuses on the form of a story. As it can be seen in the next excerpt, the teacher responded to this error by mentioning this common mistake among students during face to face classes, and by commenting on their Thinker submission mentioning that a paragraph included punctuation and logical connectors rather than spaced down sentences.

The screenshot shows a student's writing submission on the left and teacher feedback on the right. The student's text is: "1 chapter", "emma", "She has straight hair, she has blue eyes, she has white skin, she has gold hair, she is skinny, daily routine she \_\_\_\_? \_\_\_\_ at 6 am o clock wakes up and takes a shower at half pass 7 am she break, brushes his theet and go to the university.", "a quarter to twelve am she exit GOES TO THE to university and she goes to lunch and after she goes to the house", "half pass six pm she will save the world". The teacher's feedback includes: "whith him and is happy forever.", "FEEDBACK", and a list of points: "Luciana, don't use: she has, she has too many times. Ex: She has straight hair, she has blue eyes, she has white skin, she has gold hair. It is better if you say: she has white skin, golden straight hair and beautiful blue eyes.", "Be careful with the possessives. HIS is for men and HER is for women. Ex: Emma has a 'sister' his HER name is Aleja", "Use logical connectors like therefore, however, additionally, etc.", "Be careful with the capital letters for the names. Ex: Emma: you can't go to the cinema Aleja: no I am sorry.", "The chapters are too short, maybe you should say more.", "Don't forget to use 'S, ES or IES' for the 3rd person."

*Excerpt 2. Thinker. Teacher feedback on Students' Writing activity: Chapter 1.*

After the feedback given in class and through Thinker about this error and others, the students understood the form of the paragraph and grasped the concept of cohesive writing. This way student understood the Short Story, as a narrative text with interconnected sentences, correcting this mistake concerning the form of a paragraph in order to write the book to develop. In the next excerpt the edition made by one of the students shows how the student was able to convey the information in a more cohesive way.

## summary

My book is about a panda his name is Sparks a day he goes to celebrate his birthay also he is found with the dry river and goes to the city to work for finding help and recovering his jungle

After they find a zombie besides help to cure him for return to the city ,he and his friends ( Marco, Kika, Tita) created a campaign to finish the contamination

*Excerpt 3. Thinker. Students' Writing activity: Book Summary.*

Following the same student, in order to examine individual changes in this matter. In this picture it is observable that the student no longer described using a list. In this exercise the student described a summary of her own story and used the form of a paragraph. After being exposed to examples of applications, online books and physical books that the teacher brought to class, they were able to understand the form of the text they were asked to make. This way this student and in general the group managed to use an appropriate form for following submissions accomplishing this indicator.

***Indicator: 5.1.2. The student uses appropriate grammar systems and rules in written form according to the content of the didactic sequence.***

This indicator focuses on the students' grammar and their ability to self-correct after revision and face to face and virtual feedback. During the analysis of this indicator, it was found that the students had poor grammar skills with the exception of very few students whose feedback on this topic were not as grammar-focused as with the rest of the group. The need of this indicator is important not only for achieving the CLE's goals but also to write a quality narrative in text in terms of coherence and cohesion.

Moreover, Cook (2013) emphasizes the need of being specific when it comes to assessing grammar mistakes. The author highlights that the assessment the student receives can aid or confuse the student in its next texts (p.3). The author argues that whenever possible, the instructor should refer to specific page numbers, or paragraphs, or in-text marks that demonstrate the errors.



**Re: chapter**

by Laura Sofia Moreno Suarez - Sunday, May 27, 2018, 12:08 PM

Caroline always gets up at 7:00 in the morning, always goes to the gym after the gym where she goes to bathe, never bathes with cold water sometimes likes to bathe with hot water or warm water. After bathing, he goes to eat with a friend at 2:35. The friend told her that in the year 1886 an accident occurred and that the same accident had happened in 2006, she finished lunch and went to buy clothes after returning home. She stayed like reading a book. She fell asleep reading that book when she woke up and realized that she had fallen asleep reading the book.

*Excerpt 4. Thinker. Students' writing activity: Second Draft.*

The student submitted this text as part of her character's description. At this point the teacher focuses on grammar mistakes to provide specific feedback to her publication about her mistakes. The following image depicts a downloadable Microsoft document that the student could access through her smartphone in order to receive the grammar - oriented feedback.

Caroline always gets up at 7:00 in the morning, **SHE** always goes to the gym after the gym **where** she goes to bathe, **SHE** never bathes with cold water sometimes **SHE** likes to bathe with hot water or warm water. After bathing, she goes to eat with a friend at 2:35. The friend told her that in the year 1886 an accident occurred and that the same accident had happened in 2006, she finished lunch and went to buy clothes after returning home. She stayed **like** reading a book. She fell asleep reading that book when she woke up and realized that she had fallen asleep reading the book.

*Excerpt 5. Thinker. Teacher feedback on Students' Writing activity: Second Draft.*

This approach to using color coding to address grammar - related mistakes follows Cook's proposal in terms of being specific and providing in-text mark. This coding was previously explained to students during the first stage of the process and were given examples on how to understand the teacher's correction. The students were asked to resubmit their texts and in general to correct the mistakes addressed by the teacher and the follow suggestions made by their peers. These aspects were expected to be taken into account during the edition stage. The

following excerpt is an example of the same student's resubmission after this blended feedback.

BEST FRIENDS FOREVER.

Caroline always gets up at 7:00 in the morning, she always goes to the gym after the gym she goes to bathe, she never bathes with cold water sometimes she likes to bathe with hot water or warm water. After bathing, she goes to eat with a friend at 2:35. The friend told her that in the year 1886 an accident occurred and that the same accident had happened in 2006, she finished lunch and went to buy clothes after returning home. She stayed reading a book. She fell asleep reading that book when she woke up besides realized that she had fallen asleep reading the book.

*Excerpt 6. Thinker Students' Writing activity: Final Draft.*

When this text is compared to her first submission, it is observable that the student fixed previous grammar mistakes such as missing subject, simple present, wrong word, and others as addressed by the teacher. Due to being asked to correct herself and exposure to both face to face and virtual feedback, she accomplished this indicator. However, it is important to state that this indicator worked at different time rates depending on the student and some students did not correct initial grammar mistakes even at the submission of the final draft. In a group scale, most of the students self-corrected few non-addressed mistakes.

In conclusion, it is within the bounds of possibility to state that the students writing became more coherent as they wrote the following submissions. In many students it was observable that they tended not to commit previous mistakes, although, there were recurrent grammar mistakes which had to be addressed several times in the individual feedback.

**Indicator: 5.1.3. *The student is able to logically use cohesive devices in written form***

This indicator relies on the observation of the process of reflection, awareness, and integration of logical connectors into the students' texts, since the objective was to progressively introduce different types of linkers that were taught during class and practiced with the apps.

According to observation previous to the implementation of the research, it is reasonable to state that in general the group of students were used to write short sentences with no cohesive connection between them hence this indicator seeks to observe if the student was able to logically use cohesive devices to describe and narrate their story.

It is important to mention Struthers' (2013) definition about ways to write cohesively. The author argues that cohesion in writing is achieved through the use of linguistic devices that connect ideas together across a text, and it is an essential aspect in cohesive writing. Therefore, the teacher dedicated face to face time to exemplifying paragraphs connected with logical connectors and provided material about logical connector on Thinker for students to practice, as well as encouraging them to use applications like Duolingo, Linking Words, Linkers, English Listen & Write, Linking Words, and Busuu to explore this topic.



**FIRST STORY CHALLENGE:** You will create a character. You can draw it or use a picture from the internet. This character will be the protagonist of the adventures you want! You will describe it physically and Th!nk about what it normally does during the week, its likes, its occupation, its hobbies. Describe you character's daily activities and appearance using the vocabulary seen in class. Post your story in the story chat room!

My character is a ghost and his name is Joseph. He was a boy before he died, he was of dark skin, he had dark brown hair, his eyes was blue, he was low size and thin, and he was twelve years old when he died. His principal purpose was help to the people through a friend. When he was a child, he wanted to be a doctor but he could not because he was a victim of a traffic accident. in his ghost life, he usually get up at seven o'clock, make his bed and have a breakfast at eight o'clock. Normally he go out from his house at eight thirty after taking out his dog Max. Always he crossing the magic portal at nine o'clock to meet with his best friend that is called Samuel. Normally Joseph go to the school with Samuel up to two o'clock that he finally his class, and usually they go to the samuel's house, have a lunch and drink a soft coffee and at four thirty they are ready to help the people. Always they do this until six o'clock, because is the time when Joseph have to cross the magic portal. He arrive to his house at seven thirty, plays with Max, he have a dinner, watch T.V, brushes his teeth and normally he go to his bed at nine o'clock.

*Excerpt 7. Thinker. Students' Writing activity: Story Instructions 1.*

This excerpt contains the realization of the first submission to Thinker. At this stage the student submitted his first chapter concerning the character's description. The student at this point had been exposed to logical connectors already during face to face session and is asked to

include this vocabulary. The previous excerpt was taken from a student whose writing skills flaws mainly are cohesive writing. The teacher responded to this submission by providing feedback on both cohesion and grammar. The following picture includes this feedback.

This is becoming really, really interesting. A red sphere of eternal life? Would you like one? I would

- It is great but maybe you can use more words like additionally, however, also.

Like we discussed in class|

*Excerpt 8. Thinker. Teacher feedback on Students' Writing activity: Second Draft.*

Several classes were used to tackle logical connectors. In order to accomplish this indicator, the students needed to be able integrate these logical connectors in a correct way. As part of peer revision activity, the students needed to exchange their texts and highlight their classmate's logical connectors and the finding another one that could be used as well as introducing themselves linkers where they thought would work. After the resubmission the researcher observed changes in the use of these cohesive devices. The following picture shows the results of the same student after receiving feedback from teacher, classmates and their own progress at different applications.



One day Joseph and Samuel were walking on the street when they met a villain that they didn't know, however he did know them because he had caused the accident in which Joseph died. In the same way the villain lately had made Samuel's life a bit difficult because he wanted to fulfill a wish; but Samuel couldn't see him because the villain also died in the same accident of Joseph.

Additionally one day the villain appeared in his mirror and he threatened him with death if he didn't get to the precious red sphere of eternal life and if Samuel got it, the villain and Joseph could go back to live.



Therefore Samuel accepted his proposal and he decided to face that challenge; he went through many obstacles and went through many terrifying places, but he only thought about doing it to save his life and help his friend Joseph. They found the exact where the

*Excerpt 9. Thinker. Students' Writing activity: Final Draft.*

In his final draft it is evident that the student understood and logically used cohesive devices. When the student's 9 texts are observed it is possible to see how progressively the student started to include this vocabulary, improving the cohesive aspect in which he used to fail.

In conclusion, it is within the bounds of possibility to state that the students were able to achieve this indicator by correctly using logical connectors to improve their cohesive writing. The results turned out to be positive due to the fact that the teacher dedicated face to face and virtual time to the explanation and practice of logical connectors.

The students were asked to integrate different types of logical connectors as they resubmitted. The next excerpts are used to compare the first, second, and fourth chapters done in their first submissions and the last ones to observe changes in cohesion in a student by tracking the use of cohesive devices.

Text 1 ( <i>Story Instructions 1</i> )	Type of logical connection
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<p>She's angelica.she has blues leyes ,brunette hair, fair skin,she uses a hat,a blues shirt,a black jeans,blues tennis converse and black glasses.</p> <p>her routine,usually is going to bed at eighth o'clock ,then have a shower and brush her teeth at quarter past eighth,has a breakfast at half past twelve has lunch,then at three o'clock,leave school and get home at four o'clock,she her homework,then at six o'clock ,she has dinner,at quater past six,she waches tv and at nine o'clock she going to sleep</p>	<p>The student was only capable of using <i>and</i> as logical connector of Addition and <i>then</i> as a logical connector of Sequence. The student did not use proper punctuation and capitalization.</p>
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Text 2 ( <i>Story Instructions 1: Edit</i> )	Type of logical connection
<p>She's angelica. She has blue leyes, brunette hair, and fair skin, she uses a hat,a blue shirt, black jeans, blue tennis converse and black glasses.</p> <p>her routine is usually going to bed at eighth o'clock, then having a shower and brushing her teeth at quarter past eighth. She has breakfast at half past twelve and has lunch,then, at three o'clock. She leaves school and gets home at four o'clock, she does her homework, then, at six o'clock ,she has dinner. At quater past six,she watches tv and at nine o'clock she goes to sleep</p>	<p>The students introduced more frequently the logical connector of Addition <i>and</i>, reducing this way the repetitions of the subject. Also, the student introduced better punctuation as she introduces the period and capitalization improving this way the cohesion of the text.</p>

Text 5 ( <i>First Draft</i> )	Type of logical connection
<p>On a rainy day, Angelica would take her dog out</p>	

<p>to the park after it stopped raining. The sky was cold and cloudy, at that moment a strange guy shouts at her, it's me. That strange guy wore a black buso with blue jeans. she nervous ,thought ,who ?, will hurt me ?, is bad?. A few seconds later the sky lit up shone like never before, that stranger was frendi a gifted child, some They said nerd but he thought he was a scientific hero. She thought he would have changed the weather because something so cold to something so hot and so fast in less than a blink would be possible. As she the asked Frendi you caused this climate change So sudden, he answered if it was I have created a climate changer or as I say air conditioner I plan to market it to achieve my great dream travel around the world to improve it with my inventions. She answered that, is amazing frendi but as You have no one to think that it will be solved, he answered, I will make you believe it one way or another, good bye angelic I have to go to the university to try my proyect then we will speak goodbye. Frendi, angelic continuos her way home with her dog</p>	<p>The students improved in terms of providing a Sequence in the text. The logical connectors used show a better understanding of narrative writing and demonstrates shaping in the writing skills.</p> <p>In this submission is now more evident that the student is writing a paragraph which has a narrative structure as it moves forward. The student uses punctuation and logical connectors of sequence much more often.</p>
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Text 8 ( <i>Final Draft</i> )	Type of logical connection
<p>But the problem was, that was not me, I was not that person the one that was in that moment. I felt different almost as if I saw myself in a mirror, only that the mirror did not do the same as me, as if he had life. However he also felt like, as if he had already lived it, maybe it was memory or a trip in time, although I knew it was not like that. So it was a superstition, my imagination or a simple joke. However, it was not like that, it was me but, why, what was there? And I was back again at 6 o'clock in the morning, which had passed and I had a memory in my mind.</p>	<p>In this submission it can be seen that the student moved from only using the logical connector <i>and</i> to including up to three types of logical connectors. This shows a better understanding of cohesion and appropriate use of logical connectors in terms of Comparing, Sequencing, and Contrasting.</p>

## 5.2 Category 2: Blended Learning.

As previously defined, Blended Learning is a term used to define a combination of traditional classes with the use of technology. This category was selected in order to analyze the dynamics observed during the implementation, as well as the students' accomplishments, and changes in their skills with the integration of the LMS Thinker and ESL apps. Additionally, it also explores the potential of automated feedback and virtual provided teacher feedback as a complementary input apart of the traditional face to face error correction.

**Indicator: 5.2.1. *The student is able to use and access the LMS and apps flexibly and complete the activities.***

The purpose of this indicator lies in the examination of the implementation of M-learning. It was set to look upon the reach of using applications and a LMS as part of a Blended Learning methodology with this group. For that reason, it observed the dynamics in relation to the students' accessibility, Process Based submissions, use of apps and LMS. It also includes the result of a survey in which they provided their own perspective of their interaction with these technologies. It is possible to state that this indicator was accomplished by students even though some aspects of the LMS represented difficulties for them. This analysis follows Elias (2011) universal design for mobile learning (see annex 10), a set of objectives to be achieved by the students while learning with mobiles. This analysis is based on 3 of these objectives: flexible use, simple and intuitive, and instructional climate.

In terms of flexible use, students had ready access to content and assignments in multiple formats. They could successfully access dictionaries, vocabulary builders and previously selected audios or videos. This tool proved to be practical to offer choices and additional course related information such as dates, homework, and general questions.

It is important to add that the lack of internet connection for all the students was a drawback in order to fully exploit the potential of the smartphones. Therefore, internet connection was never deemed as necessary for face to face classes. Instead, the teacher

recommended to download content prior to the class. Due to this change in the planning, it is possible to state that students had ready access at all times to the apps. With regards to completion, the analysis concluded that students mostly completed tasks to be evaluated in the LMS Thinker. Additionally, in terms of Thinker aiding students' writing abilities, students opinions were divided as shown in the next excerpt taken from a survey done by students as part of the data collection instruments (Annex 6).

¿Crees que trabajar en Thinker te ha ayudado a escribir mejor?  
 ¿Cómo crees que podrías mejorar tu habilidad escrita usando tu celular?

Solución.  
 Yo quiero tener 10 capítulos en mi libro.  
 Si trabajar en Thinker me a ayudado mucho y mas que todo en la escritura y en el inglés.  
 Yo mejoraría mi habilidad de escritura usando el celular para hacer parafas en inglés o enviar mensajes de texto en inglés.

¿Crees que trabajar en Thinker te he ayudado a escribir mejor?  
 Rta: No debido a que no se usar la plataforma.  
 PD: Para escribir mejor me inspiro en libros y películas.  
 ¿Cómo crees que podrías mejorar tu habilidad escrita usando tu celular?  
 Rta: Si porque mi celular tiene la opcion de tener varios idiomas en el teclado y distintas opciones con respecto a los idiomas.

*Excerpt 10. Students' Self-Assessment survey. Annex 6.*

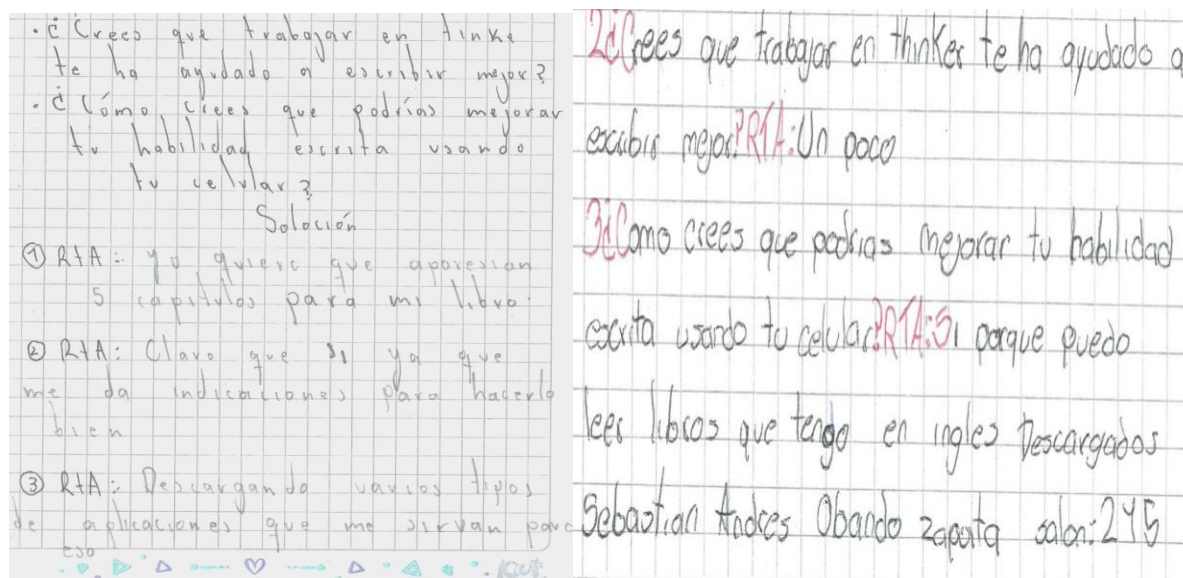
The students were asked to self-assess their writing skills after using the apps and the LMS. The students shown in the previous surveys said to have observed a positive outcome after

using these platforms. Also, the students stated in the Self-Assessment survey (see annex 6) that they saw the potential of the apps and suggested ways to autonomously improve their writing skills. Furthermore, a problem that was often debated among the students was the simple and intuitive aspect of the LMS, which is an important characteristic that a LMS needs to have following Elias' (2011) design. The interface was for some students not user friendly and thought that it was difficult to upload photos and documents. For this reason, this indicator was not accomplished for many students. This conclusion leads to consider that user interface is extremely important for the students.

To conclude, it was possible to have flexible use regardless of the lack of internet, Thinker's interface was not as simple and intuitive as many students expected, and the instructional climate provided by apps through instant communication among all participants was remarkable as there was immediate response about class related material, reminders, quizzes.

***Indicator: 5.2.2. The students are able to keep track of their learning to promote independent learning.***

The goal set for this indicator is connected to autonomous learning. Students were asked to download the following apps: Thinker (LMS), Livio's Dictionary, Visual Education's Visual Vocabulary, Busuu, Duolingo, Linkers, Linking Words, English Listen & Write, Brainilis, and Mental Up. In order to understand the students independent learning using these apps, the teacher asked in a survey to auto evaluate their writing skills after using the apps.



*Excerpt 11. Students' Self-Assessment survey. Annex 6.*

Due to this positive self-assessment that students claimed to have observed, it is possible to state that they used and were able to practice writing skills in an independent way, and noticed a change in their own writing skills. Also, it is relevant to highlight several comments of the students regarding using these apps. Additionally, a student stated that smartphones' auto corrector was great but another said he preferred to turn in off. The first student in the excerpt above confidently stated that these apps helped him specially the auto corrective prompts, and the second student stated these apps did not help him significantly but instead he could use the cellphone more effectively for his M-learning based autonomous learning by downloading and reading his favorite books.

To conclude the analysis under this indicator, in regards to self-learning, it was evident that students were in control of their learning-pace and strategies and the learning use they gave to these apps, achieving in this way, the goal of this indicator. It was observed that some students said that EFL apps such as vocabulary builders and grammar exercises apps were not as frequently used as other apps or games they used to practice their writing skills.

### 5.3 Process Based Approach

As for the Process Based Approach, the main concern of this category was to note changes in the students' writing ability throughout the course. For this reason, aspects such as self-correction, feedback employment and class content utilization are monitored to find possible improvement in the students' texts. Observing the group results, there are grounds for believing this indicator was achieved, but it is important to mention a few drawbacks.

**Indicator: 5.3.1. *The student is able to self-correct initial writing mistakes.***

As part of the process based objectives, the teacher provided feedback of some of the mistakes in the students' submissions, but as well, students were motivated to look for mistakes that the teacher deliberately did not color and to self-correct them before the resubmission. This category monitors the ability that students had to make this self-correction over time.

As stated by Cook (2013) it is important not to correct every mistake that the student commits, due to the fact that the student has to revisit and resubmit the text with corrections that both student and the teacher work on during face-to-face sessions and virtual feedback.

For this reason, it is possible to state that that this indicator failed from a general point of view since a low percentage of students accomplished to self-correct mistakes that the teacher did not comment. The students primarily corrected mistakes that teacher highlighted.

My name is elliot and i am 16 yeras old. i am not very normal, i am a misunderstood person, as some say.

I am slightly taller, my hair is brown, short and wavy, my eyes are honey brown and all the people i know tell me that i have a nice smile and i am used to saying that i have a nice smile.

*Excerpt 12. Thinker. Students' Writing activity: First Draft.*

In the picture above it is seen a grammar mistake *I am slightly taller*. This specific mistake was never addressed to the student, however, after the submission this topic was studied and students were requested to introduce comparatives and superlatives in a new chapter as well

as self-correcting. After the student had already received input of this grammar lesson, it was expected of her to self-correct this repetitive mistake by the end of the process but the student did not.

The screenshot shows a digital writing interface. At the top left, there is a profile picture of a person and the text "jeimmy sanchez final draft" followed by "by jeimmy sanchez reyes - Thursday, June 7, 2018, 9:59 PM". In the center, it says "Chapter 1". Below that, the student's text is displayed in two paragraphs. The first paragraph reads: "My name is Eliot and I am 16 years old. I am not very normal, I am a misunderstood person, as some say." The second paragraph reads: "I am slightly taller, my hair is brown, short and wavy, my eyes are honey brown and all the people I know tell me that I have a nice smile and I am used to saying that I have a beautiful smile." On the right side of the interface, there is a vertical orange bar with the text "Portal" and a small icon.

*Excerpt 13. Thinker. Students' Writing activity: Final Draft.*

In conclusion, as seen in the previous picture, the student was able to correct punctuation and capitalizations, which were mistakes addressed by the teacher. However, she was not proficient at self-correction at that point yet. As her, in terms of group results many students performed better when it came down to teacher assisted written error correction than self-correction.

**Indicator: 5.3.2. *The student applies properly the feedback given and it is reflected in the following entry.***

Complementary to the indicator mentioned above, this indicator focuses on the application of the feedback given by the teacher throughout the different resubmissions of the chapters of the books. This indicator is committed to the study of the analysis of effective application of the feedback that was given individually. With this indicator the researcher examines changes such as use of punctuation, spelling and vocabulary, coherence, grammar and general aspects during the feedback process.

In the pictures below it can be seen that the student effectively applied the feedback given

The screenshot shows a digital writing interface with a blue and purple vertical bar on the left. The text "war and love..." is visible at the top. Below it, a paragraph of text is displayed in a bold, italicized font: "lauren was so destroyed , she was needing help, but no one believe her, but that day someone was coming , he was wanting go to help lauren to destroy the".

therefore it is reasonable to think that this indicator was achieved.

*Excerpt 14. Thinker. Students' Writing activity: First Draft.*

The teacher provided feedback to the tense error used in the sentence *she was needing* by sending an attached document as the one seen below. The teacher highlighted with color coding and the student understood both face to face and virtual feedback given to her regarding this topic in order to follow Cook's thoughts on process based approach regarding individual feedback.


• let's start ...

MY CHARACTER IS: LAUREN SHE IS 18 YEARS OLD, SHE HAS GOT LONG AND CURLY HAIR, BLUE EYES, WHITE SKIN, LIPS, SHE IS YOUNG AND A PRETTY WOMAN. SHE IS HONEST, COMPETITIVE, FASHIONISTA, CUTE, LOVELY, AND SO FRIENDLY. EVERYDAY SHE WAKES UP AT 7:00 O'CLOCK EVERYDAY, SHE GOES TO THE SCHOOL AND EVEN THERE EVERYTHING WAS NORMAL, BUT SUDDENLY SHE **CAN** **COULD** FLY IN THE HOUSE, BUT THAT WAS ONLY IN THE DAY, SHE HELPED WHOEVER NEEDED IT, BUT ONE DAY **SHE WAS NEEDING HELP SHE NEEDED HELP**, BUT NOBODY HELPED HER SO SHE DECIDED TO BE A BAD GIRL AND FROM THERE EVERYTHING STARTS TO CHANGE, NOW SHE WASN'T BUILDING HER CITY, SHE WAS DESTROYING IT LITTLE BY LITTLE. THE WHOLE CITY WAS TERRIFIED TO SEE HER GO THROUGH THE STREETS. BUT SOMEONE HAD TO PUT AN END **WITH TO** THAT...

• war and love...

lauren was so destroyed, **SHE WAS NEEDING HELP SHE NEEDED HELP**, but no one believed her, but that day someone was coming, he **was wanting** **WANTED TO** go to help lauren to destroy the world starting from **London**, where she was, that character was BATMAN, the one who also had been rejected in France when he needed help, as some said together with hunger and the desire to eat and from there nothing was the same again from the london city, but **lauren and batman** spent so much time together, **she** didn't see batman only as a friend, she was in love with batman, but she did not know how to say it, she was so scared of what **batman** thought of her from that moment,

but she decided to tell him that same day, and she said, **batman** i m in love with you, i love you and i don't want that this changes the relationship between us, **but batman said** **TOLD** her **lauren** i don't know what to say, i think that you are confused because we spend a lot of time together, and it's better to stay away for a time and clarify your ideas, so lauren didn't say **something ANYTHING** and she left the room...



• girl power...

since lauren was hurt with batman, because he rejected her, she intends to be worse than ever, made **his HER** master plan and was executing it to the letter, but when the plan was about to win, a superhero called Wonderwoman, and since Wonder Woman appeared, and no one is afraid of lauren, but Lauren was not going to stay with her arms crossed, **then he began to plan his master plan** and, **but Wonderwoman** was so strong, so it was very difficult to destroy her, but lauren doesn't give up so easy, but wonder woman wins every single battle with lauren, so she was so destroyed

FEEDBACK

- Be careful with the punctuation. Remember that you must leave a space after a comma. Ex: SHE IS HONEST, COMPETITIVE, FASHIONISTA, CUTE, LOVELY, AND SO FRIENDLY.
- Don't use the past continuous with verbs like want or need. Ex: ~~I was wanting~~. I wanted. ✓
- Use capital letters for the names of everybody and the countries too.
- Sometimes you speak about Lauren as a "HE". She is a girl right?
- Maybe you can use more logical connectors: However, therefore, additionally, etc.

Very good job! I hope Batman loves her back one day! :)

*Excerpt 15. Thinker. Teacher feedback on Students' Writing activity: Second Draft.*

After this student read and discussed the feedback in class and through chat, she introduced the feedback given in her next submission.

- war and love...

*lauren was so destroyed , she needed help, but no one believe her, but that day someone was coming , he wanted to go to help lauren to destroy the world starting from London , where she was , that character was BATMAN, the one who*

*Excerpt 14. Thinker. Students' Writing activity: First Draft.*

In conclusion, it is possible to infer that this indicator was a success in terms of application of teacher feedback into her text and in general to all students' although in different acceptable levels. This way, since they understood and applied this feedback, the students' books, the outcome at the end of the process, was significantly more coherent and cohesive accomplishing this indicator.

**Indicator: 5.3.3. *The student is able to introduce content learned in class to their texts.***

This indicator is assigned to look into the ability that had the student to introduce content learned throughout the course into their books regardless of grammar correctness. As stated by Onozawa (2010) process based approach indicates it's essential to set as an objective the introduction of various language content into the editing, submission and resubmissions of the texts without paying too much attention to grammar flaws. This indicator was successfully accomplished by students as they revisited their texts and introduced the content learned in class as requested. The students also accomplished this indicator in a general perspective since it can be observable that students were able to introduce content seen in class in texts that were different to their books.

With this in mind, students were asked in the submission of the chapters to include certain grammar topics, vocabulary, and situations seen during class. This objective becomes important in order to assess the ability that the student has to face in different communicative situations in written form. With regards to the level of success of this indicator, it is fair to claim

that the students were able to find the use of the content seen in class in order to introduce it in different moments of the book.

Furthermore, as part of the development of the chapters, the students were instructed to revise their previews submissions and add new content into these chapters. Nevertheless, these two specific texts shown in the following excerpts were not part of the writing process. These texts are selected as evidence of introduction of content as they show that the process resulted in spontaneous use of content of the course.

In the following excerpts it is possible to see how a student went from only using the simple present into elaborating more the narration of the text by introducing simple past, adverbs of frequency, comparatives and superlatives and other content seen in class that they had not studied at the CLE before the implementation of this research. These excerpts correspond to two narrative activities in which students had to summarize a video and their own book correspondently.

<b>Text 5. <i>Scrat-Astrophe</i></b>	<b>Text 9. <i>Book Summary</i></b>
<p>Scrat catches his acorn , he <b>drove</b> a spacecraft, the maneuver and <b>handled</b> it until it broke the ice where the space maching to was stuck <b>suddenly</b> he <b>pressed</b> a button that <b>accelerated</b> the machine from space...</p> <ul style="list-style-type: none"> <li>• <b>Simple past and logical connector of sequence.</b></li> </ul>	<p>My book is about a sorcerer who experiences <b>very</b> unexpected things, he theaches the children of kings magic where he <b>also</b> tell all his lucky moments of his life as the death of his mother and the theft of his gems by an evil witch , <b>additionally</b> , where a child is <b>found</b> and they become <b>best</b> friends.</p> <ul style="list-style-type: none"> <li>• <b>Intensifiers, logical connectors of addition, simple past and superlatives.</b></li> </ul>

In conclusion, the result of the analysis is positive after analyzing all the indicators. For this reason, it is possible to state that the objectives set by this research were accomplished and there was shaping in the students' writing skills by the end of the implementation of the process.

## CHAPTER VI

This chapter deals with the findings of the analysis after examination with the most relevant dimensions of each category, Writing Skills, Blended Learning, and Process Based Approach. In pursuance of comprehending the success of the research, the reasoning of the categories is listed as it follows.

### **6.1 Writing Skills**

Regarding Writing Skills, it is possible to state that by the end of the process there was a deeper understanding in terms of paragraph creation. At the beginning of the process, many students were only able to make short sentences, but by the end of the process 100% of the students had successfully created a short story embodied in, for almost all of them, their first book.

Furthermore, it was necessary to provide individual feedback concerning grammar, punctuation, and cohesion mistakes. Hence, individual color coding feedback proved to be an effective way to assist students in their writing skills. Also, the teacher's approach to provide face to face time and virtual individual feedback on students' writing abilities, nourished the students' understanding for their next submissions and always seemed to cause a positive outcome in this communicative skill.

As a conclusion of the analysis about writing skills, it is reasonable to think that there was a considerable improvement in terms of cohesion as a result of the research among the students resulting from the feedback given to them by teacher, applications, other sources and self-editing. Additionally, owing to the support provided to students about the form of the book, students moved from creating isolated sentences to knowing how to write a short story.

### **6.2 Blended Learning**

In relation to the influence of technology in the classroom, M-Learning and the LMS' performance is measured in the aftermath of the research. There are grounds for believing that

this double approach to feedback giving made a change in students' communicative skills. Moreover, Blended Learning becomes most helpful when the class time is reduced as in the case of this study.

First of all, it is important to highlight some issues concerning the use of smartphones in the classroom such as using their phones for other non EFL related purposes and using translators. This represented a behavioral complication that was of great importance to address during several sessions. Furthermore, some students used online translators to complete their tasks, therefore, the teacher pointed that doing this was inadmissible and later on this behavior was curbed and the students who did this were asked to resubmit.

Keeping in mind that the research needed to include simultaneously grammar oriented objectives, Blended Learning activities using apps as part of complementary class work turned out to be a great example of Blended Learning grammar correction. However, it was found that a minority of students did not use all the applications as they were not 'obligatory'. This reveals that an autonomous learning mindset is yet to be taken by these students. Nevertheless, every LMS activity related to the book was done by the students. This leads me to think that students only worked on these apps when they were told that they would be evaluated, which is contrary to idea of self-learning.

Altogether, after observing the dynamics within the classroom and in the students' learning autonomy, it was possible to foster writing skills through Thinker, the applications and links to different educational content regarding topics they had previously expressed to like. As a general idea, it is possible to say that students writing skills abilities were until some point influenced by the use of different mobile applications, of course understanding that its meaning became more important to the students as the presence of the teacher and evaluation was there. In conclusion, a considerable amount of students seemed to be more participative in learning with the aid of the teacher than by themselves with the apps.

### **6.3 Process Based Approach**

It is possible to say that students had a positive outgrowth process throughout the course. The students were able to shape their writing skills throughout their different submissions, since drafting and resubmission of their own texts allowed them to have a space that was not previously conceived in this course in order to reflect on their own mistakes. The support that the teacher provided in terms of grammar related or narrative related problems gave the students control over their writing. Due to this, there was progress in students' understanding of coherence and cohesion, main concerns for both the CLE and this research.

Furthermore, assessing students in their different specific issues in terms of writing skill would have been extremely difficult to accomplish due to the short amount of time provided during face-to-face classes, therefore, utilizing technologies that enable students to have communication with the teacher becomes of great importance to a process based approach in order to have a follow up of the students' evolution as well as for the students to keep track of their own weaknesses.

In terms of feedback, the students were more prone to listen to the teacher in both face to face sessions as well as virtual feedback. Teacher provided feedback was more meaningful for students as most of the resubmissions corrections came from teacher assessment. For this reason, this study proves that the effectiveness of a Process Based Approach to shape students' writing abilities mainly consists on the students' receiving feedback from different sources being teacher feedback the primary source of information in order to redraft their texts.

Additionally, it is necessary to state that a Process Approach requires a teacher to solve questions that the students might have. In this study the role of the teacher in the process of the students was essential. It was observed that students' autonomy was only acceptable, they tended

to develop exercises directly requested by the teacher. This becomes a new problematic to take into consideration.

In conclusion, as teachers, not only do we need to assess students in their learning, but also we must teach them how to learn autonomously by providing the right tools and strategies contextualized to their specific needs. As for now, the students observed need to develop a receptive attitude towards using applications as a complementary activity to their language learning process. Due to this, it is possible to think that no process based approach can rely solely on the automatic feedback provided by applications

## **CHAPTER VII**

### **Conclusions**

This chapter contains the conclusions after the implementation and analysis of the data collected. These conclusions are related to the objectives of this research which seeks to observe how basic 1 EFL students' written communication skills are shaped when using mobile applications within a process based approach. As a result of this research, the following conclusions were made.

Firstly, the objective of assessing students in the creation of narrative-descriptive texts of events, past activities and personal experiences, family, living conditions, and simple imaginary biographies and stories is analyzed to identify the extent of the effect of this research on students. When the process of the students is observed it becomes evident that the students' writing went from describing using isolated sentences to producing complete paragraphs. The exposure to online texts as examples and feedback from the apps and the teacher gave students the tools in order to achieve this objective.

Additionally, there was a favorable result in terms of narrating an imaginary story. The students were capable of creating their first book in the form of a short story. Before the implementation of this research, students were not required to do such tasks, however, by the end of this study they had the necessary knowledge towards describing past activities in the form of a short story. The impact of this research on this specific objective is substantial and promising for their learning future.

As a conclusion of this objective, the students are now more aware of the requirements for narrating and describing past events than when observed before the study. For this reason, the approach used in this research deems to be recommendable to tackle this goal.

With regards to the analysis of changes in students' cohesion in terms of basic cohesive devices in written discourse such as contrast and addition linking words, the students were capable of significantly improving their cohesion in their writing skills owing to the stimuli of apps, teacher feedback, and peer assessment. The aim of this objective was to observe shaping in students' cohesion through the use of logical connectors. After the analysis it can be concluded that students were more spontaneous, accurate, and sensible in the use of these devices at the end of the process than in the beginning.

Moreover, students started integrating these logical connectors in their oral production as a consequence of the focus of this study which targets cohesion. This way students became not only more cohesive in their writing, but also, in their speech. This result shows how suitable this approach can be for teachers to use it when facing a similar issue in their classrooms and how the expected impact can exceed prognostic.

When it comes to examination of the usage and changes in grammar systems, patterns and rules according to the content of the didactic sequence, it is concluded that there were prominent positive alterations in students' grammar coherence. In this objective, the content of the students' drafts in terms of the grammar content of the didactic sequence was analyzed in order to observe if students had less difficulty using the grammar systems studied at the beginning when compared to the end of the research. The balance indicates that many students who struggled with some specific grammar were able to overcome these problems due to the grammar focus that this study considered. The color coding grammar correction approach that was sent individually to each student turned out to be a well-structured manner to provide specific feedback on grammar mistakes.

Furthermore, when analyzing how the pre-selected and student selected apps helped shape the students' writing, this becomes a matter of individualization of learning. In a general perspective, it is agreeable to think that these apps facilitated students with quality input in order to enhance written communication skills as well as other communicative skills. Nevertheless, the attitude of students towards learning with these apps becomes of high importance since not all students have the sensibility to use apps in a profitable way.

Furthermore, the students' perception towards the outcome of the process, in terms of their writing skills and the influence of the applications, resulted positive (Annex 6). As it can be seen in the students' self-evaluation, the students observed a favorable aftermath when using Applications and smartphones as part of the course. Furthermore, they were always proposing and mentioning different ways in which they could use their smartphones to learn English showing that this tool can adapt to different learning styles.

As a way of conclusion to this chapter, it is resolved that both teacher and students detected the success of the objectives of the research. With this results, it stands to reason to conclude that the range of possibilities that are opened when using smartphones proved to be a set of tools in order to shape EFL writing. Additionally, teacher literacy for creating or using online platforms is of an ever growing importance nowadays. Blended Learning is remarkably motivating for students to be in charge of their own learning and teachers need to empower students by giving them the right tools to do so and fostering autonomy in the long term.

## **CHAPTER VIII**

### **Recommendations**

The current chapter is dedicated to provide proposals with respect to the use of M-learning for further research. The recommendations stated here seek to improve pedagogical intervention dynamics as well as becoming a starting point to reflection on the current status of apps and platforms in EFL classrooms.

Firstly, it becomes necessary to take advantage of every learning strategy when facing a group of students whose interests and learning styles are multiform. Teachers need to adapt to the way students learn rather than students adapting to the way we teach. For this reason, it is necessary to try as many approaches as it is required to reach an efficient learning environment. This study concludes that M-Learning has the potential of becoming exactly what students and teachers need in order to overcome many types of obstacles such as lack of time or failure to follow individual performance.

Besides, the CLE considers within its grading system the use of an online platform. That is why the CLE should realize that using an online platform requires a contextualization for students to relate to this online learning in order to achieve meaningful learning. Students tend to think that platforms are not adjacent to their learning process if they do not offer content that represents something they understand or feel part of their lives. Therefore, this study proposes that the CLE not only permit students to use apps for their learning inside and outside the classroom, but also that a CLE app or platform be created in order to allow that students feel this Blended Learning process as a personal and inherent way to learn languages.

To conclude, nowadays smartphones in school seems to be a problematic for many institutions and is understandable why. Regardless, instead of assuming a banning position towards using smartphones in class, educational centers such as schools and universities have the debt of teaching students how to use their smartphones to foster autonomous learning.

Furthermore, important pedagogy universities like the Universidad Pedagógica Nacional need to take a stand on this topic and propose teaching models for M-learning to counter a rather simplistic view towards smartphones in the EFL classroom. We need to be the engine of a highly profitable educational mechanism, not the unmindful stop sign that curbs the development of M-learning in Colombia.

In conclusion, for the upcoming researchers I recommend to continue looking into strategies to implement M-Learning in the EFL classroom. When technological evolution is observed it is possible to state that technology has always been allied to Education. History gives us grounds for believing that this affinity is not ceasing any time soon, therefore, we cannot turn our backs on all the steps taken to bring us to this point. Instead, we need to pave the future of this interrelationship by cultivating a self-learning frame of mind when using technology in the classroom.

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## ANNEXES

**Annex 1. Centro de Lenguas' term.**

This evaluation corresponds to a term held during the observation stage. The majority of students had more difficulties achieving the goals of the writing part of the evaluation than in the others

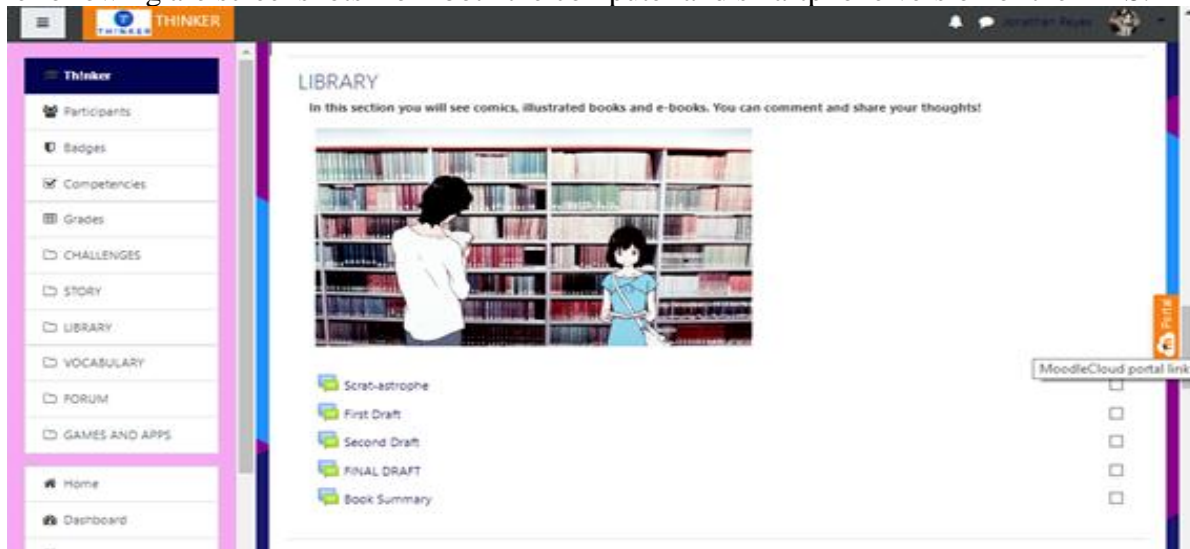
READING	8
GRAMMAR	5,75
LISTENING	4,1
SPEAKING	6,4
WRITING	5
TOTAL SCORE	2,9

READING	9,8
GRAMMAR	9
LISTENING	7,5
SPEAKING	6,8
WRITING	6
TOTAL SCORE	3,9

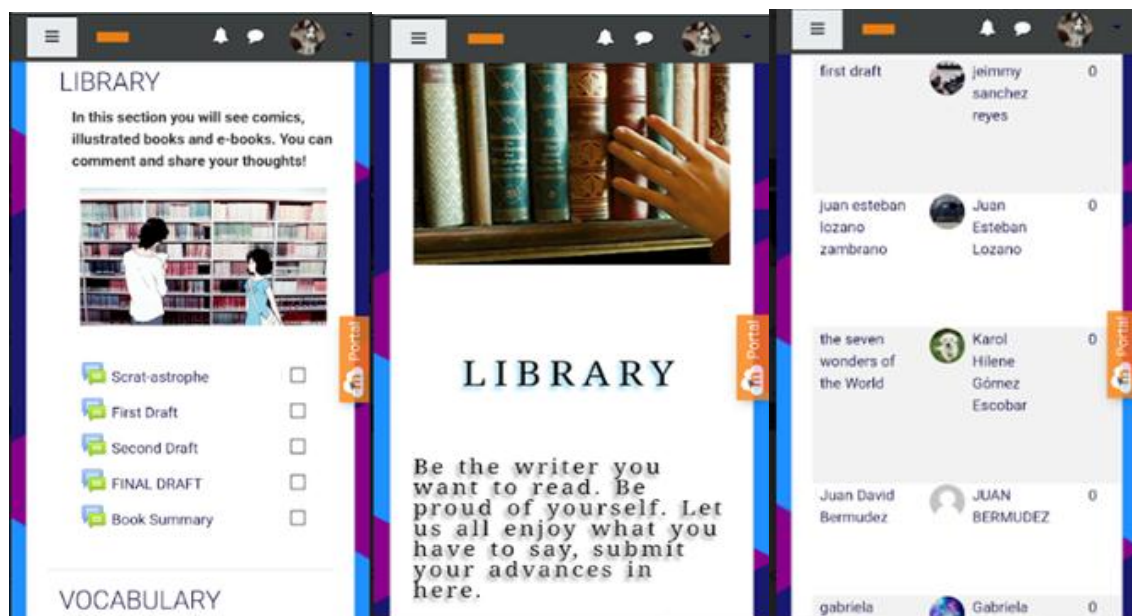


## Annex 2. Thinker Interface. Found at *thinker.moodlecloud.com*

The following are screenshots from both the computer and smartphone version of the LMS.



Discussion	Started by	Replies	Last post
Scrat the squirrel	Samuel Deigado Alarcón	0	Samuel Deigado Alarcón Fri, Apr 27, 2018, 7:28 PM
ice age	valentina castiblanco orozco	0	valentina castiblanco orozco Fri, Apr 27, 2018, 6:15 PM
socratastrophe	Juan Camilo Martínez García	0	Juan Camilo Martínez García Wed, Apr 25, 2018, 8:02 PM
Juan esteban lozano zambrano	Juan Esteban Lozano	0	Juan Esteban Lozano Wed, Apr 25, 2018, 4:17 PM
scrat-astrophe	Juan camilo Contreras niño	0	Juan camilo Contreras niño Tue, Apr 24, 2018, 7:52 PM
shazam and miu	SEBASTIAN ANDRES OBANDO ZAPATA	0	SEBASTIAN ANDRES OBANDO ZAPATA Tue, Apr 24, 2018, 6:11 PM
shazam and miu	SEBASTIAN ANDRES OBANDO ZAPATA	0	SEBASTIAN ANDRES OBANDO ZAPATA Tue, Apr 24, 2018, 6:11 PM
ice age summary	Santiago Soler	0	Santiago Soler Sun, Apr 22, 2018, 2:24 PM
the ice age: clash of worlds	Karol Hilene Gómez Escobar	0	Karol Hilene Gómez Escobar Sun, Apr 22, 2018, 1:08 PM
written video the ice age	jimmy sanchez reyes	0	jimmy sanchez reyes Sat, Apr 21, 2018, 9:46 PM
Scrat-astrophe	Kelvy Lucía Olaya Noguera	0	Kelvy Lucía Olaya Noguera Sat, Apr 21, 2018, 9:17 PM
ice age collision course	Mariana Salazar Flores	0	Mariana Salazar Flores Sat, Apr 21, 2018, 7:40 PM
Scrat	Gabriela García Cardenas	0	Gabriela García Cardenas Sat, Apr 21, 2018, 6:47 PM
Celeste	Celeste Carreño rico	0	Celeste Carreño rico Sat, Apr 21, 2018, 5:29 PM
Comesion	SEBASTIAN ANDRES OBANDO ZAPATA	0	SEBASTIAN ANDRES OBANDO ZAPATA



### **Annex 3: Common European Framework of Reference. Written production descriptors.**

This table contains the requirement to meet at level A2. These objectives were considered a starting point to set the objectives of study in order to follow the guidelines given by the CEFR.

**[PW1] OVERALL WRITTEN PRODUCTION**

<b>C2</b>	<i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
<b>C1</b>	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
<b>B2</b>	<i>Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
<b>B1</b>	<i>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
<b>A2</b>	<b>[C-PW1-A2.1-1]</b> <i>Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</i>
<b>A1</b>	<b>[C-PW1-A1.1-1]</b> <i>Can write simple isolated phrases and sentences.</i>

Note: The descriptors on this scale and on the two sub-scales which follow (Creative Writing; Reports & Essays) sub-scale have not been empirically calibrated with the measurement model. The descriptors for these three scales have therefore been created by recombining elements of descriptors from other scales

**CREATIVE WRITING**

<b>C2</b>	<i>Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</i>
<b>C1</b>	<i>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</i>
<b>B2</b>	<i>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</i>
	<i>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</i>
	<i>Can write a review of a film, book or play.</i>
<b>B1</b>	<i>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.</i>
	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>
	<i>Can write a description of an event, a recent trip - real or imagined. Can narrate a story.</i>
<b>A2</b>	<i>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.</i>
	<i>Can write very short, basic descriptions of events, past activities and personal experiences.</i>
	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.</i>
<b>A1</b>	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>


#### Annex 4. Students' Production. Thinker. Found at [www.thinker.moodlecloud.com](http://www.thinker.moodlecloud.com)

The following texts are submitted as excerpts of the students' process. They show the edition of the same text to show shaping in students' writing. They are taken from the texts submitted to Thinker and they follow the skills of the shown as examples in the data analysis. Three texts per student are attached, these correspond to Story Instructions 1, Final Draft and Scrat-astrophe.


#### Student 1. *Joseph's Adventure*

My character is a ghost and his name is Joseph. He was a boy before he died, he was of dark skin, he had dark brown hair, his eyes was blue, he was low size and thin, and he was twelve years old when he died. His principal purpose was help to the people through a friend. When he was a child, he wanted to be a doctor but he could not because he was a victim of a traffic accident. in his ghost life, he usually get up at seven o'clock, make his bed and have a breakfast at eight o'clock. Normally he go out from his house at eight thirty after taking out his dog Max. Always he crossing the magic portal at nine o'clock to meet with his best friend that is called Samuel. Normally Joseph go to the school with Samuel up to two o'clock that he finally his class, and usually they go to the samuel's house, have a lunch and drink a soft coffee and at four thirty they are ready to help the people. Always they do this until six o'clock, because is the time when Joseph have to cross the magic portal. He

#### JOSEPH'S DAILY ROUTINE




My character is a ghost and his name is Joseph. He was a boy before he died, he was of white skin, he had dark brown hair, his eyes were blue, he was short and thin, and he was twelve years old when he died. His principal purpose was helping people through a friend. When he was a child, he wanted to be a doctor but he could not because he was a victim of a traffic accident.

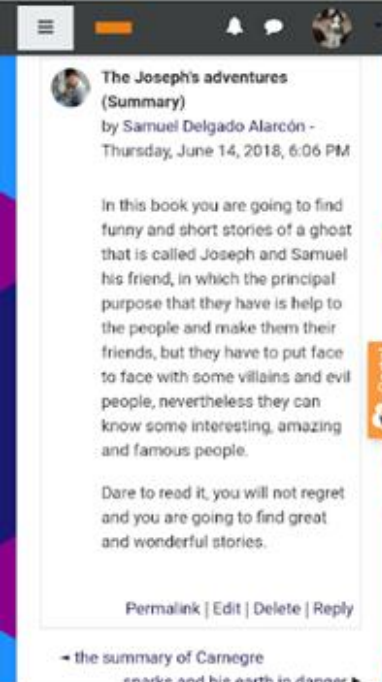


In his ghost life, he usually gets up at seven o'clock, makes his bed and has breakfast at eight o'clock. Normally he goes out from his house at eight thirty after taking out his dog Max. Always he crosses the magic portal at nine o'clock to meet with his best friend that is called Samuel.

Normally Joseph gets out the school with Samuel at two o'clock that he finally his class, and usually they go to the Samuel's house, have lunch and drink a soft coffee and at four thirty they are ready to help the people. Always they do this until six o'clock, because it is the time when Joseph has to cross the magic portal.



He arrives to his house at seven thirty, plays with Max, he has dinner, watches T.V, brushes his teeth and normally he goes to



**The Joseph's adventures (Summary)**  
by Samuel Delgado Alarcón - Thursday, June 14, 2018, 6:06 PM

In this book you are going to find funny and short stories of a ghost that is called Joseph and Samuel his friend, in which the principal purpose that they have is help to the people and make them their friends, but they have to put face to face with some villains and evil people, nevertheless they can know some interesting, amazing and famous people.

Dare to read it, you will not regret and you are going to find great and wonderful stories.

Permalink | Edit | Delete | Reply

→ the summary of Carnegie  
snarks and his earth in danger

## Student 2. Let's Change

MY CHARACTER IS:LAUREN SHE IS 18 YEARS OLD,SHE HAS GOT LONG AND CURLY HAIR , BLUE EYES, WHITE SKIN,NUDE LIPS,SHE IS YOUNG,AND A PRETTY WOMAN.  
SHE IS HONEST,COMPETITIVE,FASHIONISTA,CUTE,LOVELY,AND SO FRIENDLY .  
EVERYDAY SHE WAKES UP AT 7:00 OCKLOCK EVERYDAY, SHE GOES TO THE SCHOOL AND EVEN THERE EVERYTHING WAS NORMAL,BUT SUDDENLY SHE CAN FLY IN THE HOUSE, BUT THAT WAS ONLY IN THE DAY , SHE HELPED WHOEVER NEEDED IT , BUT SOMEONE DAY SHE WAS NEEDING HELP , BUT NOBODY HELPED HER SO SHE DECIDE TO BE A BAD GIRL AND FROM THERE EVERYTHING STARTS TO CHANGE , NOW SHE WASNT BUILDING HER CITY,SHE WAS DESTROYING IT LITTLE BY LITTLE. THE WHOLE CITY WAS TERRIFIED TO SEE HER GO THROUGH THE STREETS. BUT

• let's start ...

*MY CHARACTER IS:LAUREN SHE IS 18 YEARS OLD, SHE HAS GOT LONG AND CURLY HAIR , BLUE EYES, WHITE SKIN, LIPS, SHE IS YOUNG, AND A PRETTY WOMAN. SHE IS HONEST, COMPETITIVE, FASHIONISTA, CUTE, LOVELY, AND SO FRIENDLY . EVERYDAY SHE WAKES UP AT 7:00 O'CKLOCK EVERYDAY, SHE GOES TO THE SCHOOL AND EVEN THERE EVERYTHING WAS NORMAL,BUT SUDDENLY SHE COULD FLY IN THE HOUSE, BUT THAT WAS ONLY IN THE DAY , SHE HELPED WHOEVER NEEDED IT , BUT ONE DAY SHE NEEDED HELP , BUT NOBODY HELPED HER SO SHE DECIDE TO BE A BAD GIRL AND FROM THERE EVERYTHING STARTS TO*

**Let's change**  
by Mariana Salazar Florez -  
Saturday, June 23, 2018, 7:16 AM

My story is about a normal girl that discovers that she has powers , therefore she decides to save her city, she always helped people , however one day,she needed help besides no one helped her ,hence she decide to destroy her city and Batman helped her doing that , therefore she falls in love with Batman , however Batman rejected her , so she decide to be worst than ever ,however Wonder Woman arrives in London and she won the battle versus Lauren , however Lauren decided to be a good girl and she will get married with Batman and they will be a happy family.

[Permalink](#) | [Edit](#) | [Delete](#) | [Reply](#)

← The unexpected

## Student 3. Sparks and his Earth in danger.

my main character is a panda and his name is sparks  
Its physical characteristics are:  
it is small  
it's chubby  
it has large eyes  
big ears  
white teeth  
It is distinguished by its small white spots, this is not so common in pandas why it makes it more special  
your personality:  
It is tender  
juguenton  
friendly  
sociable  
his routine is:  
he always wakes up at eight thirty in the morning  
he stretches his arms and legs

1 chapter

my main character is a panda and his name is Sparks  
Its physical characteristics are:  
it is small, it's chubby, it has large eyes, big ears, white teeth.  
It is distinguished by its small white spots, this is not so common in pandas why it makes it more special  
your personality:  
It is tender, playful, friendly, sociable,  
his routine is:  
he always wakes up at eight thirty in the morning

summary

My book is about a panda his name is Sparks a day he goes to celebrate his birthday also he is found with the dry river and goes to the city to work for finding help and recovering his jungle  
After they find a zombie besides help to cure him for return to the city ,he and his friends ( Marco, Kika, Tita) created a campaign to finish the contamination

[Permalink](#) | [Edit](#) | [Delete](#) | [Reply](#)

← The Joseph's adventures (Summary) summary ▶

← FINAL DRAFT

Jump to ...

## Student 4. Lena

## Annex 5. Teacher color coded individual virtual feedback.

The following screenshots were taken from the virtual feedback given in the draft 2

### THE JOSEPH'S DAILY ROUTINE

My character is a ghost and his name is Joseph. He was a boy before he died, he was of dark skin, he had dark brown hair, his eyes were blue, he was short and thin, and he was twelve years old when he died. His principal purpose was helping people through a friend. When he was a child, he wanted to be a doctor but he could not because he was a victim of a traffic accident. In his ghost life, he usually gets up at seven o'clock, makes his bed and has breakfast at eight o'clock. Normally he goes out from his house at eight thirty after taking out his dog Max. Always he crosses the magic portal at nine o'clock to meet with his best friend that is called Samuel. Normally Joseph gets out the school with Samuel at two o'clock that he finally his class, and usually they go to the Samuel's house, have lunch and drink a soft coffee and at four thirty they are ready to help the people. Always they do this until six o'clock, because it is the time when Joseph has to cross the magic portal. He arrives to his house at seven thirty, plays with Max, he has dinner, watches T.V, brushes his teeth and normally he goes to his bed at nine o'clock.

### THE LUCAS'S ADVENTURE

The next day, it was a windy and raining day and Joseph was thinking that he and his best friend Samuel can't help to the people, so he calls by cell phone to Samuel to explain his point of

Joseph: - Hi my friend Samuel

-Samuel: Hi Joseph

Joseph: I'm thinking that we can't go to help the people, because the evil whether isn't in our favor

-Samuel: it doesn't matter, because it's raining but our duty is **TO help-to-the** people.

Joseph: It's ok. We are going to do it even though **it's-doing** **THERE IS a evil-TERRIBLE** weather.

-Samuel: ok, I wait for you in the central park at ten o'clock.

Joseph: ok, bye

At ten o'clock they met in the park, and they were walking when they met with Pedro, **Samuel's** friend, but he was crying because his dog was lost and it was raining. All the children **can-to-see** to Joseph and immediately Joseph and Samuel begin **TO help** **to** Pedro find his dog. Samuel questions to the people if someone has seen to-Lucas the Pedro's dog, and a neighbor says to **they** that she listened a dog that was barking on the other street. Pedro was very happy and they **was** to find it.

Pedro: - ¡Lucaaaas!

Samuel: - ¡Lucaaaas! ... ¡Lucaaaas!

Joseph: - ¡Lucaaaas!... ¡Lucaaaaaaaas!

Samuel: Pedro...look at that... It isn't Lucas?

-Pedro: Oh my God, yes it is

Hello my baby rina where have you been?

ground, and all the afternoon they were playing soccer with James and Falcao.

-At the next day James invites to Samuel and Joseph to Germany to know the Bayern Munich team. They travel in airplane during approximately twelve hours to finally arrive and play soccer and know **FOR THE** first time the Bayern Munich team.

#### THE REAL LIFE MOVIE

One day Joseph and Samuel were walking on the street when they met a villain that they didn't know, however he did know them because he had caused the accident in which Joseph died. In the same way the villain lately had made the Samuel's life a bit difficult because he wanted to fulfill a wish, but Samuel couldn't see him because the villain also died in the same accident of Joseph. Additionally one day the villain appeared in his mirror and he threatened him with death if he didn't get to the precious red sphere of eternal life and if Samuel got it, the villain and Joseph could go back to live. Therefore Samuel accepted his proposal and he decided to face that challenge; he went through many obstacles and went through many terrifying places, but he only thought about doing it to save his life and help his friend Joseph. They found the exact where the sphere was, but only Samuel was who with his fingerprint could open the door to obtain so precious treasure; Samuel gives to the villain the sphere and the villain disappears. Subsequently Samuel thinks that the villain wouldn't

- let's start ...

MY CHARACTER IS LAUREN SHE IS 18 YEARS OLD, SHE HAS GOT LONG AND CURLY HAIR, BLUE EYES, WHITE SKIN, LIPS. SHE IS YOUNG AND A PRETTY WOMAN. SHE IS HONEST, COMPETITIVE, FASHIONISTA, CUTE, LOVELY, AND SO FRIENDLY. EVERYDAY SHE WAKES UP AT 7.00 O'CLOCK EVERYDAY, SHE GOES TO THE SCHOOL AND EVEN THERE EVERYTHING WAS NORMAL, BUT SUDDENLY SHE **CAN** **COULD** FLY IN THE HOUSE, BUT THAT WAS ONLY IN THE DAY, SHE HELPED WHOEVER NEEDED IT, BUT ONE DAY **SHE WAS NEEDING HELP SHE NEEDED HELP**, BUT NOBODY HELPED HER SO SHE DECIDED TO BE A BAD GIRL AND FROM THERE EVERYTHING STARTS TO CHANGE, NOW SHE WASN'T BUILDING HER CITY, SHE WAS DESTROYING IT LITTLE BY LITTLE. THE WHOLE CITY WAS TERRIFIED TO SEE HER GO THROUGH THE STREETS. BUT SOMEONE HAD TO PUT AN END **WITH TO** THAT...

- war and love...

lauren was so destroyed, **SHE WAS NEEDING HELP SHE NEEDED HELP**, but no one believed her, but that day someone was coming, he **was wanting - WANTED to** go to help lauren to destroy the world starting from **London**, where she was, that character was BATMAN, the one who also had been rejected in France when he needed help, as some said together with hunger and the desire to eat and from there nothing was the same again from the london city, but **lauren and batman** spent so much time together, **since lauren** didn't see batman only as a friend, she was in love with batman, but she did not know how to say it, she

with an unexpected surprise, he takes out his weapon and hits him a few shots and sadly takes Samuel's life...

#### FEEDBACK

- Don't use THE for names. Ex: ~~THE~~ Joseph's Adventure
- Be careful with the capital letters for the names
- Don't use TO after modal verbs. Ex: He can ~~to~~ swim.

This is becoming really, really interesting. A red sphere of eternal life? Would you like one? I would

Final del documento

but she decided to tell him that same day, and she said **batman** i m in love with you, i love you and i don't want that this changes the relationship between us **but batman said TOLD her** **lauren** i don't know what to say, i think that you are confused because we spend a lot of time together, and it's better to stay away for a time and clarify your ideas, so lauren didn't say **something ANYTHING** and she left the room...



- girl power...

since lauren was hurt with batman, because he rejected her, she intends to be worse than ever, made **his HER** master plan and was executing it to the letter, but when the plan was about to win, a superhero called Wonderwoman, and since Wonder Woman appeared, and no one is afraid of lauren, but Lauren was not going to stay with her arms crossed, **then he began to plan his master plan** and, **but lauren** was so strong, so it was very difficult to destroy her, but lauren doesn't give up so easy, but wonder woman

everybody laughs of lauren when they see her , she think it's time to give up but ...



Let's change

lauren was destroyed because wonder woman **win-WON** the battle , hence she decided to be a good girl ,at least for a time , she

character , she was going to **win-BEAT** wonderwoman nonetheless nobody knows that ,therefore , she had to act like a good girl , that was very sorry for all that she had done , that was all that people thought in this moment , nevertheless nobody expected was she was going to do in one month.

#### FEEDBACK

- Be careful with the punctuation. Remember that you must leave a space after a comma. Ex: *SHE IS HONEST, COMPETITIVE, FASHIONISTA, CUTE, LOVELY, AND SO FRIENDLY.*
- Don't use the past continuous with verbs like want or need. Ex: *I-was-wanting. I wanted.* ✓
- Use capital letters for the names of everybody and the countries too.
- Sometimes you speak about Lauren as a "HE". She is a girl right?
- Maybe you can use more logical connectors: However, therefore, additionally, etc.

Very good job! I hope Batman loves her back one day! :)

Final del documento

## 1 chapter

my main character is a panda and his name is **Sparks**. Its physical characteristics are it is small. it's chubby. It has large eyes AND big ears

white teeth

It is distinguished by its small white spots, this is not so common in pandas **why** it makes it more special

your personality:

It is tender

**jugueton**

friendly

sociable

his routine is:

he always wakes up at eight thirty in the morning

he stretches his arms and legs

sparks rises at nine o'clock

he takes his breakfast which is orange juice, huevos rancheros, toast with marmalade

sparks takes a bath in her tub with bubbles

he wears his favorite orange shirt and his jeans

sparks calls his best friend **alex** to go to school together

he meets his friend and they take the bus

he enters the school at quarter to ten

after leaving school

he leaves the school again with his friend and they take the bus

**Sparks** reaches **your-HIS** house

he takes his lunch it is chicken, carrot, rice and orange juice

He does all his due tasks

sparks goes out to play soccer with **alex**

he then takes a coffee

he washes his teeth

he goes to his bed

sparks read the bible before sleeping

he sleeps

## 2 chapter

Friday, March 2 of the **year of the sparks monkeys** went to his school and met his best friend Kika the elephant, they went to the school together, to be at the entrance of the school Kika told **Sparks** to escape to the river and he answered that he could not because he had an important exam and Kika decided not to

up and david take air he became human again

talk with kika ,marco and sparks of how look after ambient

after take an bus to the city were divided

kika y marco : they went to the south , did an little met with very people , talk of pick trash , and support but to the dg

chispas y david : they went to the : north

and his campaign was to make a good plastic production medium, telling industries to lower the production of industrial gas

thanks to the contributions the city changed a bitbut David stayed in the city with the promise of

continuing with campaigns such as carbon dioxide and that more humans do not become zombies

#### FEEDBACK

- Correct the first chapter. Don't make a list. MAKE a paragraph with punctuation. Ex: My main character is a panda and his name is Sparks. Its physical characteristics are it is small, it's chubby. It has large eyes AND big ears.
- Be careful with the capital letters for the names.
- Please use punctuation. In the third chapter there is not a comma or a period.

Her name is Lena she is 16 years old and she is in tenth grade. Lena is a beautiful girl, she has green eyes and light hair. She is very funny and friendly, in her free time she likes to play soccer, chat in the cellphone and travel.

The Lena's routine is always go to school in the mornings, when she arrives to school she watch Tv, Listen music chat in the cellphone and makes homeworks every day.

Lena is new in the school she has IS nervous.

I was lost,I needed to find room 10E -said Lena-

Hello my name is Sam welcome to school. How can I help you?

Oh thank you my name is Lena I'm lost you can help me to find room 10E

Sure come on, how old are you Lena?

I am 16 years old, and you Sam?

I am 16 years old

After walking 5 minutes, Sam said

Hey Lena the room is here

Oh thank you very much you are very kind, I don't have friends

here, we can be friend?

Yes, of course, give me your number

Sure my number is 0172345869

Ok see you too at lunch

Well see you later

#### Chapter 3

Lena! -said sam-

What's happening sam?-said Lena-

Let's play football I - said Sam-

- You are using too much translation. I am not going to continue correcting because Google is doing everything.

Final del documento

Oh Lena look at this girl -said sam-

Oh She is Daila She is in our school in the biology class-said

Lena-

Hi girls my name is Daila I'm at your school-said Daila-

Hello Daila my name is Sam and She is Lena-said sam-

Daila what do you like yo do on your free time?-said Lena-

I like playing tennis volleyball and football and I

-said Daila-

It's wonderful -said sam-

Do you want to go to the cinema?-said Lena-

Yes come on -said sam and Daila-

IN THE CINEMA...

Hey Daila do you want to be our friend?-said Lena-

Of course -said Daila-

Ok-said Sam-

THE NEXT WEEK...

Lena! Sam told me that you are tedious and that you don't know

play soccer-said Daila-

What? Really, I'm very sad see you tomorrow-said Lena-

Daila is running for the next class, to continue breaking the

friendship of Lena and Sam

Hi Sam how are you-said Daila-

Hello Daila, I'm fine -said sam-

Sam! Lena told me that you are lazy and very jealous-said

Daila-

Really? It's horrible see you tomorrow-said Sam-

The plan is perfect-said Daila-

From then ok Sam and Lena have not spoken

THE NEXT YEAR...

What shoes?-said Lena-  
 I like the converse-said Daila-  
 IN THE GRADUATION...  
 Hi Sam-said Lena-  
 Hi Lena-said sam-  
 How are you?-said sam-  
 Fine and you?-said Lena-  
 Sad-said sam-  
 Why?-said Lena-  
 Because we do not talk anymore and we aren't friends-said sam-  
 I'm also sad and I found out that Daila invented a gossip about us  
 Do yo want to be my friend again?-said Lena-  
 Yes yes yes I love you-said sam-  
 We have to tell her that we are not her friends -said Lena-

The Next day  
 jDaila-said sam-  
 Hi girls how are you-said Daila-  
 Hi Daila se are very good but we're not going to **manejo** Friends anymore-said Lena-  
 What's wrong with them?-said Daila-  
 You have btrayed us-said Lena-  
 But I have not even done girls-said Daila-  
 You know better forget It we are no longer friends-said sam-  
 And they do a Big mistake they do not know what waits them-said Daila-  
 Bye bye -said Sam-

We're going to the caletery -said sam-  
 Yes this is a good idea-said Lena-  
 1 hour later  
 Lena I have to tell you something -said sam-  
 What's up-said Lena  
 First I **AM** to visit th orders of the world  
 Second I'm sad for Daila  
 Third: I will never go back  
 What?-said Lena-  
 I **sorry**-said sam-you know that you can trust in **my**-said Lena-  
 Yes, I know -said sam-  
 Because you did not trust in **my**?-said Lena-  
 I don't have idea-said sam-  
 Ok and when you leave?-said Lena-  
 Mmmmm today-said sam-  
 What do you say-said Lena-  
 Today at 6:30pm -said sam-  
 But let's continue being **nds**? - said Lena-  
 Yes yes -said sam-  
 But if you **already** go-said Lena-  
 Yes bye bye I LOVE YOU BEST FRIEND-said Sam-

#### FEEDBACK

- Remember in English we only use one exclamation mark.Ex: She is here!
- Punctuation is really important check the red highlights.
- Be careful with the capital letters for the names and you use capital letter for things that don't need that.

## Annex 6. Students' survey.

This survey contains the auto evaluation of the students. Also, they wrote their opinion about how to learn with smartphones.

March 24th

Survey 1

¿Cuantos capitulos crees que aparecan en tu libro?

¿Crees que trabajar en Thinker te ha ayudado a escribir mejor?

¿Como crees que podrias mejorar tu habilidad escrita usando tu celular?

Selección.

Yo quiero tener 10 capitulos en mi libro.

Si trabajar en thinker me a ayudado mucho y mas que todo en la escritura y en el ingles.

Yo mejoraria mi habilidad de escritura usando el celular para hacer parafas en ingles o enviar mensajes de texto en ingles.

## Survey 1

¿Cuántos capítulos quieres que tenga tu libro?

Rta: Los capítulos necesarios para que la historia cierre perfectamente.

PD: Ah, no tengo un número exacto.

¿Crees que trabajar en Thinker te ha ayudado a escribir mejor?

Rta: No, debido a que no se usa la plataforma.

PD: Para escribir mejor me inspiro en libros y películas.

¿Cómo crees que podrías mejorar tu habilidad escrita usando tu celular?

Rta: Si porque mi celular tiene la opción de tener varias idiomas en el teclado y distintas opciones con respecto a los idiomas.

## este correo es Survey 1

¿Cuántos capítulos quieres que aparezcan en tu libro?

Rta: 6 capítulos.

¿Crees que Thinker te ha ayudado a escribir mejor?

Rta: No, tengo problemas con la plataforma.

¿Cómo crees que podrías mejorar tu habilidad escrita usando tu celular?

Rta: Puedo mejorar porque es una herramienta que tiene varios usos.

Activi  
16/2/20

## Survey 1.

¿Cuántos capítulos quieres que aparezcan en tu libro?

R = 10 capítulos.

¿Crees que trabajar en Thinker te ha ayudado a escribir mejor?

R = No, tengo algunos problemas con la plataforma.

¿Cómo crees que podrías mejorar tu habilidad escrita usando tu celular?

R = Puedo mejorar porque es una herramienta que tiene varios usos.

Activi  
16/2/20

## Annex 7. Color code Key.

Color key utilized to understand the feedback given to students via Thinker to work on class and virtually.



## Annex 8. Interests and technology availability survey.

These are surveys done before the implementation of the research. The students state in here their favorite topic, free time activities, and device availability.

• ¿Cuales son tus materias favoritas? Selecciona tus favoritas

Matemáticas  
 Inglés,  
 Ciencias naturales  
 Español,  
 Artes  
 ¿Otras?: sociales, musica, teatro etc...

• ¿Qué haces en tu tiempo libre? Selecciona todo lo que haces.

Ver televisión:  
 Caricaturas,  
 Películas,  
 Series,  
 Usar el computador,  
 Jugar en el celular,  
 Jugar en consolas,  
 Leer libros,  
 ¿Otras?: Escucha //

• ¿Cuales de estas tecnologías tienes? Selecciona todas las que

Celular (Smartphone)  
 Computador  
 Tablet

Cuestionario

UNIVERSIDAD PEDAGÓGICA NACIONAL

Llena este cuestionario para saber mas de ti y darte una clase que te guste. Responde todas las preguntas honestamente.

• ¿Cómo te llamas? Celeste Aveña Rico

• ¿Cuántos años tienes?: 11

• Género:  Masculino •  Femenino

• ¿Con quién vives en tu casa? Abuelo, mamá, hermano

• ¿Cuales son tus materias favoritas? Selecciona tus favoritas

Matemáticas  
 Inglés  
 Ciencias naturales  
 Español  
 Artes  
 ¿Otras?: Edmundo Ferra

• ¿Qué haces en tu tiempo libre? Selecciona todo lo que haces.

Ver televisión:  
 Caricaturas,  
 Películas,  
 Series,  
 Usar el computador,  
 Jugar en el celular,  
 Jugar en consolas,  
 Leer libros,  
 ¿Otras?: Youtube (videos)

• ¿Cuales de estas tecnologías tienes? Selecciona todas las que tienes

Celular (Smartphone)  
 Computador  
 Tablet

## Annex 9. Field notes

These are some field notes taken during different stages of the research. They encapsulate dynamics observed in the classroom.

<p><b>Class 11. October 14th, 2017.</b>          Topics: Lesson 4a. Have you got a family? Lesson 4b. She's got brown eyes.          Objectives: To talk about my family, to use have/has got, to talk about appearance. To brainstorm ideas about their final project.</p> <p>Today the class is very quiet. They seem to be attentive but they are not answering the questions that they teacher asks. The students are getting used to not answering individual questions and the same students talk all the time. The teacher explains that there is no difference between have got and just have. The teacher asked one student that has a good level to describe one of her classmates. The teacher encouraged the student to say more. She used an example to let them know which is the type of sentence she asked for. One student said a sentence correctly however his example wasn't about physical appearance so the teacher asked him to do something different.</p>	<p>One particular student was eager to answer however the teacher did not allow him to answer each time. It is important to give each student a moment to talk since choosing the same student again and again could make other students feel they are not participating in the class. Nevertheless, keeping track of who has talked and who hasn't, requires great leadership skills.</p> <p>Class participation is necessary since there are few moments where students can speak but I have noticed that voluntary participation is not so common in this group. The same students, the minority, raise their hands to speak but I cannot so ice that the majority almost never participate until the teacher asks them directly. This sort of participation could be encouraged more so every student feels included.</p>
<p><b>Field note 13. May 19th, 2018.</b>          Top 5. Writing exercise. Students were given an activity to do any day they could but as well I told them I would be connected on the platform during the normal schedule of the class in order to answer any questions they had about the activities I left them on the app. This idea of everyone being in the same app at the same time makes them to reconsider the idea of what is to be studying in a classroom or studying in their bedroom. The assistance online that day was of 8 students since I established it was not mandatory, We communicated through WhatsApp or Thinker and we talked about mistakes on their writing exercise and had individual time for correcting and thinking about their own writing.</p>	<p>The reflection I got from this class can be summarized as "how not to waste time". Due to elections, the classes would be retaken after 15 days. Which is a lot of time when kids need to prepare for the final evaluation. It was in this moment I realized that the time was short and that we would need another way to communicate and study. Luckily the application can work as a tool to allow communication during this long break. With exploration I have found out new ways to see in real time every character all the students type. With just changing the window I can see all they write and provide live feedback. In this class it was the first time both students and I experienced an online live class through a smartphone.</p>

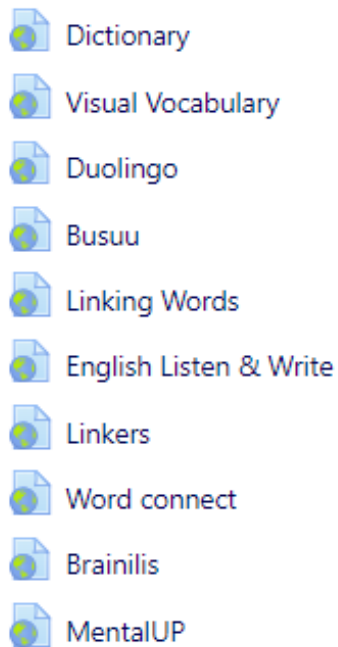
## Annex 10. Elias' Universal Instructional Design for Mobile Learning.

Mobile Learning design paradigm by Elias 2011. Flexible use, simple and intuitive and instructional climate principles were the base of the indicators to measure B learning.

UID Principles	Online DE recommendations	M-learning recommendations
<b>1. Equitable use</b>	<ul style="list-style-type: none"> <li>- put content online</li> <li>- provide translation</li> </ul>	<ul style="list-style-type: none"> <li>- deliver content in the simplest possible format</li> <li>- Use cloud-computing file storage and sharing sites</li> </ul>
<b>2. Flexible use</b>	<ul style="list-style-type: none"> <li>- present content and accept assignments in multiple formats</li> <li>- offer choice and additional information</li> </ul>	<ul style="list-style-type: none"> <li>- Package content in small chunks</li> <li>- consider unconventional assignment options</li> <li>- Leave it to learners to illustrate and animate courses</li> </ul>
<b>3. Simple and intuitive</b>	<ul style="list-style-type: none"> <li>- simplify interface</li> <li>- offer offline and text-only options</li> </ul>	<ul style="list-style-type: none"> <li>- keep code simple</li> <li>- use open-source software</li> </ul>
<b>4. Perceptible information</b>	<ul style="list-style-type: none"> <li>- add captions, descriptors and transcriptions</li> </ul>	
<b>5. Tolerance for error</b>	<ul style="list-style-type: none"> <li>- allow students to edit posts</li> <li>- issue warnings using sound and text</li> </ul>	<ul style="list-style-type: none"> <li>- scaffold and support situated learning methods</li> </ul>
<b>6. Low physical and technical effort</b>	<ul style="list-style-type: none"> <li>- incorporate assistive technologies</li> <li>- consider issues of physical effort</li> <li>- check browser capabilities</li> </ul>	<ul style="list-style-type: none"> <li>- use available SMS readers and other mobile-specific assistive technologies</li> </ul>
<b>7. Community of learners and support</b>	<ul style="list-style-type: none"> <li>- include study groups and tools</li> <li>- easy-to-find links to support Services</li> </ul>	<ul style="list-style-type: none"> <li>- encourage multiple methods of communication</li> <li>- group learners according to technological access and/or preferences</li> </ul>
<b>8. Instructional climate</b>	<ul style="list-style-type: none"> <li>- make contact and stay involved</li> </ul>	<ul style="list-style-type: none"> <li>- push regular reminders, quizzes and questions to students</li> <li>- pull in learner-generated content</li> </ul>

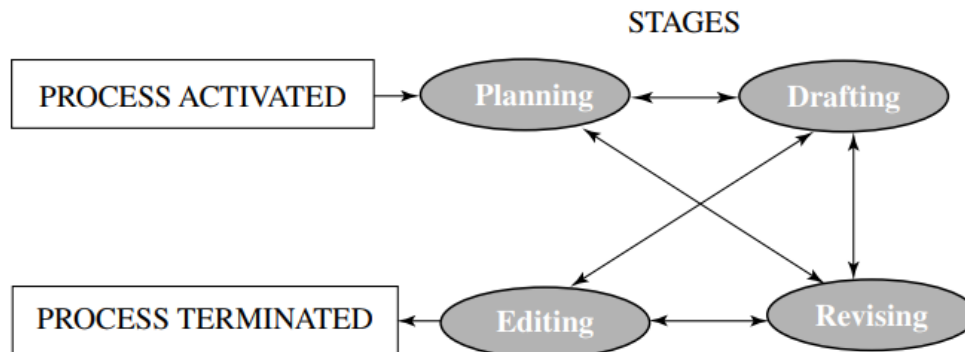
### Annex 11. Applications used in the course.

The following are applications used in the course as part of autonomous work. All these application can be found at Google's Playstore.



### Annex 12. Seow (2002) The writing process.

This diagram was taken as a reference to set the Process Based Approach and the stages of the process of drafting in this research.



## Annex 13. Diseño y medición Indicador Terminales por cada 100 habitantes

En el marco del Plan Nacional de desarrollo 2014 – 2018. MINTIC.

### Equipos en colegios año 2016

DEPARTAMENTO	Escritorio	Portátil	Tabletas	Total	DEPARTAMENTO	Escritorio	Portátil	Tabletas	Total
Archipiélago de San Andrés	75	563	404	1.042	Bolívar	5.152	21.327	26.629	53.108
Vaupés	49	850	974	1.873	Sucre	1.295	10.100	42.220	53.615
Guainía	14	853	1.952	2.819	Cesar	3.037	17.337	35.506	55.880
Vichada	13	1.626	1.306	2.945	Boyacá	4.451	22.551	31.639	58.641
Guaviare	126	1.541	2.138	3.805	Cauca	5.039	25.021	29.326	59.386
Amazonas	49	1.409	4.860	6.318	Huila	3.576	15.058	40.978	59.612
Arauca	475	4.626	6.440	11.541	Norte de Santander	4.836	19.478	36.643	60.957
Casanare	665	6.090	7.388	14.143	Atlántico	9.402	20.981	30.646	61.029
Caquetá	1.088	8.658	6.394	16.140	Santander	9.606	25.291	32.712	67.609
Putumayo	996	7.741	8.773	17.510	Tolima	4.533	17.830	58.539	80.902
La Guajira	1.032	9.962	12.697	23.691	Nariño	3.891	28.914	50.747	83.552
Chocó	387	11.270	12.310	23.967	Córdoba	2.628	23.399	69.603	95.630
Risaralda	2.486	9.834	15.987	28.307	Cundinamarca	16.802	31.594	69.821	118.217
Quindío	1.320	5.529	24.752	31.601	Bogotá	52.634	45.431	20.156	118.221
Caldas	2.795	14.057	19.435	36.287	Valle del Cauca	25.268	37.581	58.141	120.990
Meta	3.243	14.913	25.256	43.412	Antioquia	21.638	69.657	98.853	190.148
Magdalena	3.287	19.127	26.893	49.307	<b>TOTAL</b>	<b>191.888</b>	<b>550.199</b>	<b>910.118</b>	<b>1.652.205</b>

Fuente: Datos obtenidos de Computadores para Educar

### Información secundaria Importaciones de equipos tecnológicos - DIAN, años 2013 - 2016

