

**ENHANCING WRITING SKILLS WITH SEVENTH GRADERS AT A PUBLIC
SCHOOL THROUGH ONLINE WORKSHOPS**

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Enhancing writing skills with seventh graders at a public school through online workshops

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Abstract

This action research describes the experience carried out with seventh graders in the English as a foreign language classroom at a public school in Bogotá, Colombia, from 2013 to 2014. The study proposes the inclusion of a virtual environment to teach English as a foreign language through the implementation of five online writing workshops which were placed in the platform Edmodo.

Data was collected to show how the implementation of those five online workshops enhanced students of seventh grade to improve their writing skills, making use of the links provided, the models presented and the step by step instructions given in each workshop. It shows that the use of online workshops improved students' writing skills in early stages. The online workshops involved students into a virtual learning environment where they made use of technology, interacted among themselves and with the teacher as well.

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Introduction

Having a look at English teaching in Colombia, many of us would agree that one of the greatest needs many students have is to develop their writing skills in the foreign language. This is accentuated by the lack of practice of real communicative activities in English, and without having enough time dedicated to the development of writing skills in English. As students write, they learn to express and communicate their ideas, interests and dreams. However, in Colombia, writing is still the pitfall for the cultural and intellectual advancement of our students, maybe because there is not enough consciousness of the importance for the development of that skill, or because the strategies used to make them to write do not meet their needs. In that way, our challenge as teachers is to involve them in activities where they feel that learning is part of their environment using familiar tools such as current technology which surrounds everybody and everywhere.

In this regard, while working at this public school English teachers, during the second semester, 2013, we observed that the group of students involved in this project was facing a **problem** that is described as follows: The need to find a way to help teachers and students to guide English writing process at this public School. The English area team is aware that writing is one of the competences to be promoted. That is why it is considered the need to design some strategies to develop writing process.

In order to gather evidences for the needs analysis at writing, a survey was applied at random to 10 students to identify their perceptions of the English writing process. From the results obtained the following aspects emerged: the students show curiosity to write in English and they do it

sometimes even though they do not have a model to follow, they consider that their main weakness when writing is coherence and cohesion. As a possibility to solve their problem the students themselves suggested the use of the internet and the implementation of online workshops to learn new vocabulary and also as a mean to improve their pieces of writing.

On the other hand it is possible to deduce that there is not any resistance of students in front of learning how to write, so it was important to check their written productions to try to figure out the origins for their low proficiency; so that with that purpose 10 students' artifacts were collected at random which were evaluated with a writing rubric taking into account national standards for level A 2. Making writing difficulties evident such as: The students need to improve their pieces of writing with different purposes; for instance, description of situations, objects and people. Students 'writing skill needs to be improved when they express contrast, cause and effect and it is evident the lack of vocabulary in order to fulfill coherence in their pieces of writing is evident. All of this is illustrated in the following aspects: content, the development of the ideas in this topic was poor; meanwhile the organization and stylistic approach presents incomplete sentences; therefore there is a lack of logical ideas. Besides in vocabulary and grammar, the students make use of inaccurate grammar structures when writing, for example: overuse of to be and lack of it, lack of words, meaningless sentences, subject verb agreement, verb form, article noun problems, word form, word order and sentence structure, word choice personal pronouns and wordiness. As well as in language use, the students writing pieces are understandable however they need better performance in the content of the message. Furthermore in the language usage, the spelling of different words is incorrect, the punctuation and capitalization are inadequate.

Another document to gather information was teacher's survey where emerged the following results: The teachers sometimes feel motivated to teach writing in English making use of models such as letters, post cards, recipes ,etc. Also they observe vocabulary as a weakness in the students' pieces of writing; and that is why they consider the use of the internet as a pedagogical tool to improve the student's writing competence. It is important to point out that the use of online workshops will be one of the best strategies to help students to develop writing process.

The **research question is**: How may the design and implementation of online workshops, enhance the writing skills with seventh graders at a public school? In consequence, **the object of study** of this research is: The English learning writing process and the **field of research** is: The orientation of the writing skills with seventh graders through the design and implementation of online workshops.

General objective: To enhance the writing skills with seventh graders at a public school through the use of online workshops. Consequently, in order to reach the general objective we found it necessary to formulate the following **specific objectives**:

1. To identify the theories used as the foundation for the research study.
2. To build a body of knowledge regarding the approaches used to support student's writing in English as a foreign language, as well as Colombian teachers' efforts to guide their pupils in this area.
3. To characterize students in terms of their writing skills development and perceptions by means of a survey and a writing short exercise.
4. To develop and implement a pedagogical strategy based on online workshops for the enhancement of the writing skills with seventh graders at a public School.

5. To implement and evaluate the didactic proposal.

To accomplish each one of the aforesaid objectives, we found necessary to establish the following scientific tasks:

1. Identification of the theories used as the foundation for the research study.
2. The building of a body of knowledge regarding the approaches used to support student's writing in English as a foreign language, as well as Colombian teachers' efforts to guide their pupils in this area.
3. Designing of the online workshops required to develop writing process.
4. Implementation and evaluation of the didactic proposal.

Justification

The result of social impact could have as a consequence, the implementation of both the broader and the specific context. First of all, we knew there were valid reasons that justified the importance of teaching and learning English for communicative purposes within our Colombian educational system: the fact that it has become the “universal” language, and that it has become a requirement for most students, as this may help them qualify to get better positions or take advantage of opportunities offered only to those who know it.

The present public school is engaged in promoting the English teaching and learning, being part of its curriculum studies, meant to make an educational contribution in benefit to the opportunities of its students. There are many other reasons to get learners into writing inside or outside the classroom. For instance, students will be able to think and write during spontaneous conversations and have the possibility to reflect about language aspects, word order, verb tenses, and punctuation, among others. Unfortunately, it is common to find students that are not enthusiastic in writing. This may be due to a lack of confidence or lack of a topic to write about. Therefore, teachers should adopt different strategies beginning at low level courses that encourage students to write.

The challenge of our project is to use a virtual environment that fosters writing skills. We have chosen online workshops as a new tool for our students who have only practiced English in the classroom. Using them, we expose students to real world situations with the use of language, motivating them to solve problems by making decisions and challenging their knowledge to approach a goal, with a new view of learning outside the classroom.

Given the nature of this action research project, the results will benefit not just the students concerned in this study but also those in the same levels. Therefore, through the implementation of this project, we sincerely hope to make a positive contribution to the learning community at this public school and at other institutions where English is taught.

Chapter I

1. Literature review

1.1 Previous studies

Throughout this section of the paper we present some previous studies in the field of English language teaching and learning, pertaining writing skills and the implementation of online workshops in similar contexts. The pedagogical interventions attempt to provide not only students but also teachers' tools to become even more successful at learning and teaching the productive skills. Likewise, these previous investigations at both international and national context help teachers to build up some constructs that are very useful for this study.

1.1.1 International and national research

Taking into account different researches done around the world about writing at school it is important to mention some of them which are related with the focus of this project. Such as: Mota (2006, p 53) "El Rol De La Escritura Dentro Del Currículo De La Enseñanza-Aprendizaje Del Inglés Como Segunda Lengua (Esl/Efl)". Where the author describes and analyzes from a historic perspective the role that writing has had in the teaching and learning of foreign languages in the past and the role that the newest research have given it inside the knowledge development. Questions such as what the writing is and what its role has been in the learning and teaching curriculum in the foreign languages, which is the emphasis that must be given in the development of writing in connection to other linguistic skills and what kind of writing activities are more appropriate for learners, all of them are studied here. One of the most important conclusions the author traced is: writing cannot be assumed just as a tool that helps

students to learn a language and to process the course content as a powerful tool to develop knowledge.

It is important to take into account other aspects when writing texts. Wiener (2003, p 385) affirms that:

The organization means putting together words and sentences that show clear and logical relations to one another and providing solid support for ideas. To learn this skill is necessary to practice different types of writing on various subjects. Read the way writers organize ideas and practice different organizational strategies is something children as well as adults can learn. Parents' companion is relevant to guide children while writing.

Additionally, it is relevant to mention the importance that the use of technology has when developing writing skills, in the book "Moodle 1.9 For Second Language Teaching, Engaging Online Language Learning Activities Using The Moodle Platform"

Where teachers say that students like to have writing exercises using their computer, why is that? It is a medium they feel comfortable with. They can add pictures and sounds, change colors, size of fonts etc. Young students particularly like to do this. This chapter is divided into 5 sections which recount with the way writing is taught in communicative language teaching. It provides students with a model based on a particular genre of writing, such as a letter, e-mail or a story focus on genre means, students must have into account the person they are writing to and the reason why they write the task also, making it a more realistic experience. (Stanford, J, 2009. p 524).

It is also important to mention some research carried out in Colombia. One of them is “Current State of The Teaching Of Process Writing In EFL Classes: An Observational Study in the Last Two Years of Secondary School.” This study reports on the process writing activities carried out in EFL classes in the last two years of secondary school. It was done with Students of 10 and 11 grades in six Colombian high schools three public and three private in Bucaramanga, where the question proposed was: How is the writing process taught in EFL classes in the last two years of secondary school?. The research methods used were Observational study, Qualitative research and Process oriented approach where the Students ‘artifacts were checked (Mendoza, 2005. p 26)

The research evidences that the classes followed the same pattern which was correcting homework, introducing mainly a grammar topic, explaining it and doing some drills of repetition. The classes were run in Spanish. This research experience contributes to our project because it shows a similar state of the art our students currently have at IED with seventh graders.

Another Colombian research “The Process Writing Approach: An Alternative To Guide The Students’ Compositions The report shares experiences about the use of some strategies of the process oriented approach with Ninth graders at a public school in Bogotá in 2004. The methods used were Action research where students ‘written artifacts played an important role. Here it is underlined that it is not difficult to guide the learners towards a good output otherwise students get bored when the activities tent to be too long. Nobody writes without a specific purpose or audience and teachers ‘role must be a guide or facilitator instead of being a judge or linguistic elements corrector. This research contributes to our project because it suggests us some strategies to follow when encouraging our students to develop writing process. (Ariza, 2005. p37)

The project “The Process of Writing a Text by Using Cooperative Learning” involves students in their writing tasks and the improvement of their writing skills. This study is carried out at a public school in “El municipio de San Antonio del Tequendama en Cundinamarca” with ninth graders as participants. This is a case study because it allows the researcher to examine a particular issue, understanding and describing it. The data collection instruments were: Surveys, classroom observations and field notes. While the observations, the students preferred to work in pairs or in small groups more than working individually during the process; this project shows that working cooperatively; students will strengthen positive attitudes towards learning the writing process and will increase motivation and the self-esteem they need to involve in their writing tasks. (Aldana, 2005.p 57)

Another important research carried out in Colombia dates from university Cooperativa de Colombia whose branch is located in Bucaramanga. This was at the public school “Escuela Normal de Bucaramanga” it is involved in participatory action research, the instrument used was an interactive room where students could develop online workshops and activities that encourage them to read and write in English. These types of activities and the use of ICT motivate students to learn English and also allow them to be independent. The virtual room was created in EDMODO, a social free network which is used exclusively for education. (Calderon &Rey, 2012.p 105)

This research contributes towards our project due to the fact that it was ICT to motivate students to learn English and it uses EDMODO platform as well as we do it in this research.

1.2 Legal framework

The teaching of English as a foreign language in Colombia is administrated by the ministry of education which has led different rules and regulations in the administration of education such as 115 law in 1994 which states English as a basic subject taught in the curriculum. The national standards to the teaching of English based on the common European framework to the teaching of foreign languages is introduced in this research; which is evident in the following articles:

4°. “Adiciónese al artículo 20 de la Ley 115 de 1994 el siguiente literal:

g) Desarrollar destrezas orales y escritas que permitan comunicarse en el idioma inglés como lengua extranjera.”

The literal 2 says that learners must develop communicative competences and they must be applied in the field of equality inclusion, social-cultural language aspects and also in entrepreneurship competences by using the foreign language. On the other hand the law 1651 of 2013 (bilingualism law) leads different rules to the teaching of a foreign language such as the article 2, paragraph g mentions that students must be competent in the different skills: reading writing, listening and speaking properly at least in a foreign language.

1.2.1 Theoretical constructs

Reflecting upon the problem addressed in this research, considering the context in which it would be implemented, and carrying out the corresponding literature review, allowed us to gather relevant theoretical support for its execution. Therefore, the literature review focuses on different constructs such as; (a) An educational interpretation of writing teaching in the school; (b) Writing approaches and strategies and (c) virtual learning environment.

1.2.2 Educational interpretation of writing teaching in the school

Every day, people want to communicate their feelings, findings, research, and knowledge, and through writing it seems to be a successful way to achieve it. According to Cushing (2002, p 335) *writing, which was once considered the domain of the elite and well-educated, has become an essential tool for people of all ways of life in today's global community.*

It is necessary to understand how the skill of writing is developed, because, as Archibald (2001, p 153) mentions, “The term ‘writing’ refers both to an act and the result of that act”. This immediately sets up two possible perspectives on acquiring writing: learning as the process of composing and learning as the form and organization of the product. In this way, the strengthening of the writing process at school has many benefits. As Peterson (2011, p 61) adds, “The act of writing helps students make sense of the rolling, backtracking highway of thoughts running through their heads. The written words, phrases, sentences and paragraphs give these thoughts some shape and form.”

Students write in any subject area to know more about themselves through the process of writing. Through writing, students learn to expand their sense of who they are and learn about all that life has to offer. (Peterson, 2011.p 62).

In this process White (cited in Nunan 1989) argues that “writing is not a natural activity. All physically and mentally normal people have to be taught how to write.” So, as language teachers, one of our main purposes is to teach students how to write. Some important points we have to bear in mind when writing is that the text must be cohesive and coherent. Thus, it is necessary to take into account the following aspects, which contribute to a good writing process: content format, sentence structure, vocabulary, punctuation, spelling and letter formation. In

addition it is explained that more formal contexts of writing require additional basic writing conventions (tone, spelling, grammar and punctuation. This means that reinforcing appropriated writing conventions is as necessary in science classes as it is in language arts classes. It is important that students get the message that effective communication is important in every part of their world – with their friends and family, and in school (Peterson, 2011. p62).

In a society based on information, writing skills represent the development of communication in economic and academic fields; as Perrin & Jakobs (2008,p 359) add *through writing, we build up social networks, develop projects, inform colleagues and customers, and generate the basis for decisions. We send e-mail messages with text attachments, publish those texts, and store them in knowledge databases. The quality of the products of all these processes is often decisive for social resonance and professional success.* Meanwhile, effective writing is used in reporting current events for newspapers or web pages, composing academic essays, business reports, letters or e-mails messages, the ability to write effectively allows individuals from different cultures and backgrounds to communicate (Cushing, 2002.p 335)

Peterson (2011, p35) affirms that many students spend countless time blogging, emailing and text messaging. Compared to the past generation, students now have much more opportunity in their daily lives to write. And, they appear to enjoy this socially oriented writing. That said we as teachers need to guide students so that they recognize that the informality of electronic communication is not appropriate in all contexts.

In classrooms, students write most of the time, and some of them take this as a habit where they find important advantages for their learning goals. As Harmer (2007,p111) underlines:

The first reason to get students into a writing practice is that writing provides more time for thinking than spontaneous conversation. This gives them a greater opportunity for language processing that the author refers to as “*thinking about the language*”. On the other hand, writing ability must be developed in schools because it contributes to other areas of the knowledge. Related to this, Cushing (2002, p335) argues:

It is clear that writing is an important part of the curriculum in schools from the earliest grades onward, and that most children in countries that have a formal education system will learn to write, at least at a basic level, in that setting. In this sense, Kroll (1994, p77) says that many teachers are currently involved in writing across different curriculums and are accustomed to stressing the role of writing in developing critical thinking.

Santesteban (2012, p467) says that writing is one of the generalized skills in the teaching-learning process. The ability is useful because it allows evaluating student’s use of language and their knowledge about it. It also has a special significance in the communication process that sometimes can only happen through writing itself. On the other hand, writing plays an essential role in conveying information and also in transforming knowledge to create new knowledge.

Perrin & Jakobs (2008, p2) on the other hand, states writing can be a painful process due to the difficulty of choosing the correct words and the correct linguistic patterns. Here is where the relevance of writing and competence in writing raises the questions of how text production can be conceptualized, taught and learned and, last of all, what writing and text production are in terms of human activities?

Teachers of different areas encourage children to write starting in their first years of school because it is a good experience for students and can help them in the future. But, it is necessary to

bear in mind that this is not an easy process and demands a great effort from teachers and parents. Feedback on student writing is used to support students' writing development and nurture their confidence as writers. Teacher feedback often takes the form of written comments on their final graded compositions remarking on, for instance, on, syntax, semantics, punctuation, and capitalization (Stagg, 2010, p86).

In this respect, Harmer (2007, p99) distinguished between two kinds of writing purposes, writing for learning and writing for writing. In the first case, writing is used as an aide-mémoire or practice tool to help students practice and work with language. On the other hand, writing for writing is important because, according to the author "*students should become better at writing, whatever kind of writing that might be.*"

Writing is an important goal for all those people that are learners, in our case, English language learners. Speakers of different languages have several writing challenges. Writers give the opportunity to help others to learn by sharing stories about exercises, books, learning techniques that, in turn, help to improve our English writing skills.

Teachers have to consider many aspects before starting a writing activity, taking into account scholarly and individual perspectives to introduce them to get that objective. One of the important aspects to consider before teaching writing is to agree the genre of text to be written; as Harmer (2007, p 112) emphasizes:

Genre analysis will help students see how typical texts within a genre are constructed, and this knowledge will help them construct appropriate text of their own. The act of writing helps the students' interaction. Its success depends on the process followed by the writer according to their needs. Harmer also says that writing typically involves *planning, drafting, reviewing and editing*

but instead of this, “we may plan, draft, re-plan, draft, edit, re-edit, re-plan, before we produce our final version”.

In spite of knowing how the process is and trying to follow it, this is not enough for the students to take the habit of writing. First of all, teachers have to keep in mind the closer relationship that exists between reading and writing. First language correlational studies and found the following: “*There are correlations between reading achievement and writing ability. Better writers tend to be better readers*”. This suggests that reading and writing are related and both skills must be taken into account to complete an objective (Stotsky, 1983.p627).

On the other hand, in this project, we intend to work on coherence and cohesion when writing short texts, defining them as a group of sentences that are closely related in thought and which serve one common purpose, which through feedback could be built. It is important for writers to receive steady and appropriate feedback in such a way that the corrections are constructive and do not confuse the students Goldstein (2004, p66) points out that some research has shown that students sometimes find teacher commentaries confusing.

In the same way Crawford (1992, p45) wrote that students said that they may use teacher feedback without understanding the reasons behind it. And finally, Arndt (cited by Ferris 2006), says that students sometimes think they have understood the feedback when, in fact, they do not.

1.3 Writing as a skill

In regards to the conception of writing process Wolcott (1990) points that:

Writing is thinking. “Writing actually helps a researcher to think straight and to figure out what the story should be” In this case the author shows us that a qualitative researcher should

start writing as soon as possible in order to identify the problems and look for solutions in the field investigated (p.87).

In our case, it is necessary to take into account as Lombana (2000, p44) says that:

The writing skill is the most difficult one to learn and master in L2. It is similar for us as native speakers of Spanish (L1) because most of the time our written texts need to have more training and encourage students to develop this skill.

Encouragement is important to make writing easier and enjoyable in the target language as it was said by (Vale & Feunteun 1995). In our project these statements are valuable and we can foster students to write meaningfully.

Furthermore, the nature of the present project is aimed at implementing innovation in the classroom by making the writing process to the students useful and meaningful under specific contexts, avoiding the traditional form of grammar exercises. As Nunan (2000,p 90) says:

Innovation gives the teacher and the students the opportunity to share new situations in the classroom. Some of them can be done by using games, songs, workshops, exchanging experiences, likes and dislikes, what are given under real learner's context, so it allows our students to write in a revealing way and at the same time it makes learners to write comfortably because that motivate them to look for more information about the topic they like and it permits teacher to change the traditional classes that are taught by having into account the use of a book.

The role of teachers is very important when teaching writing deals with the importance of the writing process because they must be dedicated to fastening growth in writing by providing a sequence of lessons and courses designed to move the students beyond their entering skill level, enabling them to acquire skills and strategies that are not only geared toward promoting success in an academic environment but are operable across a range of potential writing situations. For this reason, it is very important to have a clear communication between teachers and students. (Kroll, 1994). In our school community it can guarantee a successful teaching writing process.

Writing, which once was considered belonging to the domain of the elite and well educated people, has become an essential tool for people of all ways of life in today's global community. Whether used in reporting analyses of current events for newspapers, or web pages, composing academic essays, business reports, letters or email messages, the ability to write effectively allows individuals from different cultures and backgrounds to communicate. Furthermore, it is now widely recognized that writing plays a vital role not only in conveying information, but also in transforming knowledge to create new knowledge (Cushing, 2002.p353).

Writing as a socio cultural phenomenon

- **Social aspects of writing**

Writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience (Hamp -Lyons, 2003.p163). In the same way Sperling (as cited by Lyons 2003), cites: writing as language in general is a meaning-making activity that is socially and culturally shaped and individually and socially purposeful. Expanding on the social nature of writing Hayes (as cited by Alderson & Bachman, 2002) asserts

that writing is also a social phenomenon because it is a social artifact and is carried out in a social setting. What we write, how we write and whom we write to, are shaped by social conventions and by our history of social interaction. The genres in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written.

- **Cultural Aspects of Writing**

Kaplan (1983,p139) provides useful introductions to some of the cultural influences on writing; he cites that: A variation in writing in different cultures does not reflect inherent differences in thought patterns but rather cultural preferences which make greater use of certain options among the linguistic possibilities. These variations are learned primarily through the educational system, either directly or indirectly through extensive exposure to culture-specific patterns of discourse.

Writing is both; “*a social and a cultural activity*”. The acts of writing cannot be looked at in isolation, but must be seen in their social and cultural context. The ability to write indicates the ability to function as a literate member of a particular segment of society or to use language to demonstrate one’s membership in that community.

Not only is the teacher’s role important but also the role of the materials as Molina (1999, p70), says:

Methodology is also a key element in the planning of language art lesson. It depends on the type of instructional material selected and on the type of methodology adopted, taking into account, of course, the purpose, goals, and the audience to which they are going to be addressed. On the other hand, it is important to have some clear distinctions between use and usage in the

language, where the first one refers to the use of language in real situations, and the second one deals with the rules that govern language itself. In our case language learners should be familiar more with the use of language rather than with its usage. Taking into account this point of view, it helps us to explore the linguistic needs and the socialization process of the students, based on their maturity and their cognitive and mental stages while writing.

Other important aspect that was taken into account to develop our project and to help our students to become good writers is Reading. It is a very useful skill for the students, because it allows them to increase their vocabulary, know and identify different styles of writings. They also have the opportunity to correct their own mistakes and use different ways to find out what to write about, what to include, and how to organize the ideas they want to express. As Acosta (1998, p54) declares:

One important aspect to become a good writer is maybe to be a good reader. Being a good reader can increase your background knowledge. Reading can make it possible for you to compare writing styles, improve vocabulary as well as spelling skills, providing the opportunity to produce communicative written texts. Through different workshops the students have to write draft after draft, first to generate and organize their ideas and then to convey those ideas clearly to readers and the teacher has to monitor this process clarifying their ideas.

Additionally, grammar is an important element that contributes to the improvement of writing. It helps students to identify possible mistakes on their written text because they face them in two possible forms inductively or deductively according to the kind of mistakes. The author Sánchez (2000,p40) shows that:

Grammar appears as a basis element to be taught along the whole professional training but it must be communicatively especially when writing skill is taught. Other aspect we want to consider deals with the communicative approach where the knowledge of structures and vocabulary are important. However, it is necessary to prepare students for communication.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between the writer and the reader that meaning becomes clear. From this view the communicative approach claims that the two main roles of the teacher are “*to facilitate the communication process between all participants in the classroom, and between these participants and the activities and texts as well as acting as an independent participant within the learning-teaching group*” (Richards & Rodgers, 1999. p 139). As well as Alderson and others (1995) declare: having relevant experience does not guarantee either the insights into the nature of the task that are necessary in order to write good tasks, creativity, sensitivity, insight and imagination are qualities difficult to define and to identify in prospective item writers but they are very obviously missing in poor item writers. In our experience, teachers are very reluctant to show outsiders, they are usually willing to reveal the source of exercises they have developed for classroom use. It is important to take into account that when the learners write, they typically expect to receive help from teachers or peers, or at least to feel able to seek help if they need it when writing.

Another area to keep in mind deals with “how languages are learned” such as Lightbown & Spada (1999,p457), affirm: As long as the learners are interested in the opportunity to learn and the teaching methods are appropriate to the learners’ age, interests, needs, experiences and

learning styles. Learners can use their own internal mechanisms to discover many of the complex rules and relationships that underline the language they are learning. So we can say that students learn much more than they are taught.

In short, writing cannot be supposed just as an instrument to allow students to learn a language, on the contrary it should develop knowledge through writing, and it traces the path to grow the present research. In addition research show that writing must involve students to plan, draft and edit the writing pieces they produce even it is time consuming.

Models of writing process

Hayes and Flower (as cited by Alderson & Bachman, 2002), described the writing process in terms of task environment, which included the writing assignment and the text produced so far. The writer's long-term memory, including knowledge of topic, knowledge of audience, stored writing plans and a number of cognitive processes including planning and revising a text. One of the important insights brought out in the Hayes-Flower model is the fact that writing is a recursive and not linear process, thus instruction in the writing process may be more effective than providing models of particular rhetorical forms and asking students to follow these models in their own writing.

Hayes (as cited by Alderson & Bachman, 2002) sees the writing process as consisting of two main parts: the environment and the individual tasks. The environment task can be divided into the social environment and the physical environment. The social environment consists of the audience (real or imagined) for one's writing, as well as any collaborators in the writing process. The physical environment includes the written text, which influences and shapes the writer's further effort, and the composing medium, handwriting or word processing.

The second aspect of Hayes model is the individual, which involves interactions among four components: working memory, motivation and affect, cognitive processes and long-term memory. Hayes' model of working memory is compound of three aspects: phonological memory, which stores auditory/verbal information, the visual special sketchpad, which stores visually or spatially coded information and semantic memory which store conceptual information.

Another aspect cited by Hayes (as cited by Alderson & Bachman, 2002) is the motivation. It takes an important place in writing production, goals, beliefs and attitudes, and cost-benefit have influence in the way the writer goes through the task of writing and the effort that will be put into the writing task. The cognitive process in Hayes' model includes text interpretation, reflection, and text production. Text interpretation, which includes listening, reading and scanning graphics, is the process in which internal representations are created from linguistic and graphic input. Reflection is a process in which new internal representations are created from existing internal representations. In the text production, new linguistic or graphic output is produced from internal representation. The final concept to deal with is long-term memory, in which information and knowledge are relevant to the writing task.

1.3.1 Writing approaches

There are three main approaches to teach English writing which are: process based approach, genre based approach and product based approach.

. Process based approach:

Process based writing is viewed as the process writer's work on their writing tasks from the beginning stage to the end of the writing product. O'brien (2004,p 25) defines this approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas (p.37). During the writing process teachers can enable learners to explore their thoughts and develop their own writing by using the five steps writing process model of Herwins (1999). He considers five steps:

1. Pre-writing
2. First draft composing
3. Feedback
4. Second draft writing
5. Proof Reading.

Writing in the process approach is seen as a dynamic and unpredictable process Tribble (cited in Badger 2000.p153). Process based approaches are well-known tools for writing instructors to teach L2 writing.

.Genre based approach

Hammond & Derewianka (2001, p133) define the genre based approach as: The way to language and literacy education that combines understanding of genre and genre teaching together in the writing class. This approach can be called as "*English for academic purposes approach*" Silva (1990, p11).

It is stressed the importance of various types of writing which tight closely to social purposes Maly (cited in Ghosh 1996). According to Badger & White (2000,p153) writing in the genre based approach is regarded as an extension of the product oriented approach since learners have an opportunity to study a wide variety of writing patterns, for instance the business letter, the academic reporter, and the research paper. Like other writing approaches, the genre based approach is increasingly used in the L2 classroom due to having certain strengths. The focus of writing in this approach aims to integrate the knowledge of a particular genre and its communicative purpose, this helps learner to produce the writing products to communicate to others in the same discourse community successfully.

. Product based approach

Product based writing approaches have been called by several names: the control to free approach, the test based approach, and the guided composition (Raimes, 1981,p407).

Silva (1990, p16). *“Basically writing in product based approaches serves to reinforce L2 writing in terms of grammatical and syntactical forms; there are a variety of activities in product based writing which can raise students’ awareness in second language writing from the lower of language to advance level in English proficiency”*. Such as the use of model paragraphs, sentences combining and rhetorical pattern exercises. The majority of the examples provided in this stage are given for lower English proficiency students because they required learners to work on the given exercises extrictly to avoid grammatical errors. Writing in this approach is viewed as a simpler liner model of the writing process which proceeds systematically from pre writing to composing and to correcting Tribble (cited in Badger 2000.p157). Also, instructors and learners

believe that planning stage of writing in the text based approaches begins and finishes in the primary period of composition. However, Hairston & Raimes (1982, p78) found that product based writing cannot be described as linear or as neat as it is generally believed. This writing approach is widely accepted among writing teachers because they have found several advantages for their writing classes. Firstly learners learn how to write in English systematically from using the pattern product techniques such as in narration, description and persuasion.

They also learn how to use vocabulary and sentence structures for each type of rhetorical pattern. Finally, product based writing helps teachers raise learners in L2 writing awareness.

However there are some disadvantages with the use of product based writing. It gives little attention to audience and the writing purpose for learners and teachers tend to emphasize on the importance of how the text is written (grammar, syntax and mechanics). The students use model paragraphs, sentences, sentence combined, and rhetorical pattern exercises to help students improve their pieces of writing.

The online workshop designed in this research follows exactly the stages of product based approach since the students have to use the patterns given in the input section to answer some reading comprehension questions, which helps them to understand the syntactical order of the sentences to recognize how the final product must be written. Additionally they must use the list of links to practice the writing of the topic. After that, the workshop provides an information gap exercise to enhance students writing to complete the information. Finally in the output section or the product section, students have to write their own story according to the topic assigned by following the patterns given throughout the whole online workshop (introduction, body and

conclusion). That is why our research is conceived under based approach due to the fact that students receive models and specific patterns to be followed until they write the final product.

1.3.2 Writing strategies

In writing it is expected an outcome without spelling mistakes, the nouns and verbs to agree with each other, and the punctuation and layout to obey certain conventions; however writing deals with the amount of written texts students are exposed to compose as well as the knowledge and criteria the teacher has to teach and correct writing as a product as well as a process. To develop writing process on students it is required to have in mind the following aspects:

. The way teacher promotes students to plan.

It means to encourage students to think about what they are going to write by planning the content and sequence. It is needed to help them “brainstorming”, where the students could generate ideas, “guided tasks” there the teacher includes a number of activities to lead students to plan for a forthcoming task. When students are writing it is necessary to promote them to think not only in the content but also in the purpose of their writing and the audience to whom they are writing to. Who the audience they were writing for.

. The way teachers encourage students to draft, reflect, and revise.

Students need to be motivated to reflect on what they are writing as well as how to manage drafts as part of the process and as a final product. One way students are encouraged to write is in a first stage working in pairs and receive peer’s suggestions to obtain a final paper.

. The way teachers respond to their students writing.

Instead of making corrections to a final product teachers must be focused on students 'progress by having an individual talk to each one of them about their products. On the other hand teachers have to read students' artifacts and make written suggestions on how the text could be reordered.

. The process trap

The process trap deals with the time taken in monitoring the writing process. Planning takes much time and sometimes it restricts spontaneity and creativity on the students. Working on different products required of reflection, editing and rewriting periods what means a quite long process.

This process is shown in the following graph.



Image 1. The process wheel. Harmer. (2007)

In agreement to product based approach the following strategies are stated as the most relevant for our population:

- **Description**

Through **description**, a writer helps the reader to use the senses of feeling, seeing, hearing, smelling, and tasting to feel what the writer experiences. Description helps the reader to understand people, places, and things the writer writes about. It is the most common way of writing. Descriptive writing can be found in newspapers, magazines, books, and other forms of written communication.

- **Exposition**

Through **exposition**, a writer informs, explains, and clarifies his/her ideas and thoughts. Exposition goes beyond description; it helps the reader to understand with greater clarity and in depth the writer's ideas and thoughts. Expository writing, like descriptive writing, is commonly found in newspapers, magazines, books, and other forms of written communication.

- **Narration**

Through **narration**, a writer tells a story. A story has characters, a setting, a time, a problem, and attempts to find a solution to a problem and solve it. Bedtime stories are examples of short stories while novels are examples of long stories. The scripts written for movies and plays are further examples of narrative writing.

- **Persuasion**

Through **persuasion**, a writer tries to change the reader's point of view about a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, or among them. Editorials, letters to the editor in newspapers and magazines, and the text for a political speech are examples of persuasive writing.

- **Comparison and Contrast**

Through **comparison and contrast**, a writer points out the similarities and differences about a topic. Comparison is employed to show what is alike or in common in certain topics. Contrast is used to show what is not alike or not in common in certain topics.

Writing activities according to Hedge, (cited in Badger 2000)

. Brainstorming

Brainstorming is an activity with which most people are familiar. The object in brainstorming is to compile as large a list as possible of potential examples for a given topic. This is a great activity to do in small groups or with the entire class. Brainstorming a list of ice cream flavors is an easy one to start with when introducing the concept. Naturally, one idea will spark another, so it is helpful to have students working together when brainstorming.

.Free writing

Free writing is an individual activity for getting thoughts from head on to paper. Teacher explains the concept of stream of consciousness to his students and tells them that free writing is simply putting on paper every thought that is going through their heads. Like with brainstorming, anything goes. The goal of this activity is to never let the pen or pencil stop writing.

.Journalistic Questions

Researcher starts by reviewing the question words: *who, what, where, when, why* and *how*. Then, for his given topic, he asks questions starting with each of these words. For example, if the

topic was study habits, teacher asks, “Who has good study habits? Who benefits from good study habits? What are the good habits? Where do people with good study habits study? Where to they keep their books? Where do they organize notes and homework? When do they study? When do they complete assignments? ...” There are an infinite number of questions you can ask about any given subject. This activity can be done either individually or in groups with success. When finished prewriting, students go back and read what they have written and organize their thoughts in preparation for writing.

.Cluster Mapping

Cluster mapping, also called *idea webbing*, is a great way to show relationships between ideas. Cluster mapping is also part idea generation and part organization, so students will know exactly how to group their ideas once they are ready to write. With students who have more knowledge about their central topic, their bubbles connected to the central idea should include subtopics and/or details about the subtopics. A student may start with spiders as the central theme, make a connecting bubble with the subtopic of diet, and then connect bubbles to that subtopic with different types of insects on which spiders feed. Generally speaking, each of the subtopics would be one paragraph in a composed piece of writing with examples and support for the idea surrounding it.

.Flow Charting

Flow charting is similar to cluster mapping in that it shows relationships between ideas. However, flow charting is most effective when examining cause and effect relationships. With the central theme drug abuse in the center of a page, to the left students would make list of causes

for drug abuse with arrows pointing at the central idea. What causes drug abuse? Peer pressure, medical need, parental example and boredom are all potential causes of drug abuse. Each would therefore be in its own box in the diagram with an arrow pointing from it to the central idea of drug abuse. Then examine the effects of drug abuse and place those in separate boxes to the right of the central idea each with an arrow going from the central idea to it. Depending on the topic, students may create a chain of cause and effect relationships and choose to write about the series.

.Double/Triple Entry

Double or Triple Entry is another focused brainstorming activity. This is especially useful when comparing and contrasting two or three topics or when exploring two or three areas of one topic. With this prewriting method, students make two (or three) columns on their paper. Each column should have a topic which focuses the idea generation. For example to compare love and hate, they might label their columns similarities and differences and list their ideas in the appropriate sections. When finished, students should have a good idea of the points on which they can compare or contrast their topics.

.Labelling Items

Students use words listed in a box to identify and label them in a picture, for example, individual objects, people in a group, objects in a scene, etc.

.Completing crossword puzzles

Pupils use or select words from a list to complete simple crossword puzzles; they can be more extensive as the pupils progress.

.Finding words

Learners have to find and write out words which have been hidden in boxes. The words may belong to a set –animals, clothes, etc- and at later stage may form a sentence such as an instruction; the students can make their own word boxes, working individually or in groups.

.Filling in speech bubbles

Pupils have to fill in speech bubbles by matching the sentences with the situations. The activity is more interesting if the pictures form a sequence.

.Classifying Items

Students have to identify and then arrange in categories words and pictures.

.Making Words

Pupils are given one long word and, working in pairs or small groups, see how many new words they can make from it. They sometimes like to look through books to try to find words.

.Making Notes

This is particularly important during a game when they may need to keep a record on what they are performing. Usually the items to be noted are words, but sometimes phrases have to be written down.

.Writing Parallel Text

Students have a model and they have to write one or more parallel versions. This is particularly useful if the students write dialogues which they can practice with one another. Later

on, they can be asked to write short narrative sequences which will give them some practice in basic sentence linking and sequencing.

.Compiling Information

In this activity the students have to write some sentences which provide information about a topic. It often involves repetition of a structure and may be done with reference to a picture.

.Completing Questionnaires

Students work with questionnaires that have been prepared for them. It can be a useful way of performing some basic questions practice.

After having seen writing as a product in early stages, we need to take a look to blending learning, not only because this is a relevant aspect for the project, but also because it is a good way to foster and explore writing in a combined methodology.

Having considered the main aspects about writing, it is important to build a body of knowledge regarding the methodology used to support student's writing in English as a foreign language, as well as English teachers' efforts to guide their pupils in this area.

1. 4 Virtual learning environment.

“Tools have advanced, from the tape recorder, language laboratories and videos, which are still used in many parts of the world to CALL (computer assisted language learning) and the recent one ICT (information and communication technology) which has moved beyond to the term TELL (technology enhanced language learning) because of the advances and possibilities of language learning and teaching offered by the internet and communication technologies. Also he

says: “*young learners are growing up with technology, and it is natural and integrated part of their lives.....is a way to bring the outside world into the classroom...*” (Harmer, 2007.p 63).

On the other hand Sharma & Barret (2007) say that: Blending learning refers to a language course which combines a face to face classroom component with an appropriate use of technology. It is relevant to mention that the term technology implies the use of wide range of recent technologies, such as the internet, cd-rooms, and interactive white boards. It also includes different environments that are in service of teachers to enrich their teaching experience. And also as Harmer (2007, p314) says:

Blending learning is when: “*...learners might meet once a week with a teacher face to face ...and do further work online...*”

The tasks and the use of technology in research could be taken in two ways:

1. Structured because the students work on specific tasks assigned and designed by the teacher.
2. Unstructured way because the students are able to browse different materials by surfing in the internet. “*Students could work synchronous (Communication in real time) and asynchronous (communication that takes place at different times) this is undoubtedly another benefit of using virtual learning environment in an EFL course*”.

Also he says that a virtual learning environment (VLE) is something that allows teacher to communicate to students individually or to the whole group, to monitor the writing exercises, post news, and follow the student’s interaction when using it. It also allows students to express themselves by writing their comments and opinions about the assigned tasks, to chat among them and of course to share and construct their knowledge when writing a text. (Sharma, 2010.p130)

One of those virtual learning environments is EDMODO, it is a “social learning platform” website for teachers, students and parents; it was created by Michael Arrington in 2005. Current uses of EDMODO include posting assignments, creating post for students’ responses, embedding video-clips, creating learning groups, posting quizzes for students and to develop creative writing. This educational social networking site offers the opportunity to connect with students and help them to reflect about different online actions and for teachers it gives the chance to explore the use of social networks and the use of media and online formats.

That is why EDMODO allows teachers to combine face to face classes with online sessions to foster students under blending learning methodology; it encourages students to develop writing process in a different learning environment and it motivates them to do the task proposed and makes learning easier and enjoyable.

Chapter 2

2. Instructional design

Five online workshops were designed based on the English program. These online workshops are divided into 6 parts. **The first section** provides the information about the institution, the course, the number of the online workshop followed by the teacher's name.

In the second part we can find the student's name, the topic, and the specific aims of each workshop.

In the third part we can find an input according to the topic, the writing technique used here refers to Brainstorming where the pupils are exposed to large potential activities to encourage them to know about the topic. Depending on the workshop three different *brainstorming* techniques were used; first, *description* which addresses the writer on what he has to write about. In the same section it is provided an example where the previous information is used in order to write sentences into a short story. Before the Fourth section there is a list of links provided for students to click on them and find out different examples, exercises and vocabulary explanations of the topic to work with. Here the technique *finding words* is used, in which the students have to do it in hiding boxes, another is *filling in speech bubbles* where the students have to fill those bubbles by matching sentences in an exercise of association

In the fourth part the workshops provide an information gap activity which must be filled out by students. Here the technique used was *labelling items* in which the students have to list words in a box to identify and label them in a picture.

In the Fifth part there is reading information according to the topic and the student has to begin writing by filling out spaces provided, such as title, introduction, body paragraph 1, paragraph 2, and 3 and a conclusion. At the end of each workshop there is a note that encourages students to keep on writing. Here four techniques were used: *writing parallel text*, where students have a model and they have to write a parallel version in a short narrative text; narration in which the students have to write a short story by taking in to account characters, setting, time and solution; *compiling information* by using this technique students have to write some sentences which provide information about a topic. It involves repetition of a structure and it must done with reference to previous information and the last one was *Cluster mapping* technique was used in order to make students write a final version paragraph by organizing words and sentences. All of these techniques mentioned were used in the face-face sessions as well as in the online classes.

Additionally, each workshop has a set of links that reinforce and prepare students to write according to the topics given, they are hold in EDMODO platform. As part of each workshop there is a survey that allows students to evaluate their performance and also the workshop itself.

On the workshops the students wrote about the following themes: “my family”, “my bedroom”, “my weekend”, “my best friend”, and “my daily activities”.

2.1 Pedagogical strategy

In this research, the blending learning and product approach were assumed as a pedagogical strategy to observe and analyze the impact on enhancing the writing skills in seven graders. To this respect, Correa (cited in Nuñez and Tellez 2012), claims that “*the use of determined didactics and learning strategies consolidate thinking styles*”. The first refers to the practices that teachers

use to facilitate pupils' learning. The second refers to the possibilities that students have to identify and choose oral interaction strategies to reach the expected success in their learning process, in addition to those the teachers consciously select and model.

To carry out the proposed activities for this project, virtual and classroom work were designed in order to guide students into the knowledge of the topic and into its practice in the online workshops. During the classroom time, teachers followed a didactic unit related to the paragraph components, where each component was explained, exemplified and explored to the students through group work. At the same time, the virtual exercises were developed to reinforce the concepts worked in the classroom regarding paragraphs and short texts.

2.2 General objective of the online workshops

The online workshops pursued the enhancement of writing skill with seventh graders at a public school.

2.2.1 Specific objectives

1. To promote students to write in English.
2. To enrich vocabulary according to specific contexts given.
3. To use ICT as a media of communication with educational purpose in the writing production.
4. To allow students to write paragraphs and short texts by following the step by step instruction.

Chapter III

3. Research design

3.1 Research question:

The **research question is**: How may the design and implementation of online workshops, enhance the writing skills with seventh graders at a public school? In consequence, **the object of study** of this research is: The English learning writing process and the **field of research** is: The orientation of the writing skills of seventh graders through the design and implementation of online workshops.

3.2 General objective

To enhance the writing skills with seventh graders at a public school through the use of online workshops. Consequently, in order to reach the general objective we found it necessary to formulate the following.

. Specific objectives:

1. To identify the theories used as the foundation for the research study.
2. To build a body of knowledge regarding the approaches used to support student's writing in English as a foreign language, as well as Colombian teachers' efforts to guide their pupils in this area.
3. To characterize students in terms of their writing skills development and perceptions by means of a survey and a writing short exercise.

4. To develop and implement a pedagogical strategy based on online workshops for the enhancement of the writing skills with seventh graders at a public School.

5. To implement and evaluate the didactic proposal.

. Scientific tasks:

1. Identification of the theories used as the foundation for the research study.

2. The building of a body of knowledge regarding the approaches used to support student's writing in English as a foreign language, as well as Colombian teachers' efforts to guide their pupils in this area.

3. Designing of the online workshops required to develop writing process.

4. Implementation and evaluation of the didactic proposal.

3.3 Research methodology

Due to the nature of this research project, in which we had to characterize, guide, observe, describe, interpret and analyze the way in which our students enhanced their oral interaction skills, we assumed a qualitative type of educational research approach which used the steps of Action Research to explore phenomena as well as to plan and implement the project. It was descriptive in terms of the explicit definition of what we did, under which constructs we worked and the results we hoped to achieve, but at the same time it was close to becoming emancipatory, since it dealt with the creation of new situations and innovation in terms of the effect on students concerning their interaction and their lives.

According to the classification proposed by Grotjahn (1987), this project was designed under the Exploratory-Interpretive Paradigm, whose characteristics are a non-experimental design, the work with qualitative data and an interpretive analysis. Thus, it dealt with the subjective

perspective of the researcher advocating the use of qualitative methods because its main concern is the understanding a human behavior process from the participants' own frame of reference.

3.4 Type of Study

We decided to use Action research because it is "*practitioner research aimed at improving one's own practice*" McNiff, Lomax, & Whitehead (2013). According to Cohen & Manion (2000, p 181), action research is: "*a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.*" Cohen & Manion cited in Nunan (1992) provides another definition saying that it is "*first and foremost situational, being concerned with the identification of problems in a specific context*". They also identified collaboration as an important feature of this type of research. As Kemmis & McTaggart (1982) put it, "*The linking of the terms action and research highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge.*" The action research was our choice because it involves processes of reflection and analysis in the classroom as a means to change or improve conditions of learning. Besides, in a small scale project as the one we are requested to do as a requirement for graduation, this model suits the purpose we intend to fulfill in terms of time and procedure.

. Description and application of the research method

To carry out this project, Action Research under the model offered by Cohen & Manion was chosen, as it provided the steps needed to contemplate the achievement of the goal:

1. Identify and formulate the problem
2. Discuss and negotiate with interested parties
3. Review Literature

4. Modify or redefine the initial problem as necessary
5. Select research procedures and methods
6. Select evaluation procedures
7. Implement the project over the required time period
8. Interpret the data obtained

Initially, we observed a classroom situation in which we wanted to intervene in order to bring changes to it. The specific issue was our students' performance in classroom activities that required writing skills. This was reflected on their tests marks, and it would eventually also affect their scores. Thus, we identified the problem as a research question in terms of the students' abilities. We formulated a proposal which intended to find out whether blending learning through the use of online workshops might enhance the writing skills in third cycle graders when seeing a more consistent understanding and then becoming more proficient. The core of the decision process was intersected by discussion and negotiation.

Then, we started looking for theory on the basic and ancillary constructs of this project, namely: *An educational interpretation of writing teaching in the school; (b) writing approaches and strategies and virtual learning environment.*

Simultaneously, we gathered more relevant information about research in EFL, the methods for data collection teachers would use and the techniques for analyses and interpretation.

Since research is an ongoing cycle and a research question is redefined as an advance during the process, the need to make several modifications emerged. For instance, the idea of selecting the online workshops arose after some advances as it seemed the most appropriate choice and it was followed by the use of tasks, which came as a result of that decision. Likewise, we had to

consider *writing theories* and include them in the theoretical framework linked to the learning aspects mentioned above on account of its connections with the teaching-learning process.

Next, we selected the research procedures and methods regarding the approach that would be taken and the objective or purpose of the study, which are stated in the chapter explaining the research design. After that, the evaluation procedures were considered due to the importance of this systematic process that would determine the extent to which instructional objectives are achieved by pupils. Additionally, we reasoned it would help us make decisions to solve any shortcomings in the program after having obtained information about the key issues.

3.5 Context

The present project was carried out at a public School, located in Kennedy 8th zone of Bogota city. Its students come from social strata 1 and 2. There 390 students in the morning shift. There are two groups per grade. In each grade are 30 students.

At this school, the English area team is aware that writing is one of the competences to promote. Seventh graders do not achieve the English writing level proficiency according to the school policy and the national standards that is why it is considered the need to design some strategies to develop writing process. In order to gather evidences for the needs analysis at writing, a survey was applied at random to 10 students to identify their perceptions of the English writing process

. Participants

The stakeholders are thirty students of seventh grade. There are 19 male students and 11 female students, ranging in ages from 12 to 14 years. The group is 701, they are very dynamic

and they like to participate actively, however discipline needs to be monitored all the time and in this case is a little bit hard and demanding due to the size of the group. The online workshops were applied to the whole group 701, but in case of the analysis we decided to take 10 students at random, 5 male and 5 female in order to analyze their written artifacts. It is important to mention that few students have internet access at home that is why they have to make use of the computer science room at school in order to work on the online workshops.

. Teacher-researcher's Role

During the whole intervention process one of us was the English teacher of the group; therefore we had the role of guides and facilitators during the development of the lesson plans and tasks. Furthermore, we explicitly explained the way in which tasks were to be held and the aspects related to writing activities. Also, one of us was the observer of each one of the events taking place in the classroom and collected data from the students' writing development, by using instruments designed to analyze and answer the established research study questions.

3.6 Instruments

The core information-collecting tools that we employed during the academic period were *classroom observation, students' survey and students' artifacts*. We asked participants for permission to include their comments in a document we pretended to submit in for obtaining the Master Degree.

. Classroom observation

Hambling (cited in Jones 1997) observation is a main state of action research. It enables researches to document and reflect systematically upon classroom interaction and events. The term observation is used in the sense of taking regular and conscious notice of classroom

actions and occurrences which are particularly relevant to the issue or the topic being investigated.

. Surveys

Burns (2010, p59) defines them: As an alternative for compiling information and / or to complement interviews. Surveys require predetermined written questions and participants are supposed to be able to answer them. It is important to carefully prepare and pilot them beforehand to avoid ambiguities in reference to the information the instruments are intended to gather; researchers should also guarantee confidentiality of the participants.

. Students' artifacts

Koster (cited in Rankin 2006, p44). A source of documents readily available to all languages teachers is students' written texts. Student's writing lends itself very easily to analyze which track development linked to deliberate interventions made to action research. Collecting samples or texts over a period of time enables teachers to assess the progress which students make as well as to diagnose areas for further action in classroom research.

Chapter IV

4. Analysis

The data analysis was elaborated, following the rules of the grounded approach. Where, according to (Denzin & Lincoln, 1994) say: The theory arises from the data gathered to identify constructs, categories and relationship established among them. In addition, Bourke, Cikoratic, & Mack (cited in Nuñez and Tellez 2012.p85), say that the grounded approach “...*is an explanation of the variability in social interactions, the social structural conditions that support the interactions, the consequences of the interactions and the conditions that support changes in the interaction over the time*”. They also support the effectiveness of this approach as employed in the qualitative research approach, because it involves the constant comparison of the data, in order to group and classify them for the construction of a theory.

Once we had organized the information, we employed the color-coding technique to identify each one of the achievements and aspects in writing to unify the recurrent patterns bearing in mind their relation with the theory and the suggested research question. After that, we continued to contrast the information gathered, taking into account all: the methodology, the supporting theory and the research question, in order to draw conclusions by following (Denzin & Lincoln’s 1994), methodological triangulation approach to data analysis, which implies using different sources for data collection; this approach permitted us to employ the three different instruments. The theoretical triangulation approach involves interpreting information from more than one theoretical perspective and source; therefore, we analyzed the information gathered considering the explicit presentation of the task cycle and the different types of tasks to be done, the kinds of

writing objectives, and the writing skills developed. Our triangulation process consisted in collecting and interpreting the data through the instruments.

To further validate the findings, we used three types of triangulation strategies: the methodological, the theoretical and the practical. In the methodological triangulation, we assembled the data through students' survey, students' artifacts and class observation diaries. The theoretical triangulation let us study the data through different perspectives such as explicit instructions on how to accomplish the activities cycle and the different types of tasks, selections of the task by the students, the writing routines, writing skills, and so on. And in the practical triangulation, we performed the teacher-researcher role. Most importantly, the data gathering, and use of the instruments and analysis, revealed emerging patterns and recurrences.

4.1 Results

In this section we reflect on the outcomes gathered through the triangulation of three different instruments analyzed to identify common recurrences and similar patterns among them. The first instrument was the students' survey; the second analysis of students' artifacts; and the third, the class observation diaries. From these instruments emerged the research categories and sub-categories which led us to look for the respective theory to support them in order to respond to the research question.

. Students' survey result

Based on the questions provided in the survey the following aspects emerged: To the question number one, do you feel motivated to write in English through the use of online workshops? 92 % answered that they always feel motivated to work with the workshops, while just 8% said that they sometimes feel motivated. As Lumsden (1999, p78) says: The main idea

of motivation is to capture students' attention and curiosity and channel their energy towards learning. The online workshops were interesting to students, challenged and rewarded so all of this created an intrinsic motivation atmosphere". As a sample we can evidence this question:

S1: "comments:_este taller me ha gustado mucho porque ahora escribo más rápido en ingles_" taken from workshop 5, April 22nd.

This comment makes evident that students felt motivated to write in English through the use of online workshops.

To the question number two, Have you increased the frequency to write in English with the use of the online writing workshops? 86 % answered that they have increased the frequency to write in English because they were exposed to write more by using the online workshops, while 14% said that they sometimes have increased the frequency to write using these workshops. Most of the students said that they increased the frequency in writing making use of English language, which shows that they were motivated not only intrinsically but extrinsically based on Lumsden(1999) He says that:

An extrinsically motivated student studies and learns for other reason such as a students' performance in order to receive a reward like graduating and passing a test, or getting a new shirt from mom or to avoid a falling grade.

S2: "Yo he mejorado mucho en el inglés con los talleres online ESCRBIENDO." Taken from
workshop 5. April 22nd

In this case their extrinsic motivation arose due to the fact that the best works could be part of a school language contest. To the question three, Do you write easier in English based on the

examples provided in the online workshops? An average of 90 % of the students agreed that the samples presented in the workshop allowed them to write easier in English, while 10 % said that it happened sometimes. A great number of students said that the models they found in the links allowed them to write easier in English, as Hayes & Flower (cited by Alderson & Bachman 2002) described that models allow students to develop easier their writing process in its earlier stages.

S3: “Me gusta mucho los likes pero a veces son pocos entendibles, me gusta los ejemplos del vocabulario, el diseño de la página y la redacción” taken from workshop 3 April 1st.

To the question four, Do you overcome some of the difficulties you have to write in English through the use of the online workshops? A percentage of 96 % said that it has always helped them to overcome the difficulties they have at writing in English, on the contrary a 4 % said that it was sometimes carried out. A very high number of students said that the online workshops allowed them to solve the difficulties they had when writing in English and these helped them to keep on working in their writing process production. As Hayes (cited by Alderson & Bachman, 2002) says “*motivation takes an important place in writing production, goals, beliefs and attitudes*”. Even there are not comments from students about this question it is evident through the development of the further workshops that they have overcome their initial difficulties when writing in English.

To the question number five, What of the following aspects have you improved doing the online workshops? A 78% percent of students answered that spelling was the aspect they have improved the most, on the other hand an average of 16% mentioned that coherence and cohesion was the aspect they improved and 6% of them said that vocabulary was one of the aspects they

improved. The majority of the students said that they had improved their spelling after having worked with the online workshops by checking vocabulary, and some of them mentioned that they improved the way they use words and sentences in a paragraph. As Harmer (2007, p314) affirms that:

In an elementary sentence production the most basic form of writing is the kind of sentence written that is often use for grammar reinforcement where students are given two or more model sentences and then have to write similar sentences based on information they are given or on their own thoughts. At this point it is evident that students have improved their spelling in their written texts by following the models given on the online writing workshops.

S5: “I want to tell you about my bedroom”. Workshop 2. March 18th.

To the question number six. Does the workshop show clear steps to follow to write in English? 90% of students said that the workshop always shows clear steps to follow when writing in English, while just 10% answered that it sometimes shows clear steps to follow. A high number of students answered that the online workshops showed them an organized and clear way to write in English. As Harmer (2007,p111) says:

The way teacher promotes students to think about what they are going to write is by planning the content and following a sequence of steps as a guided task Here, we can remark the importance of developing workshops that could guide students to write easily by having step by step instructions and it makes them to understand better what the task was so it is shown in their pieces of writing.

S6: “me gusto el taller por que pude entender lo que me tocaba escribir” Student’s survey. 5

To the question number seven. Do the links provided in the online workshops allow you to write easier in English? In this question an average of 74 % percent answered that the links always allowed them to understand and solve the workshop better, especially in written task. Meanwhile some 26% mentioned that it was done sometimes. A great number of students said that the links provided in each online workshop allowed them to write in English easier because they could understand better the task to do. A very few students said that sometimes the links helped them to write their artifacts easier in English. Harmer (2007, p 111) says:

Young learners are growing up with technology, and it is natural and integrated part of their lives.....is a way to bring the outside world into the classroom so the links provided in the online workshops allowed them to clarify and enrich the topic proposed for each workshop.

S4 : “Me gusta mucho los links pero a veces son pocos entendibles , me gusta los ejemplos del vocabulario, el diseño de la página y la redacción” taken from workshop 3 April 1st

In spite of the links given in each workshop which reinforced its topic in each workshop, there were others; so the students spent lots of time surfing on them before developing the online workshops.

To the question number 8. Do the images and graphs provided in the online workshops help you to understand the topic you have to write about? Regarding this question, 94 % of students answered that the visual aids provided in the workshop contributed to understand the topic they had to write about and 6% said that those visual aids sometimes contributed to understand what they have to write about. A very high percentage of students said that the images and graphs showed in the online workshops helped them to write about the topic proposed. Graphics and images provided in the workshop helped students to clarify the topic being taught. Visual makes learning more permanent. As Richards & Rodgers (1999, p139) say “*the role of the materials*

contributes to the language development". It was evident that images and the graphs used in the design of the online workshops helped students to understand the topic they had to write about because all of them did it.

S7: "Me gusto este 4 taller porque los dibujos bonitos en el taller me acian entender de may bestfriend." Taken from workshop 4 . April th

To the question number 9. Do you like the online workshops design? The answer given to this enquire was in an average of 94 % they liked the way the online workshops were designed and only 6% said that sometimes they liked the design of the workshops. The majority of the students said that they liked the online workshop design. It was a way to be enrolled in a virtual learning environment using EDMODO platform. As Sharma (2010, p 456) says:

Students are involved in a structured and unstructured environment.

S5: "Ojalá Siga Haciendo clases haci Me Parece super que se agan estos talleres en internet pero que el internet lo coja correctamente" taken from workshop 2 March 18th

. Result analysis of student's artifacts rubric

After applying the five online workshops and taking into account the features of Content, organization, vocabulary and grammar, language use, and spelling and punctuation; which were evaluated into a range from Excellent to good, good for acceptable, poor for unacceptable and totally unacceptable. It was observed that 88% of students improved their writing process. These results were analyzed based on (Harmer 2007. p 111) all the aspects analyzed belong to Coherence and Cohesion. He presents a wide guide on practical exercises to teach writing so we took them as a model to teach school students and to analyze the students' artifacts.

Content: The majority of students showed an improvement in their way they develop the topic but some ideas need to be re-organized.

S6: “IN THE AFTERNOON HE *WATCHES TV* AND *PLAYS*. HE DOESN’T PLAYING ON THE COMPUTER. AT NIGHT HE ALWAYS *HAS DINNER* WITH OUR FAMILY AND FINALLY AT 10:00PM HE *GOES TO BED*” taken from workshop 5. April 22nd

It is stated that students have improved the way they developed ideas when writing a short text.

Organization: A high number of students spread a variety of creative sentences in their compositions, there are paragraphs with good development; it shows a good use of mechanics however, there are some chunks in their writing sequence.

S7: “SOCCER PLAYERS AND COMPUTERS
HE/SHE DOESN’T GO TO HOUSE IN THE LUNCH
PLAYS MY FATHER AND MOTHER” taken from work shop 5. April 22nd.

It is observable that students have developed different sentences in their compositions but there are some cut ups in their writing sequence so it requires monitoring.

Vocabulary: A high percentage of students presented a good for acceptable level where an appropriate use of vocabulary and some simple grammar structures are used with few errors.

S8: “HE HAS TALL DARK BROWN HAIR AND DARK BROWN EYES”
Taken from workshop 4. April 14th.

It is noticeable that students have an acceptable level of vocabulary with few errors like in the example provided above.

Language Use: At the end of the workshops, the majority of students were in good for acceptable level because they wrote texts in a comprehensible way even they require some clarifications and corrections from the reader.

S9: “12:30 PM. HE GOES BACK HOME. AT 1:00 PM HE HAS LUNCH. AT 2:00 PM HE DOES HIS HOMEWORK. AT 2:30 PM HE COMPUTER CHAT. 3:00 HE PARK”
Taken from workshop 5. April 22nd.

The written texts are comprehensible however; they need some clarifications in order to make the reader understand what the context is.

Spelling, Grammar and Punctuation: Observing the students’ pieces of writing it is evident a good for acceptable level in which the majority of the words written properly. Most of the written texts have very few errors in spelling, grammar and punctuation.

S10: “SHE HAS ALSO LIKES TO DRAWING AND THE ART OF ARTS”
Taken workshop 4. April 14th

The students’ pieces of writing present an acceptable level in cohesion and there are still some errors in spelling, grammar and punctuation.

. Class observation diaries results

After observing the five online workshops classes and taking into account these aspects: motivation, reading process, class development and pedagogical implementation of the online written workshops, the following results emerged:

The teacher always **motivates** students to develop the online workshops, and the students always show motivation towards them. An average of 100% of students said that workshops encouraged them to write in English, meanwhile the observer said that the teacher always

encouraged the students to work on the online workshops and the students always felt motivated to develop them due to the fact that the English class was being different since it was a new scenery where the technology played an important role for the development of the class. As Nunan (2000,p90) says: Innovation gives the teacher and the students, the opportunity to share new situations in the classroom and it motivates students and teachers to develop the task. On the other hand Sharma & Barret (2007) said that blending learning and the use of technology includes different environments that are in service of teacher to enrich the teacher experience and it motivates not only teacher but also students in classes.

In the second aspect, **writing process**, it is evident that students write in English with a higher frequency by showing that they have overcome some difficulties they had before when writing in English and it contributes to students to develop the written workshops proposed. In this item the observer said that with the implementation of the online workshops it was evident that the students increased the frequency when writing in English, meanwhile they have overcome some difficulties in their writing process when doing the proposed exercises. As Santiesteban (2012, p 467) says:

Writing is one of the generalized skills in the teaching learning process. The ability is useful because it allows evaluating students' use of language and their knowledge about it. Writing plays an essential role in conveying information and also in transforming knowledge to create new knowledge and as Peterson (2011, p61) affirms that:

Many students spend countless hours blogging, e-mailing and text messaging. Compared to the past generation students now have much more opportunity in their daily life to write. And they appear to enjoy this socially oriented writing.

In the third aspect, Class development. The teacher always uses the samples given in the online workshops to explain students what they have to write while monitoring their written artifacts. The observer pointed out that the teacher always made use of the samples provided in the online workshops to explain what the students had to write and also he always monitored and corrected the students' written texts. Arrington (2005, p 57) says:

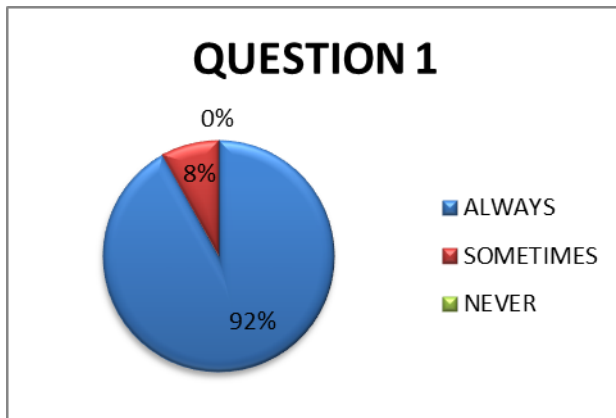
In education and social networking teachers have the chance to explore the use of social networks and the use of media and online forms to guide and monitor students writing process in order to develop creative writing.

In the fourth aspect Pedagogical implementation of online workshops. The online workshops show clear instructions about what the students have to write guiding them step by step in order to develop their writing process. The observer found out that they always showed step by step clear instructions to be followed by the students when writing in English. These instructions made students understand clearly what they had to write making use of the links in order to reinforce the topic and made it more attractive for them. As it is mentioned in Sharma (2010, p 456)

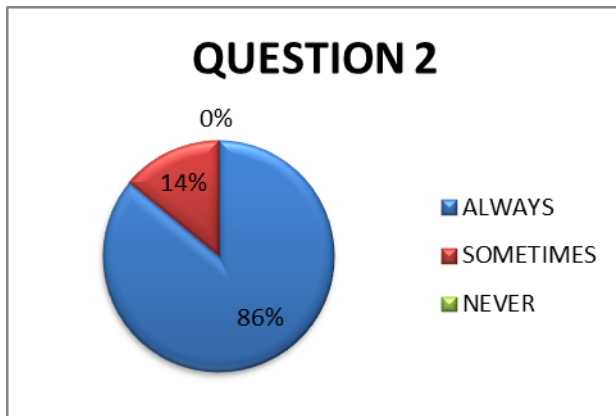
A virtual learning environment (VLE) is something that allows teacher to communicate to students individually or to the whole group, to monitor the writing exercises, post news, and follow the students' interactions when using it. In summary it allows students to express themselves by writing their comments and opinions in a spontaneous way about the assigned tasks, to chat among themselves and share a new construct in their knowledge when writing a text (online workshops). Additionally, it is mentioned that teachers say that students like to write

using their computer because they feel comfortable since they can add pictures, sounds, change colors, sizes of fonts etc. Stanford (2009, p63).

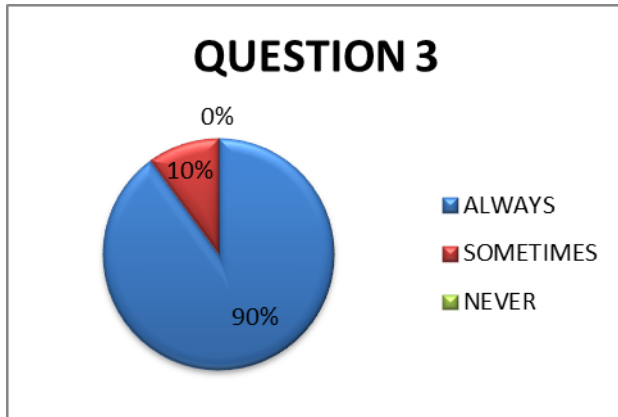
Students 'survey graph answers.



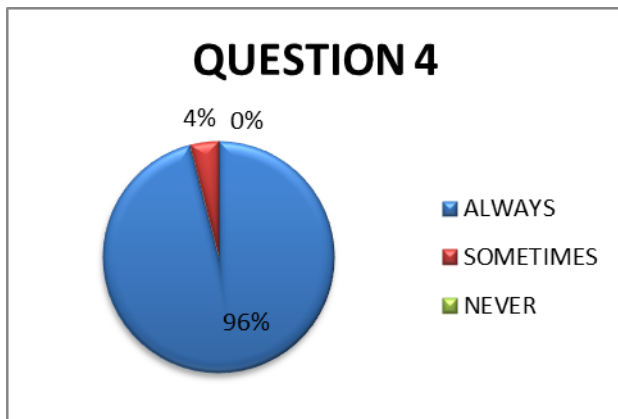
Graph 2. Students' survey item 1



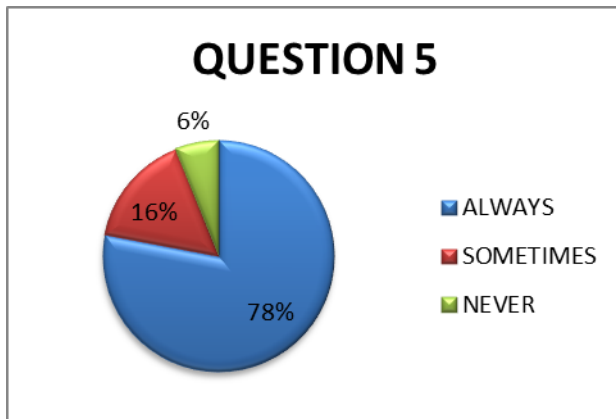
Graph 3. Students' survey item 2



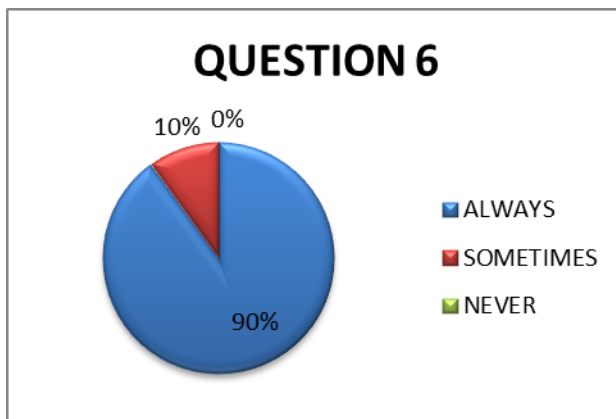
Graph 4. Students' survey item 3



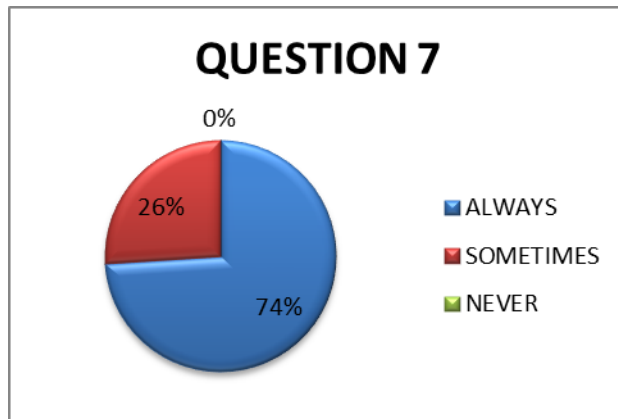
Graph 5. Students' survey item4



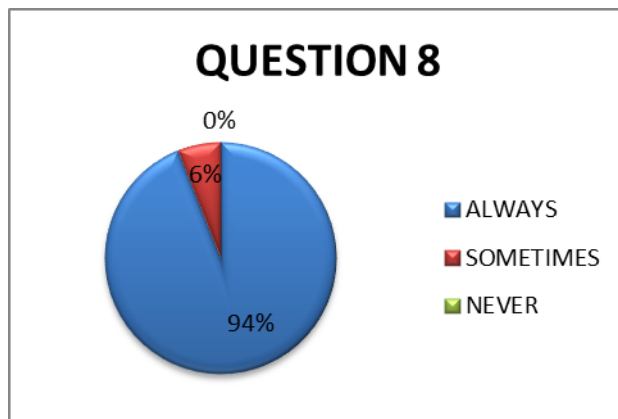
Graph 6. Students' survey item5



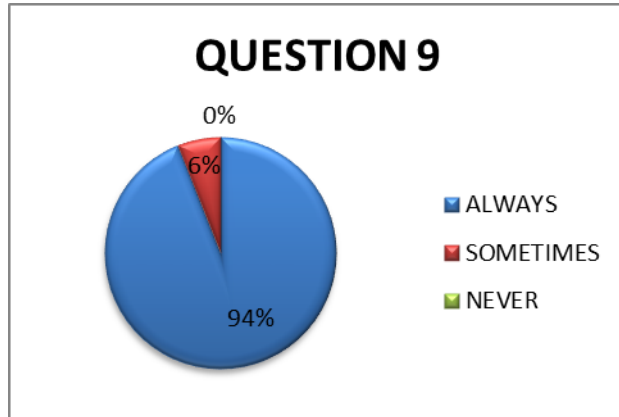
Graph 7. Students' survey item6



Graph 8. Students' survey item7



Graph 9. Students' survey item8



Graph 10. Students' survey item9

4.2 Results analysis

The results obtained from three instruments used to collect information about the students' writing process through the implementation of the online workshops and based on Denzin (cited in Cohen and Manion, 1985.p215), allowed us to identify the emerging categories from the study by taking into account our research question: How may de design and implementation of online workshops, enhance the writing skills with seventh graders at a public school?

Categories

S= student Ob= observer

STUDENTS' SURVEY	STUDENTS' ARTIFACTS RUBRIC	CLASS OBSERVATION DIARIES	<u>EVIDENCE SOURCE</u>
<p>FIRST CATEGORY</p> <p>a. Motivation: The majority of the students said they were motivated to write in English. As Nunan (2000) says: “innovation gives the teacher and the students the opportunity to share new situations in the classroom.can be done by using games, songs, workshops, exchanging experiences, ...and at the same time it makes learners to write comfortably because that motivated them to look for more information about the topic they like and it permits the teacher to change the traditional</p>	<p>Creative production of their texts implies intrinsically motivation. In this sample it is observed the student's creativity when writing in English because she talks about her best friend, so her emotional part is involved in her production and also she follows the model given.</p> <p>S3: “my best friend's name is danna sofia verona she gets up at 5:30, she hebrushes his teeth and gets dressed. at 6:00 he has breakfast. at 6:15 am he goes to “la floresta sur school. he studies from.” Workshop 5. April22nd</p>	<p>Motivation given by the teacher encouraged students to work on the online workshops and they reacted positively doing them enthusiastically.</p> <p>The observer commented:</p> <p>Ob: “when students knew that English was going to be carried out by using computers and internet they showed great motivation and they expressed” taken from workshop 1. March4th</p>	<p>Motivation arises from the three instruments: students' survey, students' artifacts rubric and class observation diaries.</p>

<p>classes”.</p> <p>S10: “Ojalá Siga Haciendo clases haci Me Parece super que se agan estos talleres en internet pero que el internet lo coja correctamente” taken from workshop 2. March 18th</p>			
<p>SECOND CATEGORY</p> <p>b. Frequency: writing process frequency has increased. As Peterson (2011, p 61) adds, “the act of writing helps students make sense of the rolling, backtracking highway of thoughts running through their heads”</p> <p>S2:“Me ahn gustado estos talleres por que haora me toca escribir mas y creo q lo ago mas y mejor en el english” workshop 4. April 8th.</p>	<p>Few errors when writing show that students have been exposed to write more so it means that writing frequency has increased.</p> <p>s6: “in the afternoon he <i>watches TV</i> and <i>plays</i>. he doesn’t playing on the computer. at night he always <i>has dinner</i> with our family and finally at 10:00pm he <i>goes to bed</i>” workshop 5. April 22nd.</p> <p>As the example given above it is noticeable that there were few errors in the student’ pieces of writing so it shows that student has increased the frequency when writing in English.</p>	<p>Writing frequency has increased.</p> <p>Ob: “...today the students worked individually and they were doing faster than before due to the fact that they recognize the online workshop structure and they have been exposed to more writing tasks”. Workshop 3. April 1st.</p>	<p>Frequency is evident in the three instruments, students’ survey, students’ artifacts rubric and class observation diaries.</p>

<p>THIRD CATEGORY</p> <p>c. Model: to follow a model makes easier writing process. ” (Stanford J, 2009, p524) says that students like to have writing exercises using computers. Because it is a medium they feel confident with that provides students with a model based on a particular genre of writing. In this case modeling allowed students to follow patterns to write their own pieces of writing.</p>		<p>The samplers presented by the teacher allowed students to make their compositions easier.</p> <p>Ob: “It is observed on the students that the use of samples allow them to understand the topic on what they had to write” workshop4. April 8th.</p>	<p>Model, is evident in two of the three instruments, students’ survey and class observation diaries.</p>
<p>FOURTH CATEGORY</p> <p>d. Overcoming writing difficulties using online workshops. White (cited in Nunan 1984 p. 36) argues that “writing is not a natural activity. All physically and mentally normal people have to be taught how to write.” In this way difficulties at writing could be solved by following a</p>	<p>Improvement of coherence and cohesion when writing in English on the online workshops deduce the way students solved their difficulties.</p> <p>S1: “ there is a book on closet there is a lamp on night-table there is a pictures a next to window there is a bed between wall</p>	<p>Online workshops make easier to understand the steps to follow and the links reinforce the topic on what the students have to write.</p> <p>Ob: “ at the beginning of the workshops students worked in groups in order to discuss about vocabulary they didn’t</p>	<p>Solving writing difficulties appears in the three instruments, students’ survey, students’ artifacts rubric and class observation diaries.</p>

<p>step by step process in which challenges are followed by solutions.</p>	<p>and night-tanle my bedroom is a between a parents and bath room my father is a bed ,night-table>window,pictures and wall” workshop 2. march 18th</p> <p>s1: “my best friend’s name is daniela velasco. she gets up at 5:05 am, she brushes teeth, take a shower, has breakfats, brushes teeh and at 6:15 am she goes to “la floresta sur school, she studies from 6:30 am to 12:30 pm. shegoes back home. at 1:30 pm she has lunch. at 2:00 pm she does his homework. in the afternoon she watches,surf in the intrnet and goes the park. she does not like to read books or play video games. she has dinner finally she goes to bed” workshop5. April 22nd</p>	<p>know and the exercises provided in the online workshops but through the implementation of them, it is observable that the last one was done by themselves individually because they already knew the way to do it and they were able to solve their own writing difficulties by the use of the online workshops”</p>	
<p>FIFTH CATEGORY</p> <p>e. Virtual Learning Environment (VLE): Students liked the design of</p>	<p>S10: “Ojalá Siga Haciendo clases haci Me Parece super que se agan estos talleres en internet pero que el internet</p>	<p>Virtual Learning Environment allows teacher to communicate to students, to monitor the writing exercises, and</p>	<p>Virtual learning environment is evident in two of the three instruments, students’ survey and class observation diaries.</p>


<p>the online workshops and they were enrolled in them because they presented a new learning environment.</p> <p>It is relevant to mention the importance that the use of technology has when developing writing skills, Stanford, J (2009) says that “Engaging Online Language Learning Activities Using a Platform” In this case EDMODO, is where students like to have writing exercises using their computer because it is a medium they feel comfortable with. Young students particularly like to do this. (Peterson 2011) affirms that many students spend countless hours blogging, emailing and text messaging. Compared to the past generation, students now have much more opportunity in their daily lives to write.</p> <p>S3: “yo he mejorado mucho en el inglés con los talleres online” workshop 5. April 22nd.</p>	<p>lo coja correctamente” taken from workshop 2. March 18th</p> <div data-bbox="625 402 1033 516">  <p>Diana P. · 22 Apr, 2014</p> <p>muy bueno me gusto mucho</p> </div>	<p>follow the student’s interactions when using this new learning environment.</p> <p>b: “the online workshops allow students to work much more self-confident because they can see a clear sequence to follow there and they show important advances in their writing process. The online workshops permit students to surf inside them and jump into the net from link to link. It is a useful tool used by students to read, write and communicate in English”</p>	
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Table 1 data analysis results categories

. Subcategories

The following subcategories emerged from **Category D. Solve Writing Difficulties**. Cohesion, according to (Harmer 2007) it refers to a various use of grammatical devices to help the reader understand what is being written: lexical (repetition of words, lexical set changes), grammatical patters (pronouns and possessive reference, article reference, tense agreement, linkers, substitution and ellipsis)

STUDENTS' SURVEY	STUDENTS' ARTIFACTS RUBRIC	CLASS OBSERVATION DIARIES	EVIDENCE
<p>FIRST SUBCATEGORY</p> <p>a. Spelling improvement, the students showed an improvement in their spelling when writing in English.</p> <p>“The best way of helping students to learn how to spell is to have them read as much as possible...help students to remember English spelling rules and their exceptions, it means students need to be encouraged to do it”. Harmer (2007).</p>	<p>Spelling, grammar and punctuation improvement. Students said they had improved in spelling, grammar and punctuation when writing in English.</p> <p>S3: My best friend's is Danna Sofia Verona, she has brown and long wavy hair, she has brown eyes, she has round face she has likes draw, she has also like to drawing and the art of arts” workshop4. April 8th.</p>	<p>Ob: “with the implementation of the online workshops, the students writing process is reflected in their artifacts; spelling, grammar and punctuation have been improved however, they need to be monitored in order to qualify their pieces of writing”. Workshop 5. April 22nd</p>	<p>Spelling improvement subcategory belongs to the main category D. solve Writing difficulties, this subcategory is presented in the students' survey as well as students' artifacts rubric</p>

<p>S7: “EsTan Muy Chebres las clases haci e mejorado la ortografía, la redacción y palabras nueva”. Workshop 4. April 8th</p>			
<p>SECOND SUBCATEGORY</p> <p>b. Organization, the online workshops showed students an organized and clear way to write in English.</p> <p>It means to encourage students to think about what they are going to write by planning the content and sequence. It is needed to help them “brainstorming”, where the students could generate ideas, “guided tasks” there the teacher includes a number of activities to lead students to plan for a forthcoming task. “When students are</p>	<p>Organization a high number of students produced creative sentences in their compositions; there are some chunks in their writing sequence.</p> <p>S1: “my best friend’s name is daniela velasco. she gets up at 5:05 am, she brushes teeth, take a shower, has breakfats, brushes teeh and at 6:15 am she goes to “la floresta sur school, she studies from 6:30 am to 12:30 pm. shegoes back home. at 1:30 pm she has lunch. at 2:00 pm she does his homework. in the afternoon she watches,surf in the intrnet and goes the park. she does not like to read books or play video</p>	<p>Ob: “at the end of the implementation of the online workshops students have shown that they learnt how to organize their ideas, phrases and sentences in order to produce understanding paragraphs with some chunks. They have a logic sequence of ideas but they are not completed.”</p>	<p>Organization subcategory belongs to the main category D. solve Writing difficulties, this subcategory is presented in the students’ survey as well as students’ artifacts rubric</p>

<p>writing it is necessary to promote them to think not only in the content but also in the purpose of their writing and the audience to whom they are writing to”.</p> <p>Harmer.(2007)</p> <p>S1: “my best friend’s name is daniela velasco. she gets up at 5:05 am, she brushes teeth, take a shower, has breakfats, brushes teeh and at 6:15 am she goes to “la floresta sur school, she studies from 6:30 am to 12:30 pm. shegoes back home. at 1:30 pm she has lunch. at 2:00 pm she does his homework. in the afternoon she watches, surf in the internet and goes the park. she does not like to read books or play video games. she has dinner finally she goes to bed” workshop5. April 22nd</p>	<p>games. she has dinner finally she goes to bed”</p> <p>Taken form workshop 5. April 22nd</p>		
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Table 2 data analysis results subcategories

Categories

The first category **motivation** is directly related to main research question, “How may the design and implementation on the online workshops enhance the writing skills with seventh graders at a public school? As Nunan (2000, p90) says:

Innovation gives the teacher and the students the opportunity to share new situations in the classroom.can be done by using games, songs, workshops, exchanging experiences, ...and at the same time it makes learners to write comfortably because that motivates them to look for more information about the topic they like and it permits the teacher to change the traditional classes.

The second category **effect of writing frequency on writing improvement**, answers the research question since students showed an increase in their writing process rate. Stanford, (2009, p524) says that:

Students like to have writing exercises using computers. Because it is a medium they feel confident with, it provides students with a model based on a particular genre of writing.

The third category **model** responds to the research question and the general objective because through the use of a model for writing the students are enhancing to develop their writing skills.

In this case modeling allowed students to follow patterns to write their own pieces of writing.

Stanford (2009, p 524) says that:

Students like to have writing exercises using computers. Because it is a medium they feel comfortable with that provides students with a model based on a particular genre of writing. In this case modeling allowed students to follow patterns to write their own pieces of writing

The fourth category is solve writing difficulties, this category answers the research question as well as the objectives presented in this research project due to the fact that, students are able to

overcome difficulties they are writing when using online workshops. White (cited in Nunan 1984) argues that “writing is not a natural activity. All physically and mentally normal people have to be taught how to write.”

The fifth category virtual learning environment, responds to the research question: “How May the design and implementation on the online workshops enhance the writing skills in third cycle graders at a public school? Where students were enrolled in the development of writing online workshops because it is a new learning environment where the students feel much more comfortable. Stanford (2009, p524) says that:

Engaging Online Language Learning Activities Using a Platform.

Subcategories

These subcategories appeared from **Category D. Solve Writing Difficulties**. Where the use of grammatical devices help the reader to understand what is being written: lexical cohesion (repetition of words, lexical set changes), grammatical cohesion (pronouns and possessive reference, article reference, tense agreement, linkers, substitution and ellipsis) according to Harmer (2007, p 99)

The first subcategory is **spelling improvement** and is related to the general objective where the students showed an improvement in their spelling when writing in English. “The best way of helping students to learn how to spell is to have them read as much as possible...help students to remember English spelling rules and their exceptions, it means students need to be encouraged to do it”. Harmer (2007, p111). The second subcategory is organization, this subcategory responds to the main question and the objectives; because students produce organized and clear pieces of writing in English by following writing sequence. Where the students could generate ideas, “guided tasks” there the teacher includes a number of activities to lead students to plan for a

forthcoming task. “When students are writing it is necessary to promote them to think not only in the content but also in the purpose of their writing and the audience to whom they are writing to”.

Conclusions

The main findings of the research involve the enhancement of writing skills in the EFL classroom. Various issues came to light:

- The embryonic improvement of the students' writing skills was indeed facilitated with the help of the following aspects: (a) the relevance of writing strategies to interact and express their ideas when planning and performing the tasks; (b), the planning stage of the task in which they had to make decisions on how to do it; (c), the topics and tasks they got interested in, and (d), the real life tasks with which students felt identified, by using online workshops.
- Virtual environments open new opportunities for helping children learn the spelling grammar and composition, while encouraging them to share their work with one another. Although the norms and forms of electronic communication are hardly rigorous, it is apparent that many of today's young people, raised at keyboards and eager to exchange messages with their friends, are comfortable with these new technologies and eager to use them.
- The online workshops advocate a fundamental framework: we should think of students as writers who read and compose daily. The model selected encourages flexibility and differentiation in product, processes, content, and environment.
- Writing needs a good teacher or facilitator who can direct students towards areas that they might need to focus on, or address certain issues they might have.
- The implementation of online workshops showed the students an easier and enjoyable model to follow; they made the learners felt self-confident to develop their writing skills.

- After the implementation of the online workshops students began to enrich their vocabulary as well as to improve sentence construction and spelling because the topics addressed students' needs and preferences.
- Product based approach allowed students to follow models given in the online workshops to write short texts and paragraphs by following step by step instructions.

4. 4 Pedagogical implications

The present study implies some pedagogical considerations after the understanding of the situation and the whole research process that gave us the opportunity of proposing some alternatives in order to change the English teaching and learning writing process at IED this public school with third cycle graders.

- Although doing research is time consuming and some teacher think they are not founded on “academic training” It is necessary to start by the current class situation analysis and follow a patient procedure in order to solve the problems that arise in a writing teaching process.
- It is necessary to review and evaluate periodically the English teaching writing process at English institutions to make the enough adjustments whenever, and wherever they were needed. To achieve this goal it is important to propose some instruments that give the clues from all the participants' perspectives students, teachers and school staff. The purpose of this analysis must propose solutions to the difficulties that may appear.

- The implementation and design of online workshops enhance students of third cycle to improve their writing skills; however it is a must consider students' needs and teachers opinions as well as the policies and sources of the institutions.
- Students show a higher involvement in online writing English classes when they are learning by doing instead of receiving a set of knowledge or concepts, they also feel as real participants in their learning process when their opinions are taking into account on decision about the class. It reaffirms that the use of online workshops allow students to increase, the writing process easier and enjoyable.
- Online workshops are useful tools that promote students to write in English and also Enrich their vocabulary according to specific contexts given in classes; making use of the ICT as a media of communication with educational purpose in the writing production. This allows students to write paragraphs and short texts by following the step by step instruction.
- Writing process is a very important area in the field of teaching English as a foreign language. The nature of the present project is aimed at implementing innovation in the classroom by making the writing process to the students useful and meaningful under specific contexts, avoiding the traditional form of grammar exercises. Taking into account that innovation gives the teacher and the students the opportunity to share new situations in the classroom. Some of them can be done by using games, songs, workshops, online workshops, exchanging experiences, likes and dislikes, what are given under real learner's context, so it allows students to write in a revealing way and at the same time it makes learners to write comfortably because that motivates them to look for more

information about the topic they like and it permits teacher to change the traditional classes that are taught by having into account the use of virtual environments.

5. Further research

This research project contributed to motivate students to start their writing English learning process; it was carried out in an early stage where the teacher enhanced the pupils to make use of a virtual environment, it increases the frequency they are exposed to write. On the other hand the present project was framed into the writing product approach in which the students receive models and are monitored in order to produce pieces of writing where an outcome is observed. As a further research purpose it is considered to follow a second stage where writing process could be seeing as an oriented process where the students can write by themselves succeeding the writing circle proposed by Harmer, which implies planning, drafting, editing and final version. These stages were developed in the face to face class sessions but they were not carried out during the online workshops sessions because they were not considered during this stage of the implementation of this pedagogical strategy. In order to allow students to write freely it is required to continue exploring the students' writing process further.

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Appendices

Appendix A. Consent form

Bogotá, D.C. Abril 17 de 2013.

Respetados: Papá y mamá.

La presente tiene como fin comunicarles que el grado sexto (ciclo tres) en el cual se encuentra su hijo(a), se llevará a cabo el desarrollo de un proyecto pedagógico de innovación educativa en el área de Inglés para ayudar a desarrollar la habilidad de escritura en esta lengua.

Es para mí muy grato informarles que este grado fue seleccionado para aplicar las pruebas, actividades y talleres diseñados para tal fin y poder así observar el avance de cada uno de los estudiantes participantes y soportar así la base teórica ante la universidad Libre donde actualmente curso una maestría en la enseñanza de la lenguas extranjeras en el área del Inglés. La información obtenida será empleada con el fin de ser analizada manteniendo en reserva la identidad de los estudiantes seleccionados para que en ningún momento se manifieste inconformidad o descontento; pues mi único objetivo es darle la oportunidad al estudiante de mejorar en su uso y manejo de la lengua inglesa durante su estadía en el colegio.

Les agradezco de ante mano su colaboración y participación y la de su hijo(a) con el desarrollo y mejoramiento del nivel educativo y pedagógico de nuestra institución.

Atentamente,

Lic. Oscar Rodríguez C.

Candidato a M.A en la Enseñanza de las Lenguas Extranjeras.

Bogotá, D.C. Abril 17 de 2013.

Profesores: Colegio IED La Floresta Sur.

Ciudad.

Autorizo utilizar los registros fotográficos, filmicos y escritos que realice mi hijo o hija _____ del grado 601 perteneciente al ciclo tres de educación; como parte del proyecto de investigación en la escritura de la lengua extranjera.

Cordialmente,

_____	_____	_____	_____
Firma	Nombre del acudiente	Dirección	Teléfono

Bogotá, D.C. Abril 17 de 2013.

Profesores: Colegio IED La Floresta Sur.

Ciudad.

Autorizo utilizar los registros fotográficos, filmicos y escritos que realice mi hijo o hija _____ del grado 601 perteneciente al ciclo tres de educación; como parte del proyecto de investigación en la escritura de la lengua extranjera.

Cordialmente,

Firma

Nombre del acudiente

Dirección

Teléfono

Appendix B. Students' survey

COLEGIO "LA FLORESTA SUR" IED CICLO 3 GRADO 701

Estimado estudiante, para nosotros es de vital importancia su opinión acerca de los talleres online para desarrollar las habilidades de escritura en inglés. Para ello por favor responda las siguientes preguntas escogiendo SOLO UNA opción de respuesta. (Marque con X)

1. ¿Con el uso de los talleres online me siento motivado(a) para escribir en Inglés?

a. Siempre

b. Algunas veces

c. Nunca

2. ¿Ha aumentado la frecuencia con que escribo en inglés a partir de la realización de los talleres online?

a. Siempre

b. Algunas veces

c. Nunca

3. ¿Los ejemplos que me presenta el taller me permiten escribir más fácil en inglés?

a. Siempre

b. Algunas veces

c. Nunca

4. ¿Los talleres online me han permitido superar algunas de las dificultades que tengo para escribir en inglés?

a. Siempre

b. Algunas veces

c. Nunca

5. ¿Cuál de los siguientes aspectos he mejorado con la realización de los talleres online?

a. Ortografía

b. Redacción

c. Vocabulario

6. ¿El taller me muestra pasos claros a seguir para escribir en inglés?

a. Siempre

b. Algunas veces

c. Nunca

7. ¿Los links provistos en el taller me permiten realizar con facilidad mi escrito en inglés?

a. Siempre

b. Algunas veces

c. Nunca

8. ¿Las imágenes y gráficos provistos en el taller me ayudan a comprender el tema sobre el cual debo escribir?

a. Siempre

b. Algunas veces

c. Nunca

9. ¿Me gusta el diseño del taller online?

a. Siempre

b. Algunas veces

c. Nunca

COMENTARIOS ADICIONALES

Pues me gusta porque el vocabulario que está en los talleres online e aprendido el vocabulario en ingles mejor la ortografía gracias a estos talleres me gustaría que sigan así los talleres me parecen muy chéveres y divertidos

Appendix C. Workshop sample

COLEGIO LA FLORESTA SUR IED THIRD CYCLE GRADERS FIRST ONLINE WORKSHOP TEACHER: OSCAR RODRÍGUEZ

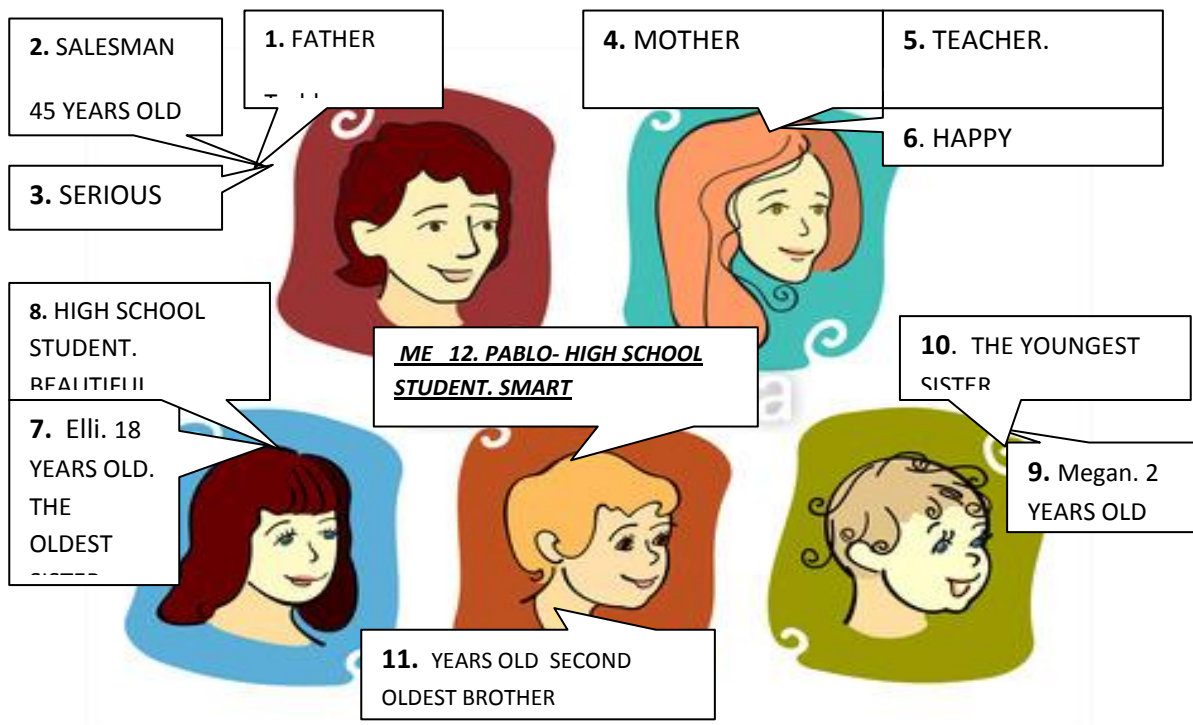
FULL NAME: _____

TOPIC: My Family

- 😊 **AIMS:** -To recognize and use basic vocabulary for talking about the family.
-To write a short paragraph about your family using basic vocabulary.

INPUT: FAMILY VOCABULARY

PABLO'S FAMILY



EXAMPLE. Now, let me tell you about my family.

I'm going to use the information given before and put the sentences in order to write a story.

MY FAMILY

Let me tell you about my family.

There are five people in my family. I have a father, a mother, an oldest sister and a youngest sister. I am the second oldest child in my family.

My father is Todd, a salesman, he is 45 years old and he is a serious person. My mother is Mary who is a teacher, she is 35 years old and she is a happy person. My oldest sister is

Elli, High school student, she is 18 years old and she is beautiful. My youngest sister is

Megan, two years old, she is cute. I'm Pablo, I'm high school student, I'm 12 years old, I'm the second oldest brother, I'm smart.

On the weekend, my family often eats out at a restaurant and watch TV in the afternoon. I love them all.

LET'S COMPLETE SOME INFORMATION ABOUT PABLO'S FAMILY

There are _____ in Pablo's family.

Pablo has two _____ Elli and Melisa.

Pablo is the second _____ child in the family.

Elli is 6 years _____ than Pablo.

Megan is 10 years _____ than Pablo.

ELABORATION. Read Melisa's family information.



Now, Help Melisa to write her family's story.

Title _____

Introduction: Let me tell you about _____

Body

Paragraph 1.

How many family Members _____
I have _____

My position in The family I am _____ in my family.

Paragraph 2

Parents _____ My father is _____
 _____ and my mother is _____

Jobs _____ My _____

Siblings _____ is _____ . He/She

Age differences _____

Paragraph 3

Family activities _____

CONCLUSION

I _____
 _____ them all.

Let's review vocabulary

Click on the following links and practice.

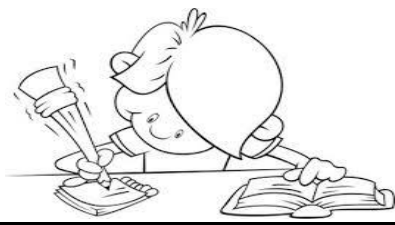
<http://www.languageguide.org/english/vocabulary/family/>

<http://www.mansioningles.com/vocabulario02.htm>

http://www.mansioningles.com/ejer_voc02.htm

<http://www.ello.org/video/M026/M033Family.htm>

<http://www.usingenlsh.com/quizzes/408.html>

**Output**

Now is time to tell the story of your family.

Keep these points in mind when writing about your family.

1. Use the appropriate vocabulary.
2. Write short sentences.
3. Include all of your family members, their names, ages and occupations.
4. Mention your position in your family.
5. Write the different ages among the members.

6. And include the family activities.

MY FAMILY

INTRODUCTION	Let me tell you about
BODY	
<i>PARAGRAPH 1</i>	There are
FAMILY MEMBERS	
MY POSITION IN THE FAMILY	
<i>PARAGRAPH 2</i>	My father is
PARENTS	
JOBS	
SIBLINGS	
AGE DIFFERENCES	
<i>PARAGRAPH 3</i>	
FAMILY ACTIVITIES	
CONCLUSION	

THIS IS YOUR FIRST STAGE IN DEVELOPING WRITING, I HOPE YOU ENJOY, LEARN AND SUCCEED. OUTPUT MUST BE SHOWN IN YOUR PORTFOLIO

**COLEGIO LA FLORESTA SUR IED
THIRD CYCLE GRADERS
SECOND ONLINE WORKSHOP
TEACHER: OSCAR RODRIGUEZ**

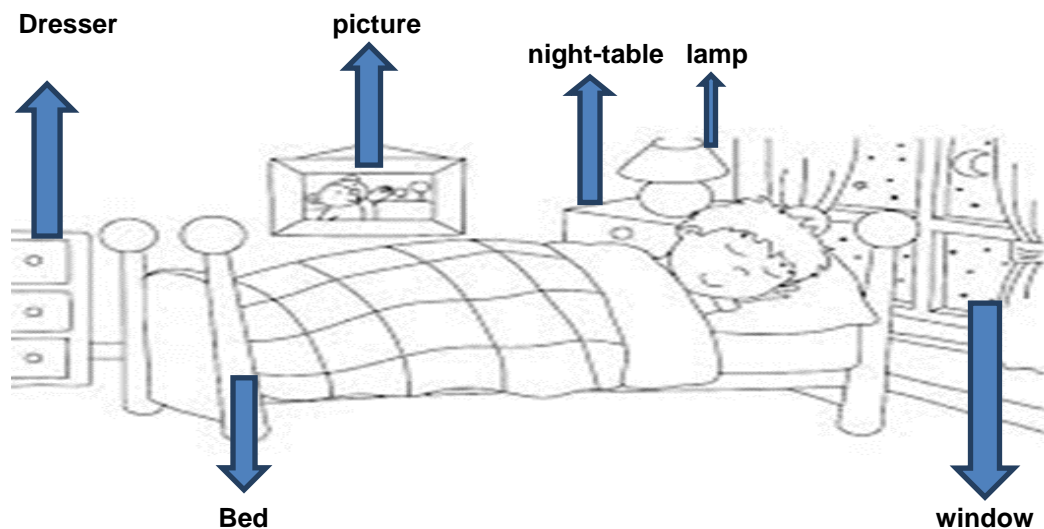
FULL NAME: _____

TOPIC: My Bedroom

- 😊 **AIMS:** -To recognize and use basic vocabulary for talking about the bedroom.
-To write a short paragraph about your bedroom using basic vocabulary.

INPUT : BEDROOM VOCABULARY

Emily's Bedroom



My Bedroom.

I want to tell you about my bedroom.

I have my own room. My bedroom is between my sister's bedroom and my parent's bedroom.

In a corner of my bedroom, there is a night -table, my lamp is on the night table. There is a picture on the wall, next to the night-table. There is a dresser next to my bed. I also have a window behind my bed, it is good because I can see the garden.

My bedroom is small but I like it.

Answer the questions:

1. Where is Emily's bedroom?

Her bedroom is _____ her sister's _____ and her _____

2. Where is her picture?

Her picture is _____, _____

3. Where is her night-table?

Her night-table is _____ to the _____

4. Where is her dresser?

Her dresser is _____

ELABORATION

Now, look at Sandra's bedroom picture.



Let's complete the sentences using the words in the box.

~~Window~~ Bed closet night-table desk computer pictures

1. There is a window next to the closet.
2. _____ on the desk next to the closet.
3. _____ between the night-table and the wall.
4. _____ on the wall in front of the closet.
5. _____ between the night-table and the desk.
6. _____ under the shelf next to the closet.
7. _____ between the bed and the closet.

Look at the picture again, read the example and help Sandra to write sentences in the same way.

Example: Closet ----- clothes

I have a closet for my clothes.

Desk -----computer

Night table -----alarm clock.

Shelf -----books

Let's review vocabulary

DESCRIBE YOUR BEDROOM AND DRAW IT IN YOUR ENGLISH PORTFOLIO.

Click on the following links and practice

<http://www.languageguide.org/english/vocabulary/bedroom/>

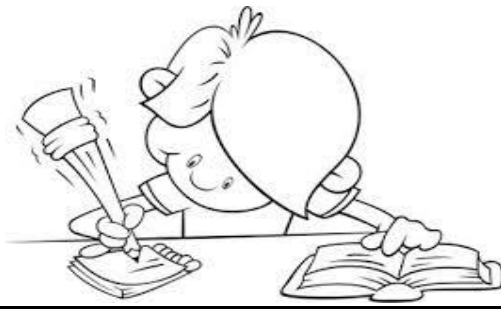
http://www.mansioningles.com/ejer_voc13.htm

STUDY THE GRAPH ABOUT PREPOSITIONS OF PLACE.

<http://cfl-idiomas.com/preposiciones-de-lugar/?lang=en>

WRITE A SENTENCE FOR EACH OF THE PICTURES BELOW SAYING WHERE THE DOG AND THE CAT ARE. USE YOUR PORTFOLIO.

<http://year8german.files.wordpress.com/2009/06/prepositions-of-place-pictures1.png>



Output

Now is time to tell the story of your bedroom.

Keep these points in mind when writing about your bedroom.

1. Use the appropriate vocabulary. Prepositions of place.
2. Use the expressions: there is, there are
2. Write short sentences. A sentence is a group of words that tells a complete idea.
3. Include many of the things in your bed and their location.
4. Finally write a conclusion.

MY BEDROOM

INTRODUCTION	I want to you about
BODY	
<i>PARAGRAPH 1</i>	
LOCATION IN THE HOUSE	MY BEDROOM IS
<i>PARAGRAPH 2</i>	My father is
THINGS IN THE ROOM AND THEIR LOCATION	
<i>PARAGRAPH 3</i>	
CONCLUSION	

THIS IS YOUR SECOND STAGE IN DEVELOPING WRITING, I HOPE YOU ENJOY, LEARN AND SUCCEED. OUTPUT MUST BE SHOWN IN YOUR PORTFOLIO.

**COLEGIO LA FLORESTA SUR IED
THIRD CYCLE GRADERS
THIRD ONLINE WORKSHOP
TEACHER: OSCAR RODRIGUEZ**

FULL NAME: _____

TOPIC: My Weekend

😊 **AIMS:** -To recognize and use basic vocabulary for talking about the weekend activities.

-To write a short paragraph about your weekend using basic vocabulary.

INPUT : VOCABULARY Sebastian's weekend



Go Swimming



Riding a bike



Watching T.V



Go to the movies



Go shopping



Reading a book

My Weekend.

I want to tell you about my weekend. I really love weekends!!!

On Saturday, I don't go to school. So I usually get up late in the morning.

In the afternoon, I always do homework and go swimming, sometimes my parents and me go shopping.

In the evening I watch T.V or read a book.

On Sunday, I get up late, then I have breakfast with my family.

In the afternoon, I ride my bike in the park and I visit my grandparents. When I visit them, my grandmother cooks delicious meals for me.

In the evening I watch T.V and play computer games.
Weekends are fun and relaxing!



Answer questions about Sebastian:

1. Why does Sebastian like weekends?
 Sebastian likes weekends because He _____, _____, _____, _____.
2. When does Sebastian visit his grandparents?
 He visits his grandparents _____
3. What does Sebastian do on Saturday morning?
 He _____ on Saturday morning.
4. What does He do on Saturday evening?
 He _____ on Saturday evening.
5. When does He have breakfast with his family?
 He has breakfast with his family _____

ELABORATION

Now, look at Ramon's weekend schedule.



ACTIVITIES	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
Go Shopping			X		
Cook					X
Go to a park				x	
Walk the dog		X			
Play computer games	X				

Let's write sentences about Ramon's weekend.

1. He sometimes
2. Ramon walks the dog.
3. Ramon never
4. He plays computer games.
5. Ramon rarely

LINKS FOR PLAYING WITH SENTENCES USING FREQUENCY .

<http://learnenglishkids.britishcouncil.org/en/grammar-games/adverbs-frequency>

Let's review vocabulary

Links for free time activities.

<http://www.ello.org/english/0901/T928-Naomi-FreeTime.htm>

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/daily-routine>

<http://www.teach-this.com/images/resources/free-time.pdf>

<http://www.teach-this.com/images/resources/your-free-time-activities.pdf>

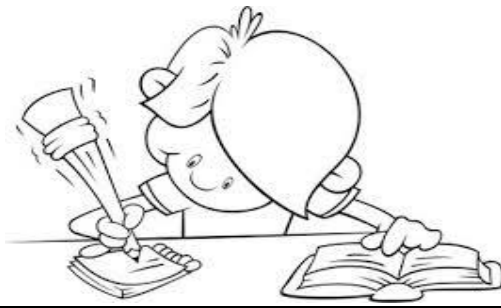
<http://www.teach-this.com/images/resources/free-time-interview.pdf>

Links for frequency adverbs

<https://a8f3b5ca-a-62cb3a1a-s-sites.googlegroups.com/site/eslhelpfulhandouts/beginner-4/LeisureTimeActivitiesAndAdverbsOfFrequency.pdf?>

Object pronouns

http://www.grammar.cl/Games/Object_Pronouns.htm



Output

Now is time to tell the story of your weekend.

Keep these points in mind when writing about your weekend.

1. Use the appropriate vocabulary.
2. Use the expressions of frequency: Always, sometimes, often, rarely and never.
2. Write short sentences. A sentence is a group of words that tells a complete idea.
3. Include many free time activities you do on weekends.
4. Finally write a conclusion.

MY WEEKEND

INTRODUCTION	I want to tell you about / I love
BODY	
<i>PARAGRAPH 1</i>	On Saturday, I
MORNING	
AFTERNOON	
EVENING	
<i>PARAGRAPH 2</i>	ON SUNDAY, I
MORNING	
AFTERNOON	
EVENING	
	I REALLY LOVE
CONCLUSION	BECAUSE WEEKENDS ARE

THIS IS YOUR THIRD STAGE IN DEVELOPING WRITING, I HOPE YOU ENJOY, LEARN AND SUCCEED. OUTPUT MUST BE SHOWN IN YOUR PORTFOLIO.

**COLEGIO LA FLORESTA SUR IED
THIRD CYCLE GRADERS
FOURTH ONLINE WORKSHOP
TEACHER: OSCAR RODRÍGUEZ**

FULL NAME: _____

TOPIC: My Best Friend

😊 **AIMS:** -To recognize and use basic vocabulary for talking about physical features.
-To write a short paragraph about your own physical description using basic vocabulary.

INPUT: VOCABULARY

Look at Tomas picture



Tom has short blond straight hair and blue eyes. He has round face.



Sebastian has short black straight hair and black eyes. He has round face.



Beyoncé has short blond curly hair. She has oval face.



Stephanie has long straight black hair. She has square face.

MY BEST FRIEND

MARIE



Let me introduce you to my best friend Marie. She has long blond wavy hair and blue eyes. She has oval face. Marie is very intelligent. She likes mathematics and she also likes to dance. Marie and I are in the same school, "La Floresta Sur". Every morning we go to school together. I hope we are best friends forever.

ELABORATION

HAIR	EYES	FACE
Short blonde hair	Blue eyes	A round face
Short black straight hair	Green eyes	A thin face
Short curly hair	Black eyes	An oval face
Long straight hair	Brown eyes	A square face
Long wavy hair	Dark brown eyes	

Let's write sentences about Marie.

1. She has _____ hair .
2. She _____ face.
3. She has _____ eyes.
4. She _____ mathematics.
5. Marie and I _____ "La Floresta Sur".

<http://www.englishexercises.org/makeagame/viewgame.asp?id=7824>

<http://www.agendaweb.org/vocabulary/describing-people-personality.html>

<http://www.flo-joe.co.uk/preliminaryenglish/vocabulary/physical-appearance-vocabulary.htm>

Appendix D. Student's artifact

FOURTH ONLINE WORKSHOP TEACHER: OSCAR RODRIGUEZ

FULL NAME: Stefani Lorena Serrano Chavez 701
TOPIC: My Weekend

😊 **AIMS:** -To recognize and use basic vocabulary for talking about physical features.
-To write a short paragraph about your own physical description using basic vocabulary.

INPUT : VOCABULARY

Look at Tomas picture



face.

Tom has short blond straight hair and blue eyes. He has round



Sebastian has short black straight hair and black eyes. He has round face.



Beyoncé has short blond curly hair. She has oval face.



Stephanie has long straight black hair. She has square face.

MY BEST FRIEND

MARIE



Let me introduce you to my best friend Marie. She has long blond wavy hair and blue eyes. She has oval face. Marie is very intelligent. She likes mathematics and she also likes to dance. Marie and I are in the same school, " La Floresta Sur" . Every morning we go to school together. I hope we are best friends forever.

ELABORATION

HAIR	EYES	FACE
Short blonde hair	Blue eyes	A round face
Short black straight hair	Green eyes	A thin face
Short curly hair	Black eyes	An oval face
Long straight hair	Brown eyes	A square face
Long wavy hair	Dark brown eyes	

Let's write sentences about Marie.

1. She has **long wavy** hair .
2. She **has oval** face.
3. She has **blue** eyes.

4. **She likes mathematics.**

5. **Marie and I are in the same school, "La Floresta Sur".**

<http://www.englishexercises.org/makeagame/viewgame.asp?id=7824>

<http://www.agendaweb.org/vocabulary/describing-people-personality.html>

<http://www.flo-joe.co.uk/preliminaryenglish/vocabulary/physical-appearance-vocabulary.htm>



output

Now is time to describe yourself.

Keep these points in mind when writing about your weekend.

1. Use the appropriate vocabulary.
2. Use the correct personal and possessive pronouns.
2. Write short sentences. A sentence is a group of words that tells a complete idea.
3. Include many physical features.
4. Finally write a conclusion.

MY BEST FRIEND'S DESCRIPTION

INTRODUCTION	Let me introduce you to
BODY	
<i>PARAGRAPH 1</i>	My best friend's name is Danna Sofia Verona
DESCRIBE HAIR, EYES	SHE HAS BROWN AND LONG WAVY HAIR, SHE HAS BROWN EYES
AND LIPS	BIG LIPS
FACE	SHE HAS ROUND FACE
<i>PARAGRAPH 2</i>	
DESCRIBE LIKES	HE/SHE LIKES TO
	SHE LIKES DRAWING
	SHE ALSO LIKES TO
	SHE ALSO LIKES TO DRAWING AND THE CLASS OF ARTS
CONCLUSION	I HOPE TO BE GOOD FRIENDS FOR EVER.

*THIS IS YOUR FOURTH STAGE IN DEVELOPING
WRITING,
I HOPE YOU ENJOY, LEARN AND SUCCEED.
OUTPUT MUST BE SHOWN IN YOUR PORTFOLIO.*

Appendix E. CLASS OBSERVATION DIARY- SAMPLE

COLEGIO "LA FLORESTA SUR" IED.	
CICLO 3	
CED : LA FLORESTA SUR - JOURNAL	
TEACHER: OSCAR RODRIGUEZ C.	
OBSERVER:	Elizabeth Rodriguez
DATE:	April 28 th .
PLACE:	
THEME:	
OBJECTIVE:	
LEVEL:	
<p>CARACTERISTICAS DEL GRUPO Los Sr. Students are very enthusiastic of doing the workshops;</p>	
<p>1. MOTIVACION The Sr always have shown their enthusiasm.</p> <p>1.1 ¿EL profesor motiva a los estudiantes para realizar los talleres online? to work using the computers. they like to work online and today they do not wait (until) teacher instructions</p> <p>a. <input checked="" type="checkbox"/> Siempre</p> <p>b. <input type="checkbox"/> Algunas veces</p> <p>c. <input type="checkbox"/> Nunca</p> <p>They already know how to get access to the platform and start to work.</p> <p>1.2. ¿El estudiante muestra motivación para realizar los talleres online?</p> <p>a. <input checked="" type="checkbox"/> Siempre</p> <p>b. <input type="checkbox"/> Algunas veces</p> <p>c. <input type="checkbox"/> Nunca</p>	

2. PROCESO DE ESCRITURA

2.1 ¿A partir de la implementación de los talleres online se evidencia que el estudiante escribe con mayor frecuencia en inglés?
(aplica a partir taller 2)

- a. Siempre The Ss feel anxiety to start their written production. They already know how to work each workshop session.
- b. Algunas veces
- c. Nunca

2.2 ¿Con la implementación de los talleres online se evidencia que el estudiante ha superado algunas de las dificultades en su proceso de escritura en inglés? (aplica a partir taller 2)

- a. Siempre Ss have the opportunity to write their short paragraphs and I can listen many of them making corrections of some of the mistakes they had in their first productions
- b. Algunas veces
- c. Nunca

2.3 ¿El estudiante realiza los ejercicios de escritura propuestos en el taller online?

- a. Siempre
- b. Algunas veces
- c. Nunca

3. DESARROLLO DE CLASE

3.1 ¿El profesor usa los ejemplos dados en el taller online para explicar al estudiante acerca de lo que debe escribir?

a. Siempreb. Algunas vecesc. Nunca

the teacher uses the examples provided on the online workshop to give explanations.

3.2 ¿El profesor monitorea y corrige los escritos de los estudiantes?

a. Siempreb. Algunas vecesc. Nunca

And also the teacher monitors his SS written artifacts. He also commented that in face to face class they were talking about daily activities.

4. IMPLEMENTACIÓN PEDAGÓGICA TALLER ONLINE PARA ESCRITURA.

4.1. ¿El taller presenta instrucciones claras con el fin de que el estudiante entienda acerca de que debe escribir?

a. Siempreb. Algunas vecesc. Nunca

the instructions given in the online workshops are clear enough to make SS understand what they have to do.

4.2. ¿En el campo concreto de composición escrita; el taller guía al estudiante paso a paso para que éste desarrolle su proceso de escritura en inglés?

a. Siempreb. Algunas vecesc. Nunca

4.3. ¿El estudiante comprende con claridad que pasos debe seguir para escribir en inglés?

- a. Siempre
 b. Algunas veces
 c. Nunca

4.4. ¿Los links provistos en el taller le permiten al estudiante realizar con facilidad su escrito en inglés?

- a. Siempre ~~The~~ links provided show different examples and also have activities for ss to do them using the vocabulary to talk about daily activities.
 b. Algunas veces
 c. Nunca

4.5. ¿El diseño del taller online es atractivo para el estudiante?

- a. Siempre I can listen ss saying that the online workshops are "cheveres" and that they like the images.
 b. Algunas veces
 c. Nunca

COMENTARIOS ADICIONALES

At this point I could say that the implementation of the online workshops have really increased ss' motivation to write in English and that they enjoy working online in Edmodo because it is a different way to learn.