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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

Reporte del Proyecto Terminal de Aplicación Innovadora del Conocimiento

The improvement of writing based on a genre approach through the use of an e-learning platform

Línea de Generación y Aplicación del Conocimiento: Innovación Educativa

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Abstract

It is commonly accepted by both teachers and learners alike that in order to successfully learn and use a language, emphasis must be placed on the four language skills of reading, writing, listening, and speaking. The skill of writing in particular requires a high level of cognitive skills and critical thinking (Vygotsky, 1978; Hayes & Flowers, 1980; Cushing, 2002) and for this reason it also requires careful attention in both its teaching and practice. However, of the four skills, writing is usually the one that receives the least attention in the language classroom and this is due to several reasons (Harmer, 2004; Reid 2001). One reason has to do with learners’ negative attitudes towards writing tasks and to the substantial amount of time that teachers need to devote to the teaching of writing.

As a way of finding a possible solution to this problem, the researcher decided to integrate a genre approach and an e-learning platform into her daily tasks of teaching writing. The study therefore reports on the effects of using a genre approach and an e-learning platform to improve the writing skills of an Intermediate 2 (A2+/B1-CEFR level) group of students from the Orizaba Language Center of the University of Veracruz. The study shows how scaffolding can provide substantial support in helping learners to develop their writing skills gradually by increasing both their willingness to undertake writing tasks as well as their level of confidence in performing such tasks. The study also reports on how the genre approach helped learners to improve their writing skills and the positive effects that e-peer editing had on self-error correction.

Data was collected through a number of instruments such as interviews, surveys, written compositions and the e-learning platform itself. Data analysis in this action research study reveals significant improvements in learners’ production of writing texts when comparing leaners’ first drafts to their final versions. It also shows the effect of attentive and consistent communication between teacher and learners through the e-learning platform in helping to reduce learner procrastination and reluctance towards carrying out writing tasks.
Acknowledgments

I am very thankful for the cooperation and willingness of my learners who participated actively in this project and who have motivated me to learn from and with them.

I am very grateful to my co-supervisors, Professor Luis Santana and David Ryan, whose advice on my research design, data collection and subsequent analysis was vital and invaluable to write this thesis. Above all, thank you both for your generosity in sharing with me your knowledge, expertise, experience and guidance in helping me to reach my dream.

I would also like to thank other professors and colleagues, who shared with me their knowledge and teaching experience all times. Their patience and passion inspired me in this adventure.

I also take this opportunity to express a deep sense of gratitude and love to my friends for their support and strength in this important step of my professional development.

Finally and most importantly, I am extremely grateful to my parents, José Alfonso Durán and María de los Angeles Lara, for offering me their unconditional support, standing by my side, and encouraging me to pursue my dreams. They are my role models in this wonderful journey called life.
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<th>Full Form</th>
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<td>ESP</td>
<td>English for specific purposes</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communications Technology applications and devices</td>
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<td>L1</td>
<td>Mother tongue language</td>
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<td>L2</td>
<td>Second language</td>
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<tr>
<td>MLE</td>
<td>Managed learning environment</td>
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<td>NRG</td>
<td>New Rhetoric group</td>
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<td>SFL</td>
<td>Systemic Functional Linguistic</td>
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<tr>
<td>TLC</td>
<td>Teaching and Learning Cycle</td>
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<tr>
<td>UV</td>
<td>University of Veracruz</td>
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<td>VLE</td>
<td>Virtual learning environment</td>
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The improvement of writing based on a genre approach through the use of an e-learning platform: An action Research

Introduction

Nowadays, globalization has broken different paradigms, including lack of communication and understanding between different cultures. This has been accomplished through the use of English as a Lingua Franca. According to Harmer (2001:1) a lingua franca can be stated as “a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language”. As a consequence, English has become one of the desirable skills that professionals should have in this era.

Learning English as a second language has assumed an important role in the Educational curriculum reform in Mexico which states that English must be taught as an official subject in schools at different educational levels. In higher Education, most of universities require a certain level of English proficiency for graduation and for that reason they offer different English courses. At University of Veracruz (UV), the Language Centers are in charge of offering these courses and they are divided into three levels: Basic, Intermediate and Upper Intermediate.

Equally important is Technology and its effects in today’s society. The Information and Communications Technology applications and devices (ICT) have affected the way teachers and learners interact. E-learning illustrates perfectly this shift in education.

According to Jereb & Smiteck e-learning refers to “educational processes that utilize information and communications technology to mediate synchronous as well as asynchronous learning and teaching activities” (as cited in Firkins, A., Forey, G. & Sengupta, S, 2012, para. 19). For this reason, teaching and learning English cannot be confined to the traditional classroom anymore, but must be extended “outside” by giving the learner the opportunity of being in contact with authentic language use and of interacting with other members of the same virtual community. Taking all of this into consideration, we can see that certain principles of the Competency Based Approach to language teaching and the Communicative Language Learning;
such as autonomy and collaborative work can be promoted through the use of an e-learning platform.

Regarding English language learning in particular, teachers need to be aware of another important aspect that is Language skills. Listening, reading, speaking and writing are the four language skills involved in the learning process of any second language. The first two are called receptive skills and the last two productive skills. In receptive skills learners do not need to produce language because they just receive and understand the information. They assume a passive role. In productive skills the learner has to do something in order to generate the information (British Council, 2010, para. 1).

The four skills have their complexity to be acquired due to the metacognitive and cognitive process that is involved in its acquisition and without diminishing their importance and significance, the ability to write effectively is becoming extremely important in a global world where the advances in transportation and technology allow people from different nationalities and cultures to interact with each other in seconds through a variety of gadgets which have demolished the barrier of time, space and language.

Since writing plays a major role in educational, business and personal situations. In other words, if an individual wants to be involved actively in the global market, he needs to be able to express himself not only through the use of spoken discourse, but also of written discourse.

Writing is a complex skill not only linguistically, but also as a social, cultural and technological manifestation. As a social phenomenon, Vygotsky (1978) through his Social Development theory explains how social interaction plays a fundamental role in the process of cognitive development. This theory states that everything is learned on two levels: first through the interaction with others, and then integrated into the individual’s mental structure.

As a cultural phenomenon, writing has to take into account the cultural context, the purpose and the audience that it addresses. However, in the majority of the cases second language (L2) learners are not aware of all these factors and for that reason they failed and preconceive the wrong idea that writing is a difficult skill. It is important to state that L2 refers
to any learner whose primary or first language is not English and this term is used whether or not the L2 learners is literate or not in his/her mother-tongue language.

There are other cases where teachers take for granted that if learners know how to write in their L1, they must know how to do it in their L2. However, there are always significant writing differences between L1 and L2 and for that reason is important to guide learners through their writing learning process.

This is what the Genre Approach claims to seek and promote by following the principles of the Teaching and Learning Cycle (TLC), where the teacher first sets the context (the social function of a genre) and models through different samples the schematic stages and features of a genre, and then works with the learners. Learners then work within their peers and finally they work individually to construct their own work (Hyland, 2007:4). In this sense, the Genre approach applies the concept of scaffolding by providing an “expert to model” and then guiding the learning process until the learner internalizes the knowledge. Regarding this point, Vygotsky defines scaffolding as an “interactive collaboration between teacher and student with the teacher taking an authoritative role to scaffold or support learners as they move towards their potential level of performance” (Hyland, 2007:23).

Thus, the genre approach is suitable for the competences that an English learner must have nowadays since it examines the written discourse texts beyond knowledge of grammar by taking into account context and culture.

Chapter 1: Context & Focus

1.1 Context

The researcher works at the UV Language Center in Orizaba and regardless of the curriculum, programs and syllabus that have been designed for each of the English courses where writing is included as a skill that must be developed; the reality is that writing is the skill that receives less practice. The researcher made this assumption because the majority of her learners have struggled or shown some difficulties with it in class activities, homework and in their test assessment.
In addition, the researcher has noticed that her learners ‘speaking skill does not match their writing skill. Last semester the researcher asked her learners what the difficulties were with their writing during the course and they expressed that:

1. Writing was difficult and they had no idea of how to start a paragraph and that was discouraging.
2. Writing was not an interesting activity and the tasks from the book were also boring.
3. Writing needs planning and it was difficult for them to schedule and organize their time without having problems with deadlines.
4. Writing was seen as an opportunity for their future professional plans at work.

Finally, in addition to her learners’ opinion, there were other reasons why the researcher was interested in writing as the skill of this study. First, writing is a vital means of communication and as a negotiation of meaning between people. Secondly, writing permits the learners to carry out tasks where peer collaboration is involved. Thirdly, writing gives the learners the opportunity to proofread and self-correct their errors and of thereby increasing their self-awareness about the task of writing.

This research study involved an Intermediate group with 22 learners who had had 300 hours of English instruction. The learners were young adults and teenagers between the ages of 16 and 30. A small percentage of the group included high school students and the great majority was university students. Just two students were married with children and they were housewives. In terms of gender, there were more women than men, but in generally this difference was not significant. In terms of motivation, learners had in their majority an intrinsic motivation because this course is not mandatory for university students or for the public in general. Learners enrolled in it because they wanted to continue learning a second language.

1.2 Problem

From the students’ point of view, reluctance, unwillingness and procrastination were the repetitive manifested attitudes toward writing assignments. In addition, learners were not aware of the conventions and rules of rhetoric, structure and mechanics that had to be
followed depending on the piece of writing. Finally, the majority of writing tasks were supposed to be carried out individually and some learners disliked these types of activities and preferred collaborative tasks.

From the researcher point of view, correcting and giving feedback to each student was a time-consuming activity that it could not always be accomplished because the course only lasted four months (or seventy five hours) and there was little time to handle individual feedback in class hours. Therefore, peer correction could not be carried out due to lack time.

1.3. Objective

The objectives of this study were: a) to ascertain the extent to which the genre writing approach, through the use of an e-learning platform, could improve learners’ writing skills; b) to determine if the use of a learning platform helps learners to reduce their procrastination toward their writing assignments; and c) to see until which extend e-peer editing could have an impact on self-error correction.

1.4. Research questions

- How can the Genre Approach and the use of an e-learning platform improve my Intermediate learners’ writing skills?
- What will be the effects of Edmodo on my learners’ commitment to do the writing assignment on time?
- How can e-peer editing raise the quality of their written texts?

1.5. Rationale

Although writing is one of the four language skills that are part of the English Language Programs of the University of Veracruz, it is the skill that receives the least amount of practice and attention inside the classroom because it is considered to be a difficult and time-consuming activity. This study will help the researcher to see if the genre writing approach and an e-learning platform can improve learners’ writing skills, reduce procrastination and reluctance toward writing assignments and the effects of e-peer editing on self-error correction.
Chapter 2: Literature Review

The evolution of how English is taught and what a learner needs in order to reach communicative competence, have also changed the view of second language writing instruction. In the last three decades, important research in writing has developed new methods or approaches, leaving behind the traditional product-oriented perspective and offering new ways of how writing can be taught to L2 learners: the genre approach is one among others whose aim is not focused on the product, but the characteristics of the genre.

But before explaining what this genre approach is and its difference with the previous approaches, it is necessary to define the construct of writing is. According to Hornby cited by Kroll (1990:12) writing is conceptualized in the sense of the verb “to write” that is “to make letters or other symbols on a surface, especially with a pen or a pencil on a paper”. Widdowson cited by Kroll (1990:17) defined writing as “the act of making up correct sentences and transmitting them through the visual medium as marks on paper”. Taking into account what White and Ardnt (1991:1) stated and for the purpose of this investigation, writing is defined as the ability that a person possesses to communicate a message effectively to other people within a social and cultural context. Within this definition, sociolinguistic and discourse competences play a main role.

These elements, however, were not part of what the construct of writing was in 1960 and 1970. At that time writing was seen as a grammatical skill due to the supremacy of the audio-lingual approach to language learning. This method enhanced repetition and memorization as key aspects of learning English. For example, students copied sentences or short extracts/paragraphs of discourse and made meaningless changes in tense or subject. All of this was done in order to avoid errors because errors were prohibited and accuracy was expected to arise out of practice with structures (Reid, 2001:28).

During the 1970s and most of the 1980s, the L2 writing perspective was influenced by the interest in cognitive science and the sociology of language which led to the creation of a new approach: the process approach. This approach gave learners more freedom to express their ideas, feelings and thoughts and it moved from strictly controlled writing activities to more open-guided activities where teachers became facilitators. The process writing approach
contained eight stages: brainstorming, planning and structuring, mind mapping, first draft, peer feedback, editing, final draft and evaluate. Teacher’s feedback promoted critical thinking and problem solving, which were considered to be two of the principle characteristics of the cognitive theory whose prominent figures were Jean Piaget and Lev Vygotsky.

Starting the late 1980s and continuity through the 1990s and beyond, a contextual approach emerged which focused on analyzing particular situations which written discourse occurs. This shift in L2 writing instruction was named the Genre Approach. The preamble of this pedagogy was the criticism of the limitations that the Process Approach generated in L2 learners. Even if the Process Approach was based on an inductive, discovery-based approach where the writer had more freedom to express what his or her thoughts, in the end the learners was unable to effectively communicate his or her message. This short-coming was also linked to cultural and contextual barriers that cannot be overcome by the learner without significant guidance (Hyland, 2007:150).

Genre instruction, on the other hand, takes into consideration two important variables: the writer as a social being, and the text as a genre with a particular purpose in a society that follows a series of segments or patterns called moves. Thus, the aim of the genre-based language teaching as Henry & Roseberry (1998:147) describe it, is “to raise learner’s awareness of both, the rhetorical organization and the linguistic features closely associated with the genre”.

The term “genre”, however, has been defined in different ways by different scholars and this has provoked the creation of three distinct genre approach views. According to Hyon (1996) these are: The English for Specific Purposes (ESP) school, the Sydney school and the New Rhetoric group (NRG). Each of these schools understands and implements the genre approach in the classroom differently. Flowerdew (2002) organized and classified these three schools into two groups: the linguistic approach (the Sydney and ESP school) and the non-linguistic approach (the NGR).

It is important to understand the differences of these schools and what they share and have in common. For instance, the English for Specific Purposes School follows Swale’s text-based theory of moves which is focused on identifying the rhetorical procedures and
conventions that are employed in academic and professional settings. ESP teachers are concerned within both settings and as a consequence, genres are seen as the purposive actions routinely used for a specific discourse community which focuses on the text.

On the other hand, the Sydney school defines genres as text types. This conception of text has its foundation in the Systemic Functional Linguistic (SFL) theory developed by Halliday in 1985. Christie (1991) is a strong advocate of SFL theory. He defines a text, both in the local (i.e. classroom) sense, as well as in the global (i.e. outside the classroom) sense as

“functioning in a context, where context is said to operate at two levels: at the level of register, where field (social activity), tenor (the interpersonal relationship among people using language) and mode (the part played by language in building communication) all have consequences for the choices made in the linguistic system; and at the level of the genre, where social purpose in using language also has consequences for linguistic choices made (1991:142).”

Therefore, this systemic genre approach considers language primarily as a resource for making meaning rather than as a set of rules (Paltridge, 2007:233). For this reason, the Sydney School interpretation might be considered as the most theoretically, and pedagogically articulate one.

This school gives special emphasis to sociocultural theories of learning which are carried out in the classroom through the use of the teaching and learning cycle (TLC). The design of the TLC draws on the work of Vygotsky (1978) and its interpretation was explained by Cole and Gauvain (1997). Behind the TLC model, the notion of collaborative learning and scaffolding is embedded in the teaching and learning processes. Vygotsky’s work proposes that in order to make genuine learning and progress feasible, it is necessary to support learners as they move toward their potential level of performance. This is exactly what the TLC cycle does in its four stages of building the context, modeling, joint negotiation of text, and independent construction of text.

Even if these two principles, collaboration or peer interaction and on the other hand, scaffolding or teacher supported learning are not exclusive to genre pedagogy, it is undeniable that this approach helps to develop systematic and powerful practices which support learners
through the concepts of shared and borrowed consciousness. According to Hyland (2007:158) shared consciousness and its focus on collaborative work offers a more effective way of learning than individual work. Borrowed consciousness means that learners can clarify doubts and improve by working with more knowledgeable peers, which also helps them to have a better understanding of tasks and ideas.

TLC characterizes the process of learning a genre as a series of four linked stages. The first stage is building knowledge of field and at the beginning of this stage learners are exposed to discussions or activities that bring forth their background knowledge and elicit their own ideas in order to understand the situational and cultural contexts in which the genre of study is used. Following that, the modeling of text stage includes the analysis of different samples of the genre under consideration which the teacher points out the key features and the generic structure of the text. After it, joint construction is the stage in which teacher and learners construct a text together. In this stage the four remarkable points that Gray stated (as cited in Johns, 2002:57) are important to be considered by teachers who are implementing this genre pedagogy:

1. Joint construction implies a system of negotiation between the teacher and learner in which the teacher is not considered a superior. Teacher and learner have a mutual and common understanding of the context and the meaning being negotiated.
2. Teachers have to decide on what kind of text will be used and at the same time, they are responsible of creating a meaningful and real context.
3. Scaffolding and collaborative writing cannot be carried out in short periods of time.
4. Scaffolding is used to explore the level of difficulty of the genre and whether or not it can be handled by the learner

Before listing the advantages that characterize the writing genre approach above as opposed to other writing approaches (product and process), it is important to indicate why the third genre theory, the New Rhetoric Genre (NRG) was considered to be so important for this investigation. Researchers who advocate NRG argue that genres are complicated and cannot be taught in the classroom due to the complexity of their content and NRG goes beyond the traditional rhetorical situations described in books. As Hyland (2007:22) affirms, “while New
Rhetoric underlines that literacy is not the monolithic competence as it is often perceived to be, its contribution to L2 writing instruction has been minimal”.

The reasons why the genre approach was selected and taken as the main basis of this research are its possible benefits on learners’ writing skills. In this sense, Hyland (2007) mentions the advantages of NRG, which can be summarized as follows:

- Explicit: It makes perfectly that which is to be learnt.
- Systematic: It offers a coherent framework for focusing on both language and contexts.
- Needs-based: It ensures that course objectives and content are derived from learners’ needs.
- Supportive: It gives teachers a central role in scaffolding learners’ learning and creativity.
- Empowering: It provides access to the patterns and possibilities of variation in valued texts.
- Critical: makes resources available for learners in helping them to understand and challenge valued discourses.

Furthermore, collaborative writing has the potential to contribute to language learning by allowing learners to identify gaps in their knowledge, make conjectures or inferences about language and, most notably, further examine these experiences through the process of developing a jointly constructed text.

This Collaborative writing therefore cannot be confined only to what teachers and learners merely do inside of a classroom. Such a restriction would be an outdated understanding of the concept. Today, learning takes place beyond the classroom as a result of ICT devices and tools such as blogs, wikis, chat rooms, and so on. Another popular ICT device, with direct impact in this study, is e-learning platforms.

According to the British Educational Communications and Technology Agency (2005:4) a learning platform is:

A generic term to describe a broad range of ICT systems used to deliver and support learning. A learning platform usually combines several functions, such as organizing,
mapping, and delivering curriculum activities, and the facility for learners and teachers to have a dialogue about the activity, all via ICT. So, the term learning platform can be applied to a virtual learning environment (VLE) or to the components of a managed learning environment (MLE).

It is important to clarify that not all the situations in which a technological tool is used can be referred to as e-learning. There are certain scenarios, such as the use of a CD-ROM or a podcast to cite two examples, which cannot be considered as e-learning. A key point of the concept of e-learning is that a significant part of the course work of it is carried out virtually through the use of an e-learning platform (Dudeney & Hockly, 2007:136).

It is also possible to have a blended learning course where a mixture of online and face to face teaching takes place. (Dudeney & Hockly, 2007:137). For the purpose of this study, a blending learning course was designed, combining the first two stages of the genre approach (building the context and modeling) and the use of the learning platform called Edmodo to carry out the last 2 stages of the genre approach (joint negotiation text and independent construction text).

Edmodo is a social learning platform for teachers, students and parents. According to its designers, Nic Borg and Jeff O’Hara, Edmodo was created in November 2008 when they realized the importance and necessity of helping their school environment to reflect the connected world in which they live. Both set out to create a tool that closed the gap between how students live their personal lives and how they learn in school (Edmodo, 2013). One goal of this learning platform was to offer teachers and students a safe place to connect and collaborate to share class content and educational applications to discuss things through chats and to access homework and grades. Another goal of this platform is to help educators to integrate technology and media to create a better learning environment, where the teacher has the opportunity to customize the classroom through this learning platform for each and every learner.

Rida Afrilyasanti (2012), an ESL teacher and writer whose recent book entitled “Digital Storytelling as an Alternative Learning Media for EFL learners” summarizes that states the main
differences between the two popular learning platforms, Edmodo and Moodle. There are substantial differences, but the relevant ones are stated in the following table:

Table 2.1 Comparisons between Edmodo and Moddle (Adapted from Afrilyasanti, 2012)

<table>
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<th>Edmodo</th>
<th>Moddle</th>
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<td></td>
<td>It is identical to social network (Facebook), therefore, it is more instinctive to students. It can be said that Edmodo is an educational social networking with the ability to upload and grade assignments (You have a profile picture in the far left-hand corner, there’s a stream of updates (like a forum, but more similar to Facebook).</td>
<td>it is in line with what the students will be using in University. Moodle is an online management system that is designed to provide a full course experience</td>
</tr>
<tr>
<td></td>
<td>It provides some places to occasionally have a group-wide discussion, or a place to upload assignment.</td>
<td>Its features are more organized in which it keeps the file nice and tidy. Moreover, it is easy to go in a student’s file and see whether they did their work or just look at a group and follow discussion.</td>
</tr>
<tr>
<td></td>
<td>Edmodo is handy because you get passwords for the different courses you want to include in Edmodo, that way only certain people will see what’s being posted and updated, so Edmodo is very private like that.</td>
<td>We can control who logged in, when, whether or not they opened the activities or links, etc. It also keeps a record of all student messages. Furthermore, the students can be held accountable for their online interactions in our virtual class space.</td>
</tr>
</tbody>
</table>

From the list of comparisons in the table above, an especially from their differences, one characteristic in particular made Edmodo the most suitable learning platform for the purpose of
this study: its similarity with the most powerful and popular social network, knows as Facebook. Obviously, there are differences that distinguish one from the other, but both are user friendly and enable the creation of groups or sub-groups, depending on the activity that is planned.

**Chapter 3: Methodology**

3.1. Action Research

This study combined the use of the Sydney School, genre approach, Edmodo learning platform, and action research to identify their effect on the development of L2 writing skills. The combination of the three also served as a tool for reminding learners about their writing assignments deadlines in order to help learners to reduce procrastination and reluctance. The study analyzes whether writing lessons using the genre approach, and based on the principles of TLC and the inclusion of technology through Edmodo, are related to learners’ writing improvement and to decrease in learners procrastination or reluctance. The study lasted for a period of seven weeks.

This project was conducted in an Intermediate 2 course in the language center of the University of Veracruz in Orizaba. The University of Veracruz besides two basic courses that are mandatory for its college students, it offers a program for public in general which is divided in three levels: Basic, Intermediate and Upper Intermediate. Each level includes 3 separate courses for a total of 75 hours of instruction, and it is supposed that a learner, as a result of taking these courses and at the end of Intermediate 2, learners will end up with an English Language Proficiency level somewhere between A2 + and B1-, as defined by the CEFR.

In this particular case, a learner supposes to reach an English proficiency level between A2+/ B1- at the end of the second intermediate course. According to the CEFR descriptors, a learner with this English proficiency level is capable to write simple text about personal experiences or event; personal letters to friends or acquaintances; letters of application and a CV in summary form; and replying in written form to advertisements. The researcher’s observations about learners’ writing skills at this level differ, however, from what is describe by the CEFR.
Despite taking three hundred hours of previous English instruction, learners at this level continue to show difficulties when they are asked to organize and write their ideas in a written form. This is what the researcher noticed in her own experience working with learners at the same level in a previous course. Before this study, the learners were asked about which of the four language skills was given the least amount of attention in their previous English courses, and most of them answered writing.

It is also worthwhile to state that these types of courses are intended for the public in general, not just for UV students, where the minimum age for enrollment is 16. In this Intermediate 2 course in question, there were 21 learners (8 men and 13 women) and the majority of them were between 16 and 23 years old, with the exception of 3 learners who were above 25. It is important to mention that the modality of this course was an intensive class and for that reason learners had to attend it once a week. A class in this type of courses lasts five hours and for this reason in one session sometimes it was carried out two phases of the teaching and learning circle.

The project aimed to help learners develop their writing skills through the use of a learning platform and the genre approach and make them aware of the important role that context plays at the moment of writing a text. Moreover, it also wished to explore three further areas: a) whether or not the use of technology in the classroom, through the use of a learning platform, could have any positive effect in reducing learners reluctance and procrastination regarding writing assignments; b) to what extend peer editing could help learners become more aware of their own errors; and c) to what extend peer editing could help those same learners to then go about helping others.

Two specific genres were selected: the informal letter and the letter of application, due to the fact that both genres are part of the University of Veracruz syllabus for this level. The instruments that this project used were the learning platform Edmodo, the genre approach and its teaching and learning circle (TLC), interviews and a survey. The TLC and its phases were taken as a framework to organize and sequence the activities in this action research as they were explained in 3.2. Finally, it is important to state that learners before starting this study signed a letter (see Appendix 3.1) where they completely allowed the researcher to make use
of all the evidence that this study generated and they understood that this research had only academic purposes.

3.2 Data collection

An action research approach was adopted for the study (Burns, 2010). The researcher decided to implement the use of a genre approach through an e-learning platform, Edmodo, and evaluate after seven weeks, if there was any improvement in her learners’ writing skills; if the inclusion of technology helped to reduce procrastination and reluctance toward writing assignments; and if peer editing had an impact on self-error correction.

The researcher worked during this process by following the TLC and including as an extra phase, peer-editing. The figure below illustrates the different phases of the TLC.

Figure 3.1: Teaching and Learning Circle (TLC). Adapted from (Feez, 1998)

Data was collected during each phase of the research through learners’ sample texts and through the e-learning platform. After the TLC, an interview and survey were carried out as a means of contributing the data collection phase.

The interview was semi-structured nature. It had 23 questions and its aim was to answer the research questions and objectives of the study. The length of the interview was calculated to last 30 to 35 minutes. The survey, on the other hand, was designed by the
researcher through the use of a specialized website called surveymonkey\(^1\). The survey contained 12 statements and it was linked to the website with a post in Edmodo to make it easier for the learners to access and answer it. The table below illustrates the methods and focus of each question or statement in both instruments: interview and survey. See Appendix 10 and 11 for a detailed account of from both instruments.

3.1: Table Data collection methods and aims. (Durán, 2013)

<table>
<thead>
<tr>
<th>Method</th>
<th>Category</th>
<th>Question/Statement number</th>
<th>Objective of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>1. Writing improvements through TLC and Edmodo</td>
<td>1. Questions 10,11, 15,17 and 19</td>
<td>a. How can the Genre Approach and the use of an e-learning platform improve my Intermediate 2 learners’ writing skills?</td>
</tr>
<tr>
<td></td>
<td>2. Procrastination and Reluctance</td>
<td>2. Questions 19, 20</td>
<td>b. What will be the effects of Edmodo on my learners’ commitment to do the writing assignment on time?</td>
</tr>
<tr>
<td></td>
<td>3. Peer editing benefits</td>
<td>3. Questions 6,13 and 14</td>
<td>c. How can e-peer editing raise the quality of learners’</td>
</tr>
<tr>
<td></td>
<td>4. Effective feedback</td>
<td>4. Questions 16</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) World’s leading provider of web-based survey solution [http://www.surveymonkey.net](http://www.surveymonkey.net)
5. Previous Experience with this skill

5. Questions 5, 6, 8 and 9

Written texts?

Survey

1. Writing improvements through TLC and Edmodo

1. Statements 1, 2, 3, 6 and 9

a. How can the Genre Approach and the use of an e-learning platform improve my Intermediate 2 learners’ writing skills?

2. Procrastination and Reluctance

2. Statements 4, 7, and 12

b. What will be the effects of Edmodo on my learners’ commitment to do the writing assignment on time?

3. Peer editing benefits


c. How can e-peer editing raise the quality of learners’ written texts?

4. Effective feedback

4. Statement 8

3.3 Description of the research

Building the context

Before explaining what the cultural, grammatical and social context of the informal letter and the application job letter were, it was necessary to know what the learners previously knew about these genres. The researcher asked them to write a first draft of an informal letter and application letter before beginning the TLC instruction. Then, the researcher
explained the importance of these two genres and what the social, cultural and grammatical implications were involved in each of them. At this phase students were able to express what they previously knew about these genres and the researcher took advantage of the learners’ previous background or shared knowledge to set the context. This phase was carried out on March 15th (see Appendix 3.4).

Modelling Phase

In the modelling phase the researcher started a discussion during the subsequent class, after building the context (see Appendix 3.4) with a set of questions. This oral discussion was focused on developing learners’ background knowledge by using the Functional Grammar (SFG) registers which are: field (the social purpose of the text), tenor (the relationship between the participants of the event) and mode (the medium of communication) (Thompson, 2004). In this phase the researcher and learners analyzed the following questions:

- What is the purpose of the text?
- Who is the audience this text aims to reach?
- Who are the participants involved in the text?
- What is the generic structure and language feature of this text?

After the discussion and different ideas that were given by the learners to answer these questions, the researcher shared different samples and templates of the same genre (informal letter and application letter). Then, the researcher used these to point out the important parts of each genre. For example, in the case of the application job letter, the researcher emphasized how people communicate with one another. The researcher asked the learners if there seemed to be a certain writing “etiquette” or a particular ways of communicating between the two participants involved in the text. Another point of discussion focused on how the applicant in the case of the application letter used certain strategies to deliver or expose his message.

After this, the researcher explained structural patterns of each genre. The first genre was not unfamiliar for a great number of students because in previous courses they had to write an informal letter. However, there were some misunderstandings of how to end a letter, how to write the date and how to use connectors to link ideas, just to mention some of their doubts that were discussed in this phase.
Through the use of some slides in this modelling phase, the researcher showed a table (see Appendix 3.2) that highlighted the structure and common expressions and phrases for each genre. In the particular case of the application letter, the researcher focused on specific adjectives and nouns that are used to describe attributes, skills, and work experience. Learners were asked to identify common adjectives that describe values and attitudes towards life and to reflect on which of these might have a positive effect on the interviewer.

In this phase the researcher offered a list of suitable adjectives and their differences in meaning and formality. The learners found this activity quite challenging because the adjectives that are used to describe attitudes and values in a formal way were almost completely new for them and were different from those adjectives that were used in the informal letter to describe emotions or events. For example, adjectives such as “resolute”, “industrious”, “methodical”, and “eager” were suggested for use in the formal application letter, but were not mentioning for use in the informal letter.

After the researcher modeled the two genres in the classroom and before moving into the third phase of join-construction, the researcher asked the learners to read the information included in the table again at home. These tables, which were analyzed in class, had important information that synthetized the mechanics, register, the linguistic features of each genre. The tasks assigned to the learners included a comparison between their first draft and the researcher’s table (See Appendix 3.3).

Learners had to design their own table showing which problems or parts of the genre were missing or inaccurate. To make this comparison easier for the learners, all the samples and templates that were discussed in class were also available in Edmodo. The researcher gave the learners freedom to choose the format and style of their table.

In this particular task, the objective was not the design of the table, but how this task encouraged the learners to compare what they previously knew about the two genres (first draft) and about their characteristics (samples) in order to self-correct their errors by writing on the table the missing parts of their texts.

It is important to emphasis that this task was completed through Edmodo and did not take up any of the learners’ class room time. As a strategy to help learners to better organize
better their time and to avoid procrastination, the researcher assigned deadlines for each of the writing tasks and put them in a calendar. This calendar was then uploaded to Edmodo (see Appendix 3.3). For this task the learners had five days to complete and upload this task before their next weekly class. In the case of the informal letter the deadline was March 29th, whereas for application letter, it was April 17th.

Join Construction Phase:

After submitting their tables and gaining more confidence and understanding of the two genres, the third phase of the TLC was implemented: Join Construction. As Hylland (2004:134) claims: “at this phase of the circle, teacher and learners work together to construct whole examples of the genre, with the teacher gradually reducing his or her contributions as learners gain greater control over their writing”.

In this phase the researcher and the learners constructed the target texts together and the role of the researcher changed from being the provider of all the information into a facilitator who guides learners. In this phase, the learners were empowered to create their own piece of work with the guidance of the researcher. Also the role of the learner changed from an active observer into an autonomous learner who takes responsibility of his own learning.

The aim of this phase was for the researcher to involve the learners in their own learning through the discussion and construction of a target text. For the application letter, learners were asked to search for information before class, in particular, adjectives and nouns that were used to describe skills and attitudes of the ideal job they would like to have in the future. It is important to remember that almost all the learners were teenagers or young adults who hadn’t previously had a job.

This phase took place in the classroom. First of all, the researcher quickly reviewed with the learners the schematic structure and the specific points of the genre with the table. Then, learners volunteered to write on the construction paper (see Appendix 3.4). All learners were actively involved in the construction of each paragraph and all of them participated by writing one element or sentences of the informal letter or application letter.

The researcher noted that learners offered different suggestions and ideas to the person who was writing the sentence and they even corrected between each other if there was
something written incorrectly or wrongly placed. The researcher only guided the learners when there was not a fully agreement between the group. It was very clear that learners became familiar with these genres and were conscious of the importance of framing the structure of the text before start to write. They also took into account the social purposes of the text and for whom the text was aimed.

This phase helped to give learners a strong foundation of the social context and the linguistic grammar points of each genre and helped them to move into the next phase: Independent construction. Moreover, this phase fostered discussion among students that ended up in the clarification of certain linguistic points. For example, learners compared the salutation expressions that are proper for this specific genre or the use of certain punctuation marks to separate ideas or make pauses. Phrases like “how is it going” or “what’s up” were compared with the salutation phrases that were used in the application letter.

In addition, the table that they created (see Appendix 3.4) was extremely useful in this phase because learners were then able to consult it whenever they hesitated what information should be included or when they had doubts about the structural pattern of the genre. In the case of the structure and how learners organized their ideas, this table also helped learners to frame what they wanted to express and to avoid redundancy. In the case of the application letter where learners were very enthusiastic and motivated to learn how to write within this genre, the inconvenience was that the great majority of learners did not have any previous background knowledge of how to start writing this type of letter, even in their first language, so table was used as a pattern whose guidance built up their confidence and promoted a collaborative environment among learners.

Another good example of why the previous task, the table, was useful for the join construction phase was when learners forgot to include their contact information. They did not think it was necessary to include a telephone number or an email where the reader could contact them for a further interview. The researcher had to emphasize the importance of this last point and she did it through the use of the table. The researcher asked the group to review the key elements and as a result, they realized, as a group, that this important information was missing.
Even though the researcher made constant emphasis as to the final purpose of the application letter is (getting a further interview that translates into a job offer) learners were still confused about what adjectives and nouns were suitable to describe their skills and strengths. They were also confused about how to link these ideas through the use of connectors like “moreover”, “besides”, “in addition to” and the use of transition expressions such as “nevertheless”, “however”, “therefore”.

Independent Construction

In this phase learners wrote their second draft of each of the genres and uploaded it in Edmodo as a public post, so every member of the group could have access to this information. Next, the researcher formed small groups of three or four learners and posted on Edmodo a list with the names of the members and the number of the group.

Then, the researcher asked the groups to read only the second draft of their group’s members and give their peers some suggestions and advice that they found adequate for improving their peers’ second drafts. This peer-editing phase was adapted to the traditional teaching and learning circle phases where the teacher is the only person in charge of giving the feedback. This adaptation was thought as a tool to promote peer-feedback instead of only teacher’s feedback. According to Hyland (2007:136), the goal of the independent construction phase is “for students to apply what they have learned and write a text independently while the teacher looks on and gives advice from the sidelines”. The researcher, however, decided to add a pre-task, peer editing, before asking the learners to write their final version and before giving them her final feedback.

Thus, learners had another opportunity to reflect on their weaknesses or areas of improvement by reading their peers’ suggestions. With regard to the content that learners could include in their suggestions or advice, learners did not have to follow a format. In fact, they were free to decide how to write their piece of advice with the only requirement of uploading this document on the date that it was assigned. Otherwise, their peers wouldn’t have enough time to read the comments and reflect upon and write their final version on time.
In this peer-editing sub-phase, learners were asked to analyze all the elements that are part of the genre analysis: moves, types of verbs, vocabulary, circumstances or context, cohesion and register.

This phase gave learners not only the opportunity to criticize in a constructive way their peers’ work, but also to learn from their peers’ errors and self-correct their own mistakes. It was another tool to reinforce what they learned in previous phases and build up stronger bases to write their final version of both genres.

The amount and quality of the suggestions and advice that learners wrote for their peers, as well as the level of commitment that learners showed to this task, was remarkable (see Appendix 3.5). It was clear that collaborative peer editing had a positive effect on each learners’ writing process.

Finally, after uploading their suggestions to the platform, learners had six days to write their final version for each genre and they received their feedback through Edmodo one week later. In order to provide learners with another opportunity to reflect in their own errors and merely read what the researcher marked or underlined as their areas of improvement, the researcher designed and included the use of a color editing table (Appendix 3.6) where each color represented a different problem. This table was also uploaded previously in Edmodo and the researcher explained there how to interpret the colors with the different errors.

In this last phase, the majority of the learners submitted their final version on time and they expressed how useful and practical it was to include in their writing process the use of a learning platform like Edmodo, especially since it became the bridge that enabled learners to sustain consistent communication among each other and with the researcher, since they only had a weekly class on Fridays.

3.4. Data Analysis

For this action research, the data analysis was based on the data collected during the 7 weeks that this study lasted. This data was arranged into three main categories: improvements in the learners’ writing skills; reduction on learners’ procrastination and reluctance to do the
writing assignments, and finally the effectiveness of peer editing on the learners writing process.

The data was mainly obtained from the learning platform Edmodo, which included the different drafts, tables, peer editing suggestions and the final version of each genre. Moreover, Edmodo also included the data to analyze whether or not deadlines were respected, as well as the number of learners that fully complete each writing task.

Learners’ texts were analyzed by using Hood, Solomon and Burns guidelines that were cited by Hylland (2007:201) in his book “Genre and second language writing”. The guidelines included, firstly, the situational and contextual analysis where it was important to define who the speaker and writer of the text was, who the audience was, as well as what the relationship was between the two, including the separate aims of each entity. Secondly, it was analyzed the structure and organization of the text and possible common patterns that each genre follows. Thirdly, significant grammatical features were considered. These included verbs, nouns, and adjectives as well vocabulary choices that were selected by the writer for each genre.

On the other hand, other data was collected after the intervention through the use of a survey. This survey helped to evaluate the practicality and usefulness of Edmodo and the meaningfulness of the writing tasks that were selected for this project. It also evaluated the genre approach, the TLC phases and their impact on the learners’ writing competency. It also asked about the peer editing phase and to what extent the inclusion of this phase increased the learners’ commitment and responsibility toward deadlines.

As mentioned previously the data collected from the survey was gathered through the use of a specialized website called surveymonkey. This website offers software that allows the user to design a survey without restrictions and customize it with colors, logos and the possibility of using different languages. In addition, surveymonkey includes a professional analysis of the data and it displays the results through charts and percentages. For this research the information and results were presented through the use of column charts.

Finally, the researcher interviewed 11 learners that volunteer to give their opinions. This interview was conducted in a public cafeteria outside out of the language center and on different weekdays when learners did not have their English class. The length of the interview
was between 30 to 40 minutes and it included 23 questions. It is important to indicate that due
to the English level proficiency of the interviewees and the complexity of the questions,
interviews were carried out in Spanish.

The data obtained from the interviews was also analyzed in different steps. First, information was gathered the information related to the learners opinion toward the writing skill before and after the intervention. A second category was about the use of the genre approach through Edmodo and its effect on the learners’ writing skills. A third category focused on the relationship between Edmodo and the effects on learners’ procrastination and reluctance toward writing tasks. Finally, the last category was about the effectiveness of the color editing table to provide meaningful feedback.

These three main sources were used to enhance the validity of the study and to complete the “data source triangulation” which is a key element in this type of research. According to Burns (2010) the use of more than one source of information offers the researcher different lenses for viewing the situation and allows him to have more objectivity than if only one source is used.
Chapter 4: Findings

This chapter will present the effects of this study in two broad categories:

A. Improvements in writing
   - Grammatical, linguistic features and the structure pattern of the genres.
   - Improvements after peer editing in learners’ written texts.

B. Learning platform Edmodo
   - Procrastination and Reluctance to do writing assignments

These categories gathered and analyzed the data collected in order to answer the research questions that were asked at the beginning of this study. In regard to the first question that enquired about to what extent the genre approach and the use of an e-learning platform improved the Intermediate learners’ writing skills, the findings demonstrated that there was a significant improvement in the aspects that were mentioned above.

With regard to learners’ grammatical and linguistic features, learners were able to appropriately use the grammatical tenses to express their ideas, the suitable vocabulary and verbs according to the genre that was aimed to be written. For example, in the case of the informal letter, some of the common grammatical issues that learners presented in this genre were the use of the article “the”; omission of the past participle in present perfect; Capital
letters for proper names; use of a comma after the salutation or after the some contrasting prepositions and misspelling of some words. On the other hand, in the final version learners used contractions and informal phrases properly because they had become capable of distinguishing between those situations in which they could use contractions and informal phrases (informal letter), and those in which they could not use them (application letter).

All these improvements on the learners’ skills were based on the comparison between the first draft and the final version (Appendix 4.1) of the informal letter and application job letter through the five different phases of the Teaching and Learning Circle.

**First draft informal letter**

(S1) What places are you visit?. The others teachers are polite. Your sister told me that she had try to call you.

(S2) I miss you since you move to yucatan. The last vacation I knew new people. Recently I went to station 33. I was very boring. The next weekend I have a presentation. The next week, if you be here the next week you be invite to dinner in my house.

(S3) The last week I was very difficult. The next year we will go together. I have passport.

(S4) Eii, what is it going?. My english teacher said me that I have to write something. I wish you tell about my life. I gonna be someone. I get a good grades.

**Final draft**

(S1) Then, we went to Benjamino’ Pizza where we met other cousins and we ate together. Well honey, I gotta go because for me it’s time to sleep. I have missed you a lot.

(S2) I wanted to visit you last vacation, but I was very busy. I will visit Rumania and Italy for a month.

(S3) I did in my last vacation. Next year I wanna visit you!.

(S4) How is it going? I am going to Mexico City. I am gonna stay in a hotel with my classmates.

In the case of the application letter, the common grammatical and linguistic issues were in regard to vocabulary, specific adjectives and nouns that are used to describe the skills and
attitudes of the applicant. Moreover, salutation and closing phrases were incorrectly used or even omitted in some cases.

First draft application letter

(S5) Good Morning Mr. James, I writing this letter to tell you about the job that have in your Google company... I want this job because I have knowledge about that and some skills too can help your company.

(S6) First I want to tell you, that I hope that you are well. Now, I want to expose some points that I need to you know; well know that your company need a new programmer... it is possible I want to held the post of your programmer.

(S7) Hereby, I inform you what are the motives that you should hire me. First I think that I a good element because I’m honest and responsibility. I can carry out the different activities that the enterprise put on front me... I put my cellphone number and my email address. I say good bye and I hope your prop response.

Final version

(S5) I am writing to apply for the games position designer. I have worked in many companies like EA Games, Ubisof and Treyarch. I am an energetic, responsible and hardworking person. I am looking forward to speaking with you.

(S6) I am writing this letter to apply for the Senior wedding planner position that I saw in your website a week ago. I am a responsible, committed, aggressive and creative person, and also a great leader.

(S7) I’m writing this letter because a couple of days ago, the Psychology Marcella Porras told me that your enterprise needs one person. I would like to have the opportunity to probe you that I am a trustworthy, responsible, cooperative, honest and first of all persistent person.

Besides the drafts and the TLC, learners were interviewed (Appendix 4.2) in order to find out their opinions toward the genre approach, the e-learning platform and the impact of both in terms of their writing skills. All the interviewees concurred on noticing a significant progress in their writing skills as is mentioned below. Due to the English level proficiency of the learners (A2+/B1-) and the complexity of the questions, the interviews were carried out in their L1.
Question 15: Did you notice or perceive any improvements in your writing skills between your first draft and your final version in both genres?. These improvements could be in your grammar or linguistic features, context, structure or overall organization and punctuation.

(S2) I can say yes. There was an improvement or progress in my writing. To tell you the truth, sometimes when I had to write something in English, it took me a lot of time to think about what I wanted to write, but now I can write what I want in a faster way and I also have different viewpoints and after I reflect on that I write.

(S3) Yes, yes I noticed a great improvement in my writing and I think that this improvement continues. For example, there were common and easy words like “sure” that I wrote it incorrectly. Before this project I wrote sure with an h and I think that I learn from my errors.

(S4) Yes, yes. It was huge. As I said before, when I wrote my first draft I missed many things and when I compared what I wrote with the table and I saw that many important things were missing like the comma, periods, grammatical problems. All of it helped me to express better myself; to be more accurate when I write. I think there was a significant improvement.

(S6) Yes, it was a great tool. I feel that Edmodo was a fundamental tool for us and it helped us to have good communication without the need of being in the classroom.

Finally, the survey (Appendix 4.3) reinforced what learners expressed in the interview toward noticing a significant improvement in their writing skills. Statement number 6 asked: “At the end of this action research intervention I think my writing skills are better than before it.” 70 % of the learners who took the survey agreed with this statement and the other 30% strongly agreed with it. On the other hand, statement 2 asked them the following: “The table I created where I compared my first draft and the sample of the writing task that was given by the teacher, helped me to be more conscious of my weaknesses or distractions that affect my writing skills”. 50 % of the learners strongly agreed with it and the other 50 % agreed. Another statement that helped to demonstrate learners’ awareness of the importance of context when writing was number 3 “ The Genre writing approach helped me to be aware of the importance
of context and discourse features, besides the linguistic and grammatical points that are involve in writing”. 60 % of them strongly agreed while 30 % agreed with it.

With regard to the second categorization, the effects of Edmodo on learners’ procrastination and reluctance to do writing assignments, the findings demonstrated that Edmodo made the learning writing process more interesting and meaningful for learners and as a consequence, they completed their tasks on time. Learners also commented on the features that Edmodo has like posts or alerts of coming deadlines and how this tool was very useful in helping them to remember and complete the activities as they were planned.

Statement 1 (Appendix 4.4) in the survey was: “The use of an e-learning platform (Edmodo) and the writing activities I did in the classroom helped me to have more interest in completing the writing tasks”. 60 % of the learners “strongly agreed” while 40 % “agreed” with it. Moreover, statement 7 that said: “Alerts and constant posts sent by the teacher in advance helped me to respect deadlines”. 80 % “strongly agreed”, 10% “agreed” and only 10% had a “neutral” position toward on the matter.

Another instrument that served as evidence of the usefulness of alerts is the learning platform itself. Through the printed screens (Appendix 4.5) the number of alerts can be seen that were sent by the researcher as well as reactions of the learners toward them. The common reactions were: “awesome”, “like it” and “interesting”.

These printed screens (Appendix 4.6) also contained the percentage of tasks that were completed by each learner. Fifteen out of twenty two learners completed between the 100/90 percentage of the entire writing tasks. Three learners completed between 80/70 percentage of it, one learner completed 40% of them and three learners did not work with Edmodo.

Question number 19 from the interview revealed that learners found the use of alerts and posts “very useful” to complete the writing assignments on time.

(S2) Yes, because in my personal opinion it was the first thing I checked when I signed in in Edmodo. My alerts helped me to know how many day I had left because for example I was busy with different activities of my university, my house and with these alerts I knew how many days I had to complete the task. For these reasons I think alerts were very useful.
(S3) Yes, they helped me because they reminded me when the deadlines were and for that reason I did not miss any deadline.

(S9) Yes, because sometimes in class or in the same e-learning platform I sometimes did not pay attention to the teacher, so I did not know when the assignment had to be completed or how to do it. With alerts I am better informed and this helped me to complete my assignments on time and with the characteristics that the teacher said.

(S10) Yes, in fact they helped me a lot because in class it is very difficult to get distracted or lose concentration and with the alerts I knew when I had to complete and upload the activities.

Question 17 from the interview confirmed that Edmodo motivated learners to do the writing tasks and that they felt that their learning process was more meaningful as a result of having used it.

(S3) I say yes, well in my personal case it helped me a lot. It helped me to learn more and to receive feedback of what I do and I think that if I do several times one thing it is easier to memorize it.

(S5) Yes, it was very simple and easy to use it and I really liked the writing activities.

(S6) Yes, I liked to do all the writing activities because with the integration of Edmodo it was like having mini-lessons during the week because my English class is only on Fridays and besides this, the 2 genres were very interesting.

(S9) Yes, yes I liked it and Edmodo really helped me to save a lot of time.

With respect to Edmodo and its usefulness for providing feedback, the results suggested that the inclusion of a color editing table and the possibility of uploading it on the platform was interesting and promoted self-correction in some learners.

(S10) In my opinion, Edmodo was easy to be used and I think that the only thing that I need was to practice with it. Edmodo and the color editing table helped me to understand my errors.

(S11) I think it was easy with this table due to the variety of colors and they helped me to see what my errors were and in this way I could correct them with the color editing table.
However, there were also some students who thought the use of a color editing table was somehow impractical.

(S4) Yes, it was easy to distinguish the color with the error, but what it was difficult for me was to check the file with my final version of the letter and at the same time opened the file with the color editing table. I feel it was impractical.

(S9) The table was easy to be understood, but the difficult part was to remember what each color meant.

To validate what learners expressed toward the color editing table and its usefulness for providing feedback, statement 8 in the survey demonstrated that 60% “strongly agreed” with its practicality and usefulness for self-correcting errors, 20% “agreed”, and only 10% had a “neutral” opinion.

Chapter 5: Discussion and Reflections

At the beginning of the paper, certain key issues were identified regarding learners’ writing skills and the procrastination and sense of reluctance that often comes when learners face writing task. Learners expressed their rejection toward writing assignments because they did not know how to initiate them and they considered them boring and difficult to complete.

This general reluctance toward writing tasks can also be seen from the English teachers’ viewpoint with many teachers regarding writing tasks as time consuming and for that reason their practice is generally less than the other 3 skills. However, the researcher stated as a possible solution to these issues the use of a genre approach through an e-learning platform to improve the learners’ writing competencies and also the possibility of decreasing procrastination and reluctance toward writing tasks with the inclusion of technology to this skill.

The first aim, the improvement of the writing skills, was addressed by applying the genre approach, which is based on the teaching and learning circle (TLC), in two different genres: the informal letter and the job application letter. It is important to note that the TLC is regularly developed in four phases; these however were modified and integrated into an extra phase called peer-editing. This phase was carried out before the final individual version.
The comparison made of the learners’ first and final drafts from both genres revealed an improvement in learners’ writing skills and each of the five phases played an important role in this improvement.

The first and second phase, building the context and modelling, gave learners enough guidance and support to achieve the final goals. According to the data collected from the interviews and survey, most of the learners defined the table, as a great tool for understanding the grammatical and linguistic features that are distinctive of each genre. The fact that, in the table learners had to compare their first drafts with the teacher’s samples apparently made learners reflect more on their own errors. This was the first step on raising learners’ self-awareness.

Moreover, the table had another important impact on learner’ writing skills: it offered learners a writing frame that served as a pattern in case of having doubts during the following phases. The table helped learners to understand the overall organization and moves that are followed in each genre, and helped learners to compared the differences.

The interviews and surveys also seemed to suggest that the table helped to enhance learners’ confidence in writing, as well as helping them to maintain this confidence, especially in the case of the job application letter. This genre was totally a new experience for learners since they did not have any previous background experience with it. Learners expressed in the interviews that without the table, writing an application letter would have been difficult or even frustrating and they would not have been able to complete the task.

The third phase, joint construction, can be seen as an excellent opportunity for promoting collaborative learning. It was really astonished the words that learners used to describe this phase such as “interesting”, “useful” and “funny”; therefore, it can be comprehended why most of the learners were willing to move into the independent construction phase because they did not see writing as a boring or difficult task, but rather as a great opportunity to learn from their peers, share their doubts that sometimes were the same, and solve them together as a group. Writing was not seen as an isolated activity, but as a collaborative one that also promotes self-reflection about one’s own errors through listening to different opinions.
The independent could be interpreted as an excellent opportunity where learners demonstrated a significant improvement in their writing. This could be further explored with the correction of one common error that was made in most of the learners’ first draft: the date. Even if this error could be seen as insignificant, it is not because a learner who has had at least 300 hours of instruction should not have this type or error; however, the first draft indicated that many learners still had this problem. In the second draft just a few learners had problems with the date; the majority corrected this small error.

As reported by learners in the interviews and surveys, the peer editing phase offered another opportunity to promote collaborative work. Most of the learners found this activity very enriching because it forced them to develop a critical analysis of their peer’s work. At the same time it gave learners the opportunity self-correct their errors. All learners agreed with the idea that peer-editing was very useful because it helped them to reflect on their own errors. This was also reflected in the interview; the majority of learners analyzed their peer’s work and writing their suggestions, they noticed they had the same mistakes and this helped them to write their final version.

The addition of this phase in the TLC might have had a positive impact in the improvement of the learners’ final version because it gave learners the opportunity to be empowered by their own learning and this also helped them to feel engaged, challenged and responsible.

However, this phase also presented some problems because there were several learners who did not like the responsibility of criticizing their peers’ work. In the interview they expressed that this was a huge responsibility and they felt worried about giving poor advice. Another small issue that the minority of learners commented about in Edmodo and during the interviews was time. Between peer-editing and the final version there were only five days, so if some members of the different groups did not upload their suggestions on time according to the deadline, it was really difficult or almost impossible for the rest of the group to take into account these late suggestions, since time was tight.

The different drafts and phases of TLC, especially, the modelling, joint construction and peer-editing phases seemed to have a positive impact on learners writing skills. This positive
impact is based on the theories of learning that are behind TLC: collaboration or peer interaction, and scaffolding or teacher-supportive learning.

The pillar that supports the genre approach is Vygotsky’s learning theory called “Zone of proximal development” which emphasizes the role of interaction with peers moving learners from their existing level of performance (what they can do now) to a level of “potential performance” or what they are able to do without assistance. Peer editing offers this opportunity to learners while the teacher does not intervene in this phase, but in order to carry out this phase, it is necessary to have previously promoted scaffolding that is typically develop in the 2 phases of TLC: building the context and modelling.

With regard to learners’ procrastination and reluctance to complete the writing task on time, apparently Edmodo helped to reduce both variables. This was reflected by the commitment showed by the learner when, 19 out of 23, completed all the tasks during the 7 weeks intervention. It is important to point out that 2 of the 4 learners that did not participate and engage with the project ended up discontinuing their course of study at the Language Center. The other 2 learners continued studying and finished the course, but one of them failed the course due to his lack of commitment and interest toward the subject.

It also seems that some of the features that Edmodo offers to its users helped learners to remember the activities and deadlines assigned by the teacher. According to the survey, interviews, and the reactions on the e-learning platform, it can be assumed that posts and alerts that were sent in advance by the teacher helped learners to be informed of the activities in case they missed the class, to remember coming deadlines or even to clarify doubts. These alerts replace the function that written messages on a notebook used to do before the invention of the internet.

From the high percentage of participation in all the assignments on Edmodo, it can also be deducted that teenagers and young adults felt comfortable with the inclusion of technology in their writing learning process because even if the majority of the learners did not have any previous experience with the use of an e-learning platform, they did not have significant problems in learning how to use Edmodo in a short period of time. In fact, at the end of the study and from information taken during the interviews, learners integrated as a daily habit to
check Edmodo, the same as they check their social networks like Facebook or Twitter. We therefore infer that learning how to use a new technological educational tool does not generally represent any problems to these teenager or young adults.

With regard providing effective feedback, the results showed that the use of a color editing table may have helped learners to reflect and made them aware of their errors or areas of improvement. However, learners also mentioned that it was impractical or quite difficult to check their feedback and compare it with the color editing table since they had to open a new tab on their computer.

Finally, one of the limitations that this study presented was time. First, having classes only on Fridays represented a challenge to conclude this study on time. Besides it, the research also coincided with the celebration of Holy week in Mexico, which meant that one of the classes was cancelled. In addition, ten learners ended up missing two subsequent classes due to the fact that most public and private schools in Mexico offer a two-week vacation during this important Catholic festivity. From a logistical sense, this meant that these particular learners needed extra counseling sessions, and needed to be sent extra information in order to help them catch up. Edmodo ended up being particularly useful in dealing with this situation.

**Conclusion**

This study has shown that frequent challenges are embedded in the practice of writing in second language teaching like lack of time to promote this skill and learners’ procrastination or reluctance toward it might be solved with the implementation of the genre approach through the use of an e-learning platform. It also suggests that the implementation of the genre approach and an e-learning platform could significantly help to improve learners’ writing skills.

These improvements in the way that learners composed two different genre texts were remarkable between their first draft and their final version. The improvements included a better use of grammar structures and linguistic features, clearer overall organization of the text and moves between paragraphs, and a greater understanding of context and its importance when writing.
In addition, one of the main strengths of applying the TLC on L2 learners who have not demonstrated success with this skill is scaffolding. Scaffolding is developed during the first three phases of the TLC and it allows learners to gradually construct their knowledge.

As a consequence, learners stopped seeing writing as a difficult or boring activity and this had a positive impact on learners’ commitment toward writing tasks. The results show that learners’ reluctance was significantly reduce or almost null. In fact, the majority of learners participated actively and completed satisfactorily all their writing tasks.

Additionally, the positive effect that peer-editing had on learners’ writing competencies was notable. According to the findings, peer-editing provides an outstanding opportunity to help learners to analyze and reflect on their own errors through the analysis of someone else’s work.

With regard to the e-learning platform, Edmodo generates a collaborative environment where learners help each other. Thus, Edmodo is a tool that allows learners to keep in touch and break the boundaries of the classroom. Learning is not limited to a five hours class and it can be extended all the time with an open communication between the teacher and the learners.

Moreover, the advantages that Edmodo offers through its alerts and posts have a positive impact on learners’ assignments. It was found that learners sometimes did not complete their assignments not because they did not want to do them, but because they forgot what they had to do or when they had to do it. Alerts were a great tool that helped learners to organize their time better and reminded them of their deadlines.

In spite of the problems that learners had at the beginning of the study with the use of Edmodo, especially when they had to send files, they expressed that with some practice and time Edmodo is not difficult to learn and is actually very simple and user friendly.

Finally, the use of Edmodo and a color editing table to give feedback was useful since some learners presented some practical problems to compare their teachers’ feedback and the color-editing table. In a further study, it might be worthwhile to implement the use of the color editing table from the beginning of the course in order to give learners more time to become familiar with it. The time constraint was definitely a limitation to this study.
Reference


APPENDIX 3.1: AUTHORIZATION LETTER

UNIVERSIDAD VERACRUZANA
CENTRO DE IDIOMAS ORIZABA

La persona que suscribe C.______________________________, alumno del curso Inglés Intermedio 2 que comprende el periodo escolar Febrero-Junio del presente año se compromete y acepta por medio de este documento a participar en el proyecto de investigación e intervención, llevado a cabo por el docente titular de dicha materia, la M.C. Vanesa Durán Lara con número de personal 39565.

Dicho proyecto de investigación comprenderá una serie de actividades de escritura a realizar por el transcurso de ocho semanas semanas a partir del 8 Marzo a Mayo 2 del 2013, en donde se verá involucrado el uso de una plataforma de aprendizaje (Edmodo).

El alumno conoce que dicha participación en dicho proyecto tiene una ponderación del 10% de su calificación final. Finalmente, el que suscribe acepta que la información obtenida de esta investigación sea utilizada para fines académicos por medio de la profesora Vanesa Durán.

Orizaba, Ver a 15 de Marzo del 2013.

Nombre y Firma
### APPENDIX 3.2: TABLES INFORMAL AND APPLICATION LETTER

<table>
<thead>
<tr>
<th>DATE AND ADDRESS</th>
<th>Include the address and the name in the upper right hand corner. The date can be written in different forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4325 W Palm Beach Rd. San Francisco, CA 94116.</td>
</tr>
<tr>
<td></td>
<td>March 24, 2013.</td>
</tr>
<tr>
<td></td>
<td>24\textsuperscript{th} March 2013.</td>
</tr>
<tr>
<td>SALUTATION</td>
<td>Use the most common salutation</td>
</tr>
<tr>
<td></td>
<td>Dear Guillermo,</td>
</tr>
<tr>
<td></td>
<td>Hi! Carlos,</td>
</tr>
<tr>
<td></td>
<td>Hey! Dana,</td>
</tr>
<tr>
<td></td>
<td>Hey Dad,</td>
</tr>
<tr>
<td>1\textsuperscript{st} Paragraph</td>
<td>Thank the person and give a reason for writing the letter.</td>
</tr>
<tr>
<td></td>
<td>Hi Martha,</td>
</tr>
<tr>
<td></td>
<td>How you are you? Thanks for replying my last letter. I am totally excited to tell you what my plans are for this summer.</td>
</tr>
<tr>
<td>2\textsuperscript{nd} Paragraph and 3\textsuperscript{rd} Paragraph</td>
<td>Depends on the reason for writing. Here you have to explain with details your story.</td>
</tr>
<tr>
<td></td>
<td>I am planning to visit you this summer in Japan. I have already booked the tickets.</td>
</tr>
<tr>
<td></td>
<td>My parents also wanna go with me. They are totally exited to meet your parents.</td>
</tr>
<tr>
<td>Last Paragraph</td>
<td>You can give a reason why you</td>
</tr>
<tr>
<td></td>
<td>Well, that is all for now. I have to clean my room and help my</td>
</tr>
<tr>
<td>Include a suitable complementary close</td>
<td>A comma should be used after the complementary close.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Love, Vanesa</td>
</tr>
<tr>
<td></td>
<td>Your friend, Vanesa</td>
</tr>
<tr>
<td></td>
<td>All the best, Vanesa</td>
</tr>
<tr>
<td></td>
<td>Take care, Vanesa</td>
</tr>
<tr>
<td>Post Script</td>
<td>Sometimes, while in a hurry, we often forget to include something in the letter. You can put that in the post script, at the bottom of the letter as P.S.</td>
</tr>
<tr>
<td>P.S.</td>
<td>P.S. I met a cute guy 2 weeks ago.</td>
</tr>
<tr>
<td></td>
<td>P.S. Are you planning to visit us this spring break?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICANT’S CONTACT DETAILS</th>
<th>Include</th>
<th>John Danaldson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name, Address, Phone number, Email address</td>
<td>8 Sue Circle St.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smiht downtown, CA 08067</td>
</tr>
<tr>
<td>EMPLOYER CONTACT DETAILS</td>
<td>Include</td>
<td>George Gilhooley</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Sony Corporation</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>87 Delaware Road</td>
</tr>
<tr>
<td></td>
<td>Company</td>
<td>Hatfield, CA 08064</td>
</tr>
<tr>
<td></td>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Line</th>
<th>Greet the person you are writing to.</th>
<th>Dear Mr. Gilhooley,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dear Mr./ Mrs./ Miss + (surname)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Include the comma</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Paragraph</th>
<th>Say WHY you are writing; WHERE and WHEN you saw the advert.</th>
<th>I am writing to apply for the programmer position advertised in the Times Union.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Paragraph &amp; 3rd Paragraph</th>
<th>Give some information about yourself and your experience</th>
<th>I believe that my strong technical experience and education will make me a very competitive candidate for this position.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Paragraph</th>
<th>Say you are happy to give more information if they need it.</th>
<th>I wonder be more than happy.... Please do not hesitate. I can be reached anytime via email at...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say you are happy to attend an interview.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Closing expression 1 | Ask them to reply | Thank you for your time and consideration. I look forward to speaking with you |</p>
<table>
<thead>
<tr>
<th>Closing expression 2</th>
<th>Express respect</th>
<th>Yours sincerely,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use a comma</td>
<td></td>
</tr>
</tbody>
</table>
| Final line          | • First name + surname  
• Signature (paper) | John Donaldson  |
### APPENDIX 3.3: COMPARISON FIRST DRAFT AND TEACHER’S TABLE

**Informal Letter: S2**

<table>
<thead>
<tr>
<th>Parts of the informal letter</th>
<th>Correct example, or the intention</th>
<th>I wrote in my letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE AND ADDRESS</td>
<td>Orizaba, ver 94330 21&lt;sup&gt;st&lt;/sup&gt; March 2013</td>
<td>I didn’t write date and address.</td>
</tr>
<tr>
<td>Salutation</td>
<td>Include the most common salutation and: 1.- Begin with a Capital Letter. 2.- Use a comma after the salutation.</td>
<td>Diana: Hi, (I didn’t write it in the right place!) I could write: Hi Diana.</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Paragraph</td>
<td>Thank the person and give a reason for writing the letter. How are you?</td>
<td>I miss you, since you move to Yucatan, I knew new people….. (I didn’t write the reason and anything only started to talk about the latest events).</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Paragraph and 3&lt;sup&gt;rd&lt;/sup&gt; Paragraph</td>
<td>Depends on the reason for writing. Here you have to explain with details your story.</td>
<td>I was very boring, but the last month I was very busy, and I had a lot of presentations, a lot of homeworks, and a lot of invitation to go out. The next weekend I’ll dance in love nephew and I would like than you be here… (I had many orthographic errors).</td>
</tr>
<tr>
<td>Last Paragraph</td>
<td>You can give a reason why you should stop writing.</td>
<td></td>
</tr>
<tr>
<td>Include a suitable complimentary close</td>
<td>A comma should be used after the complimentary close.</td>
<td></td>
</tr>
<tr>
<td>Post Script P.S.</td>
<td>Sometimes, while in a hurry, we often forget to include something in the letter. You can put that in the post script, at the bottom of the letter as P.S.</td>
<td>I didn’t write anything about this but I could have written: P.S. I am grateful for the gift you sent me.</td>
</tr>
</tbody>
</table>
### Application Letter: S8

#### Informal Letter

<table>
<thead>
<tr>
<th>Applicant’s Contact Details</th>
<th>Description</th>
<th>My Project Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include Name, Address, Phone number, Email address</td>
<td>I forgot to write my information. I should write: Nayeli Sarai Luna Rojas 96 Madaro Ave. Malibra, Ver. 94700 2721202695 <a href="mailto:lexsa.lunorjro@hotmail.com">lexsa.lunorjro@hotmail.com</a></td>
<td></td>
</tr>
</tbody>
</table>

| Employer Contact Details | Include Name, Title, Company, Address | I didn’t write this part. For example I had to write: James Holligan Director of RH department. Google company 340 Hylan Rd. Washington, D.C. 35021. | |

| Date | I just wrote the date but I didn’t write it in the right. | |

| 1st line | Greet the person you are writing to. Dear Mr./ Mrs./ Miss + (surname) Include the comma | I wrote other salutation but I forgot put the comma after it. I had to write: Respetable Mr. James Holligan, | |

| 1st Paragraph | Say WHERE and WHEN you saw the advert. | I just wrote where and when you saw the advert. | |

| 2nd paragraph and 3rd Paragraph | Give some information about yourself and your experience | I didn’t write information about my experience but if I wrote information about me. For be correct I should write: I believe that my strong programmer experience will make me a excellent candidate for this position. I am a programmer qualified. Last but not least I am a person very responsible. | |

| 4th paragraph | Say you are happy to give more information if they need it. Or Say you are happy to attend an interview. | I wrote this paragraph but before of 2nd & 3er paragraph. I don’t know if it’s correct. | |

#### Closing expression 1

| Ask them to reply | I just wrote this part. |

#### Closing expression 2

| Express respect • Use a comma | I used as Closing expression 2: Attentively, but I don’t know if it’s correct. I think that the best will be to write: Sincerely, |

#### Final line

| First name + surname • Signature (paper) | I just wrote my first name and surname. |
### APPENDIX 3.4: CALENDAR OF THE RESEARCH AND DEADLINES

#### CALENDAR MARCH

**Informal Letter:**
- First draft
- Modeling
- Joint Construction
- Independent Writing Construction
- E-learning Platform Edmodo

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<td>11</td>
<td>12</td>
<td>13</td>
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<td>18</td>
<td>19</td>
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<td>22</td>
<td>23</td>
<td>24</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

#### CALENDAR APRIL

**Informal Letter/Application Letter:**
- First draft
- Modeling
- Joint Construction
- Independent Writing Construction
- E-learning Platform Edmodo

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Joint Construction</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Modeling</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>First draft Application Letter</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>Peer-Editing</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>Joint Construction</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upload Table/Exam Pie</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>Peer-Editing</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3.5: JOINT CONSTRUCTION INFORMAL AND APPLICATION LETTER

---

**Informal Letter**

Hi Dominico,

Thanks for your last letter. It was wonderful. How are you? I hope you are well. I would like to tell you about me.

Last week I read a new book. It’s about a man who lived in the 1800s. What would you like to read? Last month I was going to visit you with my family, but due to the situation, I’m sorry I couldn’t.

Best,

Rogers

P.S. Can you prepare some activities in English?

---

**Application Letter**

April 15, 2013

Alfonso Medina

150 Abade Lopes, Mêlos, Be

Maia, 4878-904

Phone: 222123

Email: pmmod@118.org

Dear Mr. Harold E. Brown,

I am writing to apply for the position advertised on your website a few days ago. I am a translator from Miami University. I speak four languages: English, Spanish, French, and German. My background in the study of Portuguese, Japanese, and Italian is also significant. I have written extensively in English and Spanish, and I have been a translator for various firms and organizations.

I have worked as a translator in the BBC for 5 years. I would like to use this opportunity to strengthen my skills and further my career. I am a trustworthy and responsible individual, cooperative with my other co-workers.

I am looking forward to the opportunity to meet with you in the near future.

Sincerely,

Alfonso Medina
Dear Dulce,

Before that everything I want to tell you that I love you. I have traveled so much hours and I was exhausted, hence yesterday I didn’t call you, but today I decide to tell you every my travel.

First I went out of the bus station at 5:00 am, it was 2 hours and a half to travel, when I arrived at Puebla, I had much hungry because I didn’t have my breakfast and I decide to take my breakfast at the hotel because the baggage was heavy weight, and I was tired, after we had a breakfast I was to look for the plane tickets to Guanajuato and was very easy found.

I got on the plane and I flew for others two hours, when I finally arrived I was happy because it was my opportunity to know other city and one interesting city!! I bought one map for don’t miss me, after, I will write you for tell you what happen here.

I love you so much,

P.S. Don’t forget me, Remember I love you
SUGGESTIONS AND COMMENTS

I don’t know if the corrections that I did are good, but I feel that the words used for my classmate aren’t the best.

First in my opinion, he lost the intention of the first paragraph. He had to thank to the person and give a reason for writing the letter.

1.- In my opinion the word “THAT” is not necessary in the phrase.

2.- The correct sentence is: I want TO tell.

3.- I understand his idea, but I think that the best way to express your idea could be: I DID travel a lot/ so many hours, I was exhausted AND hence (or FOR THAT REASON or FOR THAT).

4.- ABOUT... I think that is the correct word, because the meaning of EVERY is: Cada, todos, or maybe, my classmate did want to say: ALL MY TRAVEL.

5.- Well, I don’t understand this sentence, I understand his idea and I think that, maybe, he should use the word: "LEFT" to indicate that he is not in the bus station more.

6.- In my opinion “IT” is not correct, because in the sentence before, he doesn’t mention a specific event. (I don’t know how explain, just, I think that IT is not correct).

7.- WERE two and a half hours OF travel.

8.- I WAS HUNGRY... Not: I had hungry, because the meaning of that phrase is: Yo tuve hambre/ento.

9.- The correct word is HEAVY, because [word missing] indicate a adjective, and WEIGHT is a noun.

9 bis.- OF.

10.- In my opinion “A” is not necessary.
APPENDIX 4.1: COLOR EDITING TABLE

Me to Intermediate 2 AR

Hi GUYS..yes it is me again heheh..you are gonna even dream with me, I know..but do not hate me ok..

Now, this is the message. I am reading every SINGLE FINAL VERSION of your informal letter..do not think that I do not read or check what you write...this is also hard work for me..but remember WE ARE A TEAM OK..so if you are giving your best..I have to do the same ok!..

Here in this post I am gonna INCLUDE an ATTACHMENT where you are gonna see something that is called EDITING SYMBOLS TABLE..but instead of symbols I used COLORS..and you are gonna UNDERSTAND...

Show Full Post

color_editing_table.docx

Apr 16, 2013

This is the COLOR EDITING TABLE
**COLOR EDITING TABLE**

**ACTION RESEARCH PROJECT**

<table>
<thead>
<tr>
<th>Color</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>YELLOW</td>
<td>WRONG WORD</td>
</tr>
<tr>
<td>RED</td>
<td>REDUNDANCY</td>
</tr>
<tr>
<td>GREEN</td>
<td>EXTRA WORD (S)</td>
</tr>
<tr>
<td>BLUE</td>
<td>INCORRECT TENSE</td>
</tr>
<tr>
<td>PINK</td>
<td>YOU SHOULD FIND A BETTER WAY...</td>
</tr>
<tr>
<td>PURPLE</td>
<td>MISSING WORD</td>
</tr>
<tr>
<td>GREY</td>
<td>MISSPELLING</td>
</tr>
<tr>
<td>OLIVE</td>
<td>INCORRECT ORDER</td>
</tr>
</tbody>
</table>
Hi Erick,

How are you my dear cousin? I hope you are fine. Don’t worry about me; I am very fine. I received your letter. Thanks a million for writing, I hope you keep going to the gym.

I am looking forward to visit you. I wanted to visit you last vacation but I was very busy. Carlos and I were talking about the holidays. We thought it might be nice to go camping for a couple of days. Are you interested? Let me know if you are, and we can talk about dates.

I am looking forward to the tour in July with my friends. I’ll visit Rumania and Italy for a month. But before it I want visit to you. Last vacation I went to visit to you but I was busy. But before all this I have to study for my college exam.

I think that’s all for now. I say goodbye because I have to practice. I hope to see you soon and I hope to know about you, bye.

Your cousin,

s2

P.S. I hope get out to a nightclub with you as before.
APPENDIX 4.3: SAMPLE INTERVIEW TRANSCRIPT

INTERVIEW S4

Hola Buenos días /tardes. La siguiente entrevista será llevada a cabo con fines de investigación en el aula para el proyecto de intervención de la Maestría en Enseñanza del Idioma Inglés. La información que usted proporcione será utilizada con fines académicos exclusivamente. Dicha información no repercutirá en el desempeño del curso de inglés al que asiste.

1. Me podrías decir tu nombre y edad
   
   R= Carolina  21 años

2. A que te dedicas.

   R= Soy estudiante de la licenciatura

3. Por cuanto tiempo has estado aprendiendo inglés y en dónde? /Por cuanto tiempo en el centro de Idiomas?

   R= Bueno llevo 3 años y justamente es en el Centro de Idiomas Orizaba

4. Que fue lo que te motivo a querer aprender Inglés como segunda lengua?

   R= Pues la verdad yo creo que es porque actualmente es porque ya se pide mucho en el caso del trabajo, pues ya se pide aprender o ya tener el idioma del inglés porque en lo personal a mi no me agradaba el inglés para nada entonces obviamente vas viendo lo que te piden en un trabajo o vas viendo las necesidades que debe tener o las capacidades que uno debe tener y fue por eso principalmente que estoy estudiando Inglés.

5. Antes de que se llevara a cabo este proyecto de intervención, cual había sido tu experiencia en cuanto a las actividades o tareas de escritura en inglés que habías hecho en anteriores cursos? (que opinabas de la habilidad de escribir en inglés, es decir, se te hacía interesante o por el contrario aburrida, te era fácil realizar las actividades asignadas o eran muy difíciles)
R= Pues las actividades _pues yo creo que las básicas_, que son el libro osea nos encargaban _el libro fotocopias que son las actividades que eran extras_. Fotocopias y el libro más que nada.

Pero de la habilidad de escritura no se eh habías tenido anterior a este proyecto de intervención, que hacer algún párrafo, una carta, un cuento o una historieta? En cuanto a esta habilidad?

R= de la escritura? Pues sí, si nos habían encargado, yo creo que lo típico, que es escribir tu biografía, en el caso de lo que llevo estudiando inglés es escribir tu biografía o escribir algún recuerdo, pero era lo único.

6. Oye y estas actividades que hiciste previamente al proyecto de intervención como las calificarías en cuanto a su uso, practicidad, ehh si te motivaban, si eran interesantes, difíciles, tediosas, con que palabras calificarías o una calificarías tu experiencia previa en cuanto a las actividades de escritura en inglés?

R= Pues una palabra no tengo, _pero puedo decir que eran las actividades típicas_ , _se te hacia tedioso un poco el estar escribiendo_, obviamente pues uno que no tiene buena escritura en el inglés es estar buscando, es estar buscando palabra por palabra o incluso algún traductor en internet, pero bueno al final, _pero tuve la experiencia en la que un profesor osea le entregue un trabajo y de plano ningún error me corrigió_ y pues dije de plano , en serio estoy bien en todo no lo creo, porque pues aprendiendo o algo así otros maestros sí me habían corregido o alguna palabra no, entonces s yo creo que sí si fue bueno hacerlo pero al final como que no tuve lo que esperaba en cuanto a un profesor porque no me corrigió o no me dijo sí si estas bien en esto o algo así.

7. Cumplías a tiempo con las fechas de entrega? Si la respuesta es no.. a que se debía? Olvido, falta de interés por la actividad, etc?

R= Sí, si había fechas de entrega y si, si cumplía con ellas.

8. Cuál era el rol del maestro en las actividades que anteriormente hiciste de escritura en inglés? te asignaba las actividades y las hacías solo dentro del salón o las hacías para casa? Trabajabas en equipos?

R= _Este era personal, era individual siempre las tareas y este era en casa_. Era te llevas la tarea y la entrega era en tal fecha. Y en ese proceso el profesor no preguntaba o no recordaba o solo recordaba acuérdate que es en tan fecha o como van con el trabajo o
tráiganme un adelanto o algo así. No era, te lo llevas y me lo entregas en 20 días y pues así era. Lo hago un día antes o tantos días antes y ya en la fecha se entregaba.

9. Recibías retroalimentación de tus trabajos y actividades y errores por parte del maestro? Y si las recibías, de qué manera tus maestros te hacían saber tus errores, cual era el método que utilizaba, te circulaban, te llamaban y oralmente te comentaba cuales eran tus errores y las áreas que tenías que mejorar, cuál es tu experiencia previa a este proyecto?

R= Este la experiencia era, lo entregabas, el maestro lo calificaba y te lo regresaba en la siguiente clase y eran notas. Por ejemplo en el caso de la autobiografía o de la escritura era que te corrégía ahí mismo en el papel o en el trabajo tus errores ortográficos y eso era lo único, osea pero no tenía un acercamiento o no decía te equivocaste en esto o mejora esto o puedes utilizar esta técnica, osea no nada, en el papel y estos son tus errores, y ya , ya te los dije.

10. Después del proyecto de intervención en donde se trabajó dos diferentes géneros, el personal a través de la escritura de una carta informal y el género relativo al trabajo, por medio de una carta de aplicación para un puesto o trabajo, ha cambiado o sigue siendo tu misma opinión sobre la habilidad de escritura en inglés?

R= No, si ha cambiado bastante. En el caso de la letra, de la carta informal, obviamente me ayudo a tener a lo mejor, por así decirlo más vocabulario, osea saber más palabras o saber ya cómo se deben redactar, obviamente escribir más, porque antes te dicen escribe una carta y tú lo que menos quieres es eso, equivocarte o escribir y escribes un párrafo o dos párrafos. Obviamente aquí pues se nos enseñó cuantos párrafos debe contener, como se debe comenzar, qué debe contener, entonces es así, debes hacerlo y entonces pues debes echarte el choro, y hablar y escribir más, entonces obviamente sí si cambio mucho. Bueno en donde más cambio es en el caso de la aplicación para el trabajo, porque yo que estoy ya a unos cuantos de salir si me ayuda mucho a saber qué debo poner, que no debe ir, como debe estar estructurada, qué debo escribir, cómo debo venderme prácticamente, entonces yo siento que sí, que si me ayudó mucho en la cuestión de la escritura.

11. Dentro del proyecto de intervención y de las diferentes fases que son partes del método por géneros se encuentra el que el maestro de ejemplos y analice el contexto en donde se lleva a cabo la escritura, en tu opinión te sirvió esto para realizar las 2 cartas?
R= Si, si lo creo, porque definitivamente la maestra nos dio la teoría, y nos dio los ejemplos y realizamos incluso un ejercicio en clase y obviamente después al encargarnos el trabajo pues tu recuerdas no? Que fue lo que hiciste, que fue lo que la maestra te dio y en la plataforma pues también cuando subía los archivos, pues ver no, igual y si no te acuerdas de lo de la clase, no pues la maestra me lo envió y entonces pues ahí tengo la base para yo poder hacer el ejercicio.

12. Que te pareció el que compararas la plantilla y ejemplos visto en clase con tu primer borrador y el hacer la tabla comparativa? Te fue de ayuda para tu entrega final del documento?

R= Si, obviamente sí, fue de mucha ayuda porque Al realizar la tabla comparativa pues tú ves que fue lo que te falto. Obviamente lo que uno sabia lo comparas y dices no pues si me falto bastante y ya después de hacer tu segundo borrador, dices me sigue faltando, me sigo equivocando en tal caso y obviamente ya en la versión final pues ya está un poco más completa, porque ya fuiste comparando.

13. Te fue de ayuda el realizar la carta informal y la aplicación para el trabajo que hicieron juntos todo el grupo, para después hacer tu segundo borrador? En este proyecto se hizo en papel bond, como calificarías esta actividad?

R= Yo diría que fue práctica y que fue buena, porque así nos integrarnos como equipo, perdón como grupo. Porque en ocasiones unos anda en otro mundo y entonces a la hora de hacer la carta todos juntos, si fue ayudar también al compañero que estaba en frente, era ayudar de no pon esto, no pon otro, fue integración también de grupo, yo siento que incluso fue convivencia, no que pon esto, de que entre las risas de que la calle o el nombre de la persona, y yo siento que esas pequeñas actividades en las que se hacen diferente, te dejan incluso las recuerdas más, osea las recuerdas más porque dices no osea es que este párrafo fue en donde yo le dije que pusiera esto o donde se rieron, o el saludo que dije que fue esto, entonces siento que fue bueno porque todos nos integramos y llegamos incluso a recordarlo más, la estructura.

14. Que te pareció la etapa en donde tenías que colaborar con tus compañeros y analizar y dar sugerencias a sus actividades? Que no te gusto, tuviste algunos contratiempos al realizar esta actividad, piensas que no te sirvió o que mejorarías?

R= Pues la verdad, esta fase como que no fue mucho de mi agrado porque yo osea obviamente no soy una experta en el idioma entonces al ver la carta de mi compañero
yo puedo decir, ahh siento que le falta esto o siento que se equivocó en esto pero no estoy cien por ciento segura. Entonces obviamente al recibir mis sugerencias también era de no es que yo siento que lo que yo escribí estaba bien y entonces es duda de no y que tal si es cierto, entonces es como obviamente incierto de si, si estoy bien, no no estoy mal..y obviamente al final tomar la decisión y lo dejo así alla que me califique la maestra como yo lo tenía o igual y si le hago caso a mi compañero porque pues somos como que del mismo nivel y también nos conocemos entre compañeros y ay no osea..es así de, no no yo estoy bien, calla. Entonces estoy un poco en desacuerdo en esta parte o por lo menos sí hacerlo, pero que tal vez la maestra nos dijera, si si estuvieron bien tus sugerencias o no, esto olvidalo. Entonces siento que fue en este aspecto confiar 100% en tu compañero pero hay como que todavía un poco de duda obviamente porque pues todavía no tenemos el nivel máximo del inglés y pues como que no me agrado mucho esta parte.

15. **Te sirvieron las sugerencias de tus compañeros para escribir tu versión final de cada producto?**

*R= Este, osea sí, si me sirvieron porque en algunas cosas gramaticales, algunas palabras que me faltaron, que siempre olvido o algo así, entonces fue así de recordarlo, entonces en cierto punto sí, si me sirvieron para escribir la versión final.

16. **Viste o notaste alguna mejora en tu escritura en cuanto a estructuras gramaticales, contexto, puntuación, organización de ideas entre tu primer borrador con lo que tu sabías previo a que se diera el método del genre approach y tu versión final del mismo?**

*R= Sí, si bastante, como pues ya lo comenté antes, en el caso de cuando escribí el borrador, la primera versión, fue este me faltaron muchísimas cosas cuando lo compare con la tabla, incluso el saludo, la fecha no la puse, la dirección, lo que debe contener y también a la hora gramaticalmente los puntos, las comas, uno a veces se las come, o como no lo es lo mismo escribir en el español que en el inglés osea en el español sí pones comas pero en el inglés crees que se puede entender todo, no hay como buena sintaxis en ocasiones, entonces esto sí me ayudo bastante a comprender un poco a expresar mis palabras correctamente o en el caso de la puntuación, o algunas palabras cuales son las correctas, cuales debes poner, entonces sí, yo creo que sí hubo mejoria.

17. **El uso de la tabla de colores hizo que reflexionaras y te dieras cuentas de tus áreas de oportunidad y errores frecuentes?**
R= Yo creo que sí estaba sencilla osea si era sencilla el distinguir el color con el error, a mi lo que me costó un poco de trabajo fue como fue subida a la plataforma fue ver el archivo de mi carta y ver el archivo de los colores osea de la corrección, entonces era abro ahh que color es, no en lo que ya cambie, ahh no este color no era, entonces a mí se me hizo poco práctico, a mí me hubiera gustado más imprimirla o que me la dieran así en físico, y también igual imprimir mi carta, entonces ver, soy más como una persona que tiene que observar y tenerla al mismo tiempo porque eso de la computadora eso de ver este viendo este archivo y el otro, entonces como que no me ayudó mucho eso, pero en sí la hoja de colores sí estuvo correcta, muchos colores por cierto, pero sí la hoja de colores fue sencilla y correcta pero yo no la pude aplicar bien.

18. Crees que el uso de una plataforma educativa como lo es Edmodo hizo más interesante y significativo tu aprendizaje en cuanto a la realización de las actividades de escritura?

R= Sí, definitivamente sí porque es sencillo y práctico, pero bueno al principio fue un poco complicado, porque no sabía yo donde subir los archivos, pero al final era fácil de utilizarla, práctica, sencillo y me gustó trabajar con ella. Además ya pocas cosas son en papel, actualmente ya todo se hace por computadora o Edmodo que es una plataforma que siento que es como tipo Facebook por así decirlo, o al menos yo lo tomé así. Actualmente somos las personas que pasamos más tiempo en la computadora ya sea por algún trabajo o sí, por estar en el chisme con el amigo, entonces era también de checar Facebook y saber que tengo checar Edmodo y saber que tengo actividades que hacer. Y bueno en lo que estoy ahí chimoseado, podía hacer mi tarea, al contrario de si tuviera que hacerlo a mano, en donde tenía que perderme el chisme y entonces tener que escribir y tener el diccionario por aquí, el celular por el otro lado, entonces siento que fue un poco práctico siento que sí me ayuda porque fue en la computadora. Se me dificulta un poco en la computadora, no es lo mismo obviamente escribir en español que en Inglés, algunas palabras pues si las duda incluso las tenía yo que escribir incluso a mano, y decir no si está bien como lo había escrito, pero eso ya es cuestión personal, mia. Sí, sí ayudo, pero personalmente también me hubiera servido si lo hubiera hecho a mano, personalmente.

19. Sentiste que la plataforma te brindaba un contacto continuo que entre tú y tu maestra y entre tus mismos compañeros?

R= Este ehh, creo que sí, bastante. El que obviamente después de clases, después del horario de inglés ya es como que organizarte, ponerte de acuerdo con ellos, o ver tal actividad, obviamente como en esta escuela somos de diferente lugar, o sea somos de
diferente escuela, unos estudian la carrera, otros estudian la preparatoria entonces si como que nos ayudó un poco a integrar, o a ponernos de acuerdo mas que nada. a decir, yo no puedo a este hora por mi horario, tons mejor en edmodo. También las actividades como fueron en grupos pequeños, también fue de que no pues esta va para fulanito o sutanito la actividad y también un poco compartir tiempo y organizarnos en el trabajo para entregarlo o subirlo en la fecha, entonces sí yo creo que sí que esta plataforma puede servir para integrarnos y también la maestra nos comentaba varias cosas ahí, entonces sí yo siento que es una buena plataforma.

20. Cuál es tu opinión sobre las alertas y recordatorios que recibías en Edmodo a cerca de las fechas próximas y fechas de entrega de cada actividad? Fueron estas de utilidad?

R= **Este, no sí sí sirvió bastante**, incluso recuerdo que en una ocasión que usted subió muchos documentos, como usted dice, es una herramienta y decía, ahh tienes tantas alertas, tienes tantas actividades pendientes, entonces era darle y ver ahh la maestra publicó esto, la maestra puso esto, tal actividad, tal recomendación, la tarea es para tal fecha, entonces siento que sí, fue bueno, me pareció muy práctico. **Siento que sí, sí me ayudó bastante.**

21. Qué opinas de los 2 productos que fueron seleccionados para este proyecto (carta informal y carta de aplicación) para un trabajo?

R= **Yo creo que fueron bien seleccionados, fueron buenos temas**, fueron temas muy básicos, osea como que todos decimos ..ah no se escribir una carta a un amigo no?, pero no, te das cuenta que no, que realmente te faltaron muchas cosas, que hubo muchas cosas que estas omitiendo en tu escritura normal este y obviamente a mí se me hizo muy práctico y muy útil lo de la carta de aplicación para el trabajo, porque como pues ya lo mencione estoy a unos cuantos años de salir y entonces sí es ver, ahh caray como lo voy a escribir, que es lo que debe contener, me intereso muchísimo esa aplicación porque en mi vida había visto un tipo de carta así, como es yo tengo que escribir, como es que yo tengo que aplicar para un trabajo **y entonces sí sí se me hizo muy interesante. Se me hicieron muy buenos temas.**

22. Tu crees o dirías o pensarías que una plataforma educativa puede hacer que el aprendizaje trascienda más allá del aula, de tus cinco horas de clases, tú crees que sirva para eso?

61
R= Sí, yo creo que sí este porque cuando uno a veces sale de clase te olvidas, osea te olvidas y dices ya inglés hasta el próximo Viernes no, pero no, obviamente sabes que tienes actividades, lo checas, y entonces es repasarlo entre semana, repasar vocabulario, hacer todas tus actividades entonces, poco a poco te vas dando cuenta que lo vas checando el Lunes, el Martes, el Miércoles porque también había una fecha programada, no que lo tengo que subir, no pues una noche antes no o algo así entonces era de ver que no sólo ya el viernes aplicabas el Inglés sino que lo tienes que aplicar o lo aplicabas gracias a la plataforma, Lunes, martes durante la semana, , entonces sí, siento que sí, es bueno.

23. Te gustaría que se siguiera integrando la tecnología, en este caso el uso de una plataforma educativa en la enseñanza del idioma inglés, específicamente para el aprendizaje de la escritura?

R= Sí, sería bueno y sí, sí creo que ayude bastante. Porque incluso fue un proyecto nuevo para mí y me ayudo entonces y si lo sigo teniendo el siguiente semestre, y el que viene, posiblemente a fin de cuentas me ayude bastante para la escritura, la habilidad de la escritura y sí, ojalá si se sigan integrando más la tecnología a la enseñanza.

24. Finalmente, que te llevas de este proyecto de intervención para tu proceso de aprendizaje del Inglés?

R= Este, pues que me llevo. Que me llevo..me llevo aprendizaje, me llevo mucho vocabulario, ya lo mencione, porque al estar escribiendo las cartas era estar buscando qué adjetivo debía utilizar correcto, el verbo..entonces me llevo, creo yo, vocabulario, me llevo también una experiencia buena con mis compañeros, con la maestra, que fue el estar integrando estos dos temas nuevos al grupo y el interés de ella de que nosotros podamos aprender.

Algún comentario final sobre la plataforma, el método que se utilizó, la interacción con la maestra o los productos o actividades a realizar.

R= Pues se me hizo muy interesante este proyecto, principalmente por la habilidad de la escritura, el ayudarnos a escribir mejor, porque podemos hablarlo bien tal vez, podemos escucharlo, podemos traducirlo bien, pero la escritura a muchos se nos dificulta, entonces siento que fue bueno porque como que sí se concentró mucho en eso, en tener que escribir yo, en tener tanto que escribir tanto en papel para el borrador como en computadora entonces siento que fue una buena idea para mejorar mi escritura.
APPENDIX 4.4: SURVEY DESIGNED AND AVAILABLE IN SURVEYMONKEY

UNIVERSIDAD VERACRUZANA<br>MEILE<br>Action Research: How to

1. The use of an e-learning platform (Edmodo) and the writing activities I did in the classroom helped me to have more interest in completing the writing task.

El uso de Edmodo y las actividades de escritura que hicimos en el salón me ayudaron para tener mayor interés por completar las tareas de escritura (informal letter/application letter).

<table>
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<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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2. The Teaching and learning circle (TLC) through its five stages developed on me more confidence and security toward writing tasks.

Las cinco etapas que son del teaching learning circle me ayudaron para sentir que podía hacer las tareas de escritura que se me pidieron (informal letter/application letter).

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<tr>
<th>Strongly disagree</th>
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<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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3. The Genre writing approach helped me to be aware of the importance of context and discourse features, besides the linguistic and grammatical points that are involve in writing tasks.

El Genre approach me hizo darme cuenta de la importancia del contexto y la situación en que se encuentra uno, además de la parte gramatical y linguística que están envueltos o forman parte de las tareas de escritura.

<table>
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<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

4. The constant and continuum contact with the teacher and peers through the e-learning platform reduce my procrastination and reluctance toward writing tasks.

La comunicación continua y extendida fuera del salón por medio del uso de la plataforma Edmodo redujeron mi apatía y el que no entregara a tiempo las tareas de escritura.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. I think peer-editing was a beneficial phase of TLC that helped me to reflect on my own errors.

Pienso que el que mis compañeros me revisaran mi trabajo como parte del círculo de aprendizaje-enseñanza (TLC) me ayudó a muy reflexionar sobre mis errores.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

6. At the end of this action research intervention I think my writing competency is better than before it.

Al final del proyecto de investigación pienso que mi habilidad para escribir es mejor que la que tenía en un inicio.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

7. Alerts and constant posts sent them in advanced for the teacher helped me to respect deadlines.

Las alertas y los mensajes que la maestra escribía en la plataforma sobre las actividades y fechas de entrega con anticipación a ésta, me ayudaron para que respetara yo las fechas asignadas.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

8. The color editing table facilitated my own understanding of the errors and improvement areas that I have to work on.

La tabla donde cada color representaba un diferente error me sirvió para conocer qué áreas tengo que mejorar y trabajar en ellas de mi escritura en inglés.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
9. The table I created where I compared my first draft and the sample of the writing task that was given by the teacher, helped me to be conscious of my weakness or distractions that affect my writing competency.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

10. Collaborate and be part of a virtual team gave me support and helped me to think that writing was not an isolate activity.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

11. The use of a learning platform (Edmodo) was difficult to complete the writing assignments.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. The responsibility that the Fourth phase of the TLC (peer-editing) had on me make me feel responsible to complete my assignments on time.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
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<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
APPENDIX 4.5: STATEMENTS AND GRAPHICS FROM THE SURVEY
The Teaching and learning circle (TLC) through its five stages developed on me more confidence and security toward writing tasks. Las cinco etapas que son del teaching learning circle me ayudaron para sentir que podía hacer las tareas de escritura que se me pidieron (informal letter/application letter).

Answered: 10  Skipped: 0

<table>
<thead>
<tr>
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<th>Strongly disagree</th>
<th>Disagree</th>
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<tbody>
<tr>
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<td>0%</td>
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<td>0%</td>
<td>44.4%</td>
<td>55.6%</td>
<td>10</td>
<td>4.56</td>
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</tbody>
</table>
The Genre writing approach helped me to be aware of the importance of context and discourse features, besides the linguistic and grammatical points that are involve in writing tasks. El Genre approach me hizo darme cuenta de la importancia del contexto y la situación en que se encuentra uno, además de la parte grammatical y lingüística que están envueltos o forman parte de las tareas de escritura.
The constant and continuum contact with the teacher and peers through the e-learning platform reduce my procrastination and reluctance toward writing tasks. La comunicación contiuna y extendida fuera del salón por medio del uso de la plataforma Edmodo redujeron mi apatía y el que no entregara a tiempo las tareas de escritura.

Answered: 17   Skipped: 1

<table>
<thead>
<tr>
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<td>5.88%</td>
<td>70.59%</td>
<td>17.56%</td>
<td>17</td>
<td>4.00</td>
</tr>
</tbody>
</table>
I think peer-editing was a beneficial phase of TLC that helped me to reflect on my own errors. Pienso que el que mis compañeros me revisaran mi trabajo como parte del circulo de aprendizaje-enseñanza (TLC) me ayudo a ver y reflexionar sobre mis errores.

Answered: 18  Skipped: 0

<table>
<thead>
<tr>
<th>(no label)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>5.56%</td>
<td>5.56%</td>
<td>22.22%</td>
<td>66.67%</td>
<td>18</td>
<td>4.50</td>
</tr>
</tbody>
</table>
At the end of this action research intervention I think my writing competency is better than before it. Al final del proyecto de investigación pienso que mi habilidad para escribir es mejor que la que tenía en un inicio.

Answered: 18  Skipped: 0

<table>
<thead>
<tr>
<th>(no label)</th>
<th>Strongly disagree</th>
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<tbody>
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<td>55.56%</td>
<td>30.33%</td>
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<td>4.33</td>
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</tbody>
</table>
Alerts and constant posts sent them in advanced for the teacher helped me to respect deadlines. Las alertas y los mensajes que la maestra escribía en la plataforma sobre las actividades y fechas de entrega con anticipación a ésta, me ayudaron para que respetara yo las fechas asignadas.

Answered: 18  Skipped: 0

<table>
<thead>
<tr>
<th>(no label)</th>
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<th>Disagree</th>
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<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
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<td>22.22%</td>
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<td>4.67</td>
</tr>
</tbody>
</table>
The color editing table facilitated my own understanding of the errors and improvement areas that I have to work on.

La tabla donde cada color representaba un diferente error me sirvió para conocer qué áreas tengo que mejorar y trabajar en ellas de mi escritura en inglés.
The table I created where I compared my first draft and the sample of the writing task that was given by the teacher, helped me to be conscious of my weakness or distractions that affect my writing competency. La tabla que yo hice y en donde comparé mi primer borrador con las plantillas y ejemplos que la maestra explicó en el salón, me ayudaron para que fuera consciente de que me hacía falta mejorar o mis áreas de oportunidad para mejorar mi habilidad de escritura.

Table:

<table>
<thead>
<tr>
<th>(no label)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
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<td>0%</td>
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<td>35.56%</td>
<td>55.56%</td>
<td>18</td>
<td>4.50</td>
</tr>
</tbody>
</table>
Collaborate and be part of a virtual team gave me support and helped me to think that writing was not an isolate activity. El colaborar y ser parte de un equipo virtual me dieron el apoyo y ayuda para que pensara que las tareas de escritura no son solo actividades en donde yo tengo que hacerlo sola, sino que tengo el apoyo de otras personas.

Answered: 18  Skipped: 0

<table>
<thead>
<tr>
<th>(no label)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
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</tr>
</thead>
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<td>33.33%</td>
<td>44.44%</td>
<td>18</td>
<td>4.17</td>
</tr>
</tbody>
</table>
The use of a learning platform (Edmodo) was difficult to complete the writing assignments. El uso de una plataforma de aprendizaje (Edmodo) hizo difícil el que hiciera las tareas de escrituras asignadas por la maestra.

Answered: 18  Skipped: 0

<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Neutral</th>
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<td>16.67%</td>
<td>15.67%</td>
<td>11.11%</td>
<td>18</td>
<td>2.67</td>
</tr>
</tbody>
</table>


The responsibility that the Fourth phase of the TLC (peer-editing) had on me make me feel responsible to complete my assignments on time. La responsabilidad que puso la cuarta fase del TLC sobre mi para entregar a tiempo las tareas y que mis compañeros pudieran retroalimentarme, me hicieron sentir responsable para completar mi parte de la tarea de escritura a tiempo.

Answered: 18  Skipped: 9

<table>
<thead>
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<th>(no label)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
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<th>Strongly agree</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no label)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>18</td>
<td>4.67</td>
</tr>
</tbody>
</table>
APPENDIX 4.6: ALERTS’ SCREENS ON EDMODO
Me to Intermediate 2 AR
You gotta design or draw a table where you compare your application letter that you did in the classroom with the table I did! Before Friday

Apr 14, 2013

Me to Intermediate 2 AR
You have to write your final version of the informal letter before Thursday! Go guys!!

Apr 14, 2013

Me to Intermediate 2 AR
Your informal letters were scanned and you can see them to do the 2 assignment. Remember each assignment counts for the final 15%

Mar 29, 2013

Gloria M. - how i send my homework??

Apr 4, 2013

Me to Intermediate 2 AR
Remember you have to study for your MIDTERM written exam. Units to cover: Unit 7 C, D, Unit 8 A, B, C, D and Unit 9 A and B.

Mar 19, 2013
### APPENDIX 13: PERCENTAGES OF COMPLETED TASKS FROM THE WHOLE GROUP

<table>
<thead>
<tr>
<th>Student</th>
<th>Total</th>
<th>Final Version Application Letter</th>
<th>Peer Editing Application Letter</th>
<th>Peer Editing Application Letter</th>
<th>Peer Editing Application Letter</th>
<th>Peer Editing Application Letter</th>
<th>Peer Editing Application Letter</th>
<th>Peer Editing Application Letter</th>
</tr>
</thead>
<tbody>
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<td>Luis Alfonso</td>
<td>75%</td>
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</tr>
<tr>
<td>Zellin Ashid</td>
<td>83%</td>
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<td>N/A</td>
</tr>
<tr>
<td>Carolina Campos</td>
<td>99%</td>
<td>10/10</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>9/10</td>
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</tr>
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<td>Oscar Carpintero</td>
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<td>-</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>Tania Corona</td>
<td>100%</td>
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</tr>
<tr>
<td>Claudia Ferran</td>
<td>97%</td>
<td>10/10</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>Jessica Galida</td>
<td>99%</td>
<td>10/10</td>
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<td>Jose Lesizza</td>
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<tr>
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