PROMOTING THE DEVELOPMENT OF THE WRITING SKILL THROUGH EDMODO

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1. Introduction

This classroom project aims at promoting the development of writing through the use of Edmodo; for the accomplishment of such purpose, learners will be exposed to a series of lessons in which Edmodo will be used as the main resource provider in terms of activities. All of the content to be explored during this classroom project will be presented through the platform, which at the same time will be used to keep track of the students’ development with regard to the writing skill. The two elements mentioned above will provide us with the necessary evidence to determine if the application of a Learning Management System in a classroom for educational purposes could be an effective strategy to enhance the improvement of the writing skill in a language learning process.

This implementation holds relevance in the language learning field since it delivers clear and precise evidence on how effective the implementation of technology in the classroom can be. ICTs, and especially LMS, are current trends that have been gaining great relevance during the last years due to their impact on the way people perceive life and education in general; approaching these elements from an educational point of view can give teachers ideas on how to adapt those tools as resources to their professional growth keeping them updated with the latest teaching strategies and presenting content in a new innovative and interactive way.

To begin with, it is important to mention that this is a classroom project which principal objective is to promote learners’ writing skill through the use of a learning management system. Throughout this document you will find an introduction part, the
importance of a learning management system either in education and language learning and different aspects such as limitations and its applicability towards the target population.

In the justification we will be giving information explaining why this classroom project holds relevance and why its application will help us determine if the proper use of a Learning Management System in an English learning environment can be considered an effective learning strategy.

The theoretical framework shows all the theoretical foundations followed and applied to the development of this classroom project, all this theory has been carefully selected and connected to the nature of the project, provided by experts in the field. Journals related to the improvement of the speaking skill and articles portraying the importance of applying technology in the classroom are the two main sources of content included in this paper.

In the methodology, the whole application of the classroom project is explained following a sequence, step by step in a detailed way so the reader will have the chance to analyze the teaching strategies used in each particular session, as well as the language focus and the results gathered from all the classes. This section of the paper also provides information regarding the profiles of the learners and the school in which this classroom project was carried out.

The evidence section is devoted to the identification and analysis of the information gathered from each one of the implementations. In order to collect the data, a series of reflections are set to be developed following a particular type of reflection method “Reflection on Action”. After every session, the results, all the positive and negative aspects evidenced are analyzed based on the principles stated on this sort of reflection.
2 Justification

The concept of education covers a wide field with regard to strategies and tools in which both theory and media sources allow an optimal development of lessons. The perspective about the impact that those means have in learning arose a question related to the impact a LMS would have in teaching; therefore, to achieve the inquiry it is possible to take them as reference to accomplish the target, due to the fact that many theoretical sources support the reasons about the implemented methodology and explain how technological tools provide the scope to strengthen them. Accordingly, it is feasible to increase the impact of teaching making use of technology.

Since the beginning of this classroom project we were interested to work with a technological tool and more specific with a learning management system as it has a lot of influence in learners’ daily lives because they interact a lot with this kind of systems. We wanted to work with a tool that could be familiar to learners and at the same time which guided them from an educational point of view.

After consulting some options we got to one that fits perfectly to our needs and expectations; Edmodo is a learning management system that only focuses on educational purposes and that has a lot of benefits either for learners and teachers; for instance, the advantage from teachers’ perspectives is that he / she is the only one who gives the access to the platform, so learners are being monitored and guided to educational goals only. Additionally, it allows users to be autonomous by interacting with a tool they feel motivated to use.
Finally, it is important to mention that as any language content can be applied, a lot of activities can be used in order to reinforce not only the writing skill but also listening, reading and speaking.

Since this classroom project aims at analyzing the impact of technology and its repercussions in language learning, it is pertinent to consider its role in education as the main building block of this study. Technology gives to students the opportunity to access to an online learning environment, avoiding limitations in terms of distance.

(Mcdougal, 2009). “Nowadays, students also have the chance to use technology from very early ages which gives to teachers the chance to build learning profiles and follow a deeper learning process as stated”

EDUCAUSE (2005) points:

Out another relevant factor justifying why technology delivers various advantages to the language learning process by stating that technology in education is very important as it is a powerful tool that offers a wide range of benefits. For instance, it engages students and challenges them to modify their traditional learning experiences by working with new interactive and innovative technological tools.

(The Importance of Technology In Education Infographic, 2013). “Concerning limitations in terms of space, working with technology in language learning increases collaboration and intercultural exchanges as it allows students and people from different locations to interact within each other without attend classes in a traditional learning environment.”
“(UNESCO, 2013) “One of the most relevant features in terms of technology and classroom instruction is that technology and language learning are both aspects that complement each other for the growth of the learner’s social and communicative development”

(Elmaifi, 2012), states:

The sole incorporation of technology in the classroom will not give teachers neither students an appropriate learning and teaching environment. Hence, they might have the proper amount of resources to establish a cooperative learning environment, the teachers’ expertise in the use of ICTs and the students’ extensive exposure to technological tools are two of the factors that determine how successful the implementation of an online platform in the classroom might be.

(Elmaifi, 2012), states

Suggests that ICTs allow teachers to provide high quality lessons with the preparation of technological sources that are properly adapted to the students’ learning process. Regarding language development. The author also makes emphasis on how the use of technology in the classroom provides not only teachers but also students with endless amounts of information that can be taken from online learning based websites to enhance their teaching and learning processes.

McDougald, (2013) infers:

That the perception that teachers have about the term of ICT is mixed and at times complex, given the fact that there are a lot of misconceptions that occur when finding ways to include communication devices and applications into any learning process, especially with teachers
who are not trained and sometimes feel reluctant to make use of such resources. The Learning management systems and their related applications are tools that have the potential to be used in the language classroom; however, its applicability in practice depends mainly on the way in which it is used by teachers and students.

After studying the issue about how new technological means can be perceived in both teaching and learning, it is then appropriate to regard it as an aspect that presents varied results in the Colombian context; therefore, it requires a specific analysis. It is noteworthy that learning management systems make part of the young people’s life, but a low percentage of them use these means for learning purposes. For instance, it is acceptable to highlight Facebook as one of the most recognized and utilized networks; although it offers alternatives that were particularly created to work or guide courses online, they are really not exploited. (McDougal, 2009) state:

Given this, it is feasible to denote there are some other web sources which are used academically; an example of which is Edmodo that is a successful (LMS), considered the social network for education. The lack of popularity that precedes this source has not permit it to highlight. Just like that, Edmodo needs to be stressed in regard with its applicable learning tools.

Connecting the use of ICTs and Learning Management Systems to the development and improvement of the writing skill, Taylor and Gitsaki (2003) state that when applying ICTs, students need to be exposed to authentic writing materials either from school or home by being connected to the internet; such materials can be accessed 24 hours per day and this type of information gives multicultural learning opportunities for students that are independent learners, promoting motivation, autonomy and active learning.
This classroom project aims to prove the importance of incorporating technological tools into the second language learning. When teachers add technology as a strategy in the curriculum, students could feel more excited about learning and their attitudes towards technology, this could be a positive ending up with a notable improvement in their test scores and general performance. This classroom project specifically expects to show notorious improvement of the student’s writing skill by using EDMODO the social networking-learning tool.

The fact that some computer rooms contain the required amount of devices to implement the language lesson properly, it does not mean a teacher technology use and a student technology use to have an immediate positive result in the language learning process. Thus, technology will be articulated in this way, learning management systems with effective teaching strategies through a set of lessons, in order to promote the development of the writing skill in a group of primary school students. Each lesson will have its own goals and methodologies. Edmodo will be the platform through which the teacher will present contents, promote communication among students and foster the development of the writing skills through activities and workshops.

This classroom project will provide us with enough insight to determine whether or not the implementation of Edmodo in a language learning environment is effective in terms of linguistic outcomes.
3 Objectives

3.1 Teaching aims

3.1.1 General

* Analyze the impact of Edmodo on the writing skill in a specific language learning classroom.

3.1.2 Specifics.
* Make an appropriate use of Edmodo to enhance the improvement of the four skills, especially writing.

Provide the students with meaningful experiences on the role and use of Edmodo in language learning.

3.2 Learning aims

3.2.1 General.

* Analyze the student’s ability to apply their ICT knowledge in a learning management system to assist their own language learning process.

3.2.2 Specific.
* Promote the learner’s motivation in his or her use of learning management system in ICTs through enjoyable learning experiences.

* Assess the development of the learner’s language skills through the use of Edmodo.
4. Theoretical framework

The learning skills are a relevant gear when someone is acquiring a language; hence, it is not right to guide a learning process without implementing distinctive strategies to improve and test each one of them. It is appropriate to implement these current resources that technology provides in order to add alternative learning strategies.

Anja Balanskat, 2007, states:

The set of gadgets known as ICTs are a potential technological source that empowers education; the possibilities they offer to work not only at school but anywhere, mediate distinctive ways to guide both teaching and learning. Technology has a range of means to communicate or share information such as learning management systems, and those means are the path to go beyond when a particular process is guided.

This classroom project incorporates the following concepts that provide us with the necessary theoretical foundations required to make it a reliable implementation. ICTs can be defined as any kind of device that can be used for communication including radio, television, laptops, and tablets and so on. This term will be explored with the theory by Schiller & Tillett, 2004, Fisher, 2001, Balanskat, 2007, Punie & Cabrera 2006, Sanyal et al. 2001, UNESCO 2002, Mooij et al. 2007, Cross et al. 2007, Bhattacharya 2007, Bates et al. 2000, Fasting and Lyster 2005, Bloch 2007, Lowe et al 2010. This particular term can also be contextualized towards an educational environment, in this case Language Learning, by combining such tools with teaching and learning strategies. As ICT is such a broad concept it is proper to specify that a learning management system is the tool that is going to be used in the implementation of the project. An LMS is an online service of common interest that can
facilitate people to communicate in different ways all around the world; this particular tool offers an unlimited amount of teaching resources that can be incorporated in a language learning lesson. Through the implementation of this tool, this classroom project aims at promoting the development of the writing skill which can be defined as that particular ability to compose meaningful text to communicate ideas, information and messages.

4.1 Ict (Information and Communication Technology)

In terms of classroom instruction, ICT can be part of the learning process since it is a set of applicable media tools that could work as guidance for the learning process. Learners can receive a variety of benefits with the incorporation of such tools, (Schiller & Tillett, 2004). The same author argues that ICT reinforces the teachers' capabilities to conduct appropriate language lessons; some contents would not be developed in a convenient way with the absence of technology. It also favors the adaptation of content taking advantage of individual backgrounds, prior knowledge and learners' needs, (Fisher, 2001). Although research has revealed that the proper use of ICTs in the classroom delivers positive teaching and learning results, some teaching professionals from different countries around the world do not have a positive perception towards its use. Teachers barely know how to use ICTs in the classroom because it is a complex tool that presents nothing but obstacles; consequently, they avoid the fact that it can be really useful at the moment of guiding a lesson. (Fisher, 2001). As stated by (Balanskat, 2007), “ICT is an updated resource able to cover the majority of tasks a traditional class might provide in an online environment; optimal and proper face-to-face instruction can also be provided through its implementation.”
Punie and Cabrera (2006) States “Another relevant aspect that has to be mentioned regarding ICTs is the fact that it involves technological gadgets and applications that provide possibilities to access basic information about diverse topics, its applicability in training videos and distance learning enhance strongly those essential aspects in formal or informal teaching”

ICTs in a learning process gives positive results regarding the effectiveness of learning given the fact that it offers students the chance to learn anywhere and at any time. It encourages students to work individually with the help and guidance from teachers, providing awareness about the gradual language improvement, and for teachers it raises awareness about their own professional development. According to (UNESCO 2002), (Bhattacharya 2007), (Sanyal 2001), (Mooij 2007), (Cross 2007) et al. Implementing ICTs in the classroom disperse those obstacles that learners and teachers have in accordance with education enlarging appropriate contents of subjects. It may not be comprehensible or enjoyable for the learners in a traditional class as it is in the case of grammar, listening or speaking which are consider a boring task for them. (UNESCO 2002) has stated that it is possible to manage the work and family learning throughout the use of ICTs inasmuch as they provide a positive interaction and a cooperative feedback during the process that can be formal or informal; ICTs expand the vision to access to education abroad.

Another perspective about ICTs is that there is not an agreement to the implementation of technological gadgets, because it may carry out extra pays in some institutions or places where the acquisition of this kind of sources can be difficult to have; additionally, not all the teachers are experts using it. A highlighted factor about ICT is the
required infrastructure to develop media activities since it has to be updated with the technological resources and it requires trained people to support their working as (Bates et al 2000) said.

Other issues that evidence ICTs are that facilitators have to be selective when talking about programs to guide a class because lots of them will not supplement adequately the learners’ needs; for instance, assigning an online activity does not ensure the students will carry out such task step by step as there is no immediate feedback to be provided by the teacher. Appropriate guidance in this case seems to be one of the most notable limitations. For this reason computers or some other devices cannot substitute a teacher at all as stated by (Fasting and Lyster 2005). Also there are other limitations that prevent a high-quality ICT process as it is the case of internet connection and the provided information on it, in many cases, an acceptable and stable internet connection is hard to attain especially at public schools. The implementation of blogs might be helpful in different cases but not for aspects such as grammar because they lack consistency in writing style and quality, as is presented by (Bloch 2007).

Finally, it is possible to state that ICT offers a wide range of alternatives, both positive and negative to be implemented in a primary school class. Living in a technological/virtual era in which technological devices are part are part of our daily lives and essential tools to carry out simple activities, gives us the chance to utilize these elements in learning environments in a more effective way, offering an unlimited number of benefits when incorporating ICTs in a language learning classroom. It is important to highlight the benefits for teachers and learners that it has in order to supply the current needs that are evidenced throughout the teaching and learning process nowadays. Following a more
specific approach, we will analyze LMS tools which are included in ICTs and their role on language learning.

4.2 Learning Management System

(Rahman 2011). “Learning management systems are platforms that provide an incorporated series of elements that include content, delivery and management of learning, making emphasis on accessibility for both teachers and learners”

According to (Szabo and Flesher, 2002), “Learning Management Systems can be defined as a framework that transfers and regulates instructional content, analyzes and evaluates individual and collective goals and collects and presents data as evidence to track a particular learning process.”

A Learning Management System usually acts as the central component of an online guided course. As reported by Schar and Krueger (2008), a Learning Management System has to be able to control different delivery modes that present the required evidence to keep track of and measure a particular learning process; such elements include journals, reports, online tests and teaching materials. These components should also provide evaluation, assessment and testing (Rahman 2011).
(Pandey, 2009) "Learning management systems give the students the opportunity to see multimedia content, interact with teachers and other students that are part of a learning community; they can also download and edit course materials, complete online quizzes and develop classwork assignments”

Learning Management Systems in general provide a fully functional platform for content, delivery and management of learning as well as accessibility. Though an LMS gives the students the chance to work with all these elements, research has shown that they do not utilize them to the fullest, they prefer having paper based tests rather than online quizzes; consequently, the effectiveness of the application of an LMS in a course depends on an appropriate inclusion and use by the teacher and a complete understanding of its features and characteristics shown by the students.

ICTs in general and more specifically Learning Management Systems have developed at such a high phase that it is now possible for students and teachers to access the lessons and content from anywhere at all times. This particular feature also results in the recent growing of a common trend which is frequently seen in most learning management systems, the incorporation of messaging and chats, both tools that facilitate communication when face to face interaction is not possible.

Direct access to learning materials is an approach that has changed with the growing inclusion of technology in education, learning management systems are probably one of the few tools that gets the most advantages when it comes to materials (Pandey, 2009)
The advantages of learning management systems in comparison to traditional learning environments are evident with a LMS making classroom instruction independent of time and place; therefore, access to content and assignments is unlimited. The correction of tasks can be done online by editing the same files the students submit to the platform providing immediate and appropriate feedback.

One of the most evident characteristics the incorporation of a LMS delivers is the possibility of giving the teachers different and innovative ideas to present content expanding their pedagogical practices and teaching methodologies.

The LMS allows teachers to manage online courses effectively, giving them the freedom to create, customize and adapt free content available online. Teachers are not the only ones getting all the benefits from the inclusion of an LMS in a classroom, the students can also reflect on their own process through a journal, documenting every single meaningful learning experience (Pandey, 2009)

The incorporation of a tool of this kind in a learning environment provides a wide range of benefits that can be adapted and modified to achieve a particular goal. Some of these benefits include:

Total control over users: As monitors, teachers have full access to the content posted and shared on one of these platforms.

Maintains a secure environment for learning: Teachers are given the chance to modify the privacy settings of an online learning course, deciding if the content is appropriate or not.
Learner centered courses: Based on the evidenced gathered from very early online lessons, teachers and students can discuss and reach an agreement to define the type of content that suits their learners’ needs better and explore it in future lessons.

The diversity of knowledge to be shared: Within a group, there is the possibility to share learning outcomes among the students and general knowledge, when incorporating a learning management system, the same exercise can be carried out among different groups.

Provide opportunity for institutions to maintain links with former students and connect with future students: Perhaps the most interesting benefit when it comes to the use of a LMS, all the information and evidence shared in a course can be shared with students that will take the same course in the future.

4.3 The writing skill

Writing is a relevant factor in learning inasmuch as it is highly beneficial in language acquisition; it born to preserve memories, to communicate ideas and messages throughout ages. But nowadays, that purpose is surely exploited when using new sources to enforce and becoming the process more interesting; for instance, technology gives a current and innovative development to improve the skills, particularly, writing.

The writing skill in hence with ICT and learning management systems play an important role when we talk about the learning of a second language, due to the fact that it is essential to have this ability not when we acquire it in our first language, but also when we are learning a second one. As it is known writing is a process that required not only
dedication, but the implementation of successful techniques or tools. ICT and learning management systems are a great possibility to young learners to interact since writing is a form of communication and the primary basis when we are learning a second language. Through the implementation of learning management systems are not going to improve just in one skill, but in all given the fact that an amount of resources are going to be implemented during that spots and they are going to be aware of the importance of their writing.

Learners can have an impact if we as teachers put into practice with them the writing skill through significance learning as letting them interact with tools that offer them a way to improve in the language not only in the class, but in other spaces as their home. In that way they are going to be more exposed to the language, because it is an innovative way of learning if you know how to be in charge of it for educational purposes.

4.4 Conclusion

In conclusion, students can benefit in a different number of ways from the use of social networks as learning tools when these are incorporated properly in the classroom, this tools also offer notorious advantages for distance learning. Again, this is a complex tool because it needs to be addressed properly, the learning outcomes must be evaluated carefully and the teacher needs to analyze ways of incorporating a communicative learning environment using pedagogical strategies to carry out the learning process.
5. Methodology

5.1 Context

This classroom Project was carried out at Liceo Taller San Miguel - LTSM, a school that has as a main objective for its primary school students the development of a solid foundation in levels of academic, technological, artistic, and humanistic competences. Such skills allow individuals to be adaptable to changes in their environment.

LTSM is located Via Pereira-Armenia in the eighth entrance of the main avenue. The school has countryside’s structure that has a lot of wide rooms made in wood with big windows that allows the classes to be all the time illuminated by natural light. The rooms are divided into levels of education; for instance, elementary, middle and high school. It has a big library with access to online content through interactive books.

Grades three through five develop immersion in English at a level that leads students to incorporate strong language skills for both academic and communicative purposes. The English Curriculum at LTSM is oriented by the standards stated in *Guía 22, Estándares Básicos de Competencias en Lenguas Extranjeras*; however, since the school curriculum needs to follow an international accreditation program, the school directly adapts the *Common European Framework Reference for Languages - CEFRL*.

This particular school intends to develop a communicative curriculum taking into consideration that there is no one single approach to language teaching that is 100% right and certain about how a foreign language should be taught. Therefore, communication is
considered as the main drive guiding the school’s curriculum since it requires an active use of language.

Liceo Taller San Miguel presents a bilingual project that relies on the principles of the content-based instruction and a very strong dual-curricular program in both languages, Spanish and English.

This tendency to incorporate various elements from content-based instruction and bilingual education methods gives teachers and students the possibility to explore the effectiveness of combining a content-based instruction and a communicative model. The school intends to implement this content-based methodology, initially in the English classes, and eventually in all classes that are taught with a full or partial immersion in English.

In terms of language support and technology, Elementary and Middle school are currently using Pearson’s online platform and high school is utilizing the Reading Street Online Platform. All platforms are used during instructional time; students have access to online-interactive material that helps teachers support their own teaching and the students’ learning strategies.

5.2 Participants

5.2.1 Students.

There are 27 fourth graders in total with ages from eight to nine years old; this lets the process to be more personalized. Most of the children in this school have been exposed to the
language since the age of 5 because it is a bilingual private school where a 90% of the subjects are taught in English. At this level, they are expected to have an A2 level based on the standards stated in the Common European Framework and the school policies regarding proficiency levels. They are then capable of expressing ideas about relevant topics, exemplify routines and provide opinions about others and themselves.

The use of technology in this population of learners is located in an upper-middle category as they are capable of developing challenging activities online. Since fourth graders are beginners in the language they were producing basic texts with the incorporation of some verbs, adjectives and general vocabulary using various applications of devices; this level of domain mediates the use of educational platforms or learning management systems (LMS) in regular classrooms as such, what might enhance the development and advancement of writing skills.

5.2.2 Teachers or practitioners.

Practitioner 1 was the one in charge of observing the classes for this classroom project as well as of supporting the other pre-service teachers with the development of process.

Practitioner 2 conducted directed practice to fourth graders at Liceo Taller San Miguel. This teacher introduced the classroom project and put it into practice, following an instructional sequence step by step.
Practitioner 3 was the one in charge of making the reflections of each class where the classroom project would be directed in order to follow the process step by step.

5.3 Instructional design

This classroom project was aimed at focusing special attention on the use of technology, in this case a Learning Management System - Edmodo, to promote the development of the writing skill. Each of the lessons incorporated in this practice were planned specifically.

A total of five classes will be developed with the aim of drafting, creating, correcting and presenting a well-structured descriptive paragraph through the use of a learning management system called Edmodo.

In class # 1 focused on the introduction to the platform and general exploration. The first five minutes of the lesson were devoted to the presentation of the platform. Teachers then explained how to sign up, access the platform, create a password and describe how teachers had full control of all the content posted and shared within the platform. The last stage of the lesson was an exploration stage in which students access the platform and all the available tools, the teachers also explained the importance of using it for communicative purposes.
In class # 2, Teachers took a more specific approach and stated the basic aim from the very beginning of the lesson, creating a paragraph. Teachers explained the process the students were expected to go through during the implementation. Teaching writing to young learners is a process which provides a thinking time for language processing.

A specific strategy was incorporated for the development of the paragraph, “The Burger Strategy” discussed by Schaffer. This is a very creative method that helps young learners understand how to write a paragraph in a much more simplistic way. The top bottom represents the introduction, the filling represents the supportive information and the bottom bun is connected to the conclusion. In this second stage of the lesson, a scrambled paragraph reading activity took place, students accessed Edmodo on which the paragraph was previously posted and were told to identify which part was connected to the introduction, supportive information or conclusion. During the last part of the lesson, learners chose the topic they wanted to use to write their paragraphs.

In class # 3 started with a brainstorming activity based on the topic they chose during the last stage of the previous lesson. Students were told to think of a particular aspect they wanted to write about related to the topic they selected before; for instance, writing about animals or activities in general might ended up being a little bit too complex, but making emphasis on specific things gave students just what they needed to write a paragraph without including non-relevant information.

In this stage, learners started writing their first draft considering the topic they chose and using the Burger Strategy; they also used an outline distributed by the teachers that contained the basic three elements, the introduction, supportive information and conclusion; then each part is explained in a more detailed way.
In class # 4, students were expected to receive feedback for the first draft of the paragraph and make the corrections to write the final product. As this was a feedback session, there were two basic elements that will help teachers to give proper feedback to the group in a general and a specific way. The first one was a survey created on Edmodo regarding the Burger strategy and its elements. The second one was a more traditional face to face feedback provided by the teachers, making emphasis on grammar, spelling and sentence construction.

Class # 5 was devoted to the correction and completion of the paragraph. At the end of the lesson, learners were expected to write and complete a paragraph about a topic of their interest and reflect on their individual development of the writing skill through the use of a Learning Management System.

5.4 Resources

The main component used to gather the required evidence was the platform; all the classes and activities were implemented through Edmodo. There was also an opportunity to incorporate face to face interaction by making use of worksheets, eBooks, and written assignments. The use of technology was also a fundamental method used for the development of each lesson.
5.4.1 Reflection Stage.

Gibb’s model of reflection was the main theoretical foundation and reflection model followed to analyze to what extent the inclusion of a Learning Management System in a language learning classroom is effective. Gibb’s reflective cycle provided us the right amount of elements to analyze and determine the impact of this implementation based on three different categories; Students Linguistic Outcomes, Teachers professional development, and Student responses.

The reflective cycle is composed of a series of elements arranged sequentially and specifically created to provide analysis in a determined learning process.

The **Feelings** stage helps you discuss thoughts about the experience, questions like, How did you feel at the time? And What did you think at the time? can guide you through the analysis of your own professional growth as a teacher making comparisons between your initial expectations and the results.

The **Evaluation** stage gives you the chance to discuss how well things went. A more general approach is followed in this step, discussing what was good and what was bad about any particular learning and teaching experience is the starting point of this section. Theory provided by other authors should also be included as supportive evidence.

**Analysis**, perhaps one of the most important stages allows you to consider generally what helped or disrupted the process. You are also given the chance to compare your learning or teaching experience to relevant information provided by authors.
In the Conclusion section you are given the chance to gather all the information you consider relevant and rearrange your ideas. Think of activities you could have done differently in a class, analyze how the incorporation of different lessons could have gathered more positive responses from the students. You also have the opportunity to take everything that went well and reuse it in future lessons ensuring a positive outcome.

The final stage, Action Plan, collects everything you need to know and to do to improve for next time. You might think the process was positive in general but there is always room for improvement. What will you do differently next time if you decide to follow a similar approach?

5.4.1.1. Reflection # 1 Implementation.

The article written by Young-jin lee et al, (2008) “the theory about the learner’s response have been highly noticeable due to the fact that during the first stage of the implementation the tutoring material provided an optimal environment to learn just following the appropriate steps to accomplish with the assignment.”

As teachers, we agree that learners produce effectively when receiving enough support to achieve the learning goals and we were excited by the kind of instruction learners were to receive during this lesson, in which they had to create an account in a (LMS) called EDMODO in which the task was to fulfill the gaps and get the access to. Some learners got a satisfactory result, but others evidenced troubles login since they forgot their email address, the user name did not fit or unfortunately they did not take notes to remember the password.

As human beings we tend to complain when face a challenge, and here the use of technological devices was a real one but was noteworthy the excellent performance of learners on it. Accordingly, it was not so difficult to give support based on the direct instruction in which learners could create a mental framework to remember and develop a strategy to learn easier just by explain a concept to complete a task, guiding the practicum and reinforcing the success.

An evident issue was focused on the learners’ behavior while they were using the platform inasmuch as the use of electronic devices with a network connection mediated opportunities to look for another type of information more interesting for them, because of this, teachers had to monitor and scaffold closer the activity.

To conclude, it is possible to develop a wide range of tasks especially enjoyable for learners, but teachers must take into account that distractions may come from external factors and hinder the outcomes. An appropriate action to avoid such situations is to develop the activities in a pedagogical way giving opportunities to interact and share the processes or the results that learners experience by doing in order to dismiss wrong developments or behaviors in learning.

**5.4.1.2 Reflection #2 Implementation**

Using technology in the classroom propitiate a greater interest to learn since current learners are technologically competent to achieve with the objectives of a class.
Teachers have to be careful when select a tool since this should be effective in the process, according to Dunmire, E, (2010) “it is eminent to think about whether the chosen tool fits with the learning objectives or analyze how that may fits effectively. The main worry we had to apply the (LMS) in a regular class was the impact it would has had in learners because of the limited knowledge they had about this tool.”

During the implementation of EDMODO was appreciated the positive impact it had for learners given that fact that it has similar characteristics to the social networks, fact that caught the learners’ attention. The issue evidenced with the platform was the recurrent interruptions of the activity because of the posting time they began caught their mates’ attention thanks to their excellent proficiency with technology in which they found an optional solution to the absent chat creating a forum to interact. Teachers took advantage of that foundation and mediated a written production through posts to become the lesson in a productive and worthy process instead of a troublesome activity.

In conclusion, it was feasible to mediate writing through a posting activity as common in a social network which was aimed since the beginning, but in order to avoid the prior situation teachers must guide the activities in a sequence to occupy learners properly during the lesson accomplishing the proposed goals.

5.4.1.3 Reflection # 3 Implementation

We would say that this class was extremely productive as a lot of aspects we wanted to cover during this session could be completed. First we were noticing that there was a problem when we were giving instructions because the tablets were given to them at the very
beginning of the class so there was not an attention from the student’s side as they were focusing only in the use of the tablets. As this factor was affecting the way the class was conducted we decided to start the class with the explanation of the aims for the lesson and the needed instruction to accomplish it before letting them use the technological gadgets, the differences were enough because students were focused on what the steps they needed to follow in order to have the final goal for the lesson. Students had already the idea and explanation about what a paragraph is so during this class they were very active when they were asked the steps you need to write a paragraph with the hamburger strategy, we can say that having students explained how to write was sort of difficult as it is a skill that need to be practice in order to be successful and it requires a lot of time from both sides teachers and students to get to understand that it is a complete process.

When students had clear what they needed to do they were given the technological gadgets and the output was a lot better as they went straight to the point, we as teachers could observe that these fourth grader students had many capabilities with sentence construction as a result the paragraph construction was easier for them in many ways as the peer feedback because the strongest ones were helping the other ones and the teachers were also there to support. One aspect that did not go that well was the fact that some students had problems getting into the platform so their learning process were not as good as others because we needed to organize everything regarding the use of the platform so they were not focused all the time in their writing process. We did not have any problem with the internet connection neither the use of the technological tools. Disciplinary issues were presented when they were having problems for instance with the spelling of some words or with the platform as well so
some affective factor like frustration were seen during the session. Finally we can say that writing skill is a big important factor of the language and it should be taught taking into the account many aspects because it requires many time, background knowledge and exposure to the target language in order to have a successful outcome, in this case with writing a paragraph with good spelling, good sentences construction, coherence and so on.

5.4.1.4 Reflection #4 Implementation

Teaching writing to young learners is a process which provides a thinking time for language processing. During this period of time is important to conceive the purpose of writing, define whether learners will write for learning or just for writing as such, depending of the approach of the process teachers might ask a class to write a sentence or a paragraph using a given structure or a content has been evidenced, (Harmer, 2010).

The main target was to elicit the adequate information to mediate understanding and comprehension about the way a paragraph is built even though we as tutors were afraid with the kind of reaction or performance learners might have following the steps or using the (LMS) with a more academic purpose.

The current implementation was thought to create a paragraph taking as a basis the given structure; during this stage was highly necessary to provide support to learners in order for them to obtain an acceptable written production, that means, that a supporting session was provided to ensure the use of vocabulary, word order and the identification of the parts of a paragraph. It is important to underline that some learners experienced difficulties on it
but such difficulties were overcome easier than expected since they followed the instructions given.

As an evaluating stage, teachers gave feedback to analyze the development of the process mediating understanding about the right way to write highlighting the mistakes to raise awareness about in order to evade them in future texts. According to the results will be achievable to examine how satisfactory the posting activity on EDMODO will be, and a brief analysis established that learners are able to develop diver tasks when they receive an pertinent support with the proper information to achieve the goals; moreover, it established that teachers must provide feedback to assure successful outcomes throughout the implementation.

5.4.1.5 Reflection #5 Implementation

The implementation session has had different stages in which a variety of benefits and difficulties have raised an analytical process about the use of technology, current sources and strategies in a primary school class. The current one, aimed to get the final product on Edmodo, just putting into practice all the concepts taught during these classes.

The most relevant fact was the use of a written model with the right corrections made to ensure the success in writing, but also the appropriate use of the platform had to be articulated to reach the learning target.
A the beginning we felt a heavy atmosphere in a manner of speaking around the class because of the type of task learners should do since it was more demanding and boring than expected for them; fortunately, they responded in a very positive and even energetic way when developed the activity and it is noticeable on the results; may be the pair work worked suitable enough to motivate and enhance their desire of working.

As an unvarying situation of a class some learners were less proficient with the progress of the task though this was not a barrier to achieve with. In a general view the instruction given during the sessions and the constant feedback allowed the development of the process that in addition with the knowledge that learners have about technology enhanced their learning.

Teachers have to be conscious about the kind of process will guide but also the type of participants will make part of it to take into account the strategies or even methodologies that fit with the process to guaranty the expected outcomes.

5.5 Reflection

Reflection-in-action will be used to reflect on the class work we are going to conduct during the current project fact that will be helpful to identify the possible solutions for those issues can be evidenced during the guided sessions; when the implementation present drawbacks to reach the proposed goal the reflection will analyze the current process, but it will not be focused on the student’s errors when accomplishing the tasks as the actions the students experience in class are more reasonable and purposeful to reflect on, Therefore, the reflective stage will establish the knowledge the practitioners have to do something
significant while applying the lesson, taking into account those unexpected situations commonly found in these processes mainly because of the strategies that become old when are implemented without modification each class.

All the stages that make part of this project will be developed through the use of technological devices which articulated with regular English classes will provide the tools to analyze and reflect.

It is reflecting on action during the learning in which is involved the critical attention to values and theories to confirm daily actions. Reflective practice is relevant in practice – based professional learning where individuals can examine their professional experiences rather than the information about formal teaching or the way as knowledge is transferred, this fact allows to think critically about the professional improvement and development, but also it provides chances to gather theory into practice.

The most relevant aspect about to reflect on practice is that it is possible to be aware on actions during past events, emotions and experiences evidenced during those particular situations, and as Schon stated, (1983) active reflections provide a wide notion about action for practitioners in educational areas in which they can incorporate new concepts into the existing knowledge.

5.6 Evidence of the Implementation
As mentioned previously, all of the aspects concerning the developing of the implementation were set to be carried out with one of the member’s guided teaching practicum group, in this case third graders, a total of six classes were conducted using as the main resource a computer lab available inside the school’s facilities, each one of the classes presented the use of Edmodo to improve writing as the main goal. The three participants played a different role regarding the progress of the implementation, one of them was in charge of conducting the classes, another one kept track of each one of the aspects evidenced throughout the process like teaching and learning outcomes, and the third participant was in charge of reflecting upon the effectiveness of this implementation.

5.6.1 Class #1.

Was carried through as an introductory lesson in which learners were exposed to the basic concepts and ideas in relation to Edmodo, its definition, its basic features and its functionality and similarity to other social networks like Facebook. Students seem to be excited to work with a tool that set them apart from the traditional learning methods seen in the classroom.

As expected, we knew some of their parents would not be keen on exposing their students to a social networking tool during classes, especially when you have Facebook as the main point of reference. Before delivering any type of instruction related to accessing the platform, we made sure all of the students wrote a code on their notebooks that gives their parents access to the group so they can see all the content that is being posted to the
group, all in all, in the first lesson, the main goal was to give students a clear idea about this tool’s functionality and characteristics, direct exposure to this LMS was to be presented on future lessons.

5.6.2 Class #2.

During this implementation we analyzed the capabilities students had to deal with the learning of a second language. A great percentage of the students showed that they had the required skills to learning a new language at a low rhythm. Their writing skill was also measured to identify the range of improvement in the end of the implementation.

This session was based of course on writing, the topic was the family members, they had been previously exposed to this type of vocabulary, its development let as evidence that the participants learnt and understood the vocabulary easily, the main goal of this lesson was to practice vocabulary and writing by completing a set of worksheets posted to the platform, mostly, fill in the gaps exercises. All these tasks were posted as modifiable word documents so students could have the chance to write on it and submit their individual responses.

Although the development of the task was precise in relation to the goal that was proposed, it is relevant to clarify that some students were heedless and chose to work on different activities not proposed by the teacher, therefore, when developing the task they seemed completely lost and did not know how to start completing the exercises. The teacher’s appropriate intervention was a big factor when overcoming disciplinary issues, especially in one of this settings in which students have the chance to get distracted easily.
In general, the work was highly productive and students developed the activity in a simple way, and the implementation of visual aids (Materials) help to the understanding and the comprehension of the topic and its particular vocabulary.

5.6.3. Class #3.

The development of this implementation took place in the system room, where the participants could face the challenge to experience the platform (Edmodo) as the field of action. The assigned task for this lesson was to identify the family members in family tree that was uploaded in the platform. The scheme was edited in order to provide an understandable way to complete the task through posting. The activity got excellent outcomes because students were aware about the use of the social network. Teachers were attentive to support students if necessary, and they were monitoring what students were doing in the computers all the time watching that students were not navigating on internet or doing something different to the activity.

5.6.4 Class #4.

This implementation had its basis on reading and writing. The purpose was to post in Edmodo to mediate a wider understanding.

When the lesson started students were attentive and were engaged to the topic, but after a few minutes they were noisy and disruptive due to the distinctive activities students
were doing. Therefore, teachers had to think about the way they might control that situation and redirect the activities to accomplish with the goal.

Most the explanations had to be repeated twice, and also the teachers had to speak stronger and aloud, unfortunately, the goal of this activity was not accomplished, but the it is something beneficial for the data collection due the fact that it is eminent to distinguish what kind of situations and disruptive behaviors can be evidenced in lessons based on the use of technology.

5.6.5 Class # 5.

Was the most dynamic class during the whole implementation, in this lesson learners had to put into practice most of the content learnt during previous classes of the implementation and also topics from the whole teaching practicum that were presented before they experienced Edmodo for the first time. Each one of the students had an individual Edmodo page to upload his or her assignment, this is also a proper mechanism for teachers to provide feedback. On the group’s main wall, a short paragraph was posted, such paragraph contained simple information about the teacher’s bio. Information like family, friends, likes and dislikes, hobbies etc. This paragraph was made of both words and images replacing key vocabulary elements. Each student had to write his own bio by replacing those words mentioned before with their personal information and upload it to his Edmodo page.

As different as it was, this lesson also presented the biggest amount of limitations and problems when developing the task, mainly because of the lack of time devoted for the
completion of the assignment. Writing especially at the very early ages is a skill that takes a lot of practice and time from the students.

5.6.6. Class #6.

This last lesson was incorporated to help students interact with each other, share what they had written in previous classes and complete a quiz designed by the teacher’s to measure to what extent they really improved their writing skill, this was basically a simple quiz containing fill in the gap, matching and complete stories exercises. During the whole implementation, topics like family members, school supplies, activities, likes and dislikes and food were introduced through the platform, each topic had its portion and was included in the quiz briefly.

5.7 Conclusion

In terms of engagement, students are more engaged with subject matter, the different ways we used Edmodo to present content delivered positive results, students felt attracted to the way this type of instruction is in many ways different from the traditional classroom teaching process, applications like flash games, interactive matching exercises, the use of songs and slides were all relevant factors when designing the lessons and presenting content in an interesting manner.

About writing, we noticed in certain occasions students wrote without complaining, even those reluctant writers, only when it’s done through Edmodo. The proper presentation
of a particular task is also essential when working with writing, in most of the cases, a task was not presented as a writing activity but as a fill in the blanks or finishing the story activity, sometimes they do not realize all the writing they are doing when an assignment is not presented explicitly as a writing task.

There was a good sense of communication between the students and the teacher, both can reached each other through the social network avoiding limitations of space and time, parents could also be part of the course and establish connections with the teacher as well as monitoring their children’s learning process.

Absent students could also keep up with the rest of the class since all the assignments are posted on the group’s wall, some of those students who struggled in certain areas were sent special tasks to reinforce their skills, Edmodo also allows for individual growth which in cases can be very complex to be treated in a traditional classroom.

As part of the evidence, these are some of the photos taken during the implementation.
6. Results

In the present section, the results from the implementation will be addressed divided into three categories, professional growth, learners’ responses and Linguistic outcomes.

In section 1, the reflection will show the results regarding the pertinence of the planning for teaching in order to create a proper learning environment, in section 2 will be show the impact of designing Materials to provide an eminent input for learners when they are facing the second language, in section 3 the personal growth will be considered more than a simple self-reflection of the personal performance as teacher since it is a continuous analysis of values and strengths that permit to enhance the professional profile and the teaching action.

In an educational process, the linguistic outcomes identify or prove the effect the process have in learners and how those are experienced through all the sessions. The analysis is developed based on the gathered data all over the implementations, but also with written evidence (reflections), videos and photographs that permit to test the positive aspects and those not so beneficial for the project.

6.1 Professional growth

When it comes to professional growth, a wide variety of aspects can be analyzed; among the most relevant, these are included: Lesson Planning, Material Design and personal growth. In a detailed way, the main strengths and challenges we encountered throughout this implementation with the evidence taken from various sources, will be presented.
6.2 Strengths

Lesson planning, classroom management and learning strategies are the strengths to be analyzed in this section.

6.3 Lesson Planning

Lesson planning, seen as the construction process of lesson outcomes and activities associated with those outcomes, was a positive point in our implementation because dividing and devoting equal time for face-to-face instruction and online interaction was our starting point when designing every single lesson; the outcomes obtained give proof that this was a wise move.

Good lesson planning was essential to create a proper learning environment. By the time the third implementation took place, the accuracy regarding the activities assigned for different stages of the lesson had improved notoriously, giving us the opportunity to focus on more particular teaching approaches. Successful lesson planning is sometimes a matter of trial and error, switching methods and slightly modifying our lesson planning approaches helped us find a very accurate way of splitting the amount of time implemented for each particular activity.

This strength can be evidenced when analyzing lesson plan 2 (see appendix ____), where we have included a variety of activities face-to-face and computer-based. We introduced the ‘burger model’ on the board by exemplifying how each stage is supposed to be done; we gave students the chance to explore the same model within the platform by giving them access to a template of the model we uploaded previously. Implementing an
online platform in the class and incorporating face to face based activities created a balance between teacher and students work, as it generates an interactive learning environment. We learnt about the advantages of good lesson planning skills that allowed to engage learners effectively through activities that complement their learning needs, making sure that they may acquire knowledge by adequate instruction and practical sessions to articulate language and current sources. By having all of the stages perfectly timed and organized is possible to provide meaningful learning experiences.

6.4 Material Design

Material design can be considered as the ever-changing teaching resources and methodologies used for the development of a course or a single class. Designing materials is an ability that teachers must have to enhance their pedagogical practices. Good designing skills usually give teachers the chance to carry out effective language lessons. Implementing a classroom project that requires an active use of technological tools generates an opportunity to get creative when designing your materials. We had to think step by step which materials were incorporated in each lesson, flashcards, quizzes, slides, videos etc.

This strength can be evidenced when observing lesson plan 2 (See Appendix ) in which we provided a worksheet we designed following the burger strategy but re-arranged and simplified so students could work on it in a more effective way. The burger model scaffolded writing inasmuch as learners evidenced every single component of a paragraph explained in a detailed way, what ensured a good final product without much a problem in the process. To achieve with the intended purpose we delivered both, physical and digital
versions of the same worksheet so students could focus on the correct way to write the paragraph and use the platform at the same time.

As pointed out by Howard (2004), “the limitations of course books and stated guidelines can become advantages for teacher produced materials.” This notion exemplifies an approach we decided to follow when designing a particular number of materials. We took the main Burger Strategy layout and added a few modifications, so we could get the desired learning outcomes like improvements in terms of writing skills and a more fluid exploration of Edmodo by the students.

After a series of implementations, we came to the conclusion that designing your own teaching materials as well as modifying those provided by authors or course books thoroughly is a major skill that requires practice and self-reflection. Achieving an appropriate level of accuracy is the result of analyzing what went wrong and making the required modifications for future lessons.

6.5 Personal Growth

Personal growth can be described as the constant pursuit of individual development by reflecting on your own personal traits and skills. Having the ability to recognize your own flaws and accepting there is always room for improvement after every single lesson is a skill that helps you become a much better professional as you always analyze what you did wrong in one of your classes and attempt to correct it for the next one. Personal growth was a particular aspect we always gave priority from the very beginning. Though it is not explicitly
evidenced in any of the lessons, professional growth was a conscious process that took place
during the reflection stage. Each element observed concerning personal traits like
enthusiasm, empathy and dedication were set apart and discussed as a whole in every
reflection written for each implementation. A clear example of this are a few paragraphs
included in reflection 1 that make reference to the teachers’ expectations and attitudes
towards the first implementation and the students’ reaction to it. We clearly understood that
personal growth is more than reflecting upon your own teaching practice in a general way, it
involves the constant study of flaws as well as strengths and the combinations of patience,
respect, enthusiasm and other personal traits to build a teacher profile.

6.6 Challenges

Two of the main challenges encountered during this implementation will be briefly
stated and explored during this section by mentioning some of the aspects that somehow
hindered the proper development of a lesson is equally as important as making emphasis on
the positive outcomes. Such challenges are: disruptive behavior and teaching techniques.

6.7 Disruptive behavior

It can be described as a reluctant and uncooperative attitude towards learning that
prevents a student and his or her classmates from working. In most cases, a student
presenting disruptive behavior interferes with classmates’ personal, social and educational development as well as the teacher’s professional growth.

A few of our students were more into playing online games than using the tool we were exploring during our lessons, delaying their own learning process and obstructing some of their classmates’ progress regarding the use of Edmodo. Disruptive behavior is a particularly complex aspect to deal with during classes; a few of the strategies we used to overcome this issue were Intervention; walking over talkative students and conducting the classes standing right next to them, letting them know our priority is to have them working without distracting others. We directly talked to the students about the situation discussing it openly and honestly with all of them.

As stated by Lier (2004), “only two out of ten teachers in American schools deal with these problems by involving personal and individual interaction.” Encountering this sort of problems in a classroom truly provides the teacher with the required experience to solve future matters of the same nature.

We believe talking to a student and raising awareness on the limitations and consequences that may arise if you are a disruptive learner is the most appropriate and effective way to have an impact on your students’ attitudes towards learning. This is exactly the approach we followed and ended up having a quite pleasant experience.

6.8 Activities demand and time for implementation
Having students busy in the class is a very important task because it can help to reduce and improve in many aspects as disciplinary problems, students’ production in the class and so on. However, having lots of activities to achieve the aims either in one class or various sessions might result frustrating to learners as they are working with pressure and not having enough time to go through the whole development that the tasks requires.

Writing is a process that involves a series of steps to produce a piece of the desired product what means that learners should go through a complete process in order to be successful. There are skills that need to be trained before producing a piece of writing as the learners’ lack of knowledge, time management and affective factors that could be presented while writing a product, in this particular case a paragraph.

The implementation of this project was very challenging given the fact that it was done in only five sessions where the final aim was to write a paragraph. As there were many topics to cover, the writing process was very intense; for this reason, the strategies that were implemented in the project were very methodological in order to make this process successful. All the lessons that were taught were adjusted to the learners’ needs and capabilities; consequently, they went through steps in order to help writers to make the process stronger by focusing on schemata, previous knowledge, pre-writing, drafting, feedback, editing and publishing where the hamburger method was applied to be used with the intention of enhancing the writing process and the lack of time we had (Capella University, Minneapolis).

From this particular part of the experience, we learned that incorporating a project that only allows you to develop it during five classes is a very serious challenge, the goals and outcomes set have to be more immediate and there is much less time for feedback, on the
other hand, this particular experience can also be seen from a positive viewpoint, it also gives you a sense of urgency that forces you to be more accurate and precise with the way you design and carry out your lessons.

7. Students’ responses

Boyton, 2003 states that most of the responses obtained in a learning process are tied to the mental concepts that learners have; in theory it sounds fair, but in practice some difficulties are evidenced and need to be analyzed by teachers in order to avoid inefficient development of the tasks. It is essential to highlight the importance of implementing different teaching and learning strategies in order to have all students involved in the lesson being taught and reduce discipline problems as state.

Each situation evidenced in the implementations gave an endless number of results that are very advantageous for both teaching and learning processes; those results such as the general improvement of the writing skill (especially in terms of punctuation and sentence construction) and the overall enhancement on the use of technology (specifically the exploration of Edmodo, how to post, view and share content) which were based on the responses learners provided to the application that was done.

In this paper there will be discussions about the difficulties and the advantages of this project as the strengths and challenges that were faced during the implementation. For instance, the little exposure students had to this kind of platforms in the past, the difficulties they could find organizing an idea, and writing a simple sentence, exemplified how difficult it would be for them to produce a well written paragraph including all the required elements.
7.1 Strengths

Out of all the strengths that can be gathered from the implementation of a classroom project, we considered the learning of English through an online platform and the anxiety the students experienced in the process of writing the paragraph, the aspects to be analyzed in this section.

The learning of English through an online platform, in this case Edmodo (LMS), can be very beneficial when working with all the learning skills, especially in the writing for communicational purposes. As said before it might result very beneficial to learn the second language through the use of an online platform because it creates a learning environment that could support, enhance, and strengthen their learning of English language, specifically the writing skill.

During the implementation of the project there were many factors that presented how the language was being learned and practiced by most of the activities that were done. From the very beginning students were exposed to a series of exercises that were integrated with the aim of enhancing and motivating them to make use of the language in a didactic, natural way. Learners’ attitude towards the project could show that there was a significant learning because students were highly involved working with an online platform as they had many opportunities to interact with each other, improve the language through peer feedback, and develop all the abilities in an efficient process. After reading the students’ opinions in the questionnaire administered in the last session, we believe that they had a more meaningful
experience through Edmodo given the fact that they expressed their interest toward the learning of English in a higher way; for instance, there are comments from students saying how fun working with Edmodo was, why they chose to work with a certain topic, evidenced in a series of surveys about the process they had in order to get the final product that took place, they were asked at the end of each lesson, what was that particular experience like and what about the use of Edmodo was interesting for them. (See this on the reflection five and the platform). For all this reasons we concluded that implementing this kind of learning systems is useful for the learning of any language as students are being exposed and enhance to communicate, write and learn in a different way having face-to-face and online learning that allows them to be more autonomous.

7.2 Beneficial anxiety

Anxiety might result as beneficial or no beneficial as you want depending on the way it is handled. At the very beginning of the implementations, we thought that working with technological resources could bring some disciplinary problems because learners were very anxious to work with something they really liked. Affective factors were evidenced in both ways positive and negative so from that perspective we started applying strategies to be successful with every goal we wanted to achieve. As it is known anxiety is a feeling that impedes the progression of any activity including the learning of a language and many factors can be presented as fear, tension and so on. In all the sessions we could observe that one of the biggest issues was the use of the tablets or computers as all the students were not working at the same pace, not all the technological gadgets had the same internet connection
or speed, not everybody had the same capabilities to work with an online platform and so on. For this reasons some reflections were done about how we could overcome this situations and have them in our side in order to make the process more meaningful. By applying different teaching strategies as providing instructions first before giving the technological resources, having the strongest kids helping others, giving peer and teachers’ feedback and using the platform to interact with each other, anxiety turned from a sense of frustration to a motivational sense (see this on reflections three and four).

As stated by Gass and Selinker (2008), “Anxiety is generally considered as a characteristic that usually carries negative outcomes that tend to affect learning, but enough emphasis is not made regarding the positive side of anxiety, beneficial and inhibiting anxiety are two aspects that complement each other and are usually present in every language learning scenario.”

Finally, learners learnt how to take control of their emotions by using different strategies as waiting for turns when needed help, respecting the rules of the class, treating the tablets of computers in a good way and taking advantage of any opportunity of learning and practicing the language that is how anxiety turned into a positive and powerful aspect in this project because students were more autonomous and motivated.

We learnt that anxiety can be as useful as we want because there are an amount of strategies to control that feeling that might result beneficial or not beneficial depending on the way it is managed by the teachers and learners.
7.3 Challenges

7.3.1 Inhibiting anxiety.

Anxiety in the classroom relates to a feeling of tension and worry associated with the completion of a task or activity. Anxiety can be seen as a negative factor evidenced in language lessons that impedes the effective progression of an activity, students usually feel the tension to complete a task as quickly and accurate as possible, normally caused by internal conditions and external factors provoked by their peers and in many cases the teachers.

We detected a certain level of anxiety among students from day one. As seen in lesson 1, the first class was devoted to the introduction and exploration of the platform. Although most students seemed to be excited to be given the chance to work on technology, to create their own profiles and to share content online, there was a special group of students that seemed rather uncomfortable and anxious following instructions and keeping up with the rest of the class. This would go on to be a constant attitude found throughout the whole implementation.

To be specific it is significant to mention that some learners were having a beneficial learning regarding anxiety as they were using that feeling in a good way by being curious, autonomous or exploring without any frustrating feeling by solving problems that were presented during the process. Other learners were not able to manage that feeling in a good way because, on the contrary, they were feeling very frustrated not to go at the same pace or level as the other learners. However, at the end we were supporting those who needed extra
help by teacher and peer feedback in order to clarify doubts and overcome the situations that were presented during the process.

Lynch (2010) acknowledges “anxiety as a trait affected by both internal and external factors which is also related to a specific context and the nature of a task.” This statement leads us to comprehend that those students who did not seem particularly eager to work on Edmodo might just be facing a lot of difficulties using this sort of applications in general. Working with technology might not be an attractive task for everybody; a considerable amount of students find it complex. This is the main reason why we decided to simplify the way we utilized Edmodo making use of some printed materials as the hamburger strategy in worksheets in order to give students the opportunity to be more involved in the process by giving them feedback on the product they were writing and also giving them an outline that helped them to understand in an easier way the elements and steps they needed to write a successful product to make wider the field of comprehension given the fact that learners might find out the same information on edmodo when they access to, so those who had a hard time carrying out the assignments had the opportunity to explore it in a much more simple way.

We learned that it is necessary to implement strategies in order to support the whole writing process by giving students the opportunity to have a face to face teaching and learning environment with the proper feedback to improve and also the online learning environment in order to have them be more autonomous and self-sufficient learners.
8. Linguistic outcomes

The linguistic outcomes presented here were all evidenced during the implementation. Most of these linguistic outcomes reveal how learners acquired knowledge or improved a skill; in this case, how the learners improved the writing skill through the usage of web sources enhancing their development and performance on it. After that, an analysis of the instruction showed strengths and challenges that boosted the learners ‘writing skills. Such skills to be explored are Micro Level Writing and Genre Specification. The challenges encountered are Sentence Structure and Spelling.

8.1 Strengths

8.1.1 Micro-level Writing Improvement.

From a general perspective, micro teaching can be described as short but formulated and well-constructed sentences that help students think more deeply about language or ideas presented in class. It can be considered a strength because it gives the students the possibility to organize their ideas whenever they are writing a paragraph or a simple sentence. In this particular case, we will make emphasis on the use of connectors and punctuation. The appropriate incorporation of both aspects mentioned above was evidenced when the students delivered the first draft of the paragraph during the third implementation (...Reflection 3 see page # 70). The progression only showed how good they became lesson after lesson by
receiving feedback and explanations on how to organize ideas. They started using a wider variety of connectors and more accurate punctuation. We learned that the sequential improvement of Micro Writing is presented every time a learner creates a piece of writing from his or her own ideas, exploring thoughts and providing arguments about a particular topic. Grammatical aspects like punctuation and the use of connectors is a more traditional practice that requires feedback and analysis from the teachers.

8.1.2 Genre specification.

When writing any product, it is essential to go through a process that requires strategies to make that process simple; for instance, writing a paragraph needs to go through steps in order to be more organized and produce a strong final outcome. Considering all the steps that need to be followed to write a strong paragraph, as mentioned before, it was necessary to set a strategy which could work to organize the ideas in a better way and give learners the opportunity to understand and recognize the elements that a paragraph has. For this reason, we thought that implementing a strategy that helped learners to understand what a paragraph is and what the steps to write it are, we assigned the hamburger strategy as the method to work with the learners during their writing process. As its name says, the hamburger strategy/method has a hamburger shape where the top bun is the topic sentence, which is then followed by details and by the concluding sentence in the button; learners had the opportunity to write their paragraph about a list of topics they selected, and the hamburger strategy really supported students to have a clear idea on how to write a paragraph in a successful way. All of the evidence about the learner’s process can be seen in
the first draft in the worksheets they were given with the hamburger strategy to write the paragraph. (See in Appendix. Pages 74-82) It can be observed how the Burger Strategy gave the students some sort of guideline to construct the final written product.

We learnt that it is very important to support students with a strategy that gives them the opportunity to recognize elements they need to complete the tasks they are asked to complete by having a more significant learning because they are being involved with face to face interaction, feedback and support from teachers and students side.

8.1.3 Challenges.

There were strengths during the whole process that were evidenced and connected to the students’ learning process to see how to deal with them and how to turn them into positive learning experiences; on the other hand, there were also challenges that were presented during the project which could be overcome in a successful way. Saying this, it is appropriate to mention the following challenges that were found during the process of writing that students went through: sentences structure and spelling.

8.1.4 Sentence Structure.

Sentence structure is considered the arrangement of words, clauses and phrases in a sentence. The consistent adjustment of words in a sentence is an essential characteristic of good writing, when developing a paragraph, sentence structure is what gives a meaning to
your piece of writing; it also helps you to guide the reader and present different arguments regarding the topic you want to present. When carrying out the early activities and tasks for the development of the paragraph, we noticed some inconsistencies regarding sentence structure that compromised the meaning of the whole text. During the development of the first draft, it was complicated to understand the sort of sentences the students were including in the paragraph; many of the writings had misplaced words that made it hard for us to comprehend the meaning of the sentences making the messages conveyed not very clear; it was sometimes hard to understand if one sentence was making reference to a concrete idea or just providing an explanation causing a noticeable lack of clarity. Evidence in appendix (See Pages 74-81). According to University of Leicester (2007) “Sentence structure is the key element that provides us with a framework for the clear written expressions of an idea”. Working time and time again on the outline of the paragraph was the primary resource used to deal with this issue. By the time the students finished working on the final paper, sentence structure was one of the linguistic elements with less errors.

8.1.5 Spelling.

Spelling can be consider as one of the most important elements of a writing product as it defines the way a word is spelled. From the very beginning of the implementation, we could notice, from the different activities carried out to activate students background knowledge, that learners had a wide range of vocabulary related to the topics they were working with to write a paragraph; however, at the time of producing the written part, some students did not know how to spell various words properly even though they knew how to
pronounce them. Right after receiving the first draft, a lot of flaws were evidenced in terms of spelling due to the lack of knowledge and false cognates; in many cases, time also played a major role in the proper spelling as students wanted to finish very fast to explore the platform and so on. Throughout the whole writing process and the feedback, learners improved significantly given the fact that they were conscious of the importance that a good spelling has in terms of coherence and word meaning, for example; the appendixes included in pages (74-81 as well as the reflections on pages 67-72) show that the work done on the first sentences and introductory lines of the three paragraphs has been well done in terms of spelling, some of those sentences include words and vocabulary that was used throughout the whole paragraph, showing that there was a good knowledge about the written form of each word; this was a great starting point. We learnt that writing is a process that needs to go through steps as it was said before and those aspects like spelling make the product even better as it plays a really important role to make the reader understand what is being presented to them.

9. Conclusions

In order to explore the conclusions of the present study, we will structure the conclusion in two subsections. In the first, we will analyze if the general and specific objectives stated before were achieved. In the second, we will present a summary of the findings shown in the previous section and the implication they have.

The general objective presented in this implementation was about the impact of Edmodo on the writing skill in a specific language learning lesson. It can be concluded that the general
impact of this tool was mainly positive as it showed a significant improvement in some aspects related to motivation, willingness to learn and self-reflection on the learning process. The nature of the tool and the activities proposed somehow promoted the use of the writing skill in a very active way, giving the students the chance to get used to writing for a specific purpose.

Connected to the first and general objective, there was also a specific objective which was the appropriate incorporation of Edmodo to improve the four skills making special emphasis on writing. As seen previously in the description of the methodology, the incorporation of the tool combined with activities to enhance the writing skill were the two main drives for this implementation. It is safe to say that most students ended up showing a particularly high level of usage of the tool for writing purposes.

Another specific objective was related to providing the students with meaningful experiences while using the platform. This is perhaps the objective from which the most evidence was gathered, as seen in the methodology, the main idea for this project was to construct a well written paragraph about something the students would like to write about. In this particular case, we asked the students to choose a topic they wanted to explore and write about: it could be music, sports, movies etc. Encouraging the students to write about something they like ended up being a very meaningful experience because it showed how interested they were in the development of the paragraph.

Finally, the other objective proposed was connected to motivating students to use the tool and enjoy learning at the same time. This was possibly the objective that presented the bigger amount of challenges. From the very beginning, presenting a new tool and expecting students to use it and find it interesting was kind of complex; we needed to be really careful
with the way the topics were presented, making every interaction as creative as possible. In the end, we noticed a shift in terms of options and ideas towards Edmodo by the students as they seemed to be very excited about it and made the connection between the use of the tool and the development of the writing skill.

The objectives were an essential part for the progress and evolution of this classroom project because through all of them and the proper use of the Learning Management System used for teaching and learning we could achieve the aims that were settled from the beginning to the end. The impact that this learning management system (Edmodo) had on the writing skill was analyzed with fourth graders from a bilingual school in Pereira where learners made an appropriate use of the platform in terms of improvement with their language skills especially writing as they went through a whole process in order to write a final output which was a paragraph; additionally, students were totally involved during the project having very significant experiences regarding the use of Edmodo as they were interacting with each other and being exposed to real life situations through the use of the platform. The incorporation of this tool along with the interactive materials designed for the development of the paragraph to create an authentic learning environment was our main objective. Our main goal was to determine if by using an interactive tool, the student's capabilities to work and apply their ICT knowledge to enhance the writing skill could be improved. After a series of lessons exposing the students to different writing activities through the platform, we came to the conclusion that the appropriate implementation of technology in the classroom can bring an endless amount of opportunities for learning and improving the writing skill. Finally, it was evidenced that learners’ motivation and autonomy was promoted with the use of this learning management system through enjoyable learning.
experiences and assessment where they could notice the development of their own learning skills through the use of Edmodo.
10. References


Gass and Selinker (2008), Second Language Acquisition, an introductory course, third edition.


ICT AS A LEARNING TOOL TO ASSIST TEACHING ICT IN PRIMARY SCHOOLS

Ruba Abu Hassana Coventry University, School of Art and Design, UK.http://newmedia.yeditepe.edu.tr/pdfs/isimd_06/10.pdf.


11. Appendices

Evidence 1

Evidence 2
Main idea is the music because it entertains me.

Detail #1: I like the music because it entertains me.

Detail #2: You tube has a lot of music of Malum, Nicky Jam, One Direction, etc.

Detail #3: The music entertains a lot of people.

Concluding sentence: The music is a tie to that all entertain all people in the world.
There are many sports in the world that are very funny.

Of the most popular is Soccer and it is interesting. There are many teams like Bayern Munich, Real Madrid, Barcelona, etc.

Soccer. There are other sports that are very well known as basketball, tennis, and swimming.

People really like to practice sports like we mention before, because it helps us to grow healthy, strong and you practice an activity that is good for you.

Finally, many people like sports because it can gather people together for the passion about different sports. You can become professional and have many friends.