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Internet-Based Project Work To Develop Writing Skill

»» Abstract

This article is the result of an action research carried out at Normal Superior Sor Josefa del Castillo y Guevara School with tenth grade students and one English teacher. In this paper I report a research study aimed to integrate the Internet with the online work to develop writing skill. Internet- based project has three stages: planning and beginning the project, investigating and concluding the project with a culminating event. The study showed that using Internet-based project work teachers can support English learning with different sources. The awareness of language helps to plan successful classes that get in contact with real life of the students and the use of ICTs.

Key words: Internet, writing skill, project work, motivation, language awareness, interaction.

»» Resumen

Este artículo es el resultado de una investigación acción desarrollada en la Escuela Normal Superior Sor Josefa del Castillo y Guevara con un grupo de estudiantes de grado decimo y su docente de Inglés. En este artículo reporto un estudio investigativo que buscó integrar el uso del trabajo en Internet con el desarrollo de la escritura. El trabajo basado en proyectos tiene tres etapas: planeamiento o comienzo del proyecto, investigación y conclusión con un evento final. El estudio mostró que el uso del trabajo basado en proyectos en Internet por parte de los docentes puede apoyar el aprendizaje del Inglés con diferentes recursos. La consciencia frente al lenguaje ayuda a planear clases exitosas que se conectan con la vida real de los estudiantes y el uso de las TIC.

Palabras claves: Internet, escritura, trabajo en proyectos, motivación, consciencia del lenguaje, interacción.

» Introduction

Normal Superior Sor Josefa del Castillo y Guevara School (ENS) is an Institution located in Chiquinquirá. It offers an educational program based on public educational policies. According to PEI (2009, p. 9), its curriculum is articulated with Educative Revolution, established by the Ministry of Education as the model for creating its syllabus. For example, one school objective is to set innovations in the educational field which foster the development of critical thinking through educational projects. Institutional pedagogical program of the school PEI (2008, 76) recognizes that pedagogical projects are ways for generating and applying knowledge according to real needs, topics, problems or cases; they can be developed individually or in pairs with the aim of achieving a dynamic, creative and useful life-long learning. This research is a pedagogical initiative to develop writing skill with Internet projects because the use of technology promotes innovation into the pedagogical field.

The idea of including and developing educational projects at Normal Superior Sor Josefa del Castillo y Guevara in Chiquinquirá allows teachers and students to enrich the learning and teaching process. I started questioning myself about ways to improve the teaching practice that can combine technology and learning of English. Thus, being aware of the fact that English classes must respond to student necessities, I began to make the diagnosis with survey in which students expressed that they did not feel comfortable writing in English because of their poor basis in writing process. One observation was also carried out to notice how students perfor-

med into English classes when they write a simple text.

The diagnosis allowed the researcher to design an action plan to combine Internet-based project work with the developing of writing into English classes. This project took place along one academic term with tenth grade students. An Internet-based project work is a way of incorporating the Internet into the English class, on both a short term and a long term basis. This kind of project helps all the participants to learn, teach and carry out research simultaneously. Students learnt because they improved their writing skill and they felt more confident to share ideas with their friends, the researcher taught because using assessment she could identify strengths and weaknesses on students' performances, at the same time the process served as a research experience to reflect on her teaching practice.

Considering that the teaching of a language requires innovations, lessons were designed including different online activities. Data were analyzed taking into common patterns in students' answers and the lesson that provides me the richest amount of information to formulate some preliminary results. The project allowed me to conclude which aspects underlie from the experience of working with Internet projects to develop writing skill.

» Literature Review

Some studies about Internet-based project work in different settings have been referenced to frame this study. There is a need to use the Internet for language teaching, it

is constant feature in human daily life. The diagnosis showed that most of the students are interested in the online work; they wanted to develop activities for learning using technology. Despite of not all of the students in Colombia have access to the Internet, teachers look for several ways to see the potential of the Internet for teaching English. In the research setting most of the students have access to Internet at school, at home or even on their mobile phones. Hasan (2010 p. 500) defines “Internet education as an education model performed through the Internet. To define web based education, he can say that the personal pages prepared on the web and the action formed by these pages is called “Web Based Education” (WBE)”.

This WBE must be connected with students’ reality by opening spaces outside the classroom, where they publish, read and use information on the web or simply they share information by using emails, chats or social networks. Hasan (2010 p. 500 quoting to Kaya, 2005) claims that “the education style, which is prepared on the web to support distance education, provides access opportunities independent of time and place, and in which the access is provided through a network is called Web Based Education”. Web based education is carried out through a network and web sites. It might be performed synchronously or asynchronously, so it might help students to flexibly attend the learning environment.

The use of the Internet to support a learning project can offer several types of time communication and source of information. According to Moss (1998) a project-based learning is an instructional approach that contextualizes learning by presenting stu-

dents with products to develop or problems to solve. Foulger, T and Jimenez- Silva, M. quoting to Kinzer (2007 p, 110) “suggests that technology can facilitate effective literacy practices that are based on sound theory”, that means to transfer ideas to the learning context. Students have the opportunity to work autonomously over longer periods of time and result in realistic products or presentations.

Since students express their own points of view in the Internet-project, it is necessary that all of us, as teachers, begin to see our students as individuals because in order to have success in English learning we need to know them in similarities but also in their differences. Tomlinson (2000) claims in her proposal about differentiated classrooms, that the teacher is well aware that human beings share the same basic needs for nourishment, shelter, safety, belonging, achievement, contribution, and fulfillment. Teachers who are able to incorporate Internet activities into the English classes get closer the world to the education. ELT innovation projects involve student needs, curriculum development, teacher learning, student learning and ELT management learning.

In this research work an Internet-based project is a way of using language to share ideas with colleagues in order to achieve a common goal. Wetzel, K., Foulger, T., Rathkey, C., & Mitchell, S. (2009 p, 23) propose “three parts for Internet projects: planning and beginning the project, investigating, and concluding the project in a culminating event”. In the first phase, lesson was planned to integrate Internet-based project work and writing skill. During the second phase, students join to a goggle group opened by

the teacher, to do that she invited them via email. Then student answered questions proposed during the lesson. The final phase of project work is characterized by a culminating event or activities, thus students create their portfolios with the final artifacts.

» Theoretical Framework

Since this study was focused on the conception of Internet-based project work and the Development student's writing skill with tenth grade students, the following concepts are considered below: writing process and critical language awareness.

Writing skill through Internet-based project work

This research project intends to develop writing skill by the use of Internet-based project work, through English lessons for student access to different Internet tools outside the classroom to produce written texts. Incorporating "authentic instructional activities" quoted by Hadaway, Vardell, and Young (2002, p. 138) supports the development of writing skill for students within an environment that incorporates activities that enhance language proficiency and personal expression and allow students to feel productive and challenged. Those authors recommend teachers support ELLs (English Language Learners) by adopting seven instructional design techniques meant to increase the risk-taking behavior needed to become good writers: time and opportunity to write, a real reason for writing, a genuine

audience, access to role models, a safe environment, useful feedback, and a sense of community.

Writing is a productive skill that most of the time students find difficult to face. Richards J., Renandya, W. (2002 p, 303) claim that "writing is usually thought to be the most difficult skill to acquire". Estévez N., Gea M. (2001 p.49) point out "writing is a complex and difficult process, and that it takes time and effort to write effectively" because it developed different stages to achieve a final product. These stages to be considered are (Ibid 2001. p, 49 quoting to Camps, 1990):

1. Prewriting or planning, which consists of setting the goals of the text and establishing a global plan to guide the writing process as a whole. Three subprocesses are included within this stage: generation of ideas, organization, and goal-setting.
2. Writing or drafting, which consists of transforming contents into linearly-organised written language.
3. Rewriting or revising which consists of the reading, correction and improvement of the text.

After that, students edit and publish a product. In this research project the process of assessing students become progressively more important. Writing also allows students to use metacognitive functions in learning, such as planning, monitoring, reflection, revision and self-assessment. For using Internet-based project to develop writing skill some features were taken into account (Tomlinson, B. 1983 p, 4) "types of written

discourse, functions learners will need to perform, language structures, aspects of register, conventions of written English relevant to the needs of the learners, relevant ways of achieving cohesion in writing and relevant ways of achieving coherence". The type of written discourse the students required to participate in the project was defined with the lesson; they wrote what they thought about the use of technology in communication, their likes and dislikes, and their ambitions and interests for the future. The functions that learners needed to perform during the project were communicating, narrating and expressing ideas. There were different language structures inside the lessons such as present perfect tense, I like and I don't like. The aspect of register that students need in this project is an informal tone to answer questions and give feedback to friends in the goggle group. The convention of written English that was relevant to the needs of the learners is capitalization to ask and answer questions. Cohesion was dealt by the use of auxiliaries standing for main verbs and coherence was achieved by the way of intention and effects of the online messages.

Students read one text provided in the lesson and developed different activities to produce written discourse. Reading and writing are no longer viewed as two separate skills. They are two skills that are developed conjointly (Braunger & Lewis, 2006). Teachers must take advantage from the relationship between reading and writing because reading can bring the input to students for a writing product as the output of the lesson.

Critical Language Awareness

English Language Teaching is based on contextual concerns (environment role or number of students), characteristics of class (number of English classes per day/week or teaching strategies), inequality, race, gender, power or identity. All of these aspects provide issues in language Research, due to the fact they imply a display of concerns focused on three main features that also constitute Critical Approaches of language teaching (Pennycook, 1999):

1. The domain or area of interest, in order to establish our own Critical approach.
2. A self – reflexive stance in critical theory, with a critical view of theory in front of practice.
3. A transformative pedagogy, which depends on our attitude of changing things.

Those features are relevant in this study because they motivate me to look for different strategies to enhance students to develop writing skill. I felt that there was a need to prove other ways to foster writing with the attitude of changing pedagogical practices.

Applied Linguistics is the discipline that tends to see how linguistics works in an Educational environment beyond the analysis of the language structures (proper of Linguistics). As teachers we can extend our vision of student's behavior towards language, by using all the critical approaches that Applied Linguistics can offer. To illustrate this point I would like to mention Davies, A & Elder,

C (2006, 11-12) whose position about the relation between applied linguistics and the teaching practice:

“While Linguistics is concerned with language in itself and with language problems in so far as they provide evidence for better language description or for teaching a linguistic theory, applied linguistics is interested in language problems because they reveal the role of language in people daily lives”.

In this study the previous relation implies that teachers have to notice the need to see things with a critical view. If there is a need to change teaching practices, it can begin by including Internet sources to motivate learning practices.

There is a connection between applied Linguistics and Critical Applied Linguistics. Some of the Applied Linguistic tasks are to develop more suitable and accurate ways of judging the level of attainment of learners, and of judging how successful teaching programmes and projects are. On the other hand, critical applied linguistics appears as the contextualization of applied linguistics using a critical view. This view has basis on Pennycook (1999) and from his proposal I articulate two domains as suitable to frame my research .The first domain is Critical Approach to language education, which attempts to relate aspects of language education to a broader critical analysis of social relations, “turn our eyes to facts in practice” (Pennycook, 1999). Gee (2010, p,17), for example, argues how language learning is not a mental thing, but a type of social interaction in which knowledge is distributed

across people, their tools and technologies. This process of interacting, as he argues, is a type of community practice, in which as teachers, we have to observe with critical eyes, based on classes building over democratic participation and the respect of differences.

The second domain is critical language awareness (CLA) since this work empowers learners by providing them with a critical analytical framework to reflect on their own language experiences and practices and on the language practices of others in the institutions of which they are a part and in the wider society within which they live (Clark & Ivanic, 1997, p. 217 in Pennycook, A. (2001, p 11).)

» Research methodology

Type of study

This is an Action Research study because it is the process of studying a real school situation in order to understand and improve the quality of action or instruction (Johnson, 2002). The study is also a form of self-reflective enquiry undertaken by the participants (Kemmis, cited in Loraine B, Hughes C & Tight M, 2005 p, 96-97) in social situations in which pedagogical practices are carried out. Online projects allowed students to participate freely in order to improve writing skill.

At the same time, it does not seek to generalize beyond the research context of Escuela Normal Superior ENS because it centers on the processes and on the outcomes of research. Since students shared ideas and

provided suggestions to each other action research was evident because it is the study of a social situation with a view to improving the quality of action within it (Elliott, 1991, p.69 in Loraine B, Hughes C & Tight M, 2005 p, 96-97).

Research Questions

How can Internet- based project develop writing skill?

In which ways does Internet- based project raise awareness of language with tenth grade students?

Setting

I developed this action research project at the school where I am working nowadays. Normal Superior Sor Josefa del Castillo y Guevara School is a public institution, located in Chiquinquirá (Boyacá). It offers an education program based on the public education policies and the complementary training (teacher preparation program) program regulated by 3012 decree from 1997. According to PEI (2009, p. 20), it develops the education through the conjugation pedagogical methods in accordance with the legislation currently in force. Its mission fosters to train preschool, primary and secondary students in an integral way. Also it assumes complementary training for students who will serve in the preschool and basic levels of primary as a leader, a researcher and a dynamic being that changes the social development according to the principles, rationale and goals of the institution. Its vision intends to be the pilot center for teaching and research

innovations that generates changes in rural, urban, and marginal contexts and in the educational concepts of local environment, regional and national levels, according to the advances in science and technology and in terms of improving the quality of life.

Participants

The participants of this project were 40 students. The students who attended these English classes ranged in age from 14 to 17 years old. They attend two hours (60 minutes hour) of English classes throughout the week from Monday to Friday. This is a mixed group in which the participants belong to medium and low social strata, 15 of them are male and 25 of them are female. The common characteristic from this group is their poor writing level and at the same time their highest interest to use Internet tools.

Data gathering

Data sources included in this research were teacher and student surveys, student portfolios and observations, along with artifacts of students.

Questionnaire

Macintyre (2000) claims that questionnaires are surveys that can be used in classrooms or schools with a large number of students. The questionnaire is “a quick and effective way of gathering information from a number of people”. The questionnaire intended to gather information related to students preferences about Internet tools, accessibi-

lity and availability of computer outside the classroom.

Portfolios

A portfolio is the collection of student work created to suit specific purposes. According to the National Capital Language Resource Center (2011) assessment is done by measuring the individual works as well as the portfolio as a whole against specified criteria, which match the objectives toward a specific purpose. A portfolio is a personal creation. It needs teacher support and it can be enriched by colleagues' opinions. Portfolio is one of the main ways to assess students at Normal school; they allow teachers to see the whole learning process, because students file all the artifacts they produced during an academic process. Concerns are often focused on reliability, validity, process, evaluation, and time. These concerns apply equally to other assessment instruments. Portfolio meets students' learning style since they make evident individual production.

Classroom observation

Bell (1999) points out that this technique reveals specific characteristics of groups and individuals. In this action research project observation allows the researcher to identify students' strengths and limitations with respect to writing.

Artifacts

They are all the documentary evidence of the research study, in this case the products

from the lesson and student' entries on goggle group. The researcher was analyzing: how the documents were used to develop writing skill, who used them, what kind of things are said about them and how individuals felt around them.

» Research process

Diagnostic Stage

The first instrument used was a questionnaire to gather information about Internet tools preferences in students' daily life. The ones that they preferred were emails, chats and social networks. The first aspect found in the diagnosis was the difficulty of accessibility students had into the school. They only had opportunity to use Internet into Computer Science classes using only one of practice per week. This aspect motivates me to develop a strategy using Internet outside the classroom. The second relevant aspect found was students know lots of English vocabulary from Internet interaction. Finally, with this questionnaire students expressed that they did not feel comfortable writing in English because of their poor basis in writing process. Observation was carried out to notice how students perform into English classes when they write a simple text. Students' English level was very low, and they did not respond to the standards established by the Ministry of National Education. The lack of motivation and interest in writing English depended on several factors such as the kind of input teachers provide to the students.

Thus, the diagnosis allowed the researcher to design an action plan to combine Inter-

net-based project work with the development of writing in the English classes.

Action Stage

After the diagnostic stage an action plan was designed. These lessons were planned to integrate Internet -based project work and writing skill. To achieve this aim students attended to different lessons to promote students' writing skill through ICTs. After that they joined to a goggle group opened by the teacher. Then she invited them via email. The final products were attached into an opened debate and the synchronic and asynchronous feedback was done through this page. The first part of the lesson took place into the classroom. Join to the goggle group and debate needed to the internet access outside the classroom. Students should condense their artifacts into the portfolio. Three lesson plans were designed to be applied along three weeks. Each lesson followed the general structure of an Internet-based project: planning and beginning the project, investigating, and concluding the project in a culminating event. The sample 1 (See Appendix 1) gives an account of the lessons developed by tenth grade students.

Analysis of data

By means of analyzing the data gathered I look for common patterns in students' answers and the instrument that provides me the richest amount of information to formulate some preliminary results. This analysis attempts to present answers to the questions I posed. It includes the framework of data analysis, a data display contrasting

the questions with the categories and the evidences from the chosen instrument.

First of all, I transformed the raw data from the observation. Additionally, I wrote comments to enrich the analysis. I codified the information to find commonalities and I read and re-read to find patterns and to establish relations. Then I identified three broad categories that appeared in the findings. After that, I returned to the raw data to reconstruct the matrix categories.

In order to validate the data, I used data triangulation and time triangulation, in which two instruments used over a period of time, can be compared and analyzed to identify common factors confirming the progress achieved (Burns, 1999). Otherwise, time triangulation indicates collection of data at different times to determine if similar findings occurred (Kimchi et al., 1991).

After analyzing the data, I noticed that students were able to express their ideas opinions and arguments, in an organized way to communicate to the others. The three categories identified are depicted in Table 1. Afterward, there is a detailed description of each one of them.

Table 1. Matrix categories

Categories	Subcategories
Greater motivation for the learner	Writing from their own interests Certain type of discourse
Raising language awareness	Narrating to develop input enhancement Specific use of language functions
Stimulating interaction	Talking the same language Using the same language level

» Findings

After analyzing the data, I identified three final categories; the results presented at this point are supported by students' contributions on the google group.

Greater motivation for the learner

Instead of continuing with the same resources in the classroom teachers who use Internet- project work make learning process more fun, because learners feel more comfortable and motivated to express themselves. Answers allow me to understand the increase motivation students have around ICTs since they are constantly present in their lives. Some evidences are as follows:

Student 1

"Cuando uno esta frente al computador se siente mejor porque no hay presión para hacer los trabajos"

Student 4

"I feel good doing the homework from home and receiving comments from my friends"

Student 10

"Me gusta usar mi computador para algo más que jugar Video Games"

Writing from their own interests and certain type of discourse

The type of discourse students needed was firstly suggested by the lessons but also they expressed their ambitions for the future in a free way:

Student 1

"I like to play guitar in my moments of osio and dance different types of dance, I love being on the computer I'm very happy when being with someone to help me"

There were different kinds of mistakes that were corrected with the synchronic and asynchronic feedback. Cohesion was dealt by the use of auxiliaries standing for main verbs and coherence was achieving by the way of intention and effects of the online messages.

Raising language awareness

One of the aims of sharing comments using Internet-Based work is to hear students' voices. They notice that including these kinds of projects improve writing skill since learners develop language proficiency and personal expression in a free productive way. According to Kumaravadivelu (1994), language awareness is a concept that combines the notions of consciousness-raising and input enhancement. Internet-Based projects emphasized on student understanding and personal experiences. Some examples from students' voices are as follows:

Student 10

"If we practice English using online sources, we know that it will help use in future life"

Student 20

☑Cada vez que escribimos un comentario nos preocupamos por hacerlo bien y además recibimos correcciones rápidas☑

Student 7

"English can open opportunities to enrich our language abilities"

Narrating to develop input enhancement and Specific use of language functions

The functions that learners needed to perform during the project were communicating, narrating and expressing ideas. Students narrated in short texts their thoughts and feelings closely related their own voices:

Student 2

"I have done teaching practices ..., now I know is important because the children's that have more need because is the basis of one better future.

Student 4

"I want to learn many things in this school for offer my knowledges to my family and the others"

Student 12

"I like be a very good student in this cycle of my life can triumph in a future"

Stimulating interaction

Students feel comfortable when their attention is focused on interacting with their friend, that is, activities that allows them to exchange information of interest and to learn English at the same time. Rivers (1987) argues that interaction involves not just expression of one's own ideas but comprehension of those of others. Interaction helped students to learn to communicate: listening to others, talking with others and negotiating meaning in a shared context. Some examples that support awareness around interaction are as follows:

Student 10 and 12

A: To share with my friends I have sent mails to my contacts but my father has never sent a mail. That's funny ... now I have to teach him at least something

B: In my case my mother is an expert she is an engineer, she loves computers sometimes I have felt relegada (sabes como se escribe) but I have been learning a lot with her.

Students 20 and 24

A: Necesito ayuda con esta oración: I have navegado en internet in Facebook and my mother haven't enter to it Now I have more friends and my mother doesn't know.

B: Well... It is I have surfed the web. My mother has had Facebook since last year she speaks with her relatives and I have more than 30 friends on line.

Talking the same language and using the same language level

Students shared with their classmates because they talked in the same language level. I realized they felt stimulated to interact with friends because they expressed in their own words important events in their lives. They felt identified with their own culture as teenagers:

Student 14

"I am bad tempered, they don't like to joke with me, either with my friends and I try to do

everything the possible for that this situation don't happen"

Student 19

"I like the artisan bracelets and the converse tennis because this are comfortable and appropriate for my style"

Research constrains

Different situations impeded to complete this study as I expected. Some of the research constrains are mentioned as follows:

- Accessibility and availability of computer access. English teachers do not have an English updated lab. Students only attend to Computer science classes to surf on Internet into the school.
- Average of students per class. English classes at the school have over 40

students which impede to give feedback to each student' doubts.

- Difficulties to schedule online feedback. Not all of the students could receive feedback despite activities were developed outside the classroom they could not go to an Internet coffee because of the lack of money to pay for Internet service.

» Conclusions

This type of research contributes to the development of awareness about the importance of motivating students into English classes. When students receive detailed instructions, they do exactly what is expected. Also, good environment to learn will increase the input to share their voices with others. Prizing students with feedback is to recognize their achievements one on one and also in group setting.

Language awareness through research is a clear way to demonstrate how teachers could know who their learners are. Using Internet-based project work teachers can support English learning with different sources. Our awareness of language helps to plan successful classes that get in contact with real life of the students and the use of ICTs. To learn a second language requires awareness of the range of ways in which people use language, where and when and which language.

Teaching English cannot be far from our relationship with the outside world, lesson that creates an environment of interaction making students feel part of the team, they

provide feedback to their partners because they know how to use technology tools so that sharing online information for them is natural and at the same time they learn English in a fluent way.

One aspect that impedes the use of Internet-based project work is the accessibility to Internet into the schools but because students love to be in contact with the web they look for access outside the school. The flexibility that asynchronous feedback provides to teachers and students help students to feel comfortable to share information, they do not feel under pressure.

Finally, this study impacts the way in which teachers plan English classes, it allows to develop writing skill within an environment that incorporates activities to support language proficiency and personal expression making students feel productive and challenged.

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» Appendixes

Appendix 1. Sample 1. Topic: Communication

Grade: 10th

Communicative goal: To describe student favorite means of communication

Linguistic goals: To practice present perfect and vocabulary related to Internet.

BEGINNING THE PROJECT

The teacher brings a poster with different words and pictures related to communication and ask students to point out the pictures with its corresponding name.

Then Teacher asks them the following questions:

Do you like to go to surf on internet?

Which kind of pages do you like?

Describe the tools do you find into those pages.

Practice

INVESTIGATING: (Task 1, Task 2 and Task 3)

Task 1. Reading activity

The teacher gives the following reading to the students:

Hi Maddie! Hi Rachel!

Thanks for your email. It was great to hear from you. I've never had a Blackberry before. It is fun! I have sent tons of messages to my friends. Because I've been sick this week, I've been in bed. It's boring, but I've read book and learnt how to use my cell phone applications. Have you seen the new James Bond movie? I really want to see it. Guess What?? Adam was chatting with Eloisa yesterday. Have you heard something about them?

Have a nice day! Tommaso

P.S. I haven't heard from Jon. Tell him to send me an e-mail.

Task 2. The students answer some reading comprehension questions and then complete some sentences with information from the text.

Task 3. The teacher proposes to answer Tommaso telling him How have students been and what have they done?

Concluding The Project In A Culminating Event:

Production Outside the classroom

1. Teacher proposes arranging a special schedule to do synchronic interaction with

students to provide online feedback and sharing information about students answer.

2. Teacher proposes to do a short text comparing about how have students and parents used technology in their lives using the previous studied vocabulary to be attached in the opened debate on the google group; students can send comments about each other work.

Appendix 2. Google group evidences

Appendix 3. Consent form format

FORMATO DE CONSENTIMIENTO

1. IDENTIFICACION DEL PROYECTO

Titulo: INTERNET-BASED PROJECT WORK TO DEVELOP WRITING SKILL. (Trabajo basado en proyectos en Internet para desarrollar la escritura).

Persona Responsable: ANGELICA MARIA CARVAJAL TELLEZ (Docente Área Humanidades y Estudiante de la Maestría en Docencia de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia)

Institución: ESCUELA NORMAL SUPERIOR JOSEFA DEL CASTILLO Y GUEVARA

1.1. Justificación

El presente trabajo de investigación es el resultado de un proceso de observación y recolección de información en el aula de clases del grado decimo. Se justifica en la necesidad de buscar alternativas llamativas y pertinentes en la enseñanza del Inglés. El uso pedagógico de las tecnologías permitirá desarrollar nuevos proceso de escritura en lengua extranjera.

1.2. Descripción:

Se analizarán las percepciones que los estudiantes tienen frente al uso de las herramientas de internet.

Se desarrollará una propuesta pedagógica por medio de un grupo en google como alternativa para desarrollar nuevos procesos de escritura.

2. PROCESOS A DESARROLLAR

2.1. Procedimiento:

Encuesta, observación, lecciones, aportes en el grupo de google.

2.2. Duración: 1 periodo académico

2.3. Confidencialidad

La persona responsable consultará las fuentes de información necesarias de la institución para obtener la información pertinente.

3. RIESGOS:

Se considera que no existirán riesgos que afecten a la institución, por el contrario la investigación se convertirá en una imitativa pedagógica.

3.1. Seguridad y protección de datos.

Toda la información obtenida sobre la investigación y resultados serán tratados confidencialmente.

3.2 Acceso de terceros a resultados.

Angélica María Carvajal Téllez, explicó la naturaleza y el progreso de la investigación. Yo me he familiarizado con el formato de

consentimiento y he recibido una copia. Yo he tenido la oportunidad de hacer preguntas que han sido respondidas. Después de reflexionar, yo estoy de acuerdo en que se realice dicha investigación:

NOMBRE:

Firma:

Fecha: