

**Improving writing skills through the implementation of learning strategies mediated by
online applications such as Padlet and Mentimeter**

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Abstract

Developing writing skills is a fact that takes time and requires the implementation of the most accurate learning strategy by students. Writing is a complex activity that involves a group of skills necessary for successful realization. This situation is especially tough for students from the technological programs at SENA, who are required to write technical texts related to their field of study such as manuals, profiles, personal descriptions, recommendations letters, or a curriculum vitae and so on, in the English language, therefore, these students lack the ability to communicate their ideas and thoughts in a written way.

This research study addresses three research objectives. First, to identify the most accurate language learning strategy in order to develop writing skills for specific purposes. Second, to use online tools to evidence writing skills. Third, to analyze the effect of the learning strategies in students' writing performance. The sample of this study is a group of 20 students aged 18 to 50 years old who were chosen by a convenience sampling method.

The participants were asked to answer online questionnaires and surveys as a way to gather the information required for this qualitative and quantitative study. The results showed that the mediation of online applications provided improvement in the writing skills since, at the end, participants could write simple sentences based on their field of study.

Keywords: writing skills, learning strategies, writing strategies, learners.

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Introduction to the Research Study

Introduction to the research study

In order to develop writing skills by students, it is necessary to mention what writing is and what it implies. According to Nikcevic-Milkovic (2016), writing is a very complex and cognitively demanding activity, as well as one of the fundamental or generic educational abilities that are acquired throughout primary education and continually developed throughout the whole life. Nikolić (2009), highlights the fact that when writing, students display to which level they have adopted spelling and grammar rules, as well as knowledge of laws of producing a text appropriate to their age. Taking into account the above ideas about writing, it represents an issue for students from technological levels at SENA-CATA Málaga-Santander. They have to develop writing skills as a requirement in their technological programs to perform better in their professional life. During their learning process, participants need to develop writing skills to write a set of documents established in their learning programs and projects which are related to their field of study.

This research study aimed at finding the most appropriate learning strategy that contributed to the development of writing skills and the development of certain categories such as grammar, syntax, vocabulary, coherence and cohesion, and spelling while writing. That is why, it focused on identifying and analyzing the effect of learning strategies through the mediation of online applications for writing and how they helped to develop writing skills. To address the information stated on the research question, this research is divided into 5 chapters that guide the implementation of the project.

In the first chapter, the research question and objectives are stated as well as the presentation of the problem and its limitations. In the second chapter, some authors that support

the research topic are described in the literature review. In chapter three, the theoretical framework and all its concepts are introduced. In the chapter four, the methodological framework is developed. The sample population, data collection method, data analysis and the design are described. In the chapter five, the discussion and conclusions are presented.

Context of the Research Problem

This chapter presents and describes the research problem and the main objective that led the whole research. The research question, as well as the limitations are mentioned as part of the development of the problem statement.

The process of learning a different language requires the integration of productive and receptive skills by the learner. In this sense, students from technological programs at SENA-CATA Málaga aged 18 to 50 years old present difficulties when communicating their ideas in a written way. Their main obstacle is evidenced at the moment of producing complete statements to express their feelings or thoughts about a specific topic. They are expected to write technical reports based on their field of study or program, but the outcome is that they cannot communicate basic ideas such as their written profile description because their writing skill is poor and lacks accuracy. It is important to mention that not so many strategies have been implemented during the learning process to help mitigate this lack of proficiency in students' writing skill.

That is why, it is necessary to identify and recognize writing learning strategies to gain competence when writing texts to describe procedures and give instructions about a topic mediated by online tools.

However, in the Colombian English learning context, the writing skill is not developed completely inside the classroom due to a number of factors that interfere with the learning

process. These factors are related to students' fear of making mistakes, inability to express feelings and thoughts, negative attitude towards writing.

This problem is seen in the different programs offered by SENA-CATA Málaga, Santander.

Learners feel frustrated at the beginning of the English competences because they do not feel secure and do not have the knowledge to write their personal description or professional profile. According to their curriculum or learning program, students are required to write, describe and inform about their practices in the technical field. These programs present several learning results that require students to use technical vocabulary, describe processes and communicate in a written way, but at the end, the process is not successful. That is why, writing learning strategies need to be implemented according to the target sample necessities to guarantee the accuracy of the learning process.

It is necessary to consider the Common European Framework of Reference for Languages (CEFR) as the international standard for describing language ability and in this case as a reference for the writing production. It is not a secret that in many institutions the CEFR is not used or taken into account in the language learning processes, therefore it is difficult to achieve quality standards in the English language teaching and learning process.

There are some variables to name in this research. First, students' age and academic background regarding the type of English training they have had at school or if they took extra English courses. Second, the language proficiency when they start the program. Third, the knowledge about writing strategies used by students to see if they are aware of them and therefore if they implement any when writing texts in English during the development of the learning program or in any learning situation.

According to Bayat (2019), the writing skill is difficult to acquire and learn due to its systematic structure and high number of units it is associated with. The aim of this research focuses on identifying learning strategies that help students from technological programs aged 18 and 50 years old improve writing skills. This population makes part of the technological Market Management program that takes place virtually. Students join online sessions through the Google Meet application once per week in order to get information and develop communicative competences in a second language. That is why the English teacher and author of this research study could apply and develop six consecutive online sessions where the research study was carried out. Therefore, to determine the effect of these strategies on students' writing performance when writing, the use of online applications such as Padlet and Mentimeter was implemented. Relevant data about the factors that affect the development of writing skills were gathered through surveys and questionnaires.

Research Question, Objectives and Hypothesis

What are the strategies needed to develop writing skills in the classroom with students from technological programs at SENA-CATA in Málaga-Santander?

Research Objectives

General Objective

To develop writing skills in learners from technological programs at SENA-CATA mediated by online tools.

Specific Objectives

To identify the most accurate language learning strategy in order to develop writing skills for specific purposes.

To use online tools to evidence writing skills.

To analyze the effect of the learning strategies in students' writing performance.

Rationale of the Study

This research study aimed at developing writing skills in learners who are studying a technological program at SENA-CATA Málaga-Santander. It implemented writing strategies mediated by online applications in order to identify the most accurate writing strategies that help improve students' writing performance in any of the categories such as grammar, syntax, vocabulary, cohesion and coherence, or spelling while writing texts. This study did not focus on any other skill different from writing. Moreover, this research intended to study learning strategies closely related to writing production for specific purposes.

Rationale for the Research Problem

With the objective of developing writing skills in students from technological programs at SENA-CATA Málaga, this study looks for strategies that make the writing process easier for them. It is important to support students with the development of their writing skills, since at the end of the programs they are expected to write and describe their own professional practice, create manuals that illustrate technical processes in English, and perform well in the technical or technological test. Based on this statement, this research seeks to develop those writing skills by identifying and implementing writing strategies that not only develop that specific skill but help them perform better in the English language.

Considering that writing is a very complex and cognitively demanding activity, this research study is necessary and relevant in the sense that students need to be empowered and provided with all the tools and strategies that help them achieve their writing objective.

Therefore, writing strategies presented to students have to be chosen according to their needs and interests. According to Sanjaya (2006), the learning strategy is a way used by the

teacher to achieve learning objectives which depend on the approach or method used. In consequence, it is fundamental that teachers find the strategies that assist students during the production process.

Nikolić, (2009) describes writing as the process where students show to what extent they have adopted spelling and grammar rules, as well as knowledge of the laws of producing a text appropriate to their age and purpose. He refers to the written composition to be the most comprehensive and all-embracing form of teaching, but also the greatest test of knowledge in the field of this subject. That is why this study will equip students and make them aware of their cognitive capacities to write and produce academic texts required during their education program at SENA.

It is necessary to diagnose students' performance in the writing skill to know what their pre-knowledge is. After that, the development of writing strategies based on the use of online tools and their results will be analyzed.

Literature Review

Introduction to the Literature Review

As it is well known, learning a language requires the development of skills for communicating a message. In this sense, students from technological level at SENA-CATA have difficulties at the moment of transmitting a message in a written way. That is why, these learners aged 18 to 50 years old need to develop writing skills in order to write texts, manuals, or describe profiles related to their technical program. To develop this skill, students need to go through a process that leads them to the successful development of the writing skill. But this process is not easy. Writing in a second language is complex and is a process of discovery that includes brainstorming, multiple drafting, feedback practices, revision, and final editing (Jun,2008). This author describes a procedure that needs to be carried out in the classrooms to help students develop this skill. Also, it is important to mention the four stages in writing to create complete writings. According to Harmmer (2007), the four stages are: first, planning, where the writer chooses the topic. Second, the writing stage; here, the writer starts to construct the draft of the topic. Third, revising and the last one is editing, in which, the writer corrects the final version of the writing.

Mistar, Zuhairi & Parlindungan (2014) cited Stern (1975) and how he started talking about learning strategies and classified them. Then, based on Stern's ideas, Rubin (1975) identified that good language learners are willing and accurate guessers, are not inhibited, have a strong drive to communicate, monitor their own speech and the speech of others, and focus on meaning as well on form. Mistar, Zuhairi & Parlindungan (2014) in their study "Strategies of Learning English Writing Skill by Indonesian Senior High School Students" also mentioned studies that classified learning strategies into three categories: The first category is about studies

attempting to reveal the use of strategies descriptively. The second one relates to studies treating learning strategies as a predictor of learning success as measured either by language proficiency or achievement tests. The last category refers to studies attempting to find factors that may affect the use of learning strategies. Motivation, proficiency level, course status, gender, career choice, cognitive styles, personality, and length of study are found to affect the use of strategies.

Taking into account the information and the problem presented above. It is necessary to find strategies that help students reinforce and improve writing skills. To achieve that goal, and to help students fill the existing gap between what they know and what they have to achieve, it is necessary to present a set of strategies that contribute to the development of writing skills and any of the categories listed previously.

Bilingual SENA

There is another factor that is relevant in this research study. Sena has offered Bilingual learning strategies with certified training programs with the purpose of satisfying the needs of the productive sector. The Bilingual program at Sena aims at training future workers in a second language in order to improve their competitiveness, job performance, and improve the service quality in the companies.

The guidelines SENA has for the development and implementation of the Bilingual learning strategy are included in *Circular 000237 of 2017-Guidance for language training*. These guidelines frame the main objectives in the Bilingual strategy and set the methodology to work within the learning programs. The guidelines state that the different technical and technological programs at Sena, in their curriculum, include English competences that need to be taken during the development of the learning programs. For instance, technical programs aim at understanding the following English competence named *Comprehend written texts in English*,

with a duration of 180 hours. Technological programs include the one of the technical programs plus another competence which is *Produce English texts in a written way*. The complete English program for technologists lasts 360 hours.

With this information in mind, SENA aims at reaching language learning objectives in which technical students develop an A2 English level and technological students a B2 level by the end of the academic program. These features are based on the Common European Framework of Reference for Languages (from now on will be referred as CEFR) and the characteristics established for the A2 and B1 levels in the written production descriptors. For this research project, the written production descriptors will be considered and described in the theoretical framework

State of the Art

Some research has been done at a national and international context in terms of developing writing skills in a second language. In this sense, some research studies will be mentioned with the purpose of supporting the importance of developing this productive skill in students at SENA-CATA Málaga Santander.

For instance, Digital Storytelling and its effect on writing was analyzed in a group of students of English in an Argentinian school. As a result, Digital Storytelling promoted language and vocabulary development and fostered creativity in writing (Galván, 2020). Another study conducted by Fatimah (2018) showed the difficulties students have in developing ideas, grammar, vocabulary, and language expressions while writing in the Indonesian context. This issue was addressed by the implementation of interesting learning activities which included feedback from the lecturer and from peers, class discussions, eLearning for writing, direct practice in class, and individual and group work.

In the study “Improving the writing skills of college students in Saint Louis University” students rarely attained high scores in the writing performance in National Assessment test. In order to improve this situation, Kellog and Raulerson (2007), proposed spaced writing practice as well as timely and useful feedback. As a result, they found that students need to be trained.

Without training to use what they know, their knowledge too often remains inert during composition. This idea is vital in this research project. The learning strategies to be implemented can focus on more practice rather than just instructions asking to write a text.

There is another author who relates the different stages the writing process undergoes. Silva (1993) mentions three subprocesses: planning, transcribing, and reviewing. Rinnert and Kobayashi (2009) highlight the fact that writing is not only affected by the first language (L1), but also by the educational context where someone learns to write. Baynham (1995) mentions another interesting fact about writing where the teacher has to provide the classroom with enough opportunities to trigger learning through interaction.

The literature also reported a research study where the Paragraph-Pattern Approach is suggested. This approach stresses the importance of organization where participants copy a text and then analyze and imitate (Dragomir & Niculesco, 2020). In the same way, Raimés (1983) introduced the Grammar-Syntax Approach. It mentions simultaneous elements to be considered when writing such as grammar, syntax, and organization. Chavez, Espinosa, and Tapia (2011) addressed the importance of linking the purpose of a piece of writing to the linguistic aspects to convey meaning.

All the above ideas about writing are meaningful and enrich this research project since they become the framework in which the theory supports the practice and implementation of the study. In the same way, ideas and concepts about writing need to be linked to the modality in

which the implementation takes place. As the development of the project takes place in a virtual setting through online applications, the importance of using Web 2.0 offers a platform where learning can be built by interaction and collaboration between students and the teacher. Azmi (2017) highlights the importance of integrating technology in the classroom since it contributes to positive responses in language learning among students. Nevertheless, the implementation of online activities depends on the level of participants, and might vary from writing simple sentences, paragraphs, a list, or just note-taking on the virtual applications.

In addition, in order to develop the writing skills, this project is based on a set of writing tasks using online tools. Chun and Guofang (2011) defined online tasks as holistic activities in which learners make use of the language and cross cultural and communicative resources to achieve some non-linguistic outcome through stretching their linguistic interest-based communication and digital literacy skills.

In terms of the use of online tools to improve written performance, Prensky (2010) suggests the use of the internet, social networks and virtual platforms to reinforce and consolidate communicative and language skills. That idea supports the use of Padlet and Mentimeter in this study due to the fact that benefits engagement, collaborative work and positive results.

Furthermore, Herrera (2013) describes in his work about writing skills and the use of collaborative writing, describes learners' awareness towards the writing process when doing collaborative writing. The autonomous behavior is noticeable concerning the decision-making process when using the language by the learner.

The research papers mentioned here are important and give ideas on how to create or implement the learning strategies to develop writing skills in SENA-CATA students.

Theoretical Framework

Writing to Learn

The purpose of this participatory action research is to find learning strategies that help develop writing skills in learners from technological programs at SENA-CATA based on categories such as grammar, syntax, vocabulary, cohesion and coherence, or spelling in the writing process. It is experienced inside the classroom, that students do not have accurate writing skills when they are required to write or describe processes, routines or manuals about topics of their field of study.

The development of this skill is important for Sena students. In order to develop writing ability, it is also important to define what writing is. Dyson and Freedman (2003), define writing as a developmental and flexible process influenced by a writer's abilities, the type of writing, and the conditions in which writing takes place.

Nevertheless, there exists another interesting definition about writing made by Ferreiro (1991) who states that writing goes beyond the graphic representation of sounds. She mentions the construction of meaning based on the interpretation of the graphic representations by the writers. The purpose is to make sense of the world around them. In the search for coherence, the writer builds up interpretation theories to assimilate the information in the environment. The writing process suggested by Ferreiro includes a list of components that give meaning to the writing skill. Those components include the production conditions, writer's intention, the production process, the product, and the writer's interpretation of the final product. All these aspects help give importance to the construction process in writing where also reconstruction and addition processes take place.

To continue building up the writing process, there is the need to mention the link between

writing and reading. These two processes go hand in hand and give meaning to each other. In the same way Ferreiro (1991) stated a group of characteristics in writing, Zubiria (2001) suggested a theory based on six different types of reading which also influence the writing process. The first one is the Phonics Reading which is the representation of a phoneme that in a sequence is the representation of written words. After this process comes the Primary Decoding that is considered as the first step in reading comprehension and transforms each word into notion which also relates to the writing process. The third type of reading is Secondary Decoding in which the sentences are the part of the text that transmits author's thoughts or propositions. The fourth reading type is Tertiary Decoding where the reader is guided to find the semantic structure of the text; this means that the reader needs to understand how the writer wrote the text as well as what the meaning of the text is. The last two types of reading are Categorical and Meta-textual Reading which refer to comparisons and understanding of thesis or argumentative ideas. This Theory of the Six Readings relates also with the writing process, since writers have to develop basic skills in terms of identifying morphemes, then write words to convey meaning in sentences, paragraphs and full written compositions.

Ann et al (1999) proposes a metacognition process that shows the way to find strategies that help students develop the language. This process consists of four aspects: namely planning, monitoring, problem solving and evaluation. These steps can help students produce better writings. However, if students are not aware of self-regulated learning strategies while writing, their process won't be successful. Regarding self-regulated learning strategies, Zimmerman and Risemberg (1997) defined self-regulation in writing as the “self-initiated thoughts, feelings, and actions that writers use to attain various literary goals, including improving their writing skills as well as enhancing the quality of the text they create”

Harmer (1998) highlights the reasons for teaching writing to students of English as a foreign language. This author's contribution is relevant for the purpose of this research study. These reasons include reinforcement, language development, learning style and writing as a skill.

Reinforcement refers to the visual demonstration of language construction after acquiring language in an oral way. Language development addresses the mental activity the learner has to go through in order to construct proper written texts as part of the ongoing learning process.

Learning style deals with the fact that some students are quick at picking up the language just by looking and listening but for others it might take a little longer. Writing can be a quiet reflective process. Moreover, writing as a skill is considered as the most important reason for teaching writing. Students should know how to write letters, how to put written reports together and how

to write using electronic media. They also need to know how to use writing's special conventions such as punctuation, paragraph constructions etc.

English for specific purposes

At SENA, English is taught as a requirement in all the programs offered as described in Circular 000237 of 2017-Guidance for language training. As part of these guidelines, the approach is based on teaching English according to the fields of study or English for Specific Purposes (ESP). The ESP concept was addressed for the first time in 1987 by Hutchinson and Waters. According to them, this concept emerged due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and the increasing number of overseas students in English-speaking countries. They stated three main ideas regarding learners' context which affect the learning process. The first idea relates the gaps between the level of English in students and the specific situation in which they are going to

use the language; the second one addresses the need of how to communicate using appropriate language in the specific discipline, and the third idea is related to the learner's expectation during the ESP courses. According to Dudley-Evans and St. John (1998) there are three main objectives which learning ESP aims at. ESP is designed to meet specific needs of the learner, makes use of underlying methodology and activities of the disciplines it serves, and it is also centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.

Online applications to improve writing

In order to attain the objectives of this research project and to be able to engage students in the learning process, the use of technology is the strategy that mediated the achievement of the objectives. That is why, the writing strategies were implemented on the online applications Padlet and Mentimeter. Mentimeter is a web-based interaction tool, much like the other Audience Response System (ARS) or Clicker that can be used in a large class to engage students in active learning. Caldwell (2007) mentions the positive impact ARS has for teachers and learners. This technology breaks the traditional one-way communication where teachers are the only speakers and students are the listeners. This application can play a key role in changing the dynamics inside the classroom or in online education promoting participation, engagement, and enjoyment.

Likewise, another application used for the purpose of this study was Padlet. It is a free web 2.0 tool, where virtual walls can be created. The creator has the possibility to manage the wall according to the purpose of the task. Any task can be reviewed in real time and requires internet connection. At the same time, it allows creators to see and observe other participants' responses and monitor their learning.

Legal framework

According to UNESCO (2015), The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. In terms of education, the goal number four aims at obtaining a quality education as the foundation to improving people's lives and sustainable development. This objective guides the development of this study in the second language teaching and learning process, as a way of inclusion and participation in the attainment of the goal.

In the Colombian context, to frame this research study, three main legal documents that regulate the language teaching and learning process and therefore the Bilingual strategy at SENA will be taken into account. Those are the common European Framework of Reference for Languages, the Colombian National Bilingual program 2014-2019 (PNB in Spanish), and the SENA English Language guidelines stated in Circular 000237 of 2017-Guidance for language training.

The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (2001) more than a guidebook is a work of reference used to describe the English language ability and performance in the four different language skills: reading, writing, speaking, and listening. For purpose of this study, the CEFR will guide the objectives, based on the written production indicators for A2 and B1 level. The following aspects will be taken into account in order to frame the categories mentioned in this project: grammar, syntax, vocabulary, cohesion and coherence, and spelling while writing.

Figure 1 Common European Framework of Reference for Languages (2001)

GRAMMATICAL ACCURACY

B1	<i>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</i>
	<i>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</i>
A2	<i>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>

CREATIVE WRITING

B1	<i>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.</i> <i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i> <i>Can write a description of an event, a recent trip - real or imagined.</i> <i>Can narrate a story.</i>
A2	<i>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.</i> <i>Can write very short, basic descriptions of events, past activities and personal experiences.</i> <i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</i> <i>Can write short, simple imaginary biographies and simple poems about people.</i>

ORTHOGRAPHIC CONTROL

B1	<i>Can produce continuous writing, which is generally intelligible throughout.</i> <i>Spelling, punctuation and layout are accurate enough to be followed most of the time.</i>
A2	<i>Can copy short sentences on everyday subjects - e.g. directions how to get somewhere</i> <i>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.</i>

COHERENCE

B1	<i>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</i>
A2	<i>Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</i> <i>Can link groups of words with simple connectors like "and", "but" and "because".</i>

VOCABULARY RANGE

B1	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has a sufficient vocabulary for the expression of basic communicative needs.</i>
	<i>Has a sufficient vocabulary for coping with simple survival needs.</i>

Colombian National Bilingual Program 2014-2019 (PNB in Spanish)

In 2004, the National Ministry of education launched the Colombian National Bilingual program 2004-2019 (PNB in Spanish) which aims at training citizens with skills to communicate in English and make them able to include the country in global communicative processes, economy and cultural opening.

In order to achieve this goal, Sena proposed the Circular 000237 of 2017-Guidance for language training. In this document, the guidelines, and instructions about the development of the English competences at SENA are described. It aims at fulfilling communicative needs in the English language in each one of the learning programs offered by the institution, and the accurate training in the language skills.

The learning strategies proposed for the improvement of writing skills in students at SENA-CATA are regulated by these three policies which frame the achievement of goals and outlook the progress of the research project.

It is important to mention that this study only focuses on developing writing skills in terms of written production and interaction in learners who are aged 18 to 50 years old. To do so, some questionnaires, interviews, and lessons will be applied, and then conclusions will be drawn.

This chapter focuses on describing the population to be chosen for the research study as well as the instruments that will be implemented in order to gather the information. Also, it will describe the way the information will be analyzed. It is important to establish in this section the organization of the study: first, it is established the design of the study; second, the sampling and characterization of the participants of the study; third, data collection methods, instruments, and finally, the data analysis.

Research design

Methodological Design

Research Method

Qualitative and quantitative research methods were implemented during the development of this participatory action research (Creswell, 2013). The participants of this research, students from technological programs at SENA-CATA, experience difficulties when writing texts about specific topics of their professional field. In that sense, the use of online applications as a writing strategy can help them improve the skill. In order to achieve the objective of this research, the sampling, and data collection methods guided the implementation of the project.

Context of the research

Population and Sampling Procedures

The sample chosen for this study were learners from technological programs at SENA-CATA. 20 students between 18 and 50 years old will be selected from the programs. A convenience sampling method was used for the selection of the participants, which is “the most common sample type in L2 research” (Dornyei, 2007). This sample represents learners who are taking the English competence as part of their programs and who were chosen taking into account their availability and accessibility.

Ethical Protocol

In order to carry out this research, some principles and ethical protocols will be considered.

Those principles are related to the participants integrity and the research itself:

- To ensure the integrity, quality and transparency of the research, the research must be well designed and reviewed.

- In terms of participants, they will be informed about all the research process- purpose, methods, risks- and their involvement in the different moments.
- Participants will be informed about the voluntary participation in the tasks required to do the research.
- In terms of ethics, this research addresses the risks and limitations of the project.

The main concern with this project is to protect the dignity, rights and welfare of research participants throughout the research process. It is important to take into account that the ethics determines the validity of the research. In that sense it is a fundamental part for the development of the project. For that reason, at the beginning of the implementation process, the consent forms will be sent to participants to inform them about the implications of their voluntary participation and the process of the research.

Data Collection Techniques

This research project uses mixed methods (quantitative and qualitative). A mixed methods study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process (Dornyei, 2007). This combination will help understand better the target objectives of the research, having a view from different perspectives. To gather quantitative data, questionnaires were applied to the participants. Then, to get qualitative information, observations, recordings and surveys were implemented.

The procedure of data gathering of each instrument is explained in detail below.

Description and rationale of the instruments

Questionnaire. To collect data, an online questionnaire was designed in order to know students' likes, interests, English level, and background. The questionnaire included three types

of questions: factual to know demographic information, social and academic background; behavioral, to know habits, lifestyles, etc.; and finally, attitudinal to know students' opinions and beliefs. To answer the questions students were provided with Likert scales and sentence completion statements. As questionnaires are extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible, they are useful for our purpose. They are relatively easy and can offer participants anonymity if needed. (Dörnyei, 2007).

Field notes. This data collection instrument was designed to collect qualitative data from all the classes and extra sessions. Notes were taken on the relevant aspects during the process. The aspects taken into account during the observations were the following: the way participants develop the tasks, their interaction when using online applications such as Mentimeter and Padlet and their on-task behavior.

Survey. At the end of the process, a survey was implemented to students to know their final opinions after finishing the implementation stage of the project. This survey was useful in the sense that showed students thoughts, ideas, and feedback during the development of the writing tasks.

Validation procedures

The first instrument validated was the diagnosis questionnaire that was applied to participants at the beginning of the process. The sample for this research was 20 students from the Market Management programs at SENA-CATA. It was not possible to reach out to all the participants to answer the questionnaire, but the responses obtained led to the analysis of categories.

Once the questionnaire was applied, the information gathered was categorized to start

analyzing the information and then the implementation stage followed. As this a participatory action research, after analyzing the information gathered in the diagnosis questionnaire, the implementation stage took place

Pedagogical intervention and application

In order to analyze the information gathered, four phases were taken into account.

-Descriptive analysis phase: In this phase, the information gathered by the implementation of the questionnaire was analyzed in order to identify the category in which participants had more difficulties. In this sense, the category of syntax presented more points. Therefore, the activities in the next phases were proposed to develop syntax when writing short sentences.

-Exploratory analysis phase: In this phase, the information was classified in order to implement the most accurate learning strategy to develop writing skills. To do so, it was determined that online applications such as Padlet and Mentimeter had to be used as a strategy for students to develop writing skills through the implementation of different tasks on these apps. It is necessary to mention that the technological program takes place virtually, therefore all the lessons are implemented online through Google Meet. Students join the sessions once per week, and meet the teacher, same author of this study. That is why the writing-to-learn strategy was implemented during six consecutive online sessions once a week.

- Strategy implementation phase: In this phase, the learning strategies were applied. Six online sessions were implemented. Three were developed by using Mentimeter and three using Padlet. The development of the sessions is described below:

In the Mentimeter applications, three tasks were developed. First, a memory activity was applied. Students looked at a sentence for 30 seconds, and then they were asked to write what

they remembered. The way the application works, allowed student to work independently, without seeing their partner's answers. At the end, all the answers were shown to give feedback and see the implications and results of the task.

The second task was unscrambled sentences. The objective of this activity was that students had to organize sentences considering the syntax and use of words. Six unscrambled sentences were presented. The third task developed on Mentimeter, was about describing a process. Participants had to describe the process to launch a product in the market. Previously, technical vocabulary and transition word were explained for them to write and describe the process. The fourth task was developed on Padlet. This tool allows participants to work cooperatively and monitor their own learning. In this activity, a picture with a set of words was presented. Students had to write and describe the picture using the words provided in the task. The type of writing was free. They could choose between just describing the picture they saw or identifying a concept and then write about it. They were required to write from 30 to 50 words considering the instructions given such as grammatical categories of words, and sentence structures.

The fifth activity developed through the mediation of Padlet focused on sentence production. This time, participants were required to write sentences using the conjunctions and/but based on information from a chart. The goal was to differentiate contrasting ideas and joining elements when writing sentences. Moreover, participants kept practicing syntax and sentence structure using certain information given in the chart.

The last session that was implemented on Padlet according to the strategy implementation plan was about sentence completion. This activity dealt with sentences starters that required interpretation for their correct accomplishment. This exercise aimed at identifying grammatical

categories, and then write coherent reasons through complete sentences.

- Analysis phase: In this section, the information gathered in the strategy implementation phase about the six sessions, was categorized, and analyzed. The conclusions from the analysis of the information are presented in the following chapters of this study.

Data analysis and findings.

Introduction to data analysis and findings

The next chapter addresses elements related to data analysis and findings through the management of the information gathered. This information was obtained by describing procedures and techniques to collect the data. An introduction and description of the categories obtained after analyzing the data during the research process is presented. Another aspect to describe is the operationalization of the variables. This analysis shows the achievement of the research objectives and its relation to the research question as well as the validity and relevance of the findings through the content analysis to interpret the data.

Data management procedures

The data analysis of this study is based on quantitative and qualitative information. All the data was collected once per week during 6 weeks in the English lessons through diagnostic questionnaires, field notes, surveys and recording outcomes. The online classes were part of the online training program that takes place virtually. In this sense, the way to gather the information was by online sessions. After having chosen the participants, and after they participated answering the first instrument that was a diagnostic questionnaire, the results were analyzed.

The data was obtained by means of an online questionnaire that at the same time organized and systematized the information. Firstly, the information was reduced in order to analyze the relevant elements from participants' perspectives about writing. After that, data was organized into categories and finally the information gathered led to establish some conclusions in terms of which categories need more attention and improvement and therefore apply the most accurate learning strategy to develop writing in students.

The type of analysis done to results gathered from the first questionnaire was a diagnostic

analysis. The goal was to know students' interests, ideas about the importance of writing, difficulties presented when writing a text, and two writing exercises to know their writing performance. In terms of the difficulties, participants had to choose between 7 aspects or categories in which they experienced more troubles at the moment of writing. Those characteristics were: grammar, vocabulary, coherence and cohesion, spelling, usage of transition words, written composition or syntax of the English language.

Once these categories were determined, the one with the highest percentage of difficulty was the one that led the development of the implementation stage in this research project.

Categories

After implementing the initial diagnostic questionnaire, and after analyzing the results, it was necessary to relate the categories and how they would impact the implementation of the learning strategies to develop writing. The categories that guided the development of writing skills in students from Sena-Cata Málaga, were classified as follows: grammar, vocabulary, coherence and cohesion, spelling, usage of transition words, written composition or syntax of the English language. The data was analyzed through the Google forms spreadsheet to give accurate reports to the information gathered.

As a result, the syntax category will guide the implementation of the study and therefore some subcategories such as grammatical categories usage, sentence structure, and sentence production.

Discussion of categories

Once the categories were set by the diagnostic questionnaire, the category that presented the highest difficulty at the moment of writing was syntax or composition of sentences. Thus, this research study focused on developing that category in the writing process through the

implementation of learning strategies.

The target population to participate on this research was 30 apprentices from the technological programs at SENA. At the moment of the diagnosis and implementation of strategies, only 21 students participated due to lack of availability at the moment of the weekly interventions.

In the questionnaire, one of the questions aimed at getting information about the use of learning strategies. 76% of the participants stated that they did not know any writing strategy.

61% of the participants stated that they presented more difficulty in writing when they had to compose sentences or paragraphs, therefore, the syntax category was the one that guided the implementation of this research study.

In order to analyze the category chosen, some online applications were used in six different activities. The implementation session was divided into two moments: first, participants using Mentimeter and second, participants using Padlet following the write-to-learn strategy.

Mentimeter is an online application that allows individual and cooperative work. In the first moment, participants were presented with seven simple sentences. They had to read and look at the sentences for 30 seconds, remember and then write on the application the words in the word order they remembered.

In the next lesson, participants were asked to unscramble sentences using the same application. They had to follow previous explanations, and then apply those rules at the moment of arranging sentences.

The following stage focused on giving directions. They were supposed to describe the process of launching a new product in the market. They learned transition words, and technical vocabulary. Therefore, they wrote and described that process.

At the second moment of the implementation, participants continued developing writing skills, but this time, they used the online application called Padlet. This application allows participants to interact and monitor their learning. The three sessions on Padlet were developed as follows: First, participants were presented with a picture and a list of words, and they were asked to write about the topic of the picture or just describe it. The next session, the task focused on sentence production. Participants had to use sentence starters and then complete the information with coherent sentences. And the last session on Padlet focused on the usage of conjunctions and/but. Students had to describe a chart with information and write sentences about it, following previous explanation about the conjunctions.

Table 1 *Tasks based on the write-to-learn strategy*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mentimeter 1	Mentimeter 2	Mentimeter 3	Padlet 1	Padlet 2	Padlet 3
Task	Look at a sentence for 30 secs then write.	Unscramble sentences	Describing a process.	Writing texts based on pictures	Sentence production : starters	Sentence production conjunctions and/but
Purpose	To identify grammatical categories.	To use words according to the sentence structure.	To write sentences following sentence structure.	To write a text using grammatical structures.	To contextualize sentence starters and the content.	To identify the use of the conjunctions to link sentences.
Participants	19	7	8	12	13	13
Writing method	Individual	Individual	Individual	Individual/monitoring	Individual/monitoring	Individual/monitoring

Based on table number 1, and the implementation of the write-to learn strategy (Handand Prain, 2002), the content analysis of the information was analyzed in one big category: syntax. From that category, three subcategories were considered to show the results: grammatical categories usage, sentence structure, and sentence production.

Grammatical categories usage: The usage and evidence of this subcategory are presented from the results of the implementation of the first session (week 1) on the application Mentimeter. Students had to look at a sentence for 30 seconds and then write what they remembered. These were the results:

Sentence 1:	I study at Sena.
Participant 1	I study in the sena
Participant 2	I study at sena
Participant 3	I stady at sena
Participant 4	I study at Sena
Sentence 2:	I am a marketing student.
Participant 1	I am a merkating study
Participant 2	I am a marketing student.
Participant 3	I am marketing student
Participant 4	I am a marketing student
Sentence 3:	The employees are working on a new project.
Participant 1	The employees are working a new project.
Participant 2	the employees in the working the new proyecto.
Participant 3	the enproyee working new perfec
Participant 4	the employees are working on an new progress

During the tasks in the second session (week 2) on Mentimeter, participants were asked to unscramble sentences. They were given a set of disorganized words to build sentences following the grammatical structure subject + verb + complement. These were the results:

Sentence 1	study/. /I/ marketing/
4 participants answered:	I study marketing.
1 participant answered:	I Study marketing.
Sentence 2:	sells/she/. /product/beauty/
4 participants answered:	She sells beauty products.
1 participant answered:	She product sells beauty
1 participant answered:	She sells product beautiful
Sentence 3:	satisfies/ consumer/ the/ producer/ needs/ ./
2 participants answered:	The consumer satisfies producer needs.
1 participant answered:	The producer satisfies nerds consumer.
1 participant answered:	The producer satisfies needs consumer.
1 participant answered:	The producer needs satisfies consumer.
1 participant answered:	The producer consumer satisface needs.

Sentence structure: This subcategory was presented when students had to write texts from pictures. They had to pay attention to the sentence structure when writing. These are some of the pieces of writing from students:

Let's write a text based on the picture using the following words:



on-in-between-there is-there are-distribution channels-intermediaries-strategies-consumer-sell-transport-analyse-decide-design-produce-strategic plan-business-company-product-fruit.

Participant 1

Distribution channel are very importante since it is the displacement of a product or service in order ti reach the final consumer, supermarkets are responsible for keeping productos fresh and in good condición as reflectee in the imagen.

Participant 2

In my way of seeing things, I really like the way the fruits are organized, they look fresh and of good quality, they are eye-catching for customers and it is an excellent strategy to promote a product and to distribute it, since they are pleasant at first impression.

Participant 3

I also think that visualización of the merchandise is very importante because it is the fiesta thing the customer sees, the fruits look very colorful and fresh.

Let's write a text based on the picture using the following words:



on-in-between-there is-there are-distribution channels-intermediaries-strategies-consumer-sell-transport-analyse-decide-design-produce-strategic plan-business-company-product-

Participant 1

The image represents a company that manufactures products and has an indirect distribution channel since it requieres intermediaries to deliver the product to the final consumer. Designing a strategic plan for the business is the best way to sell our product and thus know what demand we have and the quantify that is going to be produced. It is important to decide what type of transport we are going to use and that it is not so expensive.

Let's write a text based on the picture using the following words:

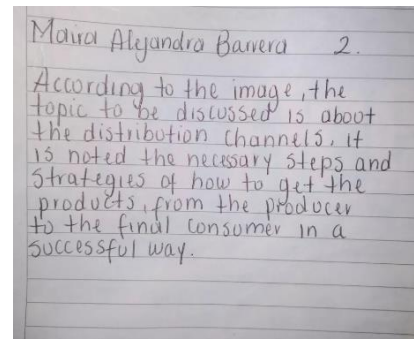


on-in-between-there is-there are-
distribution channels-
intermediaries-strategies-
consumer-sell-transport-analyse-
decide-design-produce-strategic
plan-business-company-product-
manufacture.

Participant 2

In my opinion this imagen show us the start of the company and the most important since it is the process to manufacture, desing and packing for to distribute to consumers.

Participant 3



Sentence production: This subcategory was represented when participants were asked to write sentences based on sentence starters. The objective was to produce complete sentences following grammatical structure and to convey meaning. These are some examples from participants:

Sentence production.
Complete the sentence and give a reason why you wrote the content.

1. My favorite time of the day is _____ because _____.	2. I admire _____ because _____.	3. I like the Market Management program because _____.	4. I am proud of _____ because _____.	5. I consider myself a great _____ because _____.
My favorite time of the day is the morning because I can drink coffee.	I admire fit people because They have a very good mentality.	I like the Market Management program because one day I will get a great job	I'm proud of myself because I'm working hard with the study and I'm seeing the results.	I am a great person because people say that I transmit joy
My favorite time of the day is the night, because I can sleep.	I admire Gabriel Garcia Marquéz because he wrote greats literary works.	I like the Market Management program because I can learn about the state of the current market in Colombia.	I am proud of my mother because She is a resilient woman.	I consider myself a great co-worker because I always seek (attempt?) empathy.
My favorite time of the day is lunchtime because gives me energy	I admire my parents because never give up.	I like the Market Management program because I want to become a great businesswoman.	I am proud of myself because I have achieved most of my goals.	I consider myself a great writer because I have succeeded in making my book
My favorite time of the day is lunch I shar, because . I with my children	I admire my father_ because_I see how every day he gets up early to support the house.	I like the market management program because it help to enter and compete in the market	I am proud of myself because i have help parents.	I consider myself a great reader because I like to learn new things through books.
My favorite time of the days is the morning because I like to write.	I admire my family because is beautiful and happines.	I like the market management program because I have acquired	I am proud of myself because I overcame cancer.	I consider myself a great person i like to help others..
Me favorite time of the day is at				

Discussions and Conclusions.

Introduction to discussions and conclusions

The next chapter addresses elements related to the significance of the results presented in the previous chapter, the pedagogical and research implications, limitations and recommendations for further research studies,

Significance of the results

The information presented and analyzed was obtained by describing procedures and techniques to collect the data. After the different implementation stages were carried out, it was found that the category that required more improvement and practice for participants when writing was Syntax. This category is meaningful and relevant in the sense that allowed participants to show different writing issues that were evidenced during the implementation of the six sessions.

This category, syntax, helped participants understand the importance of knowing the different grammatical categories in the language as a main factor in developing writing skills. That is why, the results led to the identification of more subcategories such use of pronouns, verbs, adjective and even conjunctions. If talking about syntax, it is impossible to isolate the use of simple structures. The interventions made participants aware of the different components in a sentence and how to use them to convey complete meaning and a message.

After the presentation and analysis of the results, the pedagogical interventions were meaningful and enriching for the participants who attended each one of the sessions scheduled. They walked through the whole writing strategies and could identify their progress in the development of the writing skills. For those who did not attend all the sessions, yet they acknowledged the importance and impact of the tasks and how they helped with their motivation

and encouragement to continue learning and practicing the English language in general. These ideas were evident in the survey carried out at the end of the implementation phase.

Pedagogical and research implications for the field of study.

The data analysis of this study was based on quantitative and qualitative information. All the data was collected once per week during 6 weeks in the English lessons. Consequently, the way to gather the information was through the virtual modality of the academic program. After having chosen the participants, and after they participated in the first instrument that was a diagnostic questionnaire, the results were analyzed.

The results demonstrated that participants developed and improved writing skills in a simple sentence structure level in which they could identify a simple syntax structure based on subject, verb and complement. The implementation of the sessions was mediated by the usage of online applications such as Padlet and Mentimeter. The task suggested required participants to write all the time using different tasks with different outcomes. All the tasks aimed at developing and improving writing skills in specific purposes.

Research Limitations on the Present Study

Since the implementation sessions took place online, there were certain factors that could be described as limitations. The sample was a group of 20 students, but only 15 ended up participating directly during the implementation stage. This situation was affected by Wi-Fi connection issues. Not all the students could connect during the six sessions. Some of them stated that there were weather conditions that affected the connectivity. Others suggested that they were working from the phone, therefore they could not access all the tools in an efficient and fast way. This was the main limitation experienced during the implementation of the research project.

Recommendations for Further Research

The present research study focusses on developing writing skills. The main aspect that was addressed was the appropriate usage of syntax when writing. Thus, aspect related to word order, sentence production, and grammatical structure were taken into account and analyzed as part of the tasks in each stage. It can be suggested that next research studies on writing skills can focus on spelling, type of sentences or types of texts. The writing skill is a wide ability that requires practices and understanding of what the learner wants to convey as part of the message. This research evaluated the impact of writing strategies in the tasks but did not focus on analyzing the permanence of the skill addressed.

Conclusions

The development of writing skills mediated by the use of online applications such as Mentimeter and Padlet had an impact on the improvement of writing skills of the participants. It is necessary to highlight participants' engagement and further motivation to continue developing writing skills through the different tasks suggested. The tasks and activities were meaningful and matched students' interests since they were focused on their field of study in their learning program at SENA. Additionally, the writing to learn strategy mediated by online applications such as Mentimeter and Padlet provided improvement in the sentence level structure. As presented in the writing results, not all the aspects required to develop writing skills were developed and acquired. In fact, to some extent, the use of the online tools allowed the development of the category studied, syntax, and the use of punctuation marks when writing simple sentences, but further investigation should be made in terms of writing more complex sentences and the variables that affect the development of writing skills when creating full paragraphs and texts.

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Appendices

Appendix A *Consentimiento Informado para Participantes de Investigación*

Fecha:

El propósito de este documento de consentimiento es dar información a los participantes de este proyecto investigativo sobre el objeto del mismo, así como su rol en el proyecto como participantes.

La presente investigación es conducida por Miledy Rincón García, estudiante de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés en la Universidad Nacional Abierta y a Distancia (UNAD). El objetivo principal de este estudio es: **Desarrollar habilidades de escritura en aprendices de programas técnicos y tecnológicos en el SENA-CATA.**

Si usted accede a participar en este estudio, se le pedirá responder encuestas, participar de entrevistas, observaciones directas, grabación de sesiones en línea y toma de fotografías del proceso durante un tiempo estimado de 2 meses. Las grabaciones son necesarias ya que la investigadora podrá revisar nuevamente para los propósitos de la investigación. También se tomarán registros escritos, muestras de textos escritos los cuales podrán ser publicados con fines académicos.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Al momento de analizar la información, su nombre será cambiado y representado por letras. Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Desde ya le agradezco su participación.

Yo, _____, acepto participar voluntariamente en esta investigación, conducida por Miledy Rincón García estudiante de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés en la UNAD. He sido informado (a) sobre el objetivo del estudio.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente académica y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi programa de formación. De tener preguntas sobre mi participación en este estudio, puedo contactar a la investigadora al teléfono 3125672952.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar al investigador al teléfono antes mencionados.

Nombre del Participante

Firma del Participante

Fecha

Appendix B Questionnaire

Improving writing skills through the implementation of learning strategies mediated by online applications such as Padlet and Mentimeter.

Estimado aprendiz, teniendo en cuenta su desempeño en el aprendizaje del inglés en sus programas de formación y sus necesidades académicas, responda las siguientes preguntas relacionadas con el desarrollo de la habilidad de escritura (writing skill)

*La información proporcionada en este cuestionario, solo será utilizada para los fines pertinentes de este proyecto de investigación. Su nombre será reemplazado por nomenclaturas al momento de analizar la información.

*Obligatorio

OBJETIVO: Conocer la percepción de los estudiantes del SENA-CATA frente al desarrollo de la habilidad de escritura basados en sus gustos, opiniones y necesidades de sus programas de formación técnicos o tecnológicos.

Muestra: 30 aprendices de los diferentes programas de formación técnicos y tecnológicos del SENA. Tipo de encuesta: Virtual, mixta, cuantitativa y cualitativa.

1. 1. Nombre del aprendiz *

2. 2. Edad *

3. 3. Programa de formación *

Marca solo un óvalo.

Técnico

Tecnólogo

4. 4. ¿Tiene acceso a Internet? *

Marca solo un óvalo.

Sí

No

5. 5. ¿Tiene computador portátil o Smartphone? *

Marca solo un óvalo.

Sí

No

6. 6. Dentro de su área de desempeño ¿Qué utilidad o importancia tiene la habilidad escrita en Inglés? *

7. 7. ¿Cómo califica su nivel de escritura en Inglés? *

Marca solo un óvalo.

Significativamente alto

Alto

Básico

Bajo

8. 8. Cuando escribe en inglés, ¿con cuál de las siguientes categorías considera que presenta mayor dificultad? Escoja todas las opciones que apliquen: *

Selecciona todos los que correspondan.

- Gramática
- Vocabulario
- Coherencia y cohesión
- Escritura de palabras (spelling)
- Uso de conectores
- Redacción
- Otro: _____

9. 9. ¿Cómo cree que influye la habilidad escrita en inglés y su desarrollo personal y profesional? *

10. 10. ¿Cuáles considera que son las causas principales de las dificultades en sus procesos de escritura en inglés? Escoja las opciones que describan su proceso *

Selecciona todos los que correspondan.

- No se vocabulario
- No conozco estrategias de escritura
- No sé gramática
- No necesito escribir en inglés

11. 11. ¿Utiliza traductor cuando debe escribir en inglés? *

Marca solo un óvalo.

- Sí
- No

12. 12. ¿Qué tan frecuente debe escribir en Inglés en su programa de formación? *

Marca solo un óvalo.

- Siempre
- Algunas veces
- Nunca

13. 13. ¿Conoce métodos de escritura en Inglés? ¿Cuáles? *

14. 14. ¿Sobre que temas relacionados con su programa de formación le interesa escribir en Inglés? *

Diagnostic
test

Lea cada pregunta y escriba de acuerdo a lo requerido en cada sección.

Writing part 1: write an email based on notes.

You want to buy some clothes in an English city. Write an email to your English friend, George. In your email,

- Ask George where to buy cheap clothes
- Ask George how to get there
- Ask what time the stores stay open.
- Write 25 words or more.

15. Write the email here. *

Writing part 2: write the steps to wash your hands based on pictures.
Look at the sequence of pictures. Write the steps to wash your hands.
Use transition words.
Write 35 words or more.

Picture



16. Write the steps here. *

Thanks for your participation!

¡Muchas gracias por la información compartida!

Appendix C Survey

Encuesta: opiniones sobre el proceso de escritura.

Estimado aprendiz, responda las siguientes preguntas según corresponda con su desempeño en el proceso de aprendizaje y el desarrollo de habilidades de escritura a través de las diferentes sesiones desarrolladas en las aplicaciones Padlet y Mentimeter. Lea el enunciado y responda en una escala de 1 a 5, donde 1 indica "Totalmente en desacuerdo" y 5 "Totalmente de acuerdo" con la afirmación.

***Obligatorio**

1. Nombre. *

2. Las diferentes actividades de escritura me han ayudado a desarrollar esta habilidad en inglés. *

Marca solo un óvalo.

1 2 3 4 5

Totalmente en desacuerdo. Totalmente de acuerdo.

3. El uso de herramientas tecnológicas como Padlet y Mentimeter facilitan mi proceso de aprendizaje. *

Marca solo un óvalo.

1 2 3 4 5

Totalmente en desacuerdo. Totalmente de acuerdo.

4. Las estrategias de escritura usadas, en las cuales es claro el propósito, el tema, *
y la metodología benefician el desarrollo de esta habilidad.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo.

5. Siento que mis habilidades de escritura han mejorado porque las temáticas *
tratadas son de mi interés.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo.

6. Siento seguridad al escribir oraciones, porque comprendo mejor su estructura *
en inglés.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo.

7. He adquirido conocimiento en cuanto a la sintaxis del idioma inglés al momento *
de escribir oraciones sencillas.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo.

8. Entiendo y diferencia categorías gramaticales en inglés tales como sustantivo, verbos, adjetivos, adverbios, conjunciones, preposiciones. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo.

9. He adquirido información sobre el uso de mayúsculas, escritura y orden de palabras al momento de escribir en inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo.

Gracias por su participación.

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Appendix D Writing tasks on Mentimeter

Week 1: Look at a sentence for 30 seconds then write what you remember.

**Look at the sentence. Then write what you remember.
Don't forget to write your name.**



Sharith	Monica Torres: contact findig AND contag buyers	Alex torol study at sena
Gabriel:1. I study at Sena	Noreyda1 I study at Sena	Llorraine utria 1.I study at sena
diana ramos. I study at sena	Erika: 1. I study at Sena.	Adriana portilla i study at sena

**Look at the sentence. Then write what you remember.
Don't forget to write your name.**



Erika:2. I am a marketing student.	Claudia2 I am marketing student	Catalina 2) I am a marketing student
Adriana portilla 2. I am marketing student	Alexandra Toro 2. I am a marketing student	Lidis1" I student an sena
Sharith1. Yes i study in the sena	Diana Roque2 I am a marketing student	LAURA 2 I am a marketing students

**Look at the sentence. Then write what you remember.
Don't forget to write your name.**



Nancy Camargo1. I stady at Sena	Diana Roque - 1 I study at Sena	Juliana rendon
Claudia Martinez 1I study in the Sena	Catalina 1) I study at sena	diana Ramos 1- I study at sena
laura1 i study at sena	Noreyda2. I am a merkating study	Gabriel2. I am a marketing student

Week 2: Unscramble sentences

sells/she/. /product/beauty/

Mentimeter

She sells beauty products. ✓

She sells beauty product. ✗
3x

She product sells beauty ✗

She she product beauty. ✗

She sells product beautiful ✗

The correct answer is: She sells beauty products.



Week 3. Describing a process.

DESCRIBE THE PROCESS OF HOW TO LAUNCH A NEW PRODUCT OR SERVICE IN THE MARKET.

Mentimeter

Monica Torres, first, wey creaty productSecondly, distribution the product, lastly, wey up for sale.

manufactures the product

Lidis:First, I must know the marketAfter that, knowing the customers need.Next, I create the product according to the need of the marketThen, used strategies.Finally, show my product.

Leidy tibaquira First, we have a market study in orden to successfully launch the product.

Esmeralda Garizabalo Osorio - First, research the market- Secondly, manufacture the product- Then, transport the product- After that, place the product on the market- Finally, sell the product.

Erika SamanthaFirst, make the market studySecondly, make the budget After that, produce the product.Finally, launch the product on the market.

first, do market researchsecond, define goals and establish a market planthird, create contentthen launch the productLastly, follow up.

Diana ramos: First, do market researchSecond, define goals and establish a market plan.Third, create content.Then launch the productLastly, follow up.

noreyda- The first thing is to do a market study.- The next thing is to design the garments.- Then it is to make the garments.-Finally sold through social networks.-Finally do it payment cash on delivery.



Appendix E Writing tasks on Padlet

Week 4. Writing texts based on pictures.


Padlet
MILEDY RINCÓN GARCÍA + 9 + 4 me

Writing texts based on pictures.

Write a short text between 30 to 50 words giving answer to the directions in each group.

1

Let's write a text based on the picture using the following words:




on-in-between-there is-there are-distribution channels-intermediaries-strategies-consumer-sell-transport-analyse-decide-design-produce-strategic-plan-business-company-product-fruit.

2

Gabriel Torres

In my opinion this imagen show us the start of the company and the most important since it is the process to manufacture, desing and packing for to distribute to consumers.


Let's write a text based on the picture using the following words:



on-in-between-there is-there are-

3

Let's write a text based on the picture using the following words:




on-in-between-there is-there are-distribution channels-intermediaries-strategies-consumer-sell-transport-analyse-decide-design-produce-strategic-plan-business-company-product-manufacture-supermarket.

Oscar Fernández I work in a supermarket that has

4

Let's write a text based on the picture using the following words:



on-in-between-there is-there are-distribution channels-intermediaries-strategies-consumer-sell-transport-analyse-decide-design-produce-strategic-plan-business-company-product-

Week 5. Sentence completion: starters.

Padlet
MILEDY RINCÓN GARCÍA + 14 + 5 me

Sentence production.

Complete the sentence and give a reason why you wrote the content.

1. My favorite time of the day is _____, because _____.

Mary Jo
My favorite time of the day is the morning because I can drink coffee.

Erika Samantha
My favorite time of the day is the night, because I can sleep.

GABRIEL
My favorite time of the day is lunchtime because gives me energy

2. I admire _____ because _____.

Mary Jo
I admire fit people because They have a very good mentality.

Erika Samantha
I admire Gabriel García Márquez because he wrote greats literary works.

GABRIEL
I admire my parents because never give up.

3. I like the Market Management program because _____.

Gisell
I like the Market Management program because one day I will get a great job

Erika Samantha
I like the Market Management program because I can learn about the state of the current market in Colombia.

Mary Jo
I like the Market Management

4. I am proud of _____ because _____.

Gisell
I'm proud of myself because I'm working hard with the study and I'm seeing the results.

Mary Jo
I am proud of my mother because She is a resilient woman.

Erika Samantha
I am proud of myself because I have achieved most of my goals.

5. I consider myself a great _____ because _____.

Gisell
I am a great person because people say that I transmit joy

Mary Jo
I consider myself a great co-worker because I always seek (¿attempt?) empathy.

yuliana
I consider myself a great writer because I have succeeded in making my book

Week 6. Sentence production conjunctions and/but.

Padlet

MILEDY RINCÓN GARCÍA • 7 • 5m

SENTENCE PRODUCTION.

Look at the information and write sentences using the conjunctions AND/BUT . Write as many sentences as you can in 5 minutes.

yuliana can not BE creative but SHE likeS TO create a business

Lidis
Carlos and Juan hate desing a product.

Sofia Perez
Sofia Perez

ERIKA MARCELA PEREZ
CARLOS LIKEs DESING A PRODUCT BUT he HATEs TALK TO PEOPLE

Diana Ramos
Carlos likes to talk to people and (HE likes) to sell products

My friends hate desing a product but like sell products
Yuliana
My friends hate designing a product but THEY like sellING products

Lorraine Utria
Carlos can design a product but HE can't a create a business

Erika Samantha
Carlos like desing a product but Carlos ~~don't~~ DOESNT like create a business.
Juan can talk to people and BE creative.
I don't like sell products and BE creative.
My friends like BEing creative but he **THEY** hate create a business.

Diana Ramos
I like to create a business but i don't like to design a product

alejandra
My sister likes to know about products but hates their description
My sister likes to know about products but **SHE** hates

Lidis
My friends can create business like creative
My friends can create a business and be creative.

Juan likeS talkING to people and creatING a business
YULIANA

Sofia
teresa is sellS products and ~~he~~ IS creative

Alejandra likes soccer but hates doing the routine

leidy tibaquira
carlos does not like to create business but **HE** loves to design products talk to people and sell his creation to them

Miledy
Carlos can create a business but he can't design a product.
Carlos likes talking to people and selling products.

AND/BUT

	Create a business	Design a product	Talk to people	Sell products	Creative
Carlos	😊	😊	😊	😊	😊
Juan	😊	😊	😊	😊	😊
Miledy	😊	😊	😊	😊	😊
My friends	😊	😊	😊	😊	😊

CAN/CAN'T | DO/DO NOT | IS/IS NOT | LIKE/DO NOT LIKE | LIKE/HATE