

IMPROVING EFL LEARNERS' PERSONAL NARRATIVE WRITING SKILLS BY
USING WRITING PROCESS-BASED APPROACH IN PADLET

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Abstract

This study aimed at implementing the writing process-based approach (WPBA) in Padlet to improve writing skills, particularly in the genre of personal narratives. A classroom action research, was conducted to achieve this purpose with 7 students of 10th grade in a private school in Monteria for 4 months, enrolled in activities as extracurricular classes. A diagnostic activity and two cycles were implemented to improve e learner's writing using the WPBA approach. Data was collected from writing tasks, the diary of the researcher, and class observations. Findings showed that the implementation of WPBA in padlet can be useful in the development of students' writing skills in personal narratives. students' writing performance improved particularly in terms of vocabulary use, grammar accuracy, coherence, and sentence structure, as well as the general structure of the personal narrative texts.

Keywords: writing process-based approach, Padlet, personal narratives writing skills.

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Introduction

The writing skill in language learning has widely been referred to as one of the most challenging and complex abilities to develop. In fact, the ability to write an effective and coherent text is considered significant evidence of the development of a person's cognitive skills (Kellogg, 2002). During the last few years, the interest in exploring the process of student's writing skills development has increased across the world (Hammer, 1998), as well as the instruments devoted to help this purpose. In fact, a growing number of digital tools have been created to support, for instance, academic writing (e.g. Grammarly, Hemingway, Thesaurus, etc.).

According to Hammer (1998), even in our mother tongue, writing implies having a set of knowledge necessary to convey messages for communication. It is the system which involves written symbols, and these represent the sounds, syllables, or words of a language, where different mechanisms, spelling, punctuation, even sentence syntax and functions are part of a complex process. The complexity is even worse when learning a second or a foreign language, since language structures do not always function in the same way.

For a long time, the methodologies for teaching writing have focused on the final product, and accuracy of linguistic features. In contrast, the more recent writing approaches as methodology have focused on the process of writing itself. Faraj (2015) claims that "in traditional method, practice focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers" (p. 132).

Contrary to the traditional focus on the end result - the final product-, there are some stages to follow during the stages of writing that can help the writer to develop a better process and, therefore, a better product. Faraj (2015) suggests that the process must include prewriting, drafting, revising, editing, and publishing. Following these steps to develop the writing skill,

may encourage learners to be more interested in performing writing tasks step by step to achieve a final product. This approach is widely known as the Writing Process Based Approach (hereon WPBA) (Freedman, Dyson, Flower, & Chafe, 1987; Seow, 2002), and will be the basis for this research study on the development of students' writing of personal narratives.

The cognitive and metacognitive processes that the writing skill demands are connected now to the challenge of using technology in the EFL classes. Technology is one of the most used resources during the last decades to learn another language, thus it can engage students to improve their English level. Ahmadi and Reza (2018) write, "Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners" (p. 34). They go on to affirm that technological tools can aid teachers, for instance, to adapt their classroom activities. This is one of the reasons technology gains importance in learning, particularly in teaching languages, since teachers can adapt it to their own necessities and in different ways in the classroom to improve learning, in this case, writing abilities.

Rashid et al. (2019) refer to Apps like Facebook, Instagram, Telegram, YouTube, and other versatile ICT tools, such as Padlet, as currently used for educators in ELT classrooms. Padlet is a free web 2.0 application that provides a virtual wall and collaborative space accessible from any Internet enabled device. Padlet is a live online bulletin board that has been described by its developers as a "living, breathing webpage" (Pieters, 2021). When using Padlet, the teacher can create different walls where contents can be added according to the learner's interest. This encourages the learner's participation in writing activities in classes. Lestari and Kurniawan (2018) stated that Padlet is an available tool that can improve students' writing achievements and help to create awareness on the use of the language as well as in the learner's involvement in doing the writing tasks.

The scenario presented above provides a framework within which this research study can be positioned. English teaching and learning in Colombia have been foregrounded in the last three decades by a series of policies that aim at improving students' English proficiency across the country. Private institutions in particular have invested important efforts in increasing students' language level in order to realize the governments' objective of taking students to a B1 level by the end of high school.

Considering the above, this research study focuses on the development of writing skills, following the WPBA, and by means of Padlet, in a group of 10th grade students at a private school in a city located in the northern coast of Colombia. Students in this group have demonstrated some weaknesses in the development of their writing skills, particularly when writing narrative texts. A diagnostic analysis of students' writing demonstrated some difficulties in grammar accuracy, punctuation, sentence organization, and mechanics. It was also evidenced that students lacked motivation when engaging in writing activities. As a way to respond to this situation, this research study aims to answer the following question:

How can the implementation of the process-based writing approach, through the use of Padlet, improve students' ability to write personal narratives?

In order to answer the research question, the study followed a qualitative approach to research, and an Action Research method. The purpose was to implement a pedagogical intervention that could take advantage of the proven benefits of the WPBA, as well as the potential motivational and engaging effect of using a technological tool, like Padlet, in order to help students to improve their abilities when writing personal narratives. The action research cycle allows to collect valuable information to draw conclusions about students' development of writing skills, as well as additional gains that were obtained through the implementation of the intervention. Data collection instruments included a rubric to assess students' writing (production tasks) performance at three different points in the intervention:

diagnosis, cycle I, and cycle II; a teacher-researcher's diary to collect insights about students' attitudes and responses to the production tasks; and observations.

Findings showed students' improvement in different language areas such as vocabulary use, text coherence, sentence organization, and accuracy. This research offers some theoretical and practical contributions in the language learning field. From the theoretical view, it supports the theory of applying process-based writing as a useful approach to improve writing, as well as the use of Padlet as a powerful and creative technological tool which helps in the teaching of writing. In practical terms, this study can contribute to a body of literature that teachers, researchers, and practitioners can use as inspiration for their teaching practices of writing in EFL classrooms.

This paper is divided into four main chapters. The next chapter will present the theoretical tenets that support this research study. This will include the conceptual framework, which describes the main theories involved in the study, as well as a comprehensive literature review of empirical research in the field. Chapter three will discuss the methodological decisions guiding the research design. Chapter four will present the findings of the study. Chapter five will discuss the findings in light of the theoretical framework of the study. The paper ends with conclusions, implications, and further areas of research.

Theoretical framework

This chapter discusses the main theories underlying this research studies. It first discusses the conceptual framework, which includes theoretical tenets such as: writing, narrative writing, and the writing process approach. The second part of this chapter presents an overview of empirical research conducted in the field of writing, with a focus on the process-based approach to writing.

Conceptual framework

Writing

Writing is considered one of the most difficult skills to carry out, it is more than a group of words written in a paper. Lestari and Kurniawan (2018) said that “Writing is a way of gaining control over your ideas and getting them down on paper” (p. 12). When people write, they have to feel comfortable with the space, the smell and even with the context in which ideas are pasted in a part of a letter or a book. This is the reason why Lestari and Kurniawan (2018) claim that “many people find it necessary to write at one particular place or with a certain color of ink or a special type of keyboard” (p. 13). When you are writing, you are talking to others, your feelings and thoughts are in paper now, and in the same way your writing, in this particular way, your thoughts, those aspects are present in your personality and embodied in the paper. Istianah (2019) affirms that writing is defined by the particular style of each individual person, in which it marks a particular structural level. Additionally, when writing not only aspects of personality are present in papers, but sociocultural aspects as well. Occasionally, writers forget the sociocultural aspects, and in this skill culture and context play an important role. Thus, writers show aspects of this

dimension through their vocabulary, idioms, or writing pictures. Lei (2008) affirms that “the necessity of reconceptualizing writing strategies within the sociocultural framework is brought into prominence” (p. 218).

Historically, writing is one of the first ways to communicate with others, starting with a different alphabet that every person uses in their writings. In the same way, Istianah (2019) affirms that “drawings on a wall cave has been found and it is estimated as 40.000-year-old drawing” (p 3) . It shows writing as one of the first way to communicate in history.

Narrative paragraphs

Narrative paragraphs are mainly focused and detailed-rich depending on the topic, which invite the writer to create or tell a story describing the time when it happens and how it was, using personal, imaginary, or physical experiences. Manik (2015) claims that “Narrative is a type of writing which tells an event or process chronologically in a certain time” (p. 173). This event or story contains the description of the event which can be fictional or true. Narrative paragraphs were constructed during the writing process in Padlet during different sessions, using tools such as, simile, metaphor and figurative language which are tested depending on the tenses that are used.

As Salamanca and Orlando (2015) claimed “Narratives have proven to be a valuable resource for language classrooms. Narratives reveal a way to see the world, to feel sensations, and to recall memories. Those personal experiences can be applied to the languages field to explore students' writing skills in English” (p. 69). This is how the writer's own life has meanings. They put a world on a piece of paper, opening their mind to tell a story, experience or feelings. Paraphrasing Larson (2007), the voice that come out of you contains a world and through that voice you can show a context, and a picture in it.

Personal writing

One of the main characteristics of a personal writing is writing about an experience that already happened. This characteristic leads the writer to describe as much as possible defining the structure of a narrative. Personal narratives refer to a type of writing that gives information about an event that a person experienced, for example: a story about what happened to them recently. As with any other type of narrative, a personal narrative can be broken down into three parts: a beginning, middle, and end (personal narrative, n.d.). This kind of narrative takes the reader to see the world of the writer, the senses, and create a picture in their mind about what they already wrote. Personal narratives can include “experiences [that] can amount to a life story, constitute a single chapter of someone’s life, or even describe a single robust event” (p. 1). In this study, personal narratives allow the participants to write about events in their lives in the different cycles using WPBA in Padlet.

Writing process

Writing has been known as one of the hardest skills to develop taking into account that it involves more complex aspects for students such as grammar structures, word spelling, cohesion, coherence and some others. Sapkota (2012) defines writing as a process in which students do not only have to put their ideas on paper in one sitting, but they have to take time to write a paper following different steps. The steps are described in the following section:

Step 1. Generating Ideas. This step is crucial at the moment of writing, because of the organization of the paper, here, students can write all the ideas about the topic in items considering the theme that they are going to follow. When talking about this step, Sapkota (2012) affirms that “Generating ideas is particularly as important as well as difficult to initiate the process” (p. 71), for this reason, it is the first step, and it is important to start with this first step in order to think about writing.

Step 2. Focusing. This step leads you to center your attention on the most important ideas of your paper. Sapkota (2012) claims that “the focus is given on the main idea of the text; purpose of the text is described” (p. 71), so following it, we can organize and be focused in the main idea.

Step 3. Structuring. This is the step when the writer must organize and put all the ideas together. Students have to start writing on the piece of paper with all of the ideas obtained in the previous two steps. Sapkota (2012) claims that “We rarely know exactly what we are going to write and how we are going to present it until we actually start writing”, (p. 3). Accordingly, the writer has to put all the ideas on paper, considering, of course, all the new ones that emerge in this step.

Step 4. Drafting. This is considered one of the most essential steps in the writing process, since it is the last step before posting or evaluating a writer's production. With this part of the process, the writer has to put all his or her effort before going out to the reader. Sapkota (2012) claims that “The writer now has to think of how to attract their audience, how to continue appealing them” (p. 3). This step is also known as the “pre-writing” which prepares the writer for the next step.

Step 5. Posting. This final step is the path to the audience, in which the reader will evaluate, but this part cannot be carried out before being sure of the different steps being evaluated in which some readers have to review before posting. Sapkota (2012) affirms that “One essential part of the process remains through, namely to ‘review’ the text, with a new pair of eyes” (p. 3) for that, before going to the posting is important to be sure of your final product.

Writing process approach

As it has been noted before, writing skill is a complex ability to learn in a second language. Language usage, vocabulary, and grammar structure are some of the aspects that

we have to consider when writing a paper. Evidently, there are several aspects that must be learned clearly, otherwise your writing skill might be affected. Consequently, teachers for many years have been trying to look for strategies that help students to improve their writing skill. Learning how to write, either a paragraph or a formal paper, in the traditional way is very hard, students and teachers lose their attention and their wants when they start writing, as this is totally a process. Thus, writing skill should be taught in a different way, for that reason, writing process approach is considered as one of the best approaches to teach writing.

Other important study was (Murray, 1980) a professional writer, proposed their own way of approaching to writing. (Caudery, (1995) said that :“it was based on the importance of reflection of their own writing process which a series of drafting took place to writing process approach” (p.1) it is observed that the author using this kind of methodology to see more the process than be focus just in the final paper, specifically, Caudery (1995) expresses that “...The key factor was that teaching focused on the writing process rather than the final product” (p.1).but this was just at the beginning of the approach and not as a method”, in which the method will help students in their own writing process, even though, writing process approach is a little bit controversial to teach, since there is not one structure in the writing process to follow in it.

Table 1 presents the stages of the WPBA proposed by Faraj, (2015) (p. 132) which was useful in the process of my study.

Table 1 WPBA stages

<p>Stage 1: Prewriting</p> <p>•Prewriting or brainstorming is the rain of the ideas, students can define the topics and what they can talk about and write some ideas to go to the next step.</p> <p>Stage 2: Drafting</p> <p>Here content is most important than mechanist, students will write a strong draft paper to start revising and putting the ideas with forms.</p> <p>Stage 3: Revising</p> <p>• This is one of the most important steps, here the student checks their paper, but also, they could have some other opinions about their paper, teacher, partners and they can change some mistakes with their partners' support.</p> <p>Stage 4: Editing</p> <p>• This is the step of their own correction, providing their ability to correct and find mistakes.</p> <p>• Students increasingly identify and correct their own mechanical errors.</p> <p>Stage 5: Publishing</p> <p>• In this step, students make the final paper to publish, here, they consider the correct form in terms of rules papers, letter, space etc.</p>

This chart was inspired by Faraj (2015) (p. 132).

Components of writing

To study or do research about writing as a complete skill, it is important to work or know the different components of this skill. Khatib and Meihami (2015) argue that the writing skill involves 5 components that are: grammar, content, organization, language, vocabulary, and mechanics, those individual components work together to create a good

development of the writing skill, and all of them are essential at time to create a good writing. Following it is going to describe each of them:

Grammar: This is an important component of writing and it is related with the correct form of writing, words and sentences. (Makassar: 2017) (p. 4) affirms that “The writer has to give attention to prepositions, tenses such as the use of verbs, nouns, adjectives, conjunction and articles.” So, grammar takes into account the correct way of writing those different aspects of grammar. For this reason, grammar is also known as a couple of rules. Brown (1989) states that “grammar is a system of rule governing the conventional and relationship of words in sentences” (p. 34). Now, that is why the writing process and skill integrate grammar as an important component of it.

Writing skill is probably one of the most difficult aspects in language that the learner is not able to acquire by their own, since this skill is learned through time, students or writers need to know how to use an specific word or how to organize a sentence correctly to write a paper. This is the moment when grammar component acts as an important one in the writer's life. Muhsin, (2015) said that “People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put words together into sentences, and how to punctuate those sentences” therefore, writers need a good grammar usage to create their writing due to the grammar knowledge is essential in writing.

Content: this component is linked with the creativity of the writer, and all the important information posted in the written. Makassar (2017) describes content as the “the ability to think creatively and develop thoughts, excluding all irrelevant information”. Is in this order as content is the clear details including the quality of it. As some stages and elements of content, Khatib, & Meihami. (2015) state some stages to describe content and they are:

“knowledge of subject; development of thesis; coverage of topic; relevance of details; substance; quantity of details”, with it, we can see how content is all of the parts of the paper.

Organization: organization is the capacity of ordering the information or main ideas with the title, taking into account the coherence and the main idea of the text, it also look the personality of the writing, Khatib, & Meihami, (2015) affirm that organization concerns in ways of writer to arrange and organize the ideas or messages in writing, so we have in organization almost one of the final and important component before posting the final writing.

Language Use: Since Grammar concerns some many points to consider is in this moment when Language use assumes the correct way to use this essential point in writing process, Khatib, & Meihami, (2015) cited in (Coke Ismayanti 2008)(p. 19) states that language in writing description and other forms of writing involve correct usage and point of grammar. However, as I commented before, grammar has a lot of involved, so language use concerns specifically the correct use of each word, verbs, adjectives, phrasal verbs and how the correct way in sentences taking into account the context. As isolated words are required in second language learning in different skills, words, sentences and idioms in contexts are clues in writing skill, the ability of knowing when to use a word depending on the different writing is crucial in this skill. Muhsin, M. A. (2015) affirms that “Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentences and paragraphs as the way to get readers attention” as a result of that, we can tell that grammar and the language use in writing skill are linked between them, and to a good result in writing is required those components.

Finally, *Vocabulary*. What is a word? Or what is vocabulary? Those are two questions that Nation & Mera (2010) did in their book called an Introduction to Applied

Linguistics in which they expressed that this is a difficult question to answer, and indicate that to know how many words people reads pear minutes, how many words a book contains and how many learners knows we must count tokens and type of words, but what are tokens? The same authors define and highlight tokens as each word we say in a speech, even if we repeat the word. Also they talk about the type of word in which they explain the type of words as verbs in different tenses, nouns, adverbs, articles and so on. Consequently, vocabulary range is divided into some categories to learn better as (Grant and Nation, 2006). Express as vocabulary categories are: Core idioms, figurative and literals, those classifications compose vocabulary. For this reason, in writing process or skill, vocabulary is considered one of the most important components in terms to write, this, thinking about that vocabulary is crucially needed in the writing skill, Khatib, M., & Meihami, H. (2015) affirms that “vocabulary is an essential part of compose writing. The writers need vocabulary mastery well to express or write their ideas” so, it can be seeming that people with lack of vocabulary will have some problems at times to compose.

Assessing writing

Knowing the effectiveness of something in the way of learning and teaching process is relevant when the learner wants to go beyond, in this way, assessment is one of the ways to know (Istianah, 2019) affirms that “Assessment is a tool to know the quality of something, include language skills” for that is important to correct what you are learning. Assessing writing is key to knowing the quality and the fastest or not, the students are raising in this skill. (Istianah. 2019) stated Weigle (2002) in her study “The Use Of Padlet Application To Improve Writing Skills Of The Tenth Grade Students Of Smk N 2 Salatiga In The Academic Year 2018/2019” a writing rubric in which writing effective process will be better assess, in this table is assessed 3 important aspects content, organization, and language used, and this will show some important points to check the writing process.

Literature review

This research study focuses on the exploration of the writing process approach in Padlet L2 writing narrative abilities in a bilingual school in the city of Montería. The purpose of this section is to present a comprehensive review of empirical research that has been conducted over the last ten years in relation to how WPA can enhance writing skill with a Padlet as an interactive instrument. This chapter has been organized using a thematic structure. First, this study presents relevant studies that have looked at WPA in order to improve writing skill. and second, it discusses some research using technology or padlet.

Studies related with the uses of WPBA in the development of writing skills

The studies presented here are geographically diverse and they serve to provide insights on the scope that research has had in the field, as well as what is missing. In the end, I will draw conclusions about the gaps that I attempt to fill with my own research study.

In one of the studies, Miftah,(2015) “Enhancing writing skill through writing process approach” This study employed as well as in my case, Classroom Action Research, . The findings show that the implementation of WPBA with the proper model procedures developed can enhance the students' skill in writing a personal narrative. Before the implementation of the approach the students' score was lower than after cycle I and II already worked during the term, knowing this information, This study is relevant to this research since, the main focus here is WPBA, how they use this approach which is the same approach that was carried out in this study, but also the same kind of research methodology as is action research during II cycles.

This research showed in its results how students after II cycles could develop their writing descriptive skills.

the gap in Miftah (2015) study and this research is the context and the implementation of WPBA though padlet.

Another important study is Exploring the potential of process-tracing technologies to support the assessment for learning of L2 writing that Ranalli and Chukharev-Hudilainen (2018). investigated Two Chinese L1 students studying at a U.S. university who served in a case study, they could complete a series of argumentative writing tasks while a KL-ET system traced their processes and then produced visualizations. In this research, they used individual tutoring, they also used, the visualization of transcriptions and writing reflections, with that information already collected, during the findings, the authors could find 3 aspects, #1 the mental model of writing is related to the position of the participants, #2 they could see some problems with planning, formulation and revision who is the process of the paper, and #3 The motivational issues of the participants. This research could support my study, because the researchers use the WPT assessment to explore students to enhance writing learning. The results of the study, clearly show “The process data and the collaborative dialogues they facilitated were seen to provide rich information about where students are in their current stage of development of L2 writing skills” (p.77). Even the author got involved in other aspects, they used technology and the writing process approach. Even so, this study in process will implement both Technology and WPA but a different technology and it will not focus on assessment.

After developing the first assignment: this study showed important support in my study, a case study of the writing processes of a successful and an unsuccessful student Wingate, U., & Harper, R. (2021), this relevant study is another essential example, in this case study, was used some Using screen recordings, interviews and surveys. This investigation investigated

the writing processes of 13 novice students in which they screen their work computer-base assignment. The author said that it was easier for them to make an unobtrusive and more accurate observation during the assignment.

Following with the section Jalaluddin, Yunus, and Yamat, (2011) was one of the good researchers in which it will support this study. The focus on this research was the work of the teacher in front of the students for that, In this study, three students and their English teacher were involved in this research, during 5 months, they were observed in depth, Findings showed that these learners improved in terms of vocabularies, Three aspects were identified as important in the writing process which were teacher's questioning, commenting and giving clues technique in improving the learners' writing skills, even when the focus was the work of the teacher, they used WPA to know if through this approach achieve their aim.

This study is important to this growing research. Thus, the author works with an approach that it will be implemented, even though this research was just focused on vocabulary gain, another difference is that in my study, and this study will use padlet as a tool.

Bayat (2014). In this new study, two questions were the participants in this study, the data collection procedure was collected by a pretest posttest control group quasi-experimental design during 10 weeks, data associated with writing anxiety were collected through the Writing Apprehension Test. Analysis of covariance (ANCOVA) was used, the study found that the process writing

approach had a significant effect on writing success and anxiety. Based on this finding, the use of process writing approach is recommended for written expression studies.

Padlet in writing skills development

Many researchers have been working during the new era with this app to improve writing. Padlet has become in a good tool used to research in writing skill. One of the researchers in this area is Istianah (2019) who used Padlet to improve writing skills in 10 grader students. The methodology used was an action case study, this study was carry out during 2018 and 2019 year in where was answered two questions #1 was : how is the implementation of Padlet to improve writing skills in 10 grade Students of SMK N 2 Salatiga in the Academic year 2018/2019? And (2) How is the improvement of writing skills of Tenth Grade Students of SMK N 2 Salatiga in the Academic year 2018/2019 before and after using the application?

In his study, the author observed and conducted the research during two cycles, in which the research could conclude that Padlet was useful to improve writing skill specific in content, organization, vocabularies, language use, and mechanic this results or conclusions were obtained through rubrics and checking lists to assess the writing process.

The second previous study was carried out by Algraini, (2014), this study explores the effect of using Padlet on enhancing female Saudi EFL learners' writing performance. This was conducted by one semester during 2014-2015 in where the researcher sample was 24 female students selected randomly and divided into two groups. The participants applied two tests, pre and post test, in which they could observed how the changed was seem in those tests giving the post test after using Padlet a good effectiveness results in writing skills.

The differences showed in Algraini and this one is that they carried out the study in different sample of participants and context, also, this study will expect to show in which specifically writing aspects will be improved at the end of using Padlet app.

The third study was carried out by conducted by Lestari and Kurniawan (2018). This action case study aim was to know whether the use of Padlet as media can improve students' descriptive writing mastery of students of English Department of Uniska in the third semester. During this time, they implemented Padlet in 3 occasions in which the process was assessed by a checklist, observations and writing tests using padlet app. At the beginning the students showed some difficulties in grammar writing. However, at the end, the written test showed that 18 of 20 students had great results in writing grammar and descriptive writing after using padlet. One of the important differences with Lestari and Kurniawan and this research is that this will explore the study in a different grade of learning with the participant, since this will be in 10 graders students in this country, and this was with a higher level of the education at university one.

Those important researchers have good relation to my study, the WPA to help the writing skill but in this case the writing anxiety, the differences with my study will be the use through padlet and the population, even though methodology used in some of them, the results obtained and the type of writing that was descriptive paragraph help me to follow it. However, the studies did not used WPBA and Padlet at the same time as it was used in my study, and this will make a different between those studies and my study.

Methodology

This chapter details the research design suggested by this study, additionally the description of setting, the participants with their context, the data collection procedures, and the data analysis techniques used in the study.

Type of the Study.

This study followed a qualitative approach to describe how WPBA contributes to improving students' personal narrative writing ability specifically in terms of grammar structure, punctuation, and vocabulary, implemented through Padlet. Qualitative research is concerned with capturing the details and attributes of the phenomena, leading the participants to tell stories. Creswell and Poth (2016) affirm that: "the details which the researchers can build during the story are just allowed to be established by talking directly with people, going homes or places where the study will take place, of course allowing the participants to tell the story" (p. 45). This type of study permits the researcher to go beyond the phenomenon of the study. Qualitative research is people-focused and allows the researcher to have a deeper insight into a particular environment (Richards, 2003).

This research embraces an action research design in order to understand the benefits of using WPBA to improve grammar, vocabulary, and punctuation in writing skills in narrative paragraphs.

In education and qualitative research has been used several years ago, Sherman, Robert, and Rodman (1988) said that: "a person with historical interest might find significance in what happened to the idea in research education in the past of fifty years" (p. 8). This method is useful to improve and implement in the classroom because it helps teachers and students in the learning process, considering action research works during

different cycles to get better results cycle by cycle. Clark, Porath, et al (2020) define action research as “an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice” (p.8). In this way, action research became an appropriate tool for research about teacher practices in the classroom, this approach leads the students to get news Clark, Porath et al (2020) affirms “Knowledge is created through action and application” (p.9) and the teacher can observe their job while is heading the research.

To carry out good action research, it is important to know that action research involves a cycle in which a series of steps are conducted (Ozanne, and Saatcioglu, 2008). Action research involves a cyclical research process beginning with joint problem identification and diagnosis. Next, guided by tentative hypotheses, the researcher designs the field study and collects and analyzes the data (Margulies & Raia, 1978). The final step of evaluation feeds into a new cycle of analysis and reflection (Susman & Evered, 1978). This is one of the reasons, we attempted this style, two cycles and a diagnosis activity was conducted to know the results of the students. Moreover, at the end of each cycle, a process of observations, new planning considering what students showed at the end of each cycle in that sense, this study followed the evaluation and all of the steps of action research

Another important factor in which this strategy was carried out in the study is the essential characteristics of the action research for the purpose of this investigation.is understanding how through the use of technology, and WPBA processes in narrative writing can be improved. Thus, Baum et al. (2006) affirms that “action research should be the methodology of choice for social science” (p. 2) also, with their cycles or steps, this study was led to analyzed during the process, plan, observe and those process help the researcher to achieve the purpose of the study. Paraphrasing Baum et al. (2006) who explains how action

research integrate a holistically series of flexile cycles rather as separate steps: they are: investigation; analysis and interpretation of the data: planning the new cycle and evaluate it. Those cycles allow us to understand the process of this study and the findings from the participants. For those reasons action research with the purpose of interpreting to gain understanding and intervening to generate a change.

Context and Participants

This research was carried out at a private and bilingual school in Monteria, with a high and media economic status the school offers a soft bilingual education in preschool and primary, but secondary does not belong to the bilingual part. However, the students, have 6 hours of intensity in English during the week. In terms of student's background, the students have been involved with the language during their years in the school and some of them have studied the English course at the University of Cordoba.

The school has the technological support to implement the different sessions of this study with the students. It houses a room with a complete set of computers, a digital board and all the facilities to improve the students learning experience. Moreover, this school is part of the certified schools in Monteria in terms of English learning, which offers students and teachers the opportunity to have an easier access to the English language. According to the grade, the students. Furthermore, the school is assigned with different groups to practice English which helps and supports teachers and students from 9th, 10th, and 11th grades in their learning process and the development of the student skills concerned with the second language. Students and school are also equipped with textbooks and the Cambridge platform which guarantee teachers and students practice with different tools in the second language. The participants for this study were a group of 7 from a group of 30 students of 11 grade. their age was between 15 to 16 years old. They were involved in the sessions during more than 2

months, in which they were engaged in the foreign language out of the normal English classes, since the sessions involved extra activities.

The participants of this study were chosen considering their willingness to participate in the study, the participants of this study are the same age, they also count with the same social economic status, they have support at home with the provision of internet by their partners, and during their time at the school, Participation in all the process. As it was mentioned before, the participants of this study have been immersed in the language during the path of their school life. Moreover, music, movies, books, are in English, which is known after a talk with the students in the diagnosis session. the study started when the participants were in 10 grade, the end of the second semester of 2021 and the other part of the cycle was carried out was carried at the beginning of the first semester of 2022. As a consequence of that, the data collection finished when the participants were in 11 grades. This started and finished with the same group of students and during 4 months of work, the teacher who instructed the students in the process with WPBA in Padlet was the same who conducted the research.

Data Collection Procedures

In order to collect the data needed for this study data collection procedures were used, which are: production tasks, observation and the researcher diary. Production tasks were used before the implementation of WPBA in Padlet, as a diagnostic information during and at the end of the cycles. These procedures were chosen considering the type of information needed to answer our research questions as illustrated in table 2.

Production tasks

In order to take some samples of the participants using the language during the WPBA sessions in the 2 cycles, production tasks were used. Participants were asked to write a task before starting the implementation process of WPBA, as a diagnostic task where the grammar, vocabulary, content and mechanics aspects of writing were ranked using a rubric

for that purpose. *see appendix A* Nunan and Bailey (2009) stated, “production tasks are techniques used to obtain samples of learner language, typically in order to study processes and stages of development that learners pass through as they develop their second language proficiency” (p. 321). Using this procedure, it was clear to see what students could do with the language in narrative paragraphs using WPBA in Padlet, scoring and measuring it with the mean score which is the average of the data collected. Also, this kind of technology allowed the researcher to involve the participants during the process considering the goals of the same study, participants interest in it because tasks integrate different elements which leads to be organized during the process. Nunan (1989) said that: “six key elements of task as goals, input, activities, role of teacher, role of learner and setting are identified” (p.18) leading the participants to be involved during the tasks integrating in the language, in this case in narrative writing abilities as: grammar, content, vocabulary. Prabhu N (1998) affirms that “students may learn more effectively when their minds are focused on the tasks, rather than on the language they are using” (p. 11) for that reason, tasks can be useful because students can learn through the process using the language rather than being focus on the grammar structures, they could learn more natural.

Diaries

The use of diary as data collection technique is usually used to follow notes of different events during the study in social science investigations. Ross, Rideout and Carson (1994) affirms that: “Diaries have traditionally been used in social and human research” (p. 1). This technique supports the researcher to understand the behavior of the participants. Moreover, it helps to remember and shows the strength, weaknesses, and boundaries in the study. The use of diaries threats to high-quality data as well as measures used to ensure the collection of the aspects already experienced during the CLASS sessions. KNOWING the important role that diaries play in a qualitative research as a data collection technique, this study adopted this

technique, since, the diary of the researcher holds some essential information already collected session by session to answer the question of this study. The purpose of the diary is that the researcher registers the significance aspects of the class sessions.

Observation

Observation is defined “as a technique of collecting data directly from another human being or object in order to observe the behavior and collect information about its properties” Potter (1996, p. 4). The observation method in this study, was required, to see all the experiences of the students. Moreover, this technique was essential at the moment of carrying out the 2 cycles of the action case study. Also, we could determine the impact of the WPBA in the writing exercises, especially since this study involved Padlet in different sessions. Besides, it is known that observations are great tools that forces to the interviews which were used to know the students' experiences, Polkinghorne (2005) affirms one of the best supports for interpreting participants interviews are observations. As it is necessary to have a clear information about the participants, process, observations were implemented during the whole process of the sessions, especially during each cycle. It was required in the part of the action case study.

Procedure

This section describes how is carried out the different cycles of the action research

Diagnosis cycle

The first step of the procedure was the diagnosis task, this was applied previously to this first cycle. this was a simple activity, undertaken at the school in a normal classroom in which the students receive the class during the day. The purpose of this diagnosis was to

know how the students were able to write a narrative paragraph, taking into account: grammar, content, organization, language, vocabulary, and mechanics.

Students were asked to write first a narrative paragraph, using basically the description to assess the aspects mentioned above and to detect in which of these aspects they need reinforcement to be able to complete the task as well as how they manage the background knowledge of the students in narrative writings, in terms of content, organization, language, and vocabulary. That activity was developed in a piece of paper (*Appendix A*). Students had to write about their last vacations in a piece of paper in narrative writing. After analyzing the learners' task, it was possible to draw some difficulties, based on their work assessment through a rubric (*see appendix c*).

Cycle I

Cycle was carried out in a series of 4 classes. It was focused on the problems of pre cycle activities. In pre cycle, we can see that most of students still had problem in all writing aspects as grammar structure, used of vocabulary: adjectives and the style of descriptive paragraph. It happened because students need much time to practice in writing. By using WPBA in Padlet, hopefully time for writing practices. Cycle I consisted of some sessions of learning and teaching about what is a narrative paragraph. The structure, how to tell the story and the description of the events in narrative writing, other important was, what is Padlet? How to use it? And some activities to practice. Moreover, some other topics were studied before the practice of WPBA. Those topics were: What is a Writing process-based approach? How to use this approach to practice writing? Steps of WPBA: Brainstorming, drafting, editing part and final paper. Teacher planned a class about those topics with some videos, activities to learn about the process, Padlet and what is necessary for the sessions of the study. (*See Appendixes D, E,F Lessons plans 1,2 and 3*)

Table 2

Description of the cycles

Stages	Description
Planning	<ol style="list-style-type: none"> 1. Designed Lessons plans 2. Teaching session about the topics already mentioned before. (<i>Appendixes d, e f lesson plans 1, 2 and 3</i>) 3. Defined material and theme or topic that was used with WPBA in Padlet exercises, about: describing how did they feel during the pandemic? 4. Made items for exercises brainstorming, drafting, editing and final paper tasks in cycle 1 and 2
Acting	<ol style="list-style-type: none"> 1. Trained students to operate WPBA and Padlet 2. Informed students about schedule of the sessions 3. Students started their brainstorming after session of teaching, guided by the teacher and in a virtual session with all the focused group.

	<ol style="list-style-type: none"> Students wrote their draft of the descriptive paragraph using the brainstorming made during the session Lecturer and checked the drafting to write the final paper
Observing	<ol style="list-style-type: none"> In this first section, the researcher observed the classes, what the students reaction and how they worked through WPBA in the sessions In this part the professor provided some feedback for the students to take into consideration for the next cycle. Finally the researcher contemplated the Strengths and weaknesses of the students to plan for the next cycle.
Reflection	<p>Strengths and weaknesses Cycle 1</p> <p>Strengths:</p> <ol style="list-style-type: none"> Students could practice more in writing, they could explore the app and know how to use WPBA, the use of brainstorming, drafting, and checking the mistakes, they could do a better job that the pre-cycle.

	<ol style="list-style-type: none"> 2. Students knew their friends' paragraph, so they can learn the mistakes, errors, or maybe the good one. It will improve their knowledge in writing and can evaluate their writing. 3. During the sessions they could learn practically, with questions, and they could discover the app Padlet, where they showed great abilities after the explanations. See Appendixes <p>Weaknesses:</p> <ol style="list-style-type: none"> 1. Most of the time we had problems to use the technological building because it was busy. However, we moved to carried out in other time of the day. 2. Students present some difficulties in metaphor, for that reason for cycle-2 it will be tried to be changed.
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Cycle 2

The process of implementing the action was the same as cycle 1, consists of: planning, acting, observing, and reflecting. These are the implementation of cycle 2

Stages	Description
Planning	<ol style="list-style-type: none"> 1. Planning and explaining about metaphors and give them examples in narrative paragraph. (<i>see appendixes G</i>) 2. Started writing the steps of WPBA with the new topic: Describe the last time practicing your hobby. 3. Posting brainstorming, editing, drafting and final paper of the cycle #2 4. Making the interviews.
Acting	<ol style="list-style-type: none"> 1. Putting into practice the planning of the new sessions with the different steps of WPBA in Padlet. 2. Answering questions and practicing what they already learned in the teaching sessions and trying to correct the mistakes of cycle #1
Observing	<p>Students:</p> <ol style="list-style-type: none"> 1. The researcher observed the session and wrote some important points to study in the next cycle. 2. The researcher collect the information to be analyzed 3. Teacher and students provide some feedback for the next exercise.

Reflection	Strengthen and weaknesses Cycle 2 Strengthen: <ol style="list-style-type: none">1. In cycle 2, Students could operate the different steps of WPBA fluently, they did not have a lot of questions about it, since they knew how to do a brainstorming, drafting, and editing and final paper.2. Lecturer was easier in checking students writing Weaknesses: Students did not want to meet in the afternoon. However, they did the effort to assist to the sessions.
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Data Analysis

Analyzing the data already collected after cycle 1 and 2 provided a deep understanding of the student's experiences and the improvement of their aspects in personal narrative paragraph: grammar, punctuation, narrative paragraph style and vocabulary.

First the results of the diagnosis task, was the starting point to analyze how students from the scores obtained from this first activity changed after the explanation of the WPBA, the use of the tool, Padlet, and the exercises related to the narratives paragraphs.

Then the results from the first and the second cycle Task writing narrative paragraph activity were key to answer the research question. Mean scores were used to analyze these results.

The mean scores of a predetermined set of data are equal to the sum of all the values divided

by the total number of participants that took the task this way, we can observe and compare the results of the process before and after the implementation. Research diary's notes were also a source for reflecting about the application process as well as the teacher-researcher observations during the application of the writing approach .

Thematic analysis method was used to analyze the narratives of the students (Braun and Clarke, (2006) claims that Thematic analysis "is a method for identifying, analyzing and reporting patterns (themes) within data"(p. 79). In this study, the form of thematic analysis that was used was an inductive analysis, it says that the coding process was created for the researcher according to the data corpus. In order to come out with a good analysis of the information six phases suggested by Braun and Clarke (2006, p. 87) were followed:

- Familiarizing yourself with the data.
- Generating initial codes.
- Searching for themes.
- Reviewing themes.
- Defining and naming themes.
- Producing the report.

To familiarize with the data, this was read several times to understand and label the data., Then, the codes were stated by patterns to create the themes from the codes. Those are more general categories where the codes can be included. After creating the themes, then categorize the themes, next step, finally wrote the report analysis of the observation and diaries It is important to follow the steps from the listing organizing data, otherwise the analysis would have been poor and lacked accuracy.

Findings

This chapter presents the main findings of the WPBA application, in order to improve students' ability to write narrative paragraphs in padlet. First, I make an overview of the general findings during the different cycles of the action research, diagnosis activity, cycle#1, and cycle #2. Secondly, I report the findings based on the information gathered, presented by themes from the analysis which are: results in the diagnosis cycle, from the Diagnostic Cycle to the Path for Writing, The Effectiveness of the WPBA to Improve Writing, and The Usefulness of Padlet for Improving Writing, drawn from the analysis during the 3 cycles.

Research question

How can the implementation of the process-based writing approach, through the use of Padlet, improve students' ability to write personal narratives?

General Findings

The following section presents findings based on the three themes analyzed in the cycles and the diagnosis activity. First, I describe the first findings of the diagnosis cycle, then it was included graphs to show the measurement made of different aspects included in the evaluation rubric (see Appendix I) of each one of the products made by the participant students in the study. Each one of the cycles was completed according to the phases established in the action research method.

The first aspect shown was: the personal narrative text structure

Checking the pre-task it could be seen the lack of knowledge in the structure of personal narrative paragraphs, students did not use different details when they are telling the story, and even when they had 1 hour to write their activity, they did not follow the structure that is: Catch the attention of the reader, uses different chronological time creating the atmosphere and a great description atmosphere in the reading a clear example of that are: (Appendix A and B) as it is

observed, students wrote the writing with lacks of knowledge in narrative writing style structure.

The second aspect is: problems in the different aspects narrative writing: vocabulary, grammar, and punctuation. Taking into consideration the different components in writing skill, in this activity we tested 4 of them: vocabulary, grammar, punctuation and coherence, in this case, it was found some mistakes in the first 3 mentioned.

Consequently, in this important aspect of the text, many students got regular in this criteria described. Students miss some adjectives, and most of the time were lost when they tell the story, some of them confuses in grammar tenses as SS#2 *see appendix b and c*. It was observed some mistakes of the students using the inappropriate verb in which they mixed 2 different tenses: for instance: is SS#4 wrote: "...we was going to work..." in this sentence, the students made the mistake in the use of to bet. (Inappropriate use of the verb to be). In terms of vocabulary, students had the lack use of descriptions in the text to know more about the scenery when the event took place. They also had some spelling mistakes, and verbs were inappropriately used, the following example is chosen from (appendix b) Spelling: "afected" instead of Affected, "virtualy", moreover, some other mistakes in Verb and pronouns used: "he is" instead of he is, another mistake was it was the covid 19 "that" instead of those. Based on the result of the analysis on the data gained from the pre-task in pre-cycle the strategies were planned to face the issues found in the pre-task.

From the diagnostic cycle to the Path to Writing

The evidence showed that students progressed during the implementation of the 2 cycles where the WPBA was applied by using Padlet in the sample population selected for this study. We explain here the progress students made in each aspect when writing a narrative writing knowledge and the role of WPBA and padlet in this process. The following

table shows the difference in the result from the diagnostic cycle to the Path for writing using WPBA in padlet measure of central tendency for the final product on the diagnostic activity and cycles I and II.

Table 3

Cycles results

	Pre-cycle	Cycle #1	Cycle #2
Mean score	3,9	4,2	4,7
standard deviation	0,1	0,2	0,1
Median	4,0	4,2	4,7
Mode	4,0	4,2	4,8

Note: Measure of central tendency for the final product on the diagnostic activity and cycles #1 and #2.

The results of the first writing exercise, students did in the diagnostic production task, where students had many difficulties writing a narrative paragraph in aspects related to spelling, punctuation, lack of vocabulary specifically using adjectives, and some grammar structure mistakes (verbs tenses) which can be seen in the appendix (c), in which student 1 made some mistakes in terms of the tenses of the verbs when is narrating the event such as: “*the car being at the mechanic*”, “*I had pending*”

Those difficulties were observed and measured with a rubric (appendix a) that was the same to measure the whole process during the pre-cycle, cycle #1, and cycle #2 which was the final cycle.

As seen in table 1, there was an improvement relative to results obtained in the diagnostic activity, cycle I and cycle II. While in diagnostic activity or pre-cycle, students scored 3.9 on overage, below the passing score of 5.0. In cycle I, students scored 0.3 mean

score points higher than in the diagnostic activity, and in the final test of cycle 2, students obtained 0.5 mean scores higher than in cycle 1 and 0.8 higher than in the diagnostic cycle. It is important to mention that the most common results at the end of the different products pre-cycle, cycle I, and cycle II were high. The mode, which is the most repeated value in a set of data, shows that in pre-diagnosis was 4,0 in cycle I was 4,2, and in cycle II was 4,8 those were the most common score among the students.

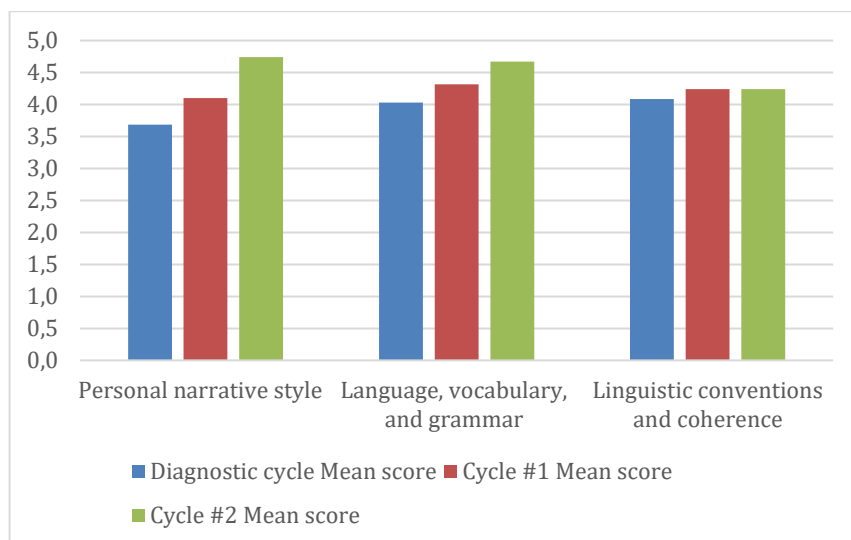
The differences between the personal writing of the students during the implementation of WPBA in padlet could be seen in the quality of their writing as is observed in the (appendix J) the first writing written on a piece of paper had different mistakes in grammar, vocabulary, ideas, punctuation, and coherence as it is highlighted in the activity considering the rubric in (Appendix A), different to it, it can be observed how the same student after organized their ideas in the brainstorming that is the first step of WPBA in padlet could write a personal narrative more organized, fewer coherence mistakes, with a better structure, and some uses of precise word of words groups, and in terms of grammar fewer grammar mistakes, even that the mistakes that students could present were corrected as part of the same process during the session, and as a result of that, they could present in cycle I a good quality of the final paper.

After that, it can be observed too, in cycle II how the implementation of WPBA presented in Appendix J and k those two different participants could improve their quality of writing in personal narrative paragraphs, in the writings step-by-step is observed how students improve their personal narrative writing, correcting the mistakes in terms of grammar, vocabulary, coherence and the structure of it, also and one of the most important findings, is how each final paper of the cycle I and II students' could create a personal narrative with different details which provide better images for the readers.

In a conclusion, we can say, as it is presented in (Appendix J and K) students could improve students' personal writing skills.

Figure 1

Results of the cycles



This graphic represents the table before shown, we can observe how the median, that is the middle value when the data is arranged in order, the mean score, and the mode grew up at the end of the implementation of WPBA in padlet in the cycles.

Although the standard deviation difference in their results since the participants got some different grades in cycle I, and in cycle II after using WPBA in padlet, those values are closer to the mean value of the group. We can see how students add more vocabulary, better punctuation, grammar, and their ideas were clearly than in diagnosis after the different sessions. See annex (H and I)

Participant implements more details and prepares her writing in different steps such as brainstorming, drafting, and final paper, in which students could put into practice what they learned during the process, and it was seen in the results of the cycles.

In Appendix J and K, it is observed how the incrementation in the graphic is also shown in the text in this appendix, students used more vocabulary, and more details during the WPBA and they could implement what was learned during the sessions as was the

organization of the paper, the coherence during this, and also the quality when they are telling the story.

Effectiveness of the WPBA to improve writing

Table 4

Results in different aspects of personal narrative writing

	Diagnostic cycle	Cycle #1	Cycle #2
	Mean score	Mean score	Mean score
Personal narrative style	3,7	4,1	4,7
Language, vocabulary, and grammar	4,0	4,3	4,7
Linguistic conventions and coherence	4,1	4,2	4,2

The results in Table 2 confirm that there was indeed an improvement in students' personal narrative writing skills learning during the implementation of WPBA. We can observe how students after the first activity without the implementation of the methodology could improve their knowledge and practice the different aspects.

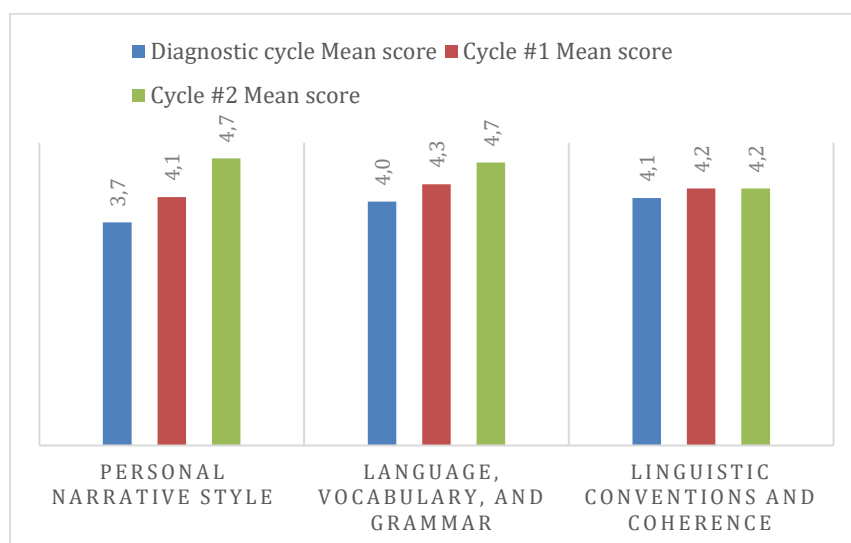
The first one was the personal narrative style. During the implementation of WPBA, students could study what was the structure and how to write descriptive writing. Moreover, in different sessions, they could learn vocabulary and how to implement WPBA in personal narrative paragraphs. *Appendixes d, e, and f lesson plan 1, 2, and 3.*

The preparation of the writing from the brainstorming to the final paper could lead students session by session to learn new vocabulary, interact with their partner, correct their mistakes, and organize better ideas, the researcher in her diary and observation stated: *“At the end of the activity, students claim some new words that they learned, and how the brainstorming helped them to organize their ideas at the time to start the drafting.”* So, it is clearly seen how the same students could affirm and the same way demonstrate in their results and writings their progress during the implementation of WPBA in padlet as it is observed in Appendixes C is the presentation of the pre-cycle, and I that are the links in which we can observe the padlets with the different process, students could gain vocabulary, implement better grammar, punctuation, and coherence that is also seem in Appendix J and k.

During the process of WPBA, they could practice different skills such as correcting mistakes and preparing their writing, and with it, the results were different and better than in the diagnostic activity.

Figure 2

Results in different aspects of personal narrative writing



In the graphic, we can see how students, using WPBA could strengthen their vocabulary, grammar, and linguistic convention, and how they could improve those skills sessions after each session.

The researcher claimed in her diary that: *"Students talked about the importance of organizing the writing, and they also expressed during the session that they could feel more secure of their writing quality after the use of WPBA"* in this comment, it is important to highlight, how students can recognize the importance of the brainstorming to write, so, they are conscious that when they prepare they ideas is easier to organize the paper.

We can see not only in the table but also in the graphic how after each cycle the different aspects of knowledge, participants could also grow 0.3 points from one cycle to another and from diagnostic activity near to 1 point.

With that information, we can say that students after the implementation of WPBA in padllet could improve their descriptive writing quality in different aspects such as grammar, vocabulary, linguistic conventions, and in their personal narrative style.

The usefulness of Padlet for improving writing

In the researcher's diary, in several moments seen, how students could enjoy the use of padlet working together with WPBA, the researcher affirmed that: *"in this session, students were very active during the activity, and they could explore padlet as a wall teaching tool, and they could describe how the use of padlet helped them to learn the vocabulary since it is very easy for them to look the pictures and describe the new words"*, during the observations of the session it was seen how students in the interaction with their partners, they could be more independent in the way they were practicing writing skills, padlet was not only a wall, students connected this app with WPBA with enthusiasm without forcing the learning environment, see Appendix E. It was shown that the use of WPBA in padlet step-by-step using some settings of it as uploading pictures and associating those pictures with the

information helped students to increase their motivation in practicing writing in other ways, and this process leads them to increase their vocabulary and the content of their personal narrative paragraphs as was observed in the different cycles.

In cycles I and II in the editing part, padllet was crucial, since students could observe the comments of the teachers in their descriptive writings, then they could correct that mistake in an interactive way with the different session giving to that educational environment color, music, interaction between students and students teacher.

To conclude it, Padlet was useful in the implementation of the WPBA because it provoked a new space to practice descriptive paragraph leading to EFL writing skill leaning being more attractive.

Discussion

This chapter discusses significant aspects of the findings this study stated in contrast with those prior studies and authors that have worked on the use of WPBA and padlet to develop writing skills. The discussion will be focused on two aspects. In the first place, using WPBA to develop writing skills, and secondly, presenting padlet as an alternative way to improve writing skills.

The study sought to answer one research question: How can the implementation of the process-based writing approach, through the use of Padlet, improve students' ability to write personal narratives?

Using WPBA to develop writing skills

In terms of contrasting the results obtained, in my study students had improvement in the personal narrative writings with WPBA, this was showed and observed in different researchers as also has been used by different researchers to learn and improve personal narrative writings. During the procedure I found in this study, in which students after II cycles could increase their writing personal narrative abilities in grammar, vocabulary, and punctuation. One of the researcher is Miftah, M. Z. (2015), who found that the students after II cycles could actually improve their abilities in writing skills, Miftah, M. (2015) (p.19) claims that: "93.33% (14 students of the class were actively involved in the writing activities and gained positives abilities in writing skill". Those activities are related to the procedures employed in writing a essay that may enhance their writing skill" (p.19), Those activities also showed that in my results, students could improve their personal writing narrative skills, but in my study, students could improve it using WPBA in padlet.

In my results, students showed after different sessions showed different attitude as was observed, students showed improvement in writing abilities in vocabulary, grammar and content, These results are either coherent with other studies such as Ranalli, (2018), that reported that after 4 tasks implemented , positive changes in students writing abilities could be noticed, as well as the process-approach has a positive impact on EFL learners' attitude toward writing skills, students showed in this study as it happened and shown in my study after II cycles and the process of 3 tasks, where the students cycle by cycle evidenced an improvement in their writing ability, this is also showed in of Ranalli and Feng (2018) after 4 tasks positive changes in students writing abilities,

Following the discussion, (Mehr, 2017) study could indicate in the results that the participants who were taught through the process approach outperformed the other groups regarding accuracy and fluency in writing skills. It is to say that the use of WPBA gives one more time positive result in writing skill learning, even in Mehr's study worked with a different context, the use of the activities with the implementation of WPBA gives similar results as in my study showing increased in grammar and vocabulary during the implementation of WPBA.

Regarding the use of WPBA in writing skills has shown how the practice of writing skill scaffolding it. Step by step students could present different improvements in their writing personal narrative skills, such as grammar, and vocabulary, as also in my research was appreciate how the use of WPBA in padlet.

The usefulness of padlet in developing writing skills.

Considering the second main topic is the usefulness of padlet in developing writing skills. In my study positive results were shown in terms of the usefulness, students showed how padlet was useful in the process of learning writing, students in my study claims how padlet,

the interaction of with their partners, uploading pictures could help them in the improvement of vocabulary, grammar as also was observed in Istianah (2019), showed how after different cycles, students could support writing skills in terms of vocabulary, grammar, and punctuation, those in front of other results can show how padlet helped students to achieve their skills in writing. By comparing the mean scores of the control group and the experimental group in the pre-test and the post-test, the results revealed that there were statistically significant differences between the achievement of both groups due to the Padlet method. After using padlet, more studies could present positive results in the use of this tool in the writing skill, it helped students motivation in terms of practicing writing skills. For coincidence, It is known that the use of technology has been growing in the use during classes, even though, some of students rarely used technology to learn in the classroom, Lestari, and Kurniawan, (2018) affirm that: "multimedia has been spread out and used by many students in their lives, but it rarely uses multimedia as one of the media that are used in the teaching-learning process" (p. 1).

This and other studies such as Taufikurohman, I. S. (2018). Who showed an increase in using padlet in 10-grade students in writing "Padlet give me a guide writing text", as Taufikurohman, I. S. (2018). Said in (p. 82.), this aspect also was presented in my study, students claim that the use of padlet with WPBA helped them in guide of writing personal narrative writing. So, It is observed that this study and my study could show that padlet is a positive tool to teach writing, in this case in personal narrative writing as it has been worked, it showed an increase in grammar, vocabulary, and the style of the personal narrative writing, as was also shown in my study, Padlet was useful in the implementation of the personal narrative writing skill, students could be engaged in the sessions and they could be supported

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by the tools that padlet has such as upload pictures, writing and interacting with their partners in the correction the mistakes.

To summarize, the use of WPBA through padlet helped learners to improve their vocabulary, grammar, and personal narrative style in writing development. Learning and practicing the steps of the WPBA approach could guide learners to develop the ability to narrate writing short texts in such an innovative way for them, that they felt comfortable using a technological tool easy to use and enhanced as it was the padlet. Moreover, it was found, that students enjoy different lessons during the sessions and could learn at the same time.

Conclusion

This study aimed to investigate how students could enhance their writing personal narrative skills using WPBA in Padlet and intended to identify how this methodology can help students improve their grammar and vocabulary in personal narrative writing.

Based on the analysis carried out on different studies regarding students writing skills development through WPBA with padlet and the findings gathered, it can

Apart from this, WPBA and padlet were meaningful for the students, finding an interactive way of learning without any pressure of failure, students were focused on the process more than on the final product. Consequently, they learned with the process and gained vocabulary, grammar, and personal narrative structure skills. Those changes were highlighted because, some of the most notorious difficulties that students had at the beginning of the study were their lack of vocabulary, and the structure in personal narrative writing style and they had a significant improvement.

Regarding the effectiveness of this method, it can be concluded that although all of the notorious improvements during the study, it could be observed a higher performance in some of the components of personal narrative writing rather than others, in the case of grammar and vocabulary, students had higher improvement cycle by cycle in those aspects different than personal style or structure, students' results were lineal.

To summarize, WPBA with padlet should be used regular based or as a supported tool to help the students to learn and also reinforce their personal narrative writing skills, also, in terms of practicality, it is necessary certain requirements in order to use this tool, such as an accurate technological environment in which students can have access to padlet during the classes, the success of the method and the tool it is seen in the practice of the sessions

frequently. It is to be known that: the more students change their learning and method environment, the better results they get as was shown during this research.

To conclude, the use of the application WPBA in Padlet is an innovative and interactive resource to promote personal narrative writing skills in terms of vocabulary, and grammar learning, having implemented 10th-grade students, the results are positive and surpass some of the traditional methods used to teach descriptive writing.

Contributions of the study to the field of ELT materials development

This study contributes significantly to the way educators may enhance their learners to use different strategies in the classroom to improve their personal narrative writing skills in terms of grammar, descriptive style, and vocabulary. Students at the same time could implement the WPBA in a different way supporting that methodology with padlet. The different possible moves and activities that may be considered practicing personal narrative writing scaffolding with the students with WPBA, could help the teacher and students be focused on the process and the product but the most significant is what they can learn during the implementation of WPBA as different vocabulary, and correcting the mistakes with their partners.

Limitations of the study

Some limitations were encountered while carrying out this study. Some private schools' teachers showed reluctance to let the students go out of the class to carry out the activities, for that reason, sessions took 3 months in the implementation of the study. In addition, technology building was not always available to work in the study, this was another reason why some sessions were during the extracurricular hour at night.

Further areas of research

this research sheds light on the effectiveness of a writing approach that can be used for teachers to develop this ability in a guided way to learners and the implementation of a different way to write in the classroom, using technology as an enhancing tool to create a different environment, Besides, different strategies would be implemented and created supported by this study. In addition, different contexts can implement the method using WPBA in padlet and create new ways of research.

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Appendixes

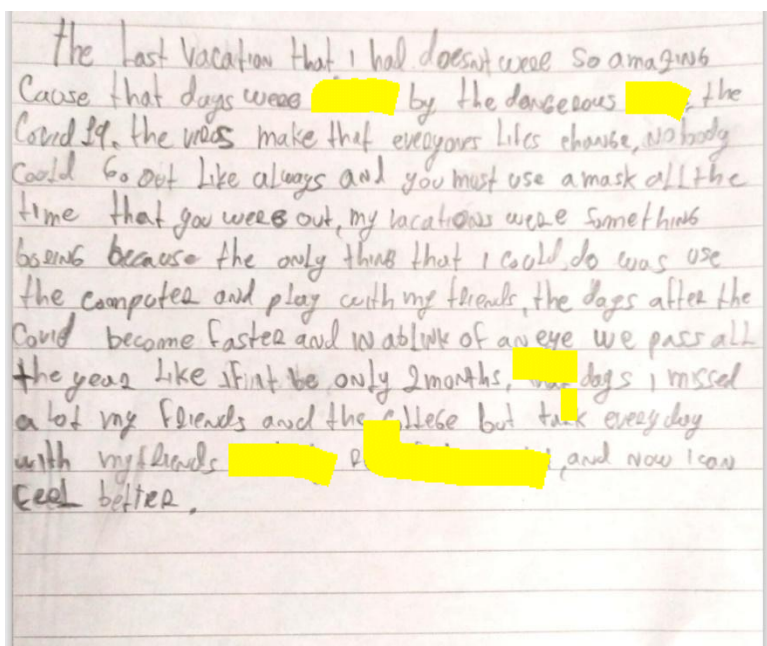
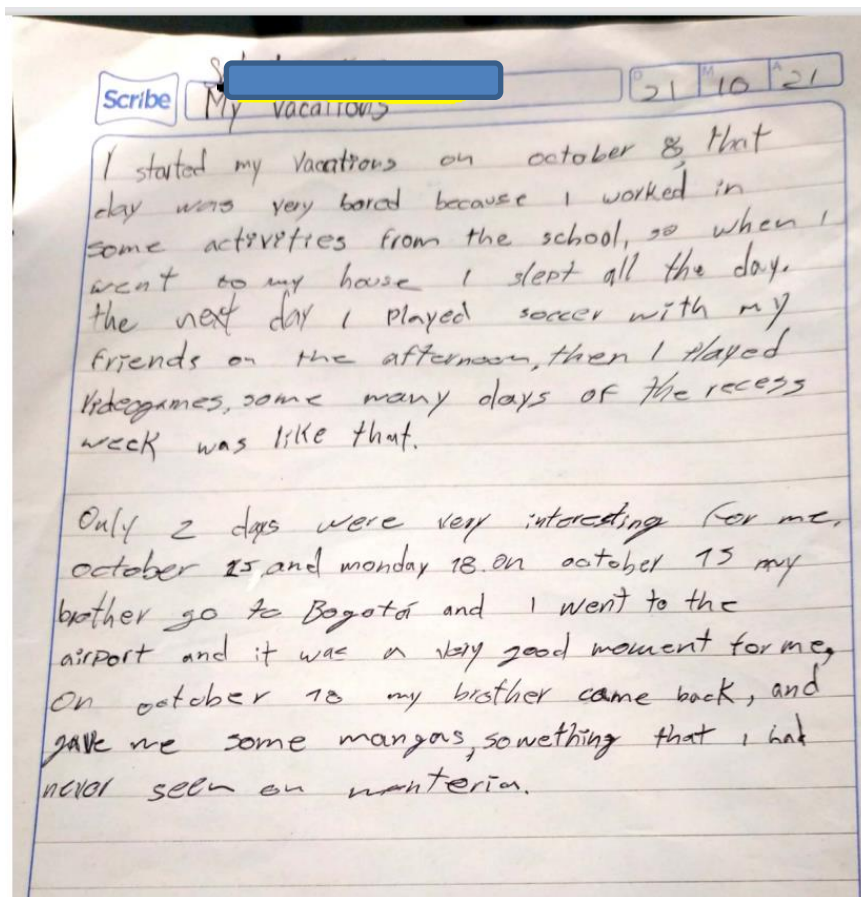
Appendix A

	Working below expectations	Working to expectations	Working above expectations
Audience	Narrative contains simple content. Attempts have been made to engage the reader through minimal use of narrative markers e.g. title, story opening, and description of people/places.	Narrative contains sufficient content. Attempts have been made to engage the reader through language choices and the use of some narrative devices e.g. humor, suspense, and genre.	Narrative contains sufficient detailed content. Successfully engages, supports, and influences the reader through deliberate language choices and the sustained use of narrative devices.
Narrative structure	Use of narrative structure is basic or minimal.	Use of narrative structure is effective and appropriate.	Use of narrative structure is sustained and controlled.
Ideas	Ideas are simple, few, and show little elaboration.	Ideas are appropriate, and effective and show some elaboration.	Ideas are substantial, elaborated, and skillfully applied.
Character and setting	Characterization and/or sense of setting is brief, simple, or absent.	Characterization and/or sense of setting is emerging through increased descriptions.	Characterization and/or sense of setting are effective and maintained.
Vocabulary	Some use of words and phrases	Some use of precise words of word groups.	Sustained and consistent use of effective words and phrases which enhance the meaning.

Cohesion	Narrative lacks flow. Links are missing and meaning may be unclear.	Narrative generally flows well. Some links are presented, and the meaning is usually clear.	Narrative is highly cohesive
Sentence structure	Narrative contains some simple sentences that express meaning. Some meaning can be constructed.	Narrative experiments with more complex sentences to express meaning are predominantly clear.	Narrative demonstrates variety in sentence length, structure, and beginnings. Meaning is clear and precise.
Punctuation	Minimal use of punctuation. Provides little assistance to the reader.	Regular use of punctuation. Provides adequate markers to assist meaning.	Precise use of punctuation. Provides accurate markers for controlled meaning.
Spelling	Narrative contains corrects spelling of most simple and some common words.	Narrative contains the correct spelling of all simple words, most common words, and some difficult words.	Narrative contains the correct spelling of all common words, most difficult words, and some challenging words.

Rubric taken from teach starter <https://www.teachstarter.com/us/teaching-resource/assessment-rubric-narrative-writing-us/>

Appendix b example of one of the products of pre-task



Appendix C diagnosis cycle students activity

- My vacations -

Some people may say they travelled a lot these vacations, but unfortunately that was not my case.

Firstly I needed to finish a homework, so I was in it until Saturday, we spent Sunday with my grandparents, and my brother and I stayed at their house until Wednesday.

We were actually going to travel to Cartagena, but my dad was in a car crash, so we couldn't go because of the car being at the mechanic; Then we planned another trip, this time to Covenas, the mechanic said the car would be ready for Friday, so we would spend the weekend there, but they had some issues, so again we couldn't travel.

In my case, I was reading the whole time, I even finished 3 books I had pending, and started a fourth but I couldn't finish it. That happened mostly because my mom took my computer from me (I had lost my phone a few days before).

In conclusion I think you could say I'm unlucky but at least I could spend family time and read.

student #1

My first day on vacations

Hello! I am Juan Ignacio, I'm a student of 10th grade and I want to tell you my recent vacation day. I came back to my house very happy and motivated because I have a lot of activities and tasks to do with my family and friends.

The first day I wake up at 7 o'clock, I prepare my breakfast, I took a shower and started to play with my friends. Later in the afternoon I arrive and go to hang out with my mom, dad and grandma. Before I finished my lunch I bought an ice cream and eat it, later I return to my house, take a quick rest and wake up and prepare me to go to the cinema to watch the launch of Venom in theatres with my best friends.

Finally I return to my house and go to my bed for the next day.

student #2

7 Days of Peace

My week started on Monday. We were making a plan with my friends. At the night, we went to eat "Perros Richard". We were 4 so we agreed to eat each one 5 Perros. It was a competition with time and only one of us could eat the 5 in 7 minutes, me and my other two friends ate 4 Perros.

The Tuesday was a day of rest. I went in the afternoon to my therapy (I had an injury) and after I arrive to play with my friends some online games.

The Wednesday again I had to go to the therapy and in the night I went to a basketball with my family.

Name: Andrés Martínez Herrera

Well, it was October 8th of the present year 2021, I just walked out of the school and got into my Dad's car after a long day of working in an English activity, and then I knew it, My week of recess had just started.

The weekend after going out into my vacations was a complete time of resting, since I spent it mostly sleeping, watching some of my favorite series, eating a lot, and relaxing for the first time. After three months of hard work in my studies. After that, I spent my days playing videogames of all kind, horror games like "Little Nightmares", action and shooting games like "Doom Eternal", role playing games like "World of Warcraft", among a lot of other ones. Another important thing I did was to talk to a lot of people, specially to my friends from school and

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student #3

The last vacation that I had doesn't was so amazing. Cause that days were affected by the dangerous virus the Covid. The virus make that everyone's lives change, nobody could go out like always and you must use a mask all the time that you were out. My vacations were something being because the only thing that I could do was use the computer and play with my friends. The days after the Covid become faster and in a blink of an eye we pass all the year like if it be only 2 months, that days I missed a lot my friends and the college but talk every day with my friends virtually. Reconnect me a lot, and now I can feel better.

student #4

I started my vacations on October 8. That day was very hard because I worked in some activities from the school, so when I went to my house, I slept all the day. ... the next day I played soccer with my friends in the afternoon, then I played videogames, some many days of the recess week was like that.

Only 2 days were very interesting for me, October 25 and Monday 18. On October 15, my brother went to Bogota and I went to the airport and it was a very good moment for me. On October 18 my brother came back, and gave me some mangos, something that I had never seen on winter.

student #5

This day is just like some other days. It's a good day cause we played soccer, then we played Volleyball. It was a really good day, before the rain was in the left taking my lunch that was some fried potatoes and some water, I spended the day with some friends and it was nice cause I like to be with them.

I came to the school at 6:50 and then had my classes as usual but in the second hour we went down stairs to change clothes cause we were going to play after that.

during my vacation I went to Tierralta, I spended like 7 days there. I helped my dad with his job, that was a good thing. I usually like go to some places in Tierralta that are the park and the fields to play any sport, but mostly soccer. I can ride a bike but not like free cause I need a pass, anyways I will get it the next year.

I have some friends there and I like to go eat and get ting fun with they is very special and then after all the work I came to Monteria to the birthday party of a friend and that was all, hope to get another week like this.

student #7

Appendix I cycle #1 activities and cycle 2

DRAFTING

<https://padlet.com/stefhanyavelez124/lxld6aafwtzv4ez0>

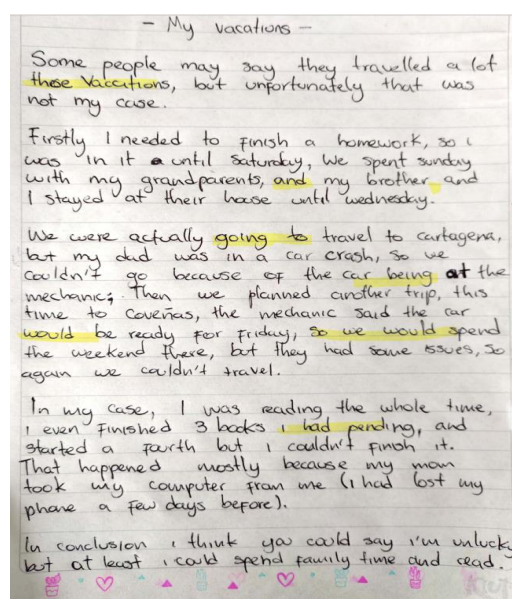
FINAL PAPER

<https://padlet.com/stefhanyavelez124/aw21nifgelsxwhm4>

cycle #2

<https://padlet.com/stefhanyavelez/deivy2eansrj6ztm>

Appendix J



As we all know, two years ago we came across a hard time due to coronavirus, we went on quarantine and basically we couldn't go out for a long time.

As a consequence I used to get really bored at home and had a lot of free time, I just had to distract my mind from the fact that we were basically all trapped at our own homes as it was pretty frustrating for me.

So I did several things to entertain myself during my free time at home, such as preparing different desserts and cooking in general, watching series and movies on Netflix, playing videogames with my brother or online with my friends during video or voice calls, I also came to develop this new talent which was handmade lettering and continued practicing my art with watercolors.

Lettering is called the art of drawing letters, and I loved it, I even created an Instagram and TikTok account for me to post videos about it, it used to relieve my stress and the process of making the videos was super

playing videogames and watching TV shows it was basically at night when I was bored but couldn't do any of the other things.

In conclusion the pandemic somehow helped me discover new stuff and realize some things about myself and my likes that I didn't know before.

0 3

Stefhanya Velez 5me
Hi Isa, those are some mistakes that you can correct for the final paper

Stefhanya Velez 5me
Across: spelling mistake. AND: use a comma before. Video games spelling. I: the personal pronoun "I" should be Uppercase. Cooking, a comma is probably missing here. Use a COMMA BEFORE SO. Possible comma missing here: TV SHOWS,

Stefhanya Velez 5me
Conclusion, possible comma missing here. Knew: Know. The auxiliary "do" requires the base form of the verb

As we all know, two years ago we came across a hard time due to coronavirus, we went on quarantine, and basically we couldn't go out for a long time.

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So I did several things to entertain myself during my free time at home, such as preparing different desserts and cooking in general, watching series and movies on Netflix, playing video games with my brother or online with my friends during video or voice calls, I also came to develop this new talent which was handmade lettering and continued practicing my art with watercolors.

Lettering is called the art of drawing letters, and I loved it, I even created an Instagram and TikTok account for me to post videos about it, it used to relieve my stress and the process of making the videos was super entertaining, I started getting more followers, and I was super excited, but somehow I came to be pretty busy by the end of the pandemic, so I

but eventually I came to be pretty busy by the end of the pandemic, so I stopped making the videos.

About cooking, I have always liked following recipes, since I was little, so it was a fun thing for me to do, also trying new things, I found it challenging.

And about the rest of things like playing video games and watching TV shows, it was basically at night when I was bored but couldn't do any of the other things.

In conclusion, the pandemic somehow helped me discover new stuff and realize some things about myself and my likes that I didn't know before

cycle II



going my emotions changed a lot. Usually when I play volleyball I take the game with me into a personal thing, if I fail once or twice my emotions tend to instantly change, even if I keep a good attitude, the feelings are still there. I can feel how the adrenaline runs all over my body and the nerves sometimes get to me and empower my movements and reactions.

It's so stressing but at the same time I love the way that this sport can provoke so many different feelings and sensations in me, physically and emotionally. I feel as if I were in love with it.

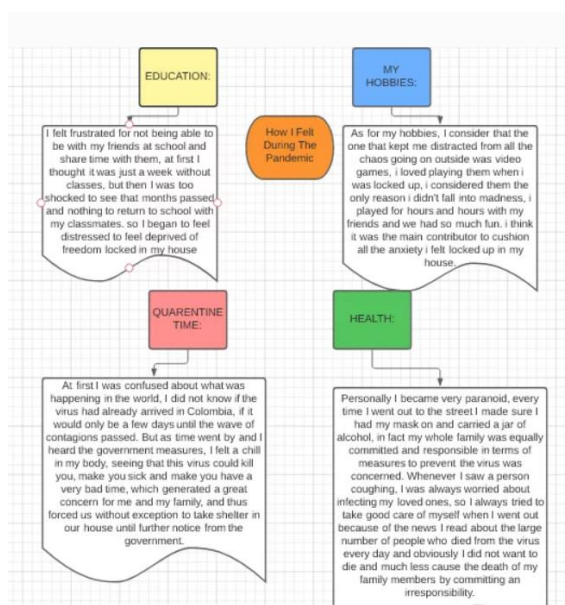
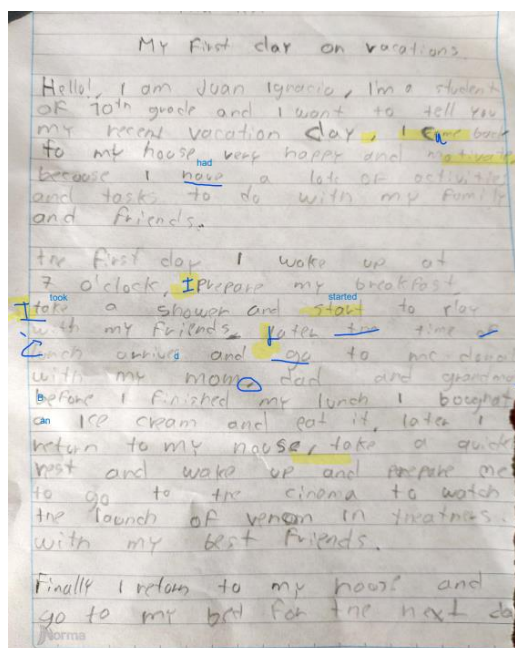
It was a fresh tuesday morning, our first match of the games. I could feel the cold air rushing through my lungs while I was entering the "coliseo del cafe" in Armenia.

I was feeling super excited but at the same time we were unsure or uncertain wether we could play or not. The problem was, we were only six players, and for a match to be legal each team must have at least seven players. We knew this, but a problem with one of our teammates occured, she was supposed to arrive directly to Armenia since she was in Bogota at her university, not in Montería, but she couldn't arrive, so basically we were incomplete and unable to play any formal match.

As a team we had to play against three other delegations, but as we couldn't play, what they did was accept to play friendly matches with us in the programmed time. So even though they weren't formal matches I still consider them as an experience more.

Each friendly match we played, my body was full of excitement before we started, but as the game kept

student #2



Diagnosis cycle

It was six o'clock in the evening, a Sunday when I was at home organizing my suitcase to start the week on Monday that was approaching. When suddenly my mother informed me that I would not have classes until further notice due to the arrival of the COVID-19 virus to our country Colombia. At first I was happy and full of joy because I would miss classes and I would not have to go and I could take the days off to be at home, but as the first week passed I began to feel a hunch that this situation would go for long, the media began to flood the news that the virus had arrived in Colombia, people were getting infected and beginning to present very serious symptoms even to the point of death. A great fear flooded the minds of all people, no matter the age of the person, anyone could die if they were unlucky enough to catch it. And that sounded horrifying to me, and just a week later, the news of the preventive isolation for all the people at a national level arrived. This is when the real chaos started all over the country; hordes of people arriving to the supermarkets to stock up for fear

Everything changed to adapt to the change in the face of the virus and that is when the new normality originated. A ray of hope came back with the good news that scientists were investigating at the speed of light the creation of a vaccine that would make people have a high probability of resisting the symptoms of the virus and not die during the course of the infection and thus gradually return to the way we were before, with the idea of being vaccinated and living life as we used to do two years ago. As things are today, I feel a great calm and peace inside me, where I do not have thoughts that torment me day and night as they did two years ago at the beginning of this madness that today is no longer the shadow of what it was before.

0 1

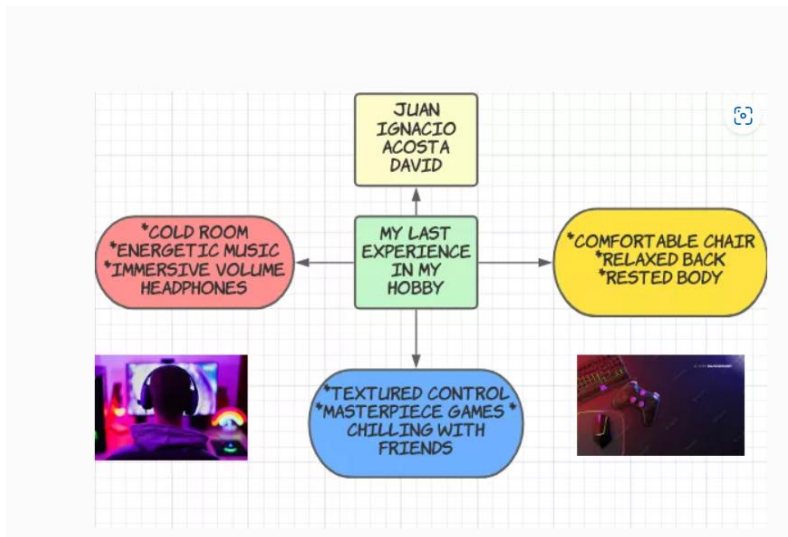
Steffhanya Velez 5me

Mistakes: Sunday, possible comma missing. Country, comma missing. First, comma missing. , And comma missing. In: this sentences does not start with an uppercase

Añadir comentario

final paper

cycle II



It was a hot afternoon at 3 o'clock in the afternoon, I just finished tasting my lunch and it was the perfect time to distract myself for a while from the busy day I had at school, without further ado I went calmly to the room that I have suitable for my gaming sessions, I turned on my Xbox console and grabbed the controller and felt the texture of its design, which felt like a smooth surface and at the same time rough but nice. I sat on my cozy blue sofa bed, but I felt that I was missing something else before playing. and it was nothing more and nothing less than the cherry on the cake, the air conditioner; I turned it on and it was only a matter of minutes for my room to be heated like a glacier so I could play as it should be. as soon as I started the console menu I found an appetizing catalog of games of different genres to play, but that day I felt like playing something competitive and challenging. and that's why I decided to play my favorite shooter, halo, a game I've been very fond of since I was a kid. so I enter the game, search for a game and let myself dive into the explosive action that the game offers me to enjoy another afternoon as usual of my favorite

Appendix D lesson plan

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

Maestría en enseñanza del inglés

Desarrollo Master degree Thesis

LESSON PLAN #1

STUDENT TEACHER: Stefhanya Vélez Padrón **SCHOOL:** _____ **GRADE:** 10
HOURS/WEEK: 3 _ **Topic:** descriptive paragraph class **LESSON DATE:** September
 26-octubre 2021 **TIME:**

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students will write a brief descriptive paragraph	<ul style="list-style-type: none"> Identify principal characteristic of personal narrative paragraphs, what are they? Analyze common structures part of the personal narrative paragraphs Explain why some paragraphs are not descriptive 	Descriptive adjectives Structure of personal narrative paragraph Examples: Forceful Active Forgetful Adaptable Frank Adventurous Friendly And other who they could discover

INSTRUCTIONAL ACTIVITIES

Warm-up Teacher will show ss a slide in which they will read a paragraph. Ss will express their opinions about the paragraph and the purpose of it.	Resources/Materials Slides computer	Time 10 minutes
Core activities <ul style="list-style-type: none"> Ss, will read different types of paragraphs Ss will read 2 personal narrative paragraphs Ss will express the difference between others types of paragraphs and those which are personal narrative. 	Slides computers	45 mins

<ul style="list-style-type: none"> • Ss will identify which features made these paragraph personal narrative • Ss will express which are the most specific characteristics of personal narrative paragraphs • • • Ss will watch a video about how to write a personal narrative paragraph with drawn examples https://www.youtube.com/watch?v=nAzyudRqYis • identify personal narrative paragraphs and its characteristics they also will remember some adjective to describe places, smell, tastes. • After watching the video in the board with our partners we are going to describe places, smell, and tastes. 		
<p>Closure Ss will share in with their partners their own examples written in a peace of paper.</p>		<p>30 mins</p>

ASSESSMENT:

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

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OBSERVATIONS AND COMMENTS:

Formative Supervisor's Signature
A. Lesson plan #1

Advisor's Signature

Appendix E lesson plan

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

Maestría en enseñanza del inglés

Desarrollo Master degree Thesis

LESSON PLAN #2

STUDENT TEACHER: Stefhanya Vélez Padrón **SCHOOL:** _____ **GRADE:** 10

HOURS/WEEK: 3 _ **Topic:** Padlet **LESSON DATE:** September 27-octubre 2021

TIME:

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students will create a padlet using its tools as: uploading pictures, writing and comment to their partners post in the patlet.	<ul style="list-style-type: none"> Identify principal characteristic of padlet Demonstrate how to use the app padlet Create a padlet with some pair work 	<p>What is padlet?</p> <p>How to use padlet?</p> <p>What are the main applications of padlet?</p>

INSTRUCTIONAL ACTIVITIES

Warm-up SS will see an example of construction of a wall padlet Ss will express the opinion and the different things that take attention of padlet	Resources/Materials Slides computer	Time 10 minutes
Core activities <ul style="list-style-type: none"> Ss will subscribe to open their padlets Ss will select the type of padlet they want Ss will explore what things can they do in the padlet SS will practice how to use the different tools of padlet as: upload pictures, comment, likes, dislikes. 	Slides computers	45 mins

<ul style="list-style-type: none"> • SS will practice with different adjectives that come to their mind in the pandemic moment • Ss will see an example of a padlet and they will learn how to use it with a practice example. https://padlet.com/stefhanyavelez124/Bookmarks 		
Closure Ss will share see with their partners their own examples Of padlet		30 mins

ASSESSMENT:

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

OBSERVATIONS AND COMMENTS:

 Formative Supervisor's Signature

Advisor's Signature

Appendixes f lesson plan

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

Maestría en enseñanza del inglés

Desarrollo Master degree Thesis

LESSON PLAN #3

STUDENT TEACHER: Stefhanya Vélez Padrón **SCHOOL:** _____ **GRADE:** 10

HOURS/WEEK: 3 _ **Topic:** Writing Process Based Approach **LESSON DATE:**

September 27-octubre 2021 **TIME:**

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
Students will create write a personal narrative paragraph using the principal steps in a padlet wall: Brainstorming, drafting and final paper about their feelings in quarantine.	<ul style="list-style-type: none"> Identify principal steps of WPA: Brainstorming Drafting Final paper Create personal narrative paragraphs considering emotions or feelings related to your topic in padlet using the approach and its steps: brainstorming, drafting and final paper. 	WPA <ul style="list-style-type: none"> What WPA means Components of WPA approach, what is Brainstorming Drafting Final paper

INSTRUCTIONAL ACTIVITIES

	Resources/Materials	Time
Warm-up		

<p>Ss will see a dish already prepared in a picture, then, She will ask them if they know how to prepare it and then they will see some pictures of the process of this https://picturetherecipe.com/recipes/grilled-chicken-with-fresh-cherry-salsa/ with that picture, SS will associate it with a personal narrative text and the WPA explaining each of the step Brainstorming, drafting and final paper. Students will observe in detail with an explanation of the teacher an example and how can we make a brainstorming https://www.bing.com/videos/search?q=brainstorming+of+a+descriptive+paragraph&view=detail&mid=7B1D708CC3F697C0E1747B1D708CC3F697C0E174&FORM=VIRE</p> <p>Students will observe in detail with an explanation of the teacher an example and how can we make a drafting https://www.youtube.com/watch?v=DQpIG_M_I-A&t=42s Final Paper, after share with their partners and the teacher in other to editing their paper and go to the final paper it will be in the padlet https://www.youtube.com/watch?v=DQpIG_M_I-A&t=42s</p>	<p>Slides compute r</p>	<p>10 mi nut es</p>
<p>Core activities</p> <ul style="list-style-type: none"> • Ss, will identify what it is done they have to do on each Step . and they will learn how to do that in padlet, using the topic: My learning experiences during the pandemic. • Students will practice doing the brainstorming in a padlet https://padlet.com/stefhanyavelez124/264ep8gdb06sdihw • Students will practice doing the Drafting in a padlet https://padlet.com/stefhanyavelez124/lxld6aafwtzv4ez0 • Students will practice doing the final paper in a padlet taking into consideration the steps after that. https://padlet.com/stefhanyavelez124/aw21nifgelsxwhm4 • 	<p>Slides compute rs</p>	<p>45 mi ns</p>
<p>Closure Ss will share their job during in padlet using the WPA steps: Brainstorming Drafting Final paper</p>		<p>30 mi ns</p>

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ASSESSMENT:

Teacher will see their creation in the padlet and She will assess their 3 steps.

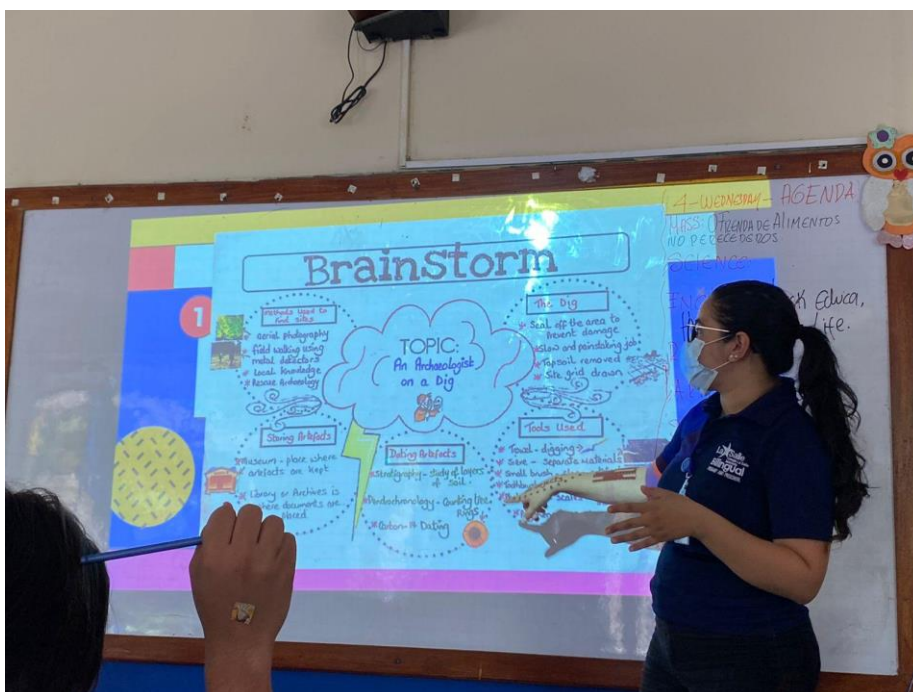
REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

OBSERVATIONS AND COMMENTS:

Formative Supervisor's Signature

Advisor's Signature

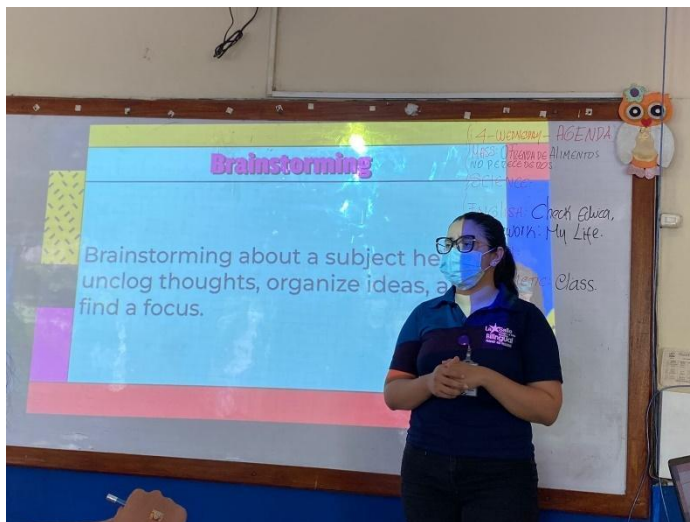
Appendix E pictures of the classes



Improving EFL learners' personal narratives writing skills using WPBA in Padlet



Improving EFL learners' personal narratives writing skills using WPBA in Padlet



Improving EFL learners' personal narratives writing skills using WPBA in Padlet



Cycle #2

The screenshot shows a Padlet interface with a space-themed background. The main content is a mind map titled "MY LAST EXPERIENCE IN MY HOBBY" by Juan Ignacio Acosta David. The central node is a green box. It branches into four nodes: a red box on the left ("*COLD ROOM", "*ENERGETIC MUSIC", "*IMMERSIVE VOLUME HEADPHONES"), a yellow box on the right ("*COMFORTABLE CHAIR", "*RELAXED BACK", "*RESTED BODY"), a blue box below ("*TEXTURED CONTROL", "*MASTERPIECE GAMES", "CHILLING WITH FRIENDS"), and a yellow box above ("JUAN IGNACIO ACOSTA DAVID"). There are small images of headphones and a game controller. The interface includes a top toolbar with options like "Mute", "Stop Video", "Security", "Participants", "Chat", "New Share", "Pause Share", "Annotate", "Remote Control", "Apps", and "More". A right sidebar shows video feeds for "Stefhanya Velez" and "Juan Acosta". The bottom status bar shows "30°C Lluvia" and the date "6:16 p. m. 13/05/2022".

This screenshot shows the same Padlet session from a different perspective, displaying the mind map as a social media-style post. The post is titled "MY LAST EXPERIENCE IN MY HOBBY" by Juan Ignacio Acosta David and includes a URL: https://lucid.app/lucidchart/c5be20a5-541d-4295-90da-5ef70fadaa30/edit?invitationId=inv_986a0227-9060-4c27-9e34-586d6f3a629e. The right sidebar now shows a vertical stack of video feeds for "Stefhanya Velez", "Sebastián Espinosa", "Suzani Castañeda", "SOFIA YASPE", and "GABRIEL". The top toolbar includes a "Remaining Meeting Time: 09:25" indicator and a "Stop Share" button. The bottom status bar shows "30°C Lluvia" and the date "6:41 p. m. 13/05/2022".

Improving EFL learners' personal narratives writing skills using WPBA in Padlet


Panel print: x BRAINSTO: x DRAFTING: x BRAINSTO: x DRAFTING: x You are screen sharing Stop Share x DRAFTING: x Registrars: x +

https://padlet.com/stefharyavelez/deivy2eansj6utm

padlet

DOCENTE SM STEFHARYA VELEZ PADRON + 4 + 1h

DRAFTING 2




Isabela Mass drafting 2

Even though this was not the last time I played a volleyball match I would like to talk about my recent experience in Armenia for the national 2021 "intercolegiados" that we played two weeks ago.

It was a fresh tuesday morning, our first match of the games. I could feel


<https://efmurg.files.wordpress.com/2020/01/masculinos-voleibol-generica-2-new.jpg>



Sofia Yaspe


it was a rainy day in which you could feel the cold of the raindrops on the body, the humidity of the environment made it better to play come on who would not want to play with such a climate

I had an injury and to that I would make a lot of the kicking or running, and that has to be added that the pitch was wet and with a lot of mud so you could not run well-but something was good the smell of the rain coming out of the grass is one of the best smells and makes anyone forget any pain, after exercise of activation and do specific exercises which were long passes and in-depth which by the way felt inhuman that had a back injury and




Gabriel Montes Drafting 2

It was a normal afternoon with nothing to highlight, the weather was sunny, a typical sun at 2 in the afternoon, the wind was a bit refreshing but not that much, I got ready to go to my volleyball practice at my school, I rested for a while little of the food, I took a shower, I got dressed in sports clothes, and I left on my motorcycle, all casual while I was on my way to school after a while on the motorcycle and getting the sun's rays I finally arrived, for so once I got to the court I started to greet all my friends who were already there, we did a series of warm-ups as usual and we got ready to play games, sometimes we won the game, sometimes we lost, it was still a good time, a bit sunny but since it was late afternoon not so



DRAFTING 2 JUAN ACOS

It was a hot afternoon at 3 o'clock the afternoon, I just finished taking lunch and it was the perfect time to distract myself for a while from my busy day I had at school, without further ado I went calmly to the room that I have suitable for my gaming sessions, I turned on my Xbox console and grabbed the controller and felt the texture of its design, which felt like a smooth surface and at the same time rough but nice. I sat on my cozy blue sofa bed, but I felt that I was missing something else before playing, and it was nothing more and nothing less than the cherry on the cake, the air conditioner; I turned it on and it was only a matter of minutes for my room to be heated like a glacier so I could play as it should be, as soon as I started the



Stefharya Velez

ISABELA YENITH MASS SUAREZ

Sebastián Espinosa

27°C
Muy nublado

ESP
LAA

7:32 p. m.
13/05/2022

