



Improving Descriptive Writing through Collaboration Facilitated by Online

Blogs: An Action Research Study

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Abstract

This research study aimed at improving descriptive writing through collaboration facilitated by online blogs. The research was applied in a public school in Naranjal, Ecuador. The application involved twenty-five hours of practicing descriptive writing to improve writing. The sample was thirty-two students with English level A1-A2, according to the CEFR. The participants faced difficulties when writing descriptive paragraphs using the target language. This action research was supported by qualitative and quantitative instruments: Pre and post surveys were applied to gather perspectives of students towards the innovation, pre and posttest were applied to measure student's improvement, and field notes were filled during the tasks in order to analyze the participant's collaboration and interaction during writing activities. The results indicated that the impact of the innovation was Cohen's $d= 2.36$ the findings showed that the present study improved the quality of descriptive writing in the participants and the collaboration facilitated by online blogs increased the motivation and promoted interaction. Implications of this study involve other language teachers who want to strengthen writing skills in public education.

Keywords: descriptive writing, collaboration, online blogs, EFL, high school.

Resumen

Este estudio de investigación tuvo como objetivo mejorar la escritura descriptiva a través de la colaboración facilitada por blogs en línea. La investigación se aplicó en una escuela pública de Naranjal, Ecuador. La aplicación implicó veinticinco horas de práctica de escritura descriptiva para mejorar la escritura. La muestra fue de treinta y dos estudiantes con un nivel de inglés de A1-A2, según el CEFR. Los participantes presentaban dificultades al escribir párrafos descriptivos en inglés. En esta investigación-acción se utilizaron instrumentos cualitativos y cuantitativos: se aplicaron encuestas al principio y al final para recoger las perspectivas de los estudiantes hacia la innovación, se aplicaron pruebas de inicio y final para medir el mejoramiento del estudiante, y se llenaron notas de campo durante las tareas para analizar la colaboración e interacción del participante en las actividades de escritura. Los resultados indicaron que el impacto de la innovación fue de Cohen's $d = 2,36$, los hallazgos mostraron que el presente estudio mejoró la calidad de la escritura descriptiva en los participantes y la colaboración facilitada por los blogs en línea aumentó la motivación y promovió la interacción. Las implicaciones de este estudio involucran a otros profesores de idiomas que desean fortalecer las habilidades de escritura en la educación pública.

Palabras clave: escritura descriptiva, colaboración, blogs en línea, EFL, educación secundaria.

Descriptive Writing through Collaboration Facilitated by Online Blogs

Currently, performing descriptive writing activities is one of the most difficult tasks to enhance in L2 learners in any educational context, international, national or local. Writing is an important element of literacy because it forms a base to communicate ideas, thoughts and feelings. For this reason, the objective of this action research was to examine the effects of collaboration facilitated by online blogs to improve descriptive writing of EFL learners in a public high school

The participants of this action research were young learners from a public high school institution. They were in high school at BGU. Based on the low grades obtained in the pretest, the participants struggled continuously with writing. One of the main reasons was that they did not have sufficient writing practice, they did not get the necessary interaction to practice the target language among them and they did not get feedback after their assignments.

Esparza et al. (2016) stated that the use of technology to support learning has brought positive changes in the classroom environment in the way that promotes motivation and attention of students. In Ecuador, the National English Curriculum supports the use of technology as an instrument for improving English Language Teaching (Ministerio de Educación, 2014).

Online blogs give students the opportunity to communicate all over the world regardless of distance. It allows them to establish real conversation and interact with others widely and directly. In an international context, Arslan and Şahin-Kızıllı, (2010) pointed out that online blogs help students to acquire writing skills, gain writing motivation and interact in real situations. Richardson (2010) stated that online blogs are “easily created, easily updatable websites which allow the writer author (or student) to publish directly to the Internet forum from any Internet connection” (p. 9).

In an Ecuadorian research, Vega (2019) concluded that the application of online blogs gave students the opportunity to show their creativity in writing in a meaningful, practical and useful way providing motivation to show their best effort to engage their audience. On the other hand, Alvarez (2019) reported diverse technological issues that students had which could vary their perspectives towards the development of their academic assignments.

Despite the fact that integrating writing with technology has a positive impact on education, there are not enough studies in a local educational system specifically in Naranjal, Guayas which demonstrate the effects of collaboration facilitated by online blogs as supplementary instruments to improve descriptive writing skills in L2.

As a conclusion, this action research examined the learner's experiences of using blogs in the writing process, in order to confirm the effects of collaboration facilitated by technology in an educational context

Literature Review

Studies related to the writing process, collaborative writing, and technology in L2 have been researched for several years. This section includes principal theories of this action research and the different points of view that other researchers have described about them.

Descriptive Writing

According to Ginting (2018), descriptive writing is a task of ordering words into meaningful sentences to express learner's thoughts and feelings on a piece of paper. In addition, Sumarsih and Sanjaya (2013) stated that descriptive writing is a paragraph to illustrate a person, animal, thing, place or idea. Moreover, Pardiyono (2007) sustained this type of writing which allows writers to describe the object with the purpose of giving necessary details to the reader.

Teachers should take into consideration another relevant aspect of writing instead of focusing just on grammar. For instance, Wahyuni (2003) pointed out that some teachers tend

to focus on grammar structures and give less importance to the process of writing because of their limited knowledge in teaching how to write effectively.

The Process of Writing

Gibbons (2002) indicated that the process of writing started by choosing a topic, pre-writing, outlining, drafting, revising, editing and publishing. It can model on students critical thinking towards the topic and the content. Tompkins (1994) stated that these are the steps that real writers apply during their writing. To this end, Laksmi (2006) argued that the application of each stage of the writing process allows learners to analyze and discuss the activities during the performance of writing.

Faraj (2015) and Laksmi (2006) suggested that instead of checking the final product educators should focus in guiding students through the stages of writing including:

Prewriting: Students write on topics based on their own experiences.

Drafting: Students emphasize content rather than mechanics.

Revising: Students participate constructively in discussion about their writing with their teacher.

Editing: Students increasingly identify and correct their own mechanical errors.

Publishing: Students publish their writings in appropriate forms.

Although the process allows learners to improve their writing skills, this process is not always as regular as they should be. Accordingly, Abas and Aziz's (2016) stated that there is not a great way to go about performing the writing process which shows that what works correctly for some learners might not work successfully for others.

Components of Writing

The elements of the rubric are: grammatical accuracy, content, vocabulary, organization and cohesion and they are explained in the following section.

Grammatical Accuracy: Lush (2002) described grammatical accuracy in writing as an element process that ensures writer's intended meaning and avoids communicative misunderstanding.

Content: according to Jacobs (1981), content refers to groups of related statements that a writer shows as unit in performance of a subject. Content paragraph does the labor of conveying ideas instead of fulfilling a special function of transition, restatement, and emphasis.

Vocabulary: Diamonds and Gutlohn (2006) suggested that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

Coherence: Lee (2002) illustrated coherence as the relation among ideas in writing which are linked together to form meaningful discourse for the audience. Halliday and Hassan (1976) agreed that coherence is the recognition of presentation from cohesive devices to join sentences or paragraphs in writings.

Cohesion: Grabe & Kaplan (2014) stated that cohesion is the logical connections in writings at sentence level. This process involves grammatical and lexical relation between the elements of written production.

Collaboration in Writing

Vygotsky (1978) defined communicative writing as the process in which two or more learners cooperate through the writing process to mutually create a single text. As reported by McDonough et al. (2015), collaborative writing needs reciprocal commitment between learners, supported by interaction and cooperation, decision-making, and responsibility to fulfill assignments.

Furthermore, other studies have shown that collaborative writing benefits language learning in several ways. For instance, Chen (2017) indicated that collaborative activities

improve student's performance in classes by giving them the chance to solve their social and communication competences. Li and Kim, (2016) highlighted that collaboration encourages students to verbalize their deliberations on language application and negotiate meaning. In addition to this, Soltanpour and Valizadeh (2018) mentioned the importance of teacher-student interactions and face-to-face negotiation in order to avoid misconceptions, errors, and mistakes on learners.

On the other hand, there are some limitations on collaborative writing in the classroom environment. Suwantarathip and Wichadee (2014) discussed that, actually, the lack of time to read, affects the connection between students, and the lack of technology knowledge may also affect online collaboration. Although collaborative writing is considered as a positive strategy to improve learner's skills, aspects like clarification and feedback should be present in all assignments.

Incorporating Online Blogs into the Teaching Process

Holtz (2006) stated that a blog is a web publishing software which allows users to create and edit the content of a web page with minimal technical expertise. In addition, Richardson (2010) added that online blogs are easily created, easily updatable websites which allow the writer author (or student) to publish directly to the internet forum from any internet connection.

Alaboudi (2014) indicated that online blogs are effective academic tools in the teaching and learning processes because they enhance expectancy levels and collaborative learning. In the same way, Lin (2015) showed that learners were able to apply more words after their experiences practicing writing on blogs. Noteworthy, he stated that there were also improvements in motivation and self – efficacy.

On the other hand, learners who deal with technology in the learning process can face technological issues. According to Moreira (2019), the students did not have enough

knowledge about technology, and they did not know how to access their email accounts, among others. In addition to this, Alvarez (2019) indicated that students have limited access to technological devices in their schools and at homes which make it a challenge to apply technology into classes. Finally, Solano et al. (2017) mentioned that in Ecuador, technology is not commonly used in public schools or is not effectively employed because of the lack of computer labs, internet and technological devices.

Learning Theories that Support the Research

Krashen (1981) postulated that an affective filter exists that can increase or decrease the intake of the comprehensible input. It means that an adequate classroom environment with no stress activities could help the input on students. Another theorist, Vygotsky (1978), proposed that individuals learn as a result of social interaction. Indeed, it is necessary to adapt activities that promote collaboration in a relaxing learning environment to help learners to increase motivation and engage learners in lessons.

Communicative Language Teaching

Richards (2006) stated that CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kind of classroom which facilitates learning and the role of teachers and students in the classroom. In accordance, Sri (2014) indicated that CLT is the best practice in teaching English because it offers real communication enabling students to construct their communicative skill. Consequently, the present action research study focused on this principle to plan activities that will be shared in the classroom in order to improve writing through CLT activities.

Backward Design

According to Wiggins and McTighe (2005) backward design is an instructional framework for developing curriculum, instruction and assessments. Wiggins & McTighe, (2011) stated that it consists of three stages that guide instructional design to focus on

teaching and assessing students to encourage understanding of main ideas and transfer of knowledge through authentic performance. Michael and Libarkin (2016) declared that backward design is an outstanding instructional model because it generates courses, curriculum and assessments through a careful design of goals which can be easily applied in the educational context.

Taking into consideration the findings of previous studies and due to the existing problems regarding to descriptive writing that students face and based on the benefits of collaboration facilitated by online blogs as complementary tool to improve EFL writing skills, the questions that arose from this action research were:

1. To what extent do students improve their descriptive writing through collaboration facilitated by online blogs?
2. What are students' perspectives towards innovation?
3. What are students' challenges during the process?

Description of the Innovation

The innovation analyzed how collaboration facilitated by online blogs improved the descriptive writing as well as the acquisition of new vocabulary through their written entries, comments and suggestions from other classmates and teachers. This innovation was applied during a period of 25 hours of classes during 5 weeks and was implemented to 32 participants of 2nd grade of BGU in a public high school located in Naranjal, Guayas province.

The lesson plan included meaningful activities and the use of authentic materials using the CLT approach. It was set in a backward design format and took into consideration important aspect such as the level of proficiency of learners (A1-A2), the writing genre (descriptive), the writing process (planning, drafting, revising), the facilitator (teacher-researcher), and type of instruction (scaffolding, monitoring, providing feedback).

The innovation was implemented in the following three stages. In the first stage, the topics to cover were socialized to get familiar with the content of the unit. Then, in the second stage, students received a class about cyber security in order to give them some tips about the user's email address and passwords before creating a blog. Also, the facilitator explained the blog platform to the learners and he socialized about the principal features of blogging (posts, comments, photos, and links).

In the third stage, the participants were able to start and practice writing. They performed different writing activities in class in order to apply vocabulary related to the lesson and get familiar with the process of writing. After that, participants uploaded all the information and created an attractive design using the texts, pictures, and videos in their blogs. Finally, the participants were invited to the lab to visit some of their partners' blogs. They collaborated and interacted with each other by leaving comments to their classmates using a rubric as guide.

During the process, the instructor commented on their blogs entry in order to correct components of writing or any missing content from the rubric previously assigned. After that, the instructor provided feedback to the participants.

Methodology

Based on the purpose of this action research, this project was carried out with qualitative and quantitative methods. Alsubaie et al. (2002) described that quantitative method is “explaining of phenomena by collecting numerical data that is analyzed using mathematically based methods (in particular statistics)” (p. 18). In terms of qualitative method, Taylor et al. (2016) indicated that the qualitative method refers to the wider sense to research which gives descriptive analysis, people's own written or spoken words and observable conduct. For this reason, this action research was quantitative because of the

interpretation of data which gathered information from pre- and posttests and pre- and post-performance tasks grading using a rubric previously socialized with the learners.

Participants

Participants of this study were students of high school. They came from different urban and rural areas. There were 32 students between 16 - 17 years old. The participants were in an early production stage according to the CEFR, 21 students were in A1 level while 11 participants were in A2 level these results were confirmed based on a proficiency test previously applied on learners (see appendix 1). These participants were selected because they volunteered and showed interest in the study. In addition, the learners have shown to feel reticent to speak and write using the target language.

Instruments

The instruments applied during the innovation were: pre and post -surveys, pre and posttests, and field notes. The instruments were adapted from other authors and they were piloted with a different group of students before applying the innovation.

To answer the first research question (To what extent do students improve their descriptive writing through collaboration facilitated by online blogs?) a pretest and posttest were applied (appendix 2). Participants were required to write a paragraph in order to describe what they observed in a picture. In order to show reliability of the instruments, the pre and posttest were graded by another colleague from the institution. A rubric adapted from Ministerio de Educacion (2016) was used to grade the descriptive writing. It contained the following components: content, grammatical accuracy, vocabulary range and organization (appendix 3).

Pre- and post-survey were applied to answer the second research question: What are students' perspectives towards the innovation? This survey allowed students to express their point of view about interaction and collaboration of using online blogs. It was developed by

using Survey Monkey and it contained twenty Likert scale questions where participants expressed how they felt during the application of the innovation.

The five scaled responses options were: (1 = Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree) (appendix 4).

Finally, with the aim of answering the third research question: What are students' challenges during the process? the researcher applied field notes (appendix 5). after each writing practice, the teacher took notes in order to take into consideration the possible issues presented during the development of the activities and to keep a record of each activity applied during the innovation.

Data Analysis

In order to analyze and interpret the data collected, and show reliability of the innovation, a paired-sample t-test was applied using the SPSS software. In addition, the same program was required to compare the different variables as well as maximum, minimum, mean and standard deviation which illustrated the results and compared the changes before and after the application of the innovation.

Ethical Standards

The implementation of this innovation implied several moral, and social values. Firstly, the institution authorized the development of this research. where I applied my innovation as well as consent of the parents allowing the participation of students. In addition to this, all the instruments applied during the innovation has a legend which indicated that the participation of learners was free and voluntary and the results were used for academic purposes. The different stages of the study such as: methodology, data collection, and analysis were addressed with the aim of avoiding bias from the researcher's perspective towards students. Finally, all the information obtained from this action research was used taking into consideration institutional guidelines and laws.

Results

Q1. To what extent do students improve their descriptive writing through collaboration facilitated by online blogs?

Table 1 shows the values of pretest and posttest, standard deviation, and the effect size. The effect size value ($d=2.36$) is considered as a big effect. Data from the pretest displays a mean of 3.41 (SD=2.51). Opposite to that, data collected from the posttest indicate a mean of 8.19 (SD=1.53). The p -value was 0.001, so it means the results are statistically significant and are favorable due to the intervention and not because of any other variables.

Table 1

Pre and posttest descriptive statistics

Pre and post-test descriptive statistics					
		Mean	Std. Deviation	Effect size	P-value
Pre-test	2	3. 4 1	2.51	2.36	0.001
Post-test	2	8. 19	1.53		

Q2. What are students' perspectives towards innovation?

A Likert scale survey was taken at the start and at the end of the study to analyze if student's perspectives changed towards innovation. Table 2 displays the results of the pre- and post-survey. It was evidenced by the means from the pretest survey and post-test survey that students felt more capable of writing descriptive paragraphs using online blogs.

Table 2

Pre-survey and post-survey results in descriptive writing through online blogs

		Pre survey	Post survey
1	I can describe people in a paragraph	2.34	3.50
2	I can describe places in a paragraph	2.53	3.34
3	I can describe animals in a paragraph	2.41	3.69
4	I can collaborate easily with other students in English writing activities	2.50	3.78
5	I know the connectors.	2.38	3.25
6	I can use connectors in my writing.	2.34	3.22
7	I know how to organize ideas in a paragraph.	2.13	3.25
8	I know what a descriptive paragraph is.	3.09	3.66
9	A descriptive paragraph tells the experience of people.	2.75	3.53
10	I start writing as ideas that come to my mind.	2.84	3.55
11	I read the document before I give it to the teacher.	3.69	4.03
12	I have read my partners' writings.	3.00	3.31
13	I have provided ideas to my partners' to improve their writings.	2.50	3.28
14	I have used a rubric to help others improve their work.	2.09	3.03
15	I make corrections before I turn in a final paper.	3.00	4.06
16	I ask a classmate to read my paper.	2.88	3.59
17	I ask a classmate to help me improve my writing.	2.25	3.56
18	I will use Online Blogs on my own for improving writing in English.	2.41	3.47
19	I will use Online Blogs on my own to learn other subjects.	2.88	3.53
20	I will motivate my classmates to keep using Online Blogs for improving writing skills	2.34	4.00

The overall results are positive since there is evidence of students' progress in their means from the pre- and post-survey. At the end of the innovation, students felt more capable of writing descriptive paragraphs, which was evident in all the items. However, there was no

significant difference in the means of some items due to the students' prior knowledge as they knew what a paragraph is and knew how to read. These are the cases of items 8 and 12.

Moreover, some open questions were considered for the study. The first open question students had to answer was related to their expectations towards the use of online blogs, some of their answers were:

- "It is a great tool that helps us improve our writing."
- "It was a useful tool, but it is difficult because I am not used to this kind of technology."
- "It does not only help us improve our writing but also other skills like reading."

For the second open question related to the effectiveness of the blogs, students' comments were:

- "It is an effective tool because it helps us acquire the language in an engaging way."
- "Of course! Because it helps us improve our writing."

Besides those questions, students stated that most of them have collaborated before with writing practice between peers and that sometimes it is challenging. However, if they help each other, they will acquire the target language faster.

For this research question, a survey regarding the use of online blogs was considered too. Students had to take this survey so that the researcher knows if they had a background on this technology. Table 3 shows the percentage of students who have prior knowledge of this field and it only includes yes answers.

Table 3

Survey regarding the use of Online blogs

<i>Online Blogs Survey</i>	Pre survey	Post survey
I have a Gmail account.	97%	100%
I have a blog account.	16%	100%
I know how to use Online Blogs.	13%	100%
I can post information in online blogs	13%	100%

I can describe people, places, and things in English	38%	91%
I collaborate with other classmates in English activities.	94%	75%
I know certain functions that online blogs offer.	9%	81%
I have used online blogs for learning any subject before.	9%	100%
I have used Online Blogs to Improve Writing Skills.	0%	75%

Overall, it was observed that students did not know how to use online blogs at first. At the end of the implementation, they were more comfortable using this technology, as observed in the post-survey in the different items.

Q3. What are the students' challenges during the process?

Teacher's field notes were used to collect this data. The teacher, after every class, took notes in a template where the notes focused on the variables of the study: collaboration, writing process, and the use of blogs.

Students sometimes had many issues when writing paragraphs because they did not have a wide range of vocabulary. Furthermore, they preferred to work in groups rather than individually since they felt more comfortable receiving the feedback of their classmates. On the other hand, they took some time to get familiar with the use of the blogs, so the teacher had to take some time during the class, explaining how they have to use blogs.

Discussions

Findings in this research study have shown a positive relation between the results and the concepts exposed in the literature review. According to the first research question: To what extent do students improve their descriptive writing through collaboration facilitated by online blogs? the expectations were reached since participants demonstrated improvement in their writings due the integration of the writing process and the components of writing which allow them to describe objects with the purpose to give necessary details to the audience.

The results of this study can be compared with the positive results of Özdemir and Aydın (2015) the authors found that students considerably enhanced their achievement in content, organization, vocabulary and the components of writing through collaborative activities. In addition, Storch (2013) established that the collaborative writing assignments are usually applied in second language class in order to promote interaction among students.

For the second questions, which enquired about student's perspectives, the results showed high perspective among participants, they felt motivated to express their writings in the online blogs. Akdag and Ozkan (2017) mentioned that online blogs have an effective impact to improve student's writing skills, strengthen learners' enthusiasm in writing and foster student's autonomy in descriptive writing. Additionally, Mansor (2016) stated that social media such as online blogs can give the opportunity to interact and exchange ideas and feelings as well as to find answers through collaboration and discussion.

Rashid, A. et al (2019) pointed that collaboration between peers has shown increase in motivation and enjoyment in achieving an assignment group. Storch (2005) stated that collaboration produces better writings fulfillment, grammatical accuracy and complexity. Lin and Maarof (2013) found that collaborative writing increased student's descriptive writing and language proficiency. In terms of collaboration, students' perspectives showed positive results after the application of the innovation since learners were able to support each other as well as interact and cooperate at the moment of completing their assignments.

Finally, in research question No. 3 What are the student's challenges during the process? Moses and Mohamad (2019) explained that vocabulary is an element for constructing descriptive paragraphs. In terms of writing, students faced several challenges during the application of the innovation. the lack of vocabulary did not allow students to write their ideas properly which made them feel anxious and frustrated. The participants also found it challenging to develop the process of writing. For them, the most demanding part

was to organize their ideas but with different activities such as: brainstorming they were able to acquire the necessary competences to develop the rest of the process. After the application of the innovation and Throughout the observation and field notes, the results demonstrated that students progressed in the target language since they acquired more vocabulary and it was easier for them to express their ideas in a written way.

Conclusions

After twenty-five hours of implementation of the innovation, the pre and post survey, pre and posttest and the field notes have demonstrated that the majority of the participants improved their descriptive writing skill. The research showed a positive impact on learners since they acquired a wide range of interesting topics which help them to have a considerable success in writing in a more organized way.

In this study, the implication of online blogs demonstrated to have positive potential since they encourage collaboration among students and allow them to construct an ideal classroom environment and attract student's attention. Moreover, online blogs enable learners to engage in the class and help them to interact actively with their classmates by using the target language.

All in all, it was demonstrated that collaboration facilitated by online blogs could be seen as a strategy to improve descriptive writing since in this research the participants were able to improve their performance in classes by allowing the opportunity to develop their communicative competences. Even though this research study was conducted in a public school with students with different English levels, 21 participants A1 and 11 students A2, it could also be implemented with learners from other institutions and different English levels in order to improve their descriptive writing.

Limitations

Regarding the limitations and scope of the action research, it brought some problems such as interest of students. Firstly, the lack of prior knowledge in vocabulary, grammar structure, connectors and other components of writing limited the development of innovation. Secondly, the lack of knowledge of using technology. Some students faced difficulties to use a computer or use the website with all its resources. In Addition to this some participants experienced connectivity issues because they did not count with internet connections outside of the institution also some learners indicated that they did not have electronic devices which did not allow them to work properly in the assignments required during the implementation of the innovation.

Recommendations

According to the conclusions and limitations, the author of this study highly recommends that future researchers should anticipate a variety of technological issues and train students in the correct use of technology before the implementation of the innovation. In other words, participants should receive previous classes where they learned how to manage the website and use the different features that it offers.

Another recommendation is working with the ICT department in order to strengthen the abilities of using technology for academic purposes. Online blogs can be used as a tool for teaching and learning a variety of English language skills. However, future researchers should explore more virtual learning environments which help students to keep motivated and engaged in English classes.

Furthermore, the author also suggests to work on more extended periods of time in the application of the innovation specially because the process of writing and applying online blogs demands much time to cover. Finally, future researchers could implement a control group study to obtain stronger outcomes.

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Appendix 1

Available upon request.

Appendix 2

Placement Test from Cambridge

Available upon request.

Appendix 3

Pre – test Descriptive paragraph

Available upon request.

Post– test Descriptive paragraph

Available upon request.

Appendix 4

Rubric for a Descriptive Writing

Available upon request.

Appendix 5

Available upon request.

Post-survey Descriptive Writing through Online Blogs

Available upon request.

Appendix 6

Lesson Plan

Available upon request.

Appendix 4

Teacher's field notes

Available upon request.