

## **The Impact of TBI on Intermediate Students' Writing Skills in Online Classes at a Private Institute in Cartagena de Indias**

### **Impacto de Tareas Basadas en Instrucciones en la Habilidad de Escritura en Estudiantes de Inglés Intermedio en un Instituto Privado de Cartagena**

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#### **Abstract**

This qualitative research project aims to determine the impact that Task-Based Instruction had on fifteen Intermediate English language students' writing skills in online classes at a private institute in Cartagena. A journal, a questionnaire, and a checklist were used as instruments to collect information during the diagnostic stage. During the action stage, six workshops were implemented, each with a different writing strategy: webbing, peer-editing, asking questions to revise writing, revising and editing, using templates, and reorganizing ideas. At this stage, the same instruments were used to measure the impact of the strategy and to achieve the research objectives. Results show that implementing

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six online workshops predicated on the task-based instruction helped the students to improve their writing, learning new vocabulary, use ICT tools, and writing strategies, thus having a positive impact on their English language learning process not only in writing but also in other skills. TBI was favorably accepted by learners and affected positively their writing skills.

*Keywords:* online learning, online tools, task-based instruction, writing skills, writing strategies

## Resumen

Este proyecto de investigación cualitativa busca determinar el impacto que tienen las instrucciones basadas en tareas sobre la habilidad de escritura de 15 estudiantes de nivel intermedio en clases virtuales en una institución de inglés en Cartagena. Un diario, un cuestionario y una lista de verificación se usaron como instrumentos para recolectar la información durante la etapa diagnóstica. Durante etapa de acción, seis talleres se implementaron, cada uno con una estrategia de escritura diferente: red de ideas, editar en parejas, formulación de preguntas para revisar escritura, revisar y editar, utilizar plantillas y reorganizar ideas. En esta etapa, los mismos instrumentos se usaron para recolectar la información requerida a analizar y alcanzar los objetivos de la investigación. Los resultados demuestran que la implementación de los seis talleres ayudó a los estudiantes a mejorar su habilidad de escritura, aprender nuevo vocabulario, usar las tecnologías de la información y la comunicación, y a un uso positivo de las estrategias de escritura, además de generar un impacto positivo en su aprendizaje no solo en escritura sino también en otras habilidades. Los estudiantes aceptaron las instrucciones basadas en tarea que incidieron de manera positiva en su habilidad de escritura.

*Palabras clave:* herramientas virtuales, instrucciones basadas en tareas, estrategias de escritura

## Introduction

This action research studied the effect of Task-based Instruction (TBI) on the writing skills of adult learners that studied English online. It was implemented during the pandemic that affected the world during 2020. This course was offered to students who had to change to online learning due to COVID-19 and hoped to learn as much as they did in a classroom. For most institutions, synchronous learning became the first option to keep teaching, but at the same time, it led to concerns such as less practice of English skills, internet connection problems, content-related issues, and planning of tasks (Rineksó & Muslim, 2020). Most teachers were not only uncertain of what was expected for them to do regarding online classes, but also lacked support from their coordinators and directives, which led to many problems both of academic and organizational character (Romero, 2022). Therefore, there was a strong need to explore the effects that the sudden change to online learning had on students' learning process.

The purpose of this study was mainly to examine the impact of TBI on intermediate students' writing skills in online classes. This qualitative action research was implemented with 15 students from course 12 at a private English language institute in Cartagena. Data,

results, and codes were collected using three instruments: a journal, questionnaire, and checklist.

TBI was selected as it is appropriate for students to have meaningful learning in online classes and as it presents certain advantages with tasks that are used in real situations. Egbert (2020) provided an idea about how tasks should be considered to promote language practice. He stated that “first, teachers can strategically integrate relevant engagement facilitators into one or more of the task elements and so keep students engaged throughout the task. For example, with an interesting and authentic topic to attract their attention” (p. 3). Therefore, this study also considered students' perceptions of the kind of tasks they wanted to learn.

During the diagnostic stage, a number of codes were identified and organized considering three main sections: TBI, writing, and ICTs. It was found that most students expressed a high interest in learning real activities in which they could use language in real-life situations. After this, a research question emerged: What is the impact of TBI in online classes on intermediate students' writing skills at a private institute in Cartagena de Indias? To answer this question, six workshops were implemented, and the data gathered throughout the evaluation stage of the study allowed the researcher to analyze the effect of the intervention on students' learning. In the course of the evaluation stage, five codes emerged and all of them reflected students' positive perception of the intervention as well as improvement in their writing skills. The findings concluded that TBI was an effective approach to improve the writing skills and impact online learning positively.

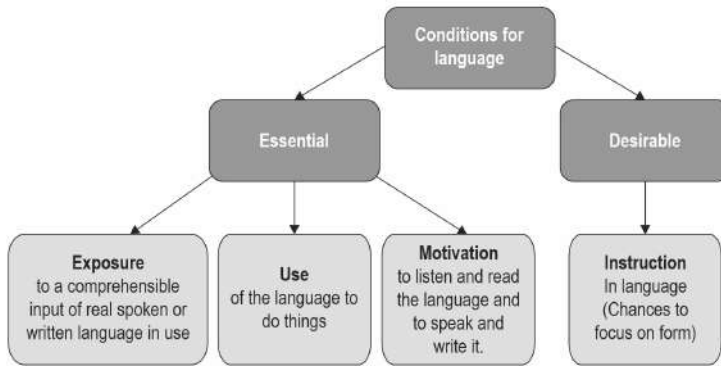
## Literature Review

This section suggests a review of different theories and studies that aim to support the variables found in terms of three main aspects: TBI, writing skills, and information and communication technologies (ICTs).

### ***Task-based Instruction (TBI)***

To decide whether an approach would be convenient for this study or not, it was required to consider students' needs and wants as well as to plan the time it would be necessary for implementing the lessons. One of the most suitable options was TBI which according to Willis (1996) provides a natural context where learners can be exposed to real communication and for that matter, there should be conditions to consider such as exposure, use, motivation, and instruction (see Figure 1).

Several visions have emerged to define a *task*, one of them is the definition proposed by Willis (1996), who described a task as “activities where the target language is used by the learner for a communicative purpose so they can achieve an outcome” (p. 28). This



Note: This figure summarized the conditions for language learning that influence learner's communication.

**Figure 1.** Conditions for language learning. Adapted from Willis (1996)

indicates that tasks are collaborative and conversational whose result depends on how the task is addressed and how teachers lead the learning process. Hence, the focus of a task is also on meaning in which real writing interaction increases motivation and comprehension. Furthermore, Nunan (2004) has defined a task as:

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey a meaning rather than to manipulate form. (p. 224)

Nunan's definition demonstrates that tasks are not merely activities that teachers assign students to collect grades without any purpose. It involves something deeper such as developing comprehension and creating a learning space for students to understand a message without caring about the structure.

An important study done by Skehan (2003) explores tasks as a way to facilitate learning. This author examined different theories to define a task by considering the quality and context to use it and how authentic and connected to real-world circumstances of life it is. To have a better idea of this, another study provides a definition of what task is: Bygate et al. (2001) claim that "a task is a focused, well-defined activity, relatable to learner choice or to learning processes, which requires to use language, with emphasis on meaning, to attain an objective, and which elicits data which may be the basis for research" (p. 12). This, in terms of students' learning, is appropriate and helpful to enhance learners' motivation toward online classes and authentic tasks.

## ***Writing Skills***

Writing is used for different purposes, from writing a letter or an email to texting. It is used for almost everything and in different ways such as by using a pen and paper, a computer, with fingers, through signs or even on sand. In the context of second language acquisition, writing tends to be a demanding skill to develop, and at the same time, it may be difficult to advance. Shin (1993) argued that:

Traditionally the majority of ESL teacher education programs have placed more emphasis on developing students' oral and reading skills than on their writing skills; writing has often been the last skill to be taught (if at all) after listening, speaking and reading. (p. 326)

This skill is useful to practice; it requires teaching other language features, such as vocabulary, grammar, punctuation, capitalization, among others. It happens to be really demanding and time consuming since learners need certain skills. When it comes to a second language, then English language students must also learn and adapt their writing knowledge to a second language (L2) context (Friedlander, 1990).

According to Harmer (2004), writing has four main elements: Planning, drafting, editing, and final draft. All of them need to be seen to organize the structure of a paper. When it comes to authentic communication, genuine texts seem to be focused on text, author, and audience, which allows for interaction and a level of understanding (Widdowson, 1978).

## ***Writing Strategies***

During the process of writing, students use different mechanisms that will help them monitor their writing. "As writers compose, they also monitor their current process and progress" (Flower & Hayes, 1981, p. 374). Common strategies in writing (as brainstorming, proofreading, editing, peer feedback, and revision) are directly related to the use of cohesion and coherence that are necessary for the organization of a paragraph and the understanding of it to convey a message and its importance in revising (Briesmaster & Etchegaray, 2017).

Edugains (2012) presents a set of strategies to use when teaching English language skills. He provides a clear idea on planning lessons based on writing strategies. The strategies chosen for this study were: Mapping, peer editing, asking questions to revise, revising and editing, using templates, and reorganizing ideas. These strategies help students to organize their ideas before writing to produce coherent paragraphs.

## ***Information and Communication Technologies (ICTs)***

There have been many changes in education, but there is one that has now forced education to adapt teaching to some current methods and strategies. That is the case of ICTs,

which contribute to the use of online material and tools, and the production of authentic writing that provides a challenging but meaningful experience for students (Mayora, 2009). The use of ICTs during the online classes during the pandemic is now a resource for most teachers and students who have faced this new educational modality.

At the beginning of the global emergency, people started to look for online platforms that could help keep them in communication and interaction with their students. One of those tools that became useful in every online meeting, online classes, and videoconferences was Zoom. According to Korman (2020), Zoom is “one of the markets’ leading applications for videoconferencing devices” (p. 7). This means that this platform has proved to be equipped with many tools intended to focus not only on business but also on educational purposes.

The type of web source plays an important role when planning a lesson since it can provide a more diverse pathway to learning and creates opportunities that allow-motivation (Ko & Rossen, 2017). One of the first options to consider for the implementation of the lessons was Padlet that offers a series of options for students to be creative and motivated in writing. A more detailed description could be done as follows:

Padlet is media that can be used to create a virtual wall similarly, with certain significant benefits. It runs on nearly every web-enabled device all over the world. The “Walls” can be stored and copied. The “Walls.” It is possible to post multimedia files and documents. (Fadhilawati et al., 2020, p. 159)

Another tool used in the implementation stage of this study was Google Drive. It was chosen because there is enough space to store all the information. Moreover, it allowed students to work on the same document simultaneously. According to Slavkov (2015), “Google Drive is an integrated sharing and synchronization service available as a free Google app with 15 gigabytes of cloud storage” (p. 80). It is now well known as an easy way to share information and do collaborative work. It is also perfect for students to post their activities and update their work, in which they will receive feedback through their Gmail accounts.

## Method

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This qualitative research took place at a private English language institute in Cartagena in the adult program. To achieve the objective of this research project, a qualitative study was conducted, which was implemented to study the behavior of a specific community in a diagnostic and an action stage. As Mason (2002) argues, “Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants” (p. 1).

This research paradigm was chosen to examine the difficulties that English language students had when practicing their writing and to propose a few strategies to help them develop and improve their writing skills. This qualitative research also includes the characteristics of an Action Research that Stringer (2008) describes as an organized process seeking for increasing social issues that may change people's lives. According to that, this study followed these steps: identifying a problem, creating a plan, implementing the plan, and describing the effect.

In addition, the description and analysis of data regarding the diagnostic stage was carried out through triangulation according to Creswell's (2014) theory about implementing research: From the specific to the general. As soon as the instruments were administered, the information was interpreted by classifying the sentences and paragraphs in themes. After the information was analyzed carefully and the categories were identified, it was then coded to see the frequencies and tendencies of the data. Furthermore, the process of coding was implemented by using highlighters of different colors to make it easier to identify the repetitiveness of the categories. The codes were named and classified by the researcher in primary and secondary categories. The primary were the ones concerning the research problem and directly related to the objective of this research project. It was also necessary to give each code a number to provide a more accurate result when collecting the information and counting the frequencies.

### ***Participants***

The study was conducted with a group of fifteen students: five of them were male and ten females. Their ages ranged from 16 to 35. Considering the results of the diagnostic test and the data collected from it, this population was chosen since they had weaknesses in the writing process during online classes.

### ***Data Collection Methods***

The data were collected through three instruments: a researcher's journal, a questionnaire for students, and a checklist for peer-observers. As seen in Appendix A, the first instrument involved class observation by the researcher which was completely focused on analyzing their writing skills and ICT use as well as identifying the strategies implemented to enhance the writing skills. Lessons were observed, and journals were filled to collect the information through the observation. The second instrument consisted of a structured survey that was applied to the students. In Appendix B, there is a sample of the survey which purpose was exploratory, and it was focused on the language process and the level of use of ICTs in the online class. The third instrument was a checklist used during the observation stage by a peer-observer (See sample in the Appendix C). It helped to have a better idea of the English

language proficiency level that the students had as well as their opinion on having more practice of English.

Below is the description of the data collection that was administered during the diagnostic stage and evaluation stage:

**Table 1.** Techniques and Instruments for Data Collection

Diagnostic	Action-Evaluation
Technique: Survey <b>Instrument 1:</b> 1. Questionnaires for students	Technique: Survey <b>Instrument 1:</b> 1. Questionnaires for students
Technique: Classroom observation <b>Instrument 2:</b> 2. Journal for researcher	Technique: Classroom observation <b>Instrument 2:</b> 2. Journal for researcher
Technique: Classroom observation <b>Instrument 3:</b> 3. Checklist for external peer / observer	Technique: Classroom observation <b>Instrument 3:</b> 3. Checklist for external peer / observer

**Note.** All the three instruments in action-evaluation stage were applied after each of the six workshops.

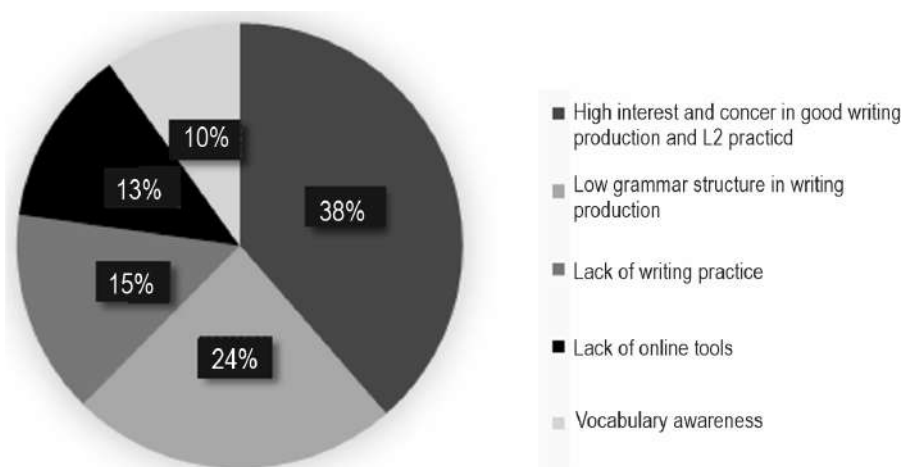
### *Diagnostic Stage*

During this stage, data were collected in an anonymous and confidential way. Three data collection instruments were designed and implemented to obtain information about the perception of the teaching-learning process that the students, teachers, and researcher had. At the beginning of the analysis, class observation helped the researcher to fill out a journal that revealed the students' interest in writing and in practicing their English. In addition to that, a questionnaire was carried out to explore the student's perception of the English language context and the L2 practice. Finally, a checklist filled by the teachers who work at the institution provided a more solid resource of analysis for the study.

The distribution of the categories and the corresponding percentages are shown in Figure 2. As it can be seen, the categories were enlisted according to the percentage, the first category having the highest percentage.

As it can be observed in Figure 2, the students' lack of writing practice and low grammar structure in written production were combined with their interest and concern in improving





**Note.** The categories shown above represent the results obtained after applying selective coding (Strauss & Corbin, 1998).

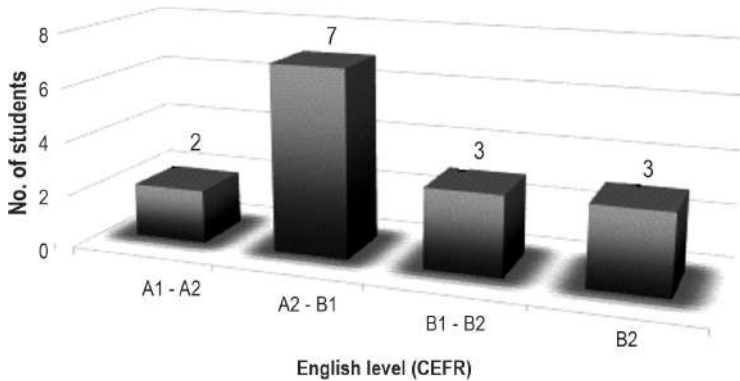
**Figure 2.** Percentages of the Categories Found in the Diagnostic Stage

that productive skill. Moreover, the diagnostic stage revealed lack of online tools. As a result, the researcher arrived at a conclusion that the writing skills and the use of technology were the two main issues of concern.

To examine the consistency of what the students expressed in the questionnaire, a diagnostic test was implemented and graded according to the students' results. The test followed the structure of the ELAT (Oxford English Literature Admission Test) exam that the institution implements in certain levels to check students' progress in the L2. Reading and writing sections of the diagnostic test were administered on Socrative platform, whereas speaking and listening took place during a synchronous session in Zoom. The purpose of this test was to establish the students' current English language proficiency level. The following graph demonstrates the results of the test:

Given the fact that the participants belonged to Course 13 (out of 16) and according to the material used at the institution, their English language proficiency level should have been B1-B2. However, it can be noticed in Figure 3 that most of the students demonstrated that their level was from A2 to B1.

As a result of the analysis of the data obtained in the diagnostic stage, the implementation stage was planned and carried out. It is described in the next section.



**Figure 3.** English Language Proficiency Level of the Students according to the Diagnostic Test

### *Action Stage*

The action stage consisted of the implementation of six workshops that followed the TBI approach. After the tasks were defined, six workshops were organized and implemented, each of them with a writing strategy to develop. The order of the workshops was chosen considering the needs analysis, by contemplating the topics presented in the material that the institution provides to students and by adapting this to an online situation with a TBI focus. As seen in the following table, the workshops with the tasks and writing strategies were arranged as follows:

**Table 3.** Workshop’s Sequence and Organization

Workshops	Tasks	Writing Strategy
<b>Workshop 1</b> My personal blog	<b>Task description N-1:</b> Writing a blog	Webbing
<b>Workshop 2</b> My pen pal friend	<b>Task description N-2:</b> Writing an email	Peer editing
<b>Workshop 3</b> What’s on the news?	<b>Task description N-3:</b> Writing news for a newspaper	Asking questions to revise writing
<b>Workshop 4</b> Requesting information	<b>Task description N-4:</b> Writing a formal letter	Revising and editing

Workshops	Tasks	Writing Strategy
<b>Workshop 5</b> Apply to a job	<b>Task description N-5:</b> Writing a CV	Using templates
<b>Workshop 6</b> In my opinion	<b>Task description N-6:</b> Writing an essay	Reorganizing ideas

*Note.* Each workshop was planned for approximately three hours of direct instruction.

There have been several task-based models for designing lessons, but there was one that seemed to be relevant for this study. Ellis (2003) and his TBI design presented a more refreshing idea on how lessons can be conducted, especially on the English language development and what he mentioned as “real-world activities”. The following table illustrates the structure followed by Ellis’s design:

**Table 3.** A Framework for Designing Task-Based Lessons (Ellis, 2003)

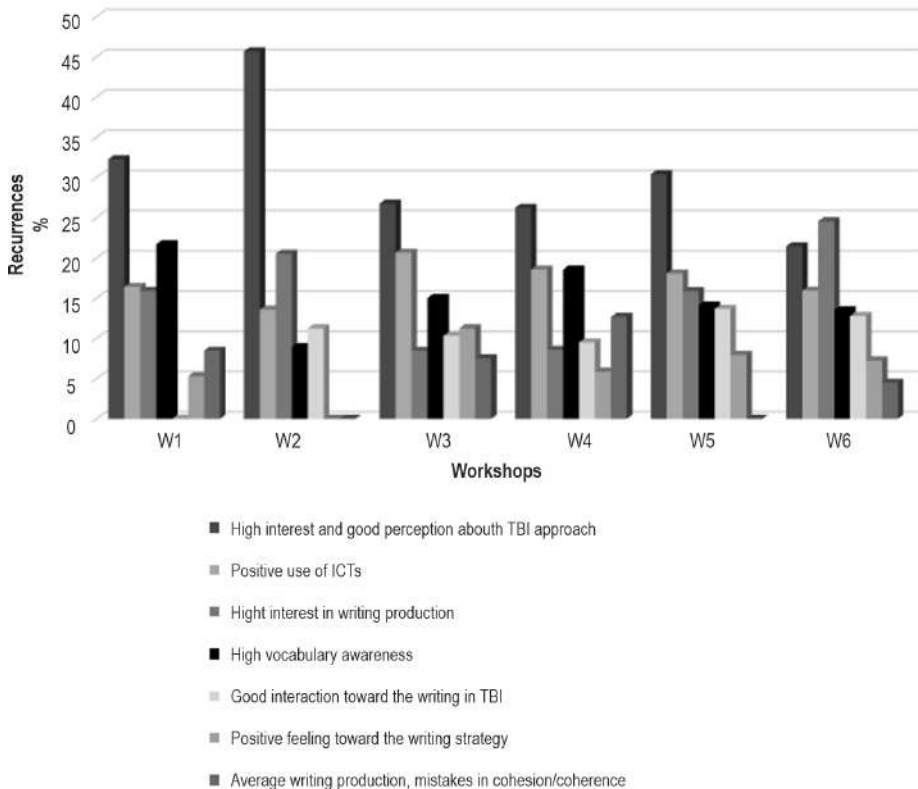
<b>Pre-task</b> (Consciousness-raising activities)	Framing the activity (e.g, establishing the outcome of the task) Regulating planning time Doing similar task
<b>During task</b>	Time pressure Regulating topic
<b>Post-task</b> (Focused communication activities)	Number of participants Learner report Repeat task Reflection

*Note.* The framework shown in Table 3 is based on the approach suggested by Ellis (2003).

As it can be seen, this model suggests that the English language development demands enough time to plan and complete a task. The pre-task led students to get prepared by having enough vocabulary, grammar, and clear instructions that guided the whole process. During task was mainly focused on the process by monitoring and constantly following their performance and the time spent on it. Here the writing strategy was presented as a way to guide the process to the final task. Finally, the post-task intended to analyze the result by following the process of what was done during the task.

### *Evaluation Stage*

Once the information was gathered and revised in the action stage, it was organized into seven categories starting with the most frequent. The graph below shows the categories and their frequencies in each workshop.



**Note.** The categories shown in Figure 4 were identified after analyzing the three instruments of the action-evaluation stage: journal, questionnaires and observation checklist.

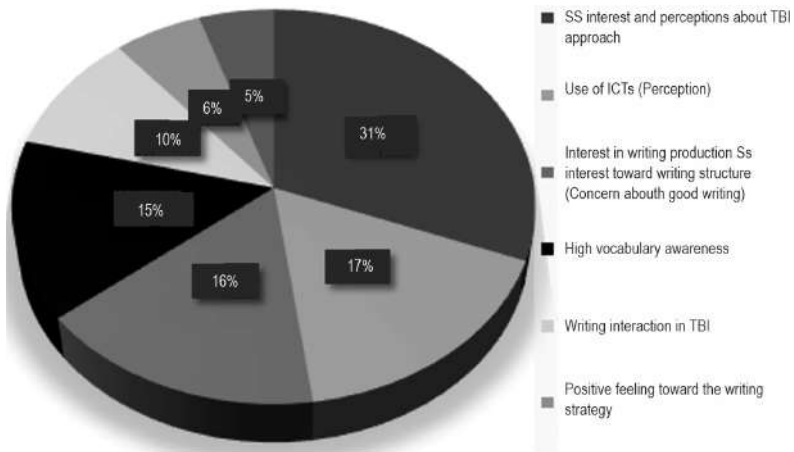
54 **Figure 4.** Frequencies found per workshop

As it can be observed, all the categories appeared in each of the six workshops. Nevertheless, the recurrences differed in each of them. There were general tendencies – for example, the students showed high interest and good perception toward the TBI approach in all the workshops. However, others differed greatly – for instance, the category related to mistakes in cohesion/coherence varied a lot.

## Findings

This section aims to present in detail the results and interpretation of the study based on the data analysis considering the implementation of the workshops. This section also shows the evaluation of the impact of the study by presenting the final results.

After observing the recurrences found in the workshops, six codes emerged as follows:



Note. The categories shown above represent the results obtained after applying selective coding (Strauss & Corbin, 1998)

Figure 6. Emerging codes and percentages found in total

The findings were organized in three categories: TBI approach, Language, and ICTs. The data obtained here showed learners' feelings toward the strategy, the writing skills, and the online resources.

### *The Impact of Task-Based Instruction on the Students' Writing Skills*

One of the students' concerns was having authentic experiences when learning. Therefore, doing each of the tasks in the action stage made it more meaningful for them. The students proved to have a positive perception of TBI because it allowed them to convey messages in everyday situations. Furthermore, they had the opportunity to write and interact with people through various types of communication, such as emails, letters, and comments, among others. They reported having a positive perception in real tasks and writing skills:

**Questionnaire-Workshop 1: Question 5: Student 3:** “[...] I love it, because you can see the image of the movie they talked about, you can like it, you can comment on someone else’s blog. Super excellent.”

**Questionnaire-W2: Q 2: Student 1:** “I feel so good because I love to write, and I like too much because I can improve my writing.”

It could be noticed that the more authentic the activity was, the more motivated the students were, which indicated that motivation played an important role when doing a task with a purpose for communication. Due to that positive interest and motivation, the students could complete the tasks, demonstrating improvement in their writing skills in the workshops in which tasks were more interesting for them and more useful in their everyday life. It was a meaningful experience in which the TBI approach proved to be an excellent strategy to implement in online classes.

### ***Positive Use of ICTs***

Since the whole lessons were online due to the lockdown, online tools that could help check the writing skills were considered for this study. This category obtained the second position due to the number of recurrences that gave evidence of a positive impact on their use, which facilitated the students’ writing and teacher’s feedback toward writing production. The Zoom platform helped a lot to plan classes thanks to all the tools it provides such as breakout rooms, whiteboard, screen sharing, and one of the most important, annotation.

**Questionnaire-W3: Q5: Student 9:** “All these platforms and learning methods are very useful and I find them significant, and they all contribute to my learning.”

In addition, the use of Padlet indicated a high interest in writing production where the students could personalize their posters by adding images and colors. Furthermore, most of the students were surprised about the use of Google Drive where they wrote most of their papers, allowing corrections and feedback from the teacher. It was noticed how the students learned to use these tools, and how the latter proved to be useful and meaningful in the online classes.

### ***High Interest in Writing Production, Vocabulary, Interaction, and Writing Strategy***

This part summarized everything regarding the language skill and what was found in terms of the writing production. First, it was found that there was an increased interest in writing production, indicating that the students were more motivated and confident when writing in the last workshop. According to the results, most of the students showed more

interest while performing authentic tasks, such as writing an email (workshop 2), sending a letter (workshop 5), and writing an essay as part of an academic application (workshop 6).

**Questionnaire-W6: Q 8: Student 3:** “My knowledge was clear and now I know how to write an excellent email, letters and essay, This topics are very important for our life. [sic]”

Another aspect that was noticed in most of the workshops was a high interest in vocabulary. Throughout the implementation of the workshops, the students learned new vocabulary related to the topic presented in each workshop, which allowed them to complete the final task. The results indicated that these workshops were meaningful and useful for them since they learned new words and kept on practicing them thanks to the online tools.

**Questionnaire-W6: Q 4: Student 1:** “[...] excited, because every day I know new words and I'm fill my vocabulary every day without problem.”

### ***Results Showing the Need for Further Improvement***

Even though the results of this study were mainly positive, it was also observed that a number of the students still struggled with writing production at the end of workshop 6. The results also indicated a fluctuation in grammar mistakes, cohesion, coherence, and average grammar production, especially in workshop 4. Nevertheless, it was interesting to discover that there were no negative recurrences in those workshops in which the students obtained higher motivation in the TBI approach. This indicated that the students were more careful when sending emails to foreigners and writing a CV to get a job, demonstrating that their writing proficiency depended on how motivated they were by the task.

## **Conclusions**

TBI proves to have a positive impact on students' writing skills in online classes, allowing teachers and learners to improve their experience of the learning process. Good planning and use of online tools also help in the effectiveness of this approach that seems to be appropriate for the educational need of teaching languages online. The writing strategies demonstrate to be useful, but the results also indicate that when students need to write fast, they do not use them. Furthermore, the data collected indicate three main categories to highlight. The first one is about TBI, the second one is about language (writing, vocabulary, writing strategies), and the third one is focused on students' use of ICTs.

These categories allow drawing the following conclusions:

- TBI is an excellent option for online classes and writing production since it helps students to be motivated through authentic situations and encourages them to write. In addition, developing TBI lessons increases their linguistic and pragmatical knowl-

edge to develop real-life tasks. In this sense, students engage in more significant tasks that allow them to foster their communicative skills to deal with the different settings in which they may use an L2. Thus, teachers may opt for this approach as an alternative to the explicit teaching of grammar and vocabulary.

- The use of ICTs increases students' motivation and engagement in online classes. Students become more conscious about what a task is and its use in real-life situations. The use of Zoom, its whiteboard, the online markers, and even sharing the screen in breakout rooms proves to have an extraordinary impact on online lessons.
- The third category refers to the writing process, vocabulary, attitude toward writing, and the writing strategies. Due to the exposure to authentic tasks and the learning of new vocabulary, students can write with confidence and use the writing strategies to revise their work.

### ***Pedagogical Implications***

According to Uglow (2022), English language teachers must learn many lessons from the experiences that the pandemic brought about. English language students and teachers have had to face new challenges due to the global situation, and as Romero (2022) stated, both cannot continue doing things the same way they did before the pandemic. That being the case, this study is an excellent opportunity to analyze and learn more about online classes and teaching writing online, considering writing strategies to impact students' learning. This study significantly affects English language students using authentic writing where TBI lessons are to motivate them and have high possibilities to learn more vocabulary. This approach could help teachers whose needs are in online classes to teach writing and motivate students to engage in the lessons. In addition, the strategies and the tools that were used in this study can be replicated not only in an online environment, but also in face-to-face classes.

### ***Limitations and Considerations for Further Research***

During the study, a number of limitations were found in the implementation of the workshops. One of the customary limitations was regarding the use of ICTs; it was frustrating for several students due to the completion of certain activities with devices that did not work well. Some of them have a cellphone and not a computer to take online classes. In addition to this, various online tools are paid and have specific limitations, such as monetization that does not allow teachers and learners to take advantage of all the resources they offer. Another aspect was connectivity, in which a small number of students could not participate during the class due to bad internet connection.



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## Appendix A

### Diagnostic Stage – Instrument – Journal

#### Researcher

Author: Researchers

Research project

The impact of TBI in online classes on intermediate students' writing skills at a private institute in Cartagena de Indias

#### Journal N- 1

<b>Observers:</b>			
<b>Date:</b>		<b>Course:</b>	
<b>Activity</b>			
<b>Description:</b> (The context, the learning process, describe everything that was observed) Interpretation: (My perception, what I saw in the classroom in terms of learning, how did they learn? Slow? Fast?)			
<b>Reflection:</b> (My position, according to what I was observing, my viewpoint)			

## Appendix B

### Diagnostic Stage – Instrument - Questionnaire for students

#### Exploring writing skills of Colombo’s students in English lessons.

This is a survey for students that are taking the regular 36 hours English course. They study 2 hours per day, 5 days a week. It consists of a set of questions that will take into considerations the anonymity and confidentiality of the participants.

**Objective:** Collect useful information in order to identify the students’ perceptions, opinions, needs and weaknesses in their online classes and make decisions about the English lessons.

Date: \_\_\_\_\_ Age: \_\_\_\_\_

#### **This first section of this survey intends to identify your perception of the different skills, exploring your feeling for each of them.**

- I. Mark with an “X” the option that best indicates your feeling about the questions or statement. (Just one option allowed)
  
4. In your opinion, what is your level of English?  
 Bad     Average     Good     Excellent
5. Your writing skills in English is:  
 Bad     Average     Good     Excellent
6. Your reading skill in English is:  
 Bad     Average     Good     Excellent
7. Your speaking skill in English is:  
 Bad     Average     Good     Excellent
8. Your listening skill in English is:  
 Bad     Average     Good     Excellent
9. How often do you work on the following skills in your English classes? Circle the one option for each skill.

Speaking	Not very often	Sometimes	Very often
Listening	Not very often	Sometimes	Very often
Writing (essays, emails, paragraphs etc)	Not very often	Sometimes	Very often
Reading	Not very often	Sometimes	Very often

**In this section you will express your opinion on the strategy to implement and the skill that will be considered for this study.**

- II. Mark the option that best reflects your opinion about the given statement, explain your choices.
10. Learning writing strategies can help you increase your English level.  
Strongly disagree  Disagree  Neutral  Agree  Strongly agree   
Why? \_\_\_\_\_
11. What kind of opportunities can you get from a course in English? (More than one answer allowed)
- a) To get a better job
  - b) To get a meaningful learning
  - c) To get more English knowledge
  - d) To improve my skills
  - e) To do better in exams
  - f) Other. Which one? \_\_\_\_\_

**In this section you will write your opinion or expectation on the English course and its implementation in the online class.**

12. What is your feeling about taking a course in English to improve your writing?  
\_\_\_\_\_
13. What suggestions or expectations do you have about the course?  
\_\_\_\_\_

## Appendix C

### Diagnostic Stage – Instrument - Checklists for observers

The impact of TBI in online classes on intermediate students’ writing skills at a private institute in Cartagena de Indias

#### Classroom Observation Checklist

**Observer:** \_\_\_\_\_

<b>Time</b>		<b>Course</b>	
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**Check “X” the options that best indicates your perception.**

**L:** Listening **S:** Speaking **R:** Reading **W:** Writing **A/T:** All of them **N/T:** None of them

No.	ITEM	L	S	R	W	A/T	N/T
1	The skill I develop more in my Online English lessons						
2	The skill I develop less in my Online English lessons						
3	I use a wide number of online tools in this skill						
4	I use low number of online tools in this skill						
5	I provide feedback on this skill						
6	I don't provide too much feedback on this skill						
7	I assign more homework on this skill						
8	I assign less homework on this skill						
9	I do real/ authentic tasks with students						
1	The skill students make more mistakes						

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**Comments:**

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