TECHNOLOGY OF PHYSICAL FACULTY TO DEVELOP STUDENTS' WRITING COMPETENCE IN ENGLISH

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ABSTRACT: The aim of this article is to analyze a model implemented in learning language modality to verify if it was an appropriate model to improve physical faculty students' written skills in English, and to know if this model and the blended modality adapt to students' professional and personal duties. Before introducing the model, we will review studies in which Moodle and its tools have been used to create a teaching-learning environment in English.

KEYWORDS: written skills, adult learning, second language, physical students language learning, hypermedia modular model, collaborative and autonomous learning

INTRODUCTION

The students emphasize how the tools used to design e-activities to improve written skills eliminated all temporal and spatial barriers of traditional instruction, since the tools were always available. Students could decide when and where they got connected. They highlighted how this facilitated different activities in the group and a constant communication between them. "We have had access to the platform 24 hours a day. This is essential in a kind of education in which one of its characteristics is flexibility. Temporal and spatial barriers disappear". They also considered that the model implemented allowed teachers to design different assessment activities to carry out a continuous evaluation, and assess all activities developed during the course. They thought that this was possible because the model had different asynchronous tools that eliminated, as mentioned above, the temporal and spatial barriers of the traditional education. "I would like to stress the possibility to carry out continuous assessment. We have had different activities done through these technological tools during the course and teachers have evaluated them".

METHODOLOGY

We have used a mixed research method: quantitative and qualitative. According to Padgett's classification [2] our research is an example of the second form. First, we used a quantitative instrument, a questionnaire, followed by an unstructured interview, a qualitative instrument, to go deeply into the quantitative results obtained in order to meet our objectives.The quantitative study of our research is an ex-post-facto design [6]. We studied natural groups already formed and consisting of students enrolled in the course of English. Our research addresses a descriptive study, a survey method, using techniques of descriptive and inferential analysis for the different strata sample of the study. We have followed three phases [3]. First, a theoretical and conceptual phase: the objectives and/or problems and research hypotheses are set. Second, a methodological phase: selection of the sample and the variables of the study and preparation of the pilot questionnaire and its definitive formulation. Finally, statistical and conceptual phase: coding anddata analysis to obtain the results from which generalizations can be made, and conclusions drawn.

The qualitative approach of our research is based on the Grounded Theory. The theory emerges and develops inductively from the research data, not deductively from theoretical frameworks. The process of analysis is dynamic and creative, and two fundamental strategies can be distinguished: the theoretical sampling and the method of constant comparison [6]. Researchers encode and reflect on the type of data they are collecting from the beginning. The method is distinguished by four stages: 1) comparing incidents and data that are applicable to each category; 2) integrating these categories and their properties; 3) bounding the theory; and 4) setting out the theory [9].

The quantitative sample is a probability sample since any member of the population has the same probability of being selected, and the results of the study can be generalized to a larger population. The kind of sampling is cluster sampling since all the members of our research form natural groupings. Our sample was composed of a total of 358 students, men, 23.2%, and women, 76.8%, aged between 20 and 58. All the students had finished a previous Degree and were studying for this Degree to enhance their education. Most of students were working: 25.10% had a part-time job

and 57% a full-time job. In addition, 86.73% had a job related to education and most of them worked in a Primary or Secondary school.

CONCLUSIONS AND DISCUSSION

Our study proves the benefits of the physical students language learningmodel as a tool to improve students' written skills in English as a L2. Learners considered that wikis, forums, and online glossary, made it possible to practice reading and writing, plus learn some cultural topics and methodological aspects of teaching English in Primary Education. The findings of our study emphasized that the use of these asynchronous tools contributed to the creation of a learning community, since they strengthened teamwork, in which all the students participated and interacted to do the activities provided by the teachers [10]. Therefore, wikis, forums and online glossary enabled the development of a collaborative learning process because students worked together in a participative platform. As a community of authors, all the members were able to create,modify or eliminate content. This facilitated the involvement of students in the creation of the contents of the course and promoted multidirectional communication in which students participated actively and abandoned their passive role as simple observers and recipients.

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