# THE EFFECTS OF UTILIZING SMARTPHONE IN ENHANCING STUDENTS' ENGLISH WRITING SKILLS IN PAKISTAN

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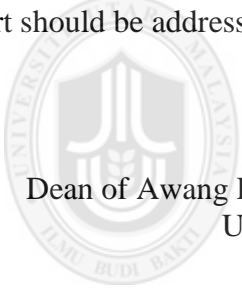| | | |
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# ABSTRAK

Walaupun pembelajaran berasakan telefon pintar menawarkan pelbagai peluang pembelajaran bahasa untuk pelajar pintar, pensyarah-pensyarah Pakistan masih menggunakan kaedah pedagogi konvensional untuk mengajar Bahasa Inggeris dalam pengajaran kemahiran menulis. Objektif kajian 8-minggu ini adalah untuk mengkaji kesan telefon pintar dalam meningkatkan kemahiran penulisan Bahasa Inggeris pelajar dalam Pakistan. Untuk menjalankan kajian kaedah gabungan berjujukan kualitatif dan kuantitatif ini, persampelan bertujuan telah digunakan untuk memilih 45 pelajar tahap sederhana sebagai peserta. Ujian pasca/pra-ujian, soal selidik motivasi dan temu bual separa berstruktur telah digunakan untuk pengumpulan data. Di samping itu, kajian ini mengkaji pandangan1 pensyarah dan 4 pelajar mengenai kesan menggunakan telefon pintar sebagai bahan pengajaran dan pembelajaran. Data kuantitatif dianalisis dengan menggunakan sampel-berpasangan t-test dengan mengaplikasikan SPSS (Windows versi 24.0). Data kualitatif dianalisis dan ditafsirkan secara holistik berdasarkan tema yang dikenalpasti. Penemuan utama daripada t-test sampel-berpasangan menunjukkan bahawa pelajar sering mendapat skor yang lebih tinggi (selepas intervensi pengajaran menggunakan telefon pintar) pada keseluruhan skor min, bukan sahaja untuk esei deskriptif dan lapan komponen tetapi juga untuk motivasi. Begitu juga dengan dapatan kualitatif yang mendedahkan bahawa telefon pintar memainkan peranan yang berkesan dalam mendorong pelajar untuk meningkatkan kemahiran penulisan mereka dengan melibatkan diri mereka dalam pembelajaran yang menyeronokkan dan persekitaran yang berpusatkan pelajar. Berdasarkan dapatan kajian, ia adalah disyorkan bahawa kajian masa depan keatas pembelajaran menggunakan telefon pintar dijalankan bagi pelbagai genre penulisan yang lain, dengan menggunakan sampel pelajar perempuan dari wilayah-wilayah lain di Pakistan. Hasil kajian ini menyokong teori-teori seperti multimedia, pembelajaran mudah alih, pembelajaran koperatif, proses pendekatan dan teori motivasi. Selain itu, hasil kajian menyokong teori-teori seperti multimedia, pembelajaran mudah alih, pembelajaran koperatif, proses pendekatan dan teori motivasi. Selain itu, pereka kurikulum harus menggalakkan penggunaan telefon pintar untuk menangani isu dalam kemahiran menulis.

**Kata kunci:** penulisan karangan deskriptif, pembelajaran Mobile, Smartphone sebagai alat pedagogi, pelajar tahap sederhana Pakistan

# ABSTRACT

Though mobile learning offers myriad language learning opportunities to digitally smart learners, yet Pakistani lecturers are still utilizing conventional pedagogical methods to teach English writing skills. The objective of this 8-week study was to investigate the effects of smartphone in enhancing students' English writing skills in Pakistan. To conduct this mixed method study, purposive sampling was employed to choose 45 intermediate students as participants. The pre-test/post-test, questionnaire on motivation and semi-structured interviews were used for data collection. In addition, the study investigated the views of the one lecturer and four students regarding the effects of utilizing smartphone as a teaching and learning tool. The quantitative data was analyzed by applying Paired-samples t-test employing SPSS (Windows version 24.0). However, the qualitative data was analyzed and interpreted holistically based on the emerging themes. The key findings from the Paired-samples t-test indicated that the students significantly scored higher (after intervention utilizing smartphones) on their overall mean scores not only for the descriptive essay and its eight components but also for motivation. Similarly, the qualitative findings revealed that smartphone played an effective role that motivated the students to enhance their writing skills by engaging them in a fun learning and student-centered environment. Based on the findings, it is recommended that future studies should use smartphones to address other genres of writing with female samples from other provinces of Pakistan. Moreover, the findings support the theories such as multimedia, mobile learning, cooperative learning, process approach and theory of motivation. Besides, the curriculum designers should promote the utilization of smartphones to address issues in writing skills.

**Keywords**: Descriptive essay writing, Mobile learning, Smartphone as a pedagogical tool, Pakistani intermediate students

# ACKNOWLEDGEMENT

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# LIST OF ABBREVIATIONS

| | |
|---|---|
| CC | Coherence and Cohesion |
| CON | Conclusion |
| CSS | Central Superior Service |
| ELT | English Language Teaching |
| FOT | Focus on Topic |
| FPSC | Federal Public Service Commission |
| GM | Grammar and Mechanics |
| HEC | Higher Education Commission |
| ICT | Information and Communications Technology |
| IL | Informant Lecturer |
| INT | Introduction |
| IS | Informant Student (s) (1,2,3,4) |
| MMS | Multimedia Messaging Service |
| PCS | Provincial Civil Service |
| PO | Personal Opinion |
| PPSC | Punjab Public Service Commission |
| PTA | Pakistan Telecommunication Authority |
| PTB | Punjab Text Book Board |
| SD | Supporting Details |
| SLA | Second Language Acquisition |
| SMS | Short Message Service |
| SPSS | Statistical Package for the Social Sciences |
| SS | Sentence Structure |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

# CHAPTER ONE

# INTRODUCTION

English being a global lingua franca connects individuals and nations across the entire globe by creating mutual intelligibility among its inhabitants who are divided into multifarious divisions. Moreover, it helps achieve individual goals and promote peace and stability in the world by eradicating diversified divisions and helping humans attain higher goals to benefit humanity at large. Therefore, the importance of this language necessitates that it should be taught adopting or adapting the new pedagogical tools, trends and norms easily acceptable, utilizable and digestible for students enabling them to communicate in this language appropriately. Hence, this demands from the language teachers to stay up-to-date with the contemporary skills and knowledge to be better professionals (Hussin, 2004). However, some conventional pedagogues do not sound willing to shoulder this responsibility of imparting English language skills as per the demands of the new digital world and hence they are also not prepared to leave behind them a proud linguistic heritage for the posterity by enabling students to master this overwhelmingly crucial language.

Apart from this, English has also been considered as the most widely spread and used language of the world for the last many decades. Also, being a linqua franca in the global village (Jenkins, 2013), it has become synonymous to development both at national and international levels. Furthermore, it is not only helping people transcend the national boundaries rather it has become a symbol of prestige and thus the learning of this universal language has become very important. Moreover, it has also become such a worldwide tool as can help level the social and above all economic inequalities prevalent mostly in the developing countries like Pakistan.

Therefore, based upon its powerful and influential role around the world, English has been called "Tyrannosaurus rex" (Swales, 1997, p. 374). Apart from this, English has also been termed as Trojan horse (Cooke, 1988) which indicates that it may be welcomed initially in a culture but after some time it becomes a concern when it starts dominating the native languages and cultures. Thus, it plays a great and enormous role that is overtly useful but covertly malicious in terms of linguistic hegemony (Gramsci, 1996).

In fact, English does not have any innate or inherent strength to control other cultures and societies rather the powerful groups in such non-English speaking societies render it a prestigious status by being the proud knowers and sole users of this important language. Therefore, pedagogues working specifically in the public sector-colleges must empower their students who mostly hail from the common stratum of society by making them learn English to raise their social status in the Pakistani society, ultimately hindering English from exerting hegemonic influence over the local languages as well as cultures.

Moreover, English being the official language of Pakistan, (Haim, 2014) is widely used comparatively by a small but influential chunk of people among the government officials working in the administrative posts, military, mass media, higher education and commerce. However, despite the verdict of the Supreme Court of Pakistan: "In the governance of the federation and the provinces there is hardly any necessity for the use of the colonial language which cannot be understood by the public at large." (Supreme court, 2015), English is still being taught as a compulsory subject throughout the country from the primary school level up to the university level (Khan, Siddique & Akhtar, 2016).

Furthermore, the importance of English language has also been established and recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) by declaring it one of the official languages of this dignified institution along with Chinese, Spanish, Arabic, French and Russian (UNESCO, 2015). This step taken by UNESCO has recognized the status of English in the divided world where peoples are facing many divisions such as race, beliefs, cultures and above all the digital divide. Nevertheless, in the recent history, the "digital divide" has massively impacted the world which has far-reaching repercussions on the world societies splintering them into the "knowers" and the "know nots" (Tapscot, 2000).

Besides, to be more precise, this division is most probably based upon the knowing of English and not knowing of this most important language that is employed across the globe to learn science, technology and above all digitally based knowledge. Moreover, technology has become exponentially the integral part of today's educational experience (Dzakiria, 2005; Keller, 2016). Therefore, it has become almost imperative for the pedagogues to employ modern day teaching tools along with pedagogy to help students master this language to level the social inequalities and obliterate multitudes of divisions.

Finally, to acquire and employ English language efficiently and effectively, it is necessary to master its four basic skills (listening, speaking, reading and writing). However, among these four skills, writing skill being difficult (Manvender, 2014; Rodsawang, 2017; Siddique & Manvender, 2016) needs to be addressed very painstakingly because it challenges even the native speakers who also encounter problems in acquiring this skill due to its intricacies. Furthermore, the reflections of a novelist - Laser (2015), about the poor writing skills of the American students make the

point clearer. She reports to have been disturbed to see that most of her students could hardly write correct sentences. Nonetheless, it may be a complex skill due mainly to the reason that in the writing process a writer puts his abstract ideas on paper by transfiguring them into concrete form of words. This intricate phenomenon involves two steps; figuring out the meaning and later putting it into language. Hence, to master writing skills, students require explicit instructions as it is not a natural phenomenon and for the implementation of these instructions, it is also equally important to equip the pedagogues with the modern teaching tools and pedagogy.

## 1.1 Background of the Study

According to the demographic indicators as shown by the United Nations Children's Fund (UNICEF), the population of Pakistan till 2013 was 182,143 (thousands) having US$ 126 gross national income (GNI) per capita and literacy rate was 55% (UNICEF, 2015). However, the Punjab is one of the largest provinces (population-wise) of Pakistan with total area of 205, 344 sq. km and its population is 7,25,85,000. The capital of the province is Lahore which alone is inhabited by 6,658,393 people with the literacy rate of 59.6% (Punjab, 2015). Furthermore, the following map of Pakistan makes the picture clearer about Pakistan:

*Figure 1.1.* Political Map of Pakistan | Pakistan Provinces, Map, 2016

Furthermore, the following map of Lahore city may also help to understand the metropolis which served as the setting for the current study since the college where the study was conducted is situated in the centre of Lahore.
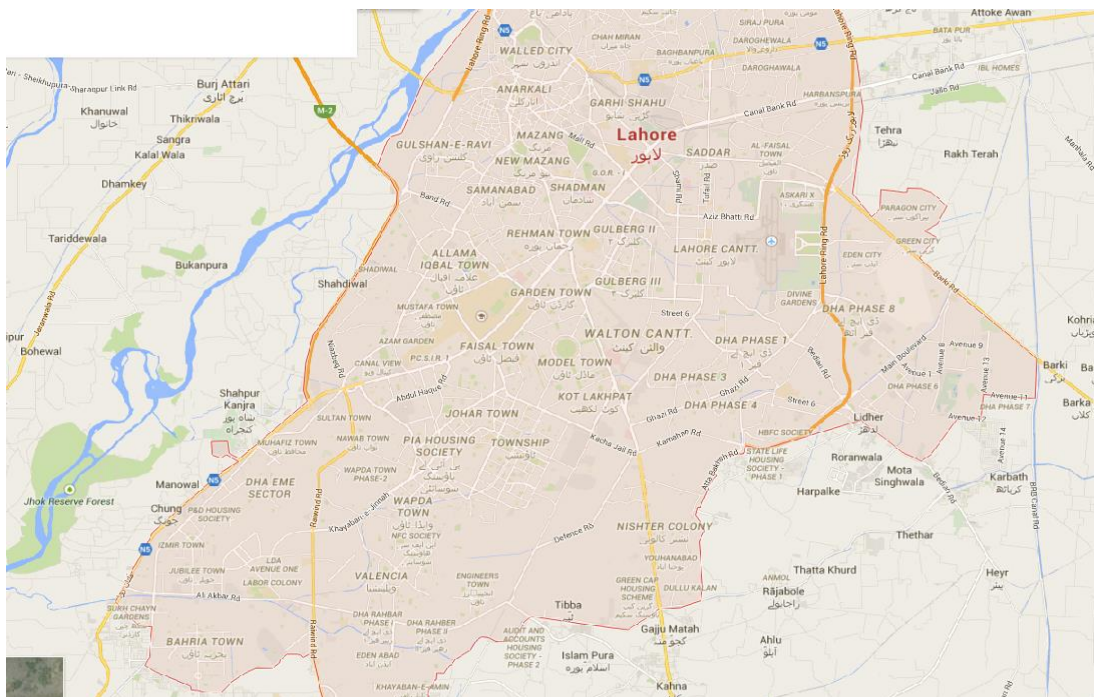


*Figure 1.2.* Lahore Map, 2015 - Google Search

Moreover, Pakistan enjoys a great linguistic diversity having six major languages which include Urdu, Sindhi, Saraiki, Pashto, Punjabi and Balochi and 58 minor languages (Rahman, 2004). Apart from this, there are almost 300 regional dialects shared by the people in different areas of Pakistan (Shah, 2015). However, the national language Urdu, being part of the ideology of Pakistan, is taught as compulsory subject all over the country and now it is the official language of the land as well. Interestingly parallel to this, English that was the official and second language of Pakistan and is still taught throughout the four provinces right from the primary school level up to the university level as a compulsory subject. Similarly, the Punjab government has also made it mandatory from class one to three to teach all subjects in Urdu and from fourth standard to the 10th except Islamiat and Urdu, English has been declared as the medium of instruction in all the institutions of the province.

In the same way, Pakistan has also got a very complex education system. Therefore, the spectrum shows that simultaneously many systems of education are functioning throughout the country. However, categorically speaking, the education system of the land falls into five categories and what makes them distinct from one another is the medium of instruction being employed in these institutions. First of all, there are elite private schools following the British public-school system using English as a medium of instruction by charging extremely high rate of fees. Besides, there are schools managed by armed forces where the medium of instruction is English. Furthermore, there are public schools serving the largest chunk of the population charging no fees at all. The medium in these schools is Urdu but in Sindh, Sindhi is used while in Khyber Pakhtunkhwa, Pashto and some other local languages are being employed as mediums of instruction.

Furthermore, the federal government of Pakistan decreed in 2010 that English must be employed as a medium of instruction to teach mathematics and science subjects right from the primary level in all state schools. Similarly, there are non-elite 'English-medium' institutions having mushroom growth. These institutes charge comparatively modest fees and claim to employ English as a medium without actually using English in their classrooms as teachers translate for students from English into Urdu to make them understand the subjects they teach. In addition, there are madrasas (religious schools) representing the heterogeneous category of institutions and their mediums of instruction are also considerably varied (Rahman, 2004).

Similarly, there are public colleges both at federal and provincial levels where English is a compulsory subject and is taught by employing the conventional methods. Apart from this, there are Christian missionary institutions and semi-autonomous institutions working across the country (Kizilbash, 1998) where English is taught in a somewhat satisfactory manner. Likewise, the public-sector universities, there is a mushroom growth of private universities and colleges in almost all the district headquarters of the country where English is the medium of instruction and is taught almost not by following the established ELT traditions and pedagogies. However, forces of globalization in collaboration with the elite English institutions are maintaining the hegemony of English by lowering the status of local languages which militates against linguistic and cultural diversity. For instance, one of the elite school systems working across Pakistan bans the use of Punjabi declaring it as a "foul language" (Ali, 2016). As a result, such steps further weaken the "have nots' and create more poverty since the best jobs are offered only to the users of English language. Nonetheless, most of the students specifically from the public-sector colleges fail in their intermediate English language exams every year. In short, apart from many other reasons, it is due mainly to

the fact that the conditions of ELT teaching in the public-sector colleges are not at all in conformity with the established ELT pedagogies.

Moreover, the overview of the intermediate (pre-university) first-year and second-year course and the marks allotted for each component further help in understanding the backdrop of so many failures in this compulsory subject. The intermediate students of the Punjab boards which include Lahore, Gujranwala, Faisalabad and Rawalpindi boards, have to appear in two English examinations of 100 marks each, one in the first-year and the other in the second-year. In the first-year intermediate exam, the time allowed is 3 hours, out of which 30 minutes are for the objective portion of 20 marks. The first-year exam comprises of short answers of 3 to 5 lines of 35 marks from English Book-I (selected literary short stories) and English Book III (Plays and Poetry), letter or application writing 10 marks, story writing 10 marks, use of pairs of words 5 marks and punctuation 5 marks. Furthermore, there is a question from English Book-I, out of which a continuous prose passage is given to render into Urdu for 15 marks (Biselahore, 2015).

In the same way, the course and marks allocation for the intermediate second-year comprise of the following: The maximum time to do the paper is 3 hours out of which 30 minutes are reserved for the objective portion of 20 marks. In the subjective paper, 24 marks are for short answers of 3 to 5 lines from English Book-II. There is a question of 16 marks of writing short answers of 3 to 5 lines on some aspects of the novel "Good Bye Mr. Chips" by Hilton (1934). Good Bye Mr. Chips is inexplicably the story of a conventional teacher who has been eulogized in the novel. This also speaks volumes about the mindset of the course setters who do not probably want any change in the educational system of Pakistan as Mr. Chips did not want changes in his school. Over

and above, the 15 marks question is about writing an essay comprising of 300 to 400 words on any one of the given 4 topics. The following question is the use of idioms in sentences for 10 marks. Finally, the last question is to render the given Urdu passage into English for 15 marks, (Biselahore, 2015).

Thus, the whole course requires the writing skills to be imparted in a true professional spirit. Even a single mistake, for instance, while using pairs of words or idioms deprives the students of getting any marks at all. Therefore, they are expected to know the writing skills reasonably well. If the students know how to produce error free English writing, they can get through the exam easily. However, the fact that both the students of intermediate first-year as well as second-year are taught with the conventional methods and this is what poses problems for the students and is the very concern for the researcher as well. These conventional pedagogies as well as tools have failed to help the students get good grades in the compulsory English exam. Apart from this, the translation question from English to Urdu in the first-year and the translation question from Urdu to English in the second-year (total 30 marks for translation in both classes) speak volumes about the significance ascribed to the translation method in the pedagogies which are employed throughout the public colleges in the Punjab.

Moreover, the conventional pedagogies have failed to appropriately address the components of the intermediate English course in general and the writing skills in particular. Nonetheless, the demand for mastering the language has tremendously increased due to the proliferation of ICTs and globalization (Akram & Malik, 2010; Pimmer, Mateescu & Gröhbiel, 2016; Zarei & Hussin, 2016). Furthermore, the digital technology has transformed the contemporary students into digital natives or digital immigrants (Prensky, 2001, 2003; Dzakiria & Mohamad, 2014) who are growing up

using digital technology (Tapscott & Williams, 2010). Therefore, this demands that the teachers must equip themselves with the latest contemporary digital skills to impart language skills in a true professional spirit.

Likewise, according to Psillos and Paraskevas (2017), the twenty-first century students must be taught with help of contemporary methods instead of the ones used for the students of the previous century. Moreover, the 21st century mind-blowing discoveries related to the learning of students have also guided the practitioners of the teaching field to explore new approaches for the instruction of writing skills. Therefore, one such approach is the employment of the smartphone as a teaching and learning tool since the internet generation is thriving on Twitter, Facebook, Smartphones, Google as well as YouTube and their use in an internet minute is breaking previous records related to the transmission of information as has been exhibited in the following Figure 1.3:



*Figure 1.3.* What happens in one second the internet (2016)

The Figure 1.3 illustrates very clearly that the present-day generation are tech savvy who are making use of the multitudes of mediums of communication at their disposal which include Facebook, Twitter, YouTube, Netflix, Google, Android Phones and a lot more for the transmission of their ideas.

Generally, students use smartphones for Facebook, e-mails, video games, WhatsApp conveniently in their daily lives and that has also ushered a knowledge revolution which is not restricted only to conventional class-room. However, research in second language acquisition has shown that mobile learning takes place by employing hand phones engaging in the interesting process of being able to be engaged in and across constantly changing contexts having learning spaces. Equally, Wankel and Blessinger (2013) also encourage the application of mobile devices, including smartphones, stating,

These tools help to create a more open-ended teaching and learning environment that helps to overcome some of the traditional barriers and boundaries of space and time that result from the fixed space and time constraints of physical classrooms and fixed technologies like desktop computers… As such, technology-enriched instruction that uses mobile technologies can support instructors in creating more interactive participation and a wider array of more meaningful learning activities (p. 4-5).

Therefore, research in the field of SLA has made marvelous contribution to the understanding of students' potentiality for language learning (Ritchie & Bhatia, 1996) as well as language instruction. In this connection, Cook (2001) posits that "insights from SLA research can help teachers whatever their methodological slant" (p. 11). Moreover, second language teaching has revealed some strengths as well as weaknesses

of a specific instructional method or technique by further providing information which may influence and also guide in the instruction of language. However, it does not provide any panacea that solves all the pedagogical problems being a patented method having merely some attractive brand-new name and it is due to this fact that the "Research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process" (McKay (2006, p.1).

## 1.2 Problem Statement

English writing skills are overwhelmingly important and simultaneously too difficult to learn as compared to listening, speaking and reading (Manvender, 2014; Manvender & Shamsudin, 2011; Rodsawang, 2017; Laser, 2015). Similarly, the intermediate (compulsory English language) previous three years' results of the Gujranwala board, explicitly reveal that English writing skills are a serious challenge also faced by the Pakistani students. The following Table1.1, indicates the very low English results as compared to those of Punjabi and Urdu:

Table 1.1

*Intermediate English Language Results (1st year and 2nd Year - 2014-15-16)*

| English Language Results (Comparison with Urdu and Punjabi) | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1st Year | **English** | Urdu | Punjabi | 2nd Year | **English** | Urdu | Punjabi |
| 2014 | **57.60%** | 87.99% | 93.31% | 2014 | **28.17%** | 86.20% | 91.31% |
| 2015 | **69.39** | 93.10 | 90.86 | 2015 | **53.18** | 95.06 | 96.31 |
| 2016 | **63.07** | 95.59 | 95.73 | 2016 | **29.88%** | 88.56% | 91.12% |

Source: Bisegrw.com (2017)

The English language scores in Table 1.1 are not a new phenomenon rather almost similar situation has been persisting since decades as Bryant (2009) was also concerned about the Pakistani intermediate students' high percentage of failures in English. Therefore, the logical questions arise; what are the factors responsible for the very low pass percentage in the compulsory English exams and why intermediate students are not able to write English correctly as required (Sultana & Zaki, 2015)?

In this connection, many studies conducted by Pakistani researchers have comprehensively addressed, examined, highlighted and explored specific issues related to the poor English writing skills of the Pakistani students in their own specific foci. For example, Aqeel and Sajid (2012) besides Mushtaq and Khan (2014) explored problems of essay writing and the findings revealed that conventional teaching methods were also the reason for students' poor essay writing skills. Khan, Javaid and Farooq (2015) investigated the writing skills and claimed that traditional methods were not helpful for students in learning writing skills and suggested cooperative learning strategies to be employed for teaching writing skills. Similarly, Haider (2014a), suggested, attribution theory might help improve students' writing skills. Besides, Farooq, Uzair-Ul-Hassan and Wahid (2012) claimed that grammatical mistakes, vocabulary and spellings were impediments in the way of students' learning writing. Yet in another study, Haider (2012b) analyzed the students' issues in writing skills and suggested the process approach to address them.

Likewise, Sarfraz (2011) postulated that students' grammatical errors were mainly due to interlanguage process. Tabbasum (2013) suggested corrective feedback as solution to address issues regarding students' writing skills. However, Bilal, Tariq, Yaqub and Kanwal (2013) claimed that the use of Urdu is the main cause of prepositional errors

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committed by Pakistani students while in writing English. Furthermore, Gulzar, Jilani and Javid, (2013) examined the traditional versus constructive feedback methods concerning the students' weaknesses vis-à-vis their writing skills and recommend the latter being useful to learn writing skills. In short, the findings of all the studies mentioned above revealed that the conventional teaching methods are one of the prime reasons for the poor writing skills of the students.

In addition, Gulzar et al. (2013) claim that from primary up to university level, writing skills are the only means which are employed for the assessment of students' proficiency in English language. Instead of showing insight into the learner's errors, instructors exhibit derogatory and harsh attitude towards their errors. That is why, students, despite having studied English language for almost eighteen years keep struggling with it and fail to produce correct English. However, even those who can write a little better, their writings are banal, run-of-the-mill and insipid without having an iota of originality. It is because rote learning and reproducing the content verbatim from the prescribed books and lecturers' notes are advised rather stressed by their class lecturers.

In the same way, among many other factors, the conventional pedagogical methods specifically are one of the basic reasons for students' failures in English. Lecturers stick to the outmoded teaching approaches and employ grammar translation methods (Siddique & Manvender, 2016; Siddique & Subadrah, 2015) that hardly align with the demands of the Generation C students. Similarly, the employment of the teacher-centered instructional paradigm is extensively in vogue where students are passive learners like empty vessels waiting to be filled (Veen, 2006) and above all, lecturers lack interaction with students (Sarwar, 2001). However, Sultana and Zaki (2015),

recommend that to teach English appropriately, there is a pressing need to incorporate new techniques compatible enough with the current language pedagogies. Hence, in this connection, among many other studies, the following ICT (Information Communications Technology) research has incorporated new techniques into the repertoire of English lecturers: (Drigas & Charami, 2014; Dzakiria & Idrus, 2003; Kolade, 2012; Rahamat, Shah, Din & Aziz, 2017; Zarei & Hussin, 2014; Shah & Empungan, 2015).

Apart from this, according to Zarei, Hussin and Rashid (2015), the utilization of technological tools has brought about evolution both in the learning and teaching of language skills. Furthermore, as suggested by Idrus (2015), mobile learning approach holds the distinction to be the most effective and supportive tool having potential to enhance the learning of the present-day students. Moreover, the Higher Education Commission of Pakistan has also devised strategies for the integration of ICTs to enhance students' learning. However, the Pakistani pedagogues who are still unwilling to adopt or adapt new pedagogical methods and tools must consider seriously that "once a new technology rolls over you, if you're not part of the steamroller, you're part of the road" Brand (1987:9).

Furthermore, since innovative avenues for learning have been brought about by technology, therefore, the education leaders must discover a fresh vision for the 21st century students by creating innovative learning opportunities which are aligned with the needs of the learners (Dzakiria, Mustafa & Bakar, 2006; Metler, 2017). Likewise, modern gadgets and tools being interesting, exciting and relevant due their designs and procedures are being utilized to teach English language skills. In this connection, Purcell, Buchanan and Friedrich (2013) also propose that the digital technologies are

helpful tools to teach writing. Therefore, based on the perceptions, insights and benefits associated with the ICTs, the researchers have proposed yet another pedagogical tool i.e. smartphone to address the issues of language learning.

Likewise, a number of research (Abas 2015; Hayati, Jalilifar & Mashhadi, 2013; Mat-jizat, Osman, Yahaya, & Samsudin, 2116; Metler, 2017; Waqar, 2014; Yousaf & Ahmed, 2013) has been conducted on the use of smartphones to teach English language skills. Over and above, according to Abas (2015), twenty-first century students cannot be motivated by means of merely any pedagogical approaches. They expect their teachers to adopt students-centered, active and innovative teaching and learning approaches rather than conventional and boring methods. Therefore, digital or mobile learning technologies must be incorporated to teach the contemporary students. However, according to Viberg and Grönlund (2012), issues regarding writing skills of the L2 students have been scarcely addressed with smartphones. Furthermore, to date, no such study has exclusively addressed writing skills for L2 learners (Mancilla, 2014). Additionally, Thornton and Houser (2005) suggest that essay writing can easily be taught with the help of smartphones. Above all, Dewey (1944) claims that "if we teach today's students as we taught yesterday's, we rob them of tomorrow" (p.167).

Hence, in view of all the facts such as the students' poor results in English language, failure of conventional pedagogies, scarcity of studies about writing skills, the contemporary trend of incorporating the ICTs and smartphones to teach English language skills and almost hundred percent ownership of the smartphones among intermediate students as personally experienced by the researcher, are the flagrantly glaring research gaps that the researcher of the current study envisioned to bridge. Apart from this, the very reduced telecom rates, the launch of the 4-G, in Pakistan and

specifically the fact that the next generation (Generation Alpha) is going to use 5G technologies (Deans, 2016; Ahmad & Akbar, 2015; Ptcl, 2015) also encouraged the researcher to explore the effects of utilizing smartphone in enhancing students' English writing skills in Pakistan.

## 1.3 Research Objectives

The purpose of this mixed method study was to examine and investigate the effects of smartphone in enhancing students' English descriptive essay writing skills. Therefore, the following objectives being guiding principles directed the current research:

1. To examine whether there is significant difference between the overall mean scores of the students for learning writing descriptive essay before and after the intervention utilizing smartphone.

   a) To examine whether there is significant difference between the mean scores of the students for learning the introduction component of descriptive essay writing before and after the intervention utilizing smartphone.

   b) To examine whether there is significant difference between the mean scores of the students for learning the focus on topic component of descriptive essay writing before and after the intervention utilizing smartphone.

   c) To examine whether there is significant difference between the mean scores of the students for learning the body (supporting details) component of descriptive essay writing before and after the intervention utilizing smartphone.

   d) To examine whether there is significant difference between the mean scores of the students for learning adding the personal opinion component of

descriptive essay writing before and after the intervention utilizing smartphone.

e) To examine whether there is significant difference between the mean scores of the students for learning the sentence structure component of descriptive essay writing before and after the intervention utilizing smartphone.

f) To examine whether there is significant difference between the mean scores of the students for learning the coherence and cohesion component of descriptive essay writing before and after the intervention utilizing smartphone.

g) To examine whether there is significant difference between the mean scores of the students for learning the conclusion component of descriptive essay writing before and after the intervention utilizing smartphone.

h) To examine whether there is significant difference between the mean scores of the students for learning the grammar and mechanics component of descriptive essay writing before and after the intervention utilizing smartphone.

2. To examine whether there is significant difference between the mean scores of the students for their motivation towards writing before and after the intervention utilizing smartphone.

3. To explore the views of the lecturer about the utilization of smartphone in teaching descriptive essay writing.

4. To explore the views of the students about the utilization of smartphone in learning descriptive essay writing.

**1.4 Research Questions**

To operationalize the current study, the researcher formulated the following research questions:

1.  Is there significant difference between the overall mean scores of the students for learning writing descriptive essay before and after the intervention utilizing smartphone?

    a)  Is there significant difference between the mean scores of the students for learning the introduction component of descriptive essay writing before and after the intervention utilizing smartphone?

    b)  Is there significant difference between the mean scores of the students for learning the focus on topic component of descriptive essay writing before and after the intervention utilizing smartphone?

    c)  Is there significant difference between the mean scores of the students for learning the body (supporting details) component of descriptive essay writing before and after the intervention utilizing smartphone?

    d)  Is there significant difference between the mean scores of the students for learning adding the personal opinion component of descriptive essay writing before and after the intervention utilizing smartphone?

    e)  Is there significant difference between the mean scores of the students for learning the sentence structure component of descriptive essay writing before and after the intervention utilizing smartphone?

    f)  Is there significant difference between the mean scores of the students for learning the coherence and cohesion component of descriptive essay writing before and after the intervention utilizing smartphone?

g) Is there significant difference between the mean scores of the students for learning the conclusion component of descriptive essay writing before and after the intervention utilizing smartphone?

h) Is there significant difference between the mean scores of the students for learning the grammar and mechanics component of descriptive essay writing before and after the intervention utilizing smartphone?

2. Is there significant difference between the mean scores of the students for their motivation towards writing before and after the intervention utilizing smartphone?

3. What are the views of the lecturer about the utilization of smartphone in teaching descriptive essay writing?

4. What are the views of the students about the utilization of smartphone in learning descriptive essay writing?

The first research question, the eight sub-questions as well as the second research question were meant to collect the quantitative data. For the first research question and the eight sub-questions, the pre-and post-tests were conducted. Similarly, for the second research question which was related to the motivation of the students, the questionnaire on motivation was employed for data collection. However, for the third and fourth research questions, which were qualitative in nature, the semi-structured interviews (separately) were conducted for the lecturer as well as the four students out of the class of 45 students.

## 1.5 Research Hypotheses

Based on the research objectives and research questions, the following null hypotheses were formulated since the results of the study were not yet known to the effect as to whether the study would enhance the writing skills of the students or not. It was

assumed that if there was significant difference between the mean scores of the students, the null hypotheses were supposed to be rejected.

1. $Ho_1$: There is no significant difference between the overall mean scores of the students for learning writing descriptive essay before and after the intervention utilizing smartphone.

   a) $Ho_{1a}$: There is no significant difference between the mean scores of the students for learning the introduction component of descriptive essay writing before and after the intervention utilizing smartphone.

   b) $Ho_{1b}$: There is no significant difference between the mean scores of the students for learning the focus on topic component of descriptive essay writing before and after the intervention utilizing smartphone.

   c) $Ho_{1c}$: There is no significant difference between the mean scores of the students for learning the body (supporting details) component of descriptive essay writing before and after the intervention utilizing smartphone.

   d) $Ho_{1d}$: There is no significant difference between the mean scores of the students for learning adding the personal opinion component of descriptive essay writing before and after the intervention utilizing smartphone.

   e) $Ho_{1e}$: There is no significant difference between the mean scores of the students for learning the sentence structure component of descriptive essay writing before and after the intervention utilizing smartphone.

   f) $Ho_{1f}$: There is no significant difference between the mean scores of the students for learning the coherence and cohesion component of descriptive essay writing before and after the intervention utilizing smartphone.

g) Ho$_{1g}$: There is no significant difference between the mean scores of the students for learning the conclusion component of descriptive essay writing before and after the intervention utilizing smartphone.

h) Ho$_{1h}$: There is no significant difference between the mean scores of the students for learning the grammar and mechanics component of descriptive essay writing before and after the intervention utilizing smartphone.

2. Ho$_2$: There is no significant difference between the mean scores of the students for their motivation towards writing before and after the intervention utilizing smartphone.

## 1.6 Conceptual Framework

The following Figure 1.4 clearly illustrates the conceptual framework of the study:
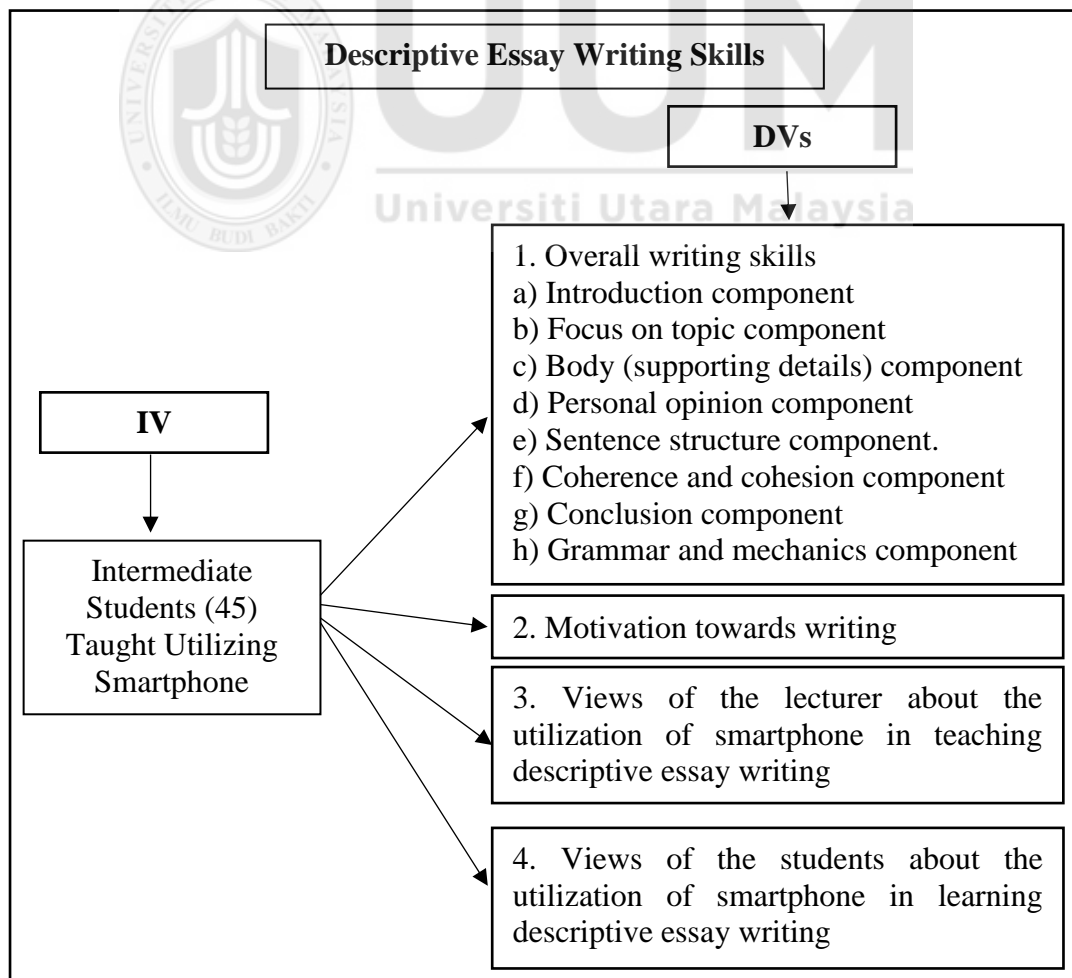


*Figure 1.4.* Conceptual Framework

The Figure 1.4 depicts unequivocally the conceptual framework of the current research. It reveals that the study was conceived to use two types of variables, namely the independent and dependent variables. The independent variable in the current research was a group of 45 students who were taught descriptive essay writing skills with the help of smartphone. However, the first dependent variable in this research was overall writing skills coupled with eight sub-variables (a. Introduction component, b. focus on topic component, c. body (supporting details) component, d. Personal opinion component, e. sentence structure component, f. coherence and cohesion component, g. conclusion component, h. grammar and mechanics component). Similarly, the second dependent variable was students' motivation towards writing. Thus, the first two dependent variables were quantitative in nature. On the other hand, the third dependent variable in the current study was concerning the views of the lecturer about the utilization of the smartphone in teaching descriptive essay writing. The fourth dependent variable was related to the views of the students about the utilization of smartphone in learning descriptive essay writing. Hence, the third and the fourth dependent variables were qualitative in nature.

Moreover, the mean scores in the current study referred to the average marks obtained for each dependent variable by the students in the pre-tests and the post-tests. Similarly, the first two questions of the study were quantitative while the third and the fourth questions were qualitative in nature. The first quantitative question was meant to gauge the students' overall mean scores for their writing skills. Likewise, the eight sub-questions also being quantitative in nature were meant to gauge the students' mean scores for the eight different components (mentioned under question -1 from a to h) of the descriptive essay writing skills. Similarly, the second quantitative question was supposed to gauge the motivation of the students. However, the third question being

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qualitative in nature was meant to elicit the views of the lecturer about the utilization of smartphones in the teaching of descriptive essay. In the same way, the fourth question of the study being also qualitative ontologically, was supposed to elicit the views of the 4 students about the utilization of smartphone in learning descriptive essay.

## 1.7  Significance of the Study

In the start of the study, it was assumed that if the findings of the study were positive, it would have significance for the following:

### 1.7.1 Lecturers

The study, in the first instance, not only motivated the students towards writing skills but also enhanced the motivation of the English lecturer through the use of smartphone as a pedagogical tool in a developing country like Pakistan.  Therefore, being distinctive in itself, it can work like a foundation stone. Further, the utilization of smartphone in teaching can add a beneficial pedagogical tool into the repertoire of the pedagogues for teaching language skills specifically writing skills.  Also, the present study would be helpful in strengthening the lecturers' position professionally, as being well informed and technology-equipped practitioners, they can prove an asset for their institutions instead of being a liability.  Moreover, the study would help diminish the fears of the lecturers about the use of smartphones as being problem monger or such instruments as can supplant them. Rather, it would enhance the confidence of the lecturers as they employ the technology of the day to impart English essay writing skills more skillfully and confidently.

Over and above, the study reduced the burden of the lecturers as the students were also expected to bring their own learning materials downloaded from the internet and this

further made the classroom an interesting place to learn English writing skills. Similarly, more language learning was supposed to take place as the class having fun element was more interesting to attract, hold and sustain the attention of the students which exclusively made them engaged and involved in the writing tasks. However, it was supposed that the lecturers would not lose their authority rather they would earn more respect and build a reasonably required rapport by getting psychologically closer to students through their interaction with them via smart phones. Finally, it was also supposed that if their writing skills were improved, it could ultimately help in improving their results and it may earn rapid promotion for the lecturers.

### 1.7.2 Students

The main objective of the current study was to enhance the writing skills of the intermediate students by transforming the conventional teacher-centered classroom into a student-centered classroom. Further, it was supposed that it would motivate the students to learn descriptive essay writing skills, ultimately helping them get good grades in the compulsory subject i.e. English. Also, it would enhance their language skills in general. It would further enable them to practice the language skills after exam as well. In addition, the present study was supposed to boost their confidence level and performance in English writing skills through the new learning tool which used to be just a communicative tool, need or fun. Students were also supposed to have fun learning and mobile learning simultaneously in and outside the classroom.

Above all, the study would make the students in charge of the learning process turning their teacher-centered classroom into student-centered learning classroom through their own generated or collected materials downloaded via smartphones. Therefore, instead of being bored in the English writing class, they were to have fun-class with interesting

materials to be more engaged, absorbed and involved in the writing skills. Furthermore, the study was supposed to give them the empowering space to unleash their hidden creative powers. Similarly, this study would help engage the students allowing them flexibility. They would not feel being lagged behind socially as the digital divide may probably be bridged resultantly helping them improve their social status as English is the language of the high strata of society in Pakistan.

### 1.7.3 Institutions

The study was also expected to increase the body of knowledge concerning the writing skills and if the findings of the study were positive, the ministries of education at the federal and the provincial levels were supposed to use them for the benefit of all the students in their respective jurisdictions. Thus, both ministries were also supposed to recommend to the provincial governments to distribute good quality smartphones among the students to promote mobile learning instead of distributing the very expensive laptops that the Punjab government distributes every year. Thus, a lot of public money can be saved. Furthermore, the current study employed the modern flourishing approach in L2 language learning both theoretically as well as practically. It is because studies concerning smartphones are scarce or underrepresented in the language teaching history of Pakistan.

Hence, if the findings of the current study were to be positive and useful, the curriculum designers might design curricula utilizing the smartphone based activities to enhance students' writing skills. It could be beneficial for the public and private educational institutions and specifically for the teacher training colleges to incorporate smartphone based learning being fruitful as a supplementary source even for the traditional classroom teaching. Moreover, it was further supposed that if the current study achieved

positive results, the aforementioned institutions could also use the lesson plans provided in the study (Appendix-D) for their respective institutions. Furthermore, the study was also meant to bridge the existing gap between knowledge and research concerning the ELT field and the modern pedagogical tool i.e. smartphone.

Apart from this, it could be significant for the Punjab Textbook Board (PTB) also because this institution of the Punjab government is also responsible for publishing books for the intermediate students of the Punjab. The PTB can make changes in the intermediate English books in the light of the findings of the current study specifically for the betterment of the writing skills. Above all, PTB can upload the prepared lessons about the vocabulary and grammar related web pages helpful for writing skills on their official website to help students enhance their writing skills. Last but not the least, the positive findings of the current study were supposed to be beneficial also for ESL/EFL private textbook publishers to make smartphones-based learning supplementary packs and software with a view to further supporting the classroom learning at the intermediate level in Pakistan.

**1.8 Limitations of the Study**

Since the main purpose of research is to provide new insights into the existing body of knowledge simultaneously confronting assumptions to realize what a researcher is unable to know. Thus, the current research was also subject to a few constraints or limitations on generalizability or usefulness of the findings which could have potential impacts on its interpretations. Therefore, the following are the limitations of the current research:

1. This study was conducted with the help of only 45 intermediate students from the Government M.A.O. College, Lahore District of the Punjab, Pakistan

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because there are generally almost 40 to 50 students in one class in the said college. Therefore, this limited sample size is the limitation of the study and hence the findings can only be generalized on similar samples.

2. The study only involved intermediate male students due mainly to the reason that in the said college only male students are offered admission in the intermediate classes. This, therefore, is yet another limitation of the study and the findings cannot be generalized on the intermediate female students in girls as well as co-education colleges.

3. The study was carried out in a span of total 8 weeks out of which the first week was reserved for briefing and orientation of the lecturer and the students and the 8$^{th}$ week was reserved to conduct post-tests and interviews of the lecturer and the four students. Every day there was one lesson of 50 minutes' duration which is also the actual time of a period in the public-sector colleges in the Punjab, Pakistan. Because of the time constraint, only 6 descriptive essay topics could be completed as the students were supposed to study other lessons also related to their regular routine course books. This was also the limitation of the current study.

4. The experiment in this study used the descriptive essays only to enhance the writing skills of the intermediate students as all other genres of writing skills as well as listening, speaking and reading could not possibly be focused in one study. Thus, the instruction of descriptive essay writing was the limitation of the study. Therefore, the study could not claim to address or improve other genres of writing and the skills such as listening, speaking and reading despite

the fact that the study touched them slightly since these language skills are integrated, yet they were not the very focus of the study.

5. The researcher requested only that English lecturer who was having more than 10 years teaching experience at the intermediate level to teach the students with the help of smartphone. Though the talent of the lecturer in teaching descriptive essay writing could not possibly be controlled by the researcher, however, the researcher ensured that the lecturer was trained to teach English and had more than 10 years of teaching experience at the intermediate level. To be unable to control his talent was also the limitation of the study.

6. The semi-structured interviews were conducted with only one lecturer who taught the students and only those four students (out of the class of 45) who were interested and willing to share the required information. As such, the number of lecturer (1) and students (4) involved in qualitative data collection was the limitation of the study as well.

## 1.9 Operational Definitions

The operational definitions concerning the descriptive essay are mostly based on the rubric that has been taken and thereby adapted from the website of the Walsingham Academy which is an independent Roman Catholic school in Williamsburg, Virginia, USA (Walsingham Academy, 2015).

### 1.9.1 Descriptive Essay

In the current research, the descriptive essay was meant to inspire the students' talent for creating a piece of writing about a specific experience allowing for a lot of artistic freedom which further helped to make a vivid evocative mental portrait related to the

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subject matter and thus the clearly painted picture kept moving in the readers' minds. The descriptive essay refers, in this study, to that genre of essays which demanded the description of things, persons, objects, emotions, experiences, situations and places. (Carter, 2015; Hywel, 2003; Walsingham Academy, 2015).

### 1.9.2 Smartphone Based Learning

Smartphone based learning, having unique characteristics such as faster and easy access to information (via internet) ensures continuous interaction for cooperative or collaborative learning that helps enhancing students' language learning (Idrus, 2013; 2015; Ismail, Idrus, Ziden & Rosli, 2010; Quinn, 2000; Sharples, 2006). However, the device (smartphone), in this study, refers to a hand phone, a smartphone, a cellular phone and a touch mobile connected with internet, easy to own and operate (Kyem, 2014). Besides, in the current study, it was used as a pedagogical tool by the lecturer and learning tool by students who employed it for searching, downloading, saving, writing, re-writing, editing and sharing the descriptive essays.

### 1.9.3 Overall Mean Score

Overall mean score refers, in this study, to the total of the average mean score for eight components (introduction, focus on topic, body (supporting details), personal opinion, sentence structure, coherence and cohesion, conclusion, grammar and mechanics) of a descriptive essay as described in detail in the descriptive essay rubric. The scores were obtained from the pre-tests and post-tests. Moreover, the overall mean score concerning motivation refers in the current study to the total of the average mean score of the students for their motivation towards writing skills, however, these scores were obtained from the questionnaires on motivation served before and after the intervention utilizing smartphone.

### 1.9.4 Introduction

As per the conceptual framework of the current study, the introduction (a paragraph consisting of 5 to 7 sentences) being inviting was meant to state the main topic as it was supposed to include a systematically well-written, clever lead having a direct relation to the essay topic that could catch the reader's attention. The introduction also refers, in this study, to the mean score obtained for the introduction component of the descriptive essay which was supposed to be unwrapped around five senses and contained catchy and appealing topic sentence (Swales, 2015; Walsingham Academy, 2015).

### 1.9.5 Focus on Topic

In the current study, the descriptive essay was supposed to have one clear, well-focused topic. Main idea was supposed to stand out and was supported by detailed information. Well-written topic sentences were also supposed to be used in each 5 to 7 sentences paragraph. Focus on topic refers, in this study, to the mean score achieved for the focus on topic component throughout the descriptive essay which was uniquely directed on a single, clear and well-focused topic. There was to be only a single, clear and well-focused topic in the descriptive essay. It was supposed to be written in such a manner as to make the main idea stand out substantiated by a chain of detailed information related to the essay topic. Over and above, the topic sentences were also supposed to be well written in the start of each paragraph consisting of 5 to 7 sentences (Walsingham Academy, 2015).

### 1.9.6 Body (Supporting Details)

In this study, the body of the essay comprised of 3 paragraphs adding many relevant details in the form of well-connected or cohered paragraphs for the readers to smell,

picture, hear, feel and imagine about the topic. The body (supporting details) refers, in this study, to the mean score obtained for the well-cohered body or (supporting details consisting of 3 paragraphs) component of the descriptive essay. All the main ideas in the repository of the students were supposed to be presented in the body in terms of 3 coherent paragraphs (Walsingham Academy, 2015).

### 1.9.7 Personal Opinion

In the current study, the incorporation of personal opinion demanded from the students to write the essay out of their own personal knowledge, observations and experiences. Furthermore, they were expected not to quote merely from other authors rather they were also supposed to give their genuine opinions or views about the topic which must be easily distinguishable. Besides, adding personal opinion refers, in this study, to the mean score achieved for the incorporation of the personal opinion component of the descriptive essay (Walsingham Academy, 2015).

### 1.9.8 Sentence Structure

In the current study, students were supposed to write well-constructed sentences with prim and proper sentence structure ensuring logic to help readers feel at ease to grasp it. Therefore, the sentences were also supposed to be very well constructed in order to maintain the interest of the reader without being repetitive (Walsingham Academy, 2015). Besides, sentence structure refers, in this study, to the mean score obtained for the sentence structure component of the descriptive essay.

### 1.9.9 Coherence and Cohesion

In the current study, coherence and cohesion refers to the transition words or phrases used effectively by the students in such a logical manner as they could help keep the

interest of the reader. Students were also supposed to give cohesion to sentences, ideas as well as paragraphs. The features like transition words and phrases expressing agreement, showing support, consequences, effects, limiting or defining time were supposed to be used in a logical order (Crossley, Varner & McNamara, 2013). Similarly, coherence refers, in this study, to the unity among sentences using explicit connectors and textual cues phrases and paragraphs which contributed to the meaning of the whole essay (Walsingham Academy, 2015). Above and beyond, coherence and cohesion refer, in this study, to the mean score achieved for the coherence and cohesion component of the descriptive essay.

### 1.9.10 Conclusion

In the study, the conclusion was supposed to give the crux or gist of the essay. It was meant to be forceful, tying up all the loose ends so that it could give strong impression to the reader that she or he fully grasped the point of view presented in the essay. The conclusion was, correspondingly, supposed to leave the readers with a pleasant taste in their mouth (Hyland, 2015; Walsingham Academy, 2015). The conclusion also refers, in this study, to the mean score obtained for the conclusion component of the descriptive essay.

### 1.9.11 Grammar and Mechanics

In the current study, grammar and mechanics component demanded from the students to be accurate in grammar, spellings and punctuation in order to ensure that they could be able to put the right words at the right places without making any such mistakes and errors (Ebadi, 2015; Walsingham Academy, 2015). Grammar and mechanics refer, in this study, to the mean score achieved for the grammar and mechanics component of the descriptive essay.

### 1.9.12 Motivation

In the current study, motivation refers to the pleasure of achievement that a student derived from instruction (Keller, 2008). It refers to the behaviour of the students that directed them towards their goal. Being initial engine, motivation generated learning because it functioned like a driving force to sustain the laborious and long journey of language acquisition (Cheng & Dornyei, 2007). However, the mean score about motivation, in this study, was to gauge students' motivation towards writing skills that was determined by applying the adapted version from the Course Instruction Survey authored by Keller (2010).

### 1.9.13 Views of the Lecturer

In this study, the views and reflections regarding the use of smartphone as a pedagogical tool for teaching descriptive essay writing were elicited through the semi-structured interview from the lecturer who taught the participants (a class of 45 students) of this research. Thus, the gathered data was analyzed and described holistically based on the emerging themes.

### 1.9.14 Views of the Students

In this study, the views concerning the use of smartphone as a tool for learning descriptive essay writing were elicited from those 4 students (out of the class of 45 students) who were willing to share their views through the semi-structured interview. However, the data was duly analyzed and described holistically based on the emerging themes.

### 1.10 Summary

The chapter discussed introduction, background of the study, problem statement, research objectives, research questions, research hypotheses, conceptual framework,

significance of the study, limitations of the study and finally the operational definitions of the terms (variables). In fact, the study was expected to enhance the students' descriptive essay writing skills besides enhancing their motivation towards writing skills by attracting their attention, involving, absorbing as well as engaging them in the writing tasks through their commonly used gadget - smartphone. Thus, the study was also supposed to introduce a new teaching tool in terms of smartphone to be utilized by the English lecturers for the instruction of writing skills to the intermediate students in the public-sector colleges of the Punjab, Pakistan. Above and beyond, the study was expected to help transform the conventional classroom into the student-centered classroom by conferring more flexibility to them to enhance their' motivation, confidence and capability in the assigned writing tasks. Finally, the study would recommend future researchers to conduct more research in the domain of smartphone learning to help teach other English writing genres as well as the other three language skills such as listening, speaking and reading in the Pakistani context. However, the following chapter would review the already existing literature by furnishing fruitful insights into the phenomenon under discussion to help establish its better understanding.

# CHAPTER TWO

# LITERATURE REVIEW

The previous chapter provided the very foundation of the current study while the current chapter deals with the literature review that may help to "determine whether the topic is worth studying, and it provides insight into ways in which the researcher can limit the scope to a needed area of inquiry" (Creswell, 2014, p.57). Therefore, in this chapter, the literature is discussed according to theoretical framework, underpinning theories, multimedia learning, smartphone based learning, constructivist approach, cooperative learning and motivation (ARCS). Besides, the chapter also deals with the writing approaches and models which include communication competence, product approach, process approach, genre or social approach, Kinneavy's model, Flower and Hayes' model and the Raimes' model. In addition, the current chapter also discusses studies about writing skills, studies related to ICTs, studies about smartphone based learning and lastly the studies linked with motivation. Next, the following section deals with the theoretical framework of the study.

## 2.1 Theoretical Framework

The researcher has framed the theoretical framework as a foundation or guiding map to carry out the current study based on the constructs of the constructivist approach, cooperative learning, motivation theory, multi-media learning, mobile learning, and above all the process approach. The following Figure 2.1 further elucidates the said framework:

The diagram contains the following text elements:

**Mobile Learning** (top center box)

- Ensures Individual & Collective Learning
- Mediates Learning between Students & different Contexts
- Embeds in Realistic Contexts to Facilitate Construction of Knowledge
- Ensures cooperative Learning
- Makes Learning Exciting & Interesting
- Ensures Fun Learning
- Engages Students in the Assigned Tasks
- Motivates Students for Learning
- Plays the Role of a Writing Lab
- Ubiquitous Learning
- Students' Autonomy
- Enhances Conventional Lessons

**Cooperative Learning** (left box)

- Ensures Individual Accountability & Responsibility to Learn
- Constantly Supports Individuals & Promotes Group Learning
- Provides Face-to-face Interaction; Promotes Individual & Group Success by Encouraging & Praising Each other's Efforts
- Promotes Learning by Exchanging & Sharing Ideas with Peers
- Provides Good Working Relationship
- Helps in Construction of knowledge
- Promotes Social Skills that Help Accomplish Group Tasks
- Ensures Students-Centered Classroom

**Descriptive Essay Writing** (center box)

Multimedia Theory (Mayer, 2001)

Constructivism (Vygotsky, 1978)

Motivation Theory (Keller, 2010)

Process Writing

(right box)

- ARCS Model
- "ARCS" Principles Motivate Students
- "Attention" Arouses Students' Curiosity & Interest through Questions, Brainstorming & Visual Stimuli
- "Relevance" Allows Students to organize their own Learning Material, Using Existing skills
- "Confidence" is raised by Creating Success Opportunities via Meaningful Tasks, Encouraging & Providing Informative-Corrective-Analytical Feedback
- "Satisfaction" Builds Students' Sense of achievement, avoiding over-rewarding easy tasks, giving more informative feedback

(bottom box)

- Cyclical & Recursive
- Pre-writing
- Drafting (Outline)
- Rewriting
- Revising
- Editing
- Various drafts
- Collaborative and Creative
- Unconscious Process
- Final draft

*Figure 2.1.* Theoretical Framework

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## 2.2 Underpinning Theories

Language teaching approaches must have their base upon linguistic theories capable enough to define language per se with its origin, applications, formation and understanding in addition to the fact how that language can befittingly be taught as well as learnt. Based upon this very fact, therefore, the following section discusses the theories which were used in the current study:

### 2.2.1 Multimedia Learning

The verbal messages have been used as the primary method to convey ideas to learners for many decades. However, the extension beyond the mere use of words with the incorporation of pictures into instructional messages promises more benefits (Mayer, 2001, 2005; Mayer & Simms, 1994). However, this method of learning with words along with pictures is termed as the multimedia learning by Mayer (2003) and hence a theory that he founded which was in fact the extension of Paivio's advocated theory known as the dual coding theory.

Mayer suggests that the basic postulation concerning the multimedia theory is the conviction that learning takes place "more deeply when ideas are expressed in words and pictures rather than in words alone" (Mayer, 2001, p. 9). He maintains that the rationale concerning multimedia presentations "is that it takes advantage of the full capacity of humans for processing information" (Mayer, 2005, p. 4). According to Mayer (2001), "When we present material only in the verbal mode, we are ignoring the potential contribution of our capacity to also process material in the visual mode" (p. 4). However, the following Figure 2.2 lucidly illustrates Mayer's cognitive theory of multimedia learning:
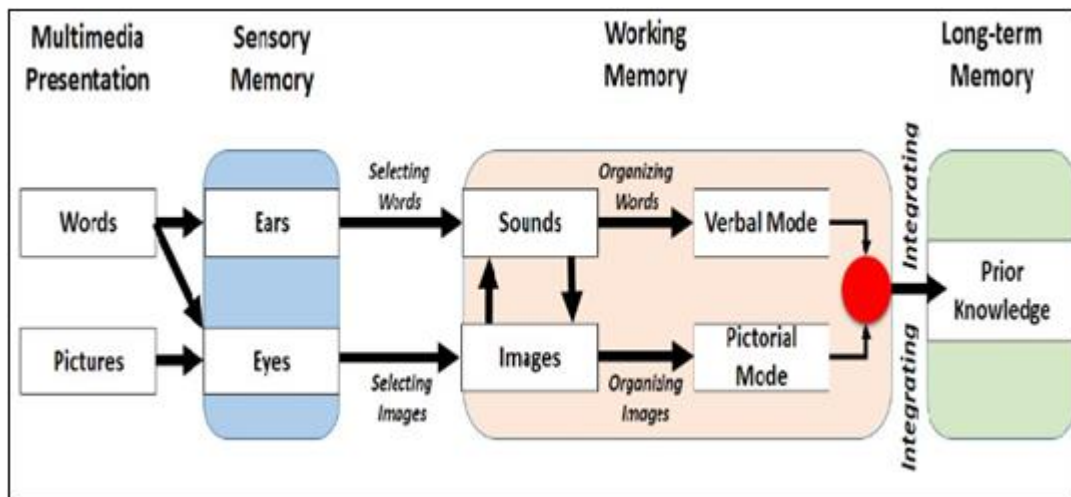
*Figure 2.2.* Cognitive Theory of Multimedia Learning (Mayer, 2001)

As per Mayer's (2001) model shown in Figure 2.2, the constituents of a multimedia message include pictures and words which enter the sensory memory through eyes and ears. The sensory memory is capable of holding these pictures and printed texts for a very short span of time as exact visual images whilst sounds as well as spoken words can be held as accurate auditory images. The cognitive process known as selecting relevant words transports spoken and written verbal messages out of the sensory memory to the working one. Thus, the learners pay attention to specific words included in the multimedia messages when they enter the visual or auditory channel.

The next, "Perhaps the most crucial step in multimedia learning" is integrating, according to Mayer (2001) and also a "demanding process that requires the efficient use of cognitive capacity [and] ... the epitome of sense making because the learner must focus on the underlying structure of the visual and verbal representations" (p. 57). In this step, learners establish connection between the word-based as well as the image-based representations. The purpose of this step is changing the visual model as well as the verbal model into a single integrated representation "in which corresponding elements and relations from one model are mapped onto the other" (p. 57). During this

process, the learner can also pull in the already existing knowledge out of the long-term memory (LTM) and utilize the LTM to get bigger chunks of information for a longer span of time. Thus, the information is dragged into the working memory to actively deliberate about it (Mayer, 2001; Wittrock, 1989).

Furthermore, Mayer (2005) establishes that "research on learning shows that meaningful learning depends on the learner's cognitive activity during the learning rather than on the learner's behavioral activity during the learning" (p. 14). Above all, Mayer describes that "well-designed multimedia instructional messages can promote active cognitive processing in learners, even when learners seem to be behaviorally inactive" (p. 19).

Therefore, based on Mayer's multimedia theory which is the backbone of mobile learning, the current study used smartphones for downloading the material from the internet which contains both written as well as pictorial material and in some cases the videos as well. Since pictures speak and paint meanings more than the words do, the researcher shares the belief with Mayer (2005) that multimedia can be helpful for the intermediate students' tasks of writing descriptive essays with the help of smartphones. However, the following researchers (Chang & Hsu, 2011; Chen & Li, 2010; Sandberg, Maris & De Geus, 2011) have employed multimedia theory in their studies.

### 2.2.2 Smartphone Based Learning

With the rapid advancements in the field of technology, smartphone based learning has now crossed its initial threshold where its focus was only on portable phones. Now it has established its own specific framework which relies on a solid pedagogical theory as the developers of mobile learning (m-learning) pedagogies have addressed several

learning theories. In this connection, there has been a greater focus on the constructivist theories. Above and beyond, the constructivist approach relies basically on cognitive theories of learning (Yount, 2010).  The learner, in this approach, is considered like an active individual who constructs knowledge being active instead of becoming passive like an "empty vessel" that just waits to be filled (Veen, 2006).  It is a constructive process that involves the active creation of knowledge. It further involves social and cognitive activity which occurs within the rich surroundings of both the physical as well as cultural tools, interactions and settings. Similarly, according to Taylor, Sharples, O'Malley, Vavoula and Waycott (2006), it comprises of constant and enriched personal development coupled with the possibility of fundamental as well as rapid conceptual change.

Moreover, m-leaning, according to Peters (2007), is related to the transfer of educational materials to students by means of smartphones. Similarly, students can best learn language through the mediated or facilitated learning technique with the help of mobile technologies (Winters 2006).  Furthermore, the use of mobile technologies helps mediates learning by exclusively promoting collective as well as individual learning of students (Koole, 2009; Ma, 2017). For example, students can search the internet with the help of smartphones to download material related to writing skills by exploring various contexts individually and collaboratively as was done by the students of the current study. This is how smartphone plays the role of a mediator of learning between students and different contexts. Thus, m-learning, according to Lonsdale, Naismith, Sharples and Vavoula (2004), has proved effective in enhancing the standard of conventional lessons. The recent advances of m-learning having the potential of fulfilling personal educational needs can also make learning fun (Attewell & Savil-Smith, 2005). Above all, according to research (Dzakiria & Mohamad, 2014; Hussin,

Aboswider, Ismail & Yoke, 2016), students being satisfied enjoy the use technology since they are self-directed as well as excited to learn collaboratively which further ensures successful learning for them. Hence, the use of ICTs or technology empowers students to be well versed in ICTs ultimately ensuring satisfaction as well success for them in their learning process. Moreover, technology has already empowered students to undertake specific tasks which hitherto were not possible (Pea & Maldonado, 2006).

Furthermore, the recent developments in the domain of mobile technology are opening up innumerable opportunities of learning for today' students (Hussin et al., 2012). In addition, mobile learning theory also assumes that learners do not always remain sitting at one place all the time, rather they keep moving constantly and gathering resources and ideas from a certain location and apply in another (Sharples, Taylor & Vavoula, 2010). However, this can also be observed in any institution where learners go from one classroom to another while also confronting change of topics as well. Furthermore, very many studies and field experimentations have explored multifarious facets of m-learning involving issues of technology, learning theory implementation as well as pedagogy (Odom, 2012).

Moreover, m-learning benefits more when it is employed for language learning among students because it includes collaborative activities which motivate them to engage in communication with peers to share with them what they have already downloaded from the internet with the help of smartphones. Similarly, mobile technology provides quick guidance as well as feedback to technology friendly students. Furthermore, portability is one of the most distinctive features that distinguishes mobile learning from other emerging pedagogies. Also, according to Akour (2009), smartphones can embed students in genuine contexts where it is easy for them to construct knowledge. Over and

above, Khaddage and Knezek (2012) deliberate as to how the use of educational applications is necessary which not only empowers learners but also involves many other benefits. Above all, the following Figure 2.3 illustrates some of the benefits offered by mobile learning applications:
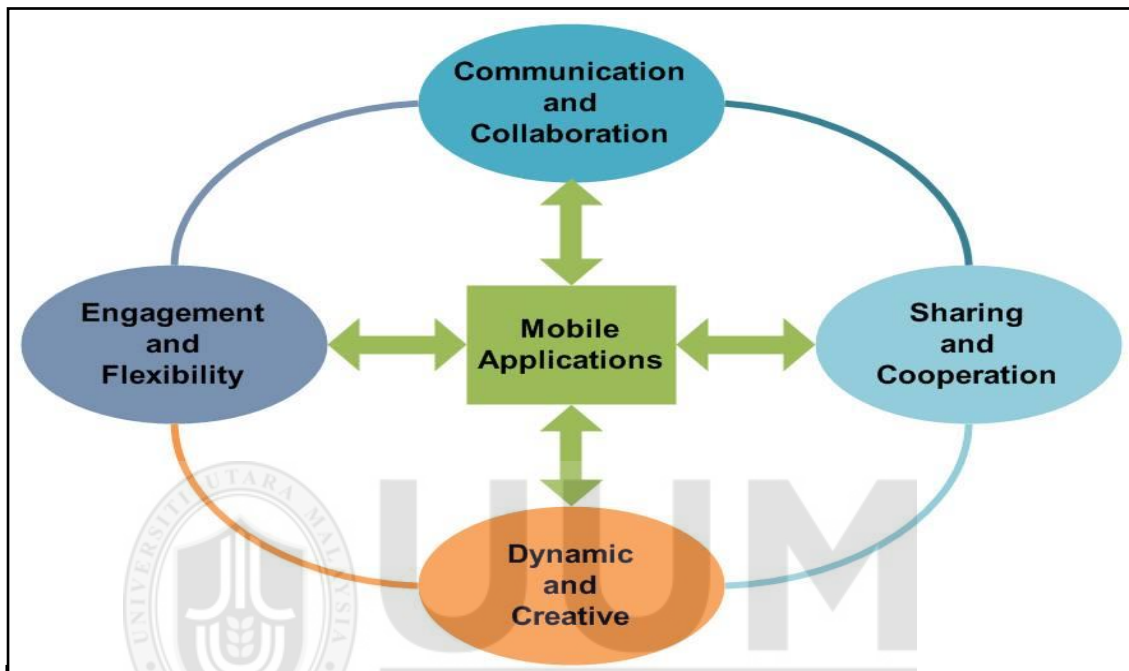


*Figure 2.3.* Benefits offered by Mobile Apps (Khaddage & Knezek, 2012)

The Figure 2.3 has clearly illustrated the benefits mobile apps extend to the present-day students who are also known as the digital natives. Therefore, according to Khaddage and Knezek (2012), the integration of mobile technology can improve communication, collaboration, creativity, engagement, cooperation, flexibility and sharing amongst students. Apart from this, Dzakiria, Kasim, Mohamed and Christopher (2013) claimed that due to the advancement of educational technology, students get engaged in novel ways of learning. Likewise, in the current study, the students, while learning essay writing with the help of smartphones, also utilized all the above-mentioned benefits as offered by the learning through smartphones.

In this connection, Park (2011) opines that mobile learning pedagogy must not be based on specified phones because technological developments keep happening at a rapid pace and the pedagogy which is based merely on cell phones quickly becomes obsolete. However, it is now an established fact that researchers have established m-learning pedagogies which are based on the proven theories of learning. Similarly, according to Sharples, Taylor and Vavoula (2010), the classical constructivist learning theory is at the root of many models of m-learning as activities related to m-learning have been established on the basis of the cognitive constructivist methodology related to experiential learning. Similarly, based on the social constructivist methodology, experts have also established m-learning activities to be employed for collaborative learning. Therefore, these previous studies (Abdous, Facer & Yen, 2012; Idrus, 2015; Oberg & Daniels, 2012; Odom, 2012; Sandberg, Maris & De Geus, 2011; Siddique & Subadrah, 2015) have been underpinned by mobile learning theory.

### 2.2.3 Constructivist Approach

Until recently, the acknowledged instructional model was based on the assumption that knowledge was able to be transferred in somewhat intact form from one mind to another and, therefore, the whole focus was on stuffing knowledge into the brains of students. Unfortunately, it is not so and knowledge, according to cognitive scientists, is constructed in the learner's minds. Therefore, this shift of paradigm in favour of the constructivist approach for language learning helps broaden the behaviourist's rote learning approach and the cognitive approach ultimately leads towards the communicative system. In this connection, Dewey (1938), upholds that learners must undergo the learning experience and employ ideas and concepts to construct meaning by relating them to their already existing knowledge. However, ideas per se cannot be just transferred, memorized, absorbed or copied as being pre-packaged; rather learners

have no choice other than constructing their personal versions by means of active engagement in their very personal experimentation.

Similarly, cognitive constructivism by Piaget (1970) gives importance to the mental processes which construct knowledge after a life-long constructive process involving organization, structuring and restructuring experiences based on the existing schemes of thought which continue to expand in a learner. However, constructivism concerning Piaget or Ausubel is termed as personal or psychological constructivism; while that of Vygotsky and Solomon is known as social constructivism. Similarly, Bruner's is named as cognitive constructivism. Cognitive constructivism focuses on learners' active role and that engages them in appropriate cognitive processing during teaching and learning process. Thus, it builds a brand new updated construction in their learning, based on the learners-centered learning perspective (Cey, 2001).

In this connection, Vygotsky (1978, p86) has also propounded "zone of proximal development" (ZPD) according to which "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." Therefore, a teacher uses such collaborative learning exercises within the zone of proximal development as they help the less competent children learn from their more skillful peers. Similarly, scaffolding (a term first time used by Bruner in 1960s.) is the assistance that is given to students to complete those tasks which they cannot accomplish by themselves. Nonetheless, when students are within the ZPD to accomplish a specific task and are provided with the reasonable assistance (scaffolding) which gives students enough of a boost and thus the set task is accomplished successfully. Once students do the task successfully by using scaffolding,

the scaffolding is removed and students become able enough to accomplish the task again by their own. Therefore, based on this, Sharples, Arnedillo-Sánchez, Milrad and Vavoula (2009) posit that mobile learning provides learning materials and tools for scaffolding. Similarly, according to Tudge (1992), this process captures the students' cognitive skills which continue passing through the process of maturing can conveniently be honed with the help of the more skilled peers. However, Comas-Quinn et al. (2009) and Odom (2012) have also used the constructivist approach to support their studies.

### 2.2.4 Cooperative Learning

The main theory which underpins cooperative learning is social constructivism propounded by Vygotsky (1978). Cooperative learning is considered to be a student-centered and instructor-facilitated instructional strategy where students in a small group are responsible for their own learning as well as the learning of all the group members. Kagan (1989) posits that the teacher provides the social interaction structures and learning activities in cooperative learning. Over and above, Johnson, Johnson and Holubec (1993) assert that students maximize their learning as well as of their peers' when they work together under cooperative learning. In this connection, Slavin (1996) propounds that team-work or team-goals are the crucial elements in cooperative learning. Cooperative learning being one of the most fertile and remarkable areas of practice in education operates when students work cooperatively together to accomplish the tasks related to the shared learning goals (Johnson & Johnson, 1999). Similarly, students can then individually achieve their learning goals if other group members also accomplish theirs (Deutsch, 1962). Therefore, according to research (Allport, 1954; Johnson & Johnson, 1989; Slavin, 1986) cooperative approach encourages students to

participate actively in the learning process which transforms the teacher-centered classroom into the student-centered classroom.

Besides, the learning takes place when students cooperatively work together in groups to accomplish a task while sharing ideas, collaborating to solve problems, making sure that all group members are participating actively while simultaneously seeking guidance from their teachers (Johnson & Johnson, 1989). As such, the students in the current study while working in groups cooperatively and collaboratively accomplished their tasks (learnt essay writing) very successfully with the help of smartphone. Apart from this, Allport (1954) also accentuates that interaction among students is necessary to attain a certain objective. In this regard, Johnson, Johnson and Holubec (1998) and Johnson and Johnson (1989) have suggested the following elements in cooperative learning:

a) Positive interdependence links students together when they constantly help and support each other and one group's work helps the other groups' work.

b) Individual accountability exists as students being stronger individually are responsible for their as well as their group's success by working cooperatively and hence, learn to perform subsequently better individually as well.

c) Face-to-face promotive interaction promotes individual's success by encouraging, supporting and praising each other's efforts related to the group task achievement.

d) While using social skills like interpersonal and small groups skills, students help achieve the group task successfully.

e) Group processing happens when group members exchange ideas about the achievement of their goals while having good working relationship.

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Above and beyond, collaborative learning helps students construct knowledge while constructing and forming new ideas out of their already existing knowledge and the current knowledge while undergoing the experience for this purpose. This makes the students motivated themselves to construct knowledge as per the views of Von Glasersfeld (1989) and also sustaining motivation in learning entirely depends on the students' confidence in their very potential for learning new things.

Moreover, the following study by Lee et al. (2016), integrates the cooperative learning with the smartphone learning. Lee et al. (2016) claim that mobile learning embodies the advantage that it can be easily employed in many contexts which also has the potential to be seamlessly integrated into other forms of learning. Subsequently, it can help develop collaborative as well as cognitive skills if learners are encouraged to work collaboratively to solve their physical and critical issues by looking at the perspectives of others ultimately reaching collaboratively at critical and creative solutions. Lee et al. (2016) describe a learning game devised for the learners to act out the role of business consultants for a company which is confronted with serious physical, cognitive as well as collaborative issues. However, the researchers with the help of conversation and content analysis conclude that cooperative reciprocity if enkindled by asymmetric learning materials is necessary to maximize critical thinking skills.

Furthermore, the previous studies (Davidson, 1985; Johnson & Johnson, 1999; Kagan, 1994; Kim et al., 1997; Lee et al., 2016; Miller, 1989; Newmann & Thomson, 1987; Sharan, 1999; Slavin, 1989, 1990, 1991) have explicitly indicated that the cooperative learning exercises positive effects on the maximum achievement of students. However, in the Pakistani context, Khan, Javaid and Farooq (2015), found out that the cooperative

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learning is the most effective technique for teaching writing (parts of speech and tenses) than the conventional method. Since in the present-day world, it has become almost imperative to support the language learning process with some language learning theories. In this connection, therefore, Siddique and Manvender (2016) conducted a study in Pakistan to investigate the role of cooperative learning theory in the teaching of essay writing skills. The findings of the study supported the use of cooperative learning theory in the Pakistani context for the enhancement of intermediate students' essay writing skills. It was because the students in the current study were taught employing cooperative learning theory, however, prior to intervention they were taught employing the rote learning method. Thus, the cooperative learning coupled with mobile learning helped students score higher on their descriptive essay as well as their motivation towards writing.

 Based on all these studies, the current study also made use of this theory to help intermediate students learn the descriptive essay writing with the help of smartphones. Similarly, the writing of descriptive essay with smartphone while working in a group by the students required cooperation, contribution of ideas and involvement in the form of team-work while sharing, cooperating, correcting each other's work. This is how the students of the current study learnt writing skills together which to them was a common goal. Hence, the characteristics of cooperative learning like positive interdependence, individual accountability, face to face interaction, use of social skills, exchange of ideas, transfer of knowledge, self-confidence, autonomy and independence helped the intermediate students in writing the descriptive essays using smartphones.

**2.2.5 Motivation (ARCS)**

According to Gardner (2001, p. 6) "Motivation is a complex concept" and to Ellis (1994), motivation is one of the basic determinants of success in language learning and for Maslow (1970), motivation is the inner force that guides a learner towards a goal. However, according to ARCS model by Keller (2006a), motivation involves the effort an individual who is willing to work laboriously to pursue his goal, whilst in the context of learning, motivational strategies help achieve instructional targets (Keller, 2006b). Similarly, instructional activities can be designed to boost four learner motivation categories which include attention, (A) relevance (R), confidence (C) and satisfaction (S). Hence, the acronym "ARCS".

To begin with the "attention" arouses learner's curiosity as well as interest in three ways (Carr & Carr, 2000; Keller, 2006a). Firstly, it stimulates perceptions including surprise, uncertainty, novelty and juxtapositions. Secondly, it engages inquiry including puzzles, questions, problems and dilemmas. Thirdly, it creates variety including different kinds of examples such as models, exercises and presentation modalities. Therefore, games, questions, problem solving, brainstorming, videos, lectures, storytelling and visual stimuli via smartphones are the examples of learning which can take places in this connection.

Similarly, the "relevance" relates to learner's experiences as well as needs in three ways (Carr & Carr, 2000; Keller, 2006a). In the first place, it orients a learner to useful goals by explaining his purpose, allowing him in selecting or defining goals, giving examples of goals which are explicitly stated. Secondly, it matches a learner's motives by adapting to preferences for what and how he wants to cover it in matching his needs and interests. Thirdly, relevance connects to something familiar by using concrete

familiar language or communication modalities, by relating goals to the familiar experiences or prior knowledge. As per Carr and Carr (2000), its instances are asking a learner to give his own examples, paraphrasing content, giving his choice in organizing the learning material, using his existing skills.

Likewise, the third element "confidence" is concerned with a learner's success in some meaningful tasks such as (1) setting learning requirement, (2) creating success opportunities and (3) encouraging personal control (Carr & Carr, 2000; Keller, 2006a). As per the first step, a learner sets the clear goals apart from setting standards and evaluative criteria. The second step is about giving meaningful and challenging opportunities for successful attainment within a specifically available time, resources as well as effort. The third step explains how a learner's effort determines his success or how the personal responsibility relates him directly to achievement. Hence, the instances are that the "confidence" allows a learner to choose goals taking small steps for attainment, providing feedback and support along with a sort of control over his learning and assessment. It further shows that success is the ultimate result of his personal efforts providing informative-corrective-analytical feedback instead of social praise.

The fourth element "satisfaction" builds a learner's sense of reward or achievement in three ways (Carr & Carr, 2000; Keller, 2006a). Firstly, it supports the intrinsic and natural consequences where learning is applied in the real and simulated context with consequences. Secondly, it provides the extrinsic and positive consequences. Nonetheless, feedback is given after practice for confirmation, analysis and correct performance. Thirdly, satisfaction applies equity in learning or assessment having consistent consequences to meet standard or evaluation criteria. Its examples are

avoiding over-rewarding easy tasks, giving more informative feedback instead of praising or for entertainment value, using practical examples related to learners' interest, providing testimonials of previous students with regard to learning and giving examples of evaluative feedback employing equitable criteria (Carr & Carr, 2000).

In short, the principles mentioned above elucidate the elements required to strengthen the learners' intrinsic as well as extrinsic motivation (Keller & Suzuki, 2004). In the current study, according to Keller's first element i.e. attention, smartphones were used to attract the intermediate students' attention. According to the second principle, i.e. relevance, the instructional material taken from certain websites was selected by keeping in mind the level of the intermediate students with regard to the steps related to the descriptive essay. The third element "confidence" applies to this research in this way that the students felt confident enough that not only they could understand the tasks assigned rather they would have the conviction to achieve their target of learning the essay writing skills. For instance, they felt at ease while writing the descriptive essays with confidence that the writing skills thus, learnt, would also help in performing other writing tasks related to their syllabus. These tasks may be letter writing, story writing and short answers writing which are included in the intermediate syllabus of the Punjab boards as well.

Similarly, the last element relates to the students' satisfaction or pleasant experience related to the learning process. In the current study, the students enjoyed the pleasant experience to learn with the smartphone which was never used for this purpose for the tasks like the descriptive essay writing. Therefore, it was expected that if the afore-mentioned conditions of ARCS were met successfully, the intermediate students would

most probably be highly motivated to perform the utmost difficult writing task happily and satisfactorily and this was what they did as up to the expectations of the researcher.

## 2.3 Writing Approaches and Models

The ESL lecturers can draw on quite a few approaches for the instruction of writing skills in general and essay writing in particular. It is a fact that teachers always find writing skills more difficult to teach than listening, speaking and reading skills (Akinwamide, 2012; Rodsawang, 2017; Siddique & Manvender, 2016). Despite this reality, practices and instruction of instructors do deeply affect students' writing skills (Sahin, Bullock & Stables, 2002). The teaching of writing skills demands that while teaching writing the instructors must provide students with clear instructions (David, 1991; Hu, 2003). To be successful teachers, they must be well-versed in the teaching of writing and must be trained how to impart guidance to students and how to motivate them to be skilled writers. One such way is that instructors must know how to apply the variety of approaches to improve the writing skills (Kong, 2005). During 1960s, 1970s and 1980s, a number of research was conducted on the instruction of mother tongue (Hashemnezhad & Hashemnezhad, 2012) which resulted in the emergence of many teaching approaches for the teaching of second language writing. However, there is a dearth of literature regarding some comprehensive theories in the domain of L2 writing (Silva, 1990). Nevertheless, the following section deals with some of the theories and models which have been quite helpful in the teaching and learning of writing skills.

## 2.3.1 Communicative Competence

Language had always been taken as a passive and neutral phenomenon the sole purpose of which was to reflect and communicate what was meant to be reflected and communicated. According to Siddiqui (2014), this value-free conception of language

directed the linguists towards quantitative approach regarding the study of language where the aspects of language like grammar, semantics, phenology were studied but in isolation. Thus, the focus was on the learning of grammatical rules as well as structures which had negative impact on the actual use of students' language. Nonetheless, it was Hymes (1972) who challenged this view of language and became first to present the notion of Communicative Language Teaching (CLT) and coined the term communicative competence for yet another active and social aspect of language proficiency. The other exponents of this theory were Brumfit and Johnson (1979) Widdowson (1979) and Littlewood (1981). However, Canale and Swain (1980) furthered and deliberated the ideas of Hymes regarding the grammatical aspect of the language. The communicative approach comprises of sociolinguistic, grammatical as well as discourse competencies which have to be paid heed to by the teachers and students (Bachman & Savignon, 1986).

In fact, the notion of communicative competence arose from the confluence of two independent developments which include transformational generative grammar (TGG) by Chomsky (1966) and ethnographic communication by Dell Hathaway Hymes (Pütz, 1992). According to Richards (2005), communicative competence involves the knowledge of as to how to employ language for various purposes along with its functions and how to use formal as well as informal language as per the available setting and students. It also includes how to write different texts like reports, interviews, certain narratives and conversations. Moreover, it involves as to how to sustain communication in case a language user has limited language at their disposal by employing various types of communication strategies.

Furthermore, to Hymes (1972), the communicative competence was the capability to employ a language in varied situations and settings. The chief difference between the ideas of Noam Chomsky and those of Hymes is that the former was concerned with grammar and stressed its importance in performance being more interested in the precision of language and hence language situations. On the other hand, the latter was concerned with the natural variation in language depending on setting, situation as well as context. Nevertheless, Hymes (1972) does not believe in homogenous language situation (Brumfit & Johnson, 1979). Hence, the base of communicative competence was language rather than rules and that too without following the rigid system of language. However, the weakness of communicative concept is that it does not talk about grammar, form and instruction which means to immerse into a particular language without proper guidance whilst its strength is the pure communication which takes place without any help (Howatt & Widdowson, 1984).

As a matter of fact, communication was the part and parcel of language learning not its outcome as it was affected by the curricula written in the seventies (Nunan, 2004). It was the time when the paradigm was shifting from the product to the process approaches which also changed the focus upon communicative tasks in L2 (Second Language). However, the current study was concerned with the process paradigm of language. It was supposed to be established as to whether website materials related to the descriptive essay writing and tasks related to English L2 writing skills could help develop digitally supported communicative competence because both Chomsky and Hymes did not envisage the involvement of any such technology while presenting their ideas.

Similarly, the strengths of the communicative language teaching are that it helps motivate students since it gives importance to fluency which makes them confident enough to engage in more language use. In addition, it helps students become language users in real life communication as per their needs. Apart from this, it ensures that students get more time to use language in a setting where the teacher is a facilitator in the whole learning process that helps students to be communicatively competent. Furthermore, Jacobs and Farrell (2003) claimed that the shifting of the paradigm to the communicative language teaching brought about eight changes in language learning and teaching approaches out of which learner autonomy is the most important.

Furthermore, communicative competence ignores pronunciation and grammar rules as it focuses on meaning and oral skills and hence reading and writing skills are ignored. Thus, students become fluent but the language they use is inaccurate. Besides, mistakes of students are not checked and corrected. However, the motivation of students mostly depends upon the teacher as he is supposed to prepare effective teaching materials to be used in the language class. It is a fact that the strengths and weaknesses of a specific pedagogical method are decided based on the needs and goals of the students. Therefore, communicative language teaching approach can better be employed to teach general English or real-world language skills. However, as far as the learning of essay writing skills is concerned, it may not help the students in its enhancement.

### 2.3.2 Product Approach

The Product Approach, also termed as Model Approach (Akinwamide, 2012), is generally considered as one of the classical approaches employed for language learning. The product approach lays stress on imitation of the model text and the organization of ideas is deemed more important than the ideas themselves. There is only one draft and

it highlights the linguistic features with their controlled practice since it values the end-product not the creative process itself.

During 1970s, this method was in vogue which was mostly employed for the teaching of writing skills. It focused on the fixed principles regarding the text features of model writing where grammar rules were of paramount importance in learning and teaching writing (Nystrand, 2006). Hence, this approach helps pedagogues introduce various sorts of essays which ultimately help them cover the syllabus within the specified time. This is how it brought the instructors gradually towards this approach during the 1990s (Chow, 2007) due to the fact that the product approach helps students create an end-product being much similar to the model essay or the one provided by the instructors (Deng, 2003).

According to Pincas (1982), the fundamental aim of the product approach is to provide linguistic know how to students instead of improving their writing skills. Similarly, students while imitating the sentences, actually, get familiarity with the content which they copy and at last they succeed in transforming the same models into a new essay. Above all, they try to be perfect according to the material they imitate just by focusing upon the correct language (Mourtaga, 2004). Afterwards, the students are supposed to hand over their written essays to the evaluator for marking and after making some necessary corrections, they again submit the corrected versions to the evaluators. Hence, the product approach encourages the learners, in the first instance, to imitate models for familiarity with content, copy and thereby change the given models into the samples of their written essays.

Thus, students are considerably attracted towards the model essays as they imitate the given model just by paying attention to the error free language which is not useful (Steele, 1992). However, the previous research has shown that product approach focuses on the content as well as the score obtained (Hasan & Akhand, 2010). The feedback, provided by the instructor, in this case, is based upon grammar and lexical errors. Therefore, at the end, the tasks related to writing become decontextualized since students neglect the contexts and the target audience as well. As per the model by Steele (2004), the following Figure 2.4 very explicitly illustrates the four stages of the Product Approach.
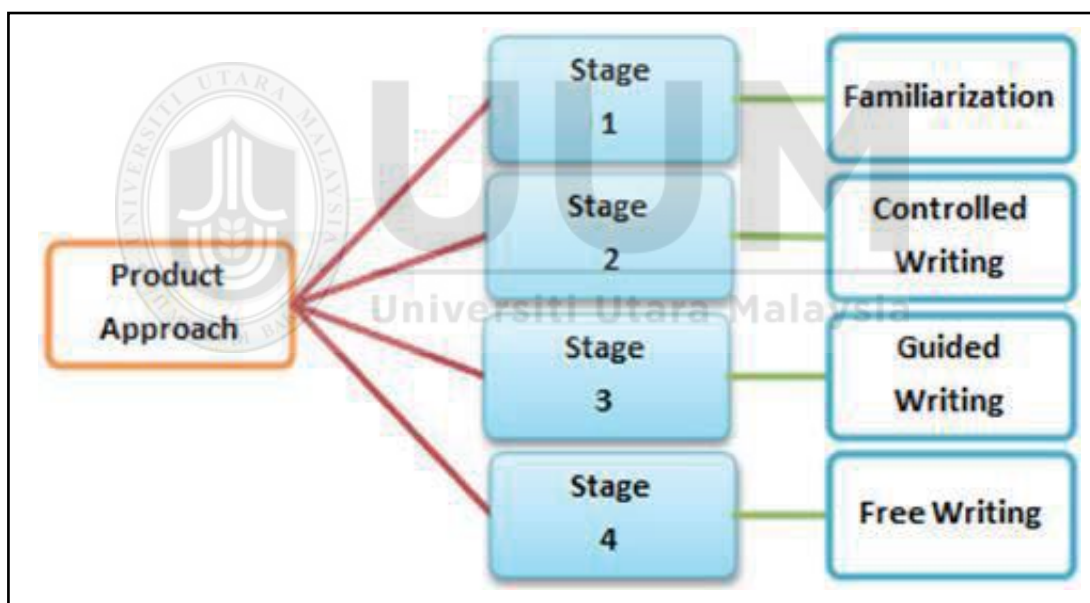


*Figure 2.4.* Product Approach Model (Steele, 2004)

The Figure 2.4 exhibits that according to the product approach, the writing process involves familiarization, controlled writing, guided writing and free writing. In the first stage, students are expected to study the texts of the model followed by the focus on the specific features of this genre. For instance, if students are studying a formal letter, they pay attention to paragraphing and only that part of the language which is employed to

make formal requests. In the case of story, students give attention to those techniques which help frame the story to be interesting. However, the controlled practice of the accentuated aspects of the text is done separately. Similarly, in the third stage, students are supposed to learn how to organize the ideas which they want to present. The reason for which this approach is favoured is that organization of ideas holds more importance than solely the ideas themselves. Finally, at the last stage, students are expected to have fluency and competency in their writing.

Moreover, it is generally considered that the model essay is useful for writing skills but there are researchers (Ackerman, 1993; Ferris, 2007) who believe that the use of the product approach brings about serious consequences to students regarding the quality and better writing competencies. Of course, there are some reasons like shortage of time and large classes for which teachers adopt the product approach. Another benefit of this approach is that the instructors mark the essays comparatively in a shorter period of time before students forget what they wrote (Musa, Lie & Azman, 2012).

While in the process approach, students improve their writing skills gradually when the lecturers facilitate them through the entire process related to their writing tasks providing them with their positive feedback. Subsequently, this offers opportunity to get their writing reviewed by their fellows in their respective groups which further helps them develop a sense of audience (Boughey, 1997). This also helps them reflect on their previous writing in addition to helping them keep in mind that there exist many other point of views on the same subject matter.

In fact, this approach is easy for teachers to adopt and solve their problems instead of solving most of the students'. Additionally, maybe it can pave a way to plagiarism

among students. Also in this approach, students become copiers and dependent upon the models and may never be able to write independently as has happened with the Pakistani intermediate students who are unable to produce any reasonably appropriate piece of writing by their own. As in Pakistan, students do not develop critical thinking necessary for the creative writing since they are in the habit of mugging up an essay and duplicating it as it is (Hasan & Akhand, 2010). Therefore, since the product approach is not so effective in the Pakistani context, the process approach may be considered to be employed for the instruction of the writing skills to intermediate students.

### 2.3.3 Process Approach

When the product approach was started to be criticized for its rigid rules and scarce utility for learning purposes, the language researchers and language teachers started using the process approach for language teaching by paying attention to the content rather than the form (Raimes, 1991). However, the process approach gives importance to text as a resource. It encourages brain-storming the new ideas and many drafts are written till a reasonably appropriate piece of writing is produced. Moreover, being more global, it focuses on the theme, the purpose as well as the text type. In short, the process approach entails a collaborative and creative process which also supports the collaborative or cooperative learning theory that has been employed in the current study. Further, it is also supported by the mobile learning theory which also helps students share their writing with their peers to construct together new ideas on a given topic which are ultimately transferred into their writing from mobile on to their papers. It is collaborative and its emphasis is on the reader. Unlike the product approach where the emphasis is on the end-product, the creative process is at the core of this approach.

Furthermore, according to Hyland (2003), the process approach is another theory to teach writing which focuses on how a text is produced instead of the final product. Similarly, Hyland (2003) further posits that this approach tries to understand the nature of writing as well as the way writing is taught. Therefore, it emphasizes the need for some specific procedures which include pre-writing, drafting, evaluating and above all revising. As per the opinion of Hayland (2003), the process theory involves introducing techniques which help learners identify and engage in a topic. In addition, learners are supposed to show varied drafts of a work. Learners revise the drafts after deliberations and feedback from the evaluators. Therefore, the essential parts of this theory are rewriting, revision and editing.

Similarly, Jordan (1997) deliberates in a similar vein, that it is only the process writing approach that helps learners make clearer decisions concerning their writing by some specific procedures involving not only discussion coupled with certain tasks and drafting but also feedback and choices. Finally, the benefit of employing this approach streamlines the necessity of cyclical and recursive style of writing which is also employed by the native writers. However, the following Figure 2.5 sums up the whole discussion by Tribble (1996) illustrating the recursive and unpredictable process of writing.
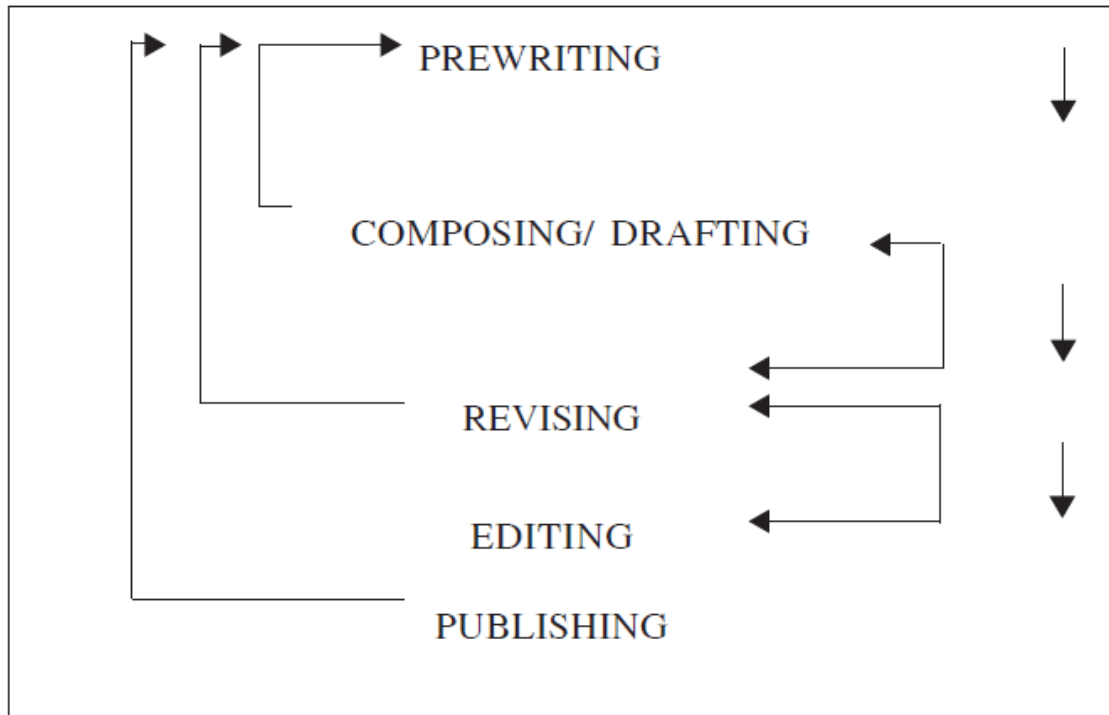
*Figure 2.5.* Model of Process Writing (Tribble, 1996)

In the Figure 2.5 above, Tribble (1996) illustrates clearly that the process-based approach which is used in the teaching of academic writing involves brainstorming the intended writing topic in small groups to write what is meant to be written. This is what helps the learners generate ideas even before they start to write which is followed by generating an outline of the planned essay. Followed by this process, the learners individually write their first drafts and revise them. After that, the learners hand over the same to other class fellows for peer-reviewing and for comments. Then there is the final stage which involves editing the essay by the writer to eliminate all the language errors and mistakes.

Besides, Badger and White (2000) observe that process writing approach represents a fairly monolithic view of writing because writing, in this approach, involves the same process irrespective of the target audience as well as the content of the essay. The process approach narrowly focuses on the processes and skills of writing in the

classroom and resultantly fails to consider the social and cultural aspects which may affect various types of writing (Atkinson, 2003). Furthermore, Johns (1995), for instance, while advocating the genre-based teaching very strongly criticizes the process movement. According to him this movement focuses to make students authors at a stage when they are just the beginners in the language learning process. Besides, it ignores careful argumentation and the issue of register.

Above and beyond, as far as the weaknesses of the process approach are concerned, in this regard, it is generally held that all writing is produced by following the same processes ascribing little importance to the type of texts produced by the writers. Similarly, enough input in the form of linguistic knowledge is not offered to students for mastering writing successfully. However, among the strengths are that this approach teaches as to what are the skills involved recognizing the students' own material which contributes to the development of their writing ability. Therefore, in the current study, the students while writing collaboratively contributed with their creatively written material to the enhancement of their writing skills. In the process approach, writing is taken as an exercise of linguistic skills and its development an unconscious process that happens to students when teachers work like facilitators in the exercises of writing skills. Therefore, this is what was done by the lecturer in the current study when he taught essay writing skills with the help of smartphones. Moreover, besides Nordin (2017) and Haider (2012b), in the Pakistani context had already recommended the use of process approach being according to the demand of the modern world. Subsequently, it requires the paradigm shift from product approach to process approach of writing. Next, those who challenged the process approach started gathering under the very banner of the genre approach.

### 2.3.4 Genre / Social Approach

The time factor, the linguistic accuracies and above all the workload with regard to marking the drafts caused the decrease in the use of the process approach (Pour-Mohammadi, Abidin & Fong, 2012) which gave birth to the genre or the social approach. The genre approach in writing relies mainly on the social context in which actually the writing is produced (Badger & White, 2000). Badger and White (2000) have also noted the similarities between the product as well as the genre approach. Thus, the genre approach can be considered as an extension of the product approach. Similarly, writing according to genre approach is predominantly linguistic. However, as per genre approach, pedagogies should provide students with clear and methodical explanations as to how language plays its role in the social contexts (Hyland, 2003).

In fact, the genre theory is a set of communicative events in which its members share some sort of communicative purposes identified by its expert members (Swales, 1990). Similarly, in academic contexts, the experts can be the instructors teaching multitudes of subjects. Davies (1988), in this connection, claims that students like teachers are engaged in the written language for some specific field of study and the types of expression allowed within the field. Additionally, Davies (1988: 131), further suggests that the students who want to achieve success 'somehow discover the criteria by which the different genres they produce are assessed'. He further suggests that the criteria in this connection are not made clear to students. However, according to Flowerdew (2002), the genre approach being dynamic varies across time, disciplines and instructors in the disciplines. Therefore, the aim of this approach is to help students gain mastery of the conventions of a specific type of genre concerning their specific situation.

Nonetheless, to use genre approach in the classroom, Paltridge (2001) proposes a framework involving the investigation of the texts as well as the contexts of students' target conditions which encourage reflection on the writing practices and exploit texts from different sorts of genres and create mixed genre portfolios. According to Vygotsky (1978), as reported in Hayland (2003), the underpinning theory in such approach is the importance given to the interactive cooperation between the lecturer and the students where the lecturer shoulders the authoritative role to support or scaffold students when they approach their potential performance level. Thus, in the scaffolding activity, students are not only provided with models but are also asked to discuss as well as analyze the target language and its structure. The scaffolding aspect slowly lightens as soon as students start independently producing a text which is parallel to the model. Therefore, the teacher's role moves merely from an explicit instructor to specifically a facilitator and eventually the students gain autonomy.

Moreover, Caudery (1998:11-13), posits that by trying explicit teaching of a specific genre, instructors are not helping the learners. The approach may not demand students to commit their own thoughts to pen rather it may be too dependent upon the instructor to find plausible materials as models. Thus, it can become counter-productive. Similarly, Muncie (2002) posits that the genre approaches focus more on the reader and the conventions which a piece of writing follows to be successfully recognized by its readership. In short, the weakness of the genre approach is that it undervalues the skills which are required to produce a text and students are considered as being passive. Moreover, writing reflects a specific purpose and it happens consciously in a social setting through imitation and analysis.

Although, Kong (2005) opines that there are multitudes of approaches that teachers can make use of to teach essay writing, yet, in Pakistan since 1947 no serious attention ever has been paid to the writing skills (Haider, 2012a) as well as the approaches to writing. In Pakistan, the trend of writing mainly stays upon the product-oriented approaches. However, it cannot be said with 100% certainty that a specific approach is better and the other is not to instruct writing in the classroom. It may be because epistemologists and the second or foreign language practitioners are yet to evolve the one size fits all coherent and comprehensive approach to address writing skills. Hence, the choice of approach depends upon the text genre being focused, the type of students, the system of the institution and the type of teachers and above all the classroom situation besides many other factors.

Finally, it is not so easy to make a selection out of the existing approaches such as the product approach, the process approach and the genre approach for effective teaching of the writing skills in the classroom.  It is due mainly to the fact that there are some genres which can be addressed successfully with one approach such as postcards and formal letters having fixed features, can be done with the product approach as it focuses the layout, organization, style and grammar. The genres like narrative and discursive essays can conveniently be handled with the process approach because it emphasizes the ideas. Thus, the discursive tasks are suitable for brainstorming and discussion of ideas in groups and the collaboration and sharing of texts help learners focus the writing towards the reader which makes it a more successful writing activity (Steele, 1992). Above all, the following Figure 2.6 can further help to understand the three approaches as discussed above:
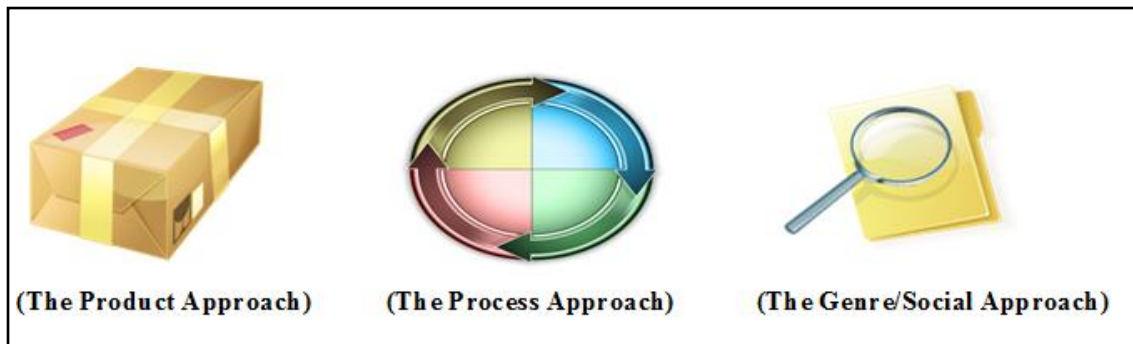
*Figure 2.6.* Approaches to the Teaching of Writing (Robbins, 2015)

The Figure 2.6 has very lucidly illustrated the approaches to the teaching of writing as already discussed in the previous section. However, since the product approach has failed in the Pakistani context (Haider, 2012b; Khan, 2012), therefore, the process approach needs to be utilized for the teaching of writing skills due to its following features: The process approach involves prewriting, writing, revising and editing to be followed in a recursive manner. The process starts with the generation of ideas, the organization of ideas followed by editing in grammar, spellings, diction and finally, sharing the finished draft.

Besides, the process approach focuses on the process of writing instead of the product. Therefore, the current study also employed the process approach due mainly to its features mentioned above. In the experiment conducted for the current study by employing smartphones, the students brainstormed in small groups, downloaded essay material, framed the rough draft, wrote, reviewed or revised and edited to come up with a final draft of the descriptive essay which they shared with their peers. Apart from these approaches related to writing skills, the following are some models of writing skills:

### 2.3.5 Kinneavy's Model

Kinneavy's (1980) model for writing skills is also known as Communication Triangle. This model emphasized on four factors i.e. the writer is an 'encoder', the reader is a 'decoder', the topic of discussion is a 'reality' and language or text used is a 'signal'. All these factors have a collective effect on the students' writing skills and thus are of paramount importance. Next, as far as the writer's role is concerned, he is supposed to present the correct information so that the reader can easily decode what the writer has encoded in terms of 'signals' - words or the message encapsulated in words. Similarly, the topic has to be meaningful and finally, the language too has to be accurate and clear to produce a good and presentable piece of writing. However, the participants of the current study were instructed in such a manner as they may be capable enough to 'encode' the 'reality' with easy to understand 'signals'.

### 2.3.6 Flower and Hayes' Model

Similarly, Flower and Hayes (1981) and Norton (1997) considered writing as the problem-solving process). It is based upon the cognitive theory which is also required for the teaching and learning of essay writing (White, 1987). However, this model relies upon the situation, long-term memory as well as the writing process which directly affect the essay writing process. According to Flower and Hayes (1981), there are three stages in the writing process. First, there is the planning stage where the writer frames ideas for the essay. Next, there is the interpretation stage where the writer selects or organizes the ideas retrieved from the long-term memory. Subsequently, there is the editing stage where the writer ensures whether the conveyed ideas are what were intended by him to be conveyed. Hence, all these stages are also crucial for the learning of descriptive essay writing which was taught in this study through smartphone.

### 2.3.7 Raimes' Model

Likewise, Raimes (1983) also proposed the rhetoric model according to which a writer has to have a full mastery of the rhetoric to write an essay. In this model, the writer is expected to have mastery of the contents, audience, aim, source of writing, organization, choice of discourse, grammar, mechanics and syntax. However, this has further generated divergent views about the instruction of writing skills as Cumming (1998) and Matsuda (1999) opine that there is still need to find out a coherent and a comprehensive theory related to the teaching of writing.

### 2.4 Studies about Writing Skills

Before discussing in detail the writing skills in the Pakistani context, it is better to discuss a bit about the categories of intermediate or pre-university students. In Pakistan, among the intermediate students, the Science group students are known as F.Sc. while the Arts group students are termed as F.A. students. Other than this, there are Commerce group and General Science group. The Science group students are further divided into pre-engineering and pre-medical students, I. Com, ICS and General Science group. On the other hand, for the F.A. or Arts students, there are no further sub-divisions whatsoever. The Science group students are comparatively better than the Arts group students in all the subjects including English yet Science group students too are not able to produce writing by their own though they are expert in reproducing the mugged-up material whilst their Arts group counter-parts cannot do the same. All these students are given coaching to enable them to be proficient in English language with the same syllabus for twelve years but still they fail to master the English writing skills. However, the logical question is as to why they fail to master the writing skills. It is due to the reason that they engage in this process (through rote learning) just to get through the

examination instead of having hands on practice (Kannanm, 2009). As such, they are not engaged in the process of learning writing as a skill. In this connection, Tomlinson (2010, p.1) posits: "If we do not engage our learners most of the time no amount of exposure, teaching, practice or use of the language will help them to achieve sufficient language acquisition and development".

Furthermore, this deficiency of writing skills continues to pose problems for the Pakistani students even when the brightest of them appear in the country's most prestigious exams known as Central Superior Service (CSS) exam arranged by Federal Public Service Commission (FPSC) and Provincial Civil Service (PCS) exams. In this connection, Babakhel (2015) claims that for the last many years, only two percent successful candidates could get more than 60 percent scores in the English essay and that most of the candidates were not even aware of the fundamentals of essay writing.

Moreover, in the Pakistani context English writing skills are of paramount importance as it is the language that serves as medium of examinations for the Federal Public Service Commission (FPSC, 2015) and the Punjab Public Service Commission (PPSC, 2015). These two institutions recommend proper candidates to be inducted in the civil bureaucracy of Pakistan after they get through the written tests and interviews where General English and English essays are compulsory for 100 marks each. Above and beyond, the importance of English can be understood by the fact that for CSS examination there are six papers of 100 marks each out of which 200 marks are allocated for English. The subjects other than English are Islamiat, Current Affairs, Everyday Science and Pakistan Affairs. Even the medium in all other exams in this case except Islamiat is English. All question papers pertaining to Urdu, Persian, Arabic and other regional languages such as Sindhi, Punjabi, Balochi and Pushto are supposed to

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be answered in the respective tongues. Even there is the option to attempt the Islamiat paper in English if one so desires, in case they lack proficiency in Urdu.

Next, in this connection, the strict instructions are that contravention of the instructions may cause the cancellation of the candidate's exam and the score zero would be awarded in that paper. Thus, it has become clear that only English language is necessary to pass the said exams. Hence, those who are expert in English language can stand the bright chance to succeed in these exams and get the prestigious administrative posts easily. Apart from this, as per Gramsci (1996), the role of English as being the hegemonic language is deep-rooted since it plays very crucial role in the educational, administrative or bureaucratic fabric of Pakistan.

Similarly, the PPSC has also given the same weightage to English as it is 100 marks for essay writing and 100 marks for General English paper for the Provincial Management Service exams (PMS). Like CSS exam, in PMS exams also, all papers except regional languages are supposed to be attempted in English (PPSC, 2015). However, it has become evident that English language is the decisive factor as even interviews for these exams are also conducted in English. All this is done to provide the nation with the most efficient, competent, responsive and professional officials. Nevertheless, this is also one of the reasons as mentioned above coupled with the fact that essay writing is in the syllabus of intermediate students, the researcher chose the descriptive essay writing to be taught with the help of smartphones. Above all, the descriptive essay is related to the five senses of human beings and also in one study all the areas related to the English writing skills cannot be addressed. A researcher can focus justifiably only one area in a study which in the case of the current study was the descriptive essay. The rest of the areas have been left for other researchers to work on.

As it has already been mentioned that among the four language skills, writing is the most important and challenging one. However, it can be understood by these two instances. First, according to Bacon (1978), reading makes a man full of knowledge, discussion makes his knowledge always ready to be used and writing helps him to have exact or error free knowledge. Above all, the following verses of the Holy Quran also help understand the significance of writing: "Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man that which he knew not" (The Holy Quran, Al-Alaq, 96, Verses 1 – 5).

In fact, the writing skills determine the overall results of the intermediate students in the Punjab, Pakistan, as has been mentioned in the background of the study. Writing being literacy skill is one of the most complex forms of self-expression which exhibits cognitive, visual, conceptual and above all motor potentials (Mercer & Mercer, 2004). The fact that it poses difficulties for students may be due to the reason that Eastern and Western cultures greatly differ in many ways which is also visible in the process of language learning (Ya Wen, 2006). However, this may be the cause of composition errors, grammatical errors, and inappropriateness of presentation of ideas in English language (Cai, 2004). Above all, the traditional teaching instructions have badly failed due to being teacher-centered, exam oriented and for not involving the students' life experiences in writing (Shen & Nie, 2013) despite the fact that English is a common language being used for communication around the globe and also it is considered as a master key to success.

Furthermore, a number of studies have been conducted on writing skills which is the most neglected and difficult skills among the four receptive and productive English language skills. For example, in the Pakistani context, Shahzadie et al. (2014) explored the students' problems related to punctuation, written language convention and the use of language at the territory stage. The data was gathered through the samples of the essay writing as well as the questionnaire from 30 ESL students besides 10 pedagogues. Similarly, the study suggested that teachers must be trained to improve L2 students' writing skills. Yet, another research by Javed, Juan and Nazli (2013) purported to investigate the capability of the 440 students in the writing sub-skills like word completion, syntax, sentence making, tenses and comprehension, grammar and handwriting. However, the issues like grammar and sentence structure as pointed out by the study under discussion were also addressed in the current study while teaching descriptive essays with the help of smartphone.

Likewise, employing the samples from the intermediate students, Ali et al. (2015) conducted a qualitative study about writing skills. The study used the error analysis approach postulated by Ellis (1994). However, the errors found were pertaining to the proper use of nouns, pronouns, conditionals, direct and indirect narration and the use of active and passive voice. The study also concluded that the errors mentioned were due to the non-observance of the rules of grammar. Above and beyond, the Grammar Translation Method was held responsible for these errors in the study which did not help learners to be proficient in the L2. The influence or interference of L1 Punjabi and the lingua franca (in Pakistan) which is Urdu were also concluded as the reason for these errors.

In the same way, Siddique, Mahmood, and Abiodullah (2014), in their descriptive qualitative study found out that the whole system regarding the teaching of English language in Pakistan, revolves around imparting the knowledge about English language not the language itself. Additionally, testing is taught and rote learning is emphasized. However, the study suggested that students should rewrite the newspaper articles by using their own language instead of rote learning. However, it is important to note that the rewriting of the newspaper articles supports the use of product approach which has not so much helped the Pakistani students and the similar claim has also been made by Haider (2012b).

Similarly, in the Pakistani context, Soomro, Memon and Memonc (2016) investigated contemporary pedagogical techniques which are being employed for teaching and learning English language and for the incorporation of the best practices in the EFL/ESL domain. For this purpose, the data was collected through purposive sampling by employing the questionnaire among twenty English language lecturers from two universities belonging to the public-sector. The results indicated that lecturers used outdated techniques and above all they were not cognizant of the concept of ESL best practices. It is due to the outdated learning strategies that students do not participate in learning activities. To tackle this issue, the researchers (Memon & Memonc, 2016) have suggested the utilization of the best practices based on the modern approaches and techniques as per the needs of the learners and this was what was done in the current study with the help of smartphones.

Furthermore, Gulzar, Jilani and Javid (2013) examined the benefits of constructive feedback to minimize the hurdles affecting the language learning process. The study investigated the existence of differences between the constructive feedback and that of

the traditional one. The research discussed how even teachers did not bother about the objectives of the writing skills and all that was done in a very conventional manner from grade one to onward in Pakistan. The researchers (Gulzar et al., 2013) used pre-tests and post-tests in the study and revealed that the learners made mistakes in the use of articles, prepositions and the structure of the sentence. However, the study indicated that only those errors were not addressed that were related to the mother tongue influence. It was also shown that the learners' attitude becomes lackadaisical when it comes to correction of their writing and they feel embarrassed and humiliated. All this is only because of the outdated methods and non-constructive behaviour of the pedagogues both towards students as well as the new learning and teaching tools.

Moreover, in a study done with the help of a questionnaire and focus group interview, Khan (2011) discovered the effect of creative writing tests in the Pakistani classroom practices. The study found out that the Pakistani English teachers do not pay attention to the creative as well as communicative abilities of the students. Similarly, the researcher of the current study believes that it is because they are not motivated and they hesitate to use modern techniques like smartphones which were employed in the current study to enhance the creative and written communicative capabilities of the intermediate students.

Yet, in another survey based study, Farooq, Uzair-ul-Hassan and Wahid (2012), explored the English language writing difficulties encountered by the L2 learners. The researchers randomly selected 245 intermediate students of the public colleges for the study. However, it was found out by the study that the weaknesses of the students' poor writing skill were due to the deficiency of poor spellings, vocabulary, poor grammar and L1 interference. The proposed solution of the study was to identify, investigate and

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solve the language related real-life issues. Furthermore, the study proposed that written work should be more focused than the spoken one and the future studies must focus on difficulties in writing English faced at the intermediate level by the students. However, the current study tried to address this gap. Similarly, in their quantitative study, Bilal, Tariq, Yaqub and Kanwal (2013) examined the English prepositional errors in writing committed by the Pakistani students. The method to diagnose was the error analysis of 100 written pieces of writings which were selected randomly from public and private institutions. However, the study suggested that new teaching strategies must be explored to teach prepositions and the current study tried to address this with the help of smartphones.

Likewise, Aqeel and Sajid (2012) focused on the essay writing problems of the Pakistani students. The study employed the questionnaires as well as the viva voce questions to find out when why and where the students encountered problems while writing essay in English language. However, it is quite strange that the researchers have used the word "viva voce questions" instead of interview. Furthermore, the study found out various problems faced by the students in the organization aspect of their essay writing. However, this too encouraged the researcher of the current study to undertake descriptive essay writing to be taught via smartphone and organization of the essay was also given due consideration as it was one of the constituents of the rubric (Appendix-A) which was used to mark the pre-and post-test essays of the students.

Above and beyond, Tabbasum (2013), with the help of 24 female students, attempted to improve their writing skills because that is the only basis on which students' English language skills are assessed. Likewise, the researcher of the current study also shares this belief that also compelled him to address the writing skills. As it is only writing

skills in the intermediate board exams that the whole English language result relies upon. Over and above, to the researcher (Tabbasum, 2013), the students' potentials of expression in literary writing were improved with the help of corrective feedback. However, according to the findings of the study (surprisingly) the choice of words was the only area which was not improved during the course of her study as all other areas were claimed to have been improved.

Moreover, Haider (2012b) focused the issues involved in the teaching of writing skills to the Pakistani students and gave suggestions for its improvement. He researcher pointed out that in Pakistan the trend of writing was based upon the product-oriented approach which was not helpful for students. The scarcity of research in this field has pushed this issue in the backdrop, however, the reading skills are much focused. Apart from this, the sub-standardized scoring guides are employed for the evaluation of the student's writing. Finally, the researcher (Haider, 2012b) suggested a shift from product approach of writing to process approach as it minimizes the issues related to writing and the whole process which seems a laborious activity turns out to be a communicative and stimulating experience. Similarly, the current study used the process approach in teaching descriptive essay writing as was recommended by the study under discussion. Furthermore, the current study also used the standardized rubric (Appendix-A) adapted from the Walsingham Academy which is an independent Roman Catholic school in Williamsburg, Virginia, USA.

Furthermore, in another exploratory study, based on the semi-structured interviews and questionnaires, conducted with 100 students, Haider (2014a), examined the organizational problems encountered by the Pakistani student writers. The findings of the study indicated that the students lacked the ability to write the introduction, the

thesis statement, the topic sentence as well as the conclusion. Again, in yet another study, Haider (2014c), compared the very thought patterns of the Pakistani student writers in expository writing both in Urdu as well as English. Above all, the researcher suggested that student writers could be taught how to weigh the reader and learn the common and shared writing principles between reader and writer. Finally, they must know the thought patterns of both Urdu and English writers as well as where and how they differ from each other. Also, it is the job of the lecturer to teach the organization of essay to the students. Yet, in another study Haider (2014d) explained how attribution theory having roots in psychology was helpful in interpreting the way the intermediate students took the writing process.

In fact, the noteworthy thing about the attribution theory is that it has the advantage to fit into the cognitive -constructivist understanding of writing as in the process approach where writer's intentions, choices as well as interests are kept into account. Moreover, the study suggested that the instructors must devise such tasks in the form of classroom activities where students being controllers of the language learning process, can focus without fear of failure since they are not graded or monitored in this situation. The descriptive essay writing process envisaged for the current study also involved learning as well as fun and in no way, it was taxing for the intermediate students as has been recommended in the study under discussion.

Similarly, while addressing the writing issue, Al-Buainain (2010) found out that teaching writing causes frustration for teachers because writing is a difficult skill to teach especially in ESL situations. The researcher also developed a ten-point scale for the evaluation of each aspect of the writing task given to students and then the average score was calculated. The breakdown of the marks covered the structure, spellings,

coherence, punctuation, strength of argument and cohesion. Nonetheless, it is substantially in line with the current study that used a rubric for the marks related to the necessary components mentioned in the descriptive essay writing rubric. Finally, the study recommended the need to have a writing lab to improve the writing skills of the students and the current study used smartphone that worked like a writing lab for the intermediate students.

Another research by Hung and Young (2015) with the sample of 25 graduate students, focused the difficulties that foreign language students encountered in their academic writing. This mixed-mode study suggested that the suitable structural process of the writing skills was helpful for the learners in developing the writing skills. Further, the study supported the utility of the e-readers which serve like a handheld library for the enhancement of their academic writing rather than the traditional paper materials. Similarly, the current study was framed within the similar belief that with this handheld library that is smartphone, descriptive essay writing skills was taught using effective smartphone learning strategies.

Likewise, Thulasi, Ismail and Salam (2015) investigated the experiences and beliefs of the instructors about the teaching of writing skills. The study examined various perspectives about how model essay could be employed as a technique to enhance the students' writing skills effectively. Above and beyond, the study suggested the use of process approach for the instruction of writing skills. The research proposed that creative writing, critical analysis and self-evaluation must be provided to the students for effective writing and for this purpose the researchers mentioned in the study under discussion advocated the use of model essays for learning to write as a starting point. However, unlike the study under discussion, the current study chose descriptive essay

teaching via smartphone employing process approach because conventionally writing is taught (in Pakistan) mainly based upon the product approach that triggers negative results for students.

In the same way, Obanya, Ayodada, Unenacho and Olowe, (1981) claim that writing is not only important to humans rather it is an art that comprises of having something to express which is worth expressing and being cognizant of as to how best to express through the medium of words. According to Aliyu (2006), writing involves encoding words and sentences that communicate information, opinions, instructions and observations. However, the chief aim of teaching writing is to help students "build their writerly identity" (Yi, 2010). It is because the writing skills are not supposed to be learnt through magic. On the other hand, the already written thoughts have to be rethought, cut, revised, rechecked and cleaned up many times before they are finally written on paper. However, all this is possible only while following the process approach. Similarly, this was what the students practiced while writing essays with the help of smartphones. Above and beyond, the existing approaches that are used to teach L2 writing belong to the product, process and context or person orientation (Leki et al., 2008; Ortega & Carson, 2010) but the most beneficial one for the Pakistani students is the process approach (Haider, 2012b).

## 2.5 Studies Related to ICTs

In fact, teaching being an agent of change has itself undergone innovations in the 21$^{st}$ century that has helped in bringing about a very dynamic learning scenario (Arnseth & Hatlevik, 2012). Since change is the law of nature and Dina and Ciornei (2013) observe that the pedagogical methods along with their aims must also undergo transfiguration in this ever-evolving world. Therefore, the epistemologists have always tried to adopt

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and adapt new techniques not only to keep pace with the changing scenarios but also to avoid being irrelevant in their respective arenas. In this connection, the pedagogues must keep in mind that the integration of ICTs has the potential to boost learners' motivation due to multimedia capabilities which include visual aids, audios, and videos (Altiner, 2011). As per the previous research (Psillos & Paraskevas, 2017), being the most effective tolls, ICTs are being employed in the field of education. They help in the development of students' social, cognitive as well as technological skills so that they may respond effectively and successfully to the requirements of the global world confronting constant change.

Similarly, the very process of learning and teaching has been transformed using ICTs and smartphones in these changing times where the present-day learners are bracketed as "Generation C" as they are getting on in a world of handy gadgets and internet (Duncan-Howell & Lee, 2007). Above all, they are called 'Digital Natives' (Bayne & Ross, 2011; Prensky, 2001, 2003; 2005) and 'Net Generation' (Oblinger, 2003; Sandars & Morrison, 2007) as they are exceptionally tech-savvy and use the internet naturally and extensively for accomplishing most of their academic and non-academic tasks. Apart from this, Shah and Empungan (2015) also propose that in future measures must be taken to encourage the use of ICTs. Therefore, in these modern times, teachers should keep pace with the changing trends in their respective fields.

In the same vein, Cheng, Hwang, Shadiev and Xie (2010) and Littlewood (1981, 2011) claim that smartphone can help learners enhance English L2 scenario. However, the teachers who do not learn the new technology are bound to lag behind the developed world around them. Nevertheless, in this connection, Brand (1987:9) warns very aptly

that "once a new technology rolls over you, if you're not part of the steamroller, you're part of the road."

Likewise, in this new millennium, the teaching of English language has also undergone a shift in paradigm i.e. leaving behind chalks and dusters, blackboards and slates and by integrating their teaching with ICTs to educate the new generation in this knowledge society (Ghavifekr, Afshari & Salleh, 2012). To Ibrahim (2010), ICT's have changed the styles of both the pedagogues as well as the learners by transforming the classroom from teacher-centered to the learner-centered place. Similarly, Porter et al. (2016) suggest that students should be empowered so that they can develop such skills as can help them to be confident digital citizens. However, Zarei and Hussin (2014) claim that there are many challenges too in employing and integrating ICTs in the teaching and learning environment which only lecturers can overcome if they keep themselves abreast of the current trends in ICT.

Over and above, there are many benefits and innovations that have been brought about by using ICTs in the classroom. For instance, it enhances motivation and also gives independence to learners (Green et al., 2015; Kaur, 2015; Schoepp & Erogul, 2001). Thus, it helps acquire skills of learning and teaching English. The use of modern gadgets brings for learners a lot of chances to learn L2 with the help of authentic situations and means which may be conducive to language learning (Kramsch & Thorne, 2002). That is why the present-day learners can very conveniently utilize Twitter and Facebook to practice writing skills (Cheng, 2012). Apart from this, students use Skype Chat feature for interaction (Dalton, 2011). Internet access provides learners videos, language labs, online authentic materials, podcasts, chat rooms and above all YouTube. If ICT tools are managed properly, they have the potential to enhance the

motivation of the students as all audio-visual aids are the part of audio and video clips (Altiner, 2011). Above and beyond, many studies have been conducted in this regard which clearly indicate the importance of ICTs. Moreover, According to Anastasiades & Zaranis, 2016), in the pedagogy, the ICTs are very helpful tools for lecturers as well as students. These tools can help develop social, cognitive and technological skills. Subsequently, such tools enable students to respond creatively and critically to respond to the requirements of the ever changing and ever new economic and social reality.

Thus, employing a qualitative research method, Preston et al. (2015) aimed to document the understanding of 11 school leaders concerning the technological use, attitudes and skills of high school teachers. While analyzing through the notion of e-leadership, the study found out that participants employed the arrays of technological tools as well as activities which include smart-boards, Prezi, educational apps, flipped classrooms, teacher-blogs and YouTube. Apart from other findings, the study (Preston et al.,2015) found out that the participants were confident and dauntless with the use of technology and above all intrinsically motivated to undertake more learning tasks by employing technology.

Apart from this, Aris and Abas (2015) conducted a study about an online course "iGRAPHIA" pertaining to interactive portfolios for students. It was meant to help students manage their learning activities. Over and above, the students were supposed to be benefited from putting together the e-portfolios transcribing their specific learning experiences into an attractive and meaningful form. It was to help students not only to showcase their learning outcomes but it also supposed to help them make available the evidence of all this as a learning artifacts. For this purpose, "iGRAPHIA", (an online course) was devised and used as a pilot project which was intended to help students

understand the importance of e-portfolios. Subsequently, it enabled students to link both formal as well as informal learning experiences through the process of linking and mapping their various experiences in the form of a set of learning journeys. The paper (Aris & Abas, 2015) has reported not only on the development and design of the pilot project but also on as to how those learning outcomes could be achieved by the students.

Moreover, Griffith (2014) reviewed the literature related to the computer-supported collaborative learning in L2 as well as foreign language writing and examined the strengths and weaknesses of online technology regarding the teaching of writing. The online collaborative learning has psychological cognitive and sociocultural advantages. Moreover, it enhances critical thinking skills, writing skills and also helps in knowledge construction. It increases interaction, motivation, participation and it also reduces anxiety. Finally, the study claims that very limited research has so far been strongly against collaborative writing or collaborative learning though some of them report few shortcomings of online learning. Similarly, the research (Demouy, Jones, Kan, Kukulska-Hulme & Eardley, 2016; Kolade, 2012) recommended the use of technologies and ICTs having significant advantages in the field of L2 learning and teaching to ameliorate the language skills of the students. In addition, Drigas and Charami (2014) also proposed that the ICTs had a lot to offer for the present-day teachers as well as students. Similarly, this is what the current study did by allowing the students to have full access to the digital knowledge in terms of downloading the writing material by means of smartphones.

Likewise, Zarei, Hussin and Rashid (2015), with 30 students conducted a qualitative study to investigate as to how learning management blog can help getting the better of learning time and constraints which go a long way in the whole language learning

process. Also, the conventional teaching methods have considerably been transformed because technology being the driver of linguistic and social change, offers many opportunities to enhance teaching and learning by turning it into an enjoyable process. However, the findings indicated that the students enhanced their language learning processes as they did not face any limitations regarding time and space. Besides, they got absorbed in the very process of learning utilizing LMB involving such language learning materials which were beyond the limitations of time and space.

In the same vein, Hussin, Abdullah, Ismail and Yoke (2015) through a descriptive study, employing mixed-method and three instruments, investigated the impacts of computer mediated communication (CMC) applications on second or foreign language students' writing anxiety. The respondents of the study were twenty-eight post-graduate students. However, the findings indicated a marked change in the students' attitude towards writing skills as they employed process approach coupled with CMC application as they enhanced their performance in the writing skills. Over and above, students' writing anxiety was also reduced by utilizing CMC applications.

Moreover, by employing descriptive as well as inferential statistics, Azman et al. (2015) addressed the issue of readiness of individual users for ICTs by measuring the ownership level as well as usage of ICT gadgets in addition to the satisfaction derived out its usage. To conduct the study, the researchers used a countrywide survey involving 2124 respondents which was based on the population ratio pertaining to the core ethnic groups. The results indicated that almost two-third respondents owned laptops while smartphone was owned by even more than the two-third respondents in addition still more than two third had email or a social media account. Nonetheless, internet was mostly used for social communication, emails, entertainment and the daily work.

Furthermore, the findings indicated satisfaction for using ICTs due to their sophistication, design, software, content quality in addition to the internet speed. Finally, the findings revealed average level of readiness for the level of ICTs usage. The study suggested that the awareness campaign be started to promote ICTs among the users to develop the digitalized economy.

Similarly, the study done with 30 randomly selected experts from the Higher Education Commission (Islamabad) by Shaikh and Khoja (2011) examined the role of ICTs with regard to the higher education of Pakistan. The purpose of the study was to understand and gauge the increment in the demand for the ICTs and to establish the relation between the Higher Education Commission (HEC) performance and ICTs and how the ICTs could be introduced in the HEC successfully. Moreover, the study also gave the suggestions to improve the situation regarding the ICTs in Pakistan as there is a dearth of research about the ICTs. Apart from this, the study suggested how a powerful and effective policy vis-à-vis the ICTs had the potential to enhance the level of the knowledge-based economy of Pakistan. Thus, the researcher of the current study agreed with the research under discussion as far as the improvement regarding the writing skills of the intermediate students is concerned for which smartphones were used in the current study.

Moreover, yet in another study, Shah, Bhatti, Iftikhar, Qureshi and Zaman (2013) investigated the technology acceptance behaviour of those students who were employing e-learning. Similarly, the study employed Technology Acceptance Model with a view to gauging the behaviour of the students using e-learning in both rural as well as urban areas of Pakistan. The data for the study was gathered from 400 students through a questionnaire based on the five point Likert scale. The findings indicated that

the infrastructure regarding e-learning environment (system quality, service quality, and information quality) has a direct impact on the perceived usefulness related to e-learning as well as ease to use that guide towards positive intentions for the employment of e-learning.

Besides, Naseem, Rustam and Alam (2012) examined the impact of technology on 300 university students of all the science and technology universities situated in the Hazara division, Pakistan. The data were collected by surveys and questionnaires which were later analyzed by approximating their frequencies and percentages shown in pie-diagrams. The findings indicated that technology improved the teaching methods which helped students perform better and even students were claimed to have said that their learning could have been compromised if there was no use of technology in the classroom.

In the same way, Osifo and Radwan (2014) explored how Apple device applications have the potential to be integrated into the field of teaching and learning. The study further investigated that the advancement in the world of mobile technologies like Android devices (iPhone, iPad, iPod Touch and Smart-phone) have made learning more flexible and the learning experience more unique and adaptable which can potentially be tailored as per the needs of each user. In addition, the study found out that the smart phones ensured learner's autonomy, creativity and collaboration by means of innovative pedagogical applications such as the flipped as well as paperless classrooms. Besides, the study (Osifo & Radwan, 2014) suggested that educators must design their activities, learning environments and materials to ensure that students are engaged in such a manner as they feel comfortable.

In short, having so much said, it has become explicitly clear that the use of ICTs holds great importance in the contemporary classroom scenario. The efficient and effective use of ICTs needs multi-pronged reforms with regard to teacher training, infrastructure in educational institutions, teachers' motivation and basic changes in the teaching style to make it more attractive to the students. Nonetheless, all this can be possible only if the process of using ICTs is initiated especially in the developing country like Pakistan and subsequently, the rest of the goals (related to ICTs) as mentioned above can be achieved.

## 2.6 Studies about Smartphone Based Learning

Before discussing the smartphone based learning in detail, it seems rather imperative to have a look at the contemporary educational scene that has entirely been changed due to the digital development. Students' values, their world view, hobbies, modes of communication, entertainment means, social needs and preferences, and above all their ways to get information to quench their thirst for knowledge – all have changed. Despite all these contemporary developments, pedagogues are still stuck with the 20th century and cherish the conventional methods to impart language skills. Lecturers, specifically in Pakistan are still teaching using the conventional methods. Moreover, the contemporary students are not only born with the so called modern gadgets instead they are the expert users of technology as well. Hence, it is need of the hour that they should be taught with the tools they feel comfortable with to enable them to cope successfully with the challenges of the new era. Next, the following sections deals with how the experts have dealt with the language learning issues by employing smartphones.

To being with, according to Idrus and Ismail (2010), during the last many years, the mobile devices such as smartphones have transformed the very ideas of space,

community and discourse into the very personalized, always connected and interactive environment for learning. Mobile learning is technology enhanced learning or the learning facilitated by the mobile devices such as smartphones. It has the potential to help students learn language skills effectively. In the same way, Psillos and Paraskevas (2017), have also claimed that the students of the current century must be taught using different methods from those that were used for students of the previous century.

Above all, the highly effective worth of mobile learning is due to its characteristic like fun learning, control over goals and also learning in ever changing contexts (Jones, Isroff, & Scanlon, 2007). Furthermore, cell phones offer freedom to second language learners which can lower the affective filters (Krashen, 1982) by making the learning of L2 a comfortable process. For instance, mobile technology offers a sense of physical privacy to practice language skills in self-determined settings with peers and also away from peers by building their confidence.

Furthermore, smartphones being flexible tools for learning can be adapted to provide the needs of L2 learners (Chen, Chung & Yen 2012) which can also further be personalized to suit the learner's cognitive learning styles. In this connection, the studies (Ducate & Lomicka, 2009; Lord, 2008) claim that mobile technologies can enhance the second language learners' consciousness of their phonological abilities and pronunciation skills by allowing them to hear themselves and this is known in the second language acquisition as "noticing" (Schmidt & Frota, 1986). Furthermore, it opens potential avenues concerning the metacognitive growth of the second language learners which can work like mechanisms of strategy instruction as well as creators of reflective spaces. The research by Brown, Collins and Duguid (1989) has claimed that students learn better if activities are placed in authentic settings using familiar tools.

Similarly, Kolb (1984) suggests that the reason for the success of cell phone learning is that it also influences the technical knowledge that students make use of in their daily lives.

Above all, mobile learning is becoming increasing pervasive and for this reason the higher education institutes across the globe are adopting this mode to support the conventional learning. In this context, with a view to enhancing students learning, Barreh and Abas (2015) have proposed a framework for smartphone learning. However, this mobile learning framework was based upon the research undertaken on the course, namely "Internet Technology" meant for the second-year students in Djibouti. Therefore, Short Message Service (SMS) and Facebook hold more importance which is why this study highlights as to how mobile learning can help enhance students' learning and its outcome by employing SMS as well as Facebook. Moreover, with a view to determining the readiness of the Malaysian Open University students for before starting mobile learning, Abas, Peng and Mansor (2009) conducted a study. This questionnaire based study involved 31 learning centers. The findings indicated that a big chunk of students was ready to embark upon m-learning sooner or later.

Moreover, students are comparatively more motivated to learn while using smartphones for in-class activities. For instance, Ng'ambi (2009) found out that the anonymity of the text-messaging significantly motivated the learners towards greater participation in the learning process by providing additional opportunities to collaborate with peers. Above all, the empowerment that students feel when using smartphones motivates them to learn (Kolb, 2011). Therefore, the teachers must be trained to employ the emerging learning technologies in imparting education which will also transform the lecturers of lessons into the facilitators of learning (Ally, Grimus & Ebner, 2014).

Though there are numerous advantages of mobile learning, yet there are some challenges too as confronted by mobile learning which have to be overcome to make it more effective. Lonsdale, Naismith, Sharples and Vavoula (2004) suggested that the following issues related to mobile learning must be addressed: Content control, privacy, ownership, informality and access. Moreover, the "anytime, anywhere" quality of mobile learning means that students can have access to content even outside the area of the instructor's agenda or curriculum which poses significant challenges to the existing traditional teaching practices. When students download, or upload different content by means of smartphones, several privacy concerns come up which also need to be fixed. The educators, administrators, and students must have clear guidelines concerning the appropriate employment of personal information.

Yet another charge that is leveled against smartphone learning is that it corrupts the written language which is also shared by Dansieh (2011) who conducted research at the Wa Polytechnic Ghana. Similarly, by using the survey method, the researcher explored the transformative effect of the SMS messages on the written skills of the polytechnic students. Furthermore, the researcher argued that cell phones besides being among the portable ICTs for sending and receiving information have their disadvantages as well. Moreover, it can wheedle the students adopt contracted forms and non-standard English which they can use not only in the classroom but in the exams as well. However, Crystal (2008), has very well responded to this charge in his book "Txtng: The Gr8 Db8" in which he proves texting is not a threat to language.

Therefore, Crystal (2008) argues in his book "Txtng: The Gr8 Db8" (a logogram which stands for Texting: The Great Debate), in favour of texting by rejecting and refuting the general and popular view that the slang and the excessive use of text messages can mar

English language.  Crystal (2008) has used six points as the base to build his case in favour of SMS. (1) The number of abbreviated words in any text message is less than 10 percent. (2) Abbreviations have always been the very part of English language and hence not a new phenomenon. (3) Both kids and adults use language for texting but kids do the most. (4) Learners do not use abbreviated language in exams and home-work just by habit. (5) People know the spellings before they text, therefore, texting cannot be blamed for corrupting the spellings.  (6) As texting gives people a chance of interaction with the language in terms of reading and writing, it enhances the literacy of the people.

Moreover, Russell (2010) also responds to this issue to whom texting has no impact on grammar. Texting is just another language and the learning of a new language cannot impact the English grammar of the students. Hence, the slang vocabulary exercises no impact on English grammar. Since every age has its specific jargon and English language has already stood the test of time as even after ages its grammar has not been affected. Therefore, students must learn the basics of English language in the classroom and only then slang and texting lingo will be distinguishable to them. However, the following section discusses the research conducted related to mobile learning.

According to Idrus (2013), mobile technology which was once a luxury and now it has become a need, promotes flexibility to learners more than ensured by the current e-learning resources. Given the scenario, the pedagogues need to find out ways and means to apply the functions of the digital devices to support learning so that new pathways being more personal, situated, long term and collaborative may be created. Similarly, Miller (2014) claimed that smartphones are enjoying unprecedented levels of adoption. Therefore, within a short span of time they have emerged as exclusively significant

technology, especially among youth for whom it is also an important component of their future study technologies. They use them as information devices, extended cognition, the intensifying interweaving of mind and thinking machines as well as the subjectifying process of individualization. Apart from this, they are dependent on digital self-creation and self-maintenance.

 Similarly, it has become an established fact that in the present-day world learning cannot be restricted within the four walls of the class room due to the advancement of technology especially mobile technology (Zarei & Hussin, 2016). Given the scenario, Hussin, Manap, Amir and Krish (2012), in the Malaysian context conducted a study with the main focus on the mobile learning readiness of the students belonging to the Malaysian institutions of higher education. Based on the online survey, the study recommended that the educationists must incorporate mobile learning into courses offered by the higher education institutions. Apart from this, the researchers focused the basic readiness, skills readiness besides psychological as well as budget readiness at two different institutions vis-à-vis mobile learning. The findings of the research indicated that the students being users of the computer skills wanted to integrate mobile learning but they were not sure about the amount of money to be required for telephone line as well as internet connection in addition to the requirements related to the software and hardware. However, with a view to complementing the findings of the study, the study suggested that similar studies may be conducted with large samples involving administration as well as faculty members.

Given the scenario that the contemporary pedagogues are confronted with challenges to improve their teaching methods, Abas (2015) also conducted a study on the changing culture and cult of teaching and learning employing personal digital devices. As such,

the higher educational institutes are also confronted with the demands from their potential employers who want to hire such graduates as having 21ˢᵗ century skills involving effective communication, problem solving, critical thinking and ability to collaborate effectively. This also demands from the pedagogues that they should employ such apposite approaches in their respective classrooms to help serve the aforementioned needs of the employers in producing graduates suitable enough for this globally digitalized and competitive world. Thus, such graduates should be able to undergo learning activities through various learning strategies enabling them to be ignited as well as engaged ultimately resulting in their in-depth learning. Finally, the paper has also highlighted some latest educational developments in addition to suggesting the relevant strategies like blended and flipped learning which can help students engage and integrate for their in-depth learning.

Moreover, Burston (2014) reviewed that mobile learning has been used in over 345 implementation studies related to the foreign language teaching but with very few exceptions most of them are related to design proposals, pilot testing, proof concepts and there are very limited studies about experiments and class trials. All these mobile learning studies were not integrated into the curriculum. However, the essential technological footing and pedagogical expertise have emerged to help mobile learning come to the core of English language teaching. Based on this, the current study attempted to bridge this gap by applying mobile learning in a class trial or a mixed method as the study addressed the issue of descriptive essay writing for a total period extended up to 8 weeks with the help of smartphones.

Likewise, in a study, Idrus and Ismail (2010) revealed the roles of educational institutions of higher learning with a view to using the expertise for teaching and

learning as the learning facilitated by mobile learning technology helps transmit and deliver the rich multi-media content. However, the study concluded that to provide for the educational needs of the modern learners, new devices, principles, practices, pedagogies and above all educators are going to emerge. Such educators are having teaching experience aided by technology and, moreover, only they can redesign the content to be delivered through the mobile phones.

Furthermore, Idrus (2015) conducted a study about the utilization of smartphone in the flipped classroom of a Malaysian university. The participants of the study used mobile applications to have access to advanced literature. However, students were also asked to electronic portal, learning landscape was injected for the students. Therefore, the new emerging realities in the field of English language teaching that are not less than a challenge have also encouraged pedagogues to get cognizance of the modern technologies. It is because the teacher today is also a digital curator (Marisa, 2015). It further demands from him to merge together the conventional as well as the modern methods of learning and teaching side by side providing guidance about the spectrum of cell phone learning activities (Kukulska-Hulme & Traxler, 2007) and by pointing out the issues related to it (Sharples, 2006). It is also due mainly to the fact that the 21st century communicative devices like computers and smartphones have entirely changed the globe semantically and semiotically.

Similarly, by utilizing survey and questionnaire, Bogdanov (2014) explored the behaviour of 135 students in relation to the internet concerning their frequency and the amount of the writing produced online. The study made suggestions for the modification of practices to engage the university students in such digitally supported activities as can help promote extensive writing. The study discussed a number of

research to support the digital tools for language teaching. For instance, the research (Demouy, Jones, Kan, Kukulska-Hulme & Eardley, 2016; Drexler, Dawson & Ferdig, 2007) have been quoted to have claimed positive outcomes of the digital tools which improved the attitudes of students towards writing beside increasing their motivation for writing. Further, it increased their confidence, self-expression, and engagement in learning writing skills in real-life situations (Fageeh, 2011). The study (Bogdanov, 2014) supported the researcher of the current study who conducted the study employing smartphones to teach the descriptive essays to the intermediate students to enhance their motivation, confidence, self-expression and engagement in the classroom writing tasks. Resultantly, smartphones proved helpful to the students in enhancing their writing skills.

Furthermore, being a continuous process, language learning has gone beyond the very thresholds of the of the physical classroom (Zarei & Hussin, 2016). Hence, mobile technologies being sophisticated, flexible, small sized, low cost, fast, easy to handle with multitudes of functionalities are attracting the scholars around the globe for language teaching. Similarly, they are shaping cultural norms and enabling novel settings for learning (Pachler, Bachmair & Cook, 2010).

Above and beyond, Mat-jizat, Osman, Yahaya and Samsudin (2016) and Hussin, Aboswider, Ismail and Yoke (2016) claimed that fun elements and technology in a task can promote active learning as well as creative thinking among Generation Y students. Moreover, ICTs or wireless technologies have supported smartphones, palmtops and laptops which are helping revolutionize the teaching and learning process by transfiguring the traditional learning in the classroom into the ubiquitous learning (Chen, 2010; Dzakiria & Idrus, 2003; Dzakiria & Mohamad, 2014; Hsieh et al., 2010;

Hussin et al., 2015; Hussin et al., 2016; Pimmer et al., 2016; Rahamat et al., 2017; Zarei & Hussin, 2014, 2016;).  That is why the 21st century educationists are finding out more avenues as to how such gadgets can be effectively made part of the myriad types of learning (Hussin et al., 2016; Kukulska-Hulme & Shield, 2008) to generate materials and methods for mobile learning.

Over and above, Prensky (2001) claimed that the generations of today "think and process information fundamentally differently from their predecessors" (Prensky 2001, p. 1). He called them as digital natives and to (Tapscott, 1998) they are the Net Generation and to Holley (2008) Generation-Y.  Gasser and Palfrey (2008) maintained in their book "Born Digital" that there were almost one billion people born with the environment of digital knowledge and it is natural for them to use that environment but teaching methods as well as learning environments at educational institutions have not changed. Similarly, this very gap created a dichotomy between the institutional reality as well as the reality within which children sustain outside the educational institution. Despite technology being pervasive is getting speedier, stronger, smaller and above all more adaptable, the Pakistani pedagogues are still wallowing in the past which is a serious concern for the researcher of the researcher of the current study.

Likewise, according to Kukulska-Hulme (2009), mobility may refer to "learner mobility" and "mobility of technologies" in general. Similarly, there have been several attempts to define certain concepts in mobile enhanced learning. For instance, Tiffany, Koszalka and Ntloedibe-Kuswani (2010) define mobile gadget as "...any device that is small, autonomous and unobtrusive enough to accompany us in every moment". Likewise, Traxler (2005) defines mobile learning as being any educational setting where the dominant technology is the smartphone. Therefore, along with the rapid

development of information technologies, implementation of new technologies in foreign language teaching has gained considerable importance both in literature and in classroom practice. It is because the learning conditions provided by modern technology enhance learners' engagement who become confident and autonomous learners (Ali, Hodson-Carlton and Ryan 2004; Dzakiria, Kasim, Mohamed & Christopher 2013;). Similarly, Kamarainen et al. (2013) claimed that students today can be actively involved in their learning activities and they can have access to more adaptive learning content anywhere and anytime with the help of smartphones.

Furthermore, the students' bent of mind about mobile learning and their willingness for mobile learning usage as well as the enforcement of mobile learning in L1 and L2 are the current topics for research in mobile learning (Chang & Hsu 2011; Cheng, Hwang, Wu, Shadiev & Xie, 2010). In fact, the capacity of a cell phone to have access to the internet for the improvement of listening skills as well as pronunciation (Nah, White & Sussex, 2008) also establishes the use of mobile learning (Saran, Seferoglu & Cagiltay, 2009). Apart from this, there are some studies about the effectiveness of smartphones in vocabulary teaching as well (Thornton & Houser, 2005; Stockwell, 2007; Lu, 2008; Cavus & Ibrahim, 2009). Similarly, some researchers have taken smartphone or mobile learning as substitute tool for distance learning and course books above and beyond the correlation between motivation and mobile learning to boost proficiency in English as a Foreign Language (EFL) (Nah, White & Sussex, 2008). Moreover, Plester, Wood and Bell (2008) claim that it is undoubtedly the unique feature of m-learning.

Moreover, owing to the rapidly growing trend of mobile learning coupled with the very cheaper calling and SMS rates and their frequency as 5.9 trillion SMS were sent in 2011, (Dickson, 2012). Similarly, many researchers like Thurlow (2003) and Bryant,

Jackson, and Smallwood (2006) have considered the need for mobile learning classroom. However, in Pakistan, the number of total mobile users has reached up to 136,630,891 till 15 Feb 2016 to whom Pakistan Telecommunication Authority is committed to ensure high-quality ICT services (PTA, 2016). Similarly, till 2014, 302 billion SMS messages were exchanged in Pakistan and possibly 9.4 billion have been estimated to be sent till 2016 (Atta, 2015). Pakistani students send and receive countless entertaining and informative SMSs due to the cheap packages offered by different companies such as Ufone, Mobilink, Zong, and Telenor. Just for 100 Pakistani rupees, which are equal to less than one U.S. dollar, one can get the SMS package (unlimited SMSs) valid up to one month. Therefore, this can be helpful for the benefit of L2 learning as the researchers like Guenthner and Swan (2011) and Okwu and Daudu (2011) support the use of different media having entertainment, information, connectivity and interaction for education purposes.

Similarly, mobile learning is a very vast field and a number of studies related to this have been conducted around the globe, for instance, the study by Thornton and Houser (2005) examines the usage of smartphones in English education in Japan. The researchers polled 300 students and found out that 100 percent students were using cell phones. They sent to them 100 words vocabulary lessons by email and the idioms which were animated by the students in the website created for this purpose. However, 71 percent declared it helpful. However, the study suggested the need to add interactivity to it. The study (Thornton & Houser, 2005) further suggested the use of smartphone as a writing tool for note taking and writing essays and reports as the Asian students can enter the text in smartphones more conveniently than in a computer. This research also established the foundation for the present study because the current study used smartphones for descriptive essay writing as the researcher also believed that Pakistani

students were expert in entering the text rapidly in the smartphones and availability of internet ensured interactivity also as was recommended by the study under discussion. Similarly, Shah and Empungan (2015) also shared the point of view of the researcher of the current study. In their quantitative study, researchers examined the ESL Teachers' attitudes towards the use of ICTs in literature lessons with the help of 30 participants who were school students. It showed the teachers felt very convenient to use ICTs for educational purposes and specifically for teaching literature.

Furthermore, Pellerin (2014) investigated the contribution of the use of mobile technologies in language classrooms related to the reconceptualization of task-based approaches. The findings showed the use of iPods and tablets contributed by allowing students to make their own language learning tasks and that also created conducive environment to regulate their language learning process. The researcher of the current study also believes that the students can bring their own writing materials downloaded from the internet via smartphone which also creates a student-centered classroom.

Above and beyond, Alemi, Sarab and Lari (2012) carried out a 16-week study based on SMS vocabulary teaching for L2 English learners, involving 28 university students. The SMS group revealed significantly more excellent vocabulary retention. Moreover, Ally, Tin and Woodburn (2011) investigated the employment of iPhones to procure web-based vocabulary and grammar in French L2 lessons for elementary students. The findings revealed that the lessons were beneficial as students desired to have more lessons with the help of this device.

Likewise, Lai, Hwang, Liang and Tsai (2016) investigated preferences of students' and teachers' concerning mobile learning with a view to developing effective mobile

learning scenarios. By employing a survey, researchers found that the difference between the teachers and students' preference for learning with smartphones was that the former focused more on the technical issues, while the later focused on the usefulness of the learning content. Apart from this, both believed that smartphones have the potential to engage them in learning activities.

In the same way, Al-Shehri (2011), in a 16-week study employed smartphones attached to Facebook to make an L2 English learners community with 33 university students who uploaded personal video clips, photos and texts to Facebook employing their own cell phones. The students appreciated the use of smartphone use since it involves more collaborative, enjoyable as well as student–centered learning. In addition, Azabdaftari and Mozaheb (2012) investigated with a seven-week study comparing the L2 English vocabulary learning of 80 university students. The experimental group used a hand phone-based vocabulary program boosted by SMS exchanges with their teacher and internet resources. The control group employed printed flashcards having English words with pronunciation. However, the experimental group significantly outperformed the control group.

Similarly, Begum (2011) investigated in a 5-week study with 100 students, the SMS use as a language (preposition) learning tool in the L2 English classroom. Besides being successful, the study showed problems also which include small screen size, cost, text inputting difficulties as well as lack of teacher training. However, as far as the problem about the small screen, as discussed by Begum (2011), is concerned, it had already been responded very well in detail by Prensky (2005) in the following words: "We often hear complaints from older Digital Immigrants about cell phones' limited screen and button size, it is precisely the combination of miniaturization, mobility, and power that grabs

today's Digital Natives. They can visualize a small screen as a window to an infinite space and have quickly trained themselves to keyboard with their thumbs" (Prensky, 2005, p.8).

Apart from this, Hsieh, Chiu, Chen and Huang (2010) investigated the effectiveness of the situated mobile learning writing program to improve the rhetoric ability of 70 students learning Chinese as L1. This quasi-experimental method study used instruments such as the pre-test/ post-test. The experimental group outperformed the control group. In the same vein, Vihavainen, Kuula and Federley (2010) described the pilot testing related to a web-based mechanism to teach English as L2 using smartphones to encourage reading skills over a span of three weeks. The study (Vihavainen et al., 2010) employed where 25 participants who used smartphones for capturing photos of a page they were studying. Subsequently, they sent the same photos to the web which in return gave the students tutorial exercises pertaining to missing words puzzles and crosswords and text listening. However, the students much appreciated the system.

Correspondingly, Stockwell (2012) compared the usage of smartphones versus the non-hand phone and desktop computers to have a web-based English vocabulary program. The study lasted one semester and the university students owned 13 smartphones and 26 students had non-smartphones. Like his previous research (Stockwell, 2007; Stockwell, 2008; Stockwell, 2010), most participants used a computer in preference to either type of the cell phone for doing exercises. It took longer to do exercises with phones. Hence, there was no significant difference in scores obtained by using either type of hand phone or a computer.

Moreover, in a mixed method study with eight students, Engen, Giæver and Mifsud (2014) focused smart-phone applications which are very critical and valuable sources to engage students as not only being active but also social language learners. The research aimed to propose a learning design to teach L2 writing with the help of smart-phones. The study suggested that cell phone-based applications like Mocafé and Kakao Talk are helpful if they are blended with offline classes for teaching writing. Nonetheless, concerning the benefits of blended learning, this study is direct in line with the study by Dzakiria, Mustafa and Bakar (2006). This study used questionnaires, pre-tests and post-tests, as well as interviews. The findings of the study indicated that blended learning increased the writing of the students both in quality as well as in quantity. Apart from encouraging the peer and teacher feedback, it activated social interaction and participation of the students also. Thus, the findings of the study concurred with those of other researchers like Swain (2010) in this field pertaining to digital and collaborative learning. Similarly, Levine and Franzel (2015) claim that teaching based on such digital resources will help establish links between the real world as well as the conventional one that helps students carry personal voices beyond the classroom.

Over and above, based on the action research, Dzakiria, Wahab and Rahman (2013) conducted a study about blended learning approach to explore the students' perceptions concerning hybrid or blended approach in teaching. The findings showed that the respondents of the study favoured the use of blended learning as being more motivated, they learnt more than they did in the conventional learning environment. Hence, the findings of the study indicated that blended or hybrid learning has the potential to enhance learning interactivity among students. Also, blended learning minimized students' sense of isolation as they had more sense of belonging while utilizing

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synchronous communication. Nonetheless, students also liked the flexibility offered by the asynchronous communication.

Similarly, Liu and Chen (2012) investigated the effect of photo-taking, with the help of smartphones, on sentence making and phrase learning performance. In the control group, there were 49 students who imitated and copied sample English sentences and were compared to 68 students who formed their sentences in English on their own with the help of photos captured with their cell phones. The findings revealed that the experimental group significantly performed better than their counterparts in the control group and specifically made use of more appropriate adverbs, adjectives apart from writing more vivid action words.

In the same vein, with 96 university level students, Brown, Castellano, Hughes and Worth (2012) found out that the iPad has benefits like video viewing, speed, and versatility. The study further revealed that its usefulness solely depended upon the tasks and applications, software familiarity and capability. Over and above, Oberg and Daniels (2013) examined the in-class self-paced instructional use of the iPod Touch to access an online L2 English textbook-based program of listening and quizzes. The control and the experimental groups had 61 participants. However, the score of the iPod group was consistently higher than that of the control group.

Likewise, Motallebzadeh, Beh-Afarin and Rad (2011) explored with 40 university students the fruitfulness of SMS (via smartphone) by comparing it to the printed paper for the L2 English collocations which students learnt by heart. During five weeks, half of the group got twice weekly seven collocations along with their definitions and example sentences in printed hand-out form. The other half were sent the same material

via SMS. The two quizzes with the same format were given to students and the findings revealed that the students in the SMS group significantly performed better in vocabulary retention than the students of the printed paper group.

Besides, Chan, Chen and Döpel (2011) explored the utilization of podcasting to support the acquisition of German as L2. The researchers provided 14 podcast lessons to 225 students for 13 weeks on weekly basis. Listening comprehension, cultural information and grammar were made the part of lessons. The students liked the lessons exclusively for the test preparation. Similarly, with 162 students who were using vocabulary learning program based on PDA. Apart from this, Chen and Chang (2011) investigated for two weeks the moderating effect of L2 proficiency upon the mode of presentation and performance. Half of the group members were provided with the audio facility. Nonetheless, the rest were exposed to the audio and the text. However, students having lower proficiency were those who focused merely the text. The results showed there was no moderating effect on task performance and those who outperformed the single mode students were the ones who were provided with the dual one across proficiency level.

Similarly, Murphy, Bollen and Langdon (2012) investigated the usefulness of a web-based environment employing tablet computers, iPhones and laptops to support collaborative English as L2 reading with the help of computer-mediated feedback. The study compared two types of feedback, the elaborative feedback provided by a teacher and the one that was generated by the computer only. However, the findings showed that the one generated by iPhones and computer was more effective.

Moreover, Park and Slater (2015) investigated the real-world tasks of students in mobile learning to guide the subsequently planned pedagogic activities for L2 courses with the help of semi-structured interviews of four teachers and four students. Additionally, the study also conducted the needs analysis with 23 teachers and 76 students. However, the study found that students already used various hand phone functions, but teachers were not inclined to use smartphones for teaching. The study further suggested that teachers need more ideas and support so that they can help students take advantage of smartphones for language learning. Both students and teachers appreciated the activities integrated with the internet and SMS. Above and beyond, the study also framed a mobile learning task typology as an initially authentic and a sound resource to be utilized in the future lesson plans, tasks and curricula related to mobile learning.

Furthermore, Organista-Sandoval and Serrano-Santoyo (2014) investigated the potentially educational uses of smartphones. With 954 students and 246 teachers randomly selected, the study proved that 97 percent teachers and students had smartphones which showed great educational potential. In addition, students made every fourth interaction for concrete educational purposes via internet and this concurs with the belief of the researcher that smartphone is not a problem-monger as some lecturers think rather it has potential to be used for the educational purposes especially for writing skills.

In the same vein, with mixed method study, Baran (2014) addressed trends and gaps in the literature concerning the integration of smartphone learning for teacher education. The findings indicated smartphone was being utilized for teacher education though with different usage patterns. Above and beyond, in their mixed methods study, Li and Hegelheimer (2013) reported on the development as well as the implementation of a

web-based cell phone application such as Grammar Clinic for L2 writing class. The findings revealed that the performance of students concerning Grammar Clinic activities reflected students' progress in self-editing.

In the same vein, Schramma and Srinivasan (2015) reported that resources provided in the classroom are not sufficient for teaching English writing. The study suggested the tool (WritingAssistant™) that can detect issues in L2 writing which has been tailored to fulfil the learners' needs. The WritingAssistant™ is a software that helps learners improve their writing skills because it is automated, tractable and traceable. It can be used for proofreading and as a self-learning tool in any context flexibly configurable for learners.

Above and beyond, AbuSa'aleek (2014) investigated the impact and drawbacks of mobile learning on English language skills. In addition, the study throws light on the current perspectives as well as mobile learning. The research found that mobile devices are becoming the part of classrooms and that these technologies must be used in productive ways. Similarly, Najmi (2015) found a brand-new path concerning mobile learning for the learning process. The experimental group sent their self- produced sentences to their teachers as well as to their classmates through SMS to have feedback if necessary. They used android grammar software (Oxford A-Z for grammar and punctuation). The control group used pencil-and-paper.  However, the experimental group outperformed the control group.

Likewise, Bogdanov (2014) explored the behavior of students on the internet concerning their written language production.  The findings accentuated the need to support students in producing longer pieces of narratives, discursive and argumentative

types of texts. The study further suggested that pedagogical practices should be modified to engage students in such types of activities. This type of activities can help promote extensive writing. On the same footing, a very recent study by Lahlafi and Rushton (2016) also concluded that the employment of m-technology in the present-day classroom helps engage as well motivate students. In the same vein, using convenient sampling, Waqar (2014) investigated the use of SMS by a case study. While assessing the mathematical skills of students, the study found out that SMS can be used to assess mathematical skills of students in the testing of mathematical skills. Interestingly, concerning the study (Waqar, 2014), the important thing is that the administration of the institution agreed to the approach which generally seems to be the toughest task for any researcher. However, the researcher of the current study got permission only because he had not only taught in the college where study was conducted rather he had personal relations with the head of the institution.

Similarly, Ali, Rizvi and Qureshi (2014) explicated the smartphone usage patterns among students. With interviews of 317 boys and 310 girls, it was found out that the smartphones have become an integral part of the teenager students' life in Pakistan. Also, it was found out that cell phones are a source not only for interaction but also for fun. The researcher of the current study also shares the belief with the researchers of the study under discussion that smartphones having fun element can make the learning of writing skills fun for the students.

In the same way, Siddique and Subadrah (2015) claimed in their qualitative study conducted in Pakistan that smartphones have gone beyond the threshold of the normal frontiers in pedagogy with their capacity not only to download but also to deliver the multimedia content for the instruction of language skills. Therefore, they can very

effectively be employed by Pakistani pedagogues to teach writing skills, especially essay writing skills by engaging the students in the writing tasks. The findings of the study from the reflections of both the lecturers and the students revealed that smartphones motivated the students by offering autonomy and mutual collaboration to learn writing skills effectively.

Besides, Baleghizadeh and Oladrostam (2010) investigated the impact of the mobile learning from the point of view of the knowledge of grammar used in the speaking skills in the teaching of English as a foreign language. The purpose of the study was to provide correction of grammatical mistakes in speaking English to students with the help of cell phones innovatively and systematically. The use of cell phone gave students the opportunity for self-correction side by side helping them become aware of the grammatical errors they made and subsequently they acquired the grammatical forms more precisely and flawlessly. Therefore, the aspect of self-correction is related to the current study because the intermediate students also engaged in self-correction apart from peer editing their descriptive essays written with the help of smartphones.

Above and beyond, Odom (2012) investigated with his mixed-mode study the effects of hand phones as instruments for learning. The study used learning theories like constructivist approach, experiential learning, collaborative learning, and mobile learning theories as a theoretical framework. The findings revealed that cell phones had the potential to motivate the youth to study the religious text. Further, the cellular phones assisted learners establish their relations with other learners. The current study also used smartphone as an instrument of learning with the further support of constructive approach, cooperative learning and mobile learning for motivation, by establishing learning relationship among learners and creating rapport with the lecturer.

In addition, there is another important research in this domain in Pakistan's context by Shaista and Ahmad (2015) the results of which revealed that it is the right of every learner to make use of a smartphone but the Pakistani students of second language must consider the impact it can have on the language skills. It suggests that learners should avoid the language variety of SMS which can distort their pure language. However, the researcher of the planned study believes like Crystal (2008) does that texting or SMS do not corrupt the language. Apart from this, the students of the current were also asked to be extra cautious in using short forms while writing the descriptive essay as it was a formal writing situation.

Moreover, epistemologists have paid great heed to mobile learning and the use of SMS in the field of learning. Some of the studies even done earlier showed the possibility of using the SMS for the learning of English language. For instance, Markett, Sanchez, Weber and Tangney (2006) endorsed that cell phone enhanced interaction in the classroom. The researcher of the current research shares the same belief that smartphone improves students' performance and also interaction in the English writing learning classroom.

Above and beyond, the smartphone experience is unique especially when the students use it for their day-to-day communication and these days this is significantly the practice of the pre-university students too. This encouraged the researcher to employ smartphone for such activities as are conducive to learning writing skills because the learners enjoy themselves while sharing the knowledge resources with peers. Similarly, it is due to such reasons as many researchers have also devised such activities in the domain of m-learning that are based on the theory already validated (Park, 2011).

Furthermore, Cavus and Ibrahim (2016) employed smartphones to improve vocabulary, listening, pronunciation and comprehension of the young students. The researchers used a speech recognition engine for interactive learning with 37 voluntary students with a pre-test and post-test instrument. The results indicated by this experimental study were very positive which showed significant improvement in the experimental group who used mobile devices. Apart from this, similar to the study (Cavus & Ibrahim, 2016), yet another study by Al-Otaibi, AlAmer, and Al-Khalifa (2016) has also given the concept of modern language lab as provided by the smartphones.

In short, according to Zarei and Hussin (2016), being a continuous process, language learning has gone beyond the very thresholds of the physical classroom. In this scenario, Dashtestani (2016) conducted a study in an Iranian institution. The study employed three instruments including questionnaires, in-depth semi-structured interviews, and non-participant observation for qualitative and quantitative data. The results indicated that students were positive about mobile learning. The study gives guidelines as to how to incorporate mobile learning in the mentioned EFL context. Apart from this, in their study, Taradi and Taradi (2016) by using a quasi-experimental and pre-test/post-test group design also conducted a study. The research (Taradi & Taradi, 2016) intended to determine whether the active teaching and learning strategy could be facilitated with smartphones. Besides, the study also meant to improve students' degree of memory retention in relation to key physiological concepts among second-year medical students. One group was taught using conventional didactic methods, however, the experimental group was taught using smartphones. However, the experimental group scored better on their post-test as compared to their colleagues in the control group.

Finally, the previous studies (Aziz, Shamim, Aziz & Avais, 2013; Baleghizadeh & Oladrostam, 2010; Cavus & Ibrahim, 2009; Dansieh, 2011; Hayati, Jalilifar & Mashhadi, 2013; Power & Shrestha, 2010; Waqar, 2014; Yousaf & Ahmed, 2013) have also employed smartphones to teach listening, speaking and reading skills. However, writing skills upon which the whole educational system of Pakistan relies has been neglected to be addressed through smartphones. Nonetheless, these studies have left the flagrant gap paving a way for a study in the field of writing skills. Therefore, the current study was conducted to teach descriptive essay writing with smartphones

## 2.7 Studies Linked with Motivation

A number of research has been conducted concerning motivation of students as enhanced with the help of mobile or smartphones. The following section discusses a few of the studies conducted in this regard.

By using the randomized controlled trial, Lee (2015) examined the effects of smartphone based discussion vis-a-vis computer-based discussion with regard to academic motivation, flow state, self-directed learning readiness and learner-interface interaction. The findings of the study showed improvement made in the areas just mentioned. However, the study also indicated to have improved the academic motivation which was positively increased using smartphone as compared to the computer-based learning. In addition, the study (Lee, 2015) further revealed that apart from many other benefits, cell phone offered more opportunities for teaching and learning. As per the findings, smartphones also raise the level of academic motivation and flow state (full absorption in the undertaken task) which was claimed by Csikszentmihalyi (1990) and to him it was a type of state to be termed as effortless movement pertaining to psychic energy. Nonetheless, Lee (2015) did not mention the

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research (Csikszentmihalyi, 1990) in his study for the unknown reasons. However, it is an established fact that cognitive as well as effective engagement is a very important element to have deep processing required for effective language learning (Crail & Lockhart, 1972).

Similarly, Ciampa (2014) explored the lived experiences of the teachers and the students of grade 6 who employed cell devices as tools for their classroom instruction. The researchers used Malone and Lepper's (1987) taxonomy regarding intrinsic motivations for learning purposes. It was used as a framework to examine the specific motivation theory's application in mobile learning. The findings of the study were shown to have consistency with the research (Malone & Lepper, 1987) to the effect that motivation is subjected to be enhanced through the challenge, control, recognition, curiosity, competition and cooperation. Hence, this model was helpful in forming researcher's understanding of the motivational factors of using cell phones for learning purposes and how mobile technologies could be used for enhancing learners' motivation.

Likewise, another study related to motivation and mobile learning by Cavus and Ibrahim (2009) was claimed to have actualized an experiment in employing SMS to teach new English vocabulary to 45 intermediate students. Additionally, the researchers discussed the 'constructive learning' the base of which is on the notion that learners learn by the very act of constructing new thoughts based on their present and previous knowledge. With this strategy, learners build the very edifice of their knowledge out of their own experiences. In this case, the learners are self-motivated while undergoing the learning process. Apart from this, the study reveals that the literature review proves that palmtops are successful in education. Similarly, the internal consistency of the

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questionnaire was measured by applying Cronbach's alpha with the value of 0.94. Finally, the findings indicated that all the students were motivated as it involved element of enjoyment and fun in learning even after the routine classroom via their cell phones.

Moreover, Muñoz-Organero, Muñoz-Merino and Kloos (2012) described a successful experiment on 170 students that improved their performance, class attendance as well as motivational patterns by employing smartphones in class. For this purpose, the researchers provided students with specific contextualized learning pills. A learning pill was a simple exercise that summarized the key concepts which were explained in class and promoted reflection and self-study. The students while attending particular lectures or even in the laboratory sessions automatically received a learning pill on their smartphones right after the related concept had been presented. However, it is noteworthy that the term "learning pill" apparently seems to be indigestible for the ELT pedagogues. It could have been better if the researchers (Muñoz-Organero, 2012) could have used some other term instead.

Similarly, Kopf, Scheele, Winschel and Effelsberg (2005) examined how new technologies like mobile devices could be used in lectures to enhance the learning activity as well as students' motivation. As per the key findings of the study, the motivation level of the students was at its peak during the whole process of experimentation. Next, the other findings of the study also indicated that mobile devices improved the interactive communication and increased the motivation of the students. However, the findings were also corroborated by Kolb (2011), who too propounded that the use of smartphones motivated students for language learning.

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Furthermore, Ismail, Bokhare, Azizan and Azman (2013) investigated the acceptance of technology among the school teachers concerning its awareness and motivation, training design, training and courses and supports as well as facilities. Apart from this, the research aimed to investigate the employment of cell phone and teachers' readiness to employ it (cell phone) as a pedagogical tool. The findings showed a significant difference in the acceptance of technology to be employed for pedagogical use and motivation especially towards the use of smartphones for teaching purposes.

In the same way, the study by Jones and Issroff (2007) discussed technology appropriation and coping strategies and deliberated to the effect that they motivated learners to use smartphones. In their explanatory paper, they considered two different candidates for two approaches towards technology to investigate the relationship between technology appropriation and motivation. Technology appropriation is a process in which technology is adopted as well as shaped to be further utilized. However, the study found out that there were many motivating features in cell phones to be employed for effective learning of students.

On the same footing, Sandberg, Maris and De Geus (2011) investigated the benefits and value-added potentialities of mobile language Learning with the help of three groups of the primary class students who were studying English as a second language. However, the findings showed that the group of students which used smartphones improved the most as they were more motivated and they had a lot of fun while learning English language by employing smartphone. The findings of the study also revealed that the students were not only learning in a fun way rather their attention spans were also higher during the whole course of the study. Additionally, the findings concerning

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the fun element are in line with Perifanou (2009) who also claimed that successful learning is the amalgamation of both work as well as fun.

Besides, Sharples, Arnedillo-Sánchez, Milrad and Vavoula (2009) also posited that mobile learning provides learning materials and tools for scaffolding apart from the enjoyment. Similarly, Kim, Miranda, and Olaciregui (2008) reviewed the literature concerning educational inequality issues prevalent in Latin America and subsequently suggested mobile learning technology as a solution to counter the impact of education inequality. The researchers also suggested that students can learn better if the material is fun which mobile learning devices can provide. Similarly, Colley and Stead (2004) examined cell phones and educational activities concerning mathematics and English language learning through innovative games and activities to enhance the motivation of the reluctant students. The key findings of the study explicitly indicated that various activities and techniques like SMS and VXML are being employed to develop students' skills and motivation.

Similarly, in their research, Demouy, Jones, Kan, Kukulska-Hulme and Eardley (2016) focused on the practices of students' language learning in a distant learning setting. Five adult students who were speakers of five different languages at variant levels were surveyed regarding the support they could get from smartphones apart from motivation. Above and beyond, the researchers also conducted follow-up interviews to investigate the learners' preferred resources and apps. Besides, the researchers also investigated students' motivation for language learning. Resultantly, learners were found to be motivated as they used mobile devices to have exposure of the target language and to add variety to their learning.

In the same way, according to Ismail, Idrus and Gunasegaran (2010), students feel supported, happy and motivated by employing mobile learning as it helped them enhance their learning process as well as performance. Moreover, mobile learning allowed students to have informal interaction and collaboration. Likewise, Khan (2016) conducted a smartphone based quantitative study to explore the motivation level of 30 arts group graduate students of English as a second language who were regular students of the Government College Township, Lahore, Pakistan. For this purpose, the researcher also employed a self-developed questionnaire to investigate the issue under discussion. The findings gathered through the survey indicated that the use of WhatsApp motivated students for the learning of reading skills. However, the findings of the open-ended questions were not very encouraging for this App. The lecturers also did not show any encouragement to employ this application, nonetheless, the students were motivated to learn reading skills through this App. Finally, the researcher concluded that the use of such Apps was not less than a blessing but they must be employed only for academic purposes.

Finally, it has become evident that a large number of studies have been conducted in the mobile learning domain. Many of such studies have addressed the issue of motivation which is ensured by the employment of smartphones. As a result, it brings about a significantly enhanced language skills of the students. In short, in the domain of mobile learning the following are a few recently conducted studies related to motivation of the students (Berry et al., 2016; Lee et al., 2016; Mills, 2016; Stockwell, 2016; Yen et al., 2016). Nonetheless, there was still a gap to be filled in this domain. Therefore, the current study addressed the intermediate students' issue of learning descriptive essay writing and its eight sub-skills in addition to their motivation towards writing employing smartphone in the Pakistani context.

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## 2.8  Summary

In short, it has become unequivocally evident through the discoursed literature that process approach, constructivist approach, cooperative learning, multimedia learning theory, motivation theory and above all smartphone based learning have the potential to be employed together, particularly for the instruction of the descriptive essay writing skills. Above all, smartphone being a modern teaching tool can conveniently be incorporated in the classroom teaching since every student has internet-connected smartphone with facilities like WhatsApp, MMS, SMS, audio-video recorder and above all the facility to download writing material from the internet. Similarly, almost hundred percent ownership of the smartphones among the students and the lecturers further paves a way for smartphones to be utilized for the instruction of the descriptive essay writing skills at the intermediate level.

Finally, the existing literature helped identify the gap which demanded to be filled in order to address the issue of writing skills of the intermediate students for which the current study was conducted. However, the researcher of the current study envisaged that smartphones would motivate students towards writing skills. It was also envisioned that the incorporation of smartphone would transform the conventional teacher-centered classroom into a modern student-centered classroom. Moreover, the informant lecturer (IL) who taught the participants (45 students) of the current study was expected to be a facilitator in learning rather than a deliverer of a lesson while acting like an unchallengeable authority. Next, the following chapter deals with the methodology which was employed to conduct the current study.

# CHAPTER THREE

# RESEARCH METHODOLOGY

The previous chapter reviewed the literature relevant to the current study which provided insights into the phenomenon under discussion for its comprehensive understanding. However, the current chapter comprises of the description of the methods used by the researcher in the present study. Therefore, the chapter deliberates research design, population and samples followed by the intermediate students and research procedures of the study. In addition, it also discusses procedures for intervention utilizing smartphone, materials used and evaluation of descriptive essays. Besides, the chapter also deals with data collection, pre-test and post-test, questionnaire on motivation, semi-structured interview, pilot study and finally the data analysis and conclusion. Next, the following section discusses the research design.

## 3.1 Research Design

Research design is the method and procedure employed to collect, analyze and measure the variables which are detailed in the problem that the researcher addresses. Besides, research framework helps incorporating various research components coherently and logically to answer the research questions methodically and effectively. However, as per Creswell (2009, p. 233): "Research design is the plan and the procedure for research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. It involves the intersection of philosophic assumptions, strategies of inquiry and specific methods."

Therefore, the current study employed the "QUAN-Qual- mixed-method" (Creswell, 2014; Gay, Mills & Airasian, 2011). It relies more on the quantitative data that is

collected first followed by the qualitative data. It is because in mixed methods research, "the researcher mixes or combines quantitative and qualitative research techniques into a single study" (Johnson & Onwuegbuzie, 2004, p. 7) since it provides the complete picture that helps understand the phenomenon from both perspectives. Furthermore, the study employed the One-Group Pretest-Posttest Design (Gay, Mills & Airasian, 2011:251). In this design, a group of students is pre-tested, exposed to treatment or intervention and later post tested. However, as per Campbell and Stanley (2015), this design may explicitly be illustrated and presented as follows:

Table 3.1

*One-Group Pretest-Posttest Design of the Study*

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| One Group | 01 | X | 02 |

Source: Gay, Mills and Airasian (2011)

As per Table 3.1, in this 8-week study, the group of 45 students was taught English descriptive essay writing skills utilizing smartphones for the duration of 6 weeks. Nevertheless, the pre-test was conducted in the 1st week, a week before the commencement of the treatment which started in the 2nd week of the study. In the same way, the questionnaire on motivation was served upon the students right after the pre-test in the 1st week. However, the post-test was conducted in the 8th week of the study after the intervention. Similarly, the questionnaire on motivation was also duly served upon the students in the 8th week right after the post-test.

**3.2 Population and Samples**

According to Gay (1996:112) "the population is the group of interest to the researcher, the group to which he would like the results of the study to be generalizable." The

population of the current study consisted of 500 second-year intermediate students enrolled in the Government M.A.O. College, Lahore. All the students were registered to take English as a compulsory subject and they were the regular students of the said college. However, the samples of the study were only 45 pre-medical intermediate second-year students of the Government M. A. O. College, Lahore. Since according to Creswell and Clark (2007), purposive sampling facilitates researchers in selecting suitable participants for their studies, the current study employed purposive sampling which to Tongco (2007) is a non-random or non-probability sampling technique that provides reliable and robust data. Apart from this, purposive sampling is more efficient than random sampling in practical field circumstances (Bernard, 2002; Karmel & Jain, 1987) as the random member out of the entire population may not be as well informed or observant as compared to the expert informant (Tremblay, 1957).

Generally, a researcher attempts to employ random and large sampling when the generalization of the interpretation to a population is the objective of the study (Creswell, 2002; Johnson & Christensen, 2004). However, random sampling was not used as it could cause interference with the college time-table and the routine official work of the college which was also not allowed by the college administration. Hence, the current study employed homogeneous sampling to choose the group of students to be taught. Since samples were homogeneous, they varied very little concerning their personal characteristics such as academic grade point average, gender or sex, age, and the subjects which they were studying. It is because when a researcher assigns participants to two classes, "the more similar they are in personal characteristics or attributes, the more these characteristics or attributes are controlled in the experiment" Creswell (2014, p. 325).

In the same way, all the participants (45) in the current study were mixed-ability students with high, average and low scores in their first-year exam, all male and they were of the same age group (17 to 18). All of them were pre-medical science students (pursuing 2$^{nd}$ year intermediate level) and their performance in the first-year intermediate compulsory English exam showed almost the same results. The following Table 3.2 shows the scores of the students in their first-year English Exam:

Table 3.2

*Scores of the Students*

| Group of 45 | Grade | | | Total |
|---|---|---|---|---|
| | **A** | **B** | **C** | |
| **Students** | 12 | 14 | 19 | 45 |
| **Age** | | 17 to 18 | | |

In addition, the reason to take the study samples from the Government M.A.O. College, Lahore, was that demographically this college is situated in that part of the city which is known as the heart or centre of Lahore. Owing to its location, students from heterogeneous backgrounds have easy access to this college. Hence the students seeking admission in this college belong to all types of social, ethnic and linguistic groups; however, academically, they are mixed ability students as it is also evident from their scores in the Table 3.2. Similarly, there are mixed ability students almost in all intermediate classes in the said college. However, at the intermediate level, this college offers admission only to male students.

### 3.2.1 Intermediate Students

In this study, intermediate students refer to the 12$^{th}$ grade second-year or pre-university male students of science group generally known as F.Sc (pre-medical group) who had

passed their first-year (11<sup>th</sup> grade) exam. All these students were regular and registered students of the M.A.O. College, Lahore, Punjab, Pakistan.

**3.3 Research Procedures**

In the first week students were given the pre-test with a view to determining their mean scores in the descriptive essay writing prior to the intervention. Right after that, students were given a set of questionnaires adapted from Keller (2010) (Appendix-B) to gauge the level of their motivation towards learning English writing skills prior to intervention. Briefing related to the descriptive essay writing skills was given to the students as well as their lecturer during the same first week before the actual experiment initiated in the second week.

From the second week to the seventh week (6 weeks), the students were taught descriptive essay writing skills utilizing smartphones. The researcher also observed the class of 45 students (participants of the current study) to make sure that the lecturer was properly following the lesson plan and other instructions during the lesson. However, in the 8th week, the post-test was given to students to measure students' performance in descriptive essay writing after the intervention. In addition, students were also administered a set of questionnaires on motivation in the same 8<sup>th</sup> week right after the pre-test to ascertain their level of motivation towards writing after the intervention.

Similarly, after administering the questionnaires and the post-tests in the 8<sup>th</sup> week, the researcher conducted the semi-structured (focus group) interviews of 4 students who were interested and voluntarily willing to share the required information frankly and honestly based on their experience of learning essay writing skills. Similarly, the lecturer who taught the participants of the current study was also interviewed to elicit

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his reflections, views and opinions about the utilization of smartphone for teaching descriptive essay writing skills. However, the following Figure 3.1 further illustrates the research procedure adapted from Onwuegbuzie and Leech (2004):
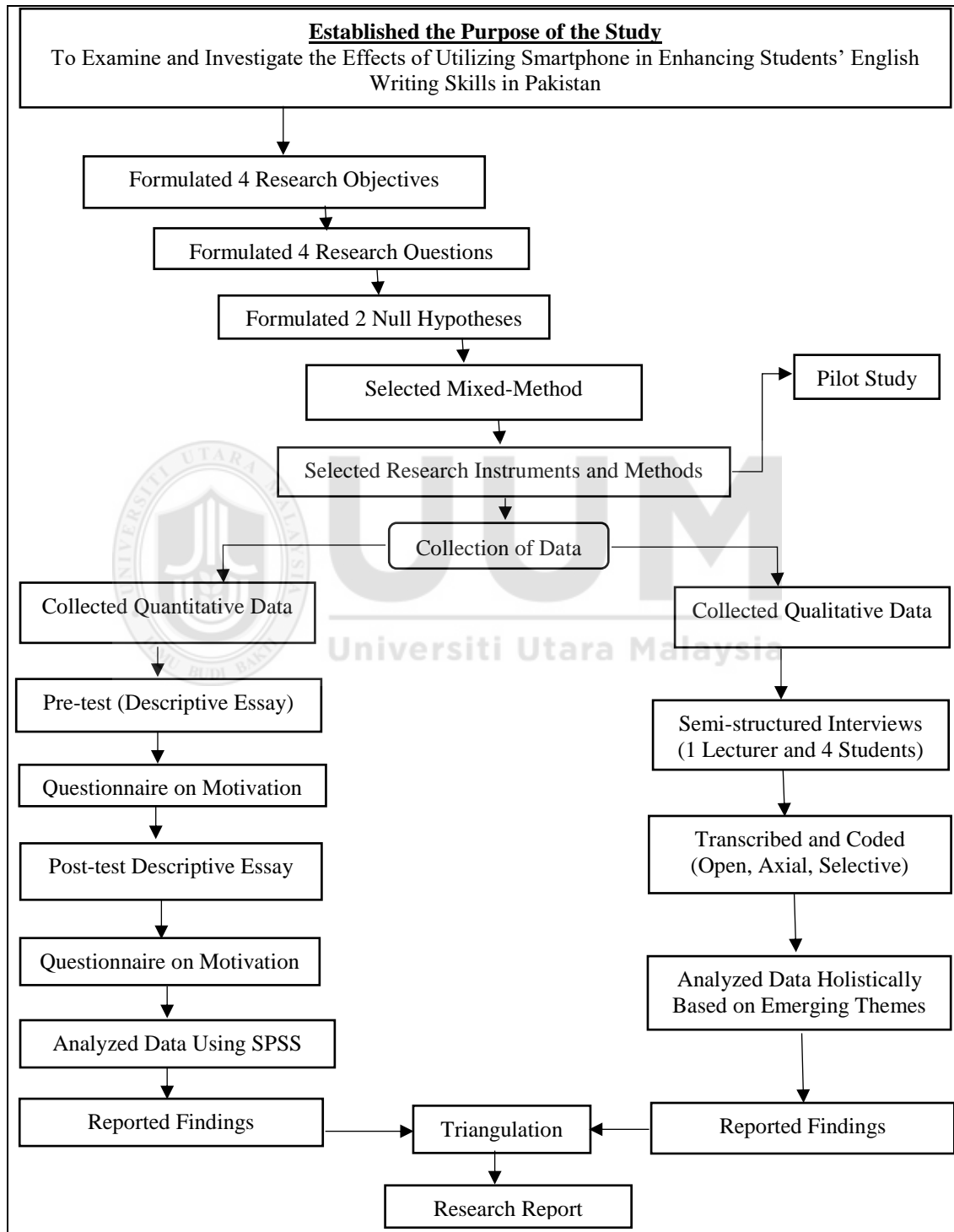


*Figure 3.1.* Research Procedure adapted from Onwuegbuzie and Leech (2004)

The Figure 3.1 explicitly exhibits the research procedure adapted from Onwuegbuzie and Leech (2004) that the current study schemed to follow. It started with establishing the research purpose which was to investigate the effects of smartphone in enhancing English writing skills of the intermediate students in Pakistan. It was followed by the four research objectives and the four research questions coupled with two null hypotheses. However, the first objective and the first research question had eight sub-sections as well. Since it was a mixed-method study and the mixed-method research helped to understand the phenomenon better by combining quantitative and qualitative research techniques together. Therefore, the first two questions of the study were quantitative while the questions three and four were qualitative in nature. After selecting the mixed-methods for the current research, the researcher selected the two research instruments (pre-test/ post-test descriptive essay – questionnaire on motivation) and the semi-structured interview method. However, before carrying out the actual study, the pilot study was also conducted.

Moreover, to conduct the current study, both quantitative and qualitative data collection methods were used for triangulation purpose which were followed by the pre-test, questionnaire on motivation, post-test questionnaire on motivation, besides the semi-structured interviews conducted with the 1 lecturer and the 4 students out the group of 45 students. Furthermore, quantitative data was analyzed with the help of SPSS employing Paired-samples t-test while the qualitative data was gathered, transcribed, coded using open, axial and selective coding and thereby analyzed holistically based on the emerging themes. Finally, both quantitative as well as qualitative findings were reported followed by the research report.

### 3.3.1 Procedures for Intervention Utilizing Smartphone

According to the framework of the lesson plan, in the start of the lesson, the lecturer sent the pictures related to the essay title via MMS to students to arouse their interest and asked them to brain-storm and give comments. In step one, the lecturer established the objectives of the lesson of the day. The lecturer clarified the significance of effective communication via descriptive essay writing with the smartphone. In step two, students were sent the topic and web address of the descriptive essay writing via SMS. Students started downloading the essay material with the help of their smartphones via google search engine. Students explored the given topic giver by their lecturer together by having a discussion within their groups and drafted the outline (main points) of the descriptive essay. Students were reminded of the construction of knowledge in their respective groups by undergoing the learning experience collaboratively and cooperatively. In step three, each group deliberated and wrote the "Introduction" component of the essay in 5 to 6 sentences. The lecturer moved from group to group to facilitate students' learning cooperatively and effectively. The lecturer ensured that each participant was engaged in the discussion, editing and the writing introduction of the descriptive essay.

Likewise, in step four, group leaders presented their collectively written "Introduction" of the descriptive essay by reading from their mobiles. The lecturer and the students together evaluated and assessed the presented portion. The lecturer made corrections and gave suggestions on how to improve the introduction component of the descriptive essay. In the closure part, the lecturer asked the group leaders to give their reflections regarding the writing of the introduction component of the descriptive essay with the help of smartphones. Finally, the lecturer also gave comments and shared his views with the students.

Thus, the descriptive essay consisting of five paragraphs was completed in 5 days and on the 6th day, the whole essay was written completely, edited and finally presented randomly through the respective group leaders of each group. The same scheme was followed during the teaching of all the 6 essays. (Please refer to Appendix-D for the detailed lesson plans devised for the group of 45 students of the current study.)

### 3.3.2 Materials Used

Before the start of the study, the lecturer was provided with the essay topics, detailed lesson plans, objectives of the lessons prepared by the researcher over and above the required briefing. The following Table 3.3 shows the detail of the materials and the briefing provided to the lecturer who taught the students in the current study:

Table 3.3
*Teaching Materials and Briefing Provided to the Lecturer*

| |
| --- |
| 1. The detailed lesson plans of the descriptive essay topics using smartphones were given to lecturer. |
| 2. The briefing was given to the lecturer about the objectives of the planned essay lessons by the researcher. |
| 3. The web sites related to the essay topics were sent to the lecturer via email and SMS. |
| 4. The researcher briefed the lecturer about the use of smartphones to teach the descriptive essay. |

Moreover, the following Table 3.4 shows the work schedule which was followed to teach the descriptive essay writing skills to the participants of the current study:

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Table 3.4

*Work Schedule for the Students*

| Week | Activity | Period | Time |
|------|----------|--------|------|
| Week 1 | Pre-Test (descriptive essay) **Impacts of Terrorism in Pakistan** Questionnaire on motivation | 50 minutes<br><br><br><br><br>50 minutes | 50minutes<br><br><br><br><br>50minutes |
| Week 2 | Essay topic-1: **My Hero in History** | 50 minutes for a lesson – 6 lessons per week. Mon to Sat | 300 minutes |
| Week 3 | Essay topic-2: **A Wedding Ceremony** | 50 minutes for a lesson – 6 lessons per week. (Mon to Sat) | 300minutes |
| Week 4 | Essay topic-3: **How to Overcome Floods in Pakistan?** | 50 minutes for a lesson – 6 lessons per week. (Mon to Sat) | 300minutes |
| Week 5 | Essay topic-4: **Inventions of Science** | 50 minutes for a lesson – 6 lessons per week. (Mon to Sat) | 300minutes |
| Week 6 | Essay topic-5: **The Happiest Day in My Life** | 50 minutes for a lesson – 6 lessons per week. (Mon to Sat) | 300minutes |
| Week 7 | Essay topic-6: **Eradication of Corruption in Pakistan** | 50 minutes for a lesson – 6 lessons per week. (Mon to Sat) | 300minutes |
| Week 8 | Post-Test (descriptive essay) **Impacts of Terrorism in Pakistan** Questionnaire on Motivation | 50 minutes<br><br><br><br><br>50 minutes | 50minutes<br><br><br><br><br>50minutes |

Note: Please refer to Appendix-I for all the essay topics.

### 3.3.3 Evaluation of Descriptive Essays

The essays written by the students in the pre-test and post-test stages were marked (examined) by the two independent lecturers having more than 10 years' experience of marking question papers at the intermediate level. After the marking, yet another expert (head examiner), a senior professor checked the marked essays to ensure that the marking is consistent. However, all the examiners were not having any relation whatsoever to the samples. To avoid any further biasedness, the examiners were guided and briefed by the researcher about the procedure of marking the essay scripts based on the rubric or scoring guide (Appendix-A) adapted from (Walsingham Academy, 2015). Thus, marks were awarded based on the adapted rubric and totaled for overall performance. However, the following Figure 3.2 clearly illustrates the details of marks as per the said rubric:
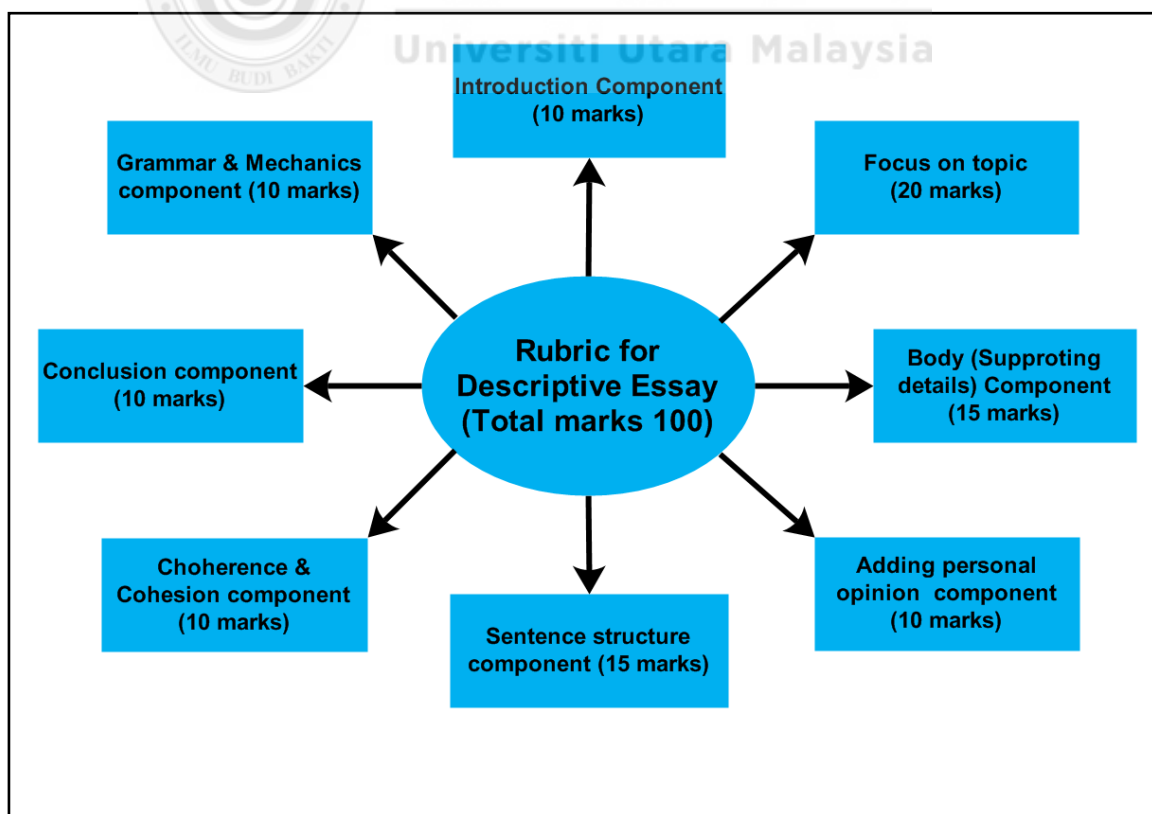


*Figure 3.2.* Rubric for Descriptive Essay (Walsingham Academy, 2015)

The above-mentioned Figure 3.2 indicates the details of the allocated total 100 marks according to the rubric that was used for the study: For instance, 10 marks were allocated for introduction component, 20 marks for focus on topic component, 15 marks for the body (supporting details) component and 10 marks for adding personal opinion component. Equally, 15 marks were allocated for sentence structure component, 10 marks for coherence and cohesion component, 10 marks for conclusion component and 10 marks for grammar and mechanics component of the descriptive essay writing.

## 3.4 Data Collection

For the execution of the current study, the following two instruments and the method of data collection were employed:

I.     Pre-test and Post-test Descriptive Essay

II.    Questionnaire on Motivation

III.   Semi-Structured Interview

### 3.4.1 Pre-test and Post-test

The researcher used the pre-test and post-test descriptive essay to ascertain mean scores of the students in English essay writing skills. The students were asked to write the essay on "Impacts of Terrorism in Pakistan" in 300 to 400 words in the pre-test as well as in the post-test.

### 3.4.2 Questionnaire on Motivation

The second instrument was the questionnaire on motivation having 34 items on the 5 point Likert Scale which was adapted by the researcher from Keller (2010). The score for each feedback in the said questionnaire (Appendix-B) was within the parameter of 1 to 34. However, it was also encouraging for the researcher that John M. Keller

(Professor Emeritus, Educational Psychology and Learning Systems, Florida State University, USA) himself allowed the researcher through an email to use his questionnaire for the current study (Appendix-C). Therefore, he sent the said questionnaire to the researcher through an email.

Moreover, as per the questionnaire, the score 5 was tantamount to totally agree whilst the score 1 showed completely disagree against all the positive statements. However, against the negative statements (items, 4, 6, 7, 8, 11, 17, 25, 26, 31) the point value was reversed i.e. the score 1 which indicated completely agree, however, the score 5 showed completely disagree.  Similarly, the individual score for the answer on each item was aggregated for the students. The following Table 3.5 further exhibits the positive and negative statements:

Table 3.5

*Scores for the Statements of the Questionnaire on Motivation*

| Statements | Positive | Negative |
|---|---|---|
| | 1,2,3,5,9,10,12,13,14,15,16,18,19,20,21,22,23,24,27,28,29,30,32,33,34 | 4,6,7,8,11,17,25,26,31 |
| Strongly disagree | 1 | 5 |
| Disagree | 2 | 4 |
| Not sure | 3 | 3 |
| Agree | 4 | 2 |
| Strongly agree | 5 | 1 |

### 3.4.3 Semi-Structured Interview

The semi-structured interview method was employed to collect the qualitative data for the current study. Primarily, it is a type of conversation which purports to gather the data concerned with the goals as well as the questions of the study (Savenye and

Robinson 1996). Furthermore, a semi-structured interview discusses and explores the topics related to the study though in a guided yet probing and loose manner (Holliday, 2002). Thus, the semi-structured interviews were conducted after the post-test and the questionnaire on motivation were administered to students. The focus group interviews were done since feelings, perceptions and attitudes are successfully explorable in manageable and small groups (Denscombe, 1998). Therefore, the interviews were conducted separately with 1 lecturer who taught the students to elicit his views, opinions, reflections and comments about the teaching and learning of writing skills in general and specifically descriptive essay writing with smartphone. Similarly, 4 students were also interviewed on volunteer basis to have their reflections and views about the role and utilization of smartphone in learning writing skills in general and the descriptive essay writing in particular. The interviews consisted of 11 exploratory questions for the students (Appendix-G) and 15 for each lecturer (Appendix-F) significantly related to the experience they had during the teaching and learning of the descriptive essay writing.

Furthermore, the interviews were conducted separately for the lecturer and the students. The lecturer was interviewed to elicit his views about the utilization of smartphone as a pedagogical tool which was employed to teach writing skills. Moreover, all the interviews were recorded in the smartphone, transcribed and analyzed holistically on the basis of the emerging themes. In addition, the researcher also observed all the lessons (six essay topics) taught to the students to make sure that the lecturer taught as per the steps and instructions detailed in the lesson plans made by the researcher. During observation, the researcher marked the already prepared checklist (Appendix-E). However, for this purpose, the researcher employed the non-participant involvement technique, as proposed by Kumar (2005), for the observation of the class (45 students)

taught utilizing smartphone in the current study and hence observation was a method not an instrument.

## 3.5 Pilot Study

The pilot study or the mini version of the full-scale study was conducted to identify the potential problems that might be confronted during the actual study and it (pilot study) was also meant to establish the validity and reliability of the instruments used in the actual or final study (Baker, 1994). Therefore, the pilot study was conducted with 44 second-year intermediate students to obtain the validity and reliability of the Pre-and Post-tests regarding the time allotted, content and clarity of the instruments (Pre-test / Post-test descriptive essay, Questionnaire on motivation) used in the study. The samples of the pilot study were substantially similar to those of the actual study in terms of students' ability, achievement (score) in English language, age, background and gender. Students were administered the pre-test/post-test in addition to the questionnaire on motivation adapted from Keller (2010). However, in addition to the provision of the topic of the essay (Impacts of Terrorism in Pakistan), employed in the pre-and post-test, the researcher also briefed the English lecturers about the marking of the scripts of descriptive essays based on the rubric or scoring guide.

Besides, lecturers were provided with the rubric or scoring guide (Appendix-A) for marking the students' essays. The findings of the pilot study indicated that students did not encounter any problem whatsoever concerning the requirements and instructions of the pre-and post-tests. The time given for writing the descriptive essay was 50 minutes which was sufficient. Similarly, students did not encounter any problem while responding to the questionnaire and the time specified for this purpose

was 50 minutes which was sufficient too. Hence the pilot study confirmed that the participants understood the test instructions.

Similarly, the reliability of the questionnaire on motivation was also tested by applying Cronbach's Alpha using the Statistical Packages for the Social Sciences, (Windows version 24.0). The findings, in this connection, indicated that the value for Alpha regarding questionnaire was 0.76. Thus, the instrument which was meant to gauge students' motivation towards writing skills was having the high rate of reliability and, therefore, it was suitable enough to be used for the actual study (Sekaran & Bougie, 2009). In the same way, to examine the significance of the questionnaire items, the KMO and Bartlett's Test was applied. Table 3.6 indicates that the findings of KMO and Bartlett's Test were also significant (KMO=.270, Bartlett's Test of Sphericity= 759.33, df=561, p=.000).

Table 3.6
*KMO and Bartlett's Test*

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | 0.270 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 759.332 |
| | Df | 561 |
| | Sig. | 0.000 |

Apart from this, to determine the validity of the questionnaire on motivation, the researcher applied the factor analysis. The factor loading for all the items (34 items) was also high and above 0.5 as shown in Table 3.7. Hence, all the items in the questionnaire being valid could be used for the study.

Table 3.7
*Factor Analysis*

| Items | Initial | Factor Loading |
|-------|---------|----------------|
| Item1 | 1.000 | .824 |
| Item 2 | 1.000 | .846 |
| Item 3 | 1.000 | .883 |
| Item 4 | 1.000 | .752 |
| Item 5 | 1.000 | .770 |
| Item 6 | 1.000 | .871 |
| Item 7 | 1.000 | .783 |
| Item 8 | 1.000 | .788 |
| Item 9 | 1.000 | .773 |
| Item 10 | 1.000 | .817 |
| Item 11 | 1.000 | .776 |
| Item 12 | 1.000 | .664 |
| Item 13 | 1.000 | .859 |
| Item 14 | 1.000 | .868 |
| Item 15 | 1.000 | .742 |
| Item 16 | 1.000 | .781 |
| Item 17 | 1.000 | .781 |
| Item 18 | 1.000 | .795 |
| Item 19 | 1.000 | .767 |
| Item 20 | 1.000 | .782 |
| Item 21 | 1.000 | .757 |
| Item 22 | 1.000 | .827 |
| Item 23 | 1.000 | .847 |
| Item 24 | 1.000 | .827 |
| Item 25 | 1.000 | .878 |
| Item 26 | 1.000 | .846 |
| Items 27 | 1.000 | .799 |
| Item 28 | 1.000 | .837 |
| Item 29 | 1.000 | .808 |
| Item 30 | 1.000 | .723 |
| Item 31 | 1.000 | .787 |
| Item 32 | 1.000 | .799 |
| Item 33 | 1.000 | .820 |
| Item 34 | 1.000 | .785 |

Extraction Method: Principal Component Analysis.

In the same way, the researcher ensured the reliability of the marking of the pilot- test

essays using inter-rater reliability. Similarly, students' essays were marked by two

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lecturers using the rubric provided by the researcher, however, both markers were independent English lecturers with almost 10 years' experience of teaching and marking the scripts of intermediate students. In addition, to measure the inter-rater reliability or the linear correlation between the two markers, Pearson's correlation was used. The findings indicated that there was significant inter-rater reliability between the two markers. The Pearson's correlation was positive and significantly high i.e. r =.892. As such, the rubric provided for marking the essays was highly reliable and suitable enough to be used for the current study.

## 3.6 Data Analysis

As a matter of fact, quantitative methods are used to objectively measure and analyze the data concerning the phenomenon under examination by ascertaining it mathematically, statistically and numerically with the least trace of subjectivity. However, as per Burns and Grove (2005 p.23), "Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used to describe variables, to examine relationships among variables, to determine cause-and-effect interactions between variables". In the current study the data collected quantitatively was processed by using the Statistical Package for the Social Science (SPSS) version 24.0. Similarly, the process of data analysis involved the employment of descriptive as well as inferential statistics. For this purpose, the Paired-samples t-test was employed to analyze the data obtained from the pre-test, post-test and the questionnaire on motivation.

Furthermore, the Paired-samples t-test was employed on the pre-tests of students to determine their mean scores before the intervention. The results of the post-tests of students showed a significant difference in their mean scores for the descriptive essay

writing skills. Similarly, the data regarding the questionnaire on motivation was also gathered before the start of the actual study to determine students' mean scores for their motivation towards writing. However, the results by applying Paired-samples t-test on the post-tests and the post-questionnaires on motivation indicated that there was a significant difference between the scores of the students after intervention utilizing smartphones. The students not only scored significantly higher on their mean score for descriptive essay along with the eight sub-skills (components) but also in their mean score concerning the questionnaire on motivation as well.

Moreover, on the other hand qualitative research being exploratory in nature is undertaken to have an understanding of the underlying opinions, motivations and reasons to provide deeper insight into the issue by employing various semi-structured and unstructured techniques typically with a smaller sample size as compared to the quantitative research inquiry. The qualitative researchers study things in their natural settings and try to make sense of, or to explain, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2000). Similarly, according to Merriam (2002), "qualitative researchers are interested in understanding what those interpretations are at a particular point in time and in a particular context." (p.4). It involves an interpretive and naturalistic approach to learn as to how individuals experience and interact with their social world and give priority to what the data contributes to the existing information or the research questions set for the study (Merriam, 2000). Hence, the researcher collected the qualitative data through semi-structured interviews based on classroom teaching and learning lessons related to the descriptive essay writing skills and the data thus gathered was transcribed, analyzed and interpreted holistically on the basis of emerging themes.

Likewise, for the themes to emerge, first, the qualitative data collected through the semi-structured interviews was transcribed (Appendix-J) read, re-read and scrutinized many times as suggested by the following researchers (Patton, 2002; Rubin & Rubin, 2011). Therefore, initially, open coding was done by highlighting the important (key words) which were clearly identified in the transcriptions of the interviews (Vaismoradi et al., 2013). Subsequently, there was axial coding which is a deductive process based on the consistency in themes which was executed by identifying the patterns and concepts as suggested by Strauss (1987). Eventually, the selective coding was done to identify the core categories or workable emerging themes or stories related to the qualitative questions (Costa et al., 2016) of the current study. All this was done to 'build a logical chain of evidence' (Yin,1994) to respond systematically and effectively to the qualitative research questions of the current study.

## 3.7 Conclusion

In this chapter, the researcher has deliberated research design, population and samples, intermediate students, research procedures, procedures for intervention utilizing smartphone and materials used. Besides, the current chapter has also discussed evaluation of descriptive essay, data collection, pre-test and post-test, questionnaire on motivation, semi-structured interview, pilot study and finally the data analysis. Next, the data analysis and findings of the current study would be deliberated and explained in the following chapter.

# CHAPTER FOUR

# DATA ANALYSIS AND FINDINGS

Based on the methods and structure of the current study as explained in CHAPTER THREE, the current chapter comprises of the findings procured out of the analysis of the data employed in the study. The objective of the data analysis was to examine and investigate the effects of utilizing smartphone as a pedagogical tool in enhancing students' English essay writing skills in Pakistan. Therefore, the students participating in the current study were taught six essay topics with the help of smartphones for the period of six weeks. However, the total time of the study was eight weeks. The first week was fixed for briefing of the lecturer as well as the students. In addition, in the same first week, the pre-test was conducted and the questionnaire on motivation was also served upon the students while the eighth week was reserved to conduct the post-test and to serve the questionnaire on motivation upon the students. Nevertheless, the interviews of both the lecturer as well as the students were also conducted in the eighth week.

Moreover, the quantitative data in the current study was meant to determine the overall mean scores obtained from the pre-and post-tests pertaining to the descriptive essay writing coupled with the mean scores from the eight components of the descriptive essay writing. These components are: introduction, focus on topic, body (supporting details), personal opinion, sentence structure, coherence and cohesion, conclusion as well as grammar and mechanics. For this purpose, students wrote essay on the "Impacts of Terrorism in Pakistan" comprising of 300 to 400 words in the pre-test as well as in the post-test, prior and after the intervention using smartphone. Likewise, the quantitative data was also meant to ascertain the mean scores of the students for their

motivation towards writing skills before and after the treatment utilizing smartphones. Therefore, the quantitative data was duly analyzed by applying the Paired-samples t-test employing SPSS. Moreover, for the collection of the qualitative data, semi-structured (focus group) interviews were conducted (separately) involving four students and their lecturer who taught them during the whole period of this study.

## 4.1 Triangulation

According to Denzin and Lincoln (2000), the use of different or multiple methods in a study is such a strategy as it renders breadth, rigour, validity, depth and richness to any inquiry. Based on this, the current study used mixed methods for data collection and analysis as pre-and post-test and questionnaire on motivation being quantitative instruments examined the issue under discussion. However, semi-structured interviews being data collection method helped the researcher explore the phenomenon through qualitative data which was analyzed holistically based on the emerging themes. These multiple techniques were employed for triangulation purpose to collect, analyze and interpret the data on the same single phenomenon. Thus, the results emerging from the quantitative as well as qualitative data analysis were duly triangulated for the purpose of cross validation as recommended by Jick (1979) and Yin (2013) with a view to having accuracy in the analysis as well as the explanation of various dimensions concerning the single phenomenon (Kohlbacher, 2006; May, 2010).

Moreover, the results need to be triangulated as "a researcher seeks convergence and corroboration of the findings after using different methods studying the same phenomenon" (Johnson & Christensen, 2012, p. 439). Therefore, during the whole process of interpretation, both quantitative as well as qualitative sections of the data analysis were scrutinized in depth with a view to ensuring convergence and

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corroboration to render rigour, breadth, validity, richness as well as depth to the intended inquiry. However, the following section would deal with findings and discussions. Therefore, for the quantitative analysis, some abbreviations were used in the SPSS which have been given in the following Table 4.1:

Table 4.1

*Abbreviations Used in the SPSS*

| Abbreviations | Variables |
| --- | --- |
| INT | Introduction |
| FOT | Focus on Topic |
| SD | Supporting Details |
| PO | Personal Opinion |
| SS | Sentence Structure |
| CC | Coherence and Cohesion |
| CON | Conclusion |
| GM | Grammar and Mechanics |

The researcher of the current study employed the Paired-samples t-test:

a.  on the pre-test scores to determine students' mean scores before intervention.

b.  on the motivation scores to ascertain students' mean scores before intervention.

c.  on the post-test scores to determine students' mean scores after intervention.

d.  on the motivation scores to ascertain students' mean scores after intervention.

**4.2 Findings and Discussions**

**4.2.1 Research Question 1: Enhancement of Writing Skills**

**Research Question 1**

**Is there significant difference between the overall mean scores of the students for learning writing descriptive essay before and after the intervention utilizing smartphone?**

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Ho$_1$: There is no significant difference between the overall mean scores of the students for learning writing descriptive essay before and after the intervention utilizing smartphone.

Table 4.2

*Comparison of Overall Mean Scores for Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|----|-----------------|---------|----|---------|
| Overall Pre | 45 | 62.69 | 8.15 | 16.47 | 24.49 | 44 | 0.000 |
| Overall Post | 45 | 79.16 | 9.24 | | | | |

Level of Significance is at P<0.05

Table 4.2 indicates the overall mean scores of the students in the pre-test and post-test for descriptive essay writing skills before and after the intervention. The overall mean score of the students in their pre-test was 62.69 (SD=8.15). However, the overall mean score of the students' in the post-test was much higher (Mean=79.16, SD= 9.24). The results from the Paired-samples t-test indicated that there was a significant difference between the overall mean scores of students in their pre-test and post-test for the descriptive essay writing skills after the intervention (t = 24.49, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis Ho$_1$. Thus, the research question 1 was answered. As per the findings mentioned in Table 4.2, the use of smartphone in teaching writing descriptive essay significantly enhanced the students' overall mean scores for descriptive essay writing skills as compared to their scores for the pre-test before the intervention utilizing smartphone.

**Research Question 1ₐ**

**Is there is significant difference between the mean scores of the students for learning the introduction component of descriptive essay writing before and after the intervention utilizing smartphone?**

Ho₁ₐ: There is no significant difference between the mean scores of the students for learning the introduction component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.3

*Comparison of Overall Mean Scores for Introduction Component in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | Df | p-value |
|-------|---|------|-----|-----------------|---------|-----|---------|
| INT Pre | 45 | 6.60 | 1.178 | 1.10 | -7.88 | 44 | 0.000 |
| INT Post | 45 | 7.70 | 1.433 | | | | |

Level of Significance is at $P<0.05$

Table 4.3 shows the mean scores of the students in the pre-test and post-test for the introduction component of descriptive essay writing skills before and after the intervention. The mean score of the students in their pre-test was 6.60 (SD=1.178). Nevertheless, the mean score of the students in the post-test was higher (Mean=7.70, SD= 1.433). The results from the Paired-samples t-test showed that there was a significant difference between the mean scores of students in their pre-test and post-test for the introduction component of descriptive essay writing skills after the intervention ($t = -7.88$, $df = 44$, $p = 0.000$). Therefore, the results failed to accept the null hypothesis Ho₁ₐ. Thus, the research question 1a was answered. The findings presented in Table 4.3 showed that the usage of smartphone coupled with the theory of constructivism and cooperative learning strategies employed in teaching essay writing significantly

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enhanced the students' mean score for the introduction component of descriptive essay writing skills as compared to their score for the pre-test before the treatment utilizing smartphone.

**Research Question 1b**

**Is there is significant difference between the mean scores of the students for learning the focus on topic component of descriptive essay writing before and after the intervention utilizing smartphone?**

$Ho_{1b}$: There is no significant difference between the mean scores of the students for learning the focus on topic component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.4

*Comparison of Mean Scores for Focus on Topic Component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|---|---|---|---|---|---|---|---|
| FOT Pre | 45 | 12.18 | 2.77 | 2.66 | 11.21 | 44 | 0.000 |
| FOT Post | 45 | 14.84 | 2.50 | | | | |

Level of Significance is at P<0.05

Table 4.4 reveals the mean scores of the students in the pre-test and post-test for the focus on topic component of descriptive essay writing skills before and after the treatment. The mean score of the students in their pre-test was 12.18 (SD=2.77). Nevertheless, the mean score of the students in the post-test was higher (Mean=14.84, SD= 2.50). The results from the Paired-samples t-test indicated that there was a significant difference between the mean scores of students in their pre-test and post-test

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for the focus on topic component of descriptive essay writing skills after the intervention (t = 11.21, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis $Ho_{1b}$. Thus, the research question 1b was answered. The findings mentioned in Table 4.4 indicate that the employment of smartphone coupled with the process writing approach in teaching essay writing significantly enhanced the students' mean score for focus on topic component of descriptive essay writing skills as compared to their score for the pre-test before the intervention.

**Research Question $1_c$**

**Is there is significant difference between the mean scores of the students for learning the body (supporting details) component of descriptive essay writing before and after the intervention utilizing smartphone?**

$Ho_{1c}$: There is no significant difference between the mean scores of the students for learning the body (supporting details) component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.5

*Comparison of Mean Scores for Body (Supporting Details) Component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|-----|---------|
| SD Pre | 45 | 8.31 | 1.59 | 3.8 | 17.71 | 44 | 0.000 |
| SD Post | 45 | 12.11 | 2.03 | | | | |

Level of Significance is at P<0.05

Table 4.5 indicates the mean scores of the students in the pre-test and post-test for the body (supporting details) component of descriptive essay writing skills before and after

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the intervention. The mean score of the students in their pre-test was 8.31 (SD=1.59). However, the mean score of the students in the post-test was higher (Mean=12.11, SD= 2.03). The results from the Paired-samples t-test indicated that there was a significant difference between the mean scores of students in their pre-test and post-test for the body (supporting details) component of descriptive essay writing skills after the intervention (t = 17.71, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis $Ho_{1c}$. Thus, the research question 1c was answered. The findings presented in Table 4.5 reveals that the utilization of smartphone along constructivist and cooperative learning approaches in teaching and learning writing significantly enhanced the students' mean score for the body (supporting details) of descriptive essay writing skills as compared to their score for the pre-test before the intervention.

**Research Question $1_d$**

**Is there significant difference between the mean scores of the students for learning adding the personal opinion component of descriptive essay writing before and after the intervention utilizing smartphone?**

$Ho_{1d}$: There is no significant difference between the mean scores of the students for learning adding the personal opinion component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.6

*Comparison of Mean Scores for Personal Opinion component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|----|---------|
| PO Pre | 45 | 6.76 | 1.05 | 1.93 | 14.58 | 44 | 0.000 |
| PO Post | 45 | 8.69 | .67 | | | | |

Level of Significance is at P<0.05

Table 4.6 indicates the mean scores of the students in the pre-test and post-test for adding the personal opinion component of descriptive essay writing skills before and after the intervention. The mean score of the students in their pre-test was 6.76 (SD=1.05). However, the mean score of the students in the post-test was higher (Mean=8.69, SD= .67). The results from the Paired-samples t-test revealed that there was a significant difference between the mean scores of students in their pre-test and post-test for the personal opinion component of descriptive essay writing skills after the intervention (t = 14.58, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis $Ho_{1d}$. Thus, the research question 1d was answered. The findings mentioned in Table 4.6 reveals that the use of smartphone along with ARCS model related to motivation by Keller (2010) in teaching and learning writing skills significantly enhanced the students' mean score for adding the personal opinion component of descriptive essay writing skills as compared to their score for the pre-test before the intervention.

**Research Question $1_e$**

**Is there significant difference between the mean scores of the students for learning the sentence structure component of descriptive essay writing before and after the intervention utilizing smartphone?**

$Ho_{1e}$: There is no significant difference between the mean scores of the students for learning the sentence structure component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.7

*Comparison of Mean Scores for Sentence Structure Component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|-----|---------|
| SS Pre | 45 | 8.38 | 1.37 | 2.98 | 13.319 | 44 | 0.000 |
| SS Post | 45 | 11.36 | 2.14 | | | | |

Level of Significance is at P<0.05

Table 4.7 displays the mean scores of the students in the pre-test and post-test for the sentence structure component of descriptive essay writing skills before and after the intervention using smartphone. The mean score of the students in their pre-test was 8.38 (SD=1.37). However, the mean score of the students in the post-test was comparatively higher (Mean=11.36, SD= 2.14). The results from the Paired-samples t-test indicated that there was a significant difference between the mean scores of students in their pre-test and post-test for the personal opinion component of descriptive essay writing skills after the intervention (t = 13.319, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis $Ho_{1d}$. Thus, the research question 1d was answered. As per the findings mentioned in Table 4.7, the use of smartphone coupled with cooperative learning strategies (face to face interaction) in teaching and learning writing significantly enhanced the students' mean score for the sentence structure component of descriptive essay writing skills as compared to their score for the pre-test before the treatment.

**Research Question 1f**

**Is there significant difference between the mean scores of the students for learning the coherence and cohesion component of descriptive essay writing before and after the intervention utilizing smartphone?**

Ho$_{1f}$: There is no significant difference between the mean scores of the students for learning the coherence and cohesion component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.8

*Comparison of Mean Scores for Coherence Cohesion Component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|-----|---------|
| CC Pre | 45 | 6.38 | 0.98 | 1.78 | 11.45 | 44 | 0.000 |
| CC Post | 45 | 8.16 | 0.71 | | | | |

Level of Significance is at P<0.05

Table 4.8 shows the mean scores of the students in the pre-test and post-test for the coherence and cohesion component of descriptive essay writing skills before and after the intervention. The mean score of the students in their pre-test was 6.38 (SD=.98). However, the mean score of the students in the post-test was higher (Mean=8.16, SD= .71). The results from the Paired-samples t-test indicated that there was a significant difference between the mean scores of students in their pre-test and post-test for the coherence and cohesion component of descriptive essay writing skills after the intervention (t = 11.45, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis Ho$_{1f}$. Thus, the research question 1$_f$ was answered. The findings mentioned in Table 4.8 clearly reveal the effect of smartphone that transformed the class into student-centered learning place where they were free to discuss and share their essay materials with their lecturer as well as their peers. Hence, it significantly enhanced their mean score for the coherence and cohesion component of descriptive essay writing skills as compared to their score for the pre-test before the intervention.

**Research Question 1g**

**Is there significant difference between the mean scores of the students for learning the conclusion component of descriptive essay writing before and after the intervention utilizing smartphone?**

Ho$_{1g}$: There is no significant difference between the mean scores of the students for learning the conclusion component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.9

*Comparison of Mean Scores for Conclusion Component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|-----|---------|
| CON Pre | 45 | 6.71 | 1.36 | 1.22 | 6.42 | 44 | 0.000 |
| CON Post | 45 | 7.93 | .86 | | | | |

Level of Significance is at P<0.05

Table 4.9 indicates the mean scores of the students in the pre-test and post-test for the conclusion component of descriptive essay writing skills before and after the intervention using smartphone. The mean score of the students in their pre-test was 6.71 (SD=1.36). However, the mean score of the students in the post-test was relatively higher (Mean=7.93, SD= 0.86). The results from the Paired-samples t-test indicated that there was a significant difference between the mean scores of students in their pre-test and post-test for the conclusion component of descriptive essay writing skills after the intervention (t = 6.42, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis Ho$_{1g}$. Hence, the research question 1g was answered. The findings mentioned in Table 4.9 clearly revealed the effect of smartphone provided the class

with fun learning which helped them learn more than they used to do before treatment employing smartphone. Resultantly, it significantly enhanced the students' mean score for the conclusion component of descriptive essay writing skills as compared to their score for the pre-test before the intervention.

**Research Question 1$_h$**

**Is there significant difference between the mean scores of the students for learning the grammar and mechanics component of descriptive essay writing before and after the intervention utilizing smartphone?**

Ho$_{1h}$: There is no significant difference between the mean scores of the students for learning the grammar and mechanics component of descriptive essay writing before and after the intervention utilizing smartphone.

Table 4.10

*Comparison of Mean Scores for Grammar and Mechanics Component of Descriptive Essay Writing Skills in the Pre-test and Post-test*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|-----|---------|
| GM Pre | 45 | 7.36 | 0.96 | 0.57 | 2.53 | 44 | 0.000 |
| GM Post | 45 | 7.93 | 1.16 | | | | |

Level of Significance is at P<0.05

Table 4.10 indicates the mean scores of the students in the pre-test and post-test for the grammar and mechanics component of descriptive essay writing skills before and after the intervention employing smartphone as a teaching and learning tool. The mean score of the students in their pre-test was 7.36 (SD=0.96). Nonetheless, the mean score of the students in the post-test was higher (Mean=7.93, SD= 1.16). The results from the

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Paired-samples t-test indicated that there was a significant difference between the mean scores of students in their pre-test and post-test for the grammar and mechanics component of descriptive essay writing skills after the intervention (t = 2.53, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis Ho$_{1h}$. Thus, the research question 1h was answered.

Hence, the findings shown in Table 4.10 help understand as to why and how the utilization of smartphone as an effective pedagogical tool motivated the students to learn English essay writing skills more effectively and efficiently than they used to do before treatment. As a result, it significantly enhanced the students' mean scores for the grammar and mechanics component of descriptive essay writing skills as compared to their score for the pre-test before the intervention employing smartphone.

**4.2.2 Research Question 2: Enhancement of Motivation**

**Research Question 2:**

**Is there significant difference between the mean scores of the students for their motivation towards writing before and after the intervention utilizing smartphone?**

Ho$_2$: There is no significant difference between the mean scores of the students for their motivation towards writing before and after the intervention utilizing smartphone.

Table 4.11

*Comparison of Overall Mean Scores for Motivation towards Writing before and after the Intervention*

| Group | N | Mean | SD | Mean Difference | t-value | df | p-value |
|-------|---|------|-----|-----------------|---------|----|---------|
| Motivation Pre | 45 | 87.10 | 4.85420 | 37.485 | 46.33 | 44 | 0.000 |
| Motivation Post | 45 | 124.59 | 3.83883 | | | | |

Level of Significance is at P<0.05

Table 4.11 reveals the overall mean scores of students' motivation towards writing before and after the intervention. The overall mean score of the students before intervention was 87.10 (SD=4.85). However, the overall mean score of the students' after the intervention was comparatively much higher (Mean=124.59, SD= 3.84). The results from the Paired-samples t-test indicated that there was a significant difference between the overall mean scores of students in their pre-and post-questionnaires on motivation towards writing skills after the intervention (t = 46.33, df = 44, p = 0.000). Therefore, the results failed to accept the null hypothesis $H_{o2}$. Thus, the research question 1 was answered. The findings mentioned in Table 4.11 revealed that the use of smartphone in teaching writing descriptive essay significantly enhanced the students' overall motivation scores as compared to their scores for the pre-questionnaire before treatment. The students were taught by using smartphones by employing the principles embodied in the ARCS model by Keller (2010), however, before this they were taught by adopting the conventional methods. Thus, it has become explicitly clear that the utilization of smartphone played a vital role in motivating students to learn writing skills.

**4.2.3 Research Question 3: Qualitative Analysis on Lecturer's Interview**

**Research Question 3:**

**What are the views of the lecturer about the utilization of smartphone in teaching descriptive essay writing?**

The researcher tried to have useful information from the lecturer who taught the participants of the current study about the utilization of smartphone in teaching descriptive essay writing skills. For this purpose, the lecturer was interviewed in the 8th (last) week of the study. In addition, during the same 8th week, the participants of the study (4 out of 45 intermediate students) were also focus group interviewed which would be analyzed duly in the next section under research question 4. Nonetheless, all the interviews were very carefully transcribed. (Please refer to Appendix-J for a sample of the interview transcription). Thus, the semi-structured interview of the lecturer and that of the 4 students were one of the very units of analysis for the study out of which the themes or stories pertaining to the research questions of the current study emerged. Insomuch as a theme goes, it is generally considered to be a meaning unit, statement or pattern of words related to the core meaning and is also termed as the coding unit (Baxter, 1991). According to Kovach (1991), it is an idea unit, nonetheless, to Shellery and Krippendorff (1984), it is a textual unit and to Downe-Wamboldt (1992), it is a textual unit with keywords and phrases. Finally, these meaning units are, in fact, the themes which were gathered from both these units of analysis.

Thus, the data collected through the interviews of both the lecturer as well as the students was analyzed by employing the thematic analysis. The responses thus gathered from the interviews were carefully transcribed, reviewed and examined several times

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as is recommended by the following researchers (Hatch, 2002; Patton, 2002; Rubin & Rubin, 2011). In the same way, the coding of the transcribed data was performed as suggested by the research (Bogdan & Biklen, 1998; Strauss, 1987; Strauss & Corbin, 1990: Strauss & Corbin, 1998; Vaismoradi et al., 2013). In the first instance, the process of reading and rereading the transcribed data was followed by open coding for emerging themes which was executed by marking as well as highlighting the key words in the transcription. Similarly, axial coding was done for theme consistency concerning concepts and patterns. Subsequently, selective coding was done for the core categories which resulted in the identification of certain significant stories or themes related to the findings of the current study. The themes (stories) thus emerged were used for the justification of the answers to the third and fourth research questions of the study.

Hence, in the current study, the use of open coding scheme helped the researcher to reduce the quantity of the raw data with a view to focusing those particular chunks of it which were significantly related to the specific qualitative research questions (Lehmann-Willenbrock, 2016). In the same way, the process of axial coding enabled the researcher to have themes based on the consistency of certain concepts by removing or avoiding the vague ideas which was done with a view to controlling the chances for the ideas to be overlapped (Longhofer et al., 2013; Tracy, 2013). Likewise, the selective coding, which was employed to identify the core categories, facilitated the researcher relate the themes to those as already identified in open as well as axial coding for the purpose of fine-tuning, integration or refinement of all the emerged themes into such ideas as could best help in justifying the responses to the (qualitative) research questions (Costa et al., 2016) of the current study. Nevertheless, the following section deals with the codes used in this chapter for the interview informants coupled with the profiles of the lecturer and four students who were interviewed:

Table 4.12

*Codes for the Interview Informants*

| Codes | |
|---|---|
| IL | Informant Lecturer |
| IS | Informant Students (1,2,3,4) |

Table 4.13

*Profile of the IL (Informant Lecturer)*

| Age | Academic Qualifications | Teaching Experience | Locality/ Residence | Gender | Mother Tongue | Institution |
|---|---|---|---|---|---|---|
| 45 Years | M.Phil. (English) Applied Linguistics | 15 Years | City Centre | Male | Punjabi | Public College |

Table 4.14

*Profile of the IS (Informant Students-1,2,3,4)*

| No | Students | Age | Class | Group in the College | Grade in the First-year (English Exam) | Gender | Mother Tongue |
|---|---|---|---|---|---|---|---|
| 1 | IS1 | 17 | 2nd year | Pre-medical | A | Male | Punjabi |
| 2 | IS2 | 18 | 2nd year | Pre-medical | A | Male | Pushto |
| 3 | IS3 | 17 | 2nd year | Pre-medical | B | Male | Punjabi |
| 4 | IS4 | 17 | 2nd year | Pre-medical | B | Male | Punjabi |

Table 4.15

*Emerging Themes from the IL (Informant Lecturer)*

| Questions Asked | Themes | Research Question Answered |
|---|---|---|
| 1. How would you explain your personal experience of teaching descriptive essay writing skills with the help of smartphone? Please give a general overview of the teaching of six essays in six weeks with the help of smartphone. | 1. Personal Experience | **RQ 3** |
| 2. Do you think students have improved descriptive essay writing skills through smartphone? If yes, to what extent. If no, what are the reasons of not improving writing skills to a significant level? | 2. Improvement in Essay Writing | **RQ 3** |
| 3. What benefits did you notice regarding teaching writing with smartphone? Could you please explain? | 3. Benefits of Smartphones | **RQ 3** |
| 4. Did teaching writing skills with smartphone have element of fun for you as a lecturer? How? | 4. Fun Element for the Lecturer (IL) | **RQ 3** |
| 5. Did teaching writing skills with smartphone have element of fun for the students? How? | 5. Fun Element for the Students | **RQ 3** |
| 6. Do you think smartphone motivated you as a lecturer for teaching writing skills? | 6. Motivation for the Lecturer | **RQ 3** |

**Continued Table 4.15**

| Questions Asked | Themes | Research Question Answered |
|---|---|---|
| 7. Do you think smartphone has the potential as a pedagogical tool to motivate lecturers for teaching writing skills? How? | 7. Motivation for other Lecturers in General | **RQ 3** |
| 8. Do you think smartphone motivated the students for learning writing skills? | 8. Motivation for the Students | **RQ 3** |
| 9. Do you think smartphone has the potential as a pedagogical tool to motivate students for learning writing skills? How? | 9. Motivation for other Students in General | **RQ 3** |
| 10. Do you think smartphone absorbed or engaged the students in the writing tasks? How? Please explain. | 10. Engagement of Students | **RQ 3** |
| 11. Did students have autonomy or freedom to work in collaboration with their class fellows when you were teaching essay writing with the help of smartphone? Could you please explain? | 11. Students' Autonomy and Freedom | **RQ 3** |
| 12. Did you notice students were more confident while learning essay writing with the help of smartphone? Please explain. | 12. Students' Confidence | **RQ 3** |
| 13. Did students actively and enthusiastically participate in essay writing with the help of smartphone? Please explain in detail. | 13. Students' Participation | **RQ 3** |

**Table 4.15. Continued**

| Questions Asked | Themes | Research Question Answered |
|---|---|---|
| 14. What are the strengths and weaknesses associated with the use of smartphone as a pedagogical tool for teaching writing skills? | 14. Strengths and Weaknesses | **RQ 3** |
| 15. How can the use of smartphone be made more beneficial for the teaching of writing skills? | 15. Measures for Improvement | **RQ 3** |
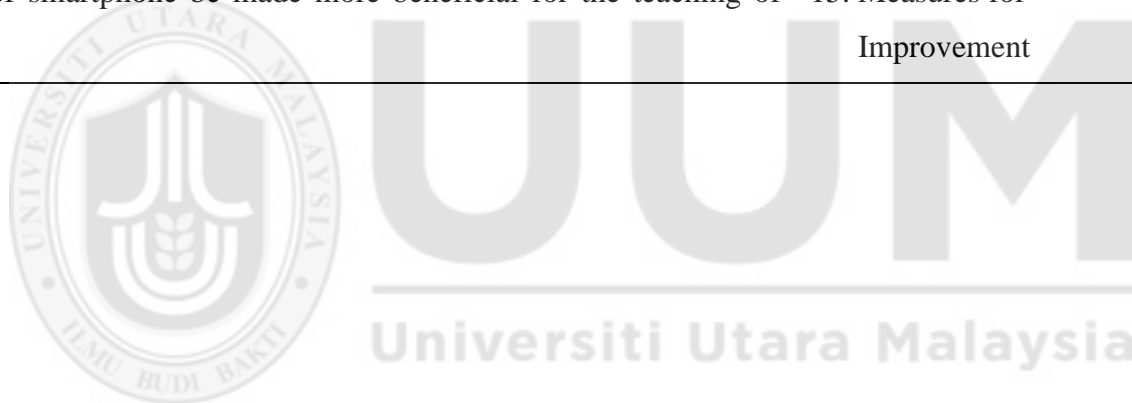
The following section discusses all the identified themes that emerged out of the answers to the questions asked during the semi-structured interviews. Thus, the discussion is duly supported with examples from the responses elicited from the interviewees.

### a. Theme: Personal Experience

The very first theme that emerged from the answers of the IL is concerned the personal experience of the lecturer regarding teaching descriptive essay with smartphone for which the following semi-structured question was posed:

**Interview question 1: How would you explain your personal experience of teaching descriptive essay writing skills with the help of Smartphone? Please give a general overview of the teaching of six essays in six weeks with the help of Smartphone.**

Following are the examples of the responses which were received in response to the semi-structured question:

> - *"it was a unique experience for me as a lecturer because it was great fun for me as well as for the students as they underwent learning through their experience instead of spoon feeding. They put questions and engaged in discussion in the groups".*
> - *"honestly speaking" I have never seen such a rapid improvement in learning writing skills as I have seen with the help of smartphones"*
> - *"It's a great device through which students not only learn effectively but also cooperatively".*
> - *"They certainly worked hard to attain their common goals* (pause) *that was in my case* (pause)*it was writing essay".*
>
> **(IL)**

The theme which was identified as the personal experience of teaching with smartphone refers to the overall opinion of the lecturer who taught the students in the current study.

This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. Nevertheless, the views of the lecturer were considerably encouraging which support teaching writing skills with the help of smartphone. Teaching with smartphone was "*a unique experience full of fun"* for him as well as the students. Further, in this connection, the lecturer claimed that the students *"underwent learning through their experience instead of spoon feeding*" as in the Pakistani educational system spoon feeding is what is generally practiced. Since the students experienced the experiential learning by putting questions and by engaging themselves in discussion with their peers which according to Dewey (1938) happens only if the learners harvest their experience via questioning and discussion deriving meanings from their experiences.

Therefore, in this overview, it became clear that the lecturer was fully satisfied with the teaching of writing skills with the help of smartphones. Furthermore, during this period of six weeks, students learnt the essay writing "effectively" and "cooperatively" to attain their common goal which was the writing of essay with the help of smartphones. This further supports the researcher's claim that mobile learning supports the cooperative and collaborative theory of learning.

## b. Theme: Improvement in Essay Writing

The second theme that emerged from the responses of the lecturer is concerned with the improvement in students' descriptive essay writing skills with smartphone for which the following semi-structured question was posed:

**Interview question 2: Do you think students have improved descriptive essay writing skills through Smartphone? If yes, to what extent. If no, what are the reasons of not improving writing skills to a significant level?**

Following are the examples of the responses which were received in response to the semi-structured question:

- *"without any speck of doubt that students improved a lot"*
- *"they* (pause) *improved* (pause) *rapidly and significantly"*
- *"each presentation through the group leaders was better than the previous one.*
- *"they learnt how to frame* (pause) *outline of the essay, introduction, focus on topic, supporting details, personal opinions, coherence and cohesion* (pause) *and above all how to conclude the essay"*
- *"they also learnt how to construct knowledge while engaging in a discussion in a group and while constructing sentences of varied kinds or* (pause) *various structures."*
- *"...they improved a lot in the field of grammar and mechanics."*
- *"I think all this could be possible only with the help of smartphones.*
- *"...it proved to be a wonderful gadget."*

**(IL)**

The theme which was identified as improvement in students' descriptive essay writing skills through smartphone refers to the opinion of the lecturer who taught the class of 45 students for 6 weeks. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the utilization of smartphone in teaching descriptive essay with the help of smartphones.

Since writing does not come by magic, written ideas need to be cut, revised, rethought, cleaned up and rechecked many a time before they are penned as a final draft onto paper. This is most probably possible when the process writing approach is followed. This was what was practiced by the students of the current study who while engaging

in writing essays by undergoing all the stages involved in the process writing. In a very enthusiastic tone, the lecturer very emphatically stated that "*without any speck of doubt students improved* a lot". In fact, what was practiced with the students was what is known as process writing as was described earlier in CHAPTER ONE, and what was said by the lecturer is significantly supportive of that claim in general and in particular of its effectiveness as he claimed: "*each presentation through the group leaders was better than the previous one*". In this connection, he further buttressed this claim when he said that "*they learnt how to frame* (pause) *outline of the essay, introduction, focus on topic, supporting details, personal opinions, coherence and cohesion (*pause*) and above all how to conclude the essay*".

Apart from this, the lecturer also supported the very ideas pertaining to the construction of knowledge while being in a group sitting face to face: "*they also learnt how to construct knowledge while engaging in a discussion in a group and while constructing sentences of varied kinds or (*(Pause) *various structures.*" Above all, it has become clear that the students improved in all areas of the essay writing. For example, to learn English grammar and mechanics is not so easy a task but according to the IL, "*they improved a lot in the field of grammar and mechanics.*" While concluding his response to the second question posed to the lecturer, he summed it up in the following words: "*I think all this could be possible only with the help of smartphones*" and "*it proved to be a wonderful gadget.*"

### c. Theme: Benefits of Smartphone

The third theme that emerged from the answers of the IL is concerned with the benefits of smartphones regarding teaching descriptive essay writing skills for which the following semi-structured question was posed:

**Interview question 3: What benefits did you notice regarding teaching writing with Smartphone? Could you please explain?**

Following are the examples of the responses which were received in response to the semi-structured question:

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- *"...students in the class were extremely motivated, they were enthusiastic, active and they were ready to enjoy (writing) more and more."*
- *"...my job as a lecturer became very easy"*
- *"...for me the class control became very easy"*
- *"Students were eagerly participating"*
- *"...I have seen a type of competition there. Each group was trying their best to excel other groups."*
- *"...the use of smartphones emphasized personal and social skills while learning essay"*
- *"...writing skills improved a lot"*
- *"...students learnt how to construct knowledge while sitting face to face in their respective groups."*
- *"...this technique from the very beginning to the end extremely beneficial for me as well as for the students"*
- *"...improved as compared to the previous practices or devices which are used to teach the students essay writing."*

**(IL)**

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The theme which was identified as the benefits of smartphones regarding teaching descriptive essay writing skills refers to the opinion of the IL. This theme is also related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. However, the views of the lecturer were outstandingly encouraging which supported teaching writing skills with the help of smartphone. While enumerating the benefits of the teaching of essay writing skills with smartphone he said that the *"...students in the class were extremely motivated, they were enthusiastic, active and they were ready to enjoy (writing) more*

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*and more.".* Similarly, his *"job as a lecturer became very easy"* as for him *"the class control became very easy"*. Since it was a student-centered class, the students, according to the lecturer, participated in writing essay "eagerly". It is a fact that a democratic class helps promote competition among students and this was what the IL corroborated: *"I have seen a type of competition there. Each group was trying their best to excel other groups."* The lecturer was so much convinced with this method that in this connection he said that: *"the use of smartphones emphasized personal and social skills while learning essay"*. It so happened as the students were discussing, sharing with their peers in their groups and the result was that the students' *"writing skills improved a lot"* as sharing writing with peers and their respective group members side by side reflection and revision also helped students expand on their own thinking and additionally they took more ownership of their learning process.

In addition, the benefits, the students, according to the lecturer, *"learnt how to construct knowledge while sitting face to face in their respective groups."* Moreover, the IL claimed that the mobile learning method was *"from the very beginning to the end extremely beneficial for"* him *"as well as for the students"*. Finally, at the last part of his response to the current question regarding the benefits of smartphones, he posited that smartphone was a better tool with which students improved writing skills more *"as compared to the previous practices or devices which are used to teach students essay writing."*

### d. Theme: Fun Element for the Lecturer (IL)

The fourth theme that emerged from the responses of the IL is concerned with the fun element for the lecturer regarding teaching descriptive essay writing skills with smartphone for which the following semi-structured question was posed:

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**Interview question 4: Did teaching writing skills with Smartphone have element of fun for you as a lecturer? How?**

Following are the examples of the responses which were received in response to the semi-structured question:

- *"...it was great fun for me as a lecturer"*
- *"...a sort of revolutionary step in the field of teaching and I enjoyed it a lot."*
- *"It really strengthened my belief in* (pause) *technology."*
- *"Before this I was a little bit skeptical in the use of technology, particularly mobile technology in the field of teaching."*
- *"...it encouraged me"*
- *"...enhanced my belief in* (pause) *smartphone technology"*
- *"...this technology can be used* (pause) *very easily as a pedagogical tool for teaching* (pause) *writing skills."*
- *"...real enjoyment for me as it provided me a sort of relief from the boring* (pause) *conventional classroom situations"*
- *"I can say without any doubt that it was great fun for me. I enjoyed it a lot."*

**(IL)**

The theme that was identified as the fun element in smartphone for the lecturer refers to the opinion of the IL. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were conspicuously encouraging which supported teaching writing skills with the help of smartphone. Teaching writing skills with the help of smartphone *"was great fun"* for the lecturer. Similarly, it was *"a sort of revolutionary step in the field of teaching"* which he *"enjoyed"*. Moreover, this method *"strengthened"* his *"belief in technology"* as before this experience, he was *"skeptical in the use of technology, particularly mobile technology in the field of teaching"*. Smartphone "encouraged" the IL to use technology for the teaching of writing skills and he was convinced that smartphone could be used *"very easily as a*

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*pedagogical tool for teaching* (pause) *writing skills."* As a matter of fact, the teaching of a foreign language had never been an easy task for the English language lecturers in Pakistan rather it used to be a sort of boring one but the use of smartphone has transformed the whole scenario. For instance, as per the IL, teaching writing skills with smartphone was a *"real enjoyment"* for him *"as it provided"* him with *"a sort of relief from the boring* (pause) *conventional classroom situations"*. Likewise, even while concluding the answer to the current question he very emphatically and confidently acknowledged that *"it was great fun"* for him as he *"enjoyed it a lot"*.

## e. Theme: Fun Element for the Students

The fifth theme that emerged from the answers of the IL is concerned with the fun element for the students regarding learning descriptive essay writing skills with smartphone for which the following semi-structured question was posed:

**Interview question 5: Did teaching writing skills with Smartphone have element of fun for the students? How?**

Following are the examples of the responses which were received in response to the semi-structured question:

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- *"For sure learning writing with smartphones* (pause) *involved element of fun for students also. They enjoyed it a lot."*
- *"This was a new kind of experience for them because before this smartphone was just a source for texting and having contact with their friends."*
- *"It was a kind of fun for them."*
- *"...students were very much enthusiastic while undergoing this new experience of downloading a very relevant and authentic* (pause) *material related to* (pause) *their essay."*
- *"...like enjoyable game."*
- *"I also found them really enjoying this experience of* (pause) *learning essay writing with smartphones."*

**(IL)**

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The theme which was identified as the fun element in smartphone for the students while learning writing skills with smartphone refers to the opinion of the IL. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the utilization of smartphone in teaching descriptive essay. The views of the lecturer were substantially encouraging which supported teaching writing skills with the help of smartphone as according to the IL: *"For sure learning writing with smartphones* (pause) *involved element of fun for students also. They enjoyed it a lot."* As the use of smartphone was being introduced for the first time for teaching essay writing skills in a public-sector college of the Punjab, Pakistan and it was distinctly confirmed by the IL when he said in response to the current question: *"This was a new kind of experience for them because before this smartphone was just a source for texting and having contact with their friends."* Now it turned into *"a kind of fun for them"* helpful in learning writing skills.

Moreover, the element to be kept in mind here is students were not just enjoying only rather they *"were very much enthusiastic while undergoing this new experience of downloading a very relevant and authentic* (pause) *material related to* (pause) *their essay."* Therefore, the writing essay was no more a tough and boring task for them as it used to be for them when they had to mug up all the essay material. Instead, while undergoing this new experience, they were learning it by undergoing a creative process as the use of smartphone had transformed the essay writing task into an *"enjoyable game."* In short, the experienced lecturer *"found them really enjoying this experience of learning essay writing with smartphones."*

## f. Theme: Motivation for the Lecturer

The sixth theme that emerged from the answers of the IL is concerned with the motivation for the lecturer to teach writing skills with smartphone for which the following semi-structured question was posed:

**Interview question 6: Do you think Smartphones motivated you as a lecturer for teaching writing skills?**

Following are the examples of the responses which were received in response to the semi-structured question:

- *"motivated me a lot as a lecturer."*
- *"In fact, it enhanced my belief in technology and particularly using of smartphone in educational settings."*
- *"I begin to realize that it can be a very useful device to improve writing skills of the students since it motivated me a lot."*
- *"And I would always like to prefer* (pause) *the use of smartphones from now onward.* (pause) *for* (pause) e*specially writing as well as other skills."*

(IL)

The theme that was identified as the smartphone being source of motivation for the lecturer for teaching writing skills refers to the opinion of the lecturer who taught the participants of the current study. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were significantly encouraging that supported teaching writing skills with the help of smartphone as it "*motivated*" him "*a lot as a lecturer.*" Generally, lecturers in the public-sector colleges take writing as the most difficult task to do in the classroom and seem least interested in doing it enthusiastically. However, in the case of IL, the use of smartphone for

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teaching writing skills to intermediate students in the Pakistani context has *"in fact,"* *"enhanced"* his *"belief in technology and particularly using of smartphone in educational settings."*

As a matter of fact, the lecturers in the public-sector colleges are reluctant to use technology in the classroom. So far as the use of smartphone is concerned, it is called a problem-monger. Even the IL was having some doubts prior to undergoing this experience of teaching the intermediate students to execute this study with the help of smartphone. While teaching the students with this new teaching tool, the lecturer realized that it was *"a very useful device to improve writing skills of the students since it motivated"* him *"a lot."* He seemed so much motivated that he expressed his motivation in the following words: *"And I would always like to prefer the use of smartphones from now onward* (pause) *for* (pause) *especially writing as well as other skills."*

### g. Theme: Motivation for other Lecturers in General

The seventh theme that emerged from the answers of the IL is concerned with the smartphone as a pedagogical tool to motivate other lecturers of the public-sector colleges of the Punjab, Pakistan, for teaching writing skills for which the following semi-structured question was posed:

**Interview question 7: Do you think smartphone has the potential as a pedagogical tool to motivate lecturers for teaching writing skills? How?**

Following are the examples of the replies which were received in response to the semi-structured question:

- *"smartphone has a great potential to be a great* (pause) *reliable and* (pause) *effective pedagogical tool to motivate lecturers"*
- *"...this device has a great potential to become* (pause) *a pedagogical tool* (pause) *to enhance writing skills of students"*
- *"I personally believe and I have great belief in this device to be used as* (pause) *a pedagogical tool to motivate lecturers for* (pause) *for teaching writing skills."*

**(IL)**

The theme which was identified as the smartphone being a pedagogical tool to motivate other lecturers of the public-sector colleges of the Punjab, Pakistan, for teaching writing skills refers to the opinion of the IL. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were much encouraging which supported teaching writing skills with the help of smartphone as the lecturer claimed that smartphone had *"a great potential to be a great* (pause) *reliable and effective pedagogical tool to motivate lecturers"* working in the public-sector colleges of the Punjab, Pakistan.

As it has already been mentioned that lecturers in the public-sector colleges are usually the easy-going type who come in the classroom ill-prepared and encourage rote learning especially when it comes to essay writing skills and they recommend helping books regarding essay writing available in the local bookstores. The ready-made notes are also available in the photocopy shops and very poor quality helping books containing essay topics expected to appear in the intermediate exams are also sold out in the market and they are substantially resorted to by the intermediate students. Ultimately, this results in the production of almost the same type of materials by the students in the exams exhibiting very poorly constructed sentences displaying the banal writing style already re-gurgled by their very so called authors years after years as the essay writing books

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written decades ago are still available in the market the authorship of which is claimed by brand new writers. However, the use of smartphone promoted the self and creative writings with the variety of styles as students downloaded fresh material related to their essay topics.

Furthermoer, it is not so easy to convince the lecturers in the public-sector colleges in Pakistan to use new methods to teach language in general and writing skills in particular. However, the views of the IL being much encouraging to use this device to impart writing skills to the intermediate students can be employed by the teacher trainers to convince other English language lecturers to use this device to teach writing skills. The lecturer after having 6 weeks teaching experience of imparting writing skills with this device wanted other lecturers also to be in line with him and learn from his experience. The following is the final remark which he gave to support his views vis-à-vis the use of smartphone for the instruction of writing skills especially descriptive essay writing skills: *"I personally believe and I have great belief in this device to be used as* (pause) *a pedagogical tool to motivate lecturers for* (pause) *teaching writing skills."*

**h. Theme: Motivation for Students**

The eighth theme that emerged from the answers of the IL is concerned with the motivation for students with regard to learning writing skills via smartphone for which the following semi-structured question was posed:

**Interview question 8: Do you think smartphone motivated the students for learning writing skills?**

Following are the examples of the responses which were received in answer to the semi-structured question:

> - *"…smartphone being* (pause) *potentially a great device for teaching writing skills, motivated the students for learning writing skills a lot."*
> - *"…it was only due to smartphones, that the students were able to engage in discussions with their fellow group members in their respective groups."*
>
> **IL**

The theme that was identified as the motivation of students for learning writing skills via smartphone refers to the opinion of the IL. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were expressively encouraging which support teaching writing skills with the help of smartphone. The IL was himself motivated as was shown by his opinion which he gave while responding to the question posed to him regarding his motivation by smartphone as a pedagogical tool. Similarly, here, in response to the current question regarding the motivation of intermediate students with this device, his response was undoubtedly very supportive to favour smartphone to motivate students for writing skills especially essay writing. The following is the excerpt from his answer which supported the said point of view: *"smartphone being* (pause) *potentially a great device for teaching writing skills, motivated the students for learning writing skills a lot."*

Here once more, the lecturer used the word "a lot" while mentioning the capability of smartphone having potential to motivate the students. If it is analyzed in the light of the fact that the intermediate science group students in the Punjab take English not very

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seriously as being better than the Arts group students, as they have this understanding of the writing skills that they can do it as they did with science subjects by rote learning.

Generally, when the students are motivated to do writing like boring task eagerly, they do not sit blank or talk to others or show any disruptive behavior. That is why the situation in that classroom was quite opposite to what is generally seen in the intermediate classes in the public colleges of the Punjab. Students were motivated and they were busy doing discussion and engaging in writing in their groups while sharing their thoughts with other group members. The following excerpt from the responses of the lecturer (IL) supports this view: *"it was only due to smartphones, that the students were able to engage in discussions with their fellow group members in their respective groups."*

### i. Theme: Motivation for other Students in General

The ninth theme that emerged from the responses of the IL is related to the smartphone as a pedagogical tool to motivate other students of the public-sector colleges of the Punjab for learning writing skills for which the following semi-structured question was posed:

**Interview question 9: Do you think smartphone has the potential as a pedagogical tool to motivate students for learning writing skills? How?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - *"smartphone has really great potential as a pedagogical tool to motivate students for learning writing skills"*
> - *"So far as my case is concerned which is essay writing, it was only due to this new device being used in the education sector that they were motivated, they were enthusiastic and active in learning writing skills"*.
> - *"it's great motivation to the students to teach them with the help of smartphones."*
>
> **IL**

The theme that was identified as the potentiality of smartphone as a pedagogical tool to motivate other students in general belonging to the public-sector colleges of the Punjab, Pakistan for learning writing skills refers to the opinion of the IL. This theme is associated with the third research question of the study which was supposed to elicit the opinions of the lecturer about the use of smartphone in teaching descriptive essays. The views of the lecturer were substantially encouraging which supported teaching writing skills with the help of smartphone. All this need to be viewed in the perspective of the writing skills being difficult to master in general and in connection with the public-sector colleges in the Punjab, Pakistan where writing is taken not very seriously and students shy away from the creative writing. The lecturer was having that perspective in view while responding to the current question.

Moreover, being so much convinced, the IL very categorically favoured the employment of smartphone for the teaching of the writing skills with the help of this device. This question, though, apparently seems identical to the previous one where the views of the lecturer were elicited about the motivation of the students which he taught for the period of 6 weeks but the current question is a general one which was supposed to determine as to whether smartphone had the potential in general to motivate students other than those who were taught in the current study. The response given is very encouraging as is evident from this snippet of his answer: *"smartphone has really great*

*potential as a pedagogical tool to motivate students for learning writing skills".* The lecturer again refers to his own experience to substantiate and concretize his stance about the potential of smartphone for being beneficial for the students in general. What he meant to say was if his students were motivated, then this could be related as well as generalized to all students.

Similarly, the following extract from the IL response to the question under discussion clarifies his stance regarding the element of motivation attached to smartphone: "*So far as my case is concerned which is essay writing, it was only due to this new device being used in the education sector that they were motivated, they were enthusiastic and active in learning writing skills."* After that, the lecturer summed up his answer to the current question in the following words: "*it's great motivation to the students to teach them with the help of smartphones."* In this last recapitulated answer, the word "great" which was used as a qualifier to the preceding word "motivation" showed the in-depth feelings of the lecturer in favour of the employment of smartphone for teaching writing skills to all students.

### j.   Theme: Engagement of Students

The tenth theme that emerged from the answers of the IL is concerned with the engagement of students in the writing tasks with the help of smartphones for learning writing skills for which the following semi-structured question was posed:

**Interview question 10: Do you think smartphone absorbed or engaged the students in the writing tasks? How? Please explain.**

Following are the examples of the responses which were received in response to the semi-structured question:

- *"smartphone, as a matter of fact, proved to be a great source of engaging students in learning essay writing.*
- *"they were seen well focused, engaged and the classroom was really students centered classroom"*
- *"that all this was not possible with the conventional method used in our government institutions now-a-days"*
- *"I have firm belief that the use of smartphone can engage the students positively in the classroom and we can get better results through the use of this device."*

**IL**

The theme which was documented as the engagement of students in writing with smartphones refers to the opinion of the informant lecturer (IL). This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were much encouraging which support teaching writing skills with the help of smartphone. If the responses of the current question are viewed and analyzed in the context of the disruptive behavior of the students in the public-sector colleges of the Punjab, Pakistan, it becomes very clear that it is only due to the employment of smartphone that the general discipline problems of these classrooms can be minimized as lecturers can make them busy in writing skills in particular and other learning tasks in general.

Usually, the students in the public-sector colleges of the Punjab, Pakistan are not that disciplined and to engage them in learning tasks is not so easy. Nevertheless, what the lecturer said in response to the current question was very encouraging as according to the lecturer, smartphone could engage the students in the writing tasks. The following

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extract from his response unequivocally clarified the point under discussion: *"smartphone, as a matter of fact, proved to be a great source of engaging students in learning essay writing."* Generally, there is either strict class control maintained by the lecturers in intermediate classes or in case if there is a discipline-wise weak lecturer, there is a very loud hue and cry in the classroom. However, the use of smartphone in the writing class changed the situation altogether. Students were not only *"well focused"* rather they were *"engaged"* in writing essays and as opposed to the previous teacher-centered classroom now *"the classroom was really students-centered classroom."* This was only because of the use of smartphone that it became possible to convert the same boring class into a vibrant, joyous and well-focused one.

The following snippet from the response of the IL was a proof, in particular: *"all this was not possible with the conventional method used in our government institutions now-a-days."* The IL being very positive about the use of smartphone to be employed in the writing class summed up his answer to the question under discussion in the following excerpt: *"I have firm belief that the use of smartphone can engage the students positively in the classroom and we can get better results through the use of this device."* The lecturer's use of the word "positively" in this connection (as was cleared later like other words or expressions requiring further clarification from the IL) showed unequivocally the difference between the working noise and that of the common undesirable disturbing noise. Therefore, students were not busy in just making a noise or engaging in some negative activity whatsoever with the help of smartphone rather being significantly confident and empowered, they were busy writing their essays while working collaboratively in their respective groups.

## k. Theme: Students' Autonomy and Freedom

The eleventh theme that emerged from the answers of the IL is related to the students' autonomy and freedom to work in collaboration with their class fellows in learning writing skills with smartphones for which the following semi-structured question was posed:

**Interview question 11: Did students have autonomy or freedom to work in collaboration with their class fellows when you were teaching essay writing with the help of Smartphone? Could you please explain?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - *"...students had complete autonomy and freedom in the class as they were free to discuss and share their opinions, writing materials with one another."*
> - *"...students were seen working collaboratively, sitting face to face in a very learning conducive environment"*
> - *"...smartphone is going to be a great device in the future to provide students autonomy and freedom in order to get positive results."*
>
> IL

The theme which was identified as the students' autonomy and freedom to work in collaboration with their class-fellows with the help of smartphone refers to the opinion of the lecturer (IL). This theme is related to the third research question of the current study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. However, the views of the lecturer were substantially encouraging which supported teaching writing skills with the help of smartphone. Actually, it is a common practice in the classroom of the public-sector colleges that students are not permitted to talk to one another nor are more questions encouraged.

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The purpose of all this is said to maintain a strict discipline failing which is tantamount to disciplinary action against the lecturer whose class is found to be noisy. Also, the temperament of the lecturers has become so conditioned that they try to maintain discipline and in most cases the subject they teach gets compromised. All this label a classroom as being teacher-centered one where students hardly find any chance of participation. Nevertheless, in the situation where the students were taught with the help of smartphones, the whole class had become a student-centered. All the students were at liberty to ask as many questions as they could from the lecturer. At the same time, they had the full liberty to share and discuss with their friends the material related to the essay topic of that day. The following snippet from the response of the lecturer is the proof of this fact: *"students had complete autonomy and freedom in the class as they were free to discuss and share their opinions, writing materials with one another."*

As a matter of fact, in the teacher-centered classroom where the lecturer enjoys the authority to engage in more solo talk and thus controls the class, the students are made to sit in a conventional manner in rows according to their roll numbers allotted to them by the college administration. Since the students were not made to sit in the conventional fashion, rather they were asked to frame groups of their choices. Similarly, they were supposed to be in their respective groups for the whole one week when the essay of that week was finished. Above and beyond, they were supposed to sit in circles, sitting face to face which also promoted their interpersonal as well as social skills. All this created a very learning friendly environment which was a new experience for both the lecturer as well as the students. The following excerpt is the sample which precisely showed all this very clearly: "students were seen working collaboratively, sitting face to face in a very learning conducive environment." The IL was so much positive that

he expected if smartphone was used in future which he called *"a great device"* would *"provide students autonomy and freedom in order to get positive results."*

**l.  Theme: Students' Confidence**

The twelfth theme that emerged from the answers of the IL is concerned with the students' confidence while learning essay writing with the help of smartphone for which the following semi-structured question was posed:

**Interview question 12: Did you notice students were more confident while learning essay writing with the help of smartphone? Please explain.**

Following are the examples of the responses which were received in response to the semi-structured question:

| |
|---|
| • "students were much confident while learning writing skills |
| • "…being confident, they were able (pause) to write, rewrite, edit and revise with the help of smartphones which worked like a magic tool for them" |
| • "…though in the beginning, they were seen a little bit shy as I was a new teacher for them…" |
| • "…with the passage of time (pause) students were extremely confident" |
| **IL** |

The theme which was identified as the students' confidence while learning essay writing with the help of smartphone refers to the opinion of the IL. This theme is related to the third research question of the study which was supposed to elicit the opinions of the said lecturer about the use of smartphone in teaching descriptive essay writing skills. The views of the IL were markedly encouraging which supported teaching writing skills with the help of smartphone.

The students in the public-sector colleges in the Punjab, Pakistan, normally, mug up several pages related to their essay topics to reproduce and some fortunate ones succeed doing so as is indicated by their excellent results in the board exams. However, this is considered their strength as it helps them secure admissions in engineering and medical colleges. Besides, at the same time, it involves weakness as well because they lack confidence not only in the classroom while reproducing or re-gurgling the material (learnt by rote) verbatim but also when it comes to writing on some different topics other than the ones they have mugged up, they cannot but write a few lines. However, the response of the lecturer who taught the students in the present study showed that students were confident while they were busy writing their essays after downloading material from the internet by employing their smartphones.

Moreover, students were confident also because they knew that they were learning writing skills, a dire need for them. They were trying to master the art of process and creative writing which could be exercised even after the intermediate exams were over. That was why according to the lecturer of the IL *"students were much confident while learning writing skills"*. Similarly, it was only due to the use of smartphone in the writing class which enabled students to engage in writing confidently. Their confidence made them *"able* (pause) *to write, rewrite, edit and revise"* their essay which the group leaders were to present on behalf of the entire group. Thus, as per the views of the IL the *"magic tool"* (smartphone) helped them score better than they did prior to intervention.

In this connection, one thing which is noteworthy here is that the IL was not the one who taught these students their routine classes as scheduled in their college timetable. This lecturer was supposed to teach them just for 6 weeks and this made them a little

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hesitant or shy in the initial stage but gradually they gained momentum as well as confidence. The following excerpt from the responses of the lecturer made the point clearer: *"though in the beginning, they were seen a little bit shy"* but "(pause) *with the passage of time* (pause) *students were extremely confident."*

**m. Theme: Students' Participation**

The thirteenth theme that emerged from the answers of the IL is related to the participation of the students while learning essay writing with the help of smartphone. However, for this purpose, the following semi-structured question was posed:

**Interview question 13: Did students actively and enthusiastically participate in essay writing with the help of smartphone? Please explain in detail.**

Following are the examples of the responses which were received in response to the current semi-structured question:

- *"I have never seen such a marvelous participation of the students before*
- *"very much enthusiastic in participating in essay writing with the help of smartphone"*
- *"smartphone helped them in creating a sort of competition in the class"*

**IL**

The theme that was identified as the participation of the students refers to the opinion of the lecturer from the IL. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were considerably encouraging which supported teaching writing skills with the help of smartphone.

The students' active participation in different tasks assigned by the lecturer in relation to the language learning process in general and particularly writing skills is a rare scene to be observed in the Pakistani public-sector classrooms. For one thing, the only reason is students are not made to feel that they are supposed to participate and also the lecturers do not make such activities for the students as can engage them. The only purpose is to complete the course within a stipulated time and above all to maintain discipline. This is what Suleman and Hussain (2013) explicitly claimed in the Pakistani context that the teachers waste most of the class time in maintain the class discipline to make the environment conducive for learning. Nevertheless, this results in decreasing the academic engagement.

Besides, the lecturers' strict behaviour may be due to the very fact of the totalitarian mindset of the lecturers which they have inherited from the very administrative hierarchy of the country that actually started with the very inception of the state. The lecturer was considerably aware about the maintenance of strict discipline in the classroom the result of which is just the silent and always consented individuals who are afraid to annoy the lecturer by any of their question which may tantamount to challenge or threaten his authority. This is the reason that the IL was considerably impressed by what he observed during his six weeks' teaching of descriptive essays. He was astonished to observe the students displaying more confidence when they were given liberty to ask more questions, discuss and share their thoughts concerning the essay topics with their group members. The IL had "*never seen such a marvelous participation of the students before.*" Now there was no doubt in the fact that all this was only due mainly to the employment of smartphones for the instruction of descriptive essays that made the students autonomous resulting in their active and enthusiastic participation in the usually boring task of writing an essay. The following

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snippet further clarified this point that the students were *"very much enthusiastic in participating in essay writing with the help of smartphone."* Before the employment of the smartphone in the classroom for teaching essay writing skills, the scene in the classroom was just what is routinely observed (in the public colleges of the Punjab) as being boring where the only job of the students is to complete the task individually without any sense of collaboration and competition.

Therefore, the "competition" in the classroom to excel other groups was a new phenomenon which was observed among the students of the current study. Moreover, this becomes significantly clear from the following excerpt of the response of the IL: "*smartphone helped them in creating a sort of competition in the class."* Therefore, this also supports the use of smartphones in the classroom for teaching writing skills to the intermediate students in the public-sector colleges of the Punjab, Pakistan.

**n.  Theme: Strengths and Weaknesses**

The fourteenth theme that emerged from the answers of the IL is concerned with the strengths and weaknesses of smartphone as a pedagogical to be used for teaching writing skills for which the following semi-structured question was posed:

**Interview question 14: What are the strengths and weaknesses associated with the use of smartphone as a pedagogical tool for teaching writing skills?**

Following are the examples of the responses which were received in response to the current semi-structured question:

**Strengths:**

- *"it is easy for students to enter text in a smartphone as compared to writing with a pen"*
- *"easy for students to write* (pause) *re-write, edit and revise with the help of smartphone."*
- *"Students with the smartphone can get more and more information of varied types in a very short time"*
- *"not only in the classroom rather away from the classroom also because they have access to many knowledgeable websites for new and diverse ideas*
- *ubiquitous learning"*
- *"save time, paper, trees and the most important is that it is also environment friendly"*
- *"helpful in having a democratic and student-centered classroom."*
- *"smartphone is also the most effective which can help the shy students to work like normal students as smartphone can help to lower the effective filters"*
- *"suits the individual cognitive learning styles"*

**IL**

The theme that was identified as the strengths and weaknesses of smartphone as a pedagogical tool for writing skills refers to the opinion of the IL. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer about the use of smartphone in teaching descriptive essay. The views of the lecturer were considerably encouraging which supported teaching descriptive essay writing skills with the help of smartphone.

Furthermore, the IL was very positive in his opinion about the use of smartphone in the essay writing class and his stance was considerably based upon the strengths which he considered were associated with the smartphone. Among the strengths, as has been enumerated by the lecturer was that *"it is easy for students to enter text in a smartphone as compared to writing with a pen."* This is a very common phenomenon now among the students these days that they do not have good handwriting and they feel difficulty while writing with a pen. However, it is only because they are so used to computer and

especially smartphone as they write a number of text messages every day to communicate with their family and friends. That was the reason they felt at ease *"to enter text in smartphone"* instead of writing with the ballpoint pens. Over and above, it was also because writing, rewriting, revising and editing involve a lot of cutting and the wastage of papers. This was the reason that it was *"easy for students to write* (pause) *re-write, edit and revise with the help of smartphone."* Similarly, as compared to the limited material related to essay writing which students used to learn by heart, they downloaded a different and very well written material concerning their essay topics and in the following excerpt, the lecturer claimed this thus: "*students with the smartphone can get more and more information of varied types in a very short time."*

In addition, the IS being so much convinced and satisfied with smartphone not only used this device in the classroom rather when they went home or were away from the classroom, they used it to download some new material by their own just to compete and excel other groups in the classroom. Similarly, the following extract from the response of the IL made it unequivocal as IS used smartphones: "*not only in the classroom rather away from the classroom also because they have access to many knowledgeable websites for new and diverse ideas."* Similarly, the IL summed up his stance about this point by using the often-quoted term "ubiquitous *learning"* which had also been employed by Pimmer et al. (2016). Similarly, as per the views of the IL, the use of smartphones saved *"time, paper"* and "*trees".* Further, he also claimed it to be "*environment friendly."*

Likewise, the most important advantage of the use of smartphone in the writing class, according to the IL, was that it was *"helpful in having a democratic and student-centered classroom".* As a matter of fact, psychologically speaking, there are two types

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of students: the introvert as well as extrovert in any classroom. As far as the extroverts are concerned, they feel at ease with any situation and can cope with it very easily, however, the introverts have to face a real challenge especially when it comes to learning in a classroom environment. Nevertheless, the use of smartphone is not only helpful for the extrovert students but its real benefit according to the IL is that it is *"effective which can help the shy students to work like normal students"*. Similarly, the IL being so much confident about the use of smartphone in the writing class gave very encouraging views about it and said: *"smartphone can help to lower the effective filters."* The last but of course not the least benefit as enumerated by the IL was that it suited "*the individual cognitive learning styles"*.

Following are the extracts from the response of IL in response to the weaknesses of smartphone:

**Weaknesses:**

> - *"smartphone includes the small screen which if used for longer period of time, certainly it has been seen that there was eye strain."*
> - *"due to the small screen that the amount of information which is displayed on the screen is rather small."*
> - *"one and two students* (pause) *faced the battery problem and that may be due to the electricity shortfall in their respective areas of residence."*
>
> **IL**

Though smartphone has many strengths as enumerated by the IL yet it was reported to have some weaknesses associated with it too. According to the views expressed by the IL, in this connection, it has small screen which can have bad impacts on the eye-sight if it is used continuously for hours. The following snippet from the response of the IL makes this picture clearer*: "smartphone includes the small screen which if used for longer period of time, certainly it has been seen that there was eye strain."* Secondly,

as per the views of the IL, it is only *"due to the small screen that the amount of information which is displayed on the screen is rather small."* Apart from this, yet another weakness reported by the IL is not the weakness of the smartphone per se rather it is due to the general condition of the shortage of electricity prevalent across the country. Above all, the following is the extract from the response of the IL in this connection: *"one and two students* (pause) *faced the battery problem and that may be due to the electricity shortfall in their respective areas of residence."*

**o. Theme: Measures for Improvement**

The fifteenth theme that emerged from the answers of the IL is concerned with the measures to improve or to make smartphone more beneficial for the teaching of writing skills for which the following semi-structured question was posed:

**Interview question 15: How can the use of Smartphone be made more beneficial for the teaching of writing skills?**

Following are the examples of the responses which were received in response to the semi-structured question:

| |
|---|
| • *"Apps may be introduced by the mobile companies which can help students facilitate writing."* <br> • *"There should be more space in the smartphones to save more writing materials."* <br> • *"...smartphones companies can make mobile screens eye-friendly and functions of the smartphones can be made more easy to handle so that more and correct text can be entered in a short period of time."* <br> • *"...there should be inbuilt dictionaries in the smartphones of different companies to help students in spellings and vocabulary learning."* <br> • *"There should also be spell checkers in every mobile."* <br> • *"...some advanced level program may need to be made by the software engineers to help students learn writing more easily and effectively."* <br> <div align="center">**IL**</div> |

The theme which was identified as the measures to improve or to make smartphone more beneficial for the teaching of writing skills refers to the opinion of the lecturer who taught the students of the current study. This theme is related to the third research question of the study which was supposed to elicit the views of the lecturer (IL) about the use of smartphone in teaching descriptive essay. The views of the lecturer were noticeably encouraging which supported teaching writing skills with the help of smartphone.

Similarly, teaching writing skills with smartphone as claimed by the IL has many strengths and few weaknesses yet there is always a room for improvement as is the case with everything. So is the teaching of writing skills with smartphones which still can be improved by keeping in view what the IL said in this connection. For example, according to him: *"Apps may be introduced by the mobile companies which can help students facilitate writing."* Apart from this, the IL said: "There *should be more space in the smartphones to save more writing materials."* Likewise, as per the views of the IL: "*smartphones companies can make mobile screens eye-friendly and functions of the smartphones can be made more easy to handle so that more and correct text can be entered in a short period of time."*

Apart from this, as according to the IL: "*there should be inbuilt dictionaries in the smartphones of different companies to help students in spellings and vocabulary learning."* Apart from this, another suggestion given by the IL to improve the smartphones' function with a view to improving the writing skills is that: "*There should also be spell checkers in every mobile."* Finally, as per the views of the IL: "*some advanced level program may need to be made by the software engineers to help students learn writing more easily and effectively."*

**4.2.4 Research Question 4: Qualitative Analysis on Students' Interview**

**Research Question 4:**

**What are the views of the students about the utilization of smartphone in learning descriptive essay writing?**

The researcher tried to have useful information from the students (IS) about the use of smartphone concerning the utilization of smartphones in learning descriptive essay writing skills. For this purpose, the 4 students were interviewed separately from their lecturer. The data collected through the interviews (semi-structured) was analyzed by employing the qualitative method. For this purpose, the similar thematic analysis was applied like it was employed in the case of the IL. Therefore, the responses thus gathered from the interviews were carefully screened which resulted in the identification of certain significant themes. The themes thus emerged were used for the justification of the answers to the fourth research question of the study. However, the following section discusses all the identified themes emerging out of the answers of the IS. Therefore, the discussion is supported with the examples from the responses elicited from the interviewees.

Table 4.16

*Emerging Themes from the IS (Informant Students – 1,2,3,4)*

| Questions Asked | Themes | Research Question Answered |
|---|---|---|
| 1. How would you explain your personal experience of learning descriptive essay writing skills with the help of Smartphone? | 1. Personal Experience | **RQ 4** |
| 2. Do you think you have improved descriptive essay writing skills through Smartphone? If yes, to what extent. If no, what are the reasons of not improving writing skills to a significant level? | 2. Improvement in Essay Writing | **RQ 4** |
| 3. Was learning writing skills with smartphones fun for the students? How? Was it fun, amusement or enjoyment? Was this element present there? | 3. Fun Element | **RQ 4** |
| 4. Did smartphones absorb the students in writing tasks? How? | 4. Engagement and Absorption | **RQ 4** |
| 5. Do you believe smartphone can really help students learn writing skills? How? | 5. Mediator in learning | **RQ 4** |
| 6. Do you believe that smartphone can motivate students for writing skills? How? | 6. Source of Motivation | **RQ 4** |
| 7. Did you notice that your classroom was student-centered, democratic or otherwise? | 7. Democratic Class | **RQ 4** |
| 8. Were you confident to write essays with the help of smartphone? | 8. Confidence | **RQ 4** |

**Continued Table 4.16**

| | | |
|---|---|---|
| 9. Did you actively and enthusiastically participate in essay writing with the help of smartphone? | 9. Participation | **RQ 4** |
| 10. How can the use of smartphone be made more beneficial for the learning of writing skills? | 10. Measures for Improvement | **RQ 4** |
| 11. What are the strengths and weaknesses associated with the use of smartphone as a tool for learning writing skills? | 11. Strengths and Weaknesses | **RQ 4** |

**a. Theme: Personal Experience**

The very first theme that emerged from the responses given by the IS was concerned with the personal experience of students of the current study regarding the learning of descriptive essay writing skills with smartphones for which the following semi-structured question was posed:

**Interview question 1: How would you explain your personal experience of learning descriptive essay writing skills with the help of smartphone?**

Following are the examples of the responses which were received in response to the semi-structured question:

- Informant-1: *"The essay writing skills can be improved using smartphones because students can search any topic using smartphone or search."*
- Informant-2: *"cell phone was easy to handle* (pause) *through smartphones, study is interesting for us."*
- Informant-3: *"we found it is interesting.* (pause) *It can help us access all the materials on the internet"*
- Informant-4: *"It is a good experience for me* (pause) *Essay writing not bothered me as it bothered me in the past* (pause) *it is easily adjustable and affordable and we can use it easily and we can increase our confidence by doing our essay writing with smartphone and can increase our self-knowledge and technology."*

**IS**

The theme that was identified as the personal experience of learning with smartphone referred to the overall opinions of the four students who were taught essay writing skills with smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in teaching descriptive essays. The views of the students were much encouraging which supported learning of the writing skills with the help of smartphone.

While giving their views in response to the first question of the semi-structured interview, the IS were very positive. The first informant very explicitly supported the use of smartphone for enhancing writing skills with the help of smartphone. As per his views, "*The essay writing skills can be improved using smartphones because students can search any topic using smartphone.*" The second informant also gave positive views in this connection. To him, smartphone was easy to handle which made the *"study"* (essay writing skills) interesting and here is the excerpt from his response: "*cell phone was easy to handle* (pause) *through smartphones, study is interesting for us.*"

Correspondingly, the informant 3 also expressed very positive views as he not only found the use of smartphone *"interesting*" rather it helped them *"access all the materials on the internet"* related to their essay topics. The last to respond in this connection was informant the 4 who also expressed very positive and encouraging views in this regard. For him, it was a good experience as essay writing did not bother him like it "*bothered"* him in the past. To him, smartphone was *"easily adjustable and affordable"* which he could use "*easily"* and could *"increase"* his *"confidence"* while writing essays "*with smartphone.*"

**a.  Theme: Improvement in Essay Writing**

The second theme that emerged from the responses given by IS was concerned with the students' improvement in the descriptive essay writing skills through smartphone for which the following semi-structured question was posed:

**Interview question 2:  Do you think you have improved descriptive essay writing skills through Smartphone? If yes, to what extent. If no, what are the reasons of not improving writing skills to a significant level?**

Following are the examples of the responses which were received from the 4 IS in response to the semi-structured question:

- Informant-1: *"We improved our essay writing skills through using smartphones. (pause) We prefer to use it, want to use it. (pause) We have the freedom to search any type of material."*
- Informant-2: *"Yes, we did. We increased so much our vocabulary of essay writing (pause) writing skills improved through using smartphones."*
- Informant-3: *"It is also consuming less time to write."*
- Informant-4: *"I always got benefit from mobile when I was in class while writing essay because cell phone can access websites for me and no difficulty in typing words. Whenever I want to revise anything, I can easily revise and do all these things help me to benefit while writing essays. (pause) We can easily edit and revise with smartphone."*

**IS**

The theme which was identified as the students' improvement in descriptive essay writing skills through smartphone referred to the opinions of the four students who were taught essay writing skills with smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essays. The views of the students were significantly encouraging which supported learning writing skills with the help of smartphone.

Moreover, all the informants exhibited positive views about the improvement of their essay writing skills. For example, the informant-1 expressed his views thus: "*we improved our essay writing skills through using smartphones. (pause) We prefer to use it, want to use it. (pause) We have the freedom to search any type of material"* (Informant-1). The informant-1 also explained it further saying that they had the freedom of searching material from the internet with the help of smartphones. Similarly, the informant-2 also responded in affirmation. He further said that they improved

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vocabulary related to the essay writing. Here is the snippet out of what he said in this regard: "*Yes, we did. We increased so much our vocabulary of essay writing* (pause) *writing skills improved through using smartphones.* Informant-2. The informant-3, being very concise, gave the reason instead to improve, that since it consumed less time that was why they improved. On the other hand, the informant-4 expressed his views in detail. He said that they improved their essay writing only because of smartphone as they could access certain websites for this purpose and had no difficulty in entering words in mobile.

## b.  Theme: Fun Element

The third theme that emerged from the responses given by the IS was concerned with the fun element in smartphone for students for which the following semi-structured question was posed:

**Interview question 3: Was learning writing skills with smartphones fun for the students? How? Was it fun, amusement or enjoyment? Was this element present there?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - Informant-1: *"it is a source of amusement* (pause) *because we can talk to each other or … and through discussion things can be learnt easily and shared."*
> - Informant-2: *"And we enjoyed a lot during the essay writing because we felt no pressure of the teacher and we had good experience of learning essay writing skills with smartphones."*
> - Informant-3: *"smartphones created fun and amusement"*
> - Informant-4:*" yes, it is something new for all the students"*
> **IS**

The theme that was identified as the fun element in smartphone for students referred to the opinions of the four students who were taught essay writing skills with smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essay. The views of the students were considerably encouraging which supported learning writing skills with the help of smartphone.

Gone are the days when the students were controlled by the lecturers only by their strict behavior or just exhibiting the pedantic or scholastic style of teaching. The present-day students want some fun element also while learning language skills especially writing skills which generally is considered as a boring one. In the case of the IS, they were taught with the help of smartphones and not only they succeeded in improving their writing skills but also, they enjoyed it a lot which was made explicitly clear by the responses of the IS. For example, the informant-1 was very positive and said that the use of smartphone in learning writing skills was *"source of amusement"* for him and in that class, he discussed things with his peers and shared with them and thus, *"learnt easily"*. The response of the second informant was also very encouraging and supported the views of the researcher that smartphone involved the element of fun. The following portion out of his answer made the whole picture very clear:

*"We enjoyed a lot during the essay writing because we felt no pressure of the teacher and we had good experience of learning essay writing skills with smartphones."* (Informant-2)

As far as the answer of the informant -3 was concerned, it was also very positive and as per his views *"smartphones created fun and amusement"* for him. In the same vein,

the response of the informant-4 was very positive who summed up his views saying that the use of smartphone involved "*something new for all the students*" which to him meant the element of amusement.

**c.  Theme: Engagement and Absorption**

The fourth theme that emerged from the responses given by the IS was concerned with the engagement and absorption of students while writing essays for which the following semi-structured question was posed:

**Interview question 4: Did smartphones absorb the students in writing tasks? How?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - Informant-1*: "smartphone can absorb students in essay writing because writing can be improved using it."*
> - Informant-3: *"everyone was absorbed* (pause) *before this, students were not absorbed very much as they were in the writing class with smartphones"*
> - Informant-4: *"every student was working with attention and inspiration"*
> **IS**

The theme which was identified as the engagement and absorption of students while writing essays referred to the opinions of the four students who were taught essay writing skills with smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essay. The views of the students were markedly encouraging which supported learning writing skills with the help of smartphone.

To engage or keep the students busy productively in the writing tasks in the classroom has not always been an easy task for the lecturers of the public-sector colleges in the Punjab, Pakistan. Students are kept busy by threatening them of dire consequences in case of looking here and there or talking to the class-fellows as is generally also done in the examination hall. However, the important thing is to keep them busy in such a manner as they not only look busy but also have something to show resultantly in terms of their written essays. That was what happened in the experiment group class.

In this connection, the views of the informant-1 were very positive in this regard who said: "*smartphone can absorb students in essay writing because writing can be improved using it.* Similarly, what informant-3 said in this connection was also positive as to him also "*everyone was absorbed*". Moreover, he said that the students previously were not "*absorbed very much as they were in the writing class with smartphones.*" The views of the informant-4 were similarly positive regarding the students being engaged in the classroom. To him "*every student was working with attention and inspiration.*"

**d. Theme: Mediator in Learning**

The fifth theme that emerged from the responses given by the IS was concerned with the smartphone being a mediator in learning (writing skills) for students for which the following semi-structured question was posed:

**Interview question 5: Do you think smartphone can really help students learn writing skills. How?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - Informant-1*: "yes, it can help the students* (pause) *because data according to your topic can be downloaded using smartphone"*
> - Informant-2: *"we are masters in essay writing and we improved writing skills."*
> - Informant-3*: "we are expert in typing there (in a mobile) social media or all the internet that help us as students to write essays."*
> - Informant-4: *"yes sir. Because we can save our too much time."*
>
> **IS**

The theme which was identified as the smartphone being a mediator in learning (writing skills) for students referred to the opinions of the four students who were taught essay writing skills utilizing smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essay. The views of the students were substantially encouraging which supported learning writing skills with the help of smartphone.

Likewise, as per the informant-1, smartphone "*can help the students*" learn writing skills as the material regarding the essay topic "*can be downloaded using smartphone*" very easily and conveniently. The informant-2 was much enthusiastic and he claimed to the extent that they became *"masters"* as they had *"improved writing skills"* with the help of smartphone. The informant-3 claimed that all students were *"expert in typing"* the text in the smartphones and this coupled with the facility of the internet helped them learn essay writing skills. Besides, as per the views of the informant-4, smartphone not only helped in learning essays but also saved their time as well. All the responses, thus, indicated that these were the reasons that the students scored higher than their scores prior to intervention.

**e. Theme: Source of Motivation**

The sixth theme that emerged from the responses given by the IS was concerned with the smartphone as a source of motivation for students to learn writing skills for which the following semi-structured question was posed:

**Interview question 6: Do you think that smartphone can motivate students for writing skills? How?**

Following are the examples of the responses which were received in response to the semi-structured question:

- Informant-1: *"we wanted to use it for writing essay"*.
- Informant-2: *"Yes,* (pause) *it is consuming less time and* (pause) *editing can be managed easily"*.
- Informant-3: *"yes* (pause) *it also improves our knowledge and vocabulary and we learnt new things. That's why smartphone motivates us to learn more"*.
- Informant-4: *"Yes, smartphone motivates us in writing essay* (pause) *start* writing without wastage of time (pause) *We share it with other students through Bluetooth* (pause) *It consumes less time* (pause) *Yes, it motivates us because having mobiles, all of us have thirst for knowledge and we have smartphone with us and so it motivates us to much extent. Yes, because we can search everything within no time"*.

**IS**

The theme which was identified as the smartphone as a source of motivation for students to learn writing skills referred to the opinions of the four students who were taught essay writing skills using smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essay. The views of the students were considerably encouraging which supported learning writing skills with the help of smartphone.

The common practice in the public-sector colleges is that when it comes to writing skills, especially essay writing skills, students get bored. They do not want to write as willingly as they should. However, the views of the IS indicated that the use of smartphone made the students motivated to write the essay as they were ready to write and engage in the writing tasks during all these six weeks. In this connection, the views of the informant -1 are very encouraging as students "*wanted to use it* (smartphone) *for writing essay".* The informant-2 was also motivated to write the essay with the help of smartphone as to him it consumed *"less time"* and editing could be *"managed easily"* with smartphone.

Similarly, the informant-3 also claimed that smartphone improved their *"knowledge and vocabulary and"* they *"learnt new things".* All this was because of smartphone that they were motivated *"to learn more."* In the same vein, the informant-4 gave very positive and encouraging views which supported the use of smartphone in the classroom to motivate students for writing skills. The following snippet from his response clarified the picture in this connection:

"*Yes, smartphone motivates us in writing essay* (pause) *start writing without wastage of time* (pause). *We share it with other students through Bluetooth* (pause). *It consumes less time* (pause). *Yes, it motivates us because having mobiles, all of us have thirst for knowledge and we have smartphone with us and so it motivates us to much extent.* (pause) *Yes, because we can search everything within no time"* (Informant-4).

f.  **Theme: Democratic Class**

The seventh theme that emerged from the responses given by the IS was concerned with the democratic or student-centered class while learning essay writing skills with smartphone for which the following semi-structured question was posed:

**Interview question 7: Did you notice that your classroom was student-centered, democratic or otherwise?**

Following are the examples of the responses which were received in response to the semi-structured question:

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- Informant-1: *"Yes, it was a student-centered because we had freedom to talk to every student* (pause) *We could share the views with each other because essay writing is only done by sharing the views with others."*
- Informant-2: *"it was student-centered."*
- Informant-3: *"Yes, of course, when we discussed with each other and learnt new things from each other and helped each other* (pause) *new ideas from our partners."*
- Informant-2: *"Yes sir, we leant from the mobile. It gave us new ideas and new questions. We could question and share new ideas with each other. We not only had freedom but also had freedom to discuss and share."*
- Informant-3: *"Yes, the classroom was totally student-centered. When we were given topic of the essay, we just were in groups and aa discussed it with friends in the group* (pause) *There we got different ideas and our knowledge raised. This shows our classroom was democratic."*
- Informant-4: *"We had the freedom to explore our ideas and there was complete freedom for asking any questions."*

**IS**

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The theme that was identified as the democratic or student-centered class while learning essays with smartphone referred to the opinions of the four students who were taught essay writing skills employing smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essays. The views of the students were greatly encouraging which supported learning writing skills with the help of smartphone.

Equally, it is very common in the public-sector colleges of the Punjab, Pakistan that the students are not allowed to have freedom to share their ideas with other students as the class is teacher-centered. However, when smartphones were used by the students of the current study, the scene was entirely student-centered one. The students shared and discussed with their group members as they were exercising cooperative learning strategies as well as process writing. They were appreciated in terms of small gifts like ballpoint pens and chocolates etc. Students, as per the informant-1 *"had freedom"* to share with other students in their respective groups. The following extract from his response showed his views in detail: "*We could share the views with each other because essay writing is only done by sharing the views with others"* (Informant-1).

Similarly, for the informant-2, the class "*was student-centered."* As far as the views of the informant-3 were concerned, they were also in favour of the class being student-centered. The following excerpt from his response made the point further clear: *"Yes, of course, when we discussed with each other and learnt new things from each other and helped each other.* (pause) *new ideas from our partners."* Informant-3

Moreover, the informant-2 further said that they had *"leant from the mobile"* because it gave them "*new ideas and new questions. We could question and share new ideas with each other."* Similarly, the views of the informant-3 were in affirmative regarding the classroom being democratic and students-centered. They had freedom to discuss with each other in the groups which enabled them to have new ideas from others which increased their knowledge. As per his views "*the classroom was totally student-centered. When we were given topic of the essay, we just were in groups and discussed it with friends in the groups.* (pause) *There we got different ideas and our knowledge raised. This shows our classroom was democratic"* Informant-3. Similarly, the views

of the informant-4 were also very positive with regard to the class being student-centered. What he said clarified that as to how much satisfied students were with the tool they were learning essay writing skills. His views in the following make the point clearer: "*We had the freedom to explore our ideas and there was complete freedom for asking any questions*" (Informant-4).

**g. Theme: Confidence**

The eighth theme that emerged from the responses given by the IS was concerned with the confidence of the students while learning writing essays with smartphone for which the following semi-structured question was posed:

**Interview question 8: Were you confident to write essay with the help of smartphone?**

Following are the examples of the responses which were received in response to the semi-structured question:

| |
|---|
| • Informant-1: *"yes, we were confident to write essay with the help of smartphone* (pause). *We had some ideas, views and…. new skills when we were discussing in a group to write an essay. So, we have gained a lot of knowledge."* |
| • Informant-2: *"yes, when we wrote our essays with smartphones, we were confidence* (pause). *We learnt new things and that was not so before* (pause) *Now we can easily search and easily manage and that boosted our confidence."* |
| • Informant-3: *"By using smartphone, I was very much confident while essay writing because we had internet connectivity and the connection is user-friendly and encouragement from friends, all made me confident."* |
| • Informant-4: *"…by this we can improve our writing and by this we improved our essay."* |
| **IS** |

The theme which was identified as the confidence of the students while writing essays with smartphone referred to the opinions of the four students who were taught essay writing skills using smartphones. This theme was related to the fourth research question

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of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essay. The views of the students were considerably encouraging which supported learning writing skills with the help of smartphone.

In fact, confidence comes to students when they know what they are going to do will benefit them in achieving their goals for which they have joined the institution. It has been personally observed, over the years, by the researcher, that even those students who are the toppers in the board exams cannot write a paragraph of their own confidently. However, the situation in the class became entirely different and much encouraging for the use of smartphone in the writing classes as students were willing to take part in the writing tasks quite eagerly and willingly. For example, the views of the informant-1 favoured the use of smartphone for writing skills stating that they *"were confident to write essay with the help of smartphone"* as they had *"ideas, views and new skills"* when they *"were discussing in a group to write an essay"*. He summed up his answer saying that they had *"gained a lot of knowledge"*.

Furthermore, the response of the informant-2 was also encouraging who was also *"confident"* and "*learnt new things and that was not so before"*. As per his views, they could *"easily search and easily manage"* their essay writing skills and that boosted their *"confidence"*. Similarly, the views of the informant-3 were not less encouraging than those of the informant-2. "*By using smartphone,"* they were *"very much confident while essay writing"* period. Since they "*had internet connectivity and the connection is user-friendly and encouragement from friends, all made"* them *"confident"*. In the same vein, the informant-4 gave very positive views which favoured the use of smartphone for the motivation of students for essay writing skills. He said that by the use of smartphone, they improved their *"writing"* in general and *"improved"* their

*"essay"* in particular. The views of all the informants about the theme under discussion have shown the rationale as to how the students scored higher on the descriptive essay writing skills along with its eight components.

**h. Theme: Participation**

The ninth theme that emerged from the responses given by the IS was concerned with the participation of the students of the current study while writing essays with smartphone for which the following semi-structured question was posed:

**Interview question 9: Did you actively and enthusiastically participate in essay writing with the help of smartphone?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - Informant-1: *"...we took active part in essay writing with the help of smartphone* (pause). *we also made a lot of fun in essay writing because new ideas and new views and new knowledge came in our minds".*
> - Informant -2: *"...every-one said (class fellows) that smartphone gave new ideas and this increased our confidence and we were actively present in the group participation. We learnt a lot. Whichever problem was there in essay writing, we consulted our friends and that thing keeps me active in the class."*
> - Informant-3: *"...yes, we were enthusiastic because whenever a new thing comes, we are always enthusiastic learning from each other* (pause) *we just rushed towards cell phone and used it for different resources from different websites. The material made us enthusiastic."*
> - Informant-4: *"Yes, because it is not bothering me as I was with manual writing. Within no time, I can write my complete work. So, we actively participated in essay writing in class."*
> - Informant-2: *"we were all actively participating while this activity*."
>
> **IS**

The theme that was identified as the participation of students while learning English essay writing with smartphones referred to the opinions of the four students who were

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taught essay writing skills utilizing smartphones. This theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive essay. The views of the students were considerably encouraging which supported learning writing skills with the help of smartphone.

Furthermore, the only thing which can turn passive students into active ones is their faith and confidence upon the learning tool as well as the style of its employment by the lecturer. The students in the experiment group were confident enough that they could not only overcome their writing shortcomings rather they could improve their essay writing skills with the help of smartphones. That turned them active like they never used to be in the writing class and this was evident from their responses. For example, informant-1 very directly responded that "*we took active part in essay writing with the help of smartphone* (pause). *We also made a lot of fun in essay writing because new ideas and new views and new knowledge came in our minds*". According to the informant-2, who being the mouthpiece of other students in the classroom claimed: "*everyone said (class-fellows) that smartphone gave new ideas and this increased our confidence and we were actively present in the group participation. We learnt a lot. Whichever problem was there in essay writing, we consulted our friends*". As per his views, that was what kept the students *"active in the class"*.

Similarly, as per the informant-3, students *"were enthusiastic"* as it was a unique and new experience for them and that made students *"always enthusiastic".* So much so, he further asserted that even "*the material made us enthusiastic"*. As per the opinion of the informant-4, *"manual writing"* always bothered him but the writing with smartphone was *"not bothering"* him. And that was why he "*actively participated in*

*essay writing in class"*. The informant-2 wrapped up the whole matter thus: *"we were all actively participating while this activity"* was in progress. Hence, it has been very explicitly asserted by all the responses of the IS that those were the reasons that the students performed better in the descriptive essay writing skills after the intervention.

**i.  Theme: Measures for Improvement**

The tenth theme that emerged from the responses given by the IS was concerned with the measures that could possibly be taken for the improvement of smartphone to be more beneficial for the learning of writing skills for which the following semi-structured question was posed:

**Interview question 10: How can the use of smartphone be made more beneficial for the learning of writing skills?**

Following are the examples of the responses which were received in response to the semi-structured question:

> - Informant-1: *"we can improve the speed or make new applications in operating system"*
> - Informant-3: *"we have some applications that can interconnect us but they are too difficult to handle. By making these applications more easy."*
>
> **IS**

The theme that was identified as the measures that could be taken to make smartphone more beneficial for the learning of writing skills referred to the opinions of the 4 students who were taught essay writing skills employing smartphones. However, this theme was related to the fourth research question of the study which was supposed to elicit the views of the students about the use of smartphone in learning descriptive

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essay. The views of the students were much encouraging which supported learning writing skills with the help of smartphone.

Above and beyond, beneficial a learning tool may be, still there remains a room for its improvement and due to this fact, the researcher posed the current question out of which the theme under discussion emerged. In this connection, as per the views of the response of the informant-1, smartphone could still be improved by improving its speed with the help of "new applications in operating system". However, as per the views expressed by the informant-3, some applications could be made more beneficial which to him were difficult to handle, by making those *"applications more easy".* Since the IS were considerably convinced with mobile as a learning tool since they had also enhanced their writing skills with its help, that was why they had either nothing or very little to add to the question of its improvement. This was also encouraging for the researcher as it favoured the use of smartphone for learning the writing skills. This was also one of the reasons that the students showed better performance concerning the descriptive essay writing skills.

**j.   Theme: Strengths and weaknesses**

The eleventh theme that emerged from the responses given by the IS was concerned with the strengths and weaknesses of smartphone as a tool for learning writing skills for which the following semi-structured question was posed:

**Interview question 11: What are the strengths and weaknesses associated with the use of smartphone as a tool for learning writing skills?**

Following are the examples of the responses which were received in response to the semi-structured question:

- Informant-1: *"smartphone is a good for learning and writing* (pause) *essay writing skills because there are online libraries or websites from which we can download any type of helping materials which we want."*
- *Weaknesses: "it has a small screen size* (pause) *in load shedding situations, charging of smartphone is a critical problem"*
- Informant-3: *"smartphone is a good tool for using for writing purpose.*
- *Weaknesses: it has screen short problem* (pause).*"*
- Informant-2: *"when we are reading something from mobile, the eyesight problem can be.* (pause) *we also zoom it. when we download, we get very much difficulty in searching file due to small size."*
- Informant-4*: "...it is less time consuming and also saves our energy and papers...And we can use it at all places"*
- *Weaknesses: "we have load shedding and we face difficulty in charging."* Informant-2: *"The main benefit of smartphone was while using* (pause) *while writing the essay that the knowledge of all the world is at our fingertips."*

**IS**

There is hardly anything in the world which is totally beneficial and has no any weaknesses. Somehow or the other, there are some weaknesses too which are attached even to the most beneficial things and so is true of smartphones. In this connection, the responses of the IS showed that there were many benefits of learning writing skills with smartphones but at the same time there were a few weaknesses too. However, mostly the IS enumerated the strengths of smartphones. For example, the informants-1 said that the "*smartphone*" was "*good for learning*" descriptive "*essay writing skills*" as there were "*online libraries or websites*" from which they could "*download any type of helping materials*". Regarding the weaknesses, the informant-1 complained about the "*small screen size*" of smartphones. Moreover, he complained about "*charging of smartphone*" "*in load shedding situations*" which posed "*a critical problem*". Load shedding or electricity breakdown is a very common phenomenon in a developing country like Pakistan. As such it is not the problem which can be associated with smartphone per se. The informant-3 was positive about the strength of smartphone

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being "*a good tool for using for writing purpose*". Like the informant-1, he also complained about the *"screen short problem".*

Furthermore, the informant-2 further added that while reading from smartphone because of their eyesight problem they had to zoom it and while downloading they faced problem *"in searching file due to small size."* However, the informant-4 said that the strength of smartphone is that it saved their *"time", "energy and paper".* Hence to him, it was environment friendly. Likewise, he mentioned the strength of smartphone being a ubiquitous learning tool in his own way: "*And we can use it at all places".* The informant-4 summed up the weakness thus: *"we have load-shedding and we face difficulty in charging"* smartphones.

Similarly, informant-2 explained the strength of smartphone in the following words: "The main benefit of smartphone was while using (pause) while writing essay that the knowledge of all the world is at our fingertips". Thus, the overall responses of the IS showed that the use of smartphone involved more strengths than weaknesses. However, even the weaknesses mentioned were not the ones purely associated with smartphone rather the charging problem during electricity breakdown is a separate issue having nothing to do with smartphone.

In short, all the above-mentioned details have indicated that the students scored better in their post-test as well as in the questionnaire on motivation (after treatment) only due to the use of smartphone. Students were having democratic classroom where they were free to ask questions from their lecturer besides discussing the essay topics with their peers. Therefore, holistically speaking, the findings from the IL as well as those of the IS have very unequivocally revealed the reasons as to how and why students of the

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current study exhibited better performance in their descriptive essay writing skills after the intervention utilizing smartphone.

## 4.3 Conclusion

The current study examined and explored the effects of utilizing smartphone in enhancing the descriptive essay writing skills and motivation of the intermediate students in the Punjab, Pakistan. In this connection, the quantitative findings revealed that the students' mean scores in the post-test descriptive essay were higher as compared to their mean scores in the pre-test which was due mainly to the utilization of smartphone that helped students learn their writing skills effectively. Students enhanced their overall writing descriptive essay as well as its eight components. Therefore, all the null hypotheses ($Ho_1$, $Ho_{1a}$, $Ho_{1b}$, $Ho_{1c}$, $Ho_{1d}$, $Ho_{1e}$, $Ho_{1f}$, $Ho_{1g}$, $Ho_{1h,}$) in this connection were rejected. Likewise, as per the findings, the students were found to have been more motivated towards writing skills as was indicated by their mean scores in the post-treatment questionnaire on motivation than their mean scores regarding motivation before intervention. Therefore, the null hypothesis ($Ho_2$) in this connection stood rejected. Similarly, the qualitative findings from the focus group interviews of the IL and the IS were substantially positive and encouraging concerning the utilization of smartphone to teach and learn the writing skills. Thus, the qualitative findings of the present study concurred with the quantitative findings of the study. However, the findings of the current study vis-a-vis the findings of the already existing literature would be discussed in the next chapter. Besides, the following chapter would also provide with the contributions, implications and above all the recommendations for further research in the domain of smartphone based learning.

# CHAPTER FIVE

# DISCUSSION AND CONCLUSION

The previous chapter dealt with the findings obtained out of the analysis of the data employed in the current study. The present chapter provides overall summary of the current study prior to the summary of the findings in terms of discussion and comparison with the findings of the already existing literature which was duly deliberated in CHAPTER TWO. Likewise, this chapter justifies the objectives set for the current research in CHAPTER ONE upon which the very edifice of the study was erected. Based on the analysis and the findings as reported in CHAPTER FOUR, the necessity for the paradigm shift from the conventional methods to the modern one as is offered in the form of the use of smartphone as a pedagogical tool for teaching and learning writing skills, would also be reviewed. Apart from this, the chapter also provides contributions of the study, implications of the study and above all the recommendations for further research in the field of smartphone based learning.

## 5.1 Summary of the Study

The objective of the current study was to examine and investigate the effects of smartphone in enhancing the intermediate students' English essay writing skills in the Pakistani context. In addition, students' motivation towards writing skills was also expected to be enhanced. This study was based on the multimedia theory by Mayer (2001) which supports mobile learning theory. It is also supported by the theory of social constructivism by Vygotsky (1978) that supports cooperative learning. Besides, it is underpinned by the motivation theory by Keller (2010 and theory of process writing by Tribble (1996) as deliberated in CHAPTER TWO. By employing purposive sampling technique, this 8-week study adopted mixed-method approaches for data

collection and analysis as discussed in CHAPTER THREE A class of 45 pre-medical (2nd year) students of the Government M.A.O. College, Lahore participated in the study who were taught utilizing smartphones to enhance their descriptive essay writing skills.

Moreover, for data collection, pre-test/ post-test, questionnaire on motivation and semi-structured interviews were used in the study. Similarly, the current study investigated (through semi-structured interviews) the views of the one lecturer and four students concerning the utilization of smartphone in teaching and learning of the descriptive essay writing skills. The quantitative data was analyzed for descriptive and inferential statistics for which Paired-samples t-test was applied by using SPSS. However, the qualitative data gathered through semi-structured interviews was analyzed and interpreted holistically based on the emerging themes.

Thus, the findings (as reported in CHAPTER FOUR) from the Paired-samples t-test indicated that the students significantly scored higher on their overall mean scores for the descriptive essay, introduction component., focus on topic component, body (supporting details) component, adding personal opinion component, sentence structure component, coherence and cohesion component, conclusion component, grammar and mechanics component and above all motivation after intervention using smartphones. Similarly, the findings (as reported in CHAPTER FOUR) from the qualitative data procured out of the interviews of both the lecturer as well as students revealed that smartphone played effective role as a pedagogical tool which not only motivated the students but also helped them enhance their descriptive essay writing skills.

However, the following research questions were addressed in the current research:

1. Is there significant difference between the overall mean scores of the students for learning writing descriptive essay before and after the intervention utilizing smartphone?

a) Is there significant difference between the mean scores of the students for learning the introduction component of descriptive essay writing before and after the intervention utilizing smartphone?

b) Is there significant difference between the mean scores of the students for learning the focus on topic component of descriptive essay writing before and after the intervention utilizing smartphone?

c) Is there significant difference between the mean scores of the students for learning the body (supporting details) component of descriptive essay writing before and after the intervention utilizing smartphone?

d) Is there significant difference between the mean scores of the students for learning adding the personal opinion component of descriptive essay writing before and after the intervention utilizing smartphone?

e) Is there significant difference between the mean scores of the students for learning the sentence structure component of descriptive essay writing before and after the intervention utilizing smartphone?

f) Is there significant difference between the mean scores of the students for learning the coherence and cohesion component of descriptive essay writing before and after the intervention utilizing smartphone?

g) Is there significant difference between the mean scores of the students for learning the conclusion component of descriptive essay writing before and after the intervention utilizing smartphone?

h) Is there significant difference between the mean scores of the students for learning the grammar and mechanics component of descriptive essay writing before and after the intervention utilizing smartphone?

2. Is there significant difference between the mean scores of the students for their motivation towards writing before and after the intervention utilizing smartphone?

3. What are the views of the lecturer about the utilization of smartphone in teaching descriptive essay writing?

4. What are the views of the students about the utilization of smartphone in learning descriptive essay writing?

## 5.2 Discussion on the Results

The following section would deal with the discussions and the findings which were reported in CHAPTER FOUR and they would duly be related with the theories as well as the previous research associated with the current study as deliberated in CHAPTER TWO.

### 5.2.1 Effects of Utilizing Smartphone on Writing Skills

(Please refer to CHAPTER FOUR, Tables: 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11)

The first objective of the study was to examine as to whether there was a significant difference between the overall mean scores of the students in the descriptive essay and its eight components such as introduction, focus on topic, supporting details, adding personal opinion, sentence structure, coherence and cohesion, conclusion along with grammar and mechanics.

In this connection, the findings in CHAPTER FOUR have conspicuously revealed that the students improved significantly on their overall writing skills after intervention utilizing smartphones. Besides, it also significantly improved their introduction, focus on topic, supporting details, adding personal opinion, sentence structure, coherence and cohesion, conclusion along with grammar and mechanics components. Therefore, the findings indicated that the use of smartphones for teaching descriptive essay writings skills helped students better learn the process of writing as compared to the conventional methods. Thus, this is in line with the research (Laser, 2015; Rodsawang, 2017; Siddique & Manvender, 2016; Siddique & Subadrah, 2015) which suggested the use of smartphone being helpful in addressing the issue of writing skills.

In addition, the findings correlate with the process writing which as per the opinion of Jordan (1997) supports students especially when they engage in discussion and draft the essay together with their peers by following the recursive and cyclical style of writing which is not only followed by the L2 students rather the native speakers also employ it. However, it is also supported by Tribble (1996) to whom process writing involves brainstorming, outlining, writing and revising and above all correction with the help of peers under the guidance of their lecturer. That was why the students performed better than they did before intervention only because they followed the process writing approach using smartphones instead of the product approach which is generally employed in the public-sector colleges of the Punjab, Pakistan. This, therefore, is also in line with the research (Farooq et al., 2012; Haider, 2012b; Khan, 2012) which recommended the use of process approach in the Pakistani context.

Moreover, the findings are also related to the opinion of Dewey (1938), according to whom a learner himself has to undergo the whole learning process since ideas cannot

be understood and absorbed as being pre-packaged. Rather, students have to construct their own knowledge by engaging themselves in the specific learning experience which is further related to the cognitive constructivism by Piaget (1970). Therefore, the students by using smartphones got engaged themselves in discussion within their respective groups and constructed their own knowledge which involved and activated their cognitive abilities while undergoing the whole learning experience. Likewise, the findings are also in line with the research (Comas-Quinn et al., 2009) who too supported his study about mobile learning with the constructivist approach.

Over and above, the findings mentioned in CHAPTER FOUR are also supported by Kagan (1989) because the IL provided students with opportunities to learn cooperatively in groups where according to Johnson et al. (1993), students maximized their learning and that of their peers' as cooperative learning happened in a teamwork scenario (Slavin, 1996). Therefore, students performed better than they did before intervention using smartphones because formerly they did not work cooperatively together to complete the tasks concerning their shared learning (Johnson & Johnson, 1999). Thus, the students not only achieved their individual goals rather the rest of the group members also accomplished theirs (Deutsch, 1962) in such a vibrant classroom created with the help of a new pedagogical tool i.e. smartphone in this modern era which demands a new vision as per the needs of the modern learners. Additionally, the current study is also in line with Metler (2017) as his study also uses smartphone as a pedagogical tool to provide the students better opportunities to learn language skills as per the demands of the contemporary digital world.

Since cooperative learning has the potential to transform the class into a student-centered (Johnson & Johnson, 1989; Allport, 1954; Slavin 1986) learning place,

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cooperative approach encouraged students to participate actively in the learning process. Positive interdependence, individual accountability, face to face interaction, use of social skills and group processing (Johnson et al., 1998; Johnson & Johnson, 1989) helped the students to perform better than they did previously before treatment when their class was devoid of all these features which are generally considered to be conducive to learning. Hence the current study is direct in line with the following studies (Davidson, 1985; Johnson & Johnson, 1999; Kagan, 1994; Kim et al., 1997; Miller, 1989; Newmann & Thomson, 1987; Sharan, 1999; Slavin, 1989, 1990, 1991) which have shown that cooperative learning exercises positive effect in helping students pursue maximum achievement regarding their learning goals.

Moreover, the students depended upon constructivist approach which draws on cognitive learning theory (Yount, 2010) and the students being active constructed their knowledge instead of being empty vessels to be filled by the lecturer (Veen, 2006). On the contrary, previously they depended merely upon their lecturer to spoon feed them and thus after intervention their performance in the essay writing skills was also better. In this connection, therefore, the current study is also in line with the studies (Lee et al., 2016; Hussin et al., 2015; Zarei & Hussin, 2016), who posited that the smartphones in addition to offering myriad language learning opportunities, not only encourage cognitive and critical thinking skills but also ensure cooperative learning that helps students to come up with critical and creative solutions.

Furthermore, to make the current study effective, it was equally necessary to support it with multi-media theory of Mayer (2001) as the study took "full advantage of full capacity of humans for processing information" (Mayer, 2005, p. 4) and this could be made possible only through smartphones which were used by the students for learning

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writing skills and it enabled them to perform significantly better than they did before employing the smartphone as a learning tool. Moreover, it was only because the "well-designed multimedia instructional messages can promote active cognitive processing in learners, even when learners seem to be behaviorally inactive" (Mayer, 2005, p. 19). Likewise, the current study is in line with the existing research (Chang & Hsu, 2011; Chen & Li, 2010; Sandberg et al., 2011) that also employed multimedia theory and the findings of these studies also indicated that multimedia theory was supportive in enhancing learning among students.

Similarly, among the studies conducted to address the issues regarding writing skills in the Pakistani context, the one by Javed et al. (2013) addressed word completion, syntax, sentence making, tenses, comprehension, grammar and handwriting. Likewise, the study by Ali et al. (2015) employed the error analysis approach propounded by Ellis (1994) and the errors they found comprised of the proper use of nouns, pronouns, conditionals, direct and indirect narration and the use of active and passive voice. Likewise, the study by Siddique et al. (2014) found out that the system of teaching English in Pakistan imparts the knowledge about English language rather than the language per se and ultimately a lecturer ends up teaching testing and promoting rote learning. However, the study suggested that students should rewrite the newspaper articles by using their own language instead of rote learning. Correspondingly, the current study is in line with the studies just mentioned above as the current one addressed the issues like sentence making, grammar besides teaching language instead of imparting the knowledge about the language which is mostly done in the public-sector college in the Punjab, Pakistan.

Moreover, the current study has dealt with the issue of the intermediate students regarding the descriptive essay writing skills (a very important component in their English exam) as was done by Shahzadie et al. (2014) in the Pakistani context who dealt with the issues such as punctuation problems of students and the written language convention with only 30 students. However, the 45 intermediate students participated in the current study and it dealt with the sub-skills such as introduction, focus on topic, supporting details, adding personal opinion, sentence structure, coherence and cohesion, conclusion apart from grammar and mechanics of the descriptive essay. Hence the current study is a step further as it has dealt with eight components regarding descriptive essay writing skills for which a rubric for marking was adapted which was discussed in CHAPTER ONE. Furthermore, the study also paved a way for the promotion of process writing in the Pakistani context where the product approach is in vogue. Similarly, Khan (2011) complained that pedagogues in Pakistan do not pay attention to the creative and communicative abilities of the students. Therefore, the current study tried to fill this gap too by motivating students with the help of smartphones to promote their communicative abilities to be utilized in creative writing.

Above and beyond, the current study is in line with Farooq, *at el.* (2012), who claimed in the Pakistani context that the flawed writing skills of students were mainly due to poor spellings, vocabulary and poor grammar. The study proposed that the future studies must focus on issues in English writing skills faced at the intermediate level by the Pakistani students. Therefore, the current study has not only addressed the issues mentioned in their study rather it has filled the gap proposed therein by addressing the issues of writing skills encountered by the intermediate students in Pakistan.

In addition, the current study also tried to address the issues raised by the following studies conducted in the Pakistani context: For example, Sultana and Zaki (2015) expressed their concern that why intermediate students cannot write English correctly as required Aqeel and Sajid (2012) raised issues concerning essay writing skills. Similarly, Shahzadie et al. (2014) also examined problems related to essay writing. However, in another study, Haider (2014b) deliberated writing difficulties encountered by the graduate students. Similarly, Haider (2014c) debated learning of the composition writing difficulties through activities. Hence, the researcher of the current study also attempted to address gaps as well as the issues raised by the following research conducted in the Pakistani context (Bilal et al., 2013; Ghafoor, 1998; Gulzar et al., 2013; Khan et al., 2015; Khan, 2011; Sarfraz, 2011; Tabbasum, 2013). Similarly, the current study is also in line with Haider (2012b) who suggested the process writing approach for the Pakistani intermediate students and, therefore, this was what was done in the current study to fill this gap. Moreover, the current study also filled yet another gap suggested by Farooq et al. (2012) who explored writing difficulties of the Pakistani intermediate students.

Additionally, Sultana and Zaki (2015) suggested in the Pakistani context that there is a pressing need to introduce new methods and techniques for English teaching which "must be in line with the contemporary and updated language pedagogies". The current study responded to this gap by introducing and employing smartphone as a pedagogical tool in the writing class which enhanced the writing skills of the students as reported in CHAPTER FOUR. Over and above, the current study also attempted to fill yet another but the most glaring gap related to the flawed pedagogy as mentioned by the following studies which were conducted in the Pakistani context (Abbas, 1998; Ahmad, 2004; Farooq et al., 2012; Haider, 2012; Kiran, 2010). Since flawed and conventional

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pedagogy was one of the prime reasons for the low performance of students at the intermediate level in the compulsory English exams, the researcher of the current study may claim to have introduced a very effective teaching tool that can help the lecturers to overcome the issue of flawed and conventional pedagogy.

Likewise, the current study is in line with the previous ICT research (Abas, 2015; Ali et al., 2011; Drigas & Charami, 2014; Kolade, 2012; Metler, 2017; Shah & Empungan, 2015; Shaikh & Khoja, 2011; Zarei et al., 2015) that supported and incorporated the new techniques to teach writing skills and made a significant addition into the repertoire of English lecturers. Thus, by addressing the issue of writing skills of the intermediate students effectively with the help of smartphones, the researcher of the current study ventured an endeavor to make Pakistani lecturers *"part of the steamroller"* to save them from becoming the *"part of the road"* (Brand, 1987:9). To the researcher of this study, this is how not only the teachers may be equipped with the teaching tool based on ICTs or technology but also it can ensure fun learning as up to the very demands and desires of the students who are the smart users of smartphones.

Moreover, the current study is in line with the existing research (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Metler, 2017; Psillos & Paraskevas, 2017), which posited that the education leaders are expected to discover fresh visions for this modern era students as the 21st century students need different and more advanced skills which have to be aligned and compatible enough with their specific learning needs. Students prefer their lecturers to employ more innovative methods and approaches while teaching. However, the current study being in line with all these studies employed the present day most modern but commonly used gadget i.e. smartphone to offer benefits

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of mobile learning to the students of today to address their most difficult language skills (writing) (Laser, 2015; Siddique & Subadrah, 2015; Siddique & Manvender, 2016).

Apart from this, the current study also filled yet another gap (related to the studies of English language skills and smartphones) as revealed by the following studies: (Aziz, Shamim, Aziz & Avais, 2013; Baleghizadeh & Oladrostam, 2010; Cavus & Ibrahim, 2009; Cheng, Hwang, Wu et al., 2010; Dansieh, 2011; Hayati et al., 2013; Power & Shrestha, 2010; Sife, Kiond & Macha, 2010; Waqar, 2014; Yousaf & Ahmed, 2013). These studies employed smartphones to address the issues related to the teaching of listening, speaking and reading skills and left the gap for the writing skills which was addressed by the current research. However, the current study exclusively addressed the descriptive essay writing skills which are very difficult for students in the Pakistani context (Siddique & Subadrah, 2015; Siddique & Manvender, 2016) which is a 15 marks question in the syllabus of the intermediate students. Interestingly, if students learn how to write an essay, this may impact their overall performance in the entire compulsory English language exam as according to Tabbasum (2013) students' assessment is done only by means of writing skills.

Similarly, according to Viberg and Grönlund (2012) studies related to grammar and writing skills of the L2 students are scarce in the domain of mobile learning and to date, no mobile learning research has exclusively addressed writing skills for second language learners (Mancilla, 2014). In addition, Thornton and Houser (2005) also suggested that essay writing can easily be taught with the help of smartphones. Therefore, the current study filled these gaps too by addressing the issue of writing skills with the help of smartphones at the intermediate level. Hence, simultaneously, the foundation stone has also been set with the very humble claim that the essay writing

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skills can be made really easy to be imparted and effectively learnt by employing smartphones.

**5.2.2 Effects of Utilizing Smartphone on Motivation**

 (Please refer to CHAPTER FOUR, Tables: 4.11)

The second objective of the study was to examine as to whether there was a significant difference between the mean scores of the students for their motivation towards writing before and after the intervention using smartphones. The researcher also investigated the effects of smartphones on students' motivation towards descriptive essay writing skills by adapting and employing a set of questionnaires on motivation designed by Keller (2010). However, the findings in CHAPTER FOUR have distinctly indicated that after intervention using smartphones, the students scored higher on their mean scores pertaining to the post questionnaire on motivation. Since the students were taught with smartphones which motivated them to a significant level as is unequivocally evident from the findings duly reported in the CHAPTER FOUR.

As a matter of fact, if students are not motivated to learn, the level of learning that takes place may not be of some significant level and in the case of the 45 group of students of this study, motivation was a determiner (Ellis, 1994) of their better performance which was due to the use of smartphones which worked like an inner force that guided students towards their goal (Maslow, 1970) and the goal was learning of the descriptive essay writing skills.  According to Keller (2006b), "Motivation consists of the amount of effort a person is willing to exert in pursuit of a goal," whilst in the context of learning, "motivational tactics support instructional goals." therefore, the students were willing to exert their efforts to achieve their goals as they were using smartphones as a

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learning tool and this is also evident from the findings on their post-test scores as well as their views expressed during their semi-structured interviews.

Correspondingly, according to Keller (2016. p.1) *"technology infusions into learning environments have grown exponentially"*, therefore, it was because smartphones (the present-day technology) worked like motivational tactics which supported (Keller, 2006b) students to achieve their goals. Thus, the study is also in line with the already existing research (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Metler, 2017; Psillos & Paraskevas, 2017) that modern technology plays an important role in the motivation of the modern-day students to achieve their academic goals successfully. However, the reason for the failure of the students for not significantly enhancing their writing skills before intervention using smartphones was the absence of such motivational tactics as they were taught with the conventional methods which failed to motivate them. Nevertheless, the first objective of the study was realized by dint of the utilization of smartphones helped boost students' four motivation categories based on attention (A) relevance (R), confidence (C) and satisfaction (S). Hence the acronym "ARCS" (Keller, 2006a. p.9).

In the same way, according to the first principle of ARCS, the "attention" of students of the was aroused (Carr & Carr, 2000; Keller, 2006a) when they were sent web address related to the essay topics to be explored utilizing their smartphones to download essay materials from the internet. Since the essay topics as well as the teaching tool – smartphone was having "relevance" with the students' experience and needs (Carr & Carr, 2000; Keller, 2006a) which motivated them to learn the descriptive essay writing and that was the reason their mean scores were significantly higher than their pre-test scores not only on the essay writing and its related eight components but also on the

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motivation. The third element "confidence" also helped students achieve their targets as their writing tasks were executed in a meaningful and friendly manner creating success opportunities by involving them in discussion and sharing with their fellows as they were sitting face to face having been facilitated with the informative, corrective and analytic feedback. However, before intervention they were always taught employing conventional methods which inhibited them to embark on the road to learning essay writing effectively.

Equally, the fourth element "satisfaction" built the students' sense of reward and achievement (Carr & Carr, 2000; Keller, 2006a) as at the end of each essay topic on the sixth day of every week (during the study period), the winner groups were given ballpoint pens, key chains with UUM logo as well as chocolates and sweets. This, therefore, intrinsically motivated them also because their learning was taking place in the real and stimulated context. The students were extrinsically motivated also as feedback was given to them about each paragraph every day which helped them have confirmation of their correct performance. Though they were rewarded but not over-rewarded and given informative feedback by the lecturer employing equitable criteria (Carr & Carr, 2000). In short, the principles mentioned above were required to strengthen the students' intrinsic as well as extrinsic motivation (Keller & Suzuki, 2004). However, all these elements were not employed by the before intervention and that was why students' mean scores in their pre-test was lower than that of the post-test.

In addition, the current research is also in line with the following studies which claimed that smartphones not only helped students succeed academically but enhanced their motivation as well. For example, the previous research (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Lee, 2015; Metler, 2017; Psillos & Paraskevas, 2017) claimed

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that the utilization of ICTs as well as smartphones assisted in increasing academic motivation, flow-state and self-directed learning readiness. Moreover, the current study also helped students develop cognitive skills while they were working in groups from brainstorming the essay topic up to the final draft which is also in line with Psillos & Paraskevas (2017) who claimed that ICTs help students 'develop social, cognitive as well as technological skills.

Similarly, the present study is in line with the study by Ciampa (2014) who investigated the lived experiences of students and teachers of grade 6 who employed cell devices as tools for their classroom instruction and it was to him a successful tool to make students motivated. Correspondingly, the current study is related to the study by Cavus and Ibrahim (2009) who employed SMS to teach English vocabulary to 45 intermediate students and found them to be motivated due to the use of smartphones as was the case with the students of the current study. Interestingly and coincidently, there were 45 students who participated in the current study that was also conducted employing MMS and SMS. Similarly, the findings of the current study also corroborate with the findings of the following research as these studies have also claimed to have improved the motivation of students merely by means of smartphones (Ismail et al., 2013; Muñoz-Organero et al., 2012; Kopf et al., 2005).

### 5.2.3 Views about Effects of Utilizing Smartphone on Teaching and Learning

Both the third and the fourth objectives of the study were equally supposed to investigate the views of the one lecturer and four students about the use of smartphone in teaching and learning the descriptive essay writing. In this connection, fifteen themes emerged from the responses elicited from the informant lecturer and eleven themes

emerged from the focus group interviews of the informant students (four students out of the total forty-five students).

In the first instance, under the theme of personal experience concerning the teaching with smartphone, the findings from the IL indicated that it was a unique experience and "*great fun*" for him as a lecturer. Similarly, the findings from the IS were corresponding to those of the IL. For example, according to the informant-3, they found it to be "*interesting*" and it was "*a good experience*" for the informant-4. These findings are supported by Milrad and Vavoula (2009) and Hussin et al. (2016) who also believed that learning with smartphones provides fun for the teacher and the taught. Also, it is in line with Kim et al. (2008) who claimed that students can learn better if the material is fun that can best be provided by smartphones. Since the students were not having student-centered environment before intervention, the informant -2 claimed that they did not "share ideas with their friends" previously. Similarly, findings from the IS indicated that the before intervention they had "*limited resources*" and lacked "*collaboration among students*" for they never shared their views as they did when they were taught with the help of smartphones. Thus, these findings from the IS were supportive of what Sarwar (2001) claimed about the Pakistani classroom which to her has always been teacher-centered where teacher is in charge of the whole learning process who leaves very little space for the students to discuss either with him or with their peers.

Besides, the findings from the IL also indicated that the students were more "engaged" than ever with the help of smartphones as was the case with the study of Bogdanov (2014). Similarly, in the current study, students were also engaged as they also practiced

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process learning techniques which help students engage in the given topic (Hayland, 2003). Apart from this, as opposed to their condition before intervention using smartphones, the findings from the IL are positive favouring mobile learning coupled with collaborative learning since the students learnt not only "*effectively but also cooperatively*" which is supported by the following research (Allport, 1954; Johnson & Johnson, 1989; Kagan, 1989; Slavin, 1996).

Apart from this, the findings of the study are also supported and corroborated by the mobile learning theory which transferred educational materials to the students by means of smartphones (Peters, 2007) for the mediated learning by utilizing ICTs and mobile technology (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Metler, 2017; Psillos & Paraskevas, 2017; Winters, 2006). In addition, this exclusively promoted collective as well as individual learning of students (Koole, 2009). Thus, the current study also corroborates with research (Brooks, 2010; Lonsdale et al., 2004; Odom, 2012; Tiffany et al., 2010) that claimed smartphones to be effective in enhancing the standard of the conventional lessons. Similarly, the current study is also in line with the studies (Abdous et al., 2012; Oberg & Daniels, 2012; Sandberg et al., 2011) as these studies also used smartphones and thereby claimed m-learning theory to be effective since it promotes cooperative learning (Johnson & Johnson, 1989). Over and above, the findings of the current study concur with those of Swain (2010) in this field regarding digital and collaborative learning.

Moreover, the second theme in this connection was related to the improvement of students' descriptive essay writing skills through smartphone. In this regard, the findings from both the IL and IS were positive. The findings from the IL were encouraging regarding the use of smartphones and so were those from the IS being

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supportive as smartphones helped them to enhance their writing skills. Similarly, the findings from all the respondents (IS- 1,2,3,4) supported smartphone as an effective teaching tool allowing them liberty to download their own materials in and outside the classroom.

As per the findings from the IS, what they learnt before intervention was just up to a very limited level and they had to cram the essay thereby to reproduce in the exam as it is. However, contrary to it, after using smartphones they *"improved a lot"* in writing skills and specifically essay writing skills which is very necessary for them to learn since writing is the only basis on which students' capability in English language is tested (Tabbasum, 2013) as listening and speaking are not tested and reading is also tested through writing. The students improved also because the IL employed a variety of approaches to enhance their writing skills (Kong, 2005) which include process writing, constructivist approach, cooperative learning theory, multimedia learning theory and theory of motivation.

Furthermore, the current study also addressed a suggestion extended by Al-Buainain (2010) who recommended to have a writing lab for students to learn writing skills which was duly provided to the students (in the current study) in terms of smartphones that worked for the them like a writing lab. Similarly, with these writing labs which were smartphones, the students used the online dictionaries and spell checkers to edit and revise their essays the like of which was not available to them before and thus, they scored higher on all the components of descriptive essay. Above and beyond, the current study also used the ICT (smartphone) as it was not only suggested by Shaikh and Khoja (2011) but also by the Higher Education Commission of Pakistan (HEC, 2013) to improve the condition of educational institutions of Pakistan regarding ICTs

and the findings indicated that it really helped students learn writing skills not only effectively but also successfully.

Over and above, the current study is also in line with the research by Javed et al. (2013) who claimed to have effectively addressed the writing sub-skills such as word completion, syntax, sentence making, tenses and comprehension, grammar and handwriting, however, the current study addressed the issues like introduction, focus on topic, supporting details, personal opinion, sentence structure, coherence and cohesion, conclusion and grammar components of the descriptive essay writing skills. According to the findings from the IL, the said issues have effectively been addressed as the students performed in these components better than they did in their pre-test.

Moreover, as per the findings from the IL, the students *"also learnt how to construct knowledge while engaging in discussion in a group and while constructing sentences of varied kinds".* This is in line with what Dewey (1938), upheld that students have to undergo the learning experience by employing ideas and concepts to construct their own meaning by relating those ideas and concepts to their already existing knowledge. Apart from this, the students performed better also because they were engaged in the constructive cognitive activity while practicing the process writing to construct knowledge (Piaget, 1970; Tribble, 1996)). As per the findings from the IL *"this could be possible only with the help of smartphones."* Also, it is direct in line with Akour (2009), according to whom smartphones can "embed learners in realistic contexts" where it is easy to construct knowledge.

Above and beyond, the IL maintained that the smartphone *"proved to be a wonderful gadget"* and he was justified in his claim also because Generation C students being

tech-savvy are thriving with handy gadgets (Duncan-Howell & Lee, 2007) and that was why students enjoyed learning with ICT (smartphone). Since the use of such gadgets brings countless chances to learn L2 (Hussin et al., 2016; Kramsch & Thorne, 2002) which is why the research (Miller, 2014; Dzakiria & Idrus, 2003) predicted them to be as very important components for students' future study technologies having the potential to facilitate learning. Thus, technology was rightly employed by the current study for the enhancement of students' motivation and in addition to writing skills.

Correspondingly, the third theme in this connection was the benefits regarding teaching and learning writing with smartphone. In this connection, the findings from the IL indicated that students were *"extremely motivated"*, *"enthusiastic"* and *"active"* as they were ready to work in pursuit of their goal (Ismail et al., 2010; Keller, 2006b) i.e. essay writing. Therefore, the current study with regard to motivation is directly in line with Cavus and Ibrahim (2009) who also employed smartphones and it motivated the students. Yet another important finding from the IL is that the lecturer's job "became very easy" which is almost the opposite to the condition before using the smartphone when classroom used to be teacher-centered and well managed but the outcome in terms of learning was not positive as the lecturer held and enjoyed the authoritarian position in such conventional classrooms. In this connection, the findings from the IL are in line with what Sarwar (2001) claimed about the Pakistani classroom where the lecturer is the final authority and also as per the opinion of Shamim (1993) who, also in the Pakistani context, claimed that lecturers mainly concentrate on doing a lesson which helps them maintain the discipline. By employing smartphones, the IL had the classroom which was democratic giving students' ideas a chance to flourish while engaging in discussion with their fellows as well as lecturer.

Similarly, the fourth and fifth themes were related to the fun element involved in smartphone. The findings from the IL indicated that teaching and learning with smartphones was a *"great fun"* for both the lecturer and the students alike which being a *"revolutionary step"* in teaching "strengthened his personal *"belief in technology"* and it provided such teaching and learning conditions as generally are not the very part of the conventional classrooms which are devoid of *"element of fun for students".* Hence these findings corroborate with the findings of the research (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016). Correspondingly, the findings from the IS were similar to those from the IL as according to the findings from the informant -2, students *"enjoyed a lot during the essay writing"* and the findings from the informant 3 indicated that *"smartphones created fun"* for the whole class. However, the fifth them from the findings of the IS was related to the mediating role of mobile technologies as it played a very significantly positive role in helping students of the current study to learn writing skills. Hence, it is direct in line with the research (Koole, 2009; Ma, 2017; Winters, 2006) as these studies have also claimed that smartphones help mediate learning for students can search and download their learning materials by using mobile devices.

Likewise, according to the existing research (Metler, 2017; Psillos & Paraskevas, 2017; Perifanou, 2009), successful as well as meaningful learning is the combination of both work and fun ensured by the ICTs or technology and this was what was ensured to the participants of the current study who not only improved their essay writing skills but they did all this while having fun learning in a very friendly environment where they were free to discuss ideas with their classmates and their lectures too. All this was done by utilizing smartphones. Thus, the fun element involved in the current study is also in line with the following studies which claim that learning through smartphone goes hand

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in hand with fun. For example, Sharples et al. (2009) posit that mobile learning provides learning and fun together. Above all, m-learning not only fulfills the personal educational needs but it can also make learning fun. Similarly, the current study is also in line with the studies (Attewell, 2005; Kim et al., 2008; Sandberg et al., 2011) to whom smartphone makes learning happen in a fun way.

Furthermore, the sixth, seventh, eighth and ninth themes are related to smartphone as a pedagogical tool to motivate lectures for teaching and students for learning the writing skills. The findings from IS and IL indicated that before using smartphones as teaching and learning tool they were not that motivated as they were during the experiment with the smartphones. Their classroom used to be boring since there was no catalyst such as smartphone and neither they were connected with the internet and hence they were *"not motivated"*. Mostly they used to have a boring class. The findings from the IL were considerably in favour of smartphones which *"motivated" him "a lot",* as it has potential to be *"a great, reliable and effective tool to motivate lecturers",* a device which "motivated the students for learning writing skills". Correspondingly, the findings from the IS were akin to those of the IL as for example, informant-4 maintained that *"smartphone motivates us in writing essay"* because they could *"search everything within no time."*

Thus, it also supports the claim of the researcher that the smartphone being very effective ICT has the potential to motivate lecturers as well as students to teach and learn writing skills effectively. Hence, the current study is in line with the following research conducted in this connection (Anastasiades & Zaranis, 2016; Ciampa, 2014; Ismail et al., 2013; Kopf et al., 2015; Muñoz-Organero et al., 2012; Winschel & Effelsberg, 2005) which found that smartphones were effective in enhancing

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motivation. Apart from this, the current study has also effectively used mobile learning which "mediated learning by mobile technologies" (Siddique & Manvender, 2016; Siddique & Subadrah, 2015; Winters 2006) and motivated the students and the lecturer alike to teach and learn descriptive essay writing skills effectively.

In addition, the current study is also in line with Demouy et al. (2016) who claimed in their study that the students were motivated because they used mobile devices to have exposure of the target language and to add variety to their learning. Similarly, it is also in line with Khan (2016) who conducted a quantitative study to explore the motivation of 30 Arts group graduate students in the Pakistani context, and also claimed that the students were motivated to learn reading skills through smartphones.

In fact, very many studies have been conducted in the domain of mobile learning and many of them have addressed the issue of motivation out of which some of the recent ones are the following: (Berry et al., 2016; Lee et al., 2016; Mills, 2016; Stockwell, 2016; Yen et al., 2016). Nevertheless, none of the studies have been conducted regarding motivation in relation to the sub-skills related to the descriptive essay writing skills for the intermediate students in the Pakistani context. Hence, the current study is a significant contribution in the domain of mobile learning in the Pakistani context.

Furthermore, according to Dewey (1938), ideas cannot either be memorized or transferred from one mind to another, instead, the students have to engage themselves in the personal experimental learning experience for this purpose. Similarly, this was what was done by the students in the current study. Also, as per the opinion of Tomlinson (2010), if students are not engaged, even the large amount of exposure or even the best of teaching practice can help achieve appropriate amount of language

acquisition. Thus, the present study is direct in line with (Tomlinson, 2010) as the students of the current study remained engaged in writing their essays collaboratively and cooperatively by undergoing practically the experience of constructing knowledge themselves which was exclusively related to their essay topics.

Moreover, the tenth theme is related to the engagement of the students in writing with smartphones. The findings from the views of the IL were very positive and encouraging as smartphones *"proved to be a great source of engaging students in learning essay writing"* and they were all observed to have been *"well focused",* and *"engaged"* which was not possible in the general conventional classroom. Not only this, rather the IL also claimed that it was possible to *"get better results through the use of this device"* (smartphone). Similarly, in this connection, the findings from the views of the IS were in line with those of the IL. For example, to informant-4, all the students were absorbed as *"every student was working with attention and inspiration".* However, the findings indicated that before intervention using smartphones, almost reverse was the situation of the students in the teacher-centered class. Undeniably, the students used to get engaged in writing their essays but mostly it was due to the strict discipline maintained by their lecturer. Above and beyond, it was only because the engagement of students used to be due to the conventional system prevalent generally in the public-sector colleges where students are expected to be absorbed in their class work with a view to maintaining the discipline in the classroom.

Correspondingly, according to the findings from the informant-3, they *"were forced to do it"* prior to the intervention. It was because they were engaged in the classroom activities just to get through the examination instead of having hands on practice (Kannanm, 2009). On the contrary, the engagement of the students after intervention

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using smartphones was also due to the involvement of the process theory of writing which helped engage the students (Hayland, 2003) and it is in also line with Bogdanov (2014) who posited that digital tools help engage the students which can promote extensive writing. Besides, it was also due mainly to the learning conditions facilitated by modern technology which potentially enhances learners' engagement to make them confident and autonomous in the process of learning (Ali et al., 2004).

In this connection, for example, the findings of the current study corroborate with the researchers (Abas, 2015; Dzakiria et al., 2006; Fageeh, 2011; Hussin et al., 2016; Metler, 2017; Psillos and Paraskevas, 2017) who claimed positive outcomes of the digital tools which increased students' motivation for language learning skills besides increasing their confidence, self-expression and engagement in learning writing skills. Besides, the findings of the current study concur with those of Engen et al. (2014) and Dzakiria et al. (2013) who also claimed that technology and smartphones are a valuable source to engage students. Likewise, the study is also direct in line with Lee (2015) who posited that apart from many other benefits, smartphones offer multitudes of opportunities for teaching and learning effectively by enhancing the students' level of academic motivation and flow state or engagement in the assigned tasks.

Similarly, the present study shares the findings with Soomro et al. (2016) who conducted their study in the Pakistani context and investigated contemporary pedagogical techniques which are outdated and do not let students participate in learning activities. Moreover, for the effective language learning to happen, researchers (Crail & Lockhart, 1972) have suggested the utilization of the best practices based on modern approaches and techniques. Apart from this, cognitive as well as effective engagement is an essential element to have deeper processing that is required for

effective language learning which increases flow state which according to Csikszentmihalyi (1990) is an effortless action executed through psychic energy. All these conditions as have just been mentioned were provided in the current study with the help of smartphones to the students who learnt the essay writing along with its eight components related to the descriptive essay writing.

Furthermore, the eleventh theme was related to the students' autonomy or their freedom to work in collaboration with their class-fellows with the help of smartphones. The findings out of the views elicited from the IL and the IS were positive and encouraging vis-à-vis the use of smartphone for the teaching of writing skills. For example, as per the findings from the IL *"students had complete autonomy and freedom in the class as they were free to discuss and share their opinions, writing materials with one another"* since they worked *"collaboratively, sitting face to face in a very learning conducive environment"*. In this connection, the findings of the present study also concur with Keller (2010) who suggested that face to face interaction helps students learn cooperatively as well as successfully. Thus, their effective filters were lowered and they maximized the functioning of all their cognitive faculties to master the task of essay writing which they did very well as is evident from their mean scores as well as findings from their focus group interview.

In fact, it is a vital part of learning for students to discuss and share their ideas with their peers in their respective groups. Since they are not empty vessels, therefore, discussion and sharing of ideas stimulates their cognition by providing them with a chance to explain WHY part of their thinking and not just the HOW. Similarly, the findings from the informant-2 among IS indicated the same views when he asserted that they "could question and share new ideas" since *"the classroom was totally student-*

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*centered"* as per the findings from the informant-3. Moreover, the findings from the IL maintained that smartphone would *"be a great device in the future to provide students autonomy"* in the classroom to learn writing skills. However, it was due mainly to the cooperative learning strategies (Johnson & Johnson, 1989; Slavin, 1986) that help transform the teacher-centered classroom into the student-centered classroom.

Besides, the findings also revealed the reasons for not having autonomy in the classroom before intervention using smartphones. Theirs had never been such an autonomous class as students used to write their essays *"without sharing"* with their fellows because their lecturer never allowed them to engage in *"discussion"*. Thus, it is also in line with Oberg and Daniels (2013) who believed smartphones can promote student-centered learning. According to Aylward (2003) and Venter (2003), the Asian cultures have the tradition of having teacher-centered learning which mainly focuses on the transmission of content.

Almost similar to this is what Suleman and Hussain (2013) explicitly claimed in the Pakistani context that the pedagogues waste most of the class time in maintaining the class discipline with a view to making it academically favorable and hence the strict classroom management becomes the cause of the very low rate of students' academic engagement. However, on the contrary to it, the learning conditions provided by the modern technology help enhance learners' engagement apart from transforming them into confident and autonomous learners (Ali et al., 2004) and this was what came out as findings with regard to the IS (1,2,3,4) because the students performed better than they did before intervention using smartphones.

In a similar fashion, the findings of the current study also correlate with what Keller (2010) claimed in this ARCS model that students are confident while learning when they are satisfied that whatever they are doing will help them achieve their already set goals. In this connection, the twelfth theme was related to the students' confidence while learning essay writing with the help of smartphones. The findings from the IL and the IS were very positive and encouraging regarding the capability of smartphones to enhance the confidence of the students while learning writing with the help of smartphones. As such, the IL asserted that *"students were much confident"* and similarly according to the findings from the IS, they were *"very much confident"* while writing their essays and as per the views of the informant-3, they were confident because they "had internet" facility. However, the findings also revealed that as to why the students were "not confident" before the intervention using smartphones. They used to be *"hesitant"* but the use of smartphone and discussion with their class-fellows helped them to be confident enough to learn and perform better in the task of essay writing which hitherto used to be the toughest one for them.

Though according to Von Glasersfeld (1989), the motivation of students mainly depends upon their confidence in their capability for learning but simultaneously it can also not be denied that the capability of students also depends upon the classroom environment as well as the tools which are employed to teach them. This was evident by the findings of the pre-test that they did not perform well like they did after intervention utilizing smartphones. Their capability to learn was enhanced by using smartphones and hence their confidence was also enhanced which helped them learn essay writing more effectively. Therefore, being similar to the findings of the research (Ali et al., 2004; Metler, 2017; Psillos & Paraskevas, 2017), it has become evident regarding the present study that it was because the learning conditions provided by

modern technology enhanced students' engagement and they became confident and autonomous learners. Over and above, the students were confident also because they were provided with informative, corrective and analytic feedback on daily basis after every presentation and also their own efforts in their respective groups determined the fulfilment of their personal responsibility which ultimately helped them achieve their goal i.e. learning of essay writing and thus, it is direct in line with the research (Carr & Carr, 2000; Keller, 2006a).

Similarly, the thirteenth theme was the active and enthusiastic participation of the students in the task of essay writing. In this connection, the findings from the opinions and views of the IL and the IS indicated that the students were active and enthusiastic while learning to write essays. According to the IL, "active" and "marvelous participation" was noted during the six weeks and according to informant-1 from among IS, they *"took active part in essay writing with the help of smartphone"*. As per the findings from the unanimous views of all the four IS, prior to the intervention using smartphones, they never were so active during the English class due to the fact that they were always supposed to cram their essays to reproduce them word for word both in the class as well as in the exam.

Since the students had active participation in reinventing their own wheels in terms of constructing their own knowledge as they remained busy in discussion and sharing which helped them learn essay writing better than they used to do before having this *"wonderful"* class. Similarly, this corroborates with what Lahlafi and Rushton (2016) posited that the employment of m-technology in the present-day classroom helps engage and motivate students. This is also direct in line with the cognitive learning theory (Yount, 2010) as students being active took themselves not as empty vessels to

be filled by the lecturer (Veen, 2006), instead, they participated actively in the class activities to learn the task (essay writing) assigned to them.

Furthermore, their lecturer did not take them as empty vessels to filled by him rather he provided them with opportunities to discuss and share their information concerning their essay topics not only with him but also with their peers. Nevertheless, all this became possible only because the cooperative approach (Johnson & Johnson, 1989; Slavin, 1986) encourages students to participate actively in the learning process. Obviously, the IL also did not spoon feed them. In addition, the students performed better in their post-tests because they used smartphones to learn essay writing as according to Mayer (2005, p. 19), "well-designed multimedia instructional messages can promote active cognitive processing in learners". Additionally, the current study is also in line with the study by Taradi and Taradi (2016) who claimed that smartphones can facilitate active teaching and learning.

Moreover, in this connection, Dewey (1938), upheld that ideas cannot be memorized as being pre-packaged; instead, students themselves have to come up to construct their personal versions by having active engagement in personal experimentation and this was what was practiced by the students of the current study. It was because mobile learning which is supported by the multimedia theory by Mayer (2001) gave students the opportunities to get the maximum benefit out of their senses to process the information for better understanding of their essay topics. It further provided them with such learning environment as was aligned with the employment of constructivism (Vygotsky, 1978) in education as also Bruner's cognitive constructivism urges students to play active role i.e., by engaging themselves in the cognitive processing while

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learning. Resultantly, it helps them construct a new and updated construction (version) of their learning, by rendering it students-centered learning perspective (Cey, 2001).

Likewise, the current study is in line with Engen et al. (2014) who believed smartphones are a critical and valuable source to engage students actively in the tasks assigned. Apart from this, the study also shares what Kamarainen et al. (2013) posited that present-day students can be actively involved in their learning activities with the help of technology. Similarly, the current study is also in line with Lai et al. (2016) who believed that smartphones have the potential to engage students in the learning activities.

Furthermore, the fourteenth theme was related to the strengths and weaknesses of smartphone as pedagogical tools for writing skills. In this regard, the findings from the opinions and views of the IL and the IS indicated that students could easily *"enter text in smartphone as compared to writing with pen"* and *"edit and revise"* too. Above and beyond, the 24/7 facility to have access to variety of information with the help of smartphones enabled students to utilize their time and energy by downloading the material related to their essay topics even when they were not in the classroom which also refers to "ubiquitous learning" (Chen, 2010; Hussin et al., 2016; Hsieh et al*.,* 2010; Huang et al., 2012; Metler, 2017; Pimmer et al., 2016; Zarei & Hussin, 2016).  Yet another finding from the IL shows the strength of smartphones that they are environment friendly since they save papers and ultimately save trees. This is in line with Osifo and Radwan (2014) who also advocated paperless classroom. Above all, as per the findings from the IL, smartphones help *"lower the affective filters"* as put forward by Krashen (1982) with regard to second language acquisition.

In addition, another encouraging finding from the views of the informant-2 is that *"knowledge of all the world is at our finger-tips"* which indicates the confidence given to them by the downloading feature of smartphones. The healthy environment and the collaboration among students used to be the most missing elements in their class before intervention using smartphones. On the contrary, previously they were not provided with the facility of collaborative learning and scaffolding which was one the reasons for the students' low mean scores in their pre-test. Also, this finding of the current research is further supported by Arnedillo-Sánchez et al. (2009) who posited that mobile learning provides learning materials and tools for scaffolding where students according to Vygotsky (1978, p86) are in "zone of proximal development" in which learning happens in "collaboration with more capable peers." Similarly, this was what happened in the case of the students of the current study to whom according to Sharples et al. (2009) mobile learning provided helpful learning materials and tools for scaffolding.
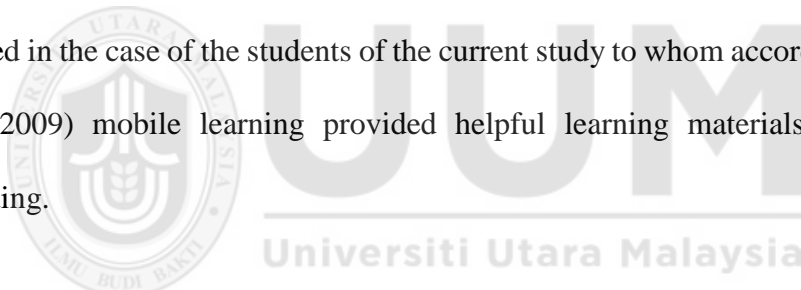
Furthermore, the fifteenth theme was concerned with the measures which could be taken to make smartphone more beneficial for the teaching of writing skills. In this regard, the findings from the opinions and views of the IL and the IS were supportive for the incorporation of smartphone in the teaching and learning of the writing skills. For example, according to the findings from the IL and the IS, new Apps may be introduced, smartphones should have more space to save writing related materials, mobile screen should be eye-friendly to facilitate more and easy text entry and they must have inbuilt-dictionaries in addition to spell-checkers to promote writing skills of the students. However, this had already been very well responded to by Prensky (2005. p.8).

Therefore, it has become evident through the findings of the current study that in these digital times, the employment of smartphones can engage and motivate the intermediate students by providing them with fun learning which helps them enhance their writing skills in particular and other language skills in general. In short, the current study is also in line with the following studies conducted in the field of mobile learning as these studies (Abas, 2015; Baran, 2014; Brooks, 2010; Colley & Stead, 2004; Comas-Quinn et al., 2009; Dashtestani, 2016; Dzakiria et al., 2006; Hussin et al., 2016; Lee et al., 2016; Lai et al., 2016; Laser, 2015; Metler, 2017; Odom, 2012; Oberg & Daniels, 2013; Pachler et al., 2010; Peters, 2007; Psillos and Paraskevas, 2017; Sharples et al., 2009; Siddique & Subadrah, 2015; Siddique & Manvender, 2016; Taylor et al., 2006; Tiffany et al., 2010; Wankel & Blessinger, 2013; Winters, 2006) also claimed that ICTs as well as smartphones ensured fun learning, motivation and engagement of students. In view of all the findings and discussion mentioned above, the current study recommends that the paradigm may be shifted from the conventional methods to the most modern ones which are helpful for students to learn writing skills effectively and this can efficiently be done by utilizing smartphones.

**5.3 Contributions of the Study**

The current study represents a fundamental groundwork in the pedagogical field of Pakistan, as writing skills has been addressed exclusively with smartphones and hence it has added a very beneficial learning tool into the repertoire of the pedagogues. The study has strengthened the lecturers' position professionally to make them technology-equipped practitioners who will be an asset to their respective institutions not a liability. Apart from this, the study has helped diminish the fears of the lecturers about the use of smartphones as being a problem monger or such instruments that can be used simply to supplant them. Moreover, the study has reduced the burden of the lecturers by

enabling students to download and bring their own learning materials besides providing them a student-centered environment. The current study has also motivated students in a fun learning way to enhance their writing skills especially the essay writing skill. In addition, the study has also contributed in engaging the students with the smartphones which has proved an effective teaching tool. It has not only increased the existing body of knowledge rather it has provided a chance to the under privileged (financially) students not to feel lagged behind socially as the digital divide may probably be bridged by improving their English which may result in the improved social status.

Moreover, the theoretical framework of the study supports the existing theories used in the study especially in the Pakistani context to address the issues of writing skills of the intermediate students as according to Mancilla (2014), writing skills for L2 learners have not exclusively been examined using mobile phones. According to Thorton and Houser (2005), essay writing can be addressed using mobile phones and also according to Farooq et al. (2012), future studies must focus the issues faced by intermediate students and hence the current study has filled these glaring gaps as well. In the same way, many researchers (Lee et al., 2016; Mills, 2016; Stockwell, 2016; Yen et al., 2016) addressed the issue of motivation regarding writing skills but the current study has first time addressed the issue of descriptive essay writing using smartphones in the Pakistani context.

Similarly, Al-Buainain (2010) recommended to have a writing lab for students to learn writing skills and in the current study, smartphone worked like a writing lab which is also a significant contribution. In addition to the recommendations by the Higher Education Commission of Pakistan (HEC, 2013), previous research (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Metler, 2017; Psillos & Paraskevas, 2017;

Laser, 2015; Shaikh & Khoja, 2011; Siddique & Manvender, 2016; Siddique & Subadrah, 2015) recommended the use of ICTs to improve the condition of educational institutions and thus, the current study has employed the most effective technology of the day to enhance the writing skills of the intermediate students in particular and the conditions of public educational institutions in general. Over and above, the study has also contributed in promoting paperless classroom as recommended by Osifo and Radwan (2014). Similarly, Haider (2012b) pointed out that the sub-standardized scoring guides are employed for the evaluation of the student's writing. Hence the adapted rubric employed in the current study is also a significant contribution. Last but not least, according to Newton (1676), "if I have seen further, it is by standing on the shoulders of giants"; accordingly, the researcher of the current study may humbly claim to have taken a baby step by walking on the footsteps of the giants of the field to provide further insight into the writing skills using smartphones.

## 5.4 Implications of the Study

Based on the findings, the current study has offered theoretical, pedagogical and practical implications. The theoretical framework that has been used to operationalize the current research has supported the existing theories which include multimedia theory, mobile learning, constructivism, cooperative learning, process approach and motivation theory.

To begin with, the current study offers pedagogical implications by providing guidelines to the lecturers as to how to employ smartphones to enhance students' writing skills, lesson plans and motivation for writing. The study also provides motivation and confidence to lecturers to teach writing skills in an appropriate manner. Similarly, it also helps the lecturers to be well equipped with the modern-day teaching

tools to teach English language skills. Above and beyond, the study also helps diminish the fears of the lecturers about the use of technology in general and smartphones in particular. Moreover, the study lessens the burden of the lectures as students themselves can bring the downloaded material related to language learning.

Furthermore, the study offers fun and ubiquitous learning opportunities to the lecturers as well students with the help of smartphones. Similarly, the study offers students the chance to learn language in a student-centered environment where they themselves are the in charge of the whole learning process. Similarly, the study may help the lecturers to get their students engaged or absorbed in the very process of language learning. In the same vein, it provides a paradigm shift from the cliché that the use of smartphones is problem monger and above all, if the improved results of the intermediate students may earn rapid promotion for the lecturers.

Besides, the study has practical implications also to promote mobile learning, the government may distribute mobile phones among students instead of laptops thereby lessening the burden on the national exchequer. Above and beyond, the curriculum designers (to design smartphone based curricula) and the teacher training colleges (public and private) can use the lesson plans employed for the current study. Similarly, the Punjab Textbook Board (PTB), Lahore, can make changes in the intermediate English books in the light of the findings of the study and upload the prepaid lessons helpful for writing skills on their official website. Furthermore, the private textbook publishers will be motivated to use smartphones-based learning as supplementary packs and software with a view to further supporting the classroom learning at the intermediate level in Pakistan.

## 5.5 Recommendations

Since the findings of the current study have indicated the effectiveness of smartphone as a pedagogical tool which is helpful in motivating lecturers and students for teaching and learning of the writing skills, therefore, the study offers the following recommendations.

First of all, future research may be encouraged in the domain of mobile learning to address the issues related to the listening, speaking and reading skills in general and the other genres of writing skills in particular. As the current research was conducted in one of the Public-sector colleges of the Punjab, its canvas may be broadened by conducting research in other cities and provinces of Pakistan. Secondly, since the current study was conducted only with male population, it is highly recommended that in future a similar study may potentially be conducted on female students.

The current study was conducted on intermediate students. Using the similar approach, it is recommended that future studies be conducted on B.S, M.A and M.S students. Subsequently, in the same way as the present study was conducted, smartphones can be incorporated to have research in the content subjects also so that more and more students can benefit from this modern gadget. Above and beyond, similar studies should be conducted in the private colleges, academies and universities as they are mushrooming rapidly across Pakistan.

Based on the findings of the current study, it is also recommended that the Pakistani pedagogues should use smartphone as a pedagogical tool to motivate students for the enhancement of their writing skills in particular and other language skills in general. In addition, it is also recommended that the ministry of education should allow English

lecturers and students to employ smartphone as a teaching and learning tool in the public-sector colleges of the Punjab, Pakistan.

Moreover, the heads of the private institutions should also allow English lecturers working under them to use smartphones for teaching all the four English language skills. Also, the heads of the public-sector educational institutions should suggest the government to distribute smartphones to the students for academic purposes instead of laptops to save the public money. Above all, the innovative lecturers who use smartphones for the teaching of language skills in particular and the content subjects in general, must be encouraged by giving them awards or incentives in terms of cash and certificates based on their results.

Over and above, since smartphone has effectively been employed as a language teaching and learning tool in the current study as indicated by its findings, the ministry of education should also help impart necessary training especially to lecturers of the public-sector colleges to employ smartphones for the teaching of language as well as content subjects. However, the researcher does not suggest supplanting altogether the conventional classroom with smartphone learning place only. Rather, the researcher recommends being in line with the research (Dzakiria et al., 2006; Dzakiria et al., 2013; Naismith et al., 2004; Siddique & Manvender, 2016; Siddique & Subadrah, 2015) that the methods which support and enhance conventional learning by incorporating smartphones may be adopted as such classroom (blended classroom) may potentially provide the students with benefits of both conventional learning along with modern learning. Finally, the present study is an endeavor to offer a fresh vision for the 21$^{st}$ century students which is in line with Metler (2017).

**5.6 Conclusion**

The current chapter deliberated the findings of the current study by comparing them with the ones already discoursed in the existing literature about the phenomenon under discussion. Thus, the entire discussion as well as findings have revealed that the very dynamics of teaching and learning has undergone metempsychosis tremendously from the conventional classrooms to the technology-aided learning environment in this new era when students are also being bracketed as 'Digital Natives', 'Net Generation' and 'Generation C' who need different skills than the previous generation. Therefore, being in line with the existing research (Abas, 2015; Bayne & Ross, 2011; Dzakiria et al., 2006; Hussin et al., 2016; Laser, 2015; Metler, 2017; Psillos & Paraskevas, 2017; Rahamat et al., 2017; Siddique & Manvender, 2016; Siddique & Subadrah, 2015), the researcher also suggests incorporating ICTs (smartphones) specifically in the public-sector colleges of the Punjab, Pakistan for the teaching of descriptive essay writing skills to intermediate students. Similarly, pedagogues are also suggested to incorporate smartphones for the teaching of writing and other English language skills. However, the pedagogues who are reluctant to employ modern technology in their classrooms must be cognizant that "once a new technology rolls over you, if you're not part of the steamroller, you're part of the road" (Brand, 1987, p.9).

In short, in these changing times when teaching, lecturers, students and above all technologies are undergoing rapid changes, the study examined and investigated the effects of smartphone in teaching and learning descriptive essay writing skills. To be precise, as per the quantitative findings of the current study, smartphones not only helped in enhancing students' descriptive essay writing skills and its eight components but also enhanced their motivation towards writing skills. Moreover, the study also aimed to explore the views of the one lecturer and four students regarding the effects

of smartphone in teaching and learning. Therefore, the qualitative findings supported the quantitative findings. Hence, as per qualitative findings, the use of smartphones had positively significant impact in enhancing students' descriptive essay writing skills along with its eight components in addition to enhancing their motivation towards writing skills.

Finally, the in-depth examination and exploration has revealed that the utilization of smartphone as a teaching and learning tool had significantly positive effects in enhancing students' English essay writing skills in the Pakistani context. Therefore, the Pakistani pedagogues should utilize this teaching tool to impart English writing skills efficiently and effectively which can also help them bequeath a proud linguistic heritage to their digitalized posterity. Despite having provided a very humble insight into the issue of students' writing skills utilizing smartphone effectually, the current study does not claim to have provided with a panacea or a fit for all size formula which can solve all the pedagogical issues because fundamentally "research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process" (McKay, 2006, p.1).

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**RUBRIC (SCORING GUIDE)**

Rubric (Scoring Guide) adapted from (Walsingham Academy, 2015)

**RUBRIC**
**(SCORING GUIDE FOR DESCRIPTIVE ESSAY MARKING)**

| CATEGORY | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Introduction** (10 marks) | The introduction is inviting, states the main topic, previews the structure of the paper, and includes a well-written, clever lead that is related to the essay's topic which attracts the reader's attention. (9-10 marks) | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. A well-written lead is used to attract the reader's attention. (6-8 marks) | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. A lead is used but is not particularly attractive to the reader or does not relate to the topic. (4-5marks) | There is no clear introduction of the main topic or structure of the paper. No lead is used. (1-3 marks) |
| **Focus on Topic** (20 marks) | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. Well-written topic sentences are used in each | Main idea is clear but the supporting information is general. Topic sentences are used in each paragraph. | Main idea is somewhat clear but there is a need for more supporting information. Topic sentences are used in most paragraphs. | The main idea is not clear. There is a seemingly random collection of information. Topic sentences appear in few or none of the paragraphs. |

| | 5-7 sentence paragraph. (17 - 20 marks) | (12 – 16 marks) | (7 to 11 marks) | (1–6 marks) |
|---|---|---|---|---|
| **(Body) Supporting Details** (15 marks) | Several relevant, telling, quality details give the reader important information that allow the reader to picture, smell, feel, hear or imagine tasting things described. (13 – 15 marks) | Supporting details and information are relevant, but one key issue or part of the description is unsupported. There are a few vivid details in the essay. (10 – 12 marks) | Supporting details and information are relevant, but several key issues or are unsupported. There are details but they do not help the reader imagine they are involved. (6– 9 marks) | Supporting details and information are typically unclear or not related to the topic. There are no or barely any vivid details in the essay. (1–5 marks) |
| **Adding Personal opinion** (10 marks) | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his/her own." (9-10 marks) | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. (6 – 8 marks) | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. (4 – 5 marks) | The writer has not tried to transform the information in a personal way. (1 – 3 marks) |
| **Sentence Structure** (15 marks) | All sentences are well-constructed without using repetitive ideas throughout. (14 – 15 marks) | Most sentences are well-constructed with complete thoughts. (11 – 13 marks) | Most sentences are well-constructed but some are run-ons or are not descriptive. (7– 10 marks) | Sentences do not have structure and are incomplete or rambling. (1–6 marks) |

| Coherence and Cohesion (10 marks) | Details and transition words and phrases are placed in a logical order and the way they are presented effectively keeps the interest of the reader. (9-10 marks) | Details and transition words and phrases are placed in a logical order, but the way in which they are presented makes the writing less interesting. (6 –8 marks) | Some details and transition words and phrases are not in a logical or expected order, and this distracts the reader. (4 – 5 marks) | Many details are not in a logical or expected order. There is little sense that the writing is organized. The transitions between ideas are unclear or non-existent. (1 – 3 marks) |
|---|---|---|---|---|
| Conclusion (10 marks) | The conclusion is strong and leaves the reader with a feeling that he/she understands the writer's point of view. (9-10 marks) | The conclusion is recognizable and ties up almost all the loose ends. (6 –8 marks) | The conclusion is recognizable, but does not tie up several loose ends. (4 –5 marks) | There is no clear conclusion, the paper just ends. (1 –3 marks) |
| Grammar & Mechanics (10 marks) | Writer makes no errors in grammar, punctuation, or spelling. (9 –10 marks) | Writer make 1-2 errors in grammar, punctuation, or spelling (6– 8 marks) | Writer makes 3-4 errors in grammar, punctuation, or spelling. (4 – 5 marks) | Writer makes more than 4 errors in grammar, punctuation, or spelling. (1 – 3 marks) |
| TOTAL OR OVERALL SCORE: 100 MARKS | | | | |
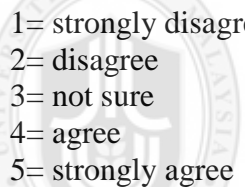
**QUESTIONNAIRE ON MOTIVATION**

**This questionnaire was adapted from Keller's (2010) Motivational Design for Learning and Performance: The ARCS Model Approach. N.Y: Springer.**

**Please fill in your gender as M (for Male) and F (for Female) in the given space.**

Gender: _____

1. There are 34 statements in this questionnaire.
2. Read each statement carefully and tick (√) in the box given. Choose only one box which indicates your answer.
3. All answers to the statements are related to your opinion only. Therefore, there are no right or wrong answers. Give answers that truly apply to your feelings.
4. All information in this questionnaire is confidential.

5. Please use the response scale below.

   1= strongly disagree
   2= disagree
   3= not sure
   4= agree
   5= strongly agree

6. Thank you for your co-operation.

**Read each statement carefully and tick (√) your choice of answer in the correct box using the response scale below:**

   1= strongly disagree
   2= disagree
   3= not sure
   4= agree
   5= strongly agree

| No. | Item | 1 | 2 | 3 | 4 | 5 |
|-----|------|---|---|---|---|---|
| 1 | The teacher knows how to arouse our interest towards English essay writing. | | | | | |
| 2 | The things I am learning in this lesson will be useful to me. | | | | | |
| 3 | I feel confident that I will do well in English essay writing. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | This lesson has very little in it that captures my attention. | | | | | |
| 5 | The teacher makes the subject matter of this lesson seem important. | | | | | |
| 6 | You have to be lucky to be able to answer all questions correctly. | | | | | |
| 7 | I take a lot of time to understand this lesson. | | | | | |
| 8 | The content of this lesson does **NOT** relate to anything I already know. | | | | | |
| 9 | It is up to me to do well in this lesson. | | | | | |
| 10 | The teacher creates suspense before starting the descriptive essay. | | | | | |
| 11 | The subject matter of this lesson is just too difficult for me. | | | | | |
| 12 | I feel that this lesson gives me a lot of satisfaction. | | | | | |
| 13 | In this class, I try to do my best and achieve high standards of excellence. | | | | | |
| 14 | I feel that the comments, feedback and recognition I receive from the teacher are good for me. | | | | | |
| 15 | The students in this class seem eager to know more about the subject matter. | | | | | |
| 16 | I enjoy English essay writing. | | | | | |
| 17 | It is difficult to tell what grades the teacher will give for exercises. | | | | | |
| 18 | I am happy with the teacher's feedback and comment of my participation in class. | | | | | |
| 19 | I feel satisfied with what I benefit from this lesson. | | | | | |
| 20 | The content of this lesson relates to my expectations and goals. | | | | | |
| 21 | The teacher does unusual or surprising things that are interesting | | | | | |
| 22 | The students actively participate in this class. | | | | | |
| 23 | To accomplish my goals, it is important that I do well in English essay writing. | | | | | |
| 24 | The teacher uses an interesting variety of teaching techniques. | | | | | |

| 25 | I do **NOT** think I will benefit much from English essay writing. | | | | | |
|----|------------------------------------------------------------------|--|--|--|--|--|
| 26 | I often day dream while in this lesson. | | | | | |
| 27 | I believe that i can do well if I try hard enough. | | | | | |
| 28 | The personal benefits of this lesson are clear to me. | | | | | |
| 29 | My curiosity is often stimulated by the questions asked in the class. | | | | | |
| 30 | I find the challenge level in this lesson to be about right: neither too easy no too hard. | | | | | |
| 31 | I feel rather disappointed with this lesson. | | | | | |
| 32 | I feel that I get enough feedback and comments during the lesson. | | | | | |
| 33 | The amount of exercises I have to do is appropriate for this type of lesson. | | | | | |
| 34 | I get enough feedback to know how well I am doing. | | | | | |
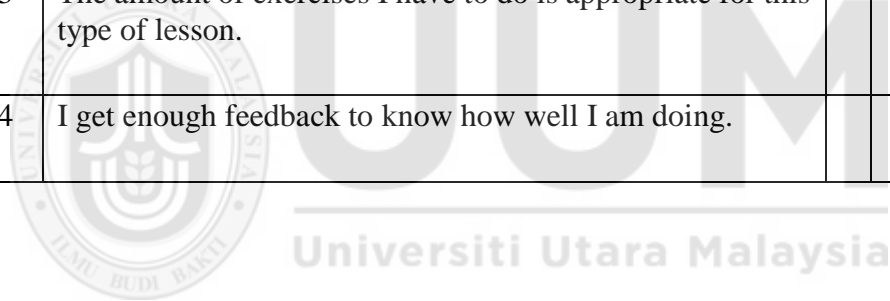
# APPENDIX C

## JOHN M. KELLER'S EMAIL

**John Keller's email allowing the researcher to use his questionnaire**

Dear Muhammad Siddique,

Greetings and best wishes!

Thank you for your polite request to use my questionnaire. Actually, there are two versions of it and I don't know which one you are requesting. However, I am attaching a chapter from my book which contains both of them, and you are welcome to use the one that is appropriate.

Sincerely,

John K.

John M. Keller, Ph.D.
Professor Emeritus
Educational Psychology and Learning Systems
Florida State University
9705 Waters Meet Drive
Tallahassee, FL 32312-3746
Phone: 850-294-3908

*Official ARCS Model Website:* http://arcsmodel.com.

Keller, J.M. (2010), *Motivational Design for Learning and Performance: The ARCS Model Approach*. New York: Springer. Now available in English, Japanese, and Korean.

**Lesson plans for descriptive essay writing using smartphone**

**Lesson 1 (50 minutes)**
**First day of the Second week**
**(Task: "Introduction" of the descriptive essay titled: "My Hero in History").**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer sends the pictures related to the essay title via MMS to students and asks them to brain storm and give comments.<br>2. The lecturer arouses their interest by relating the set induction to the objectives of that day's lesson. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer formulates the heterogeneous groups and emphasizes that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively. |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the outline of the descriptive essay** | 1. Students are sent the topic and web address of the descriptive essay writing via SMS.<br>2. Students start downloading the material by using their smartphones regarding the title given to them.<br>3. Students explore together by having discussion within their groups and draft the outline (main points) of the descriptive essay.<br>4. The students are reminded of the construction of knowledge in a group by undergoing the learning experience collaboratively and cooperatively. |
| **Step III** | 1. Each group deliberates and writes the "Introduction" in 5 to 6 sentences. |

| | |
|---|---|
| **(15 minutes)**<br><br>**Introduction** | 2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "Introduction" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the introduction component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about introduction component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the introduction component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**
**Lesson 2 (50 minutes)**
**Second day of the Second week**
**Task: (First paragraph of the body of the essay)**
**"My Hero in History"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3    (minutes)** | 1. The lecturer asks students to refer to the already written "Introduction" component related to the essay ("My Hero in History") and asks them to discuss and brainstorm the first paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3    (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by |

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|---|---|
| | emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the first paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the first paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**First paragraph** | 1. Each group deliberates and writes the "first paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "first paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the first paragraph component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about first paragraph component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the first paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**
**Lesson 3 (50 minutes)**
**Third day of the Second week**
**Task: (Second paragraph of the body of the essay)**
**"My Hero in History"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3  (minutes)** | 1. The lecturer asks students to refer to the already written "first paragraph" component related to the essay ("My Hero in History") and asks them to discuss and brainstorm the second paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3  (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the second paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the second paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**Second  paragraph** | 1. Each group deliberates and writes the "second paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |

| STEPS | ACTIVITIES |
|---|---|
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "second paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the second paragraph component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about second paragraph component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the second paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**

**Lesson 4 (50 minutes)**
**Fourth day of the Second week**
**Task: (Third paragraph of the body of the essay)**
**"My Hero in History"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer asks students to refer to the already written "second paragraph" component related to the essay ("My Hero in History") and asks them to discuss and brainstorm the third paragraph component of the essay based on the introduction. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |

| Step II<br><br>10 (minutes)<br><br>Drafting the third paragraph component of the descriptive essay | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the third paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
|---|---|
| Step III<br><br>(15 minutes)<br><br>Third paragraph | 1. Each group deliberates and writes the "third paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |
| Step IV<br><br>16 (minutes)<br><br>Group presentation | 1. Group leaders present their collectively written "third paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the third paragraph component of the descriptive essay. |
| Step V<br><br>(Closure)<br><br>3 (minutes)<br><br>Reflections, Comments about third paragraph component of the descriptive essay topic. | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the third paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**

**Lesson 5 (50 minutes)**
**Fifth day of the Second week**
**Task: (Concluding paragraph of the body of the essay)**
**"My Hero in History"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3. (minutes)** | 1. The lecturer asks students to refer to the already written "third paragraph" component related to the essay ("My Hero in History") and asks them to discuss and brainstorm the concluding paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the concluding paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the concluding paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**Conclusion** | 1. Each group deliberates and writes the "concluding paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |

| STEPS | ACTIVITIES |
|---|---|
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written concluding paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the conclusion component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about conclusion component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the concluding paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**
**Lesson 6 (50 minutes)**
**Sixth day of the Second week**
**Task: (The Whole essay)**
**"My Hero in History"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3   (minutes)** | 1. The lecturer asks students to refer to the all paragraphs so far written related to the essay ("My Hero in History") and asks them to discuss and further improve and revise the essay by discussing each part in the group.<br>2. Students are also asked to check for any mistakes or errors in their essay. |
| **Step I**<br><br>**3   (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to |

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|---|---|
| | construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Revising the whole essay** | 1. Each group deliberates and takes part in revising the whole essay "My Aim in Life".<br>2. Students are reminded of the construction of knowledge in a group by undergoing the experience collaboratively and cooperatively.<br>3. The lecturer moves from group to group to facilitate.<br>4. The lecturer ensures that each participant is engaged in the discussion and writing of their part of the descriptive essay.<br>5. The group leaders send 1 paragraph each to their respective 5 groups members via SMS, to copy very carefully on a piece of paper and coordinate with them along with another students next to group leader. |
| **Step III**<br><br>**(15 minutes)**<br><br>**The whole essay** | 1. Each group deliberates and writes the whole essay in 300 to 400 words.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing the descriptive essay. |
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 4. Group leaders randomly present their collectively written whole essay.<br>5. The lecturer and the students together evaluate and assess the presented portion.<br>6. The lecturer makes corrections and gives suggestions on how to improve the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about the whole essay.** | 3. The lecturer will randomly ask the group leaders to give their reflections regarding the writing of the whole descriptive essay with the help of smartphone.<br>4. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**
**Lesson 1 (50 minutes)**
**First day of the Third week**
**(Task: "Introduction" of the descriptive essay titled: "A Wedding Ceremony").**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer sends the pictures related to the essay title via MMS to students and asks them to brain storm and give comments.<br>2. The lecturer arouses their interest by relating the set induction to the objectives of that day's lesson. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer formulates the heterogeneous groups and emphasizes that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively. |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the outline of the descriptive essay** | 1. Students are sent the topic and web address of the descriptive essay writing via SMS.<br>2. Students start downloading the material by using their smartphones regarding the title given to them.<br>3. Students explore together by having discussion within their groups and draft the outline (main points) of the descriptive essay.<br>4. The students are reminded of the construction of knowledge in a group by undergoing the learning experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**Introduction** | 1. Each group deliberates and writes the "Introduction" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |

| STEPS | ACTIVITIES |
|---|---|
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "Introduction" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the introduction component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about introduction component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the introduction component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone**
**Lesson 2 (50 minutes)**
**Second day of the Third week**
**Task: (First paragraph of the body of the essay)**
**"A Wedding Ceremony"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer asks students to refer to the already written "Introduction" component related to the essay ("A Wedding Ceremony") and asks them to discuss and brainstorm the first paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with smartphone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of |

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| | essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the first paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the first paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**First paragraph** | 1. Each group deliberates and writes the "first paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "first paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>4. The lecturer makes corrections and gives suggestions on how to improve the first paragraph component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about first paragraph component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the first paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**

**Lesson 3 (50 minutes)**
**Third day of the Third week**
**Task: (Second paragraph of the body of the essay)**
**"A Wedding Ceremony"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer asks students to refer to the already written "first paragraph" component related to the essay ("A Wedding Ceremony") and asks them to discuss and brainstorm the second paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the second paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the second paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**Second paragraph** | 1. Each group deliberates and writes the "second paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |

| STEPS | ACTIVITIES |
|---|---|
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "second paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the second paragraph component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about second paragraph component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the<br>second paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**
**Lesson 4 (50 minutes)**
**Fourth day of the Third week**
**Task: (Third paragraph of the body of the essay)**
**"A Wedding Ceremony"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer asks students to refer to the already written "second paragraph" component related to the essay ("A Wedding Ceremony") and asks them to discuss and brainstorm the third paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to |

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|---|---|
| | construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the third paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the third paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**Third paragraph** | 1. Each group deliberates and writes the "third paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |
| **Step IV**<br><br>**16 (minutes)**<br><br>**Group presentation** | 1. Group leaders present their collectively written "third paragraph" of the descriptive essay by reading from their mobiles.<br>2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the third paragraph component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections, Comments about third paragraph component of the descriptive essay topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the third paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**
**Lesson 5 (50 minutes)**
**Fifth day of the Third week**
**Task: (Concluding paragraph of the body of the essay)**
**"A Wedding Ceremony"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3 (minutes)** | 1. The lecturer asks students to refer to the already written "concluding paragraph" component related to the essay ("A Wedding Ceremony") and asks them to discuss and brainstorm the concluding paragraph of the body of the essay based on the introduction. |
| **Step I**<br><br>**3 (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to construct knowledge by experiencing learning, collaboratively and cooperatively |
| **Step II**<br><br>**10 (minutes)**<br><br>**Drafting the concluding paragraph component of the descriptive essay** | 1. Students are asked to refer to the previously saved material or if not saved, google the same website which was googled a day before).<br>2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them.<br>3. Students explore together by having discussion within their groups and frame the concluding paragraph of the body of the descriptive essay.<br>4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively. |
| **Step III**<br><br>**(15 minutes)**<br><br>**Conclusion** | 1. Each group deliberates and writes the "concluding paragraph" in 5 to 6 sentences.<br>2. The lecturer moves from group to group to facilitate.<br>3. The lecturer ensures that each participant is engaged in the discussion, editing and the writing introduction of the descriptive essay. |
| **Step IV**<br><br>**16 (minutes)** | 1. Group leaders present their collectively written concluding paragraph" of the descriptive essay by reading from their mobiles. |

| | |
|---|---|
| **Group presentation** | 2. The lecturer and the students together evaluate and assess the presented portion.<br>3. The lecturer makes corrections and gives suggestions on how to improve the conclusion component of the descriptive essay. |
| **Step V**<br><br>**(Closure)**<br><br>**3 (minutes)**<br><br>**Reflections,**<br><br>**Comments about**<br><br>**conclusion**<br><br>**component of the**<br><br>**descriptive essay**<br><br>**topic.** | 1. The lecturer will ask the group leaders to give their reflections regarding the writing of the concluding paragraph component of the descriptive essay with the help of smartphone.<br>2. The teacher will also give comments and share his views. |

**Lesson plan for descriptive essay writing using smartphone.**

**Lesson 6 (50 minutes)**
**Sixth day of the Third week**
**Task: (The Whole essay)**
**"A Wedding Ceremony"**

| STEPS | ACTIVITIES |
|---|---|
| **Set Induction**<br><br>**3   (minutes)** | 1. The lecturer asks students to refer to the all paragraphs so far written related to the essay ("A Wedding Ceremony") and asks them to discuss and further improve and revise the essay by discussing each part in the group.<br>2. Students are also asked to check for any mistakes or errors in their essay. |
| **Step I**<br><br>**3   (minutes)** | 1. The lecturer establishes the objectives of the lesson of the day.<br>2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone.<br>3. The lecturer asks students to join their respective groups and reminds them by emphasizing that having face to face interaction in a group during the process of essay writing, each student is supposed to |

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| | | construct knowledge by experiencing learning, collaboratively and cooperatively |
|---|---|---|
| **Step II** <br><br> **10 (minutes)** <br><br> **Revising the whole** <br><br> **essay** | 1. | Each group deliberates and takes part in revising the whole essay "A Wedding Ceremony". |
| | 2. | Students are reminded of the construction of knowledge in a group by undergoing the experience collaboratively and cooperatively. |
| | 3. | The lecturer moves from group to group to facilitate. |
| | 4. | The lecturer ensures that each participant is engaged in the discussion and writing of their part of the descriptive essay. |
| | 5. | The group leaders send 1 paragraph each to their respective 5 groups members via SMS, to copy very carefully on a piece of paper and coordinate with them along with another student next to group leader. |
| **Step III** <br><br> **(15 minutes)** <br><br> **The whole essay** | 1. | Each group deliberates and writes the whole essay in 300 to 400 words. |
| | 2. | The lecturer moves from group to group to facilitate. |
| | 3. | The lecturer ensures that each participant is engaged in the discussion, editing and the writing the descriptive essay. |
| **Step IV** <br><br> **16 (minutes)** <br><br> **Group** <br><br> **presentation** | 1. | Group leaders randomly present their collectively written whole essay. |
| | 2. | The lecturer and the students together evaluate and assess the presented portion. |
| | 3. | The lecturer makes corrections and gives suggestions on how to improve the descriptive essay. |
| **Step V** <br><br> **(Closure)** <br><br> **3 (minutes)** <br><br> **Reflections,** <br><br> **Comments about** <br><br> **the whole essay.** | 1. | The lecturer will randomly ask the group leaders to give their reflections regarding the writing of the whole descriptive essay with the help of smartphone. |
| | 2. | The teacher will also give comments and share his views. |

**OBSERVATION CHECK LIST**

**Topic: Descriptive Essay Writing**

**Observation Checklist to be Used for the Observation of Lessons**

| Components | Planning | Objectives | Set Induction | Steps and Activities | Presentation | Conclusion | Time Management | Presentation of Content | Use of Resources | Achievement |
|---|---|---|---|---|---|---|---|---|---|---|
| Week Two Mon to Sat **Topic: My Hero in History** | | | | | **Comments** | | | | | |
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
| L3 | | | | | | | | | | |
| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |
| L6 | | | | | | | | | | |
| Week Three Mon to Sat **Topic: A Wedding Ceremony** | | | | | **Comments** | | | | | |
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
| L3 | | | | | | | | | | |
| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |
| L6 | | | | | | | | | | |

| Week Four Mon to Sat Topic: How to Overcome Floods in Pakistan | | | | | | Comments | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
| L3 | | | | | | | | | | |
| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |
| L6 | | | | | | | | | | |

| Week Five Mon to Sat Topic: Inventions of Science | | | | | | Comments | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
| L3 | | | | | | | | | | |
| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |
| L6 | | | | | | | | | | |

| Week Six Mon to Sat Topic: The Happiest Day in My Life | | | | | | Comments | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
| L3 | | | | | | | | | | |
| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |

| L6 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Week Seven**<br>Mon to Sat<br>**Topic: Eradication of Corruption in Pakistan** | | | | | | | **Comments** | | | |
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
| L3 | | | | | | | | | | |
| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |
| L6 | | | | | | | | | | |

**X: Carried out as per the plan**

**L1: Lesson 1, L2: Lesson 2, L3: Lesson 3, L4: Lesson 4, L5: Lesson 5, L6: Lesson 6**

**APPENDIX F**

**INTERVIEW QUESTIONS FOR THE IL (INFORMANT LECTURER)**

➢ Name and general   personal information as a warm up and starter. Confidence building exchange of conversation.

| |
|---|
| 1. How would you explain your personal experience of teaching descriptive essay writing skills with the help of smartphone? Please give a general overview of the teaching of six essays in six weeks with the help of smartphone. |
| 2. Do you think students have improved descriptive essay writing skills through smartphone? If yes, to what extent. If no, what are the reasons of not improving writing skills to a significant level? |
| 3. What benefits did you notice regarding teaching writing with smartphone? Could you please explain? |
| 4. Did teaching writing skills with smartphone have element of fun for you as a lecturer? How? |
| 5. Did teaching writing skills with smartphone have element of fun for the students? How? |
| 6. Do you think smartphone motivated you as a lecturer for teaching writing skills? |
| 7. Do you think smartphone has the potential as a pedagogical tool to motivate lecturers for teaching writing skills? How? |
| 8. Do you think smartphone motivated the students for learning writing skills? |
| 9. Do you think smartphone has the potential as a pedagogical tool to motivate students for learning writing skills? How? |

10. Do you think smartphone absorbed or engaged the students in the writing tasks? How? Please explain.

11. Did students have autonomy or freedom to work in collaboration with their class fellows when you were teaching essay writing with the help of smartphone? Could you please explain?

12. Did you notice students were more confident while learning essay writing with the help of smartphone? Please explain.

13. Did you notice students were more confident while learning essay writing with the help of smartphone? Please explain.

14. What are the strengths and weaknesses associated with the use of smartphone as a pedagogical tool for teaching writing skills?

15. How can the use of smartphone be made more beneficial for the teaching of writing skills?

**APPENDIX G**

**INTERVIEW QUESTIONS FOR IS (INFORMANT STUDENTS)**

➢ Name and general   personal information as a warm up and starter. Confidence building exchange of conversation.

| |
|---|
| 1.  How would you explain your personal experience of learning descriptive essay writing skills with the help of Smartphone? |
| 2.  Do you think you have improved descriptive essay writing skills through Smartphone? If yes, to what extent. If no, what are the reasons of not improving writing skills to a significant level? |
| 3.  Does learning writing skills with smartphones was fun for the students? How? Was it fun, amusement or enjoyment? Was this element present there? |
| 4.  Do smartphones absorb the students in writing tasks? How? |
| 5.  Do you believe smartphone can really help students learn writing skills? How? |
| 6.  Do you believe that smartphone can motivate students for writing skills? How? |
| 7.  Did you notice that your classroom was student-centered, democratic or otherwise? |
| 8.  Were you confident to write essay with the help of smartphone? |
| 9.  Did you actively and enthusiastically participate in essay writing with the help of smartphone? |
| 10. How can the use of smartphone be made more beneficial for the learning of writing skills? |
| 11. What are the strengths and weaknesses associated with the use of smartphone as tool for learning writing skills? |

# LIST OF ESSAYS

1) **My Hero in History (Week-2)**

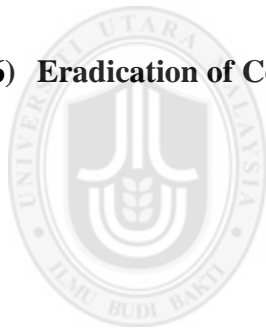2) **A Wedding Ceremony (Week-3)**

3) **How to Overcome Floods in Pakistan? (Week-4)**

4) **Inventions of Science (Week-5)**

5) **The Happiest Day in My Life (Week-6)**

6) **Eradication of Corruption in Pakistan (Week-7)**

# APPENDIX I

## WEBSITES FOR ESSAY TOPICS

1. **My Hero in History**

   http://paki-history.blogspot.my/2010/11/quaid-e-azam-muhammad-ali-jinnah-is-my.html

   http://www.studymode.com/essays/My-Hero-In-History-68607418.html

2. **A Wedding Ceremony**

   http://www.targeticse.co.in/articles/icse-sample-essays/a-wedding-ceremony-in-the-family

   http://www.123helpme.com/search.asp?text=wedding+ceremony

3. **How to Overcome Floods in Pakistan?**

   http://www.preservearticles.com/2012011620833/short-essay-on-floods-in-pakistan.html

   http://www.studymode.com/essays/Flood-Monitering-1389833.html

4. **Inventions of Science**

   http://www.exampleessays.com/viewpaper/63562.html

   http://www.scientificamerican.com/article/inventions-what-are-the-10-greatest-of-our-time/

   http://www.biographyonline.net/scientists/top-10-inventors.html

5. **The Happiest Day in My Life**

   http://www.preservearticles.com/201104155455/the-happiest-day-of-my-life-essay.html

   http://fgstudy.com/node/109

6. **Eradication of Corruption in Pakistan**

   **http://psjg.bizcue.com/solution_to_corruption.htm**

http://www.preservearticles.com/201106127865/free-sample-essay-on-corruption-in-public-life.html

**Some other related websites**

http://essaywritingstore.com/format-of-descriptive-essays

http://www.eslflow.com/descriptivewriting.htmlhttp://www.elc.byu.edu/classes/buck/w_garden/guide/academic/descriptive/descriptive_plan.html

https://owl.english.purdue.edu/owl/resource/685/01/

http://www.eslflow.com/descriptivewriting.htmlhttp://www.elc.byu.edu/classes/buck/w_garden/guide/academic/descriptive/descriptive_plan.html

https://owl.english.purdue.edu/owl/resource/685/01/

**INTERVIEW TRANSCRIPTION**
**Interview IL (Informant Lecturer)**

**Researcher**:  Hello Professor Asad Ali, how are you doing?

**IL:** I am fine. What about your side?

**Researcher:**  Alhamdulillah, I am also ok. Well, today, the purpose of our meeting is just to talk about the experience which you had while teaching these six weeks. So, (pause) I start with my first question:

1. **How would you explain your personal experience of teaching descriptive essay writing skills with the help of Smartphone? Please give a general overview of the teaching of six essays in six weeks with the help of Smartphone**.

**IL:** (pause) Well, first of all, I am greatly thankful to you for giving me a chance to teach students with the help of smartphone. According to your guidance, I taught six essay topics in six weeks with the help of smartphones to the intermediate class. As a matter of fact, it was a unique experience for me as a lecturer because it was a great fun for me as well as for the students as they underwent learning through their experience instead of spoon feeding. They put questions and engaged in discussion in the groups.

 While working with the students, I found students more than happy because they were going to use their smartphones for learning writing skills. Before this, it was just (pause) kind of toy for them (pause). Apart from this you can say it as "honestly speaking" I have never seen such a rapid improvement in learning writing skills as I have seen with the help of smartphones (pause). If I try to sum up my whole experience of teaching

with smartphones, I can say it as "it's a great device through which students not only learn effectively but also cooperatively, cooperatively in the form of groups. They certainly worked hard to attain their common goals (pause) that was in my case (pause), it was writing essay.

**Researcher**: (pause) Right (pause) our second question is:

2. **Do you think students have improved descriptive essay writing skills through Smartphone? If yes, to what extent? If no, what are the reasons of not improving writing skills to a significant level?**

**IL:** Yea, ok (pause) So far as the question of improvement is concerned, yes, (pause) I can say (pause) without any speck of doubt that students improved a lot. In fact, they, they (pause) improved (pause) rapidly and significantly (pause) from the very first day to the six days, I have observed (pause), I have observed that (pause) as they were supposed to edit, revise and present the whole essay. And each presentation through the group leaders was better than the previous one. Also (pause) I have seen that (pause) they learnt how to frame (pause) outline of the essay, introduction, focus on topic, supporting details, personal opinions, coherence and cohesion (pause) and above all how to conclude the essay (pause).

In my opinion, they also learnt how to construct knowledge while engaging in a discussion in a group and while constructing sentences of varied kinds or (pause) various structures. Apart from all this, I also observed that (pause) before this technique (pause) before using this device (smartphone) they were not able to (pause), they were not able to understand properly what is cohesion and coherence? And how to add (pause) personal opinion? Or (pause) how to remain focused on topic that was under

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discussion. Well to me (pause) personally, they improved a lot in the field of grammar and mechanics. To be precise, (pause) I think all this could be possible only with the help of smartphones. And to me (pause) it proved to be a wonderful gadget.

**Researcher:** (pause) well, our third question is:

3. **What benefits did you notice regarding teaching writing with Smartphone? Could you please explain?**

**IL:** Well, if we talk about the benefits of the (pause) regarding teaching with the help of smartphones, I can say it as the students in the class were extremely motivated, they were enthusiastic, active and they were ready to enjoy (writing) more and more. They were (pause) they were ready to read more and more and learn more and more but in this context, I can also say while I was teaching with the smartphones, my job as a lecturer became very easy (pause) for me. The class control became very easy. Students were eagerly participating and actively participating in the groups. I have seen a type of competition there. Each group was trying their best to excel other groups. And (pause) they were trying to improve their writing in better way. They were (pause) they were trying to include more detail and more information that can make the essay better and (pause) acceptable and enjoyable. I can also say it as (pause) the use of smartphones emphasized personal and social skills while learning essay (pause) writing skills improved a lot and each group (pause) were trying their best to improve their essay. To me personally, (pause) students learnt how to construct knowledge while sitting face to face in their respective groups. So, I can say (pause) without doubt that this technique from the very beginning to the end was extremely beneficial for me as well as for the students because they learnt a lot in their groups and they also competed with others and in this context, I can say (pause) the students (pause) Were seen eager, motivated

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to learn and practice their writing skills quite better and improved (pause) as compared to the previous practices or devices which are used to teach the students essay writing.

**Researcher**: (pause) right (pause) Our next question is:

4. **Did teaching writing skills with Smartphone have element of fun for you as a lecturer? How?**

Ooo yes, of course! (pause) it was great fun for me as a lecturer or facilitator (pause) in this (pause) in this wonderful experience of teaching writing skills with the help of smartphones. To me (pause) it seemed to be a sort of revolutionary step in the field of teaching and I enjoyed it a lot. (pause) It really strengthened my belief in (pause) technology. Before this I was a little bit skeptical in the use of technology, particularly mobile technology in the field of teaching. (pause) so, it encouraged me and it enhanced my belief in (pause) smartphone technology (pause) and now I begin to realize that this technology can be used (pause) very easily as pedagogical tool for teaching (pause) writing skills. (pause) Apart from this, I can also say that (pause) it was (pause) real enjoyment for me as it provided me a sort of relief from the boring (pause) conventional classroom situations where pens (pause) p..p.. paper, white boards or (pause) Slides were being used. So, to me personally and I (pause) I can say without any doubt that it was great fun for me. I enjoyed it a lot.

**Researcher**: ok (pause) Mr. Asad, our next question is:

5. **Did teaching writing skills with Smartphone have element of fun for the students? How?**

Ok (pause) Well, (pause) For sure learning writing with smartphones (pause) involved element of fun students also. They enjoyed it a lot. This was a new kind of experience for them because before smartphone was just a source for texting and having contact with their friends but (pause) I have seen that they enjoyed it a lot. It was a kind of fun

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for them. Now they began to realize that (pause) smartphone is a wonderful device that can be used for learning (writing) purpose as well. (pause) students were much enthusiastic while undergoing this new experience of downloading a very relevant and authentic (pause) material related to (pause) their essay (pause) I have seen that each group members participated actively and enthusiastically and they were trying very hard to excel other groups in the (pause) in just like enjoyable game. They were actively and confidently participating for the improvement of their writing skills. (pause) I also found them really enjoying this experience of (pause) learning essay writing with smartphones. So, certainly, it was a kind of (pause) enjoyment for the students. It was a kind fun for the students.

**Researcher**: (pause) ok (pause) right (pause) our next question is:

6. **Do you think Smartphone motivated you as a lecturer for teaching writing skills?**

Oo, well asked. (pause) this new experience motivated me a lot as a lecturer. In fact, it enhanced my belief in technology and particularly using of smartphone in educational settings. I begin to realize that it can be a very useful device to improve writing skills of the students since it motivated me a lot. And I would always like to prefer (pause) the use of smartphones from now onward (pause) for (pause) especially writing as well as other skills. So, certainly (pause) this device has (pause) even it motivated me a lot and now I begin to realize that it can be very wonderful and that it can be very beneficial (pause) for the enhancement of writing skills.

**Researcher**: (pause) Mr. Asad,

7. **Do you think Smartphone has the potential as a pedagogical tool to motivate lecturers for teaching writing skills? How?**

Ooo, ok, right, yes, smartphone has a great potential to be a great (pause) reliable and (pause) effective pedagogical tool to motivate lecturers or (pause) facilitators. (pause) according to my observations, students were observed in discussion, editing, revising essays together as they also (pause) trying to download authentic material with the help of websites which were provided to them. Also, so motivated, (pause) they even downloaded materials of diverse kinds by their own when they were in their homes to excel from others. In this context, (pause) though they were away from each other, they were away from teacher, (pause) even being away from teacher, they were together. They were well connected with one another and they could (pause) learn and practice the skills at any time. So, in fact, I think (pause) this devise has a great potential to become (pause) a pedagogical tool (pause) to enhance writing skills of students and can also be used in other skills as well. So, I personally believe and I have great belief in this device to be used as (pause) a pedagogical tool to motivate lecturers for (pause) for teaching writing skills.

**Researcher**: (pause) Mr. Asad (pause)

8. **Do you think Smartphone motivated the students for learning writing skills?**

Oo, well, so far as the (pause) the question of motivation is concerned, I can say it as smartphone being (pause) potentially a great device for teaching writing skills, motivated the students for learning the writing skills a lot. Certainly, I think so. (pause) it was only due to smartphones, that the students were able to engage in discussions with their fellow group members in their respective groups. (pause) they were able to share their materials with one another only by dint of smartphones as they were motivated by this great device. I can say it as (pause) they were so much engaged and

were working in the groups so enthusiastically. To sum up, I can say with certainty that they were extremely enthusiastic in this type of classroom.

**Researcher**: (pause) ok. (pause) or next question is:

9. **Do you think Smartphone has the potential as a pedagogical tool to motivate students for learning writing skills? How?**

Good, it's a very interesting question to ask (pause) smartphones have really great potential as a pedagogical tool to motivate students for learning writing skills specially. So far as my case is concerned which is essay writing, it was only due to this new device being used in education sector that they were motivated, they were enthusiastic and active in learning writing skills. And they remained busy in their writing tasks because of smartphone. (pause) I personally think that the use of smartphone is not only a new but most beneficial in the field of teaching and learning writing skills. So, personally, I believe it's great motivation to the students to teach them with the help of smartphones.

**Researcher**: (pause) right (pause) Sir,

10. **Do you think Smartphone absorbed or engaged the students in the writing tasks? How? Please explain.**

(pause) well, (pause) smartphones as a matter of fact proved to be a great source of engaging students in learning essay writing. So far as my observation is concerned, (pause) they were seen well focused, engaged and the class room was really student-centered classroom, in fact. (pause) it was all because of the use of smartphones. Being so motivated, they were (pause) positively interdependent, working actively for their common goal – that common goal was essay writing. (pause) let me tell you very honestly, that all this was not possible with the conventional method used in our government institutions now-a-days. So, I have firm belief that the use of smartphone

can engage the students positively in the classroom and we can get better results through the use of this devise.

**Researcher**: (pause) good (pause) Sir, our next question is:

**11. Did students have autonomy or freedom to work in collaboration with their class fellows when you were teaching essay writing with the help of Smartphone? Could you please explain?**

Oo, good, very good. It's the most precious question. So far as the autonomy or freedom of the class is concerned, well, I have seen that students had complete autonomy and freedom in the class as they were free to discuss and share their opinions, writing materials with one another. (pause) as being lecturer my role was that of a facilitator and students were seen working collaboratively, sitting face to face in a very learning conducive environment. (pause) honestly speaking, I have never seen (pause) so much engaged class (pause) throughout my teaching career. (pause) it was certainly a new and good experience for me also. I think it was all due to the smartphones which were being used for the first time for teaching and learning essay writing skills. So, I personally believe that the smartphone is going to be a great device in future to provide students autonomy and freedom in order to get positive results.

**Researcher:** (pause) ok (pause) Sir, our next question is:

12. **Did you notice students were more confident while learning essay writing with the help of Smartphone? Please explain.**

Yea, (pause) it seems to be a very valid question so far as the use of smartphones is concerned and the confidence of the students is concerned. Yes, the students were much confident while learning writing skills as they were free to (pause) discuss their thoughts in their specific groups. Since being confident, they were able (pause) to write, rewrite, edit and revise with the help of smartphones which worked like a magic tool

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for them. Well, (pause) though in the beginning they were seen a little bit shy as I was a new teacher for them and the smartphone was also a new gadget for them (its use in the classroom) to help them in their education setting especially for their writing tasks. But I have seen that with the passage of time, they became (pause) they became confident in this perspective (pause) and all this was only due to smartphones (pause) because the smartphone was a previously just a calling or texting tool and now it was most beneficial tool for them to learn writing skills. So, the students were extremely confident, (pause) they gained confidence and they were quite eager to maintain that confidence with help of smartphone throughout these six weeks.

**Researcher:** (pause) ok, sir (pause) Our next question is:

### 13. Did students actively and enthusiastically participate in essay writing with the help of Smartphone? Please explain in detail.

Ooo, well, so far as the enthusiasm is concerned, honestly speaking I have never seen such a marvelous participation of the students before. They were seen considerably enthusiastic in participating in essay writing with the help of smartphone. It was only due to smartphones that they were trying to excel others in the tasks assigned to them and (pause) the task was essay writing which for them had never been so easy as some of them said in the classroom. And now learning writing skills was nothing less than fun for them. (pause) they were using it as fun and the use of smartphone helped them in creating a sort of competition in the class. It is my personal judgment that there was a competition there because (pause) every group wanted to excel others (pause) keeping the quality of the (pause) they wanted to enhance the quality of the essay and they wanted to win. I have seen that there was a competition and that competition was very positive. (pause) there was also chance of some mistakes because they were able to edit and rewrite it every day.

**Researcher**: (pause) right (pause) Sir, our next question is:

14. **What are the strengths and weaknesses associated with the use of Smartphone as a pedagogical tool for teaching writing skills?**

(pause) So far as the (pause) question of strengths and weaknesses is concerned, let me say some of the strengths of this device. First of all, it is easy for students to enter text in smartphone as compared to writing with pen. Secondly, it was also easy for students to write (pause) re-write, edit and revise with the help of smartphone. Students with the smartphone can get more and more information of varied types in a very short time (pause) not only in the classroom rather away from the classroom also because they have access to many knowledgeable websites for new and diverse ideas. Hence ubiquitous learning becomes possible. Apart from this, (pause) it serves as a tool which can save time, paper, trees and the most important is that it is also environment friendly. (pause) smartphone is also helpful in having a democratic and student centered classroom. It is the student-centered classroom where students don't shy to discuss and share with the teacher as well as their peers (pause) Also, smartphone is also the most effective which can help the shy students to work like normal students as smartphone can help to lower the effective filters. Because it minimizes effective filters which Krashen has mentioned as being hurdle (pause) it is considered to be the biggest hurdle in the process of learning. So, in this context, the shy students can use for their benefit a lot. Also, smartphone can be personalized to suit the individual cognitive learning styles. Every student can use this device according to his own style. So, the students don't have to depend upon a particular style, they can choose what they like.

**Researcher:** (pause) ok (pause) And Sir what are the weaknesses, please?

And if I like to say something about the weaknesses of this type of teaching, we can say as it includes, (pause) smartphone includes small screen which if used for longer period

of time, certainly it has been seen that there was eye strain. Secondly, it is also due to small screen that the amount of information which is displayed on the screen is rather small. Apart from this, (pause) I have noticed one and two students (pause) faced the battery problem and that may be due to the electricity shortfall in their respective areas of residence. Other than this I have seen no other weaknesses.

**Researcher:** good. Sir, our last but of course not the least question is:

**15. How can the use of Smartphone be made more beneficial for the teaching of writing skills? Please.**

Ok, (pause) Well, well, as I have said earlier that this particular experience has enhanced my experience for using mobile (pause) mobile device in teaching setting, (pause) so, it can be made more effective and more beneficial. First of all, as we know since teachers today are digital curators and students are technology savvy and we cannot survive without the proper use of technology in our life in general and particularly in (pause) education setting for the use of pedagogy. We need to mould the technology according to our students' learning styles and it is the duty of the pedagogues to prepare the future generations in such a manner (pause) in such a manner as they can face the challenges of new era confidently and successfully. (pause) For this reason, (clearing the throat) we need to need to improve the smartphones functions to suit our classroom. For this purpose, such Apps may be introduced by the mobile companies which can help students facilitate writing. There should be more space in the smartphones to save more writing materials. (pause) Smartphones companies can make mobile screens eye-friendly and functions of the smartphones can be made more easy to handle so that more and correct text can be entered in a short period of time. Apart from this, (pause) there should be inbuilt dictionaries in the smartphones of different companies to help students in spellings and vocabulary learning. There should

also be spell checkers in every mobile with the help of dictionary. (pause) Some advanced level program may need to be made by the software engineers to help students learning writing more easily and effectively. I hope this newly used device will be (pause) Will be used more effectively in the coming days. So far as my experience is concerned it's marvelous and unforgettable.

**Researcher:** ok, sir. Thank you so much. I hope you will use smartphones in your classroom from now onward. Thank you.

SMARTPHONE WRITING OUTPUTS IN SMS (SAMPLE)

## 1. My Hero in History

**Outline**
- Introduction: Definition of a hero. Our national poet.
- His background and education.
- His feeling for the Muslims.
- His inspiring poems.
- Conclusion: Last days of his life.

Hero is a man whom is characterized with distinctive qualities. He is a man of brilliant qualities and matchless strength that make him different from other human beings. Our history is full of notable personalities. Our national poet, Allama Dr. Muhammad Iqbal is one of the shining stars. He is a man who truly deserves the title of 'hero'.

Allama Iqbal belonged to a family of Kashmiri Brahmans whose forefathers accepted Islam long ago. They had taken residence in Sialkot town. His father (Sheikh Noor Muhammad), was not himself educated but he believed in giving education to his children So, his younger son became Allama Sir Dr. Muhammad Iqbal. In 1895, Iqbal migrated to the Government College Lahore for higher studies and passed his M.A in philosophy. After few years, he was appointed as a lecture of philosophy in the Government College. He worked there with great success.

In his age, Muslims were treated badly by the Hindus and the British. He had sad feelings for the bad condition of the Muslims. Iqbal continuously urged the Muslims to follow the footsteps of their forefathers to make progress in the world. For this,

he wrote many poems. He want Muslims to get education like other nations. Also, he delivered many speeches to awake the Muslims.

He started writing poetry in his student life. His poems like the Taswir-i-dard (The Picture of Pain), the Shikwa (The Complaint address of God), and The Jawab-e-Shikwa (Answer to the Complaint) made him a famous Urdu writer. However, among his famous Persian language books are *Rumuz-i- Bekhudi* (Hints of Sleflessness), *Payam-e-i- Mashrik* (The Message of the East), *Zabur-i- Ajam* (Javed Nama), and *Pas Chih Bayd Kard Ai Aqwam -i- Shark* (What are we to do, O Nation of the East?). His inspiring poems will always guide the Pakistani nation.

He spent the last few years of his life under sorrow. It was because of the death of his wife. Still, he did not allow his weak health to stop him from writing literary books. In spite of his bad health, he also received many visitors. He died on 21 April 1938. He was buried near the Shahi Mosque at Lahore. Although, Iqbal is not with us yet his poetry will be source of inspiration for our generations. We love him because he is our real hero.

## 2. Inventions of Science

**Outline:**

- Introduction
- Science - a friend of humanity
- Discoveries and inventions of science
- Biggest progress of science
- Conclusion

Science and modern inventions are a blessing for mankind. The wish to know more and the imagination of man has led to make many inventions and discoveries. All the inventions have made our life very comfortable. Our life has become very easy. We must be thankful to hundreds of scientists who did countless experiments to invent various machines that have helped mankind. We must use these inventions for the good of human beings.

Science is the friend of human beings. The invention of wheel, making of fire and handmade tools was the start of inventions. All this became possible only by science because it is friend of human beings. It has changed our life styles. There are many inventions of science such as fast trains, the electric bulb, pasteurization, telegraph signaling undersea cable, electric charge, telephone, internet and many others. Every day we benefit from all these inventions.

There are many scientists who invented many things and made many discoveries for us. For examples, Thomas Edison invented bulb. Pasteur invented the process of pasteurization. Similarly, Wilhelm Röntgen gave us X-rays. Charles Babbage made the first computer and he also became the father of computers. Alexander Bell invented telephone. Galileo made telescope and compass. Lastly, Tim Berners Lee invented World Wide Web. His invention joined all humans of the world.

Lastly, the biggest progress of science is in the field of communication. Communication is one more area where technology brought fast change. A century ago, telegraphs were luxuries and one of the few ways of communication with the people of the world. Today, the scene is very different. From telephones to internet, e-mail and

mobiles, technology has connected the whole world into a global village. Now we talk to our friends and family members on mobile phone when they are far away from home.

Science like most things has both the good and the bad side. People can take advantage of any invention and discovery if they wish. If we take a balance and weigh the benefits and costs of science and technology, we will find that benefits of inventions are more than its cost. In fact, it is impossible now to imagine our live without inventions and discoveries. Finally, we must thank all scientists who made our life beautiful.