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

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Universiti Utara Malaysia

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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

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Muhammad Siddique

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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

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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.

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APPENDIX A

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				

APPENDIX B

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.

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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.					

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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.					

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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

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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.

APPENDIX D

LESSON PLAN

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 **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. 2. The lecturer arouses their interest by relating the set induction to the objectives of that day's lesson.
Step I **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **Drafting the outline of the descriptive essay**	1. Students are sent the topic and web address of the descriptive essay writing via SMS. 2. Students start downloading the material by using their smartphones regarding the title given to them. 3. Students explore together by having discussion within their groups and draft the outline (main points) of the descriptive essay. 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.

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(15 minutes) **Introduction**	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 introduction of the descriptive essay.
Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "Introduction" of the descriptive essay by reading from their mobiles. 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 introduction component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 2. The teacher will also give comments and share his views.

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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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the first paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **First paragraph**	1. Each group deliberates and writes the "first paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.
Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "first paragraph" of the descriptive essay by reading from their mobiles. 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 first paragraph component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 2. The teacher will also give comments and share his views.

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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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the second paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **Second paragraph**	1. Each group deliberates and writes the "second paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.

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Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "second paragraph" of the descriptive essay by reading from their mobiles. 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 second paragraph component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the third paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **Third paragraph**	1. Each group deliberates and writes the "third paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.
Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "third paragraph" of the descriptive essay by reading from their mobiles. 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 third paragraph component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 2. The teacher will also give comments and share his views.

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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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the concluding paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **Conclusion**	1. Each group deliberates and writes the "concluding paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.

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Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written concluding paragraph" of the descriptive essay by reading from their mobiles. 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 conclusion component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 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 **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. 2. Students are also asked to check for any mistakes or errors in their essay.
Step I **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **Revising the whole essay**	1. Each group deliberates and takes part in revising the whole essay "My Aim in Life". 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 students next to group leader.
Step III **(15 minutes)** **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 **16 (minutes)** **Group presentation**	4. Group leaders randomly present their collectively written whole essay. 5. The lecturer and the students together evaluate and assess the presented portion. 6. The lecturer makes corrections and gives suggestions on how to improve the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 4. The teacher will also give comments and share his views.

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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 **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. 2. The lecturer arouses their interest by relating the set induction to the objectives of that day's lesson.
Step I **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **Drafting the outline of the descriptive essay**	1. Students are sent the topic and web address of the descriptive essay writing via SMS. 2. Students start downloading the material by using their smartphones regarding the title given to them. 3. Students explore together by having discussion within their groups and draft the outline (main points) of the descriptive essay. 4. The students are reminded of the construction of knowledge in a group by undergoing the learning experience collaboratively and cooperatively.
Step III **(15 minutes)** **Introduction**	1. Each group deliberates and writes the "Introduction" in 5 to 6 sentences. 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 introduction of the descriptive essay.

Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "Introduction" of the descriptive essay by reading from their mobiles. 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 introduction component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 2. The teacher will also give comments and share his views.

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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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with smartphone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the first paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **First paragraph**	1. Each group deliberates and writes the "first paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.
Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "first paragraph" of the descriptive essay by reading from their mobiles. 2. The lecturer and the students together evaluate and assess the presented portion. 4. The lecturer makes corrections and gives suggestions on how to improve the first paragraph component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 2. The teacher will also give comments and share his views.

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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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the second paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **Second paragraph**	1. Each group deliberates and writes the "second paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.

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Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "second paragraph" of the descriptive essay by reading from their mobiles. 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 second paragraph component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the third paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **Third paragraph**	1. Each group deliberates and writes the "third paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.
Step IV **16 (minutes)** **Group presentation**	1. Group leaders present their collectively written "third paragraph" of the descriptive essay by reading from their mobiles. 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 third paragraph component of the descriptive essay.
Step V **(Closure)** **3 (minutes)** **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. 2. The teacher will also give comments and share his views.

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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 **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 **3 (minutes)**	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **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). 2. Students start referring to the already downloaded material saved in their mobiles regarding the title given to them. 3. Students explore together by having discussion within their groups and frame the concluding paragraph of the body of the descriptive essay. 4. Students are reminded of the construction of knowledge, face to face in a group by undergoing the experience collaboratively and cooperatively.
Step III **(15 minutes)** **Conclusion**	1. Each group deliberates and writes the "concluding paragraph" in 5 to 6 sentences. 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 introduction of the descriptive essay.
Step IV **16 (minutes)**	1. Group leaders present their collectively written concluding paragraph" of the descriptive essay by reading from their mobiles.

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Group presentation	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 conclusion component of the descriptive essay.
Step V (Closure) 3 (minutes) 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. 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 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. 2. Students are also asked to check for any mistakes or errors in their essay.
Step I 3 (minutes)	1. The lecturer establishes the objectives of the lesson of the day. 2. The lecturer clarifies the significance of effective communication via descriptive essay writing with hand phone. 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 **10 (minutes)** **Revising the whole 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 **(15 minutes)** **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 **16 (minutes)** **Group 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 **(Closure)** **3 (minutes)** **Reflections, Comments about 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.

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APPENDIX E

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										

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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										

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L6										
Week Seven Mon to Sat **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

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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?

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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?

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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?

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APPENDIX H

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)**

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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

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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/

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APPENDIX J

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

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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?**

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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

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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

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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.

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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

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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.

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APPENDIX K

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'.

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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.

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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.

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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.

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