

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**Tema:** THE B-LEARNING AS A METHODOLOGICAL STRATEGY TO  
DEVELOP THE WRITING SKILL IN BASIC EDUCATION  
STUDENTS

Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

**Autor:** Licenciado Marco David Freire Nieto

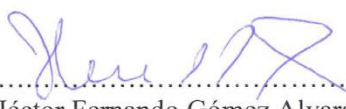
**Directora:** Doctora Elsa Mayorie Chimbo Cáceres Magíster.

Ambato – Ecuador

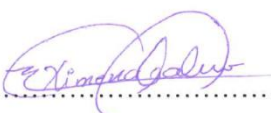
2018

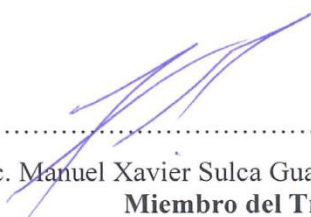
## **A la Unidad de Titulación de la Universidad Técnica de Ambato**

El Tribunal receptor del Trabajo de Investigación presidió por el Doctor Héctor Fernando Gómez Alvarado, Presidente de Tribunal e integrado por los señores: Licenciada Ximena Alexandra Calero Sánchez Magíster, Licenciada Lorena Monserrath Meléndez Escobar Magíster, y Licenciado Manuel Xavier Sulca Guale Magíster, Miembros de Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptor el Trabajo de Investigación con el tema: “THE B-LEARNING AS A METHODOLOGICAL STRATEGY TO DEVELOP THE WRITING SKILL IN BASIC EDUCATION STUDENTS”, elaborado y presentado por el Señor Licenciado Marco David Freire Nieto, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

  
.....  
Dr. Héctor Fernando Gómez Alvarado  
**Presidente del Tribunal**

  
.....  
Lic. Lorena Monserrath Meléndez Escobar, Mg.  
**Miembro del Tribunal**

  
.....  
Lic. Ximena Alexandra Calero Sánchez, Mg.  
**Miembro del Tribunal**

  
.....  
Lic. Manuel Xavier Sulca Guale, Mg.  
**Miembro del Tribunal**

## AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema: “THE B-LEARNING AS A METHODOLOGICAL STRATEGY TO DEVELOP THE WRITING SKILL IN BASIC EDUCATION STUDENTS”, le corresponde exclusivamente a: Licenciado Marco David Freire Nieto, Autor bajo la Dirección de la Doctora Elsa Mayorie Chimbo Cáceres Magíster, Directora del Trabajo de investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.

.....  
Lcdo. Marco David Freire Nieto  
C.C. 180311584-7  
**AUTOR**

.....  
Dra. Elsa Mayorie Chimbo Cáceres, Mg.  
C.C. 180269645-8  
**DIRECTORA**

## **DERECHOS DE AUTOR**

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la institución.

Cedo los derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad



.....  
Lcdo. Marco David Freire Nieto

C.C. 180311584-7

**AUTOR**

## ÍNDICE GENERAL DE CONTENIDOS

PORTADA.....	i
A la Unidad de Titulación de la Universidad Técnica de Ambato .....	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN.....	iii
DERECHOS DE AUTOR .....	iv
ÍNDICE GENERAL DE CONTENIDOS.....	v
ÍNDICE DE FIGURAS.....	viii
ÍNDICE DE TABLAS .....	x
AGRADECIMIENTO .....	xii
DEDICATORIA .....	xiii
RESUMEN EJECUTIVO .....	xiv
EXECUTIVE SUMMARY.....	xv
INTRODUCTION .....	1
CHAPTER I.....	3
PROBLEM STATEMENT .....	3
1.1 Theme of the problem.....	3
1.2 Problem statement.....	3
1.2.1 Contextualization of the problem.....	3
1.2.2 Critical analysis.....	7
1.2.3 Prognosis.....	8
1.2.4 Setting of the problem.....	8
1.2.5 Research questions.....	8
1.2.3 Delimitation of the object investigation.....	9
1.3 Justification.....	9
1.4 Objectives.....	11
1.4.1 General objective.....	11
1.4.2 Specific objectives.....	11
CHAPTER II.....	12
THEORETICAL FRAMEWORK .....	12
2.1 Research background.....	12
2.2 Philosophical foundation.....	15
2.3 Legal basis.....	16

2.4. Key categories .....	18
2.5 Hypothesis .....	47
2.6 Signaling hypothesis variables.....	47
CHAPTER III.....	48
METHODOLOGY .....	48
3.1 Research focus .....	48
3.2 Level or type of research.....	46
3.3 Population and sample .....	49
3.3.1 Population .....	51
3.3.2 Sample.....	51
3.4 Operationalization of variables .....	53
3.5 Information collection plan .....	55
3.6 Data processes and analysis .....	58
CHAPTER IV.....	62
ANALYSIS AND INTERPRETATION OF RESULTS .....	62
4.1 Analysis and interpretation o results .....	62
4.1.1. Structured Survey for basic education English Language Teachers at Unidad Educativa Atenas in Ambato.....	63
4.1.2. Structured survey for basic education students at “Unidad Educativa Atenas” in Ambato.....	73
4.2 Hypothesis testing .....	83
CHAPTER V.....	87
CONCLUSIONS AND RECOMMNEDATIONS .....	87
5.1 Conclusions .....	87
5.2 Recommendations .....	89
CHAPTER VI.....	91
PROPOSAL .....	91
6.1. Information.....	91
6.2. Background of the proposal .....	91
6.3. Justification .....	92
6.4. Objective of the proposal .....	93
6.4.1. General Objective.....	93
6.4.1. Specific Objective .....	93

6.5. Feasibility analysis .....	93
6.6 Foundation of the research .....	94
6.7. Methodology .....	95
6.8 Administration.....	97
6.8.1 Operational Model .....	99
6.9. Evaluation .....	101
6.9.1 Types of evaluation regarding the application of the B-learning.....	101
Bibliography.....	110
ANNEXES .....	115

## ÍNDICE DE FIGURAS

<b>Figure 1.</b> Problem scheme.....	6
<b>Figure 2.</b> Interrelated graphics, Bibliographical research .....	18
<b>Figure 3.</b> Subordination, Bibliographical Investigation .....	19
<b>Figure 4.</b> Platform types. Taken from Palloff and Pratt (2013) .....	25
<b>Figure 5.</b> Virtual classroom.....	23
<b>Figure 6.</b> Frequency in the use of multimedia resources from a questionnaire applied to the.....	63
<b>Figure 7.</b> Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas, developed by Freire Marco (2018).....	64
<b>Figure 8.</b> Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas.....	65
<b>Figure 9.</b> Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas.....	66
<b>Figure 10.</b> Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas. ....	68
<b>Figure 11.</b> Helpfulness of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas.....	69
<b>Figure 12.</b> Frequency of students' ability to identify the parts of a paragraph from a questionnaire applied to the English teachers of U. E. Atenas, developed by Freire Marco (2018).....	70
<b>Figure 13.</b> Frequency of in class writing practice from a questionnaire applied to the English teachers of U. E. Atenas.....	71
<b>Figure 14.</b> Frequency in the use of multimedia resources applied to the tenth grade students of U. E. Atenas.....	73
<b>Figure 15.</b> Frequency of teacher student interaction applied to the tenth grade students of U. E. Atenas.....	75
<b>Figure 16.</b> Frequency of paragraph construction activities in class applied to the tenth grade students of U. E. Atenas.....	76
<b>Figure 17.</b> Frequency in practicing the parts of a paragraph applied to the tenth grade students of U. E. Atenas.....	78



<b>Figure 18.</b> Frequency in the use of pedagogical resources when teaching writing structure.....	79
<b>Figure 19.</b> Helpfulness of multimedia resources when structuring a paragraph from a questionnaire applied to the English teachers of U. E. Atenas. ....	80
<b>Figure 20.</b> Frequency of students' ability to identify the parts of a paragraph applied to the tenth grade students of U. E. Atenas. ....	81
<b>Figure 21.</b> Frequency of in class writing practice from a questionnaire applied to the tenth grade students of U. E. Atenas. ....	82
<b>Figure 22.</b> Acceptance and Rejection Regions.....	86
<b>Figure 23.</b> teacher's guide 1. ....	107
<b>Figure 24.</b> teacher's guide 2. ....	107
<b>Figure 25.</b> teacher's guide 3. ....	108
<b>Figure 26.</b> teacher's guide 4. ....	108
<b>Figure 27.</b> teacher's guide 5. ....	109
<b>Figure 28.</b> teacher's guide 6. ....	109

## ÍNDICE DE TABLAS

<b>Table 1.</b> Tools and activities in the virtual classroom.....	28
<b>Table 2.</b> Learning technological tools .....	31
<b>Table 3.</b> Comparison between face-to-face and virtual learning model.....	35
<b>Table 4.</b> Model of strategies for the production of texts .....	46
<b>Table 5.</b> Population of the investigation.....	51
<b>Table 6.</b> Population and sample.....	52
<b>Table 7.</b> Operationalization of the Independent Variable .....	53
<b>Table 8.</b> Operationalization of the dependent variable.....	54
<b>Table 9.</b> Collection .....	57
<b>Table 10.</b> Techniques and instruments .....	58
<b>Table 11.</b> Collection procedures.....	60
<b>Table 12.</b> Relation specific objectives-conclusions recommendations .....	61
<b>Table 13.</b> Frequency in the use of multimedia resources. ....	62
<b>Table 14.</b> Frequency of teacher-student interaction through the virtual platform.....	64
<b>Table 15.</b> Frequency of paragraph construction activities in class.....	65
<b>Table 16.</b> Frequency in teaching the parts of a paragraph.....	66
<b>Table 17.</b> Frequency in the use of pedagogical resources when teaching writing. ...	67
<b>Table 18.</b> Helpfulness of multimedia resources when structuring a paragraph .....	68
<b>Table 19.</b> Frequency of students' ability to identify the parts of a paragraph .....	69
<b>Table 20.</b> Frequency of in-class writing practice. ....	70
<b>Table 21.</b> Frequency in the use of multimedia resources. ....	72
<b>Table 22.</b> Frequency of teacher – student interaction.....	73
<b>Table 23.</b> Frequency of in-class paragraph construction activities. ....	74
<b>Table 24.</b> Frequency in practicing the parts of a paragraph. ....	76
<b>Table 25.</b> Frequency in the use of pedagogical resources. ....	77
<b>Table 26.</b> Helpfulness of multimedia resources when structuring a paragraph. ....	78
<b>Table 27.</b> Frequency of students' ability to identify the parts of a paragraph.....	79
<b>Table 28.</b> Observed frequencies .....	81
<b>Table 29.</b> Expected frequencies.....	81
<b>Table 30.</b> Contingency (Calculation of Chi Square calculated $X^2_c$ ).....	82

<b>Table 31.</b> Chi Square in tables.....	83
<b>Table 32.</b> Action Plan.....	92

## AGRADECIMIENTO

A la Universidad Técnica de Ambato, a los docentes de la Carrera de Idiomas, a la Lic. Mg. Elsa Mayorie Chimbo Cáceres, directora de mi proyecto de titulación, por sus erudiciones y guía en este proceso del desarrollo de investigación.

A mis padres Rosa y Fausto por ser quienes a lo largo de mi vida han velado por mi bienestar, y educación siendo mi apoyo en todo momento, brindándome todo su amor, comprensión, sacrificio, valores que me han inculcado y me han dado la oportunidad de tener una excelente educación en el transcurso de mi vida. Gracias a mi Abuelita Juana que con sus consejos y amor ha depositado en mí confianza en cada reto que emprendo sin dudar de mí inteligencia y capacidad, a mi hermana Mayra quién ha sido mi inspiración para ser mejor cada día, por orientarme en el desarrollo de esta investigación con sus erudiciones, y poder alcanzar mi éxito profesional de posgrado.

*“El poder está en la mente del ser humano conspirando con sus pensamientos para tener contacto con el universo y alcanzar todo lo que emana en él, y alcanzar las llaves y lograr el éxito en su vida”*

*Marco David Freire Nieto*

## **DEDICATORIA**

A mi familia que es mi confidente y por regalarme lo mejor de ellos en cada maravilloso día. Al ser supremo por la fortaleza, la salud y la esperanza para cumplir mis metas, él ha hecho un camino donde no hay y ha concedido mis peticiones de mi corazón, despejando cualquier tristeza y preocupación de mi vida y derramando sobre mí, y mi familia una lluvia de bendiciones.

*“Señor pongo en tus manos lo que está fuera de mí alcance”*

*Marco David Freire Nieto*

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**TEMA:**

“THE B-LEARNING AS A METHODOLOGICAL STRATEGY TO DEVELOP  
THE WRITING SKILL IN BASIC EDUCATION STUDENTS”

**AUTOR:** Licenciado Marco David Freire Nieto

**DIRECTORA:** Doctora Elsa Mayorie Chimbo Cáceres Magíster

**FECHA:** 05 de Julio 2018

**RESUMEN EJECUTIVO**

El objetivo de este proyecto de investigación es identificar la incidencia de la aplicación del B-Learning como una estrategia metodológica para desarrollar habilidades de escritura para estudiantes de educación básica, con el propósito de mejorar la aplicación inadecuada de la metodología estratégica en el desarrollo de la habilidad inglesa de escritura, por cuanto se detectó que en educación básica la enseñanza aprendizaje de inglés es realizado de forma tradicional y solo se maneja libros o módulos. Actualmente todas las áreas del saber, ha evolucionado en las formas de generar y transferir conocimiento, en cuanto a medios, canales y soportes, paralelamente a ello aparecen nuevos recursos que optimizan los procesos formal, no formal e informal. Los denominados EVA o Entornos Virtuales de Aprendizaje evolucionan la forma tradicional de enseñar en un ambiente blended, que combina la educación presencial con procesos de formación en línea. La metodología aplicada en el presente trabajo fue de tipo bibliográfica y documental. Para alcanzar el objetivo propuesto se realizó un diseño sistémico que dividió la investigación en dos etapas: la etapa de exploración que se revisó un amplio acervo bibliográfico y la etapa proponente para la adaptación curricular basada en la incorporación de la estrategia metodológica B-Learning para mejorar el desarrollo de la destreza de escritura en estudiantes de décimo grado en la Unidad Educativa Atenas en Ambato.

**Palabras claves:** B-Learning, destreza de escritura, educación semipresencial, educación virtual, entornos virtuales, evolución en la enseñanza, formación en línea, habilidades de escritura, metodología estratégica, transferencia de conocimiento,

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA**

**THEME:**

“THE B-LEARNING AS A METHODOLOGICAL STRATEGY TO DEVELOP  
THE WRITING SKILL IN BASIC EDUCATION STUDENTS”

**AUTHOR:** Licenciado Marco David Freire Nieto

**DIRECTED BY:** Doctora Elsa Mayorie Chimbo Cáceres Magíster

**DATE:** July 5th, 2018

**EXECUTIVE SUMMARY**

The objective of this research project is to identify the incidence of the application of B-Learning as a methodological strategy to develop writing skills for basic education students, with the purpose of improving the inadequate application of strategic methodology in the development of the English writing ability, because it was detected that in basic education the teaching of English is done in a traditional way and only books or modules are handled. Currently, all areas of knowledge, has evolved in the ways of generating and transferring knowledge, in terms of media, channels and supports, parallel to these new resources appear that optimize formal processes, not formal and informal. The so-called EVA or Virtual Learning Environments evolve the traditional way of teaching a Blended environment, which combines face-to-face education with online training processes. The methodology applied in the present work was of bibliographic and documentary type. To achieve the proposed objective, a systemic design was carried out that divided the research into two stages: the exploration stage that reviewed a broad bibliographic collection and the proponent stage for curricular adaptation based on the incorporation of the B-Learning methodological strategy to improve the development of writing skills in tenth grade students at the Unidad Educativa Atenas in Ambato.

**Keywords:** B-Learning, writing skills, strategic methodology, virtual environments, writing skills, transfer knowledge, online education, blended education, teaching evolution, virtual education.

## **INTRODUCTION**

The main objective of this research is to identify the incidence of the application of B-Learning as a methodological strategy to develop writing skills for basic education students, as students need continuous stimuli to stimulate learning and be part of the concept called "Teaching machines" proposed by Frederick Skinner more than six decades ago, however in the last 20 years with advances in the field of telecommunications, new ways of interacting in written communication are being promoted, and therefore new forms of communication share in holistic study circles for your information, currently the processes of integral formation are supported on the internet, so an important place in formal, non-formal and informal education is being acquired exponentially. Terms such as B-Learning, training, distance education, online education, cooperative learning, flexible education or virtual learning environments are terms considered usual in the context.

The present work has as a proponent objective the curricular adaptation based on the incorporation of the B-Learning methodological strategy to improve the development of writing skills in tenth grade students in the Unidad Educativa Atenas in Ambato, which guides the construction step by step of virtual environments set in the Blended Learning as a methodological strategy to improve the teaching process as a particular case in the subject of the Second Foreign Language of English in Basic Education, after having detected the problem about the inadequate application of the strategic methodology in the development of the English writing ability, since it was detected that in Basic Education the teaching of English is done in a traditional way and only books or modules are handled in the Teaching Learning Process, this investigation consists of six research chapters, which are detailed below.

**CHAPTER I.** This section encompasses the problem, the contextualization of the problem, the critical analysis with its problem scheme. It also includes the prognosis, problem setting, the research questions, research delimitation, space delimitations, the justification and the objectives.



**CHAPTER II.** It includes the theoretical framework, which includes the background research, philosophical foundations and legal basis. It provides information related to the key categories: the dependent and independent variables, the hypothesis and the identification of the variables.

**CHAPTER III.** The methodology is included here. It contains the basic method of research, basic research modality, the level or type of research, the population, the operationalization of variables and the data collection techniques and tools.

**CHAPTER IV.** It includes the analysis and interpretation of the results and the hypothesis verification, too.

**CHAPTER V.** It encompasses the conclusions and recommendations based on the results of the analysis and interpretation.

**CHAPTER VI.** It refers to the proposal that will strive to solve the problem of the current research. It includes the topic, background of the proposal, justification, objectives, methodology and the operating plan.

## **CHAPTER I**

### **PROBLEM STATEMENT**

#### **1.1. THEME OF THE PROBLEM**

“The B-Learning as a methodological strategy to develop the writing skill in basic education students”.

#### **1.2. PROBLEM STATEMENT**

##### **1.2.1. Contextualization of the problem**

Worldwide, the teaching and learning of English as a foreign language is vital because it allows interactive communication processes between people, no matter where they come from. Indeed, it has been argued that English is the official language of more than fifty countries around the world, and that it is spoken by millions of people; it is now the global language for education, business, and entertainment among other areas, which undoubtedly challenges contemporary education. (Crystal, 2003).

With English considered a global language, economic pressures has motivated some countries to use English as a catalyst for internationalization and development; while in other countries, educational authorities train teachers and fight every day to create new tools that fulfill students’ needs because English is considered a primary competency nowadays.

While the discussions about teaching English continue in the education system, parents are investing in extra-curricular activities that allow their children to practice speaking English. Graduated students go abroad; the ambitious professionals use their afternoons to study online and companies will pay bonuses to the candidates that are competent in English. For the majority of educational systems there are gaps in teaching English and the expectations of parents, students and workers.

Likewise, research shows that Latin America, Middle East, and North Africa countries have a low or very low level of English. (Pariona, 2017). Even though

some regions have improved over the last years, some others do not show better results. For instance, the fourth edition of EPI EF that classifies 63 countries and territories on function of level of English and confirms many regional and demographic tendencies examined in earlier editions in their citizens. Likewise, the analysis developed by Pariona (2017), shows that the level of English found worldwide range from very high, high, medium, low and very low. As expected, Latin American countries' level is low, in comparison to the level of English that European countries have. Asian countries on the other hand, have a large variety of different levels that they dominate, from very high to very low, with spectacular progress and at the same time with a persistent standstill. (EF EPI English Proficiency Index, 2017).

Ecuador, as well as the majority of Latin American countries, has faced the challenges regarding teaching and learning of the English language due to the lack of resources and inadequate strategies applied in most schools at all levels. This fact has been evidenced after research work conducted over the last years. In fact, the failure in the learning process does not allow students to master English as a foreign language.

One reason is that there is not meaningful learning to improve the communicative skills of the English language and unfortunately, it has been evidenced that traditionalism and memorization are still part of everyday education. As a result, students are not internalizing learning and the language skills that they need to developed step by step.

The Ministry of Education in Ecuador has set standards of educational quality. These standards state that everyone is entitled to a quality education based on skills and attitudes which are the components required to develop the four language skills: reading, writing, listening and speaking. If there is lack of these skills, the learning process is incomplete; likewise, the disuse of innovative strategies creates disinterest in students.

Although the Ecuadorian government provides English books gratuitously to all students from public schools, the quality of English Language teaching has not improved, nor the learning outcomes. In fact, the Director of District 1 in Tungurahua province stated, "[...] students in basic education program have problems when writing, because in public educational institutions the English teaching-learning process is poor. Despite having five hours of English in class, this does not fulfill the needs for learning a foreign language". (Ávila, 2017)

Since its creation, Unidad Educativa Atenas has been focused on training competent and responsible students who will contribute with the society. To comply this goal, students are required to complete an English language program from first to tenth grade of basic education. During the first seven years of basic education, students follow an English program that focuses on the development of the communicative competences of the target language. A lot of emphasis is given to the speaking skill including fluency and pronunciation. In addition, English teachers are required to develop instructional materials to facilitate learning. In the majority of the cases, these materials are used to teach vocabulary and grammar contents. After students finish the seventh grade, they follow another program for the last three years of basic education; it means, for grades eight to ten. The objective of this new program is to train students to take the Preliminary English Test. This is an intermediate level test according to the European Framework of Reference which assesses the four macro-skills of the language: listening, reading, speaking and writing.

The institutional resources including very well qualified teachers and technology access, could perfectly meet the needs required by students; however, not all the English instructors apply updated tools and methodologies such as B-Learning for English language teaching. Instead, they prefer traditional methods, which hinders the development of language skills. More specifically, the writing skill has not been fully developed by students after they finish the tenth grade of Basic Education. For this reason, it is very important for educators to become familiar with new methodological strategies and to rely on virtual resources to ensure proper

communication with students in order to help them develop the communicative skills of the English language.

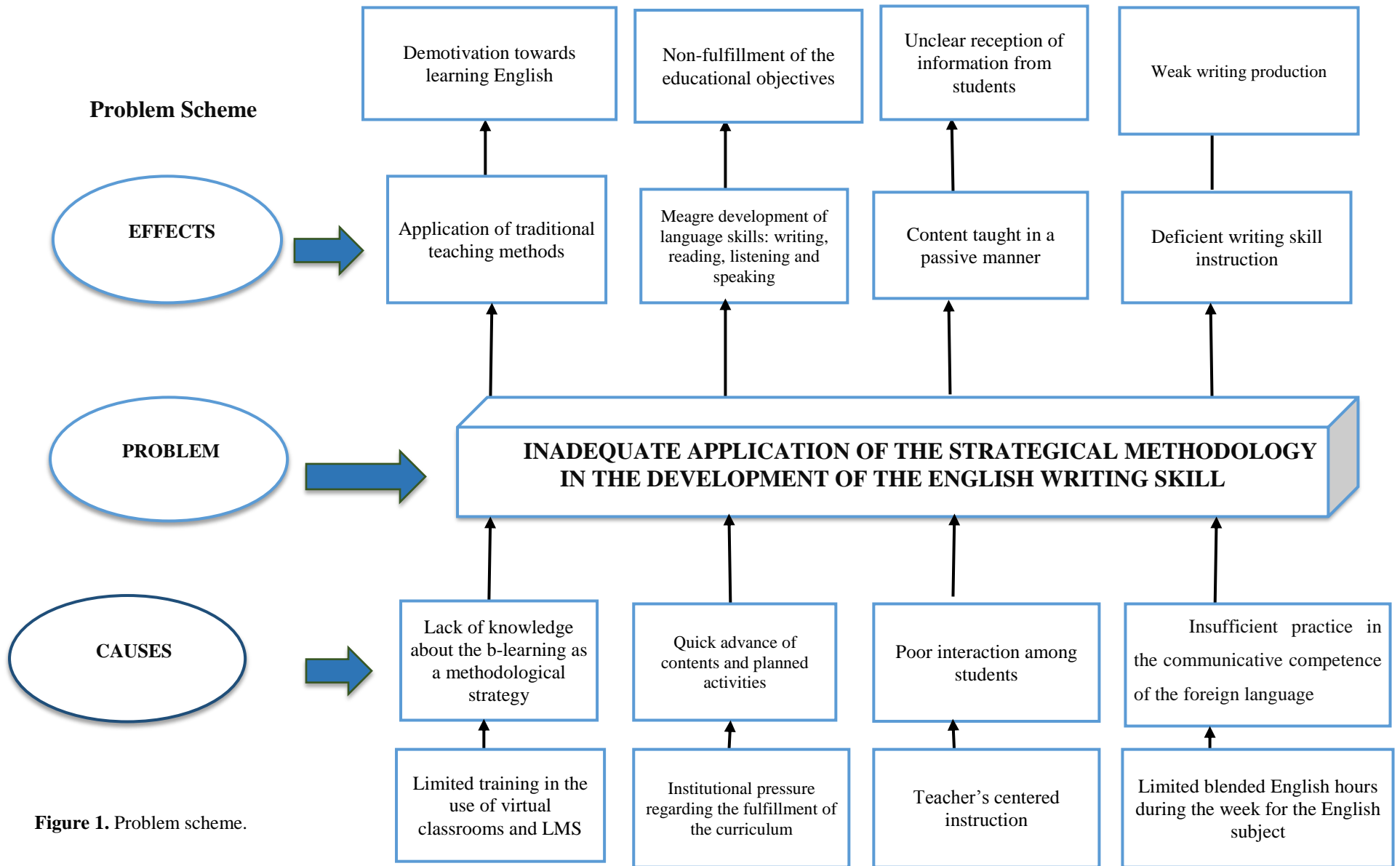


Figure 1. Problem scheme.

### **1.2.2. Critical analysis**

Currently, students at Unidad Educativa Atenas are expected to reach an intermediate level of English after they finish the tenth grade of basic education. For this purpose, the English language curriculum of basic education has been designed in such a way that students develop the main language skills so that they are able to communicate in the target language. Even though Unidad Educativa Atenas has technology access and qualified English teachers, weaknesses regarding the development of the writing skill have been identified being the inadequate application of appropriate strategic methodologies for the teaching and learning of written English the principal problem.

Despite the fact that Unidad Educativa Atenas investments time and money in professional development, a little or none has focused on the use of Learning Management Systems or LMS. Subsequently, this fact makes it difficult for English teachers to become knowledgeable about the use of B-Learning as a methodological strategy for the development of the English writing skills. What is even worse, most English teachers have been applying traditional teaching methods, which demotivate students towards learning English.

Another aspect that causes the limited application of appropriate strategic methodologies for the teaching and learning of written English is the institutional pressure that teachers have regarding the fulfillment of the curriculum. English language instructors have to comply with all the contents established at the beginning of the school year; for this reason, the advance of the programs are developed in a quick way which does not allow time for the application of innovative methodologies such as the b-learning. As a result, there is a meagre development of the communicative skills of the English language: listening, speaking, reading and writing, and consequently, the educational objectives are not complied.

It has been also detected that English classes are mostly teacher centered; it means that teachers conduct most of the teaching and learning process and that there is little or no interaction among students. Clearly, this problem hinders the application of appropriate strategic methodologies for the teaching and learning of

written English as students learn in a very passive manner. As a result, the reception of the contents is unclear which does not promote meaningful learning.

Lastly, another reason that generates the problem of this research is the limited hours of English scheduled during the week. Because of the fact that students only receive 5 hours of class in English weekly, the communicative competences of the English language cannot be promoted efficiently, causing in students the disinterest to learn the language. In the particular case of the writing skill, the instruction is deficient; therefore, a week writing production has been identified after students complete the program for basic education.

For all that has been mentioned before, it is necessary for Unidad Educativa Atenas to adapt their current program by including B-Learning activities that blend traditional methods with the use and application of technological resources. In this way, the weakness identified regarding the development of the writing skill will not be an impediment to accomplish the educational objectives.

### **1.2.3. Prognosis**

If the "B-Learning model" is not applied as a methodological strategy, the traditional way of generating knowledge in the classrooms will not change to a more dynamic one. Also, this will not promote communication and interaction between teacher-student and student-student. In general, students' engagement, participation, motivation and performance will not improve either. The non-application of the "B-Learning Model" affects communication in English and does not encourage students to develop English as a second language and its written skills. Additionally, this will generate insecurity when interacting, boredom and rejection towards learning English.

### **1.2.4. Setting of the problem**

¿Does the application of B-Learning as a methodological strategy influence the ability to develop writing skills for students of basic education?



### 1.2.5. Research questions

- How can online activities allow students develop well-organized paragraph outlines?
- How do pedagogical resources help students structure paragraphs accurately?
- How do virtual teaching and learning procedures facilitate students to write paragraphs?

### 1.2.6. Delimitation of the object of the investigation

- **Field:** Educative
- **Area:** English
- **Aspect:** The B-Learning as a methodological strategy – develop the writing skill in basic education students
- **Spatial delimitation:** The research was carried out at Unidad Educativa Atenas. This institution is located in Izamba. Address: Gabriel Román s/n. Street and Pedro Vásquez Yacupamba Avenue. Phone: (593) 032854281. Email: atenas@atenas.edu.ec
- **Temporal delimitation:** The development of the present investigation was done from January to June 2018.

### 1.3. Justification

With English becoming a globalized language, the majority of schools aim to improve the teaching standards in order to accomplish the educational objectives regarding the four macro-skills of the English language: listening, speaking, reading and writing. Particularly, English language learning and more specifically, the writing skill development is very important for children in basic education as they are expected to reach an international high school program and will be confronting challenges of the 21st century.

So far, the negative impact of the application of inadequate teaching processes has been noticed in different learning scenarios; therefore, the importance of the development of the current research project consists on identifying the influence and benefits of the application of the B-Learning as a methodological strategy to develop writing skills for students of basic education.

Moreover, it is necessary to encourage students develop the writing skill through the application of interactive tools and strategies that combine the Internet and the synchronization of instant messages, e-mails, forums, videos, audio among other resources that innovate the learning process of the English writing skills. In this way, students will be able to achieve the required level in order to succeed when taking the Preliminary English Test; especially, in the writing skill. The previously mentioned tests measure the ability to use of vocabulary and structure correctly in written tasks at an intermediate level according to the Common European Framework of Reference.

The study of the B-Learning for the development of writing and the application of it as a methodological strategy for basic education in Unidad Educativa Atenas as the pilot institution. This model carries a large number of students to use a Moodle educational platform in the B-Learning form. At the same time, the research may cause not only academic changes in the institution but also in the performance of culture and students in equal conditions. A quality learning is achieved at the time to enter the international baccalaureate and then to a university, with the opportunity to obtain a scholarship. A result could be that students would not have problems to socialize and share with a foreign group.

Unidad Educativa Atenas has been chosen as pilot to carry out the research project since it has the needed technology to face the challenges of ICT. This investigation is valid because the school authorities and collaborators are willing to support the current project since it will undoubtedly mark a difference in the teaching and learning of the writing skill.

It has to be also mentioned that students will be mainly benefitted with the development of the current project because they will become knowledgeable about

the use of technology and education, which promotes independent learning; it means, that students will certainly become life-long learners. Secondly, the application of B-Learning strategies will help students to achieve the expected level regarding the development of the writing skill.

Likewise, English teachers will be benefited as they will become familiar with the appropriate use of LMS – Language Management Systems in order to improve their teaching practices taking advantage of the resources that Unidad Educativa Atenas has which include computers with internet connection, access to audio and video resources, among others. Finally, this research project will influence the teaching and learning procedures by facilitating the instruction of the writing skill in students of basic education will be evidenced in the proposal for solving the identified problem.

#### **1.4. Objectives**

##### **1.4.1. General objective**

To identify the influence of the application of the B-Learning as a methodological strategy to develop writing skills for students of basic education.

##### **1.4.2. Specific Objectives**

- To determine if online activities allow students develop well-organized paragraph outlines.
- To analyze how the pedagogical resources, help students structure paragraphs accurately.
- To identify the influence of virtual teaching and learning in the process of paragraphs writing.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Research background**

After research carried out at the virtual archives of the Facultad de Ciencias Humanas y de la Educación of Universidad Técnica de Ambato, no research focused on B-Learning as a methodological strategy has been found. Contrarily, research on Information and Communication Technologies ICT has been developed with emphasis on expanding the offering of education for students in new models of teaching such as the distance model and mixed proposals where students can carry out activities in the classroom and in the cyberspace. These new strategies known as “Blended Learning” or “Combined Formation” translate into face-to-face instruction with tutors mixed with videoconferences and chats. The previously mentioned arbitrary references have been taken into account as “referred paper” or “peer reviewed paper”, thesis, books, magazines, and pamphlets with certain similarity.

First, the research paper "The use of visual material and its impact on learning English language students in third year bachelor of agricultural technology institute Luis A. Martinez in Ambato city" written by Serrano (2014) had the goal to diagnose the level of English language learning of the students enrolled in the third year of high school. This research project also aimed to identify visual resources that encourage students to assimilate learning of the English language in a better way in order to develop a visual guide for improving English language learning. This research work concluded that learning does not work because there are no methodological models that encourage students since the assessment criteria does not establish the average level of learning to make a progressive move involving prior knowledge. Furthermore, it is concluded that English teachers do not evaluate students learning appropriately because there is a lack of interest in the application of new methodologies. English teachers do not use support elements that enhance learning, assessments are occasional in the methodological model applied. For what

has been explained, it can be said that assessment on individual and group activities should be formative rather than summative; also, teachers should guide their students to practice peer assessment in order to identify common errors and provide feedback. Class arrangements in circles are enriching experiences because ideas are exchanged regarding the students' ideas and how they perceive information so that it is useful in the future. This will help to improve the educational process and teachers should make their students practice exercises using graphical readings to encourage and facilitate learning. It is suggested that students use didactical material to improve their understanding and make a way for individual creativity, while frequent talks should be applied where the learned language is used primarily.

Second, the paper "The virtual platform and its impact on the teaching-learning process in the laboratory course in the second year of high school specialty computing at Unidad Educativa Semipresencial y a Distancia Centebad in Latacunga" by Montes (2012) designed the theoretical foundations that must be incorporated in the development of a virtual platform to improve the teaching-learning process in the computing laboratory course of the second year at Unidad Educativa Semipresencial y a Distancia Centebad. Also, the investigation aimed to establish activities, contents and tasks that are currently used in the teaching-learning process in order to adapt them to virtual platform to be useful for the tutor and student. Lastly, the goal of this project was to propose a didactic implementation of educational virtual platform to improve the teaching-learning process for students in high school in the computing laboratory in order to improve the quality of education. This investigation leads to the conclusion that tutors and students use the Internet only to find information to support the teaching-learning process. However, the way students work does not allow to conduct group activities. Tutors use material as support to their face-to-face tutorials and open tutorials. Only a module is given to students in each unit. Individual and group activities indicate the module demands more information and tools to improve the process of teaching and learning in distance education. Consequently, it is necessary to implement a virtual platform to improve the teaching process in the field of laboratory. For these reasons, it is evidenced that internet tools such as chats or forums for tutorials are used to encourage teachers and students to use technology in the classroom. Likewise, the

use of the virtual platforms allows Unidad Educativa Semipresencial y a Distancia Centebad align with technological advances and thus improve the teaching-learning process.

Third, the paper “Las aulas virtuales y el aprendizaje autónomo de los estudiantes de Programa de Capacitación de Inglés “ESPE-ESFORSE”, cantón Ambato, parroquia El Pisque” developed by Peñaloza (2015) aimed to design a virtual classroom to improve self-learning in students at the Programa de Capacitación de Inglés in the community of El Pisque in Ambato city. At the same time, the development of this research aims to help students develop their own learning through the frequent use of virtual activities that raise their competitiveness and to motivate students to do research, analyze and practice English as a foreign language while optimizing their own learning. The author concluded that even though the Programa de Capacitación de Inglés “ESPE-ESFORSE” has a modern infrastructure, any virtual resources are used to teach the English language. This prevents knowing the advantages of using technology tools for self-learning. Once the utilization of virtual classrooms stimulates interest in students, analysis and practice of different aspects of the English language as a foreign language will improve their auto learning in the most optimal way possible. Also, the lack of knowledge about the use of virtual classrooms has generated various errors over a period of time when forming students academically, this impedes the development and improvement of self-learning. It can be said that it is necessary to implement different interactive activities with themes related to the subject so that students can improve their knowledge of the English language. Everyone must be involved to carry out meaningful changes, such as trainings in how to use virtual classrooms that permit a real transformation in education according to the demands of actual society with different technology tools

Likewise, the academic paper “Diseño e implementación de una plataforma E-learning para la materia de Tecnología de Software para Electrónica” by Alulema, (2014) described the process of development of an E-Learning platform for teaching the new technology of Java language. Its application is electronically engineered and theoretically focused. It included tutorial videos with explanation for learning the language programming of java. In this investigation, there had been various systems

implemented including the Learning Management System and Moodle. The author concluded that a group of technology resources have been useful to optimize and innovative learning of relevant information. At the same time, this arbitrated article presented its proposal of a methodological guide with the implementation of an e-learning platform for the subject of software technology for electronics that is an important tool in the determination of learning objectives, content development, creation and management of courses. For what has been explained, implementing virtual classrooms is an excellent complement to learning in the educational community. It is necessary to carry out research or degree projects aimed at solving the problems of the educational needs of the country.

Managing and designing learning environments is a complex process of recognition. The momentum of education in our country has had different policies and strategies behind neglecting the importance of teacher training. Given the diversity of approaches, it is well worth reflecting on the implications for the future design of the standards of the university. What should be taken into account is that each process occurs at a different time and requires different skills. Even when performed by the same person, or a team made. The challenge is to converge innovation and foster balanced education to support and facilitate complex education. Finally, it is a matter of analyzing how teaching can be improved by proposing new models of didactic organization that enhance students' learning in the new technological and social context in which we live.

## **2.2. Philosophical foundations**

To develop this research, Portilla (2014) suggests the Constructivism paradigm as a pedagogical model as a proponent of the educational practices of B-Learning as a methodological strategy to develop writing in English in children of basic education. These Learning Management Systems LMS encourage students to understand their world autonomously and meaningfully and to promote their cognitive development as well. Therefore, the teacher, instructor or trainer should structure interesting and meaningful experiences that promote the development and strengthening of the cognitive structures of learning. It does not have to do with

memorizing contents, but to get students involved in a dynamic process of knowledge and learning that develops cognitive skills through problem solving.

The purpose of education is to develop understanding, autonomy of thought, creativity and decision-making skills in human beings. Above all, nowadays education overcomes traditionalism by motivating students to build knowledge based on their own experience and background knowledge.

It has been evidenced that the constructivist model allows students to think autonomously and meaningfully while understanding the world. For this reason, schools must promote the cognitive development of students according to their needs and interests. Teachers should develop interesting and meaningful experiences that promote the interest to learn. The most important thing is not the learning of content, but the development and strengthening of the mental structures of knowing and learning. Certainly, no matter what content is taught, students should be involved in a dynamic process of knowledge that develops their cognitive skills through models of discovery and problem solving. According to Portilla (2014), constructivism has a more flexible structure, with an emphasis on the individual search for knowledge based on problem solving. According to Piaget (1977), the construction of knowledge is produced when the individual interacts with the object of knowledge. Similarly, Vigotsky (1978), argued that learning processes ease when students interact with others, and as suggested by Ausubel (1978), learning only occurs only when the content is meaningful for the student. On the other hand, it is important to point out that the process of applying the constructivist principles to education are still a utopian because in schools at all levels, teachers still apply traditionalist teaching.

### **2.3. Legal basis**

The current investigation is based on the Constitution of the Republic of Ecuador (2008) which establishes that all Ecuadorians should have the right to access to technologies of information and communication. At the same time, the Ecuadorian Constitution emphasizes that the Ecuadorian government is responsible for strengthening public education ensuring the permanent improvement and quality of its application, physical infrastructure and the necessary equipment for public



educational institutions. This law also focuses on the incorporation of information and communication technologies in the educational process to promote teaching with productive social activities.

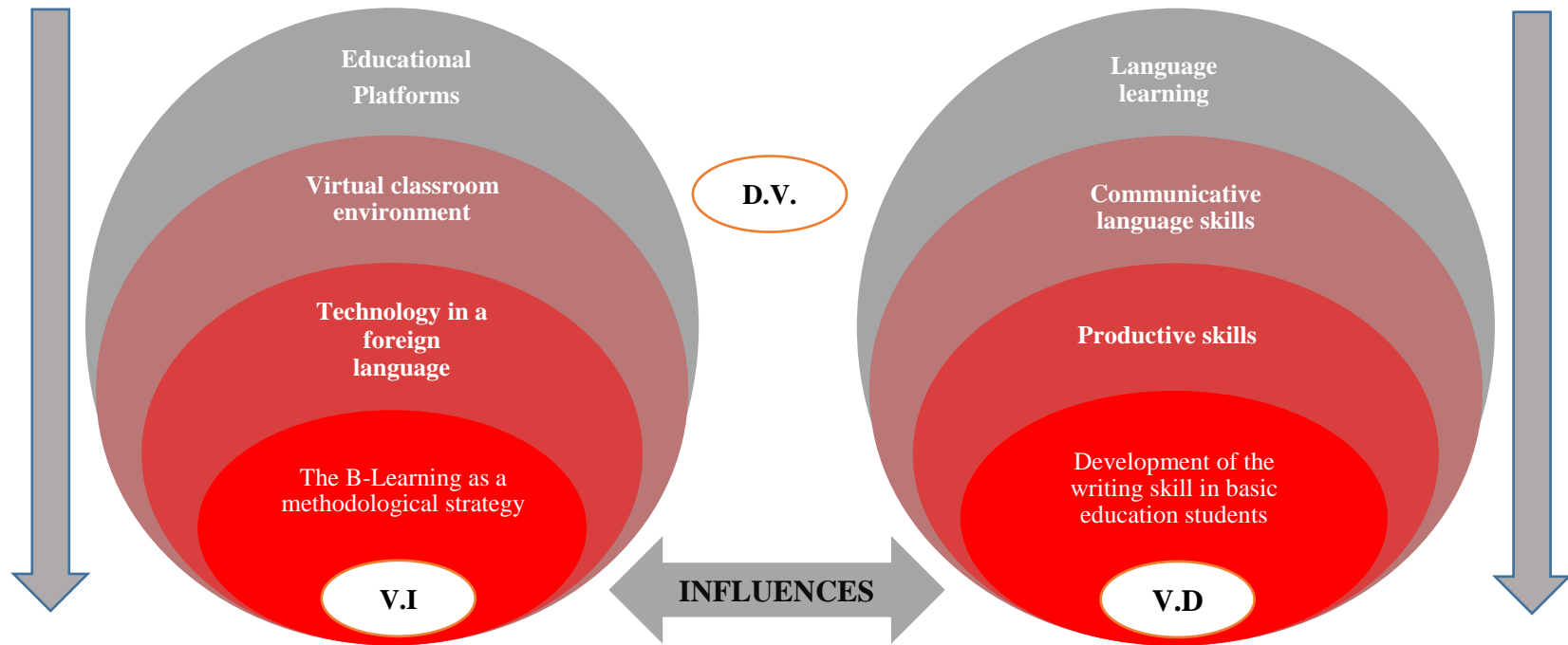
Other legal aspects to consider include what has been established by Ley Orgánica de Educación Intercultural of Ecuador (2015), which mentions that the National curriculum must include all the contents that are mandatory for students of basic education. This law emphasizes on objectives and the profile of students regarding its application and modality. Likewise, the Ecuadorian Código de la Niñez y Adolescencia (2003) has been taken into account. This law establishes that children and adolescents have the right to quality education. It also emphasizes that the objectives of basic and secondary education programs will ensure the teaching of knowledge, values and indispensable attitudes to develop an autonomous, critical and creative thinking.

At the same time, the Ecuadorian Ley Organica de Educacion Superior (2010) establishes in the Article 124 “Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

The following graphics detail the fundamental categories which are going to be developed in the final report of the research project.

## 2.4. Key categories

### 2.4.1. Interrelated graphics of variables



**Figure 2.** Interrelated graphics, Bibliographical research, Freire, M. (2018)

2.4.2. Variable framework: independent and dependent variables

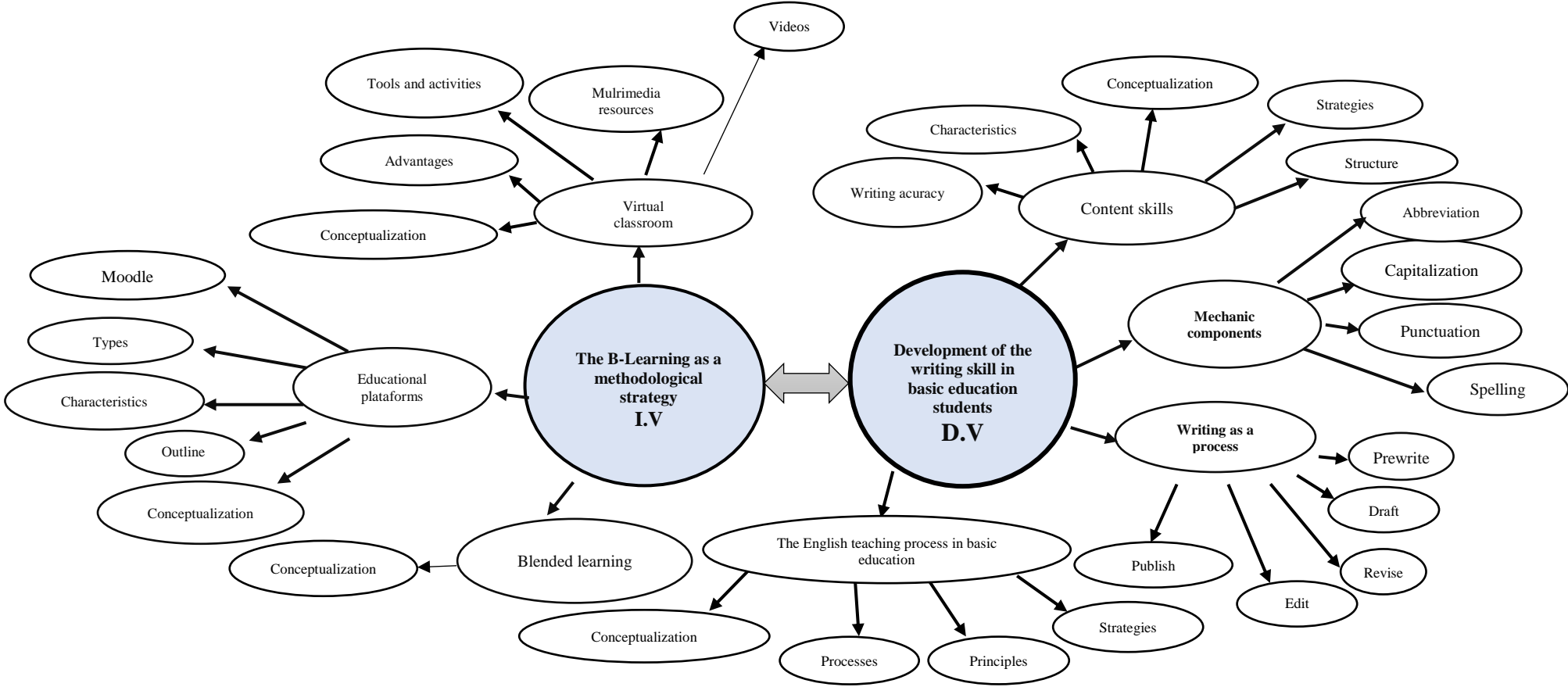


Figure 3: Subordination, Bibliographical Investigation, Freire, M. (2018)

## **Independent variable**

### **Educational platform**

Educational platforms are a set of structures, policies, techniques, strategies and elements of learning that are integrated in the implementation of teaching-learning processes within the educational institutions. They have the function of creating, managing and delivering content fast and easily via the Internet. According to Palloff (2013), educational platform in a work environment allow among users of a particular site through pedagogical tools, which contributes to the teaching and learning processes. Particularly, the use of the virtual platform in teaching English allows students to feel comfortable doing activities similar to what they do in their daily lives. The United Nations Development Program (2012) argued that a virtual platform also known as LMS (Learning Management System) is a program installed on a server, which was used for the online or e-Learning management of an organization. The virtual platform "it is a tool used especially for distance learning or blended education" (Palloff, 2013).

Likewise, it has been mentioned that educational platforms are virtual or specific tools that facilitate the creation of training activities in the network environment through the integration of different basic tools in an interface so that users can carry out the necessary activities from the same environment (Benavides, 2012).

Educational platforms can be seen as personalized online spaces that promote communication between teachers and students promoting learning in a very dynamic way. One of the main purposes of the use of such platforms is the easy access to stored virtual educational resources from anywhere at any time. In fact, Cukierman, (2013), states that the educational platform is a web site that allows a teacher to have a virtual space on the Internet where all the instructional materials of the course including links, forums, wikis, assignments, tests, discussions topics, chats, statistics, and assessment among others can be uploaded in order to help students achieve their goals.

Cukierman and Barrosos (2013) state that when these platforms are utilized for educational purposes, they should provide the following tasks and activities

- Remote access to both teachers and students at any time and from anywhere.
- Monitoring student process.
- Interpersonal communication.
- Work / collaborative study.
- Management and administration of students' information.
- Creation of evaluation and self-assessment exercises.
- Access to information and learning content.

At the same time, Cukierman and Barrosos (2013) have explained the most common features of these platforms that include forums, chats and messaging systems, management of students' information, file management, monitoring and evaluation of students, self-assessment exercises, grading reports and statistics, calendars, glossaries, indexation of contents and references, databases, personal pages for students, links to websites, systems for surveys, among others. Likewise, Barrosos (2013) describes the use of educational platforms as an attempt to incorporate the teaching effects of actual classroom contexts where it is not possible to physically bring together participants in a teaching-learning process. At the same time, the author has explained that the main pedagogical technology used in teaching online is cooperative learning, which is a process that emphasizes on collaborative efforts between teachers and students through active interaction.

The incorporation of these platforms in the educational field, should not only focus on the inclusion of educational materials, but also on the collaborative work that fosters these environments, as well as the didactic skills that can be generated with their application allowing teachers to create content adapted to defined objectives, procedures and results. On the other hand, the communication tools between teacher and student or between users propitiate feedback and interactivity through wikis, blogs, and forums, among others (Pardo, 2016).

## **Fundamental characteristics of educational platforms**

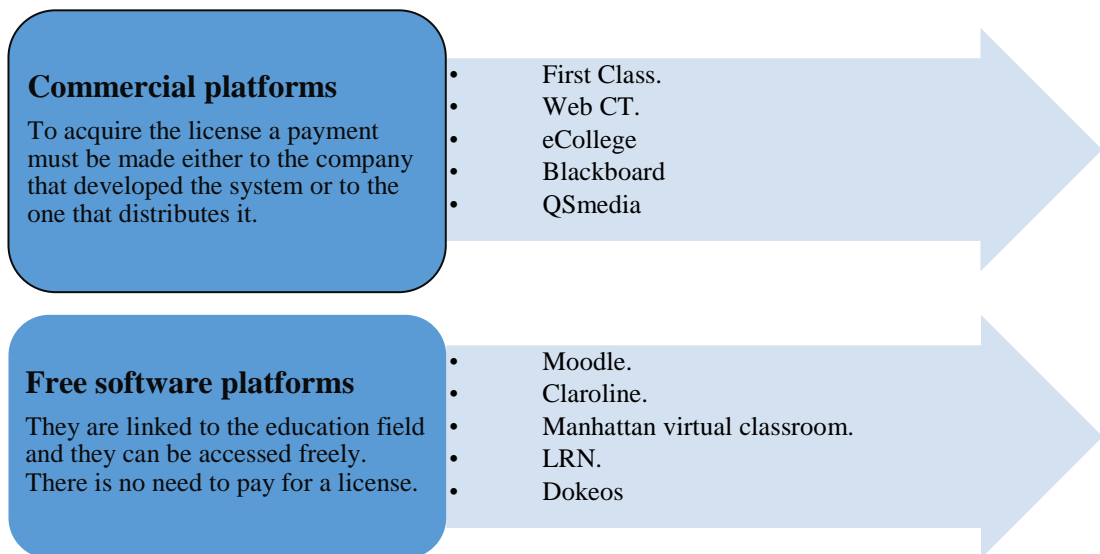
Aguaded and Cabrero (2013) suggest the following characteristics of educational platforms:

- To share opinions, experiences and knowledge in a synchronous or asynchronous way with other students.
- To help the quick search of digitalized contents.
- Frequently asked questions database.
- News and forums.
- Immediate correction of exams.
- To provide students with feedback on incorrect exam answers.
- Self-assessment questions with feedback.
- Links to websites with content information.
- Commented bibliography (part of it, at least the most substantial, must be digitized)
- Glossary of terminology
- Agenda of the events
- Publication of the events on the current English courses
- Update of immediate availability documentation for students.
- Permanent help desk.

At the same time, Aguaded and Cabero (2013) consider that the most important characteristics of educational platforms include interactivity, flexibility, scaffolding, and standardization. Considering the authors' criteria, it is important to emphasize that teachers and students having different needs make up the virtual environments. In addition, such platforms should be able to support a growing number of users, as well as to incorporate the tools and services that are being built. Finally, the processes related to the development of contents, should include formative systems and data processing helpful to the environment and content.

## Types of platforms

Educational platforms are useful resources not only for teachers, but also for students as they ease content delivery and promote self-learning. There are three types of platforms versions that include: commercial platforms, free software platforms and virtual learning environments mostly developed by the universities themselves.



**Figure 4.** Platform types. Taken from Palloff and Pratt (2013).

## Moodle educational platform

Moodle is a free software platform for education that can carry out all the pedagogical activities related to the delivery of contents and materials digitally being the main feature of this platform the live transmission of classes that promote online learning. (González 2016). It has also been argued that Moodle is suitable for both: fully online teaching and also to complement face-to-face instruction. (Aguaded, & Cabero, 2013). Moodle has an advantage over other educational platforms for a series of factors including the flexibility of its modules as support for any type of teaching style or educational modality, usability, as well as the worldwide user community that the. In this way, this platform makes it possible to develop and update modules based on feedback given by the users who actually become the developers the whole learning community (Gómez, 2017).

Moodle was developed by Martín Dougiamas in 1999. Although it has been devised with the participation of many users: administrators, teachers and students throughout the world. Version 1.0 of Moodle appeared on August 20, 2002 and from there have appeared new versions that have been incorporating new resources, activities and functionalities. The latest version of Moodle so far is version 1.9.3 (Sánchez, 2012).

Even though Moodle has copyrights, users have some freedoms like copy, use and modify the platform components to adapt them to each specific need. As expressed by its creators on its own website, Moodle is a project in development designed to support a framework of constructivist social education; therefore, it favors collaboration, and critical reflection.

According to Gonzalez (2016), it is estimated that there are more than two million users of Moodle worldwide and that this platform is used in more than 160 countries and 75 different languages. Only in Spain, there are more than 1300 institutes and universities that use it as an auxiliary tool and complementary to face-to-face classes, creating effective online learning sites.

From that point of view, Gómez (2017) carried out a study regarding the impact of the application of Moodle platform on English subjects at the Centro Universitario de Mérida (Spain), contrasting the effectiveness of the platform in the context of a face-to-face and a blended learning environment. The overall assessment of the platform, in spite of the modality studied, yields favorable results in terms of functionality and potential as a communication tool. Likewise, according to Barrosos and Cabero (2013), 85% of the students who used Moodle as a virtual support for their learning, were able to overcome specific difficulties on different subjects. It was also verified that the students on the semi-presential regime visited more frequently the resources available in Moodle, and their grades got better in some of the linguistic practices. This study concludes that in contexts where there is adequate infrastructure, as well as a favorable attitude towards the use of technologies, Moodle can become an essential tool in English courses taken in all learning regimes: face-to-face, hybrid and distance programs.



## **Learning activities with Moodle**

According to Barrosos and Cabero (2013), activities on Moodle constitute a set of tools available for teachers and students, which provide interactive learning and flexibility to the teaching-learning process through action-reflection that allows students to build their own knowledge. For communication purposes, Moodle provides access to chats that allow conversations in real time and forums for discussion; therefore, this virtual platform allows communication among its users.

On the other hand, the function for content delivery is fundamental to present information. The different types of content modules differ in how the information is structured. Within the content modules, teachers are allowed to present and manage information for each lesson or topic and the keywords of the courses can be added in the glossaries. Optionally, students can also add information and work collaboratively through Wikis and Blogs.

Finally, the activity modules have the purpose of deepening in the most important points taught in the different contents. They refer to the tasks and activities the teacher considers appropriate and convenient for learning. Thus, these activities include tasks or workshops, through which the works produced by students can be sent and graded by their teachers automatically.

## **Activities with Moodle for the development of the b-learning model of the English area in basic education**

It is important to emphasize that the following tools and activities for the development of the B-learning model in basic education allow students to work in groups and individually. Therefore, it is essential that English teachers classify the process of teaching by making emphasis on the three large modules of Moodle that include communication, contents and activities.

Communication modules are chats, forums and journals. Content modules include presentations, glossaries, and wiki, and activity modules refer to questionnaires, songs, crosswords and surveys, grammar, vocabulary and tests.

## Virtual classrooms

The virtual classroom is a tool that provides the possibilities of teaching online that allows the management of educational processes based on a system of communication mediated by computers (Navarro, 2012).

This kind of education requires a technological, pedagogical and social support. The concept of virtual classroom has been developed since the 80's, a term that attributes to Roxanne Hiltz, who defines it as the use of communication systems measured by computers to create an analogous electronic environment of forms of communication, which are normally produced in a conventional classroom.

Adell (2013) defined virtual classrooms as online education through information networks as a way of providing knowledge and skills to broad sectors of education and the population, so that those with difficulties can access training and assist regularly to class. Considering that a classroom is understood as the room where the classes are held in schools and virtuality refers to the representation of scenes or images of objects produced by a computer system, we can then conclude that a virtual classroom gives students the sensation of its real existence.



Figure 5. Virtual classroom, Freire, M. (2018)

Virtual Learning Environment (VLE), also known as LMS (Learning Management System), has been defined as a virtual environment in which the relationship between the participants in a teaching-learning process occurs. Students interact and access relevant information using a computer-mediated communication system” (Gisbert, 2012). Based on these concepts, it can be inferred that these environments use technology as means of communication between teachers and learners.

The ability of ICT's to create online learning networks that clearly refer to the development of VLE favors the emergence of new pedagogical scenarios, which are distinguished from traditional ones as they are based on technological resources to carry out the planned teaching and learning processes. (Aguelles, 2013). Likewise, the author argued that although the virtual environments of teaching and learning and web 2.0 technologies are very different in their architecture, culture, expectations and practices. It is very probable that there will be an approximation between both. In the future the VLE will resemble more and more to the proposed social networks; recognizing that it is a tool that is currently giving well results in education.

Thus, as far as Web 2.0 technologies are concerned, according to Bersin (2013), it is possible to generate interaction through conversations, brainstorming activities, or simply by creating scenarios where teachers and students can exchange comments. Also, the use of resources such as blogs, wikis, podcasting, video, presentations, shared photos and even gaming generate special attention among researchers, educators and what is more important, motivate students towards learning. (Garcia, 2012).









According to Marples (2012), it is possible to take advantage of these resources in the educational process as an innovative and didactic way that leads to obtaining better results with students as these spaces create areas of cultural, economic and identity recombination that broaden the possibilities of collaborative learning experiences and favors the development of learning communities.

In the educational field, especially for children and adolescents, traditional learning has gone out of style. The new generations known as digital natives are better related to technology which is part of their routine (Bustos, 2012). By implementing technological resources into the classroom will turn learning into a non-monotonous process that calls the attention of students through collaborative learning, supported by technological resources.

### **Tools and activities in virtual classrooms**

According to Bustos and Coll (2012), virtual classrooms offer many tools. Teachers can generate various activities. Some of them are mentioned below.

**Table 1.** Tools and activities in the virtual classroom

<b>Tool</b>	<b>Activity</b>
E-mail 	Allows sending and receiving messages to maintain greater communication between teachers, students and classmates.
Forum 	Allows to maintain discussions in relation to a proposed subject
Chat 	Allows real-time conversations between teachers and students.
Blogs 	Collect the opinions and comments of students and teachers making open dialogues possible.
Wikis 	It is a space for students and teachers to write a document in a collaborative way.
Surveys 	Allow to carry out exams, surveys, self-evaluations of test type, short or long text answers for the students.
Data repository 	Publish and download files of learning lessons or other knowledge interests.
Calendar 	Teachers can publish the events and activities to be developed in order to keep the students informed.

**Note:** Adapted from Bustos, S.A. and Coll, S.C. (2012)

### **Advantages of using a virtual classroom**

One of the main advantages of using virtual classrooms is the easy access to educational resources from anywhere and at any time by only using a device that has internet connection. Participation is another advantage because students develop the assigned activities in the schedule that best suit them; it means, 24 hours a day, 7 days a week. At the same time, it contributes to promote self-learning in students, allowing them to adapt to the particular way of each student and generating to foster a collaborative learning environment (Godsey, 2015).

## **Multimedia resources**

The New Technologies of Information and Communication are increasingly becoming an important component for the educational field. These technologies essentially serve as support and help of the teacher in face-to-face instruction as well as in distance education where the media, information and communication channels involved in the teaching - learning processes take a preponderant role. (Lara, 2004).

Regarding multimedia resources in the educational environment, Tecnología de la Educación (1991) defines them as a teaching system based on the integration of different languages and channels, concurrent in a common direction, and that is characterized by its coherence. It is about a new concept of learning materials that contradicts the use of paper books changes the perception of elaborating and using teaching materials. Such multimedia resources incorporate and combine images, sound and text, which allow interaction and self-learning at the same time.

## **Videos**

According to Morales and Guzman (2014), the use of videos for educational purposes has become a matter of discussion due to the boom that has taken the digital image as a means of communication. One of the characteristics of the image is that it does not depend on the essence of reading to convey a meaning; in the same way, the video does not depend in essence on the reading to capture a meaning. To the moving image is added a verbal description which complements what is being observed; likewise, the pictorial experiences allow to capture a greater description of what is observed. For that reason, the audiovisual materials used properly offer great opportunities to improve learning. The authors also emphasize on the fact that instructional videos offer special characteristics that make them unique as they combine moving images with sounds making them attractive for learners.

## **Technology in a foreign language**

Learning languages is much simpler and attractive to students through the application of technology. Students can preview and work on the contents at their own pace and according to their needs; while teachers can structure the time of their

classes to optimize the individualized attention of each of their students. All this in an environment that reinforces learning.

The support of teachers and students in the application of digital contents is a competitive advantage for schools that also ensures in most cases the success of learning a language. It is a fact that face-to-face training should not disappear, but research has demonstrated that it should be enriched with the new tendencies that allow greater exploitation and optimization of time in the classroom.

CAE Computer Aided E-learning, in the article “4 pilares fundamentales del aula invertida o flipped” (2016) described the four fundamental pillars of the use of technology in a foreign language as follows:

1. **Meaningful learning:** Blended Learning encourages individual student learning outside the classroom, favoring a much deeper learning given students’ immersion in that process, at their own pace, and through interactive activities. Students immerse themselves in learning without being pressured by class time or by the knowledge of their peers, since at any time they can access the content and review each lesson as many times as they want in order to practice and memorize content.
2. **Student centered learning:** The student is the center of learning and the teacher plays the role of a coach in this process; students are the protagonists of this pedagogical model, going from being passive learners as it happens in the traditional model, to becoming active learners who are more motivated, creative and involved. With Blended Learning, teachers have more time in class to assist students and solve their doubts. From that point of view, teachers become the facilitators of learning both inside and outside the classroom
3. **Interactive content:** Thanks to the intelligent and advanced learning software for teaching and learning languages; both, teachers and students have easy access to all the content outside the classroom. This helps teachers prepare their classes while students discover the subject on their own to later

share their knowledge in class with their classmates through different activities.

4. **Technology supports learning:** Technology makes learning much more dynamic, interactive and enriching. Not only through software but also through Apps (applications designed and adapted) that students can install on their phones and tablets to learn from multiple devices in a synchronized way making learning much easier and more effective.

**Table 2.** Learning technological tools

<b>Learning technological tools</b>		
<b>Communication</b>	<b>Productivity</b>	<b>Student participation</b>
Discussion Forums. Exchange of files. Internal Mail. Online work notes. Chat and video services. Blackboard. (Bookmarks).	Bookmarks. Schedule of work progress. Orientation or help. Search within the course. Working offline.	Workgroup. Self-assessments. Building of the student community. Student Portfolio.
<b>Support tools</b>		
<b>Administration</b>	<b>Course distribution</b>	<b>Study plan design</b>
Authentication Authorization of the Course. Services Received. Integration of the Registry.	Evaluations and automatic notations. Administration course. Helpdesk Instructor. Tools that qualify online. Student follow-up.	Comfort of accessibility. Contents and course templates. Administration of the study plan. Modification of plans for individual needs. Educational design tools. Compliance of educational standards.
<b>Technical specifications</b>		
<b>Software and hardware</b>	<b>Princing / Licensing</b>	
Client required Requirements of the database Server Unix Server Software Windows Server	Supplier profile Costs Open Source Extra Options Software versión	

**Note:** Adapted from Santoveña, B.V. (2016)

For what has been mentioned, the application of technology in education makes the process flexible because the needs of students and teachers can be adapted easily. It also makes the process intuitive. Therefore, technology in education becomes extremely important in order to promote interaction between teachers and learners. Currently, higher education works with systems on the internet that allow the administration of educational materials such as exams, news and announcements, tasks, among others.

## **B-Learning**

B-Learning is a methodological strategy that uses multimedia technologies to develop and improve new learning. B-Learning involves the use of computer tools such as internet and education platforms that serve as support for teaching by taking advantage of the constant globalization and the evolution of the technology that allow information to be at click-distance, managing to break barriers of space and time. (Bersin, 2013).

Coaten (2003) provided a simplest but precise definition of Blended Learning that is described as the combination of face-to-face and virtual teaching. The authors mentioned that one of the most relevant aspects of the B-Learning application is the selection of the adequate resources for each educational scenario considering that students learn differently and have different needs. They have also taken into account the problems that societies face nowadays, which can be addressed through education as long as learners are given with the right tools for their personal and professional development.

B-Learning combines face-to-face, synchronous and e-learning activities as an integrated modality of learning [...] through the use of information and communication technologies (Parra, 2013).

Marsh (2003) mentioned that Blended Learning is not a new concept. He argued that for many years, educators have been combining lectures, exercises, role-plays, case studies, video and tape recordings as well as tutoring sessions, which is exactly what B-Learning does through the use of technology. He emphasized at the same time, that technological advances have promoted the growth and expansion of this methodological strategy at all levels of education; however, teachers have been always adapting and improving the teaching and learning procedures to facilitate learning in students.

Salinas (1999) described B-Learning as “Flexible education”. Indeed, it is the methodological strategy applied at “Campus Extens” of Universitat de Illes Balears, where all virtual systems such as videoconferences take place during the teaching process. The author argued that the application of such resources is the best way to



take advantage of the technological development in the educational field as it allows easy and fast communication among its users.

B-Learning refers to the combination of the face to face, hybrid and distance instruction and the characteristics of these three processes are combined. The application of this strategy includes face-to-face sessions, independent activities, practices, communication tools, evaluation strategies, and virtualized contents that allow students to take advantage of the benefits of technology. It has also been explained, “The educational model facilitates the development of skills for social and cultural development, as well as strengthens creativity, logic and reasoning, through audiovisual and digital media” (Bartolomé, 2012).

Other authors such as Pincas (2013) justify B-Learning as a soft option for introducing information technologies to change as these mixed models would seem to generate less controversy than fully online courses. Likewise, Parra (2013) suggests that the B-Learning model appears to be less controversial than fully online training workshops as teachers are often concerned about any action that departs from the educational system that has worked for centuries.

Additionally, Bartolomé (2012) in his research describes another approach that justifies the effort that the institutions make to evolve towards these new models of learning. These are based on the profound changes that society has undergone in relation to the advance of information and communication technologies. The educational system is calling for a profound change that will eliminate barriers between the rich and the digital poor by allowing them to move in the society of the knowledge in which we are immersed.

Recently, Tomei (2003) analyzed the theories behind the Blended Learning methodological strategy, which are the most frequently applied in the educational field. For instance:

- Behaviorism: multimedia resources as videos and visual presentations, independent practice and continuous feedback.

- Cognitivism: information presentations, software that help students do research.
- Humanism: attention to the individual differences and skills to promote collaborative work.

Likewise, the author explained that this approach can be previously seen in relation to the choice of different multimedia resources depending on the educational objectives that are intended to be achieved, and considering the educational theory that supports this action. Tomei (2003) also relates the multimedia designs of "Exercising and practicing", "Tutorial" and "Multimedia books" to the associated theories mentioned before. Eminently informative designs such as the Encyclopedias and the Hypermedia, as well as the models oriented to the resolution of cases and problems are directly associated to the B-Learning as the simulations and videos collect contributions from both theoretical work and point to new models such as contextual learning and collaborative networking possibilities with the new associated spatial-temporal dimensions.

The application of the Blended Learning methodological strategy requires teachers to follow a procedure that includes analyzing what learning objective is intended, what theory best explains that learning process, and what technology best suits that need. The Blended Learning is not, therefore, a learning model based on a general theory of learning but the application of flexible and practical thinking.

Particularly, Blended Learning regarding teaching English as a second language requires instructors to be familiar with the use of information and communication technologies so-called ICTs since it constitutes a model of learning in which a series of fundamental combinations occur.

The following chart developed by Bustos and Coll (2012) clearly shows the differences between the face-to-face and the virtual models of education in order to provide with a better explanation on how these two models are applied in the educational field.

**Table 3.** Comparison between face-to-face and virtual learning model

N°	Face-to-face model	Virtual model
1	In person modality	Virtuality
2	Teacher-student relationship	Student-own learning relationship
3	Transmission of knowledge	Capacity building
4	Written and oral culture	Audiovisual culture
5	Traditional use of technologies (board, book....)	New technologies (virtual platform)

**Note:** Developed by Bustos, S.A. and Coll, S.C. (2012)

The aim is to point to an educational model in which the use of ICTs is fundamental for basic education students to promote learning easily and to let them to process an increasing amount of information.

For what has been mentioned, B-learning is considered a method that seeks to integrate the new technologies in face-to-face classes and make the most of them outside the classroom. In this way, it is expected that the technologies will be incorporated gradually, considering that virtual teaching can do the same.

The great advantages of integrating technologies into basic education include the adaptation of students' pace of learning, personalized education and the easy access to the platforms at any time and from any place with just a computer and internet connection to review and reinforce what was learned in class or to learn new content.

The importance of integrating this teaching and training modality is that learning becomes interactive and information is presented through animations in a very attractive way. This modality has to be in concordance with the English learning process in basic education. The model usability and navigability will depend on the success of the attention, knowledge, and retention of students. In this case, the process of learning the English language; and in particular, the writing skill will serve to bring the knowledge to students.

## **Dependent variable**

### **Language learning**

Teaching and learning is a process that leads to a purpose or objective linked to contents and methods. Particularly, learning a second language in basic education can be misunderstood as memorization. Study is an instrument for learning, but it is not learning itself. Students in basic education are in a much more elementary phase of the learning process. For this, learning is a matter of experimenting rather than of subjecting certain information to memory. Brown (2013) explains, "The success of teaching a second language in basic education requires specific skills and intuitions that the student has unlike adults". At the same time, the author stated that students in basic education must manage constructivist skills in order to acquire a new knowledge and teachers begin the process within the experiences of each student. Brown (2013) also emphasized that students need frequent changes of activities, which stimulate their curiosity since for them.

Trained teacher and researcher must have knowledge of the three processes that are fundamental to have significant learning of English. They are reflection, negotiation and collaboration. When students can use all three processes, they do not only learn effectively. They also gain valuable reflection and communication skills that will be very useful in their lives. Processes work well together, as long as students negotiate what they think about their learning. Teachers who have focused on the three learning processes with their students say that teaching the necessary skills requires time and careful planning.

On the other hand, language teaching differs from teaching other subjects because the main objective is communication. It is impossible to promote communication among basic education students if they remain seated in silence doing individual drills the entire hour class. Learning a language is not attractive if everything goes around a book. In the teaching learning process, it is important to foster opportunities to develop social interaction that continually make students produce the language. "At the time of learning a new language, some basic education students happily produce a new language while others prefer to listen and participate

in silence through social interaction with their classmate during the class” (Barrosos, 2013).

In context, it is considered that at the moment of teaching it is necessary to create several interaction environments that allow the students significant learning as there are students with different personalities and that differ in their way of learning.

In contemporary teaching, the classroom of foreign languages should be a place where not only information is shared, but, above all, where the development the students' abilities occur. Therefore, students experiment the language before reproducing it. Experimenting a language does not mean that the student of basic education simply hears or read only once and can already reproduce it perfectly. That is why it is necessary to highlight the four English Language skills: listening, speaking, reading and writing.

### **Principles**

The language skills to be taught should be highly motivating and oriented to students' learning; therefore, English language instructors should take into account the principles to apply in their educational practice since the very beginning. Such principles include:

- Being familiar with students' learning styles.
- Taking care of the classroom environment.
- Maintaining students' motivation and interest.
- Applying active methodologies in which students are able to learn by doing.
- Organization in the classroom: space, didactic materials and time.
- Delivery of the necessary information when students require so.
- Encouraging organization and collaborative work.
- Assessing students.
- Providing feedback.

Since the objective of teachers and students is always the achievement of certain educational objectives, the key to success is that students are willing to

perform cognitive operations by interacting appropriately with the educational resources provided by following the previously mentioned principles.

### **Communicative language skills**

A skill is understood as the effective response from a person to different situations in real life. (Mozo, Miguel, & Martínez, 2004). More specifically, the authors refer to the communicative language skills as the effective response to a situation of interpersonal relationship, which like other skills, can be favored with encouragement, information, methods, work and occasions of continuous practice. At the same time, Mozo, Miguel and Martínez, (2004) explained that communicative skills become more necessary when interaction takes place between individuals, teachers and students, since language is a premise for communication.

The components of communicative competence have been limited as follows:

- linguistic competences
- sociolinguistic competences
- pragmatic competences

The linguistic competence includes the lexical, grammatical, semantic, orthographic and orthopedic competitions or the competition to move from the written form of the language to a correct pronunciation.

The sociolinguistic competences include the necessary skills to address the social dimension of the use of language: linguistic markers of social relations, standards of courtesy, popular sayings, differences in register, dialect and accent.

Lastly, the pragmatic competence refers to the knowledge of the principles according to which the messages are organized, structured and ordered.

As it was mentioned by Hernández (2014), language skills are considered as basic skills - receptive and productive inherent in the human being and these skills include: reading, listening, speaking and writing.

Reading and listening are predominantly receptive skills while speaking and writing they are productive skills that not only require the ability to recognize

different elements of the language but also combine them in creatively to produce a new speech or written text.

The author emphasizes on the fact that these communicative skills are generally used in an integrated way; that is to say, we usually talk and listen or read and we write at the same time.

### **Productive skills**

The productive skills of the English language include the writing and the oral or so-called speaking skills. According to Hernández (2014), from a communicative approach, the listening and speaking skills are closely related. Indeed, the acquisition of the oral skill is a gradual and directed process, in which the student practices the language in a real context through discussions, conversations, dialogues or other strategies that motivate them to express orally. The author explained also, that the communicative approach has put the speaking skill as the most important objective in the teaching-learning process of a foreign language as its acquisition allows students to communicate as well as possible with the native and the non-native speakers of the English language. However, the author sees the acquisition of this skill as very difficult and demanding, so it is common that learners feel discouraged after some time of studying the language.

Writing is usually considered a type of reinforcement and extension of the listening, speaking and reading skills. There is a variety of written texts, each one them representing a different genre and having certain rules for its production; for instance, reports, essays, articles, letters, diaries, journals, messages, announcements, directions, recipes, invitations, maps, among others are some of the most common written forms of communication. According to Brown (2011), unlike the oral language, the written language is:

- Permanent; therefore, the reader or the writer has the opportunity to go back to the text if necessary to revise a word or a phrase.
- Flexible; the time for processing the information for the reader or writer is usually more flexible since they can read or write at their own pace.

- Symbolic; in writing there are only written symbols (graphemes) for developing the message, while in oral expression there is stress, rhythm, intonation, pauses and nonverbal cues that facilitate the understanding of the message.
- Complex; both, written and oral expression represent different ways of complexity. Oral language tends to have shorter clauses connected with more coordinated conjunctions, while written language has longer clauses and more subordination.

### **Development of the writing skill in basic education students**

In the book “Strategies for teaching writing”, Caswell and Mahler (2004) explain, “Writing is a developmental process that each student can successfully experience at different levels when it’s approached systematically”. At the same time, the authors have developed tools, which present the five stages of writing – prewriting, writing, revising, editing and publishing – in a manner that allows writing to be taught as a process. Other authors however, have used the term drafting to refer to the second stage.

Likewise, Britton (2010) suggested that the process of writing must be developed in stages, going from the simplest to the most complex forms. According to the author, these stages include brainstorming, planning, writing, revising, reading, rewriting and editing. Britton also suggested writers to be knowledgeable about the topic, the audience and the writing plans.

Based on these premises, it can be said that teaching writing can be done into individual activities, one for each writing process. Likewise, teachers need to be aware of the strategies that best work for each student and empower them to follow the process accordingly.

### **Prewriting**

The pre-writing stage helps students expand or narrow focus as they become capable of identifying and organizing their ideas. In other words, the pre-writing stage is the planning phase of the writing process.



It is suggested that students having difficulties with pre-writing may benefit from quick writes, free-writing and writing workshops, keeping journals or learning logs, multi-sensory museum boxes or station activities, role-playing or dramatization activities, outlining the form, audience, topic, and purpose, and concept mapping software.

### **Writing outline**

In the article “Attentional overload and writing performance: Effects of rough draft and outline strategies.”, it has been explained, “Preparing a written outline during prewriting and composing a rough first draft are strategies that may ease attentional overload and consequently enhance writing performance.” (Kellogg, 1988, p. 42). At the same time, the author suggests that the processing time and cognitive effort given to planning ideas, translating ideas into text, and reviewing ideas and text have beneficial effect on writing quality.

In the blog “Importance of doing an outline prior to writing”, Magher (2016) explains, “Writing an outline is an often-overlooked step -- unless it is required by a teacher -- but it can benefit writers in a number of ways, helping them to write stronger papers.” The author also suggests that when students develop writing outline skill, it will help them clarify their thoughts and develop their ideas so that they know what they want to write. At the same time, students will be able to identify weaknesses in argument as they may realize that they do not have a supporting detail for a main idea or that the support they have proposed is not strong enough. Another benefit mentioned by the author is that students will learn how to organize ideas to stay on target and focused; and finally, by outlining, students will definitely save time.

### **Drafting**

Drafting is the second writing stage and it involves the students in organizing their ideas into a logical and coherent structure. The goal of drafting is to put ideas into written organization without focusing on word choice, sentence structure, conventions, or presentation. Writing models or students’ previous papers help students build a visual map in order to draft their ideas according to specifications.

Likewise, informal conferences with teachers or peers are likely to occur during this phase to provide feedback to the writer.

When drafting, students may benefit from storyboards, planning guides, graphic organizers, collaborative drafting (teacher and student), and student writing models or writing samples.

## **Revising**

The revising stage focuses on improving students' writing. In this process, students are required to rethink, rework, and refine their writing. Students apply their knowledge of language skills and sentence structure in order to improve their papers. The following traits are critical to effective revision of the content:

- Idea
- Organization
- Voice
- Word Choice
- Sentence Fluency

Some of the suggested activities from which students can benefit in this stage include text-mimicry, reformatting longer writings into separate panel critique, peer-review color-coding activities, teacher-created checklists and using transition words.

## **Editing**

This stage involves the overall improvement of the text. Students are required to go over the paper for one last time to correct errors in grammar, mechanics, and usage; this can be made independently or by peer editing.

In the article "ESL Writing: Editing Practice Questions" (2018), it is mentioned that editing might be challenging for students and that it requires patience, practice and preparation. Also, the article emphasized on the fact that editing is something that students need to do by themselves; therefore, their brains need to be trained to find errors so that teachers need a good supply of language and appropriate

materials including mini-lessons teacher-created checklists, gradual release of responsibility model and sample peer review sheet.

## **Publishing**

Publishing is the last writing stage and it involves sharing and presenting the writing with an audience. It also involves preparing a handwritten or hard copy of the final draft. Publication may also include a multimedia presentation or a public performance. Mostly, the teacher is a member of the audience and is encouraged to give credit for the process and the completed piece at this stage. In this process, students may need assistance with document design and formatting, selecting illustrations, creating graphs, and adding other components to make it easier for an audience to approach the writing.

## **Mechanical skills**

In the article “The Danger of Overemphasizing Mechanics”, Nordquist (2017) explains that in composition, the conventions governing the technical aspects of writing include spelling, punctuation, capitalization, and abbreviations. At the same time, he argues that it can be challenging students to get their main points together so that he suggests putting together a draft of main ideas before writing.

## **Spelling**

In the article “English Spelling and its Difficult Nature”, Fouzul (2015) explained that spelling is the engine for developing good reading and writing even though it is not easy as there is no one to one correspondence between phoneme and letter. Likewise, the author emphasized on the fact that previous research has proven that English spelling is a complex process while some experts have argued that English spelling has regularity.

For what has been explained before, the most adequate online resources that contribute to the improvement of spelling are lists of commonly confused and misspelled words, links to online English dictionaries and spelling review activities.

## **Punctuation**

The most appropriate online resources that contribute to the improvement of punctuation include guidelines for using apostrophes, commas, semicolons, and quotation marks effectively; videos with explanation about the basic rules of punctuation, presentations on end punctuation such as periods, question marks, and exclamation marks and punctuation online exercises

## **Capitalization**

It has been explained, "Capitalization and punctuation are the mechanics of writing. They are not simply rules that we must memorize and follow; they are specific signals to the reader. These mechanics are used to determine the meaning and to clarify intent. It is possible to change the connotation of a sentence by altering punctuation and/or capitalization." (Lindner, 2005, P. 7). Using proper capitalization is a grammar skill that can help students improve their writing. Therefore, students should be provided with guidelines for using capital letters.

## **Abbreviations**

Allyn and Bacon (2001) explained, "Mechanics, in theory, includes matters such as usage and spelling, as well as hyphenation and the use of italics. Essentially, mechanics refers to a set of conventions--how to abbreviate and when to capitalize, for example." Among the most common errors of abbreviation, the following can be mentioned:

- Commonly confused Latin abbreviations in English
- Common revision symbols and abbreviations
- Common scholarly abbreviations
- State abbreviations

## **Content skills**

According to Arnold and Malcolm (2016), "Writing is a complex skill to develop and master, focusing on both the end product and the steps to arrive there. Writing skills only develop when young learners are taught how to write and are

given opportunities to practice these skills and strategies”. At the same time, the authors success that content focuses on conveying information successfully to the reader, providing enough detailed information, logically ordering ideas, using appropriate register, and originality of ideas.

On the other hand, Britton (2010) suggests that content emerges from the connection between the speaking skill oral production and the teaching of the writing skill. For this purpose, the author suggests teachers to encourage students to talk about what they perceive, imagine or felt before having them write. In this way, the writing process and the cognitive strategies are interrelated and contribute to the written production.

The system of actions for the improvement of the writing content constitutes the methods based on the following criteria:

- The process of producing written text must occur in successive stages, from the simplest to the most complex forms, which respects the rules of the language system, the properties of the text and the established sociocultural conventions.
- Writing must be developed through a process that goes from generating ideas, making plans or outlining, drafting, revising, and editing.
- Writers must be familiar with the subject, the audience and the writing plans.
- Teachers must create an environment so that students do not feel frustrated, intimidated or pressured; therefore, writing activities should include the description of students’ experiences and their interests.

Salinas (2012) proposes a model of strategies for the production of texts, which include the paragraph, the description of people or places, the biography and the summary. The author emphasizes that this model serves to improve the written production skills, which is the objective of the teaching-learning process of the English language.

**Table 4.** Model of strategies for the production of texts

Text	Strategies	Linguistic content
<b>Paragraphs</b>	<ul style="list-style-type: none"> <li>• Organizes ideas in a logical order.</li> <li>• Has a main idea.</li> <li>• Begins each paragraph with a topic sentence.</li> <li>• Includes supporting details and examples.</li> <li>• Ends each paragraph with a sentence that summarized the information and that serves as a transition for the next paragraph.</li> </ul>	Use of appropriate vocabulary, transitions and connectors.
<b>Dialogue</b>	<ul style="list-style-type: none"> <li>• Plans the purpose, the situation, and the characters.</li> <li>• Uses appropriate verb forms to describe intentions and events.</li> <li>• Checks content and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Short questions and answers</li> <li>• Used of expressions that show emotion, agreement and disagreement.</li> <li>• Distinction between formal and informal language.</li> </ul>
<b>Character Description</b>	<ul style="list-style-type: none"> <li>• Memorizes information about the person chosen.</li> <li>• Decides on details that make the text attention getting.</li> <li>• Plans and organizes ideas in paragraphs.</li> <li>• Reviews the text and observes the correct use of subordinate clauses and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Use of adjectives, adverbs, modifiers, comparatives and superlatives.</li> <li>• Correspondence and order of grammatical structures.</li> <li>• Use of linking words.</li> <li>• Use of subordinate sentences.</li> </ul>
<b>Setting Description</b>	<ul style="list-style-type: none"> <li>• Includes information about the setting, its environment, people, culture and history.</li> <li>• Makes a draft including details.</li> <li>• Makes a final comment and provides reasons to visit or not the place.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of adjectives to describe people and places.</li> <li>• Use of comparatives and superlatives.</li> </ul>
<b>Bibliography</b>	<ul style="list-style-type: none"> <li>• Chooses the most relevant facts and ideas about the person chosen and</li> <li>• Put facts and ideas in chronological order.</li> <li>• Conclude with an assessment of the importance of those facts and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of time markers and expressions.</li> <li>• Use of positive and negative adjectives to describe personality.</li> <li>• Use of subordinate clauses.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Underlines the key aspects in each paragraph</li> <li>• Summarizes the main idea in a single sentence.</li> <li>• Does not include details, irrelevant information or opinion.</li> <li>• Uses linking words to organize ideas in a single paragraph with clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of main ideas</li> <li>• Simple language use.</li> <li>• Clear meaning.</li> </ul>

**Note:** Developed by Salinas, J.G. (2012)

It is the teacher’s responsibility to develop writing tasks for young learners that are enjoyable, full of practice, meaningful, purposeful, social and supported

(Reid, 1998). Therefore, this model of strategies allows the improvement on the content skill of the writing process as the production of written texts become conscious, moderate, and organized.

## **2.5. Hypothesis**

### **Hi (Initial hypothesis)**

B-Learning as a methodological strategy influences the development of the writing skill in basic education students.

### **Ho (Initial hypothesis)**

B-Learning as a methodological strategy does not influence the development of the writing skill in basic education students.

## **2.6. Signaling hypothesis variables**

- **Independent variable:** The B-Learning as a methodological strategy.
- **Dependent variable:** Development of the writing skill in basic education students.
- **Observation units:** English teachers and tenth grade students of basic education at Unidad Educativa Atenas.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Research focus**

The current research project focuses on the qualitative and quantitative methodology as it is based on the observation of behaviors, discourses, and responses and at the same time, quantitative information will be gathered after the application of surveys to the English teachers and students of basic education at Unidad Educativa Atenas. Therefore, the quantitative and qualitative data will be analyzed for the verification of the hypothesis through the findings of the investigation.

One of the main characteristics of the qualitative methodology is that it is inductive, which allows flexibility as the research progresses. This principle aligns with what has been established by Ruiz (1996) who explained that the researcher defines his problem as someone who looks for water, oil or gas and has the freedom to choose the starting point of his search.

Within the qualitative research, a descriptive study is applied as it seeks to specify characteristics and important features of any phenomenon that is analyzed. Likewise, this study describes the trends of a group or population (Sampieri, Collado, Lucio, Valencia, & Paulina, 2014).

#### **Basic method of investigation**

The current study combines field and bibliographical documentary research as not only information will be gathered from different bibliographical sources, but also the population and sample are observed with the aim of solving the inadequate implementation of methodological strategies in the teaching-learning process of the English language in basic education students.

#### **Bibliographical documentary research**

The bibliographic research was applied as the basic method of investigation considering the use of a variety of sources such as documents, books, magazines,



newspapers, online publications, journals and blogs in order to build knowledge, which were deeply analyzed. This kind of research was defined as a process based on the search, retrieval, analysis, criticism and interpretation of secondary data, which refers to the information obtained by other researchers in documentary sources (Arias, 2004).

## **Field**

This investigation aligns to the field research as it is supported by information collected from surveys applied to the English teachers and students of basic education at Unidad Educativa Atenas.

Arias (2004) explained that field research consists in the collection of data directly from the reality where they occur the facts, without manipulation or control variables of any kind. In this sense, the information obtained from the applied surveys were analyzed critically in order to present accurate results aiming to solve the identified problem.

### **3.2. Level or type of research**

The current research was developed in three levels through the application of various activities aimed to obtain specific information. These levels were handled sequentially; they are exploratory, descriptive and explanatory.

#### **a) Exploratory level**

The exploratory research aims to ensure that the researcher is familiar with the problem, its variables and proposed actions for solving it, which is appropriate in the initial stages of the process of decision-making (Kinnear & Taylor, 2012).

Practically, this level aims to achieve a background of the situation with a minimum of cost and time. The research design is determined by the flexibility to be sensitive to the unexpected and to discover other points of view not identified in previously revised approaches coming from bibliographical sources of information, observation or surveys.

## **b) Descriptive level**

After the information was obtained through a survey applied to the teachers and students of basic education at Unidad Educativa Atenas, it was related to each of the variables, and the different characteristics of those involved were identified. Likewise, through dialogue, disadvantages such as the inadequate application of methodological strategies in the English teaching process as a second or foreign language in the students of Basic education were found.

It has been explained, “Descriptive research seeks to specify the properties, characteristics and important profiles of individuals, groups, communities or any other phenomenon that is subjected to an analysis” (Danhke & Hernández, 2012)

From that point of view, we detected the influential factors in the development of the writing skill of the English language in students of basic education at Atenas School.

## **c) Correlation of variables**

According to Hernández (2012), correlation research also known as association of variables, is a type of study which purpose is to evaluate the relationship between two or more concepts, categories or variables in a particular context. Likewise, the author explained that correlational quantitative studies the degree of relationship between two or more variables.

The research carried out in this study is descriptive because it analyzed, acknowledged and referred to how the variables correlate together. The procedure related to the independent variable: B -Learning as a methodological strategy has been associated to the dependent variable: development of the writing skill in basic education students. This correlation allows the construction of meanings through the appropriation and association of concepts. Lastly, by associating the variables, the hypotheses were validated.

### 3.3. Population and sample

#### 3.3.1. Population

The population for the current investigation included the English teachers and students of the tenth grade of basic education of Unidad Educativa Atenas in Ambato city between October 2016 and March 2017.

The population of this investigation is related with the following investigation units:

**Table 5.** Population of the investigation

INVESTIGATION UNITS	FRECUENCY	SAMPLE
English teachers of basic education at Unidad Educativa Atenas (Survey)	14	<b>14</b>
Students of tenth grade of basic education at Unidad Educativa “Atenas” in Ambato, Ecuador. (Survey).	79	<b>79</b>
<b>TOTAL</b>	<b>93</b>	<b>93</b>

**Note:** English teachers and tenth grade students of Unidad Educativa Atenas.

#### 3.3.2. Sample

Due to the fact that the population for the current investigation takes the English teachers of basic education of Unidad Educativa Atenas into account, it is not possible to reduce its number to a sample under any circumstance; therefore, it is preferable to work with the total population which includes 14 English teachers of basic education.

**Table 6.** Population and sample

<b>UNIT</b>	<b>POPULATION</b>	<b>PERCENTAGE</b>
English teachers of basic education of U. E. Atenas	14	100%
<b>TOTAL</b>	14	100%

**Note:** U.E. Atenas English Staff, school year 2017-2018.

Regarding the large number of students of basic education at Unidad Educativa Atenas which is 560, it is necessary to choose the sample population, which in this case will be the tenth-grade students due to the fact that they have been through the whole learning process since the first year of basic education in most of the cases. Likewise, tenth grade students are considered to be the appropriate sample population as they are continuously assessed not only in the writing skill but in all the communicative competences of the English language. Being this the case, the sample population is 79 students who are legally enrolled in the tenth grade of basic education at Unidad Educativa Atenas in Ambato. The 79 tenth graders are therefore the units of investigation where the survey will be applied in order in order to observe the educational praxis regarding the application of the B-Learning as a methodological strategy to develop the writing skill in basic education students. If a larger sample is taken, it becomes a waste of resources, and very small samples often lead us to have results without practical use.

### 3.4. Operationalization of the variables

#### 3.4.1. Independent variable: The B-Learning as a methodological strategy.

**Table 7.** Operationalization of the Independent Variable

Conceptualization	Dimensions	Indicators	Basic items	Techniques and instruments
<p><b><u>B-Learning as a methodological strategy</u></b></p> <p>Blended learning is a methodological strategy that combines face-to-face, hybrid and distance instruction through the use of technology to incorporate virtual classroom environments in educational platforms.</p>	<ul style="list-style-type: none"> <li>• Educational Platform</li> <li>• Virtual Classroom Environments</li> <li>• Technology in a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia resources</li> <li>• Instructional videos</li> <li>• Pedagogical resources</li> <li>• Online instructional materials</li> <li>• Information and communication technologies - ICT</li> <li>• EFL online learning</li> </ul>	<ol style="list-style-type: none"> <li>1. How often do you use multimedia resources such as videos, slideshows, blogs and presentations to teach English in class?</li> <li>2. How frequent does the virtual platform that you are currently using allow you to interact with students during the teaching process?</li> <li>3. How often do you emphasize on how to construct a paragraph with your students?</li> <li>4. How often do you teach your students how to write topic sentences, supporting details and concluding sentences?</li> <li>5. How frequent do you use pedagogical resources to teach students how to structure paragraphs in English?</li> <li>6. In your opinion, does the use of multimedia resources help students comprehend the structure of a paragraph?</li> <li>7. In your opinion, can your students identify the parts of a paragraph?</li> <li>8. How often do you ask your students to construct paragraphs in English?</li> </ol>	<p>Survey-Questionnaire addressed to English teachers of Unidad Educativa Atenas.</p> <p>Survey to teachers.</p>

**Note:** Fundamental categories of the variables, Freire, M. (2018).

### 3.5.2. Dependent variable: Development of the writing skill in basic education students

**Table 8.** Operationalization of the dependent variable

Conceptualization	Categories	Indicators	Basic items	Techniques and instrument
<p><b><u>Development of the writing skill in basic education students.</u></b></p> <p>Writing is a productive language skill that allows individuals to express their feelings and ideas in a written form, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.</p>	<ul style="list-style-type: none"> <li>• Language Learning</li> <li>• Communicative language skills.</li> <li>• Productive Competence</li> </ul>	<ul style="list-style-type: none"> <li>• Skills development</li> <li>• Second language acquisition</li> <li>• Writing accuracy</li> <li>• Writing process</li> <li>• Paragraph structure</li> <li>• Paragraph outlines</li> <li>• Mechanic components of a paragraph</li> </ul>	<ol style="list-style-type: none"> <li>1. How often do you use multimedia resources such as videos, slideshows, blogs and presentations to learn English in class?</li> <li>2. In your opinion, does the virtual platform that you are currently using allow you to interact with your classmates and your English teacher?</li> <li>3. How often do you work on paragraph construction activities in the English class?</li> <li>4. How often you practice how to write topic sentences, supporting details and concluding sentences in the English class?</li> <li>5. Does your English teacher use a variety of materials to teach you how to structure paragraphs in English?</li> <li>6. Do you think that the use of technology / multimedia resources help you comprehend how to structure a paragraph?</li> <li>7. Can you identify the parts of a paragraph?</li> <li>8. How often are you required to construct paragraphs in English?</li> </ol>	<p>Survey-Questionnaire addressed to students of basic education at Unidad Educativa Atenas.</p> <p>Survey to students.</p>

**Note:** Fundamental categories of the variables, Freire, M. (2018).

### **3.5. Information collection plan**

An analysis was made in the operationalization of variables regarding B-Learning as a methodological strategy to develop the writing skill in basic education students at Unidad Educativa Atenas in Ambato. To achieve this, the following aspects were taken into account:

- Techniques to be used for the collection process of the applied surveys.
- Tools chosen for the survey.
- Selection of the human resources.
- Procedures to develop the survey in place and on time.

Regarding the techniques for data collection, the following were considered:

#### **Survey**

It is a technique aimed to obtain data from different people. Two surveys were applied through the questionnaire to the English teachers at Unidad Educativa Atenas in Ambato, with the purpose of finding if the B-learning strategy has been applied to develop the writing skill in basic education students. At the same time, a second survey was carried out to students of tenth grade of basic education at Unidad Educativa Atenas. Through this survey, it is intended to find an alternative solution to improve the application of methodological teaching strategies.

#### **Observation**

This technique helped to gather data about teaching and learning processes as well as to identify how B-Learning has been applied at Unidad Educativa Atenas. At the same time, observing students' performance in the written production of the English language made it possible to address the problem.

## **Questionnaire**

This instrument was developed and applied to the English teachers of basic education at Unidad Educativa Atenas in Ambato. The objective is to learn about the use of B-Learning as a methodological strategy during the teaching and learning processes of the English area; more specifically, writing.

The study and data collection were carried out from October 2016 to March 2017. The surveys were applied to basic education English teachers at Unidad Educativa Atenas in Ambato. In order to develop this investigation, the school administration provided the necessary support. The gathered information was previously compiled to outline some actions that are detailed in the process of the research data collection.

## **Necessary data collection for the investigation**

A time slot was requested for a three-phase working meeting with the English teachers of basic education. The main purpose was to project the propositional framework that will be effective when managing the B-Learning process and its application as a methodological strategy for the development of the English writing skill. At the same time, it was promoted that the use of this strategy is to help managing and improving the communicative competence in terms of grammar, content and structure of written passages with the application of technology in the teaching and learning process. The support of the English teachers was unanimous and they expressed their agreement, and willingness to collaborate with the current investigation since the application of technology resources has been minimized by the use of textbooks. Likewise, the English teachers mentioned that there is the perception that the classes are monotonous and that there is not efficient nor effective learning. At the same time, they stated that learning occurs better and in a more natural way in basic education so that emphasis should be given during the first years of school.

Support and commitment from the administration and the English teachers of basic education of Unidad Educativa Atenas was received; therefore, this is a feasible project.



In the second phase, the instruments for the data collection were verified and selected with the aim of showing their accordance with the projected objectives. The surveys are carried out to 14 English teachers and 79 tenth grade students at Unidad Educativa Atenas. The survey was applied with the sampling and the research units were resumed after having applied the surveys. At the same time, the variables were handled exactly as outlined in search of alternative solutions to improve the inadequate application of strategies for the development of the writing skill in basic education students.

Two surveys were applied; one of them addressed to 14 teachers, and the other to 79 tenth grade students at Unidad Educativa Atenas. The techniques, which are detailed below, were applied to collect the information regarding the problem under this study.

**Table 9.** Collection

<b>Basic questions</b>	<b>Explanation</b>
<b>What for?</b>	To relate the research topic with fundamental scientific theory and interpret the facts and phenomena of the stated problem.
<b>What people or subjects?</b>	English teachers and students of basic education at Unidad Educativa Atenas.
<b>On what aspects?</b>	The B-Learning as a methodological strategy to develop the writing skill in basic education students
<b>Who?</b>	English teachers and students at Unidad Educativa Atenas.
<b>When?</b>	October 2016 to March 2017
<b>Where?</b>	Unidad Educativa Atenas, Ambato.
<b>How many times?</b>	Once
<b>What collecting techniques?</b>	Surveys
<b>With what?</b>	Structured questionnaire Field information
<b>Under what situation?</b>	In a collaborative environment of the administration, teachers and basic education students at Unidad Educativa Atenas.

**Note:** U.E. Atenas, Ambato

### 3.6. Data processing and analysis

The survey technique was used through the application of a questionnaire for teachers in order to gather the required information. Likewise, specific questions as well as observation were used for the students of the tenth grade of basic education at Unidad Educativa Atenas. Through the application of these instruments, it is aimed to find the needs of the institution regarding methodological strategies to develop the writing skill in basic education students.

The obtained results allow the projection and application of an alternative solution in order to avoid the inadequate application of methodological strategies in the teaching-learning process. The techniques and instruments are detailed below.

**Table 10.** Techniques and instruments

<b>Techniques of information</b>	<b>Collection instruments of information</b>	<b>Information collection techniques</b>
Primary information	Field-Questionnaire	Observation-surveys
Secondary information	Books, magazines, brochures, internet	Scientific reading

**Note:** Developed by Freire, M. (2018)

The primary as well as the secondary sources which served for the development of the current investigation are described below.

#### **Primary Source**

It was used to collect information about the B-Learning as a methodological strategy to develop the writing skill in basic education students at Unidad Educativa Atenas in Ambato. Also, this source was used to avoid the inadequate application of methodological strategies. For this reason, a qualitative and quantitative research has been carried out. For the qualitative study, observation has been performed using the key steps of observation such as:

- To establish the object and situation regarding the application of the B-learning as a methodological strategy to develop the writing skill in basic education students at Unidad Educativa Atenas through in-classroom visits.
- To determine objectives of observation.
- To formulate recommendations based on the identification of needs of teachers and students for future applications of the B-Learning in Basic Education.
- To determine some tools to record the data of the questionnaire surveys and the observation sheet found in the annexes or appendices at the end of the project.
- To observe how the teaching process is managed in the English language classroom in basic education at Unidad Educativa Atenas
- To analyze and interpret the data collected.
- To make accurate conclusions regarding the gathered data.
- To elaborate the final observation report.

For the quantitative survey, two questionnaires, which are discussed in chapter four, were used.

### **Secondary sources**

The study of books, academic articles, journals, blogs, among others regarding the B-Learning as a methodological strategy to develop the writing skill in basic education students, helped to direct the alternative solution to improve the inadequate application of strategies in the English teaching process.

For the processing of the information, the following steps are taken into account:

#### **a) Information procedure**

- Inquiry of the surveys, revision of possible incomplete or inadequate answers.
- Repetition for possible answer faults.
- Management of the information and statistical analysis for presenting accurate results of the correct project.

- Application of procedures for improving the information regarding the application of the B-Learning strategy to develop the writing skills in basic education students.

**Table 11.** Collection procedures

Techniques	Procedure
Survey	How? Inductive method
	Where? At Unidad Educativa Atenas in Ambato, Ecuador.
	When? April 17th, 2018.

**Note:** Freire, M. (2018)

### b) Results analysis and interpretation

For the processing of the analysis and interpretation of results, the following steps were followed:

- **Statistics result study:**

- Recognition of applied instruments and critical review of the information collected to avoid inaccurate, contradictory, incomplete or irrelevant information.
- Tabulation of data in relation to the items
- Value of the absolute frequencies of each item and the alternative answers.
- Analysis of data of the simple relative and absolute frequencies.

- **Clarification of results:**

Through the theoretical framework, the study and interpretation of the information was carried out in analogy with the objectives, variables, indicators and precepts frequencies of the survey.

- **Hypothesis testing:**

The statistical method chi square together with the program SPSS and the one-way ANOVA method were used to test the hypothesis to determine if the means calculated in several groups were equal or different. Allen (2012) explained that one

of the most useful non-parametric tools is the chi-square test as there is a distribution for each degree of freedom.

- **Establishment of conclusions and recommendations:**

The conclusions are presented for the fulfillment of the specific objectives of the research.

### **Relation of specific objectives, conclusions and recommendations**

**Table 12.** Relation specific objectives-conclusions recommendations

<b>Specific Objectives</b>	<b>Conclusions</b>	<b>Recommendations</b>
To identify how online grammar exercises can improve the mechanic components of a paragraph.	Grammar practice through online exercises improve the mechanic components of a paragraph written in English.	English teachers should encourage basic education students to practice grammar online so that the mechanic components of the written compositions will improve.
To determine if online activities allow students develop well-organized paragraph outlines.	Online activities allow students practice, improve and develop well-organized paragraph outlines.	English teachers should use technology resources to help students develop well-organized paragraph outlines through the use of online activities including templates among others.
To analyze how the pedagogical resources help students structure paragraphs accurately.	Pedagogical resources including videos, presentations and digital documents help student's structure paragraphs accurately.	Students should be able to access pedagogical resources including videos, presentations and digital documents provided by the teachers in order to structure paragraphs accurately

**Note:** Developed by Freire, M. (2018)

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1. Analysis and interpretation of results**

The current chapter shows the obtained results as well as the analysis and interpretation of the surveys that were applied to the 14 English teachers and to the 79 students of tenth grade of basic education at Unidad Educativa Atenas in Ambato city.

A single questionnaire containing 8 questions was given to the English teachers of basic education at Unidad Educativa Atenas. It mainly focused on how the B-Learning strategy is applied in the teaching- learning process of the writing skill and the frequency of the application of technological resources such as video, power point presentations, and all forms of digital resources.

A second questionnaire was applied to the tenth graders of Unidad Educativa Atenas, which is the sample population of the current study. These surveys served to firstly, identify the existing problem regarding the teaching and learning of the writing skill; and secondly, to find alternative solutions to improve the inadequate application of methodological strategies to develop the writing skill in basic education.

After the application of these questionnaires, the obtained results from the English teachers and from the students were analyzed and interpreted in analogy with the objectives and variables of the study. The analysis of the first questionnaire is shown below.

#### 4.1.1. Structured Survey for basic education English Language Teachers at Unidad Educativa Atenas in Ambato.

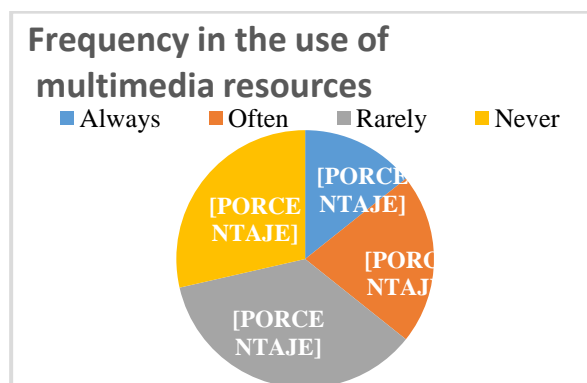
**Question 1:** How often do you use multimedia resources such as videos, slideshows, blogs and presentations to teach English in class?

**Table 13.** Frequency in the use of multimedia resources.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	2	14%
Often	3	21%
Rarely	5	36%
Never	4	29%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas

**Analysis:** The surveys indicate that the 14% of the population of teachers uses multimedia resources such as videos, slideshows, blogs and presentations to teach English in class, the 21% of the teachers said that they often use such resources, the 36% mentioned that they rarely apply multimedia in class, and the 29% of the population admitted never to use videos, slideshows, blogs or presentations to teach English.



**Figure 6.** Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas.

**Interpretation:** As it can be observed in the graphic, a high percentage of the English teachers of basic education, which is the 36%, said that they rarely use multimedia resources when teaching English. This fact leads to the conclusion that textbooks have become the only resource for teachers and students to work with.

Subsequently, it can be said that teaching is still under the traditional paradigms, which discourages students not allowing them to achieve the learning goals.

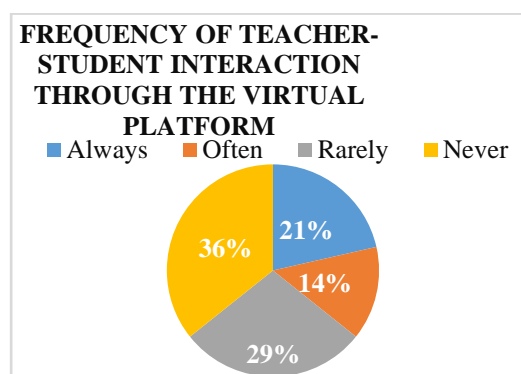
**Question 2:** How often does the virtual platform that you are currently using allow you to interact with students during the teaching process?

**Table 14.** Frequency of teacher-student interaction through the virtual platform

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	3	21%
Often	2	14%
Rarely	4	29%
Never	5	36%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** 36% of the interviewed teachers said that the virtual platform which is currently used never allows interaction between teacher and student while the 29% of the teachers consider that the platform let them interact with students. On the other hand, the 21% of the population said that the virtual platform which is currently used always allows interaction between teacher and student and the minority which is the 14% argued that the virtual platform often allows student-teacher interaction.



**Figure 7.** Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas, developed by Freire, M. (2018)

**Interpretation:** The graphic clearly shows the different perceptions regarding the usefulness of the virtual platform when promoting interaction between teachers and students. In fact, while the 36% of teachers consider that it never allows interaction, the other 21% argue that it always does.



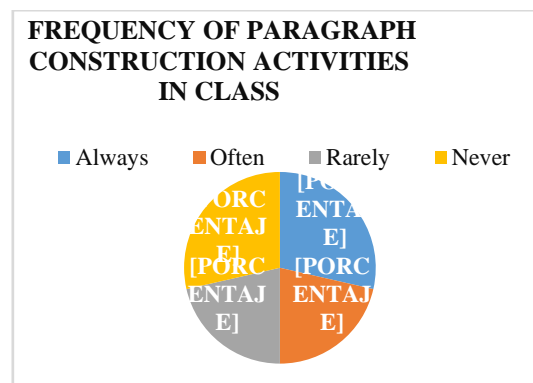
**Question 3:** How often do you emphasize on how to construct a paragraph with your students?

**Table 15.** Frequency of paragraph construction activities in class

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	4	29%
Often	3	21%
Rarely	3	21%
Never	4	29%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed by Freire, M. (2018).

**Analysis:** While 29% of the population of teachers said that paragraph construction activities never take place in the English classroom, an equal percentage 29% mentioned that these activities always take place. Likewise, the 21% of the interviewed teachers pointed out that they often work on paragraph construction and 21% of them said that they rarely do these kind of activities.



**Figure 8.** Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas; developed by Freire, M. (2018)

**Interpretation:** The 29% of the teachers who participated in this research stated that paragraph construction activities do never take place in the English class while a similar percentage mentioned that these kind of activities are always developed in class. This contradictory results lead to the conclusion that there is lack of standardization regarding the strategies to be applied during the learning process. On the other hand, the 21% of the English teachers said that they rarely work on

paragraph construction and other 21% said that they often develop paragraph writing in class. Once again, these results clearly demonstrate that the emphasis given to teaching the writing skill is not the same among the English teachers.

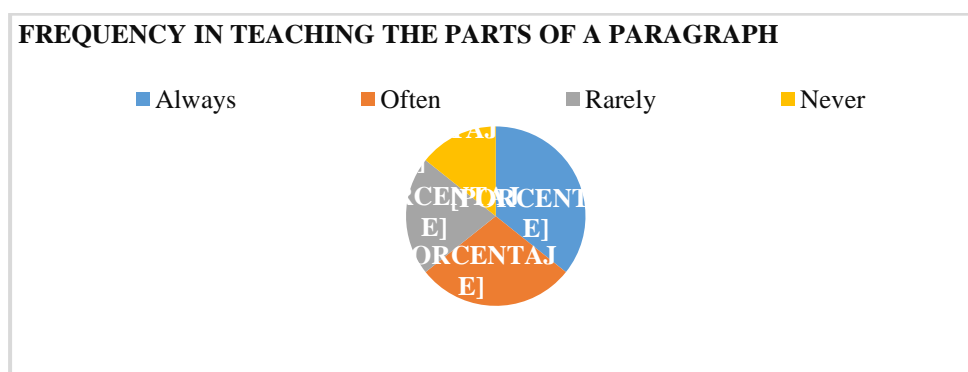
**Question 4** How often do you teach your students how to write topic sentences, supporting details and concluding sentences?

**Table 16.** Frequency in teaching the parts of a paragraph

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	5	36%
Often	4	29%
Rarely	3	21%
Never	2	14%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** The 36% of the respondents indicated that they always teach students how to write topic sentences, supporting details and concluding sentences while only the 14% of the teachers said that they never do so. Likewise, the 29% of the interviewed teachers pointed out that they often teach students the parts of the sentence while the 21% answered that they rarely teach topic sentences, supporting details and concluding sentences.



**Figure 9.** Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas; developed by Freire, M. (2018)

**Interpretation:** The 36% of the interviewed teachers mentioned that they always teach students topic sentences, supporting details and concluding sentences and the

29% of them stated that they often do so. These two percentages together correspond to the majority of the population, which means that most of them are following the established program.

However, it is evident that not all of them are complying with what has been established in the curriculum as the 14% of the interviewed teaches said that they never teach students how to write the parts of a paragraph while the 29% of the population often do so. Based on these results, it can be inferred that there is not a continuous revision of the program regarding the completion of the contents as not all English teachers are working in the same way.

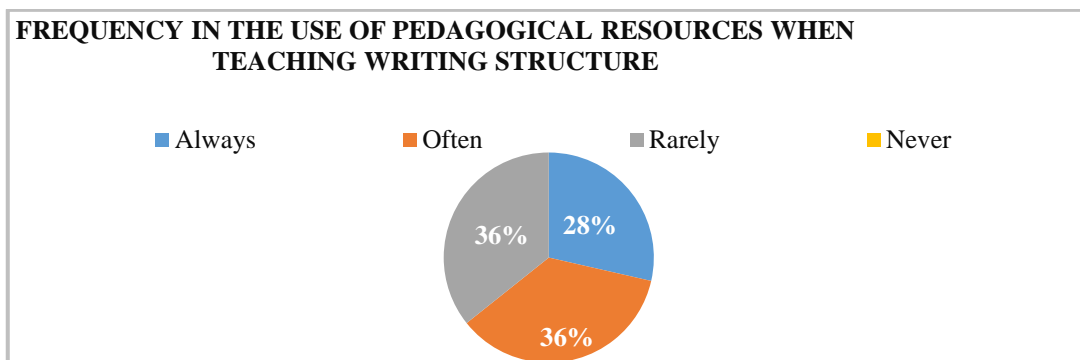
**Question 5:** How frequent do you use pedagogical resources to teach students how to structure paragraphs in English?

**Table 17.** Frequency in the use of pedagogical resources when teaching writing.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	4	29%
Often	5	36%
Rarely	5	36%
Never	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed Freire, M. (2018)

**Analysis:** The 29% of the interviewed teachers pointed out that they always use pedagogical resources to teach the writing skill; the 36% of the respondents mentioned that they often use such resources and the same percentage argued that they rarely do. On the contrary, none of the teachers admitted never to use pedagogical resources when teaching the writing skill.



**Figure 10.** Frequency in the use of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas; developed by Freire, M. (2018)

**Interpretation:** The previous graphic demonstrates that in different degrees, all English teachers use pedagogical resources to teach the writing skill. Although all students used their textbooks in class, it is evident that other materials are also applied; in fact, the 28% of the interviewed teachers always use pedagogical resources for the development of the writing skill.

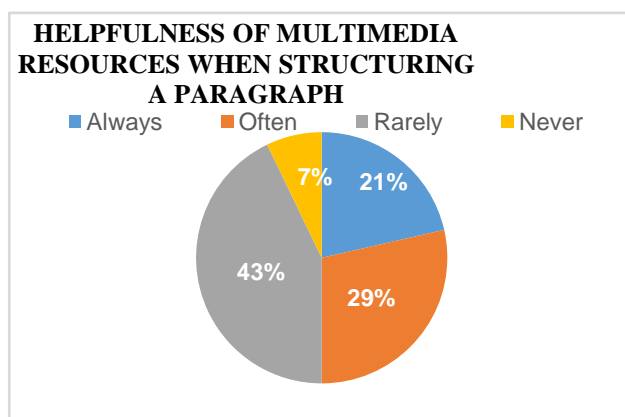
**Question 6.** In your opinion, does the use of multimedia resources help students comprehend the structure of a paragraph?

**Table 18.** Helpfulness of multimedia resources when structuring a paragraph

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	3	21%
Often	4	29%
Rarely	6	43%
Never	1	7%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** The 21% of the population consider that multimedia resources always help students structure a paragraph while only the 7% of the interviewed population consider that such resources are not helpful. In addition, the 29% of the teachers said that multimedia resources often help students structure a paragraph, and the 43% pointed out that these resources rarely help students.



**Figure 11.** Helpfulness of multimedia resources from a questionnaire applied to the English teachers of U. E. Atenas, developed by Freire, M. (2018)

### **Interpretation:**

While the 21% of the English teachers rate as helpful the use of multimedia resources when structuring a paragraph, the 7% of the interviewed teachers consider that it is not helpful. These contradictory ideas lead to classroom problems as not all teachers focus on the same aspects, nor do they have the same perceptions regarding the use of multimedia resources. Contrarily, the 29% of the population value the helpfulness of multimedia resources when writing a paragraph in English. This fact, leads to the idea that in the majority of the scenarios, teachers are using multimedia resources as a way to help students develop the writing skills in the English language and therefore, the objectives regarding the writing contents are being complied.

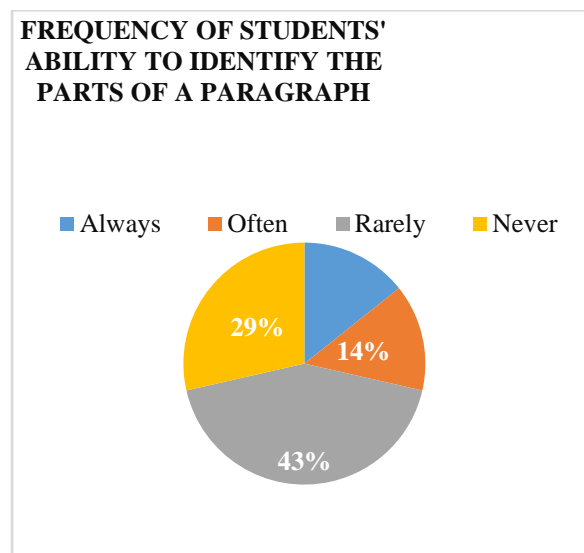
**Question 7:** In your opinion, can your students identify the parts of a paragraph?

**Table 19.** Frequency of students' ability to identify the parts of a paragraph

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	2	14%
Often	2	14%
Rarely	6	43%
Never	4	29%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** While 29% of the respondents said that students can never the parts of a paragraph, the 14% of the interviewed population pointed out that students are able to identify the topic sentence, supporting details and concluding sentence of a paragraph. Almost the half of the population, 43% consider that students can rarely identify the parts of a paragraph while the 29% mentioned that students are never able to identify the paragraph parts.



**Figure 12.** Frequency of students' ability to identify the parts of a paragraph from a questionnaire applied to the English teachers of U. E. Atenas, developed by Freire, M. (2018)

**Interpretation:** The results obtained from this question clearly show that a high percentage of students rarely identify the parts of the paragraph in spite of the practice done in class. What is even worse, more than a quarter of the teachers 29%

consider that their students can never identify the topic sentence, supporting details and concluding sentence in a paragraph and only the 14% of the interviewed teachers believe their students to be able to identify the paragraph parts. These results demonstrate that there are failures in the process of teaching students how to write paragraphs in English as it has been evidenced that identifying the topic sentence, supporting details and concluding sentence is not an easy task for them.

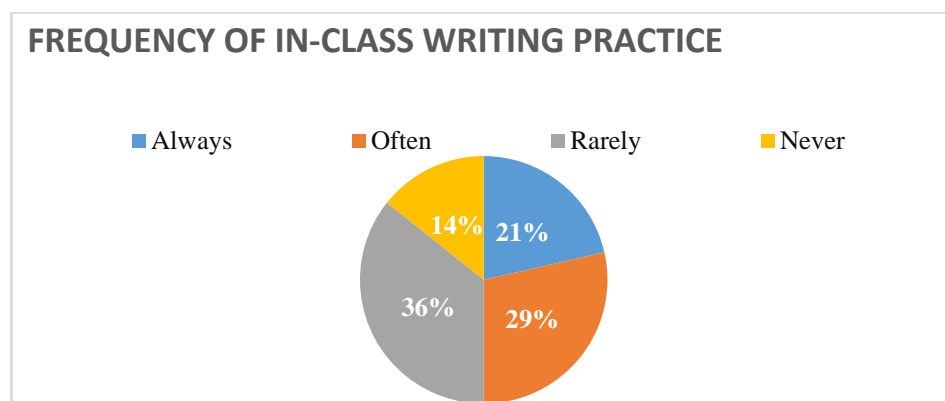
**Question 8:** How often do you ask your students to construct paragraphs in English?

**Table 20.** Frequency of in-class writing practice.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	3	21%
Often	4	29%
Rarely	5	36%
Never	2	14%
<b>Total</b>	<b>14</b>	<b>100%</b>

**Note:** Survey addressed to English teachers at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** 21% of the teachers said that writing practice always takes place in the English class while the 29% mentioned that it never does. Also, The 36% of the interviewed teachers pointed out that they rarely have students to write passages in English while the 14% of the teachers never develop writing activities with students in class.



**Figure 13.** Frequency of in class writing practice from a questionnaire applied to the English teachers of U. E. Atenas; developed by Freire, M. (2018)

**Interpretation:**

The unevenness of the results regarding the frequency of in-class writing activities once again demonstrate the lack of standardization in the fulfillment of the objectives of the English program. While the 21% of the teachers work on in-class writing activities, the 14% do not do so. It can be inferred that most writing practice is sent to students as homework so that teachers do not monitor students' progress in class nor their improvement. Based on these results, it can be said that the application of the B-Learning method is important as its inclusion in the educational environment fosters autonomy and independence in students but at the same time, teachers will be able to monitor their students while they work.



#### 4.1.2. Structured survey for basic education students at “Unidad Educativa Atenas” in Ambato.

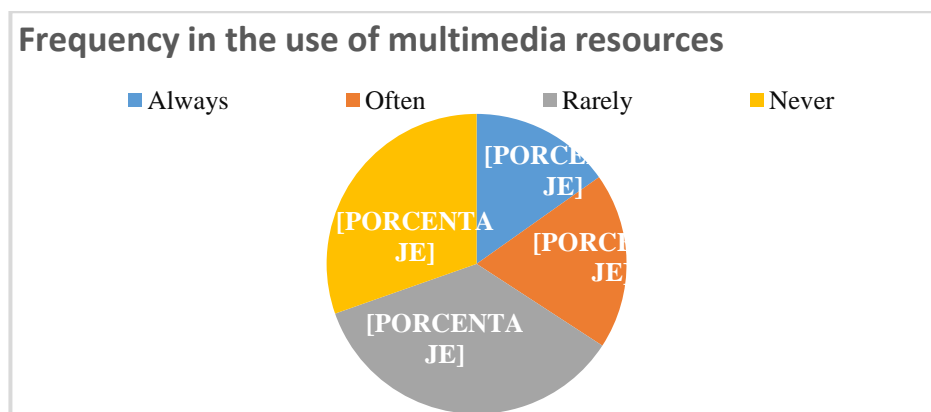
**Question 1:** How often do you use multimedia resources such as videos, slideshows, blogs and presentations to learn English in class?

**Table 21.** Frequency in the use of multimedia resources.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	12	15%
Often	15	19%
Rarely	28	35%
Never	24	30%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** The 35% of the tenth grade students mentioned that they rarely use multimedia resources in class while the 30% said that they never do so. Only the 15% of the interviewed students said that they always use multimedia resources in the learning process of the English language and the 19% argued that they often use the multimedia as a learning tool.



**Figure 14.** Frequency in the use of multimedia resources applied to the tenth grade students of U. E. Atenas; developed by Freire, M. (2018)

**Interpretation:** The above figure clearly shows students perception regarding the use of multimedia resources during the learning process even though they have access to technology at school. As it has been previously mentioned, studies have demonstrated that the implementation of technology is important for students as it

gives them autonomy during the learning process. In this sense, it is important for the English teachers to become more aware of the benefits of using multimedia resources when teaching English so that classes become more dynamic and therefore students' engagement for learning English will increase. Since the 15% of the interviewed students mentioned that they always use multimedia resources such as videos, slideshows among others in class, the school administration should consider those as models so that the teaching process is standardized and all students have the same benefits.

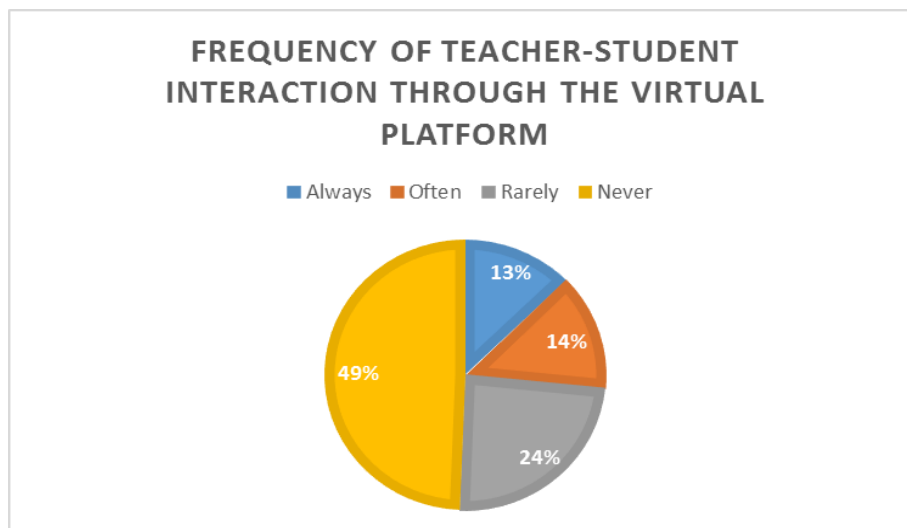
**Question 2:** In your opinion, does the virtual platform that you are currently using allow you to interact with your classmates and your English teacher?

**Table 22.** Frequency of teacher – student interaction.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	10	13%
Often	11	14%
Rarely	19	24%
Never	39	49%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** The 49% of the interviewed students mentioned that the educational platform that they are currently using never allows interaction with their teacher and the 24% of the interviewed students have the perception that the platform rarely allows interaction. Contrarily, the 13% of the population said that the platform allows interaction during the learning process while the 14% of students believe that the platform allows them to interact often with their English teachers.



**Figure 15.** Frequency of teacher student interaction applied to the tenth grade students of U. E. Atenas, developed by Freire, M. (2018)

**Interpretation:**

As it can be observed in the graphic, a large number of students believe that the educational platform does not allow them to interact with their teacher while some of them also think that interaction rarely takes place through the platform. Only the 13%, which is the minority of the students, consider that the educational platform allows interaction with their teachers during the learning process and almost the quarter of the population said that they can often interact with their teachers when using the platform. Based on these results the inappropriate use of the educational platform is evident.

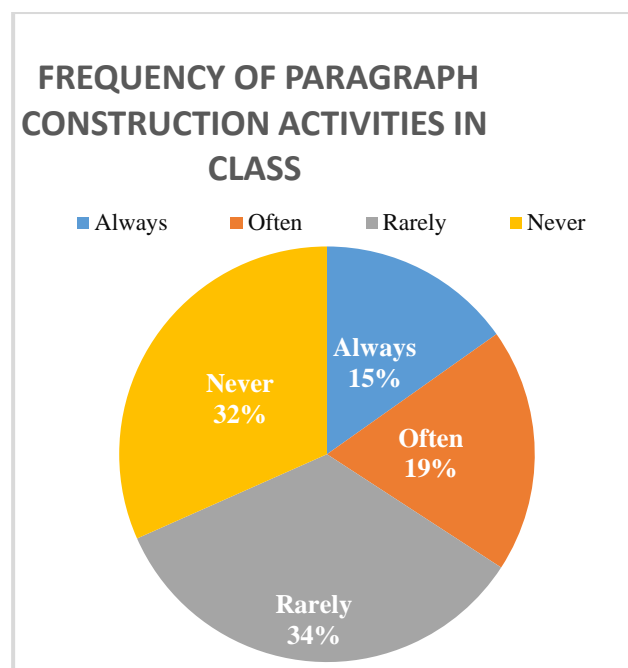
**Question 3:** How often do you work on paragraph construction activities in the English class?

**Table 23.** Frequency of in-class paragraph construction activities.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	12	15%
Often	15	19%
Rarely	27	34%
Never	25	32%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas; developed by Freire, M. (2018).

**Analysis:** The 15% of students answered that they always do paragraph construction activities in class while the 19% of the interviewed students said that these activities often occur during class. Contrarily. The 34% of the students mentioned that they rarely do in-class paragraph construction exercises and the 32% of the interview students said that they never do so.



**Figure 16.** Frequency of paragraph construction activities in class applied to the tenth grade students of U. E. Atenas, developed by Freire, M. (2018)

### Interpretation:

By observing the graphic, it can easily be inferred that there is a problem regarding classroom activities for the development of the writing skill in tenth grade students. Unfortunately, not enough emphasis has been given to the development of the writing skill even though students are expected to write complete paragraphs in English once they finish their ten years of basic education. Through observation, it was noticed that teachers give a lot of emphasis in grammar structures without a context which does not provide students with enough practice. Another problem is that if there is not enough in-class practice, teachers will not be able to identify students' weaknesses so that feedback is not provided.

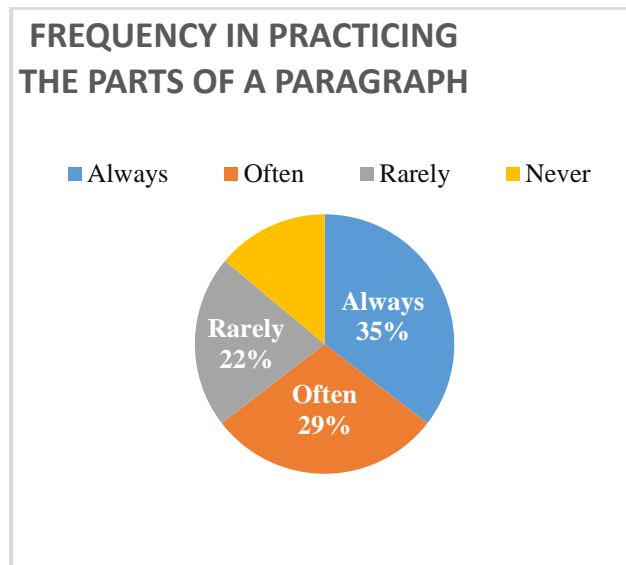
**Question 4:** How often you practice how to write topic sentences, supporting details and concluding sentences in the English class?

**Table 24.** Frequency in practicing the parts of a paragraph.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	28	35%
Often	23	29%
Rarely	17	22%
Never	11	14%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas; developed by Freire, M. (2018).

**Analysis:** The 35% of the interviewed students mentioned that they always practice how to write topic sentences, concluding sentences and supporting details while only the 14% of the students said that they never practice the parts of a paragraph. The 29% of students mentioned that they often practice the parts of the paragraph and the 22% said that they rarely do these kinds of activities.



**Figure 17.** Frequency in practicing the parts of a paragraph applied to the tenth grade students of U. E. Atenas, developed by Freire, M. (2018)

**Interpretation:** The results of this question absolutely contradicts the previous one as students answered that they do not do in-class writing practice; however, they mentioned that they often practice the parts of a paragraph. What can be inferred is that even though teachers emphasize on the concepts of topic sentences, supporting details and concluding sentences, students have the perception that they do not have the opportunity to actually construct a paragraph by themselves in class.

**Question 5:** Does your English teacher use a variety of materials to teach you how to structure paragraphs in English?

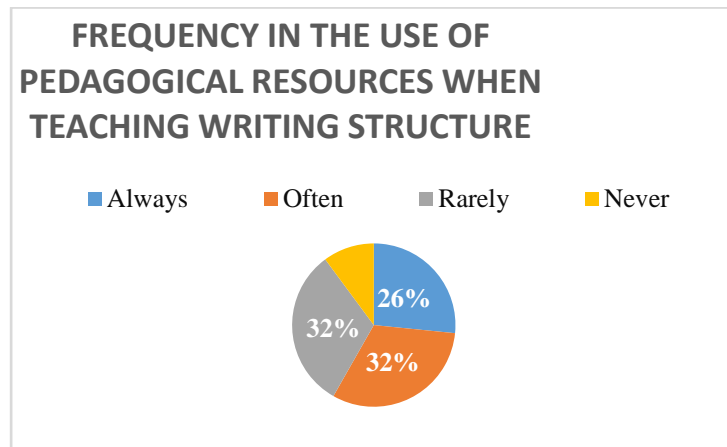
**Table 25.** Frequency in the use of pedagogical resources.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	21	27%
Often	25	32%
Rarely	25	32%
Never	8	10%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas; developed by Freire, M. (2018)

**Analysis:** The 27% of the respondents indicated that they always use pedagogical resources in class. 32% of them said that they often use resources different from the

book and an equal percentage of students said that they rarely do so. Lastly, only the 10% of the interviewed students said that they never use pedagogical resources during the learning process.



**Figure 18.** Frequency in the use of pedagogical resources when teaching writing structure applied to the tenth grade students of U. E. Atenas, developed by Freire, M. (2018)

**Interpretation:**

The 35% percent mention that e-mail is the most common activity. This means there is no variation in activities. In addition, it is only focusing in one style of learning. Students like diversity when learning the English language.

**Question 6:** Do you think that the use of technology / multimedia resources help you comprehend how to structure a paragraph?

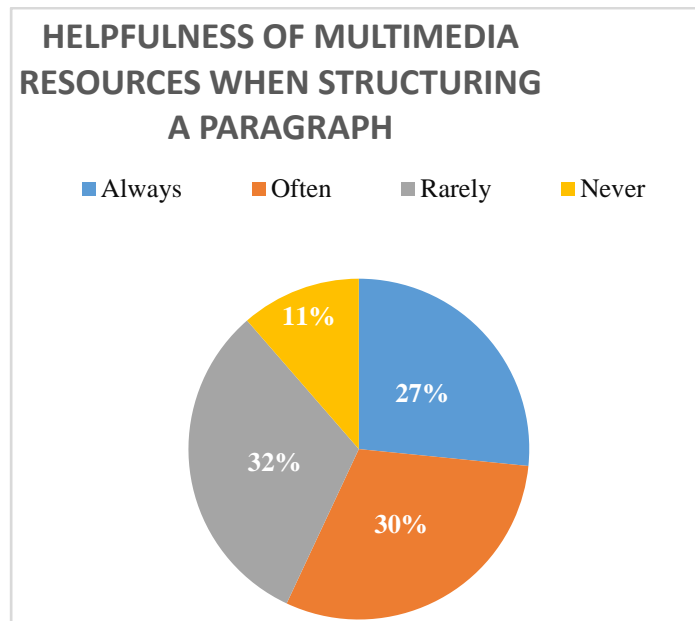
**Table 26.** Helpfulness of multimedia resources when structuring a paragraph.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	21	27%
Often	24	30%
Rarely	25	32%
Never	9	11%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas, developed by Freire, M. (2018)

**Analysis:**

The survey shows that 27% of students answered that multimedia resources help the structure paragraphs in English, and the 30% said that these resources are helpful. On the other hand, the 32% of the interviewed students said that multimedia resources rarely help them and only the 11% answered that these resources are helpful.



**Figure 19.** Helpfulness of multimedia resources when structuring a paragraph from a questionnaire applied to the English teachers of U. E. Atenas, developed by Freire, M. (2018)



**Interpretation:** These results demonstrate the helpfulness of multimedia resources when writing paragraphs in English. The majority of the interviewed students consider that multimedia including video, slideshows, among other materials help them structure paragraph while the minority consider that these resources are not helpful.

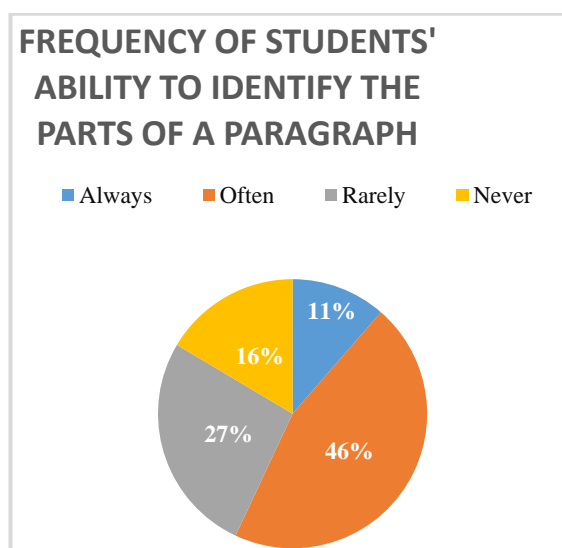
**Question 7:** Can you identify the parts of a paragraph?

**Table 27.** Frequency of students' ability to identify the parts of a paragraph.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	9	11%
Often	36	46%
Rarely	21	27%
Never	13	16%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas, developed by Freire, M. (2018).

**Analysis:** The 11% of the participants consider that they can always identify the parts of a paragraph while the 46% mentioned that they can often do so. The 27% of the interviewed students said that they can rarely identify the parts of a paragraph and the 16% of the students consider that they are not able to differentiate the paragraph parts.



**Figure 20.** Frequency of students’ ability to identify the parts of a paragraph applied to the tenth grade students of U. E. Atenas, developed by Freire, M. (2018)

**Interpretation:**

This graphic clearly demonstrates that not all students are developing the writing skill in the same form. While a group of students mentioned that they are capable to differentiate the paragraph parts, another group mentioned that they can never identify the paragraph parts.

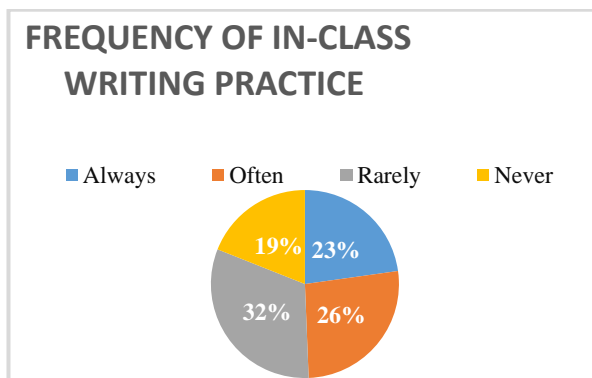
**Question 8:** How often are you required to construct paragraphs in English?

**Table 28.**Frequency of in-class writing practice.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	18	23%
Often	21	27%
Rarely	25	32%
Never	15	19%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Note:** Survey addressed to students of the tenth grade at Unidad Educativa Atenas, developed by Freire, M. (2018).

**Analysis:** The 23% of the interviewed students said that they always practice writing in class while the 27% of the sample population mentioned that they often do in-class writing activities. Contrarily, the 32% of the students mentioned that they rarely do in-class writing activities and the 19% said that they never practice writing in class.



**Figure 21.** Frequency of in class writing practice from a questionnaire applied to the tenth grade students of U. E. Atenas, developed by Freire, M.(2018)

## Interpretation:

Once again, this result shows the lack of standardization regarding classroom activities in the tenth grade of basic education at Unidad Educativa Atenas. While a group of students considered that in-writing practice often occurs, some other students mentioned that in-class practice never happens in class. As it has been mentioned before, blended learning combines face-to-face instruction with online activities; however, teachers' participation and monitoring is fundamental regarding the development of the writing skill in young learners, as they need to receive adequate feedback.

### 4.2. Hypothesis Testing

To verify the hypothesis test, the Chi-Square, which is a non-parametric statistical analysis that shows distribution, helped establish correspondence between observed and expected values. To calculate the Chi-Square, 2 questions that have the most significance of the surveys were chosen.

### Calculation of Chi Square

**Table 28.** Observed frequencies

Item	Teachers	Students	TOTAL
	Question 6	Question 2	
Always	3	10	13
Often	4	11	15
Rarely	6	19	25
Never	1	39	40
<b>TOTAL</b>	<b>14</b>	<b>79</b>	<b>93</b>

**Note:** Significant questions surveys to teachers and students, developed by Freire, M. (2018)

For the calculation of the expected frequencies, the following formula is used, using the values of the table of the observed frequencies:

$$f_e = \frac{\text{TotalColumn}(\text{Forthatcell}) * \text{TotalRow}(\text{Forthatacell})}{\text{Totalamount}}$$

**Table 29.** Expected frequencies

Item	Teachers	Students	TOTAL
	Question 6	Question 2	
Always	2,0	11,0	13
Often	2,3	12,7	15
Rarely	3,8	21,2	25
Never	6,0	34,0	40
<b>TOTAL</b>	<b>14</b>	<b>79</b>	<b>93</b>

**Note:** Table of the observed frequencies developed by Freire, M. (2018)

Once the expected frequencies were obtained, the following formula was applied:

$$X^2 = \sum \left[ \frac{(O - E)^2}{E} \right]$$

**Where:**

X<sup>2</sup> = Chi-square

Σ = Summation

O = Observed frequency

E = Expected or Theoretical Frequency

**Table 30.** Contingency (Calculation of Chi Square calculated X<sup>2</sup>)

FO	FE	FO-FE	(FO-FE) <sup>2</sup>	(FO-FE) <sup>2</sup> /E
3	2,0	1,0	1,09	0,56
10	11,0	-1,0	1,09	0,10
4	2,3	1,7	3,03	1,34
11	12,7	-1,7	3,03	0,24
6	3,8	2,2	5,00	1,33
19	21,2	-2,2	5,00	0,24
1	6,0	-5,0	25,22	4,19
39	34,0	5,0	25,22	0,74
			<b>X<sup>2</sup> =</b>	<b>8,73</b>

**Note:** Table of Observed and Expected Frequencies, developed by Freire, M. (2018)

## Selection of Square Chi in Tables

### a) Selection of significance level

The level of significance with which one works is 0.05 (5%), which indicates that there is a 0.95 probability that the null hypothesis is true.

### b) Selection of degrees of freedom

To calculate the degree of freedom, the following formula is made using the data in the frequency table:

$$GL = (\text{rows}-1) (\text{columns}-1)$$

$$GL = (2-1) (4-1)$$

$$GL = 1*3$$

$$GL = 3$$

### c) Selection of Square Chi in Tables

**Table 31.** Chi Square in tables

Degrees of freedom	Probability of a higher value				
	10%	5%	2,5%	0,01	0,005
1	2,71	3,84	5,02	6,63	7,88
2	4,61	5,99	7,38	9,21	10,60
3	6,25	<b>7,81</b>	9,35	11,34	12,84

**Note:** Developed by Freire, M. (2018)

Taking into account that the degrees of freedom are 1 and the level of significance of 5%, a  $X^2_t = 7,81$

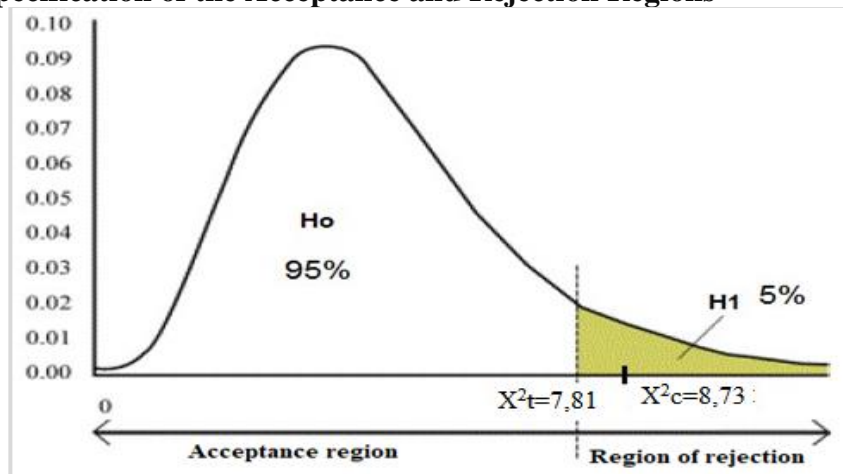
**Conclusion:**

**a) Logical model**

Ho: “B-Learning as a methodological strategy not influences the development of the writing skill in basic education students.”

H1: “B-Learning as a methodological strategy influences the development of the writing skill in basic education students.”

**b) To. Specification of the Acceptance and Rejection Regions**



**Figure 22.** Acceptance and Rejection Regions, developed by Freire, M.(2018).

**c) Decision Rule**

If  $X^2_c > X^2_t$  the research hypothesis is accepted.

Since  $X^2_c=8,73 > X^2_t=7,81$  the Ho is rejected and the research hypothesis is accepted: “B-Learning as a methodological strategy influences the development of the writing skill in basic education students.”

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1. Conclusions**

After analyzing the fundamental theory as well as the quantitative and quantitative research in the previous chapter, the elaboration of the conclusions and recommendations is developed. The aim is to comply what was established in the objectives and to answer the research questions of this study. It is evident that not only teachers but also students benefit from the application of the B-Learning as a methodological strategy as it fosters communication and interaction between teachers and students and at the same time, it promotes autonomous work through virtual classrooms. The majority of the participants of this study agreed that it was important to introduce the Blended Learning method in the classrooms of basic education because new knowledge can be taught and learned through didactic and interactive digital resources.

- The current research project showed that online activities allow students to practice, improve and develop well-organized paragraph outlines; unfortunately, the results obtained from the surveys at Unidad Educativa Atenas demonstrate that regardless the usefulness of online activities, English teachers do not often apply these strategies for the development of the writing skill in basic education. In fact, the surveys reflected that only the 21% of the interviewed population consider that online activities can help students develop well-structured paragraphs; therefore, students do not have the ability to develop paragraph outlines, which subsequently result in poor writing production. Likewise, the findings of the survey showed that in spite of the availability of technology at Unidad Educativa Atenas, not all the English teachers in basic education are taking advantage of such resources, which has been evidenced in the low performance of students when outlining paragraphs in English.
- After analyzing the bibliographical research and reviewing the literature regarding the application of pedagogical resources including videos,

presentations and digital documents, it is concluded that these materials help students structure paragraphs accurately providing them with self-learning skills through actual practice. Actually, the data obtained from the observation and surveys reflected that only the 27% of the interviewed teachers apply digital resources when teaching paragraph structure and what is even worse, it has been evidenced that English language teachers deny the helpfulness of these strategies, as there is no evidence of their application. As a result, basic education students have not been able to learn how to structure paragraphs in English.

- The information gathered from the literature as well as the results obtained from the surveys applied to the English teachers and students of the tenth grade at Unidad Educativa Atenas lead to the conclusion that there is a direct influence of virtual teaching and learning in the process of developing the writing skill in basic education students. In fact, the majority of the interviewed teachers consider these virtual environments as helpful tools for teaching the writing skill and at the same time, students argued that virtual environments facilitate learning.



## 6.2. Recommendations

Based on the findings of this research, recommendations for the implementation of B-Learning as a methodological strategy for the development of the writing skill in basic education at Unidad Educativa Atenas are provided.

- Due to the challenges of contemporary education, English teachers should encourage basic education students to practice content not only during class time, but also outside the school; it means, independently. At the same time, the development of technology has had a great impact on all aspects including education. Therefore, teachers should be able to utilize information and communication technologies to develop new education sceneries, which are more flexible, diverse and dynamic for students. For this reason, it is recommended that English teachers use technology resources to help students develop well-organized paragraph outlines by incorporating a variety of available resources including templates or graphic organizers, which will help them organize and plan the written compositions in the English language.
- Basic education students at Unidad Educativa Atenas should be able to access pedagogical resources including videos, presentations and digital documents provided by the English teachers in order to structure paragraphs accurately. This way, not only they will become independent students, but also the educational objectives will be complied. In order to achieve this goal, it is also recommended for the school administration to consider the application of B-Learning as a methodological strategy in the development of the writing skill in basic education students due to the various benefits that this strategy rings to teachers and students.
- At the same time, it is strongly recommended to the English teachers of basic education at Unidad Educativa Atenas to apply virtual teaching strategies through the learning process for the development of the writing skill in basic education students considering the advantages and effectiveness of these strategies.

- Lastly, it is recommended to adapt the English curriculum of basic education at Unidad Educativa Atenas, as it is necessary to incorporate online instruction and B-Learning strategies in order to help students improve their writing production. This will be achieved through the application of multimedia resources including videos, presentations, blogs, forums for discussions and debates and all forms of virtual tools that help students identify the structure of a paragraph and therefore, to be able to write accurate paragraphs in English.

## CHAPTER VI

### PROPOSAL

Curriculum adaptation based on the incorporation the B-Learning methodological strategy to improve the development of the writing skill in tenth grade students at Unidad Educativa Atenas in Ambato, Ecuador.

#### 6.1. Information

- **Institution:** Unidad Educativa Atenas
- **Address:** Gabriel Román s/n. Calle y Avenida Pedro Vásconez Yacupamba.
- **Beneficiaries:** Administrators, English teachers, students of the tenth grade of basic education.
- **Start date:** January 1, 2017
- **Responsible:** Freire Nieto, Marco David. Lic.
- **Team members:**
- **Administrators of Unidad Educativa Atenas.**  
**Tutor:** Dra. Elsa Mayorie Chimbo Cáceres, Mg.  
**Researcher:** Freire Nieto, Marco David. Lic.  
**English teachers of basic education**

#### 6.2. Background of the proposal

Currently, English teaching as a foreign language is addresses in most cases through the traditional model. It means that in the majority of the scenarios, teachers use textbooks as the main resource despite the fact that most teachers of this subject have direct access to a variety of multimedia tools.

It has been observed that memory and repetitive learning combined with inadequate planning result in monotonous classes. Likewise, there is a considerable number of unmotivated and disinterested students who are not engaged during class time and therefore, whose academic results are not the desired.

For all the above, it is necessary to implement innovate strategies and materials that optimize the teaching-learning of the English language, and more specifically, of the writing skill.

Among the great variety of resources, digital and multimedia through the incorporation of the B-Learning methodological strategy has been considered for analysis in the incidence of de development of the writing skill of tenth grade students of basic education. The application of such strategy does not only promote autonomy and independence in students, but it also facilitates interaction with the teacher without the need of being in the same physical space through resources which combine sound, image, animation and text.

### **6.3. Justification**

The main objective of the current proposal is to help teachers find the most adequate methods for teaching the writing skill in basic education. Therefore, it is aimed that teachers in basic education apply the new tendencies regarding the teaching of the English language and more specifically, of the writing skill by motivating students to acquire knowledge by combining theory and practice. It is important the use and application of the current curricular adaptations so that teachers become aware of the helpfulness on combining face-to-face instruction with the B-Learning methodological strategy when teaching writing as the so called blended methodology develops significant learning in students.

The proposed curricular adaptations based on the incorporation the B-Learning methodological strategy to improve the development of the writing skill in tenth grade students is a tool of great impact as the designed activities provide students with the confidence that they require to produce the English language in a written form. For this reason, it is suggested for each unit plan of the tenth grade to include a section for the B-Learning methodological strategies. Subsequently, these adaptations will be applied and assessed for the verification of the expected results.

The development of the current proposal is an original idea of the researcher regarding the B-Learning section that is included in each unit plan. Likewise, the application of the current proposal is easy to apply by teachers and it will contribute their better performance. With the curricular adaptations proposed, not only the tenth-grade students will be benefited, but also the English teachers and the school in general since it is expected for them to improve their writing skills and therefore to comply with the educational objectives in the learning of the English writing.

#### **6.4. Objective of the proposal**

##### **6.4.1. General Objective**

To adapt the curriculum of the tenth grade of basic education based on the incorporation of the B-Learning methodological strategy to improve the development of paragraph construction.

##### **6.4.2. Specific objectives**

- To motivate students in how to construct topic sentences, supporting details and concluding sentences through the use of virtual tools.
- To provide students interactive online activities to consolidate their knowledge in paragraph construction.
- To evaluate student's progress in paragraph construction through the application of B-Learning strategies in order to provide them with a variety of resources so that they can improve the writing skill in the English language.

#### **6.5. Feasibility analysis**

The current proposal is feasible thanks to the information obtained from the bibliographical research and from the data gathered from the English teachers and students at Unidad Educativa Atenas. Likewise, the current research has the support of the school administration and the willingness of the English teachers to strengthen the teaching processes in order to promote the writing skill development in students of basic education.

On the other hand, no research nor projects have been developed at Unidad Educativa Atenas aiming to incorporate the B-Learning as a methodological strategy for the development of the writing skill in basic education students. Therefore, this proposal is innovative.

The incorporation of the B-Learning as a methodological strategy in the curriculum of the tenth grade at Unidad Educativa Atenas is of interest for students, and at the same time, it is beneficial for teachers when applying diverse and creative techniques that contribute to the consolidation of learning how to write paragraphs in English.

### **6.5. Foundation of the research**

The proposed curriculum adaptation based on the incorporation the B-Learning methodological strategy to improve the development of the writing skill in tenth grade students directly relates to the postulates of David Ausubel (1979) who stated that it is important for students to construct their own knowledge through learning; therefore, it is meaningful rather than rote since the new contents relate to the previous knowledge that students possesses.

Another aspect that has been taken into account is the fact that nowadays, students are exposed to technology and therefore to a variety of resources that generate interest in learning.

At the same time, it must be considered that it is the teacher who is responsible of selecting interesting and useful activities for students based on their needs, so that learning is significant for students. Teaching should facilitate knowledge, by taking advantage of the increasing availability of technology in educational institutions so that students can easily access to materials previously prepared by the teachers.

## **6.7. Methodology**

Regarding the methodology for the virtual platform itself, it will be based on the Engage-Study-Activate elements also known as ESA. This methodology seeks to develop effective learning through three main steps. (Harmer, J. 2001). For the Engage element, it is the teachers' priority to motivate students towards the learning of the English language and more specifically, the writing skill. It is essential for teachers to arise students' interest through the presentation of a virtual classroom prioritizing the usefulness and helpfulness of the materials that will be provided. In this first stage, the author suggests that emotional engagement plays a very important role; therefore, English teachers should also point out the independency they will develop when using the platform as it is expected for them to become independent learners.

For the Study stage, Harmer (2001) mentioned that the construction of language knowledge is the main focus through the development of a variety of activities. In this second stage, teachers explain content and encourage students to work in a comfortable environment. This can be done through independent or group work activities where independency as well as cooperation take place. Likewise, the author suggests that practice and investigation based on the different learning styles of each student greatly benefit and improve their performance. In the particular case of the virtual platform, a variety of resources from text to videos will be presented to students so that they will construct their own knowledge in different ways.

At the same time, the current proposal is based on the Communicative Approach developed by Wilkins (1972) who has argued that the ability to use the language to communicate with others is more important than learning the structures of the language. Wilkins has also mentioned that a language can be learnt through communication, which means that it has to be used first, and then it will be learnt. Likewise, this approach focuses on the importance of giving students the possibility to use the language with communicative purposes. Hymes (1972) suggested that the main language teaching objective is to help students develop the communicative competence. Considering the fact that communication involves the receptive language skills - listening and reading, as well as the productive ones - speaking and

writing; the platform "Atenas Write" is designed in a way that it allows students to actually use the language to communicate. First of all, students will be able to use the forums and chats to interact with their teacher and classmates about their learning materials; and at the same time, they will be required to express their thoughts and feelings through short written compositions which will allow them to improve the writing skill.

In addition, the development of the virtual platform "Atenas Write" is based on the principles of the Task Based Language Teaching also known as the Task Based Instruction Approach which focuses on the use of the English language in a meaningful way. The expected outcome with the application of this approach is to help students develop long-life thinking skills so that they will be able to comprehend the content that they are learning in a deeper and more meaningful way. Nowadays, the Task Based Language Teaching is worldwide applied in all levels of instruction and in all subjects. On the virtual platform "Atenas Write", students will be required to develop a variety of tasks and activities that not only allow them to use the English language communicatively, but also, they acquire knowledge on how to express their ideas and emotions in a written form.

Finally, during the Activate stage, teachers design exercises and activities to get students use the language as freely and communicatively as possible. In this last stage, it is important to consider that the principal objective is not to have students practice specific bits of language such as grammar patterns or particular vocabulary. Instead, the goal is to get students to use the written language appropriately for a given situation while doing the assignments in a comfortable environment having the possibility to interact with their teachers and classmates as well.

Lastly, teachers at Unidad Educativa Atenas will have access to the sample virtual classroom that was developed on Moodle by following this link: <https://atenaswrite.moodlehub.com/>

It will serve as a resource containing all the necessary information such as guidelines and examples for the success of the application of the B-Learning



methodological strategy for the development of the writing skill in basic education students.

The virtual platform offers 4 phases for teachers and students to interact from home. Each phase has online activities that guide students step by step to develop their writing skills focused on the construction of a paragraph. Also, the activities are organized methodologically. ESA, TBLT and the Communicate Approach are the three language methodologies the platform conveys.

The first phase aims students to identify topic sentences. They will have the opportunity to watch videos, read examples and practice through online activities.

The second phase presents students the chance to recognize and start producing supporting details. As well as all the phases, methodological online resources are part of each activity.

The third stage helps students to write concluding sentences that match the paragraph. As well as to develop autonomous work

Finally, in the fourth stage, students are evaluated. Due to the entire process students take formative evaluations, the last phase asks students to write a short paragraph, which is a form of summative evaluation.

## **6.8. Administration**

In the first place, there will be a meeting with the English teachers at Unidad Educativa Atenas in order to share the results of the current investigation as well as the conclusions and recommendations. Subsequently, the current proposal will be explained in detail so that English teachers can also contribute with ideas based on their experience for the virtual platform and the B-Learning methodological strategy for the development of the writing skill. Once this phase is completed, the unit plans of the tenth grade will be adapted, and B-Learning strategies will be included for the development of the writing skill in tenth grade students. Finally, an agenda and administration of the platform will be presented to the English coordination as well as teachers for its approval.

**Operational unit:** Unidad Educativa Atenas  
**Province:** Tungurahua  
**City:** Ambato  
**Address:** Gabriel Román s/n. Calle y Avenida Pedro Vásquez  
Yacupamba.  
**Time:** 1 school year  
**Responsible:** Lic. Marco Freire

### 6.8.1. Operational Model

Table 32. Action Plan

Phases	Objetives	Activities	Resources	Responsible	Time	Outcomes
<b>Socialization</b>	Explanation of the proposal with data that allow analyzing the design and management of the curriculum adaptations for the development of the writing skill in the tenth grade through the application of the B-Learning as a methodological strategy.	Socialization with the school administration, teachers and students at Unidad Educativa Atenas.	- Adapted curriculum - Human	-Vice-principal -English coordinator and teachers -Researcher	1 week	The school administration, the English coordinator and the teachers are aware of the proposal for the development of English writing skills through the application of the B-Learning as a methodological strategy.
<b>Training</b>	Development of a training workshop explaining how the B-Learning methodological strategy will be applied for the development of the writing skill.	- Presentation of the B-learning methodological strategy as a tool for the development of the writing skill in tenth grade. - Group work to share experiences. - Application of the B-Learning methodological strategy in a model class.	- Adapted curriculum - Human	-Vice-principal -English coordinator and teachers -Researcher	2 weeks	English teachers at Unidad Educativa Atenas apply the B-learning methodological strategy to develop the writing skills in basic education.

<b>Application</b>	<p>Operation of the B-learning as a methodological strategy for the development of English writing in the computer lab classroom with students and teachers of basic education.</p> <p>Discussion of ideas during the teaching-learning process.</p>	<p>Application of the B-learning methodological strategy for the development of English writing skill as a didactic tool for English teachers.</p> <p>Debate about the model class for the development of the writing skill with the use of B-learning as a methodological strategy</p>	<ul style="list-style-type: none"> <li>- Adapted curriculum</li> <li>- Human</li> </ul>	<ul style="list-style-type: none"> <li>-Vice-principal</li> <li>-English coordinator and teachers</li> <li>-Researcher</li> </ul>	3 weeks	Socialized tool for its application in the English class in order to respond to the requirements and needs of students.
<b>Evaluation</b>	To verify the benefits of the B-learning as a methodological strategy in the development of the English writing skill.	<ul style="list-style-type: none"> <li>- Checklist</li> <li>- Conferences with teachers and students.</li> </ul>	Surveys and questionnaire	<ul style="list-style-type: none"> <li>- English technical and pedagogy commission</li> </ul>	1 week	<p>Application of the proposal assessment tool.</p> <p>Open house.</p>

**Note:** Proposal action plan; developed by Freire, M. (2018)

## **6.9. Evaluation**

Evaluation is the process by which whether the strategic objectives proposed in the application of the B-learning methodological strategy have been complied or not in order to decide which components or aspects have to be modified or maintained for the achievement of such objectives.

The evaluation of the current proposal formative and summative and the aspects to be evaluated include the fulfillment of the established objectives, the development of the writing skill in tenth grade students, the attitude in the classroom, the participation when carrying out activities, the learning of new content regarding vocabulary and grammar, cooperation in class, students' autonomy, among others.

This evaluation will be carried out through direct observation and task analysis, that is, the English teacher is the coordinator and will evaluate the activities carried out in the B-learning mode; in addition, the tenth grade English teacher will keep record of students' progress and improvement.

### **6.9.1. Types of evaluation regarding the application of the B-Learning**

Three main evaluation types have been considered; they include:

- Initial or diagnostic evaluation which refers to students' previous knowledge of writing.
- Formative evaluation which was carried out throughout the application of the B-learning as a methodological strategy in order to determine if the students have been able to achieve the proposed objectives.
- Summative evaluation at the end of the project to identify if the students have been able to achieve the objectives proposed in the application of the B-learning as a methodological strategy. English teachers are responsible for reviewing all the activities carried out and reflect in the development of students' writing.



**ATENAS WRITE AGENDA FOR TEACHERS AS A GUIDE FOR THE DEVELOPMENT OF THE  
WRITING SKILL THROUGH THE USE OF B-LEARNING AS A METHODOLOGICAL  
STRATEGY IN TENTH GRADE**

<b>1. <u>General information:</u></b>					
<b>NAME:</b>	ATENAS WRITE	<b>TEACHER:</b>	Marco Freire N.	<b>GRADE/COURSE/PARALLEL:</b>	10th Level 4 (A2+)
<b>ACADEMIC AREA:</b>	Foreign Language	<b>EDUCATION LEVEL:</b>	Educación General Basica	<b>EDUCATION SUBLEVEL:</b>	Básica Superior
<b>Hours per week:</b> <b>Independent study hours per week:</b>	<b>10</b>	<b>ANNUAL FACE-TO-FACE INSTRUCTION:</b> <b>ANNUAL ONLINE INSTRUCTION:</b> <b>TOTAL NUMBER OF BLENDED LEARNING INSTRUCTION</b>	<b>400</b> <b>400</b> <b>800</b>	<b>ACADEMIC YEAR:</b>	<b>2018 - 2019</b>

GENERAL EFL AREA OBJECTIVES	GRADE/COURSE/SUBLEVEL OBJECTIVES
Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity	Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.
Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.	Appreciate and value English as an international language and a medium to interact globally.
Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction
Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision-making.
Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.	Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills. Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.
Understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization. Can produce clear, detailed text on a wide range of subjects, explaining viewpoints on topical issues giving the advantages and disadvantages.	Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production. Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.
Interact with a degree of fluency and spontaneity that makes regular interaction with L1 speakers quite possible without strain for either party and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.

**4. TRANSVERSAL AXES TO BE DEVELOPED:**

<b>INSTITUTIONAL VALUES</b>	<b>ESSENTIAL HABITS</b>	<b><u>BUEN VIVIR</u></b>
Solidarity	Keeping one's materials in good order	Interculturality
Truth	Personal hygiene and grooming	Fostering a Democratic Citizenry
Respect	Healthy nutrition	Environmental Protection
Responsibility	Punctuality and time management	Health Care
	Politeness	Sex Education



**ATENAS WRITE AGENDA**  
**WRITING SKILL AND PARAGRAPH CONSTRUCTION**

UNITS	SPECIFIC OBJECTIVE	ACTIVITIES	OUTCOMES
<p><b>Unit 1</b></p> <p>First is first: Topic sentence</p>	<p>To identify the topic sentences, in order to produce level-appropriate sentences of familiar subjects and contexts.</p>	<ul style="list-style-type: none"> <li>• Watch videos</li> <li>• Read a short text</li> <li>• Drag information</li> <li>• Rewrite topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact with others using self-monitoring and self-correcting strategies from home.</li> <li>• Use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease.</li> </ul>
<p><b>Unit 2</b></p> <p>Now: Supporting ideas</p>	<p>To recognize main and supporting ideas that match the topic sentences in order to promote autonomous learning and decision-making.</p>	<ul style="list-style-type: none"> <li>• Complete a puzzle</li> <li>• Read a short text</li> <li>• Match columns</li> <li>• Multiple choice</li> <li>• Drag the correct sentence</li> <li>• Write ideas from an idea</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text. (Example: title, illustrations, organization, etc.)</li> <li>• Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</li> </ul>
<p><b>Unit 3</b></p> <p>Concluding sentences</p>	<p>To write sentences that wrap up a paragraph as a whole in order to conclude it.</p>	<ul style="list-style-type: none"> <li>• Watch a video</li> <li>• Read a blog</li> <li>• Forum</li> <li>• Organize ideas</li> <li>• Match columns</li> <li>• Write details</li> </ul>	<ul style="list-style-type: none"> <li>• Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.</li> <li>• Apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text, and assess this information according to the organization, subject area and purpose of the text, using different criteria, including ICT tools.</li> </ul>
<p><b>Unit 4</b></p> <p>My first paragraph</p>	<p>To construct short descriptive and informative paragraphs related to personal information or familiar topics and use them as a means of communication</p>	<ul style="list-style-type: none"> <li>• Read a PPT</li> <li>• Group chat</li> <li>• Organize ideas</li> <li>• Match columns</li> <li>• Write details</li> </ul>	<ul style="list-style-type: none"> <li>• Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process a range of digital tools to promote and support collaboration, learning and productivity.</li> <li>• Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a</li> </ul>

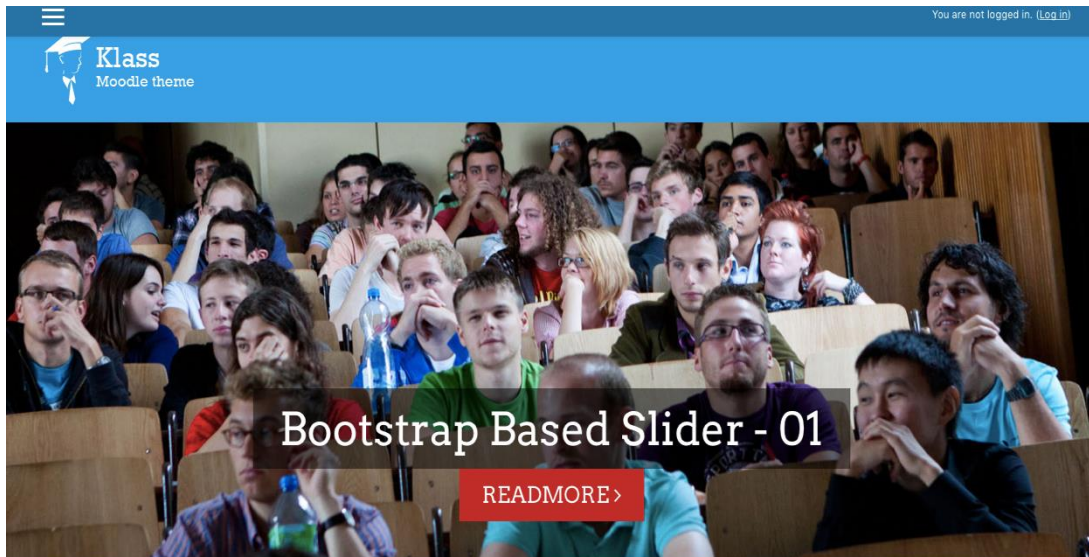
			<p>dialogue in a scene from a cartoon or movie, etc.)</p> <ul style="list-style-type: none"> <li>• Create short, original literary texts on different topics, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.</li> <li>• Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions.</li> </ul>
--	--	--	---

**Note:** agenda for teachers to develop the writing skill through the use of the b-learning as a methodological strategy in tenth grade, Freire, M. (2018)

## ATENAS WRITE PLATFORM GUIDE

1. Write the following link in the browser of your favorite internet explorer.

**<https://atenaswrite.moodlehub.com>**



**Figure 23.** teacher's guide 1. Developed by Freire, M.(2018).

2. Log-in to the platform

A screenshot of the Atenas login page. At the top center is the Atenas logo, which consists of a stylized blue and red 'A' shape above the word 'atenas' in bold black lowercase letters, with 'UNIDAD EDUCATIVA' in smaller red uppercase letters below it. Below the logo are two input fields: 'Username' and 'Password'. To the right of the 'Username' field is a small icon of a person with a checkmark. Below the 'Password' field is a checkbox labeled 'Remember username'. To the right of the input fields are three lines of text: 'Forgotten your username or password?' in blue, 'Cookies must be enabled in your browser' with a blue shield icon, and 'Some courses may allow guest access'. At the bottom left is a red button labeled 'LOG IN', and at the bottom right is a blue button labeled 'LOG IN AS A GUEST'.

**Figure 24.** teacher's guide 2. Developed by Freire, M.(2018).

3. Select or click on the course Writing in English



Figure 25. teacher's guide 3. Developed by Freire, M.(2018).

4. Click on the Site Home block at the left of the window.

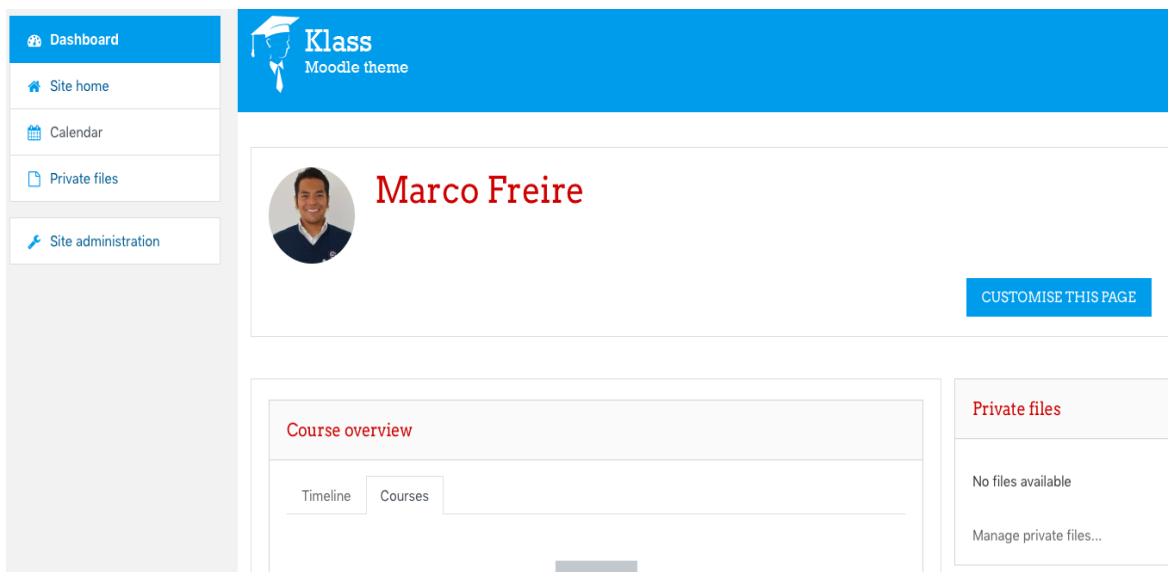
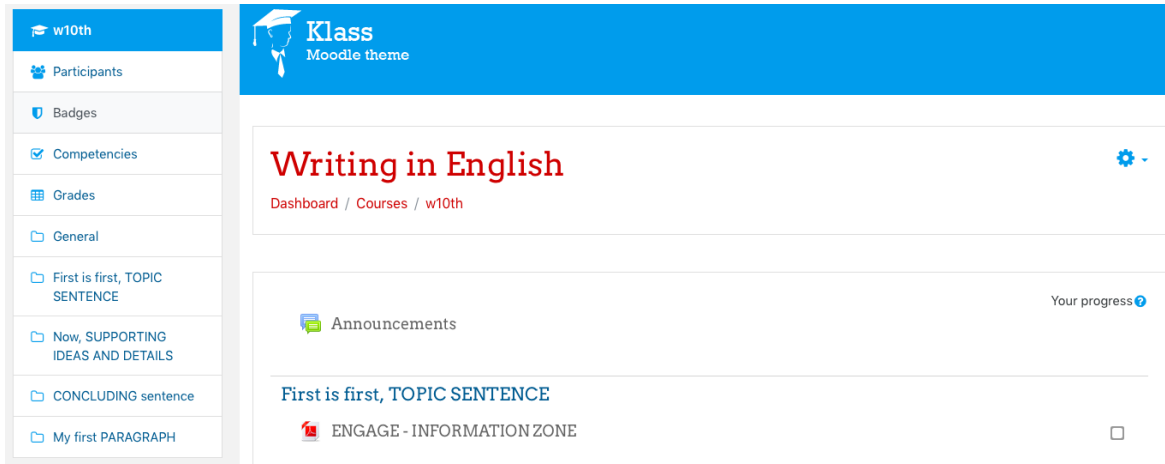


Figure 26. teacher's guide 4. Developed by Freire, M.(2018).

- As teacher you can edit the activities and upload resources. It will depend on your planification of the school year.



**Figure 27.** teacher's guide 5. Developed by Freire, M.(2018).

**First is first, TOPIC SENTENCE**

-  ENGAGE - INFORMATION ZONE



*Instruction:* Click on the link and a PDF will show up. This file will help you understand what a topic sentence is. This is the first step to start writing a good paragraph.

-  ENGAGE - INFORMATION ZONE

**CLICK ABOVE!**

*Instruction:* Click on the link above, watch the video and take notes. This video is a tool for you to understand better what a topic sentence is.

**Figure 28.** teacher's guide 6. Developed by Freire, M.(2018).

## Bibliography

- Aguaded, J.I. & Cabero, J.L. (2013). *Tecnologías y medios para la Educación en la E-Sociedad*. Madrid-España: Alianza Editorial.
- Allen, F.T. (2012). *Pruebas Paramétricas en la investigación*. México D.F.: Paraninfo S.A.
- Arias, F.B. (2012). *Investigación de Campo*. México D.F.: Paraninfo S.A.
- Arnold, Wendy, and Fiona Malcolm. "Writing and Young Learners." Teaching English | British Council | BBC, [www.teachingenglish.org.uk/article/writing-young-learners](http://www.teachingenglish.org.uk/article/writing-young-learners).
- Barroso, J, Cabero, J. (2013). *Nuevos escenarios digitales. Las tecnologías de la información y la comunicación aplicadas a la formación y desarrollo curricular*. Madrid-España: Piramide S.A.
- Benavides, J. (2011). *El computador en el desarrollo de la lectura en inglés*. San Juan de Pasto: La Hormiga S.S.
- Bersin, J.T. (2013). *The Blended Learning Book: Best Practices, Proven Methodologies, and Lesson Learnet*. New York: Pfeiffer S.A.
- Britton, James. *Language and Learning*. 2010.
- Bustos, S.A. & Coll, S.C. (2012). Los Entornos Virtuales como Espacios de Enseñanza y Aprendizaje. Una Perspectiva Psicoeducativa para su Caracterización y Análisis. *Revista Mexicana de Investigación Educativa SCIELO, ISSN 1405-666*, pp.60.
- Chan Núñez, M. (2010). Tendencias en el diseño educativo para entornos de aprendizaje digitales. *Revista Digital Universitaria*, 5(10), 15-20.
- Cabero-Almenara. (2015). *Aplicación de las Nuevas Tecnologías al Ámbito Socioeducativo*. México D.F.: McGraw-Hill.
- Caswell, R., & Mahler, B. (2004). *Strategies for teaching writing*. Alexandria, VA, USA: Association for Supervision and Curriculum Development.
- COATEN, NEIL (2003). Blended e-learning. *Educaweb*, 69. 6 de octubre de 2003. <http://www.educaweb.com/esp/servicios/monografico/formacionvirtual/1181076.asp>

- Código de la niñez y la adolescencia (2012). Quito: Asamblea Nacional.
- Constitución de la República del Ecuador (2008). Ciudad Alfaro: Asamblea Constituyente.
- Cukierman, U. B. (2013). *Nuevos escenarios digitales las tecnologías y la educación aplicada a la formación y currículo*. Buenos Aires-Argentina: Pearson educación.
- Danhke, J.D.; Hernández, H.J. (2012). *Investigación Descriptiva*. México D.F.: McGraw-Hill.
- ESL Writing: Editing Practice Questions. (2018, March 26). Retrieved from <https://www.eslwriting.org/esl-writing-editing-practice-questions/>
- Fouzul, M. (2015, November 11). English Spelling and its Difficult Nature. Retrieved May 9, 2018, from [https://www.researchgate.net/publication/283664530\\_English\\_Spelling\\_and\\_its\\_Difficult\\_Nature](https://www.researchgate.net/publication/283664530_English_Spelling_and_its_Difficult_Nature)
- Gibson, J. Ivancevich, J. & Donnelly, J. (2011). *Las organizaciones, comportamiento, estructura, proceso*. Chile: McGraw-Hill Interamericana.
- Godsey, M. (2015, March 25). The Deconstruction of the K-12 Teacher. Retrieved from <https://www.theatlantic.com/education/archive/2015/03/the-deconstruction-of-the-k-12-teacher/388631/>
- Harmer, J. (2001) *How to Teach English*. (7th ed.) England, Edinburg
- Hernández, E. (2014). El B-learning como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de inglés de la modalidad semipresencial del departamento especializado de idiomas de la Universidad Técnica de Ambato (Unpublished master's thesis). Tesis inédita de la Universidad Complutense de Madrid, Facultad de Educación, Departamento de Didáctica y Organización Escolar, leída el 12/12.
- Hernández, J. (2012). *Investigación Correlacional: Asociación de Variables*. México D.F.: Paraninfo S.A.
- Kellogg, R. (1988). Attentional overload and writing performance: Effects of rough draft and outline strategies. Retrieved May 24, 2018, from <http://psycnet.apa.org/doiLanding?doi=10.1037/0278-7393.14.2.355>

- Kinncar, J.; & Taylor, G.C. (2012). *Tipos de Investigación*. México D.F.: McGraw-Hill.
- Lara, Rodolfo (2004), La integración de los recursos multimedia en la educación
- Laran, J. (2014). How to Teach Grammar: What Methods Are Quickest and Easiest? Retrieved May 24, 2018, from <https://blog.udemy.com/how-to-teach-grammar/>
- Ley Orgánica de Educación Superior del Ecuador (2010). Ciudad Alfaro: Asamblea Constituyente.
- Lindner, M. (2005). Homework helpers. Franklin Lakes, NJ: Career Press.
- Magher, M. (2016, September 29). Importance of Doing an Outline Prior to Writing. Retrieved from <http://education.seattlepi.com/importance-doing-outline-prior-writing-3570.html>
- MARSH, GEORGE E. II, MCFADDEN, ANNA C. Y PRICE, BARRIE JO (2003) “Blended Instruction: Adapting Conventional Instruction for Large Classes En Online Journal of Distance Learning Administration, (VI), Number IV, Winter 2003 <http://www.westga.edu/~distance/ojdl/winter64/marsh64.htm>
- Montes, H.I. (2014). *La plataforma virtual y su indiciencia en el proceso de enseñanza aprendizaje*. Ambato: Universidad Técnica de Ambato.
- Morales Ramos, L. A., & Guzmán Flores, T. (n.d.). EL VÍDEO COMO RECURSO DIDÁCTICO PARA REFORZAR EL CONOCIMIENTO. (2015). Retrieved from <http://www.udgvirtual.udg.mx/encuentro/encuentro/anteriores/xxii/168-427-1-RV.htm>
- Morales, R. S & Ferreira, C.A. (2012). La Efectividad de un Modelo de Aprendizaje combinado para la enseñanza del Inglés coo lengua Extranjera: Estudio Emprírico. *Revista de LInguística Teórica y Aplicada* , 46.
- Mozo, C. M., Miguel, M. M., & Martínez, R. D. (2004). Habilidades comunicativas en las lenguas extranjeras. Madrid: Ministerio de Educación y Ciencia. Subdirección General de Información y Publicaciones.
- Nordquist, R. (n.d.). The Danger of Overemphasizing Mechanics. Retrieved from <https://www.thoughtco.com/mechanics-composition-term-1691304>
- O'Malley, J.G.; Chamot, A.R.Stewner-Mazanares, G. (2014). *B-Learning Strategies Used by Beginning and Intermediate*. New York: ESL Studens Language B-Learning .



- Palloff, R.M & Pratt, K.T. (2013). *Virtual Student: Prolife and Guide Learning*. New York: Makin it Work. HOW.
- Pariona, A. (2017, June 14). Countries That Are Most And Least Proficient In English. Retrieved April 03, 2018, from <https://www.worldatlas.com/articles/countries-that-are-most-and-least-proficient-in-english.html>
- Paulsen, M.F. (2012). *Moderating Educational Computer Conferences: Computer Mediated Communication and the online Classroom*. New York: Jhon Welley S.A.
- Pere Marqués, G.H. (2010). *Constitución de la inteligencia*. Colombia: Carriño S.A.
- Robles, A. (2012). *Los estilos del aprendizaje y la teoría de las inteligencias multiples*. México D.F: Oaraninfo S.A.
- Rodríguez, V.C. (2010). *Atención e Inteligencia*. México D.F.: Paraninfo S.A.
- Russak, S., & Kahn-Horwitz, J. (2013, June 13). English as a foreign language spelling: Comparisons between good and poor spellers. Retrieved May 9, 2018, from <https://onlinelibrary.wiley.com/doi/pdf/10.1111/jrir.12009>
- Salinas, J.G & Cabrera, A.F. (2012). Entrenamiento e Estrategias de Aprendizaje de Inglés como Lengua Extranjera en un Contexto de Aprendizaje Combinado. *Revista Nebrija de Linguística Aplicada a la Enseñanza de lenguas*, 28.
- Salinas, J. (12 de 07 de 2017). Modelos Emergentes en Entornos Virtuales de Aprendizaje. Retrieved [www: ////gte. uib.es: http://gte. uib.es/papelgte/sites/gte.ui.es.pape.gte/files/Modelos-emergentes-en-entornos-virtuales-de-aprendizaje.pdf](http://www.uib.es/papelgte/sites/gte.ui.es.pape.gte/files/Modelos-emergentes-en-entornos-virtuales-de-aprendizaje.pdf).
- SALINAS, JESUS (1999). ¿Qué se entiende por una institución de educación superior flexible?. Comunicación presentada en "Congreso Edutec 99. NNTT en la formación flexible y a distancia", 14 a 17 de septiembre 1999, Sevilla <http://tecnologiaedu.us.es/bibliovir/pdf/gte35.pdf>
- Sampieri, R. H., Collado, C. F., Lucio, P. B., Valencia, S. M., & Paulina, M. T. (2014). *Metodología de la investigación*. México, D.F.: McGraw-Hill Education.

- Sánchez, A.M.P, & Alacid, M.P.L, and Serra, P.P. (2012). *Aprendizaje Cooperativo y Formación del Profesor. Estudio Bibliométrico (Vol. 12)*. México D.F.: Inales S.A.
- Silva, R. (2012). *Modelo Metodológico didáctico para la enseñanza de la Física Experimental Ambientado en Blende Learning*. Valparaiso - Chile: Visiones Científicas (ISSN 076677X). Universidad de Playa Ancha.
- Santamaría Serrano, J. (2014). *La utilización del material visual en el aprendizaje del idioma inglés*. Ambato.: Universidad Técnica de Ambato.
- Santoveña, B.V. (23 de noviembre de 2016). *Plataforma Virtual Herraamienetas de Aprendizaje*. Obtenido de [ww.utn.edu.ar/aprobedutec07/docs/266.pdf](http://ww.utn.edu.ar/aprobedutec07/docs/266.pdf): <http://utn.edu.ar>
- The Writing Process. (n.d.). Retrieved from <https://www.bcps.org/offices/lis/writing/secondary/process.html>
- TOMEI, LAWRENCE A. (2003). *Challenges of Teaching with Technology Across the Curriculum: issues and Solutions*. London: Information Science Puyblishin.
- 4 pilares fundamentales del aula invertida o flipped classroom. (2016, February 09). Retrieved from <https://www.cae.net/es/4-pilares-fundamentales-del-aula-invertida-o-flipped-classroom/>
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.
- Zhang, H., Li, J., Jiao, L., Ma, W., & Guan, C. (2016). The Adjustment and Effects of Vocabulary Teaching Strategies in Flipped Classroom. *Creative Education*, 07(14), 1966-1973. doi:10.4236/ce.2016.714199

# ANNEXES

**ANNEX 1.** Survey addressed to students of basic education at Unidad Educativa Atenas.



**UNIVERSIDAD TÉCNICA DE AMBATO**

**MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**SURVEY ADDRESSED TO BASIC EDUCATION STUDENTS OF UNIDAD EDUCATIVA ATENAS, AMBATO.**

**OBJECTIVE:** To identify the usefulness on the B-Learning strategy for the development of the writing skills of basic education students.

**INSTRUCTIONS**

- Read each question carefully and choose one answer only.
- Write an X in the answer of your choice.
- Answer each question honestly for this investigation.

**SURVEY:**

1. How often do you use multimedia resources such as videos, slideshows, blogs and presentations to learn English in class?  
ALWAYS \_\_\_\_\_  
OFTEN \_\_\_\_\_  
RARELY \_\_\_\_\_  
NEVER \_\_\_\_\_
2. In your opinion, does the virtual platform that you are currently using allow you to interact with your classmates and your English teacher?  
ALWAYS \_\_\_\_\_  
OFTEN \_\_\_\_\_  
RARELY \_\_\_\_\_  
NEVER \_\_\_\_\_
3. How often do you work on paragraph construction activities in the English class?  
ALWAYS \_\_\_\_\_  
OFTEN \_\_\_\_\_  
RARELY \_\_\_\_\_  
NEVER \_\_\_\_\_

4. How often you practice how to write topic sentences, supporting details and concluding sentences in the English class?
- ALWAYS \_\_\_\_\_
- OFTEN \_\_\_\_\_
- RARELY \_\_\_\_\_
- NEVER \_\_\_\_\_
5. Does your English teacher use a variety of materials to teach you how to structure paragraphs in English?
- ALWAYS \_\_\_\_\_
- OFTEN \_\_\_\_\_
- RARELY \_\_\_\_\_
- NEVER \_\_\_\_\_
6. Do you think that the use of technology / multimedia resources help you comprehend how to structure a paragraph?
- ALWAYS \_\_\_\_\_
- OFTEN \_\_\_\_\_
- RARELY \_\_\_\_\_
- NEVER \_\_\_\_\_
7. Can you identify the parts of a paragraph?
- ALWAYS \_\_\_\_\_
- OFTEN \_\_\_\_\_
- RARELY \_\_\_\_\_
- NEVER \_\_\_\_\_
8. How often are you required to construct paragraphs in English?
- ALWAYS \_\_\_\_\_
- OFTEN \_\_\_\_\_
- RARELY \_\_\_\_\_
- NEVER \_\_\_\_\_

Thanks for your cooperation!

*Developed by: Freire, M. (2018)*

**ANNEX 2.** Survey addressed to English teachers of Unidad Educativa Atenas.



**UNIVERSIDAD TÉCNICA DE AMBATO**

**MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**SURVEY ADDRESSED TO THE ENGLISH TEACHERS OF UNIDAD EDUCATIVA ATENAS, AMBATO.**

**OBJECTIVE:** To identify the usefulness on the B-Learning strategy for the development of the writing skills of basic education students.

**INSTRUCTIONS**

- Read each question carefully and choose one answer only.
- Write an X in the answer of your choice.
- Answer each question honestly for this investigation.

**SURVEY:**

1. How often do you use multimedia resources such as videos, slideshows, blogs and presentations to teach English in class?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

2. How frequent does the virtual platform that you are currently using allow you to interact with students during the teaching process?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

3. How often do you emphasize on how to construct a paragraph with your students?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

4. How often do you teach your students how to write topic sentences, supporting details and concluding sentences?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

5. How frequent do you use pedagogical resources to teach students how to structure paragraphs in English?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

6. In your opinion, does the use of multimedia resources help students comprehend the structure of a paragraph?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

7. In your opinion, can your students identify the parts of a paragraph?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

8. How often do you ask your students to construct paragraphs in English?

ALWAYS \_\_\_\_\_

OFTEN \_\_\_\_\_

RARELY \_\_\_\_\_

NEVER \_\_\_\_\_

Thanks for your cooperation!

*Developed by: Freire, M. (2018)*

**ANNEX 3. Photos Educational U.E. "ATENAS"**



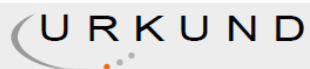
.../



**Source:** proposal  
**Made by:** Freire, M. (2018)



## ANNEX 4. Urkund Analysis Result"



### Urkund Analysis Result

Analysed Document: PROYECTO FINAL MFN 2018.docx (D40502569)  
Submitted: 7/4/2018 7:19:00 PM  
Submitted By: mdfnc4@gmail.com  
Significance: 1 %

#### Sources included in the report:

<http://repositori.urv.cat/fourrepopublic/search/item/TDX:697>  
<http://www.bibliotecasdelecuador.com/Record/>  
[oai:repositorio.utmachala.edu.ec:48000-9638](http://oai:repositorio.utmachala.edu.ec:48000-9638)  
<https://www.eslwriting.org/esl-writing-editing-practice-questions/>  
<https://blog.udemy.com/how-to-teach-grammar/>

#### Instances where selected sources appear:

**Source:** urkund.org