

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

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

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**TEMA:** "IMPACT OF TECHNOLOGICAL RESOURCES TOWARD  
WRITING INSTRUCTION ON ENGLISH FOREIGN  
LANGUAGE'S STUDENTS"

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Trabajo de Investigación Previo a la Obtención del Grado Académico de Magister en la  
Enseñanza del Idioma Inglés Como Lengua Extranjera

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*Sandra Yuquilema.*

## **DEDICATION**

*To my whole family, who always support  
me in each step of my life and especially  
to my dearest son who has been my  
major encouragement to accomplish my  
goals*

*With love,*

*Sandra*

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**AUTHOR:** Licenciada Marcela Sandra Yuquilema Anilema

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**FECHA:** August 19, 2019

**RESUMEN EJECUTIVO**

Este estudio tuvo como objetivo principal determinar cómo el uso de los recursos tecnológicos influye en la instrucción de escritura de los estudiantes del idioma Inglés. Este objetivo ayudó a analizar la utilidad de los recursos tecnológicos; identificó los recursos tecnológicos y actividades que pueden ser manejadas en las clases. Además, evaluó las diferencias entre los estudiantes del grupo experimental y el grupo de control. El nivel de los estudiantes fue evaluado a través del examen A2 KET (Key English Test) para escuelas. Simultáneamente, se diseñó un folleto didáctico con actividades que principalmente utilizan recursos tecnológicos con un enfoque comunicativo para mejorar la destreza de la escritura mediante tres etapas como son antes, durante y después de la escritura. Esta propuesta fue puesta en práctica en el período académico Marzo – Julio 2019. Posteriormente se procedió a tomar el post-test a ambos grupos. Después de obtener la información cualitativa proveniente del Pre-test y el post-test se la procesó y analizó a través del Paquete Estadístico para Ciencias Sociales (SPSS) con la Prueba T-student. Esta investigación quasi-experimental contribuyó a mejorar la destreza de la escritura de los estudiantes de décimo Educación Básica del Colegio Milton Reyes. Se concluyó que el uso de los recursos tecnológicos contribuyó positivamente al desarrollo de la destreza de la escritura y se recomienda utilizarla para mejorar el aprendizaje del Idioma Inglés como lengua extranjera.

**Descriptor:** Recursos tecnológicos - Aprendizaje – destreza - proceso de la escritura – folleto – mejoramiento – instrucción – didáctico – enfoque - comunicativo

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**THEME: “IMPACT OF TECHNOLOGICAL RESOURCES TOWARD WRITING INSTRUCTION ON ENGLISH FOREIGN LANGUAGE’S STUDENTS”**

**AUTHOR:** Licenciada Marcela Sandra Yuquilema Anilema

**DIRECTOR:** Licenciado Boris Cadena Murga Magíster

**DATE:** August 19, 2019

**ABSTRACT**

The main objective of this study was to determine how the use of technological resources influences the writing instruction of English language learners. This objective helped to analyze the usefulness of technological resources and identify the technological resources and activities that can be managed in the classes. In addition, it evaluated the differences between the students in the experimental group and the control group. The students' level was assessed through the A2 KET (Key English Test) for schools. Simultaneously, a didactic booklet was designed with activities that mainly use technological resources with a communicative approach to improve writing skills through three stages such as before, during, and after writing. This proposal was put into practice in the March - July 2019 academic period. Subsequently, both groups were post-tested. After obtaining the qualitative information from the Pre-test and the post-test, it was processed and analyzed through the Statistical Package for Social Sciences (SPSS) with the T-student Test. This quasi-experimental research contributed to improve the writing skills of the tenth Basic Education students of Milton Reyes College. Therefore, the use of technological resources helped to the development of students' writing skills and it is recommended to use it to improve the learning of English as a foreign language.

Key words: Technological resources - Learning - dexterity - writing process - brochure - improvement - instruction - didactic - approach – communicative

## INTRODUCTION

In this globalized world, students and teachers are more familiarized with technology each day. However, not all of them use the technology for academic purposes. For example, the Ecuadorian teenagers tend to use social network or gaming but not for study or improve their language skills either. In these circumstances, it is necessary to propound new ways of engaging students and motivate them to use technological resources as support of their textbooks and teachers' activities.

At Milton Reyes High School, there are enough technological resources that can be useful for academic and learning purposes. For that reason, this research has been developed in order to implement their use for improving writing instruction. At this place, learners and teacher have internet access that can be helpful for their learning with communicative approach.

This quasi-experimental research used two main groups of students who attended to tenth year of basic education. The research design is divided into 6 chapters, which are summarized below.

**CHAPTER I.** This introduces the problem. In addition, it sets out the critical analysis, prognosis, and setting of the problem, research questions, and delimitation of the study, justification, and objectives.

**CHAPTER II.** This presents the research background, philosophical foundation, legal foundation, key categories, the theoretical foundation for each variable, and the hypothesis.

**CHAPTER III.** This introduces the methodology for this study through the explanation of the research method, type of research, and population. Furthermore, it explains the operationalization of variables, the method of data collection and analysis.

**CHAPTER IV.** This describes the data that come from the pre and post- tests. It also describes the analysis and interpretation of data, and hypothesis verification through the application of the T- student Mathematical Test.

**CHAPTER V.** This details the conclusions and recommendations.

**CHAPTER VI.** This presents a proposal based on the use of technological resources for students' writing instruction development.



## CHAPTER I

### Research problem

#### 1. 1. Topic

“Impact of technological resources toward writing instruction on English foreign language’s students”

#### 1.2. Contextualization of the Problem

Writing is one of the four fundamental language skills in learning a foreign language. According to Myer (2014) writing is a “method of human intercommunication that is performed through graphic signs that constitute a system”. This reflects that writing is a part of communication because their communicative uses are varied and wide. Therefore, English language as a vital discipline of general formation might develop in students an integral personality (Larsen – Freeman, 2011). For instance, students are able to develop their abilities to think, reflect, deduce and act in a creatively way using a foreign language. Consequently, the student needs to integrate the linguistic and communicative skills both orally and in writing (Harmer, 2004). However, there are some problems in three different levels: macro, meso, and micro level.

According to Cronquist and Fiszbein (2017) there is a low level of English performance. For example, in El Salvador, managers and human resources assistants from 300 companies identified the ability to speak a foreign language as the second most difficult skill to find among staff, only after technology management (Zepeda & Bolaños, 2010 as cited in Cronquist & Fiszbein, 2017). Furthermore, in Costa Rica, 30% of companies found the mastery of a foreign language as the main problem. Moreover, in Mexico, 80% of exports go to the United States, and they do not speak English. Indeed, while 80% of job offers in Mexico include English as a requirement, only 20% of professionals dominate that language. Besides, growing sectors including tourism and financial services often require human resources that have a good performance in English. Therefore, in Latin America, language skills such as writing needs to be

learned in order to generate new visions, ideas, and opinions to decide how to organize the text, analyze the audience and address accurately (Lazar, 1993).

Education First (2018) reports that the curriculum of Ecuador includes standards and learning objectives, but it lacks a sequence of material and provides limited suggested activities for the classroom. The curriculum of the compulsory education of Ecuador presents a broad panorama of the legal framework, the student's graduation profile, curricular components and methodological techniques. Additionally, it focuses on the expectations of various educational levels for English as a foreign language. It also includes learning standards and objectives, suggested activities, assessment methods, and instructional techniques. However, the curriculum does not include a sequence of material in the form of study units (Ministry of Education of Ecuador, 2016 as cited in Education First, 2018). That could be the reason why Ecuadorian students do not achieve the B1 level according to the Common European Framework of Reference at the end of third year of baccalaureate.

According to Education First (2018), Ecuador has the place 55 out of 80 countries in English proficiency. Furthermore, it is considered that Ecuador is located in the place 13 out of 15 in Latin America. This means that Ecuadorian people have a low level of English performance. The average of English language knowledge is 49 out of 100.

Besides, English teachers concern to enhance writing proficiency by reducing students' anxiety. Even though several techniques such as: mental maps, words in context, word formation and classification have become as the best options to develop writing skills the problem persists. In this context, the use of technological resources is an alternative and useful strategy for writing instruction performance (Bosco, 1995). Consequently, many virtual resources allow students and educators to create a healthy classroom space where they can express their ideas and interact to each other without pressure and improve their writing quality (Herrera, 2010).

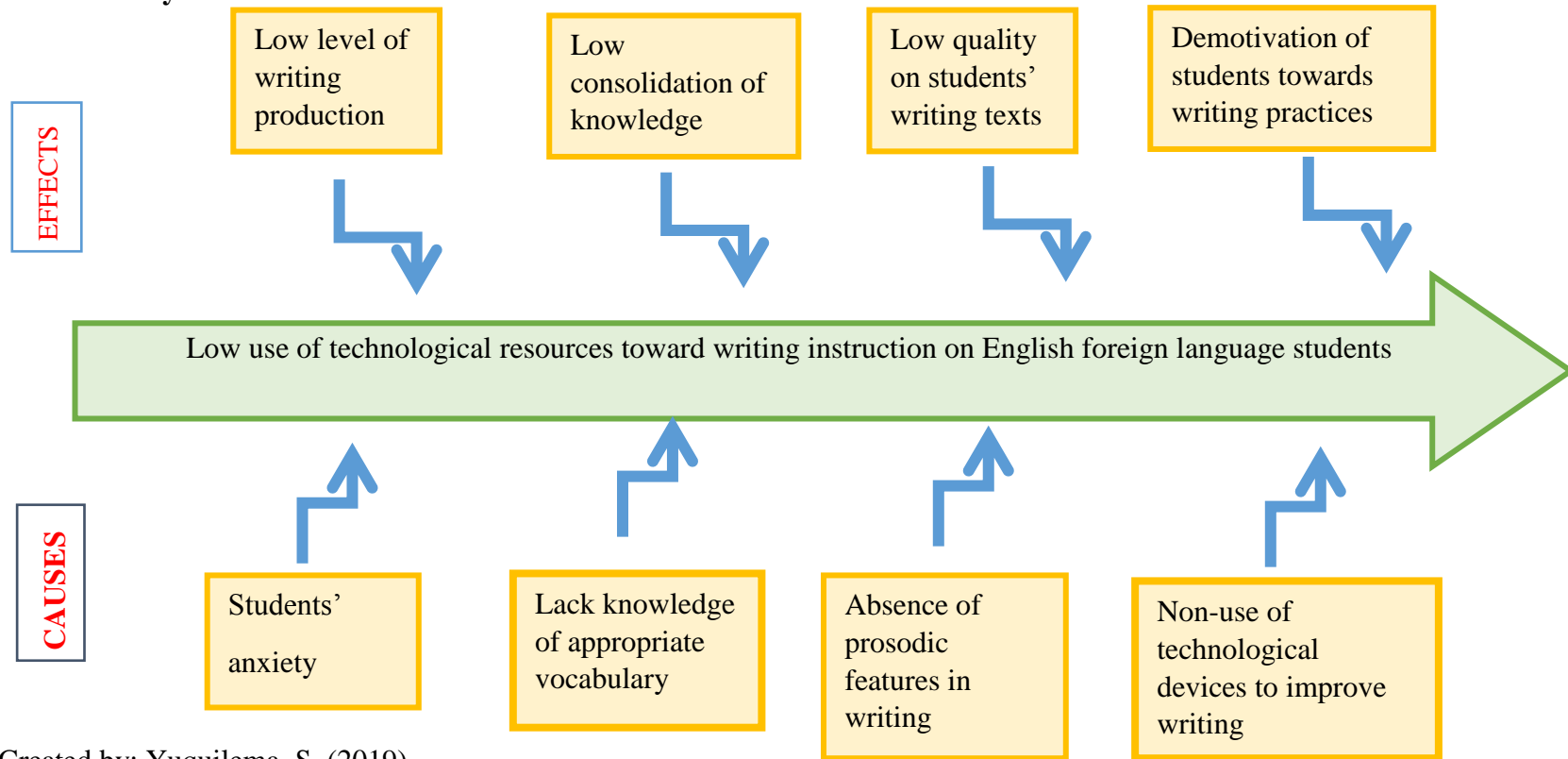
At a micro level, in the city of Riobamba, there is also a low level of English proficiency (Education First, 2018). The Highland Region is in the second place after

the Coast region with a low level of English. Therefore, this problem persists in cities like Riobamba which is ranked in the lowest places. This happens also at Milton Reyes High School where students do not have a clear idea of producing written texts. This was evidenced when the students from tenth grade of basic education took their diagnostic test and they did not produce good written texts.

All of the considerations above, give a clear perspective on the necessity of implementing new ideas to contribute with English learning process.

### 1.2.2 Critical Analysis

Figure 1. Critical analysis



Created by: Yuquilema, S. (2019)

The Ecuadorian policy of education states that at the end of tenth year of basic education, students must achieve a level A2.1 based on the Common European Framework of Reference. Under these circumstances, students must have certain domains in English performance including writing skills. Writing skills are very important to produce the language. However, there are some critical aspects in their learning which stops improving English learning. Consequently, the students do not show a good English performance at the end of basic education. Therefore, it is necessary to show the causes and the effects of the low use of technological resources toward writing instruction on English foreign language students.

Firstly, according to Díaz (2014) one of the main problems that stop English learning and performance is students' anxiety. The author states anxiety is a factor that, if given, can generate great interference in the learning of a foreign language. On the other hand, motivation can generate confidence to achieve goals as well as self-control and the experience of gaining knowledge. However, in the target population, students were facing high levels of anxiety. As a result of this problem, students had low level of writing productions.

Besides, Fareed, Ashraf, and Bilal (2016) stated that students do not have the appropriate vocabulary knowledge. The students face problems when they need to produce written texts because they do not come up with words like how they express their thoughts. They do not know the appropriate words to express. This also causes difficulties in grammar and syntax. Therefore, students have a low consolidation of knowledge. At Milton Reyes High School, students do not produce sentences because they do not have acquired vocabulary, so, they have limitations in lexical skills and it is showed when the teacher asks for writing exercises.

Furthermore, according to Alfaki (2015) there is absence of prosodic features in writing. Students have difficulties with organization, vocabulary and using complex grammatical devices. Furthermore, there are grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems

that hamper students' effective writing in English. All of these prosodic features cause that students show low quality on their writing texts.

Since, writing and writing instruction is changing, technology plays an important role because students practice with such material like word processors and other forms of electronic communication (Bruch, Furgeson, Lyskawa, & Smither, 2017). That is the reason why, students are facing some problems because there is a few uses of technological devices to improve writing inside and outside of the classroom. This causes demotivation of students towards writing practices inside of the classroom and outside of it as well.

### **1.2.3 Prognosis**

After analyzing the causes and the effects (Fareed, Ashraf, & Bilal, 2016) about the lack of using technological resources toward writing instruction on English foreign language students at Milton Reyes High School, it is necessary to state some ideas about what would happen in the near future.

Students' anxiety, especially due to mother's language interference (Msanjila, 2005), must be approached and solved in Ecuadorian classes because it stops their improvement. If this problem is solved, writing production would be better. However, if this issue persists, students would not achieve their learning goals and their English performance would be lower than the expected averages. Now is the time to help students to improve their writing skills by using methodological and didactic meaningful material for them.

Furthermore, as it was cited above, there is a lack knowledge of appropriate vocabulary (Fareed, Ashraf, & Bilal, 2016) and this problem carries out low consolidation of knowledge. Students do not manage good levels of words in their minds to be used in oral and written productions, therefore, they have a low level of consolidation of their knowledge. If this problem continues, their English level would continue being low and their communication skills would be null. Students would not establish real

communication with people around the world and their possibilities of travelling abroad, especially to English speaking countries, would be little. On the contrary, if this problem is solved, students would have better educational chances and better consolidation of their knowledge not only in English language but also in all sciences of humanity.

Moreover, the absence of prosodic features (Alfaki, 2015) in writing causes a low quality on students' writing texts. Students need to manage key writing factors such as vocabulary, grammar, mechanics, structure, and diction. If these problems are not solved, the students would continue producing deficient written texts. On the contrary, if this problem is stopped, the students could communicate not only orally but also producing written texts. The official and academic communication and production could be better and the level of students' communication would be competitively efficient.

Finally, at Milton Reyes High School, it was determined that there was almost null use of technological devices to improve writing, and this causes demotivation of students towards writing practices. Students are not trained to use any source such as word processors and their writing performance is deficient. This makes them to feel in disadvantage with respect to other students. If this issue continues, they would remain demotivated and their writing skills would continue being deficient. However, if this problem is solved, the students could be motivated and their writing skills would be competent and students will be in a good performance level according to the requirements of the Ecuadorian educational policies.

#### **1.2.4 Problem formulation**

How does the use of technological resources improve writing instruction on English foreign language students?

#### **1.2.5 Research questions**

- ✓ What is the impact of technological resources in the improvement of writing instructions on English foreign language students?

- ✓ Which technological resources can be used to improve writing instructions in English class?
- ✓ In what way you can use technological resources to improve writing instruction to show a difference in both the control and experimental groups?

### **1.2.6. Delimitation of the research problem**

#### **Content delimitation**

Technological resources toward writing instruction on English foreign language students

**Field:** Education

**Area:** English as a Foreign Language Learning

**Aspect:** Writing

#### **1.2.6.1 Temporal and spatial delimitation**

The current research took place at Milton Reyes High School from January to May 2019 academic period.

### **1.3. Justification**

Teaching writing has been one of the most critical challenges that English teachers are facing currently. Likewise, applying the most effective strategy to improve writing skill, aiding students to be critical thinkers, and reduce students writing anxiety has been some of the aspects of English teacher concern (Payton, 1998). Thereby, the use of technological resource like E- learning programs are as vehicles to address all those factors and to assist students' performance on content, organization, vocabulary, and language use (Wu, 2003). Indeed, the efficacy of this method has been proved with different kind of education levels such as; schools, high schools and universities as well.

As Hannafin (1992) states that technological resources are also widely used today in all levels of English as a second language and foreign language instruction, deaf



education, and in college and graduate course. Therefore, is regarded as teaching – learning strategy to promote reflection skills by expressing students’ thoughts and interests openly improving their thinking process (Zacharias, 1991). According to some findings state that writing language is "visual", graphic and documentary considered as a heavy support in language learning. Since E- learning programs are writing activity by which language students can make a connection of written communication with their teachers and practice constantly as well.

In fact, the study pretends to examine the effects of using technological resources toward writing instruction because writing foreign language requires the ability to use the language appropriately. Hence, virtual resources are collaborative strategies that allow students to expand reciprocally and directly affect each other. Consequently, virtual resources writing could be helpful to develop the national curriculum aspects such as language through the arts in an integrated way in order to communicate ideas through collaboration, discussions, and presentation.

Currently, writing English as foreign language is an essential skill for Ecuadorian students. Formal writing is forgotten in the public education because of different aspects. However, the significant of this study is to enhance English writing skill and assist to reduce their writing anxiety by implementing the use of technological resources for writing in the English language learning process.

#### **1.4. Objectives**

##### **1.4.1. General Objective**

To determine the improvement of the writing instruction on English foreign language students through the use of technological resources

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

- To analyze the impact of technological resources in the improvement of writing instructions on English foreign language students
- To describe technological resources that promote the improvement of the writing instruction.
- To identify the way of using technological resources that improve writing instruction to show a difference in both the control and experimental groups.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research Background

There are several researches aimed to improve writing skills through technological resources. Therefore, it is convenient to review them to have a starting point for the current research.

Aliyev and Ismayilova (2017) aimed to find out the effectiveness of integrating into teaching English writing movies which are supported by online technologies. Furthermore, the authors stated that filmic approach creates a natural English language teaching environment in the classroom and makes the instruction of English enjoyable. Their study focused on teaching writing through the use of films and contemporary educational technologies among undergraduate students. The action research was designed to 32 intermediate level students. The students were divided into experiment and control groups which were almost at the same English proficiency levels. The research involved a questionnaire consisting of 10 questions with participation of 32 students. The authors concluded arguing that there are many online websites and it is better to use fixed online technology in order to become professionals. Nowadays, students are better than teachers in terms of using technology and in all classes, teachers could find a technophile learner who would like to help to others to achieve writing improvement.

Lopez (2017) in his research aimed to determine the degree to which the support of an online educational platform benefitted students' writing skills by applying the writing process wheel. The research had three main stages. First, there was a diagnostic test, then the writing process wheel was implemented during six workshops, and an educational workshop to improve the writing skill. This action research reported the usefulness of information and communication technologies in the classroom as means

of improving students' writing performance, vocabulary, attitudes, and confidence. In this way the author reported that students improved their language performance.

Besides, Ahmadi (2018) argues that the use of technology is an important part of the learning process in and out of the class. Technology has been used to both help and improve language learning and enables teachers to adapt classroom activities, thus enhancing the language learning process. It also continues to grow in importance as a tool to help teachers facilitate language learning for their students. The author focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language students to increase their learning skills through using technologies. The author concluded that the effective use of new technologies improves students' language skills.

Alexander (2001) argues that ESL students' writing performance is fostered in the students' writing confidence. Therefore, virtual e-learning programs would be an authentic tool for enhancing L2 students' writing confidence and interact information among them and across the world Driscoll (2000). Additionally, Brown (2002) states that the development of learning, knowledge and understanding come from the expansion of a personal network which is regarded as essence of connectivism.

Likewise, case study conducted by Kozma (2003) of using technological resources in a university-level EFL writing course in Hungary, which affirmed that students made positive evolution in their learning and determine problems or interference by reflecting on their personal writing processes. Besides, Mercer (2005) believes that second language students made positive changes in their learning process and solved their issues by reflecting on their personal writing process using ICTs.

Furthermore, Harmer (2004) states writing is sometimes the best form for speech, and speech is the most possible form of writing. As Mirhosseini (2009) pointed out that the use e-learning programs in language class enables students to view writing as a cognitive, personal and communicative process rather than writing as only a skill-based activity. As reported by Peyton (1998), e-learning virtual writing resource is effective

in promoting the students' English writing proficiency. In previous studies according to Peyton (1990), dialogue journals benefits students in writing.

Moreover, Lau and Sim (2008) illustrate a study made on Malaysia secondary school where associated e-learning into the curriculum. It was as part of the government's Vision 2020; hence a huge number of ICTs initiatives have been integrated. This potential project including the Malaysian Smart School, begun in 1997. As a goal of the project was to evolve most of the public secondary schools' students in order to aids them to feel self-motivated, critical thinking and interactive students. The study recognized the crucial teacher professional support and guidance to develop positively the e – learning practice. A mega analysis of research conducted in Malaysia illustrated that with self-training and support were positive aspect to the teachers, who were able to successfully associate e-learning into their teaching practices (Lau & Sim, 2008).

In other hand, Hinostroza, Hepp, and Laval, 2005 argues that Chile was an example of a broad in the implementation of e learning application into the classroom. Thus, Chile began with the initiative in1992, it was the national ICT program named e - learning integration into the educative curriculum. For instance, over 5,000 public schools were part of the pilot plan. The impact was evident in several aspects like teachers' perspective toward teaching process using ICTs, student's improvement on Language learning, and parents' satisfaction.

Additionally, the "Evaluation of methodology and educational practices through the use of virtual platforms for learning English". Case study of the language institute of the Equinoctial Technological University of the city of Quito, revealed that there are several successes in the subject of English, but also some shortcomings in relation to the applied methodology, which depends largely on the practices used by teachers to their students. Therefore, based on the results of the field research, the situational diagnosis of English learning concludes on the need to improve the methodology and use of the platforms, to achieve greater efficiency in the teaching of English, with supports that are oriented mainly to the development of oral production and understanding of English with more practical activities that strengthen learning.

## **2.2. Philosophical foundation**

The current research was based on the positivism paradigm. According to Serva (2018) positivism helps to describe an approach to the study of society that is based on scientific evidence. This scientific evidence is gotten from experiments and statistics, to reveal a true nature of the phenomenon operates. Furthermore, positivism paradigm relies on experimental and manipulative methods to create hypotheses and test them.

This study was also designed based on mixed research paradigm. Consequently, data that came from qualitative and quantitative resources were analyzed to come up with strategies to carry out the quasi-experiment.

## **2.3. Legal foundation**

This study relies on the legal foundation according to the Ecuadorian Ministry of Education, the national English curriculum guidelines, and the Common European Framework of Reference.

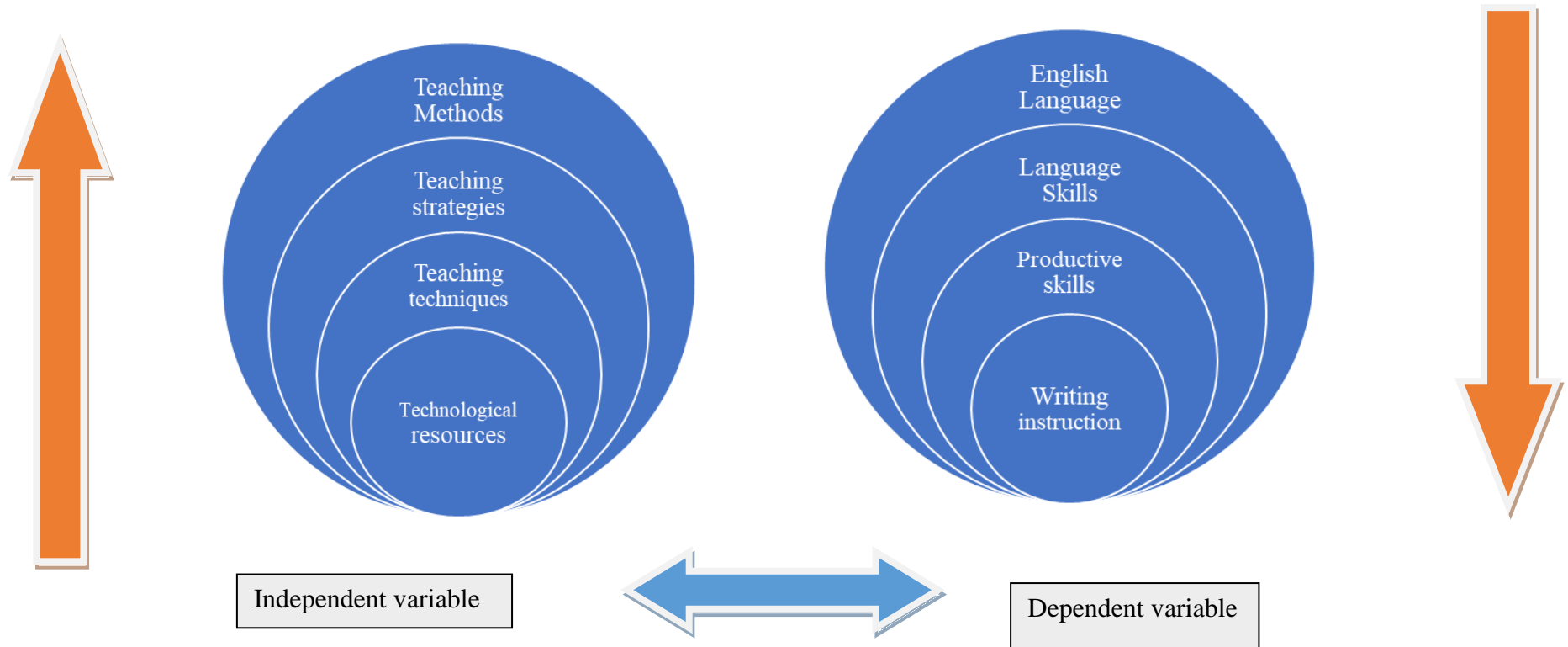
The Ecuadorian Ministry of Education in its agreement N. 0052-14, Art. 1: stated that English instruction is compulsory from the first year of elementary education to the third year of the baccalaureate for all public, denominational and private institutions starting from the 2016-2017 academic period (Ministerio de Educación del Ecuador, 2014).

The National English Curriculum Guidelines refers to the language competence of an independent user level B1 according to the Common European Framework of Reference (2001); therefore, students must achieve this level at the end of third year of baccalaureate (Villalva & Rosero, 2012). The curriculum exit profile for the level (Level A2.1) states that the language learner “Can understand sentences and frequently used expressions related to areas of most immediate relevance; can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need...” (Common European Framework of Reference, 2001)

Therefore, this research aims to contribute with the national curriculum guidelines objectives through the implementation of technological resource to improve writing instruction.

## 2.4. Conceptual foundation

Figure 2. Key categories

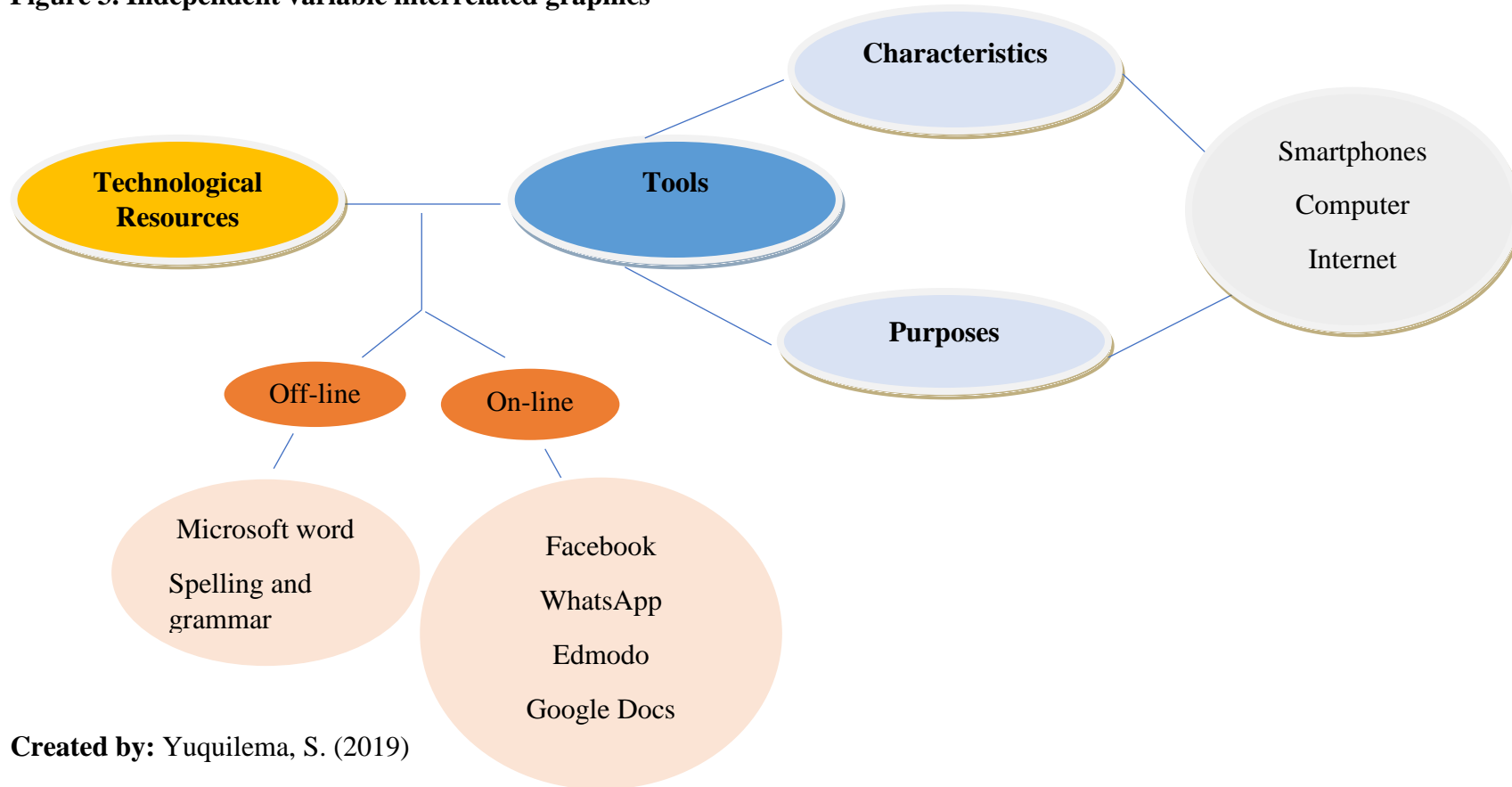


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**Independent variable**

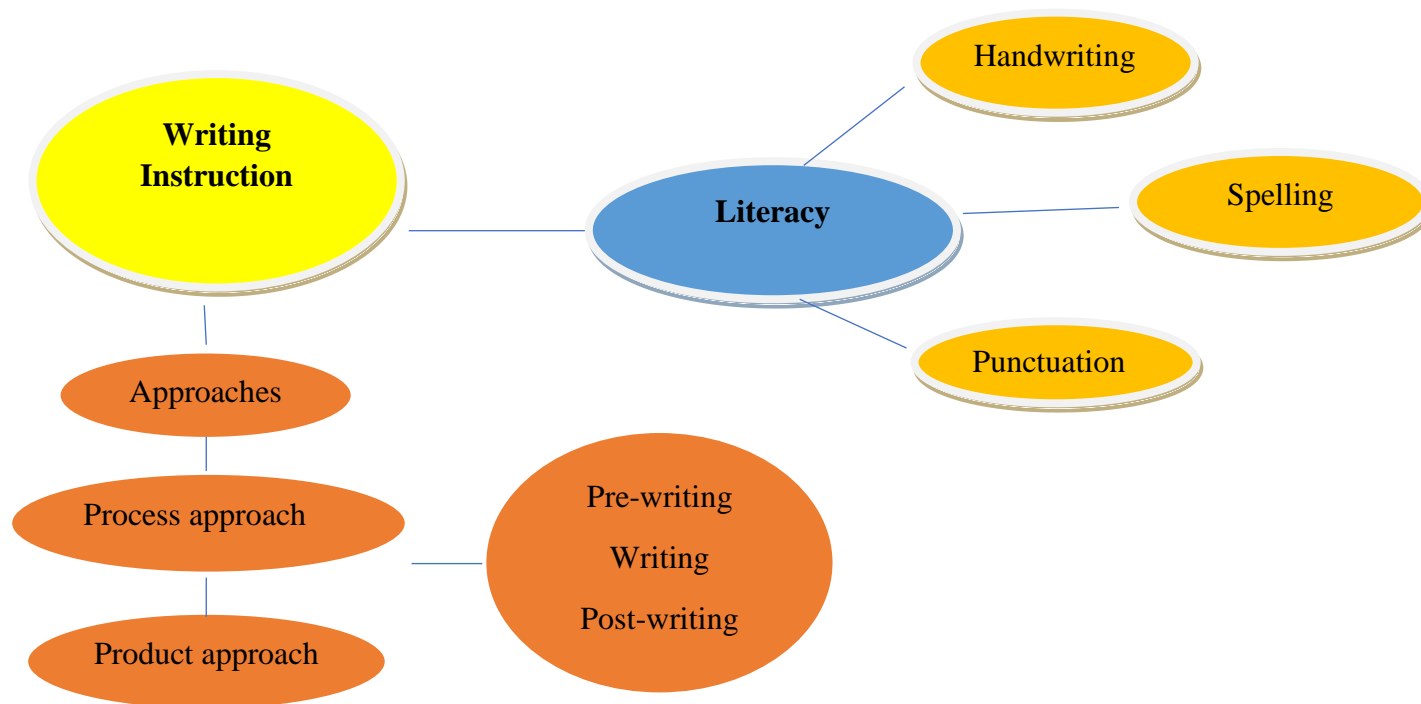
**Figure 3. Independent variable interrelated graphics**



**Created by:** Yuquilema, S. (2019)

**Dependent variable**

**Figure 4. Dependent variable interrelated graphics**



**Created by:** Yuquilema, S. (2019)

## **2.4.1. Independent variable framework**

### **2.4.1.1 Technological resources**

According to Reference.com (2019) technological resources are tools that are required to produce or create something. The creation of products or services involve the use of energy, information, human talent, machines, financial resources, and time. In the educational field, technological resources play an important role because there is no “teach” without “tech” (Netto-Shek, 2017).

#### **2.4.1.1.1 Characteristics of technological resources**

According to Godwin (2016) technological resources have some characteristics. First, they are very useful for making the learning environment more uniform. It means that generally, students have computers which are available in every single school. Furthermore, students have a multicultural experience when they use technological resources to establish written communication. Moreover, students face lots of motivation because classes are more active in comparison with pencil and paper activities. Hegelheimer (2006) argues that technological resources help in the construction of well-structured writing productions.

#### **2.4.1.1.2. Purposes of technological resources**

In this era, English language learning became crucial because English itself became a global language (Crystal, 2013). Nowadays, students and teachers have computers and tools at schools and at home that are used for many purposes. One of the main purposes for using technological tools is global communication. These resources are very useful to communicate with other people around the world. That communication includes writing documents and messages through e-mail, social network, and also publishing something on-line (Hegelheimer, 2006).

In the case of this study, it focuses on technological resources which help in the educational field toward writing instruction on English language students.

#### **2.4.1.1.3. Tools**

Even though there are many technological resources, the most important resource of technology is the human being. Human beings manipulate resources and produce products and services (Manurung, 2012). Indeed, human beings create tools and resources that are helpful for the production of software and hardware (Reference.com, 2019).

Furthermore, in the era of globalization, the educational field has advanced and used technological tools such as computer, smartphones, and internet.

#### **2.4.1.1.4. Computer**

The computer is another technological resource that is widely used in the educational field. According to Williamson (2018), the use of computers in education has several advantages.

First, using computers provide the opportunity to access to on-line libraries and get free e-books. Furthermore, with internet and computers, students can interact with other people and learn from each other. Secondly, computers are provided with huge storage systems which make filing very easy (Ahmadi, 2018). Such files can be used at any time according to the users' convenience. Besides, computers are valuable tools for communication and interaction between teachers and students, and also students and students. Computers also provide word processing software which help in the production of good quality texts (Hegelheimer, 2006). The last but not least advantage of using computers is the fast communication channels among all the members of the school community either authorities, parents, students, or the community.

Computers are being used in Computer based instruction (Mercer, 2018). This kind of instruction involves any teaching methodology that uses computers. This kind of instruction helps teachers to present and review content and lessons in multimedia formats (Netto-Shek, 2017). It is widely used with big classes and when the teachers are not able to provide individual attention to students.

#### **2.4.1.1.5. Smartphone**

According to Graham (2018) smartphones are other kind of technological resources that are helpful in the classroom. The author stated that smartphones are helpful when there is not enough number of computers for students. In this case, smartphones should be used by teachers either to check students' understanding or assess their performance. With internet connectivity, smartphones represent a motivating tool for teaching. Sometimes, teachers feel frustration because students use their cellphones for texting, tweeting, and chatting; however, there are a number of possibilities to turn the use of the cellphone in the classroom into a good way of teaching and learning (Kadry & Roufayel, 2017).

#### **2.4.1.1.6. Internet connection**

According to Selwyn (2019) internet is a basic condition of the contemporary society. People care about being offline or on-line and they they are always on. Obviously, the internet plays an important role in education even though traditional practices of instruction continue being used such as paper-pencil examinations. However, internet is considered as important educational tool because both practices, on-line and paper-based, concern about information exchange, communication, and knowledge (Dogruer, Menevis, & Eyyam, 2011). Moreover, the internet has many advantages in the educational field such as information storage, worldwide communication, and global interaction and education (Dogruer, Menevis, & Eyyam, 2011)

Furthermore, education and internet take part in four different implications (Selwyn, 2019). First, freedom from the physical limitations of the real world has been increased through internet. It means that people do not worry about place, space, and time with the appropriate internet connectivity on any time, any place, and any space. Second, a new culture of learning comes up through internet use. Therefore, learning involves authentic activities and interaction among people and cultural settings. The third implication relies upon the world wide connectivity support. In this sense, mass

instruction can be developed. Finally, people personalize their own way of learning through the use of internet.

#### **2.4.1.1.7. Word processor**

According to Beal (2019) the word processor is the most common computer application. It is an important software that is useful to create, edit, and print documents. The word processor helps to create written texts, and electronically store them. Those documents can be displayed on a screen in order to modify to print. Furthermore, the word processor has several basic features. Among its features, word processors enable insert text, delete text, cut and paste, copy, put page size and margins, search and replace, word wrap, print, file management, font specifications, windows, and spell checking

Zandbergen (2019) states that word processors provide several tools to format pages. Those tools help the user to organize text into columns, add page numbers, and insert illustrations. The uses can also reproduce the same document for their own purposes. For instance, when a letter needs to be addressed to many addressees, the word processor enables to make this task easier by using simple commands in its main toolbar. Furthermore, the word processor has many advantages like storage capability, spell checking, deleting and formatting, highly readable screen display and neatly printed copies (Abdelrahman, 2013).

#### **2.4.1.1.8. Microsoft word**

According to Ballew (2019) the Microsoft word is a word processor which was pulished by Microsoft. Microsoft word was published for the first time in 1983. Since then, this word processor has been updating each year; for that reason nowadays users have Office 365 which is the latest version. This word processor is very useful to create documents with preconfigured styles and designs. It also provides the necessary tools to inset pictures, videos, drawings, charts, and tables from a personal computer or the Internet (Abdelrahman, 2013). With the Mircrosoft word, the users can

create brochures, tabs, insert page breaks, create columns, insert footnotes, bibliographies, captions, cross-references, and configure spacing among others.

#### **2.4.1.2. Spell check resources**

The current research has identified two important spell check resources such as Grammarly, grammar and spelling checker, and language tool. They are very helpful to create documents as perfect as possible (Abdelrahman, 2013).

##### **2.4.1.2.1. Grammarly**

According to Grammarly Inc. (2019) web page, Grammarly is an on-line resource that helps to create texts more effectively. Besides, it is used by millions of people worldwide because they proofread their documents to make their messages, and social media posts clear, mistake-free, and impactful. As people is typing, Grammarly checks the texts for a number of writing issues. Those checks include common grammatical errors, like agreement, article use, and placement. In addition, it deals with contextual spelling and phonetic mistakes, and verb conjugations. Finally, it also suggests synonyms to make writing more readable and precise. In sum, with this spell-checker, people can write online with confidence.

#### **2.4.1.3 On-line resources**

For this research purposes on-line tools have been identified, such as Facebook, Edmodo, Google docs, and blogs.

##### **2.4.1.3.1. Facebook**

According to Nations (2019) Facebook is social network website that lets the users to post comments, news and links, share photographs among other interesting content on the web. It also permits the users to chat live, and watch sort videos. Facebook is an on-line tool that provides the opportunity to share a lot of information among a select group of friends and family members. Facebook started to work in 2004 as a school-

based social network at Harvard University. It was created by Mark Zuckerberg and Edward Saverin. It is accessible to people up to 13 years old. It is very useful for writing purposes because it permits the students to share photos, text messages, comment videos and give responses to them in written form (Patel & Thakkar, 2017).

#### **2.4.1.3.2. Edmodo**

Zakime (2018) states that Edmodo is an educational network which provides teachers with tools to communicate with students and parents. It is very useful to share content, texts, videos, and homework online. Edmodo is part of learning management systems which help teachers to administrate their classes. Teachers create their classes and provide personal accounts to their students who can enter and interact with a class code. Patel & Thakkar (2017) involves global and digitalized education and help teachers and students to be connected everywhere. Furthermore, it can be understood as a social network which adds other dimensions of learning with networking together.

#### **2.4.1.3.3. Google docs**

Rouse (2019) argues that Google docs is a free on-line tool that helps to create documents and spreadsheets. It also permits to edit and store those documents on-line. Google docs let users to access to those documents from any computer with internet connection. Besides, Google Docs permits to import, edit, and update documents in many fonts and file formats. It also permits to combine text with formulas, lists, tables, and images. Furthermore, multiple authors can work together in real time from diverse locations. Besides using google docs enhances students' active communication, autonomous class participation, mutual collaboration as well as dynamic classroom interaction (Jeong, 2016)

#### **2.4.1.3.4. Blogs**

Spencer (2019) claims that a blog is an online diary or journal located on a website. A blog has its content which includes text, pictures, videos, and animated GIFs among other kinds of scanned documents. Blogs can be either for personal use or to engage the public. It will provide the users the opportunity to share information. Besides, blogs



motivate students to be part of discussion. They support peer learning and improve the literacy skills of English as a Second Language (ESL) students (Featuro & DiGregorio, 2016).

Furthermore, students could strengthen some abilities through the use of blogs. Those advantages are based on creativity and innovation. Besides, students build up a positive environment with collaboration and communication. The students also promote investigation and empower their critical thinking skills. Finally, they build a digital way of living (Featuro & DiGregorio, 2016).

#### **2.4.1.3 Teaching techniques**

Teaching techniques are those that help to put strategies into action (Herrera, 2012). As it was stated before, the use of technology in the classroom is important. That is the reason why some teaching techniques that rely upon the use of technology in the classroom are detailed below such as flipped classroom, self-learning, gamification, and social media (Richards, 2005).

##### **2.4.1.3.1. Flipped Classroom**

Santos (2018) argues that inverting the class is a helpful teaching technique. It involves motivating students to be prepared on the topic in advance. In this way the class becomes very attractive because students already know something about the topic before the lesson starts. Since students prepare their lessons in advance, they explore their curiosity. Ozdamli and Asiksoy (2016) argue that flipped education deals with the activities that are done at class could be done at home or homework done at home can be completed in class. The term Flipped stands for “flexible” environment, “learning” culture, “intentional” content, and “professional” educator.

In this regard, flipped classroom involves some aspects like flexibility in time and content. Furthermore, this classroom is centered in the student. It also pretends to strengthen the students’ abilities and the valuable teachers’ support with the corresponding feedback (Ozdamli & Asiksoy, 2016). The flipped classroom model

focuses on a major and active participation of the students in their learning process. It is supposed that the learners individually and in advance prepare their classes to be improved in class with their teacher help (Aguilera, et al., 2017)

#### **2.4.1.3.2. Self-learning**

Students also learn by themselves; therefore, self-learning is a good teaching technique to strengthen the students' curiosity. According to Santos (2018), students focus their attention on an area of their interest and learn by themselves. Students can use mind maps to share what they learn. Furthermore, self-learning is a crucial concept for problem-based instruction because it enhances students' responsibility and independence (Silén & Uhlin, 2008).

Self-learning has three major principles. First, building on prior knowledge. This means that students make connections between what they already know with the new knowledge in order to understand it. Second, learning in context helps the students to involve themselves into the problem-solving situation. Finally, elaboration of knowledge lets the students to make things by themselves. This would involve students into discussion, criticism, questioning and teaching peers (Silén & Uhlin, 2008).

#### **2.4.1.3.3. Gamification**

Games are other important part for students' motivation. According to Santos (2018) learning through play is important because students learn without stress. Furthermore, this teaching technique is suitable at any age. In this way, teachers keep their students with high rates of motivation to learn. Alsawaier (2017) states that gamification can increase students' engagement, enhance learning, and positively change students' behavior. However, gamification is not playing on-line games to learn but application of games features in learning situations.

Gamification has cognitive, emotional, and social goals (Lee & Hammer, 2011). Gamification involves understanding rules which are part of active experimentation and discovery of unknown features. In doing this, students become experts in difficult tasks

processes. Moreover, in the emotional field, students experiment high rates of powerful emotions. Students go up and down from curiosity to frustrations and end in joy. Finally, gamification lets students to look for strong relationships.

#### **2.4.1.3.4. Social Media**

Li (2017) states this teaching technique can be familiar with the previous one; however, it needs more motivation. Since there are multiple on-line sites for social media, the teacher has a variety of tools to engage their students in the learning process through this teaching technique. Social media is valuable because students can interact either with oral or written forms. Blogs can be valuable for classroom purposes (Hayton, 2018). For instance, students can create their own blogs, and the teacher can also build classroom planning based on blogs in order to have students participate. At the same time, wikis as well as social blogs provide both teachers and students a great source to improve class planing and involve students in the multimedia field (Hussain, 2018).

#### **2.4.1.4 Teaching strategies**

Teaching strategies are located under the umbrella of methods (Herrera, 2012). They are sets of actions and plans to put a method into action (Oxford Dictionary, 2019). The teaching strategies point out to active learning processes in order to promote students' active participation in the classroom (Manurung, 2012). Among others, there are some teaching strategies that provide a good basis for this research such as the Jigsaw, inquiry-based instruction, differentiated instruction, utilizing technology in the class.

##### **2.4.1.4.1. The Jigsaw**

Since it was detailed above, cooperative learning provides students the chance to cooperatively work in groups and agree after arguing different points of view. It helps them to improve self-confidence, responsibility, accountability, interdependence among other positive points (Firestone, Cooperative learning, 2018).

In this regard, jig-saw is a valuable technique that promotes cooperative learning in high rates with small and big groups according to the necessity (Organisation for Economic Co-operation and Development, 2016). This is an instructional technique that was created by Elliot Aronson in 1971 (Qiao & Jin, 2010). This technique is important because students are responsible for their individual effort to accomplish group success and learning; since everyone has to cooperate. Furthermore, according to Cox (2019) jigsaw contributes to improve students' problem-solving skills, and critical thinking.

Besides, according to Azmin (2016) jigsaw is the strategy that helps teachers to divide the lesson into parts and assign group to analyze and then report that information to the rest of the class either oral or written just like a jigsaw puzzle. It relies on cooperative learning method which helps teachers to introduce the topic and subtopics in a creative way (Johnson & Johnson, 2018). Then, the groups are called as home groups. The students in the home groups are given a piece of information, so they become experts in the subtopic. After that, the home groups are separated to form expert groups. After analyzing the information, the experts return to their home group to share the new knowledge with their peers based on their discussions and findings. In this way, students benefit from each other because they become more interdependent (Qiao & Jin, 2010).

#### **2.4.1.4.2. Inquiry-Based Instruction strategy**

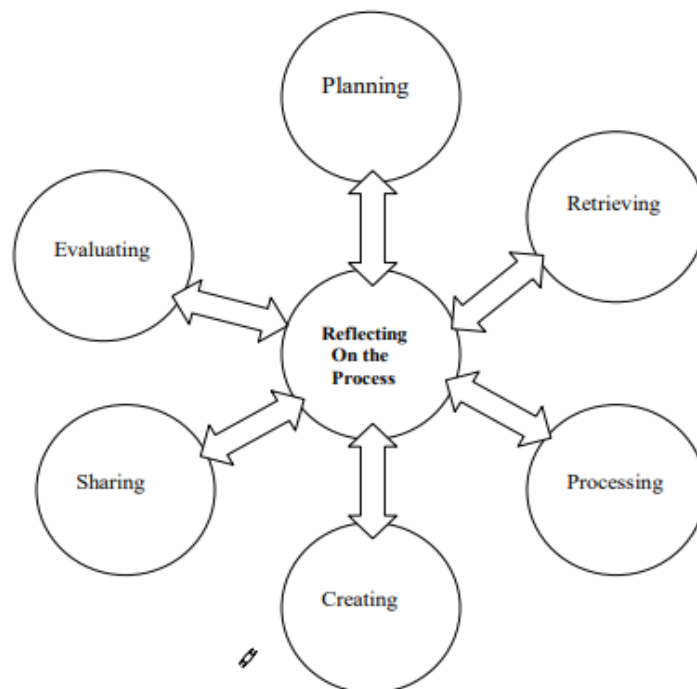
Cox (2019) states that inquiry-based instruction is the process where teachers provide support to their students in deeper understanding of knowledge. Teachers can engage students to learn through asking questions, researching, exploring, and reporting. It helps the students to acquire a deeper understanding of concepts and new situations. Moreover, according to Maming (2016) students are open to wonder in confusing contexts that are needed to understand.

According to UNESCO (1999), John Dewey (1859-1952) proposed the inquiry-based strategy as a pedagogical focus centered in the student. It refers that learning starts in the thinking process; then, it is passed into action, and the final result is the comprehension and learning. Therefore, learning is carried out when students experience something. The experience is based on problems that students must solve.

Effective inquire classroom environments engage students in order to see patterns and meanings that are not visible for others. Furthermore, students have exhaustive knowledge of their subject matter. Besides, they have readily accessible, transferable and applicable knowledge. Finally, students acquire new information related to their content area with easy comprehension (Noriah & Suhaidi, 2006)

The inquiry-based learning responds to several phases such as planning, retrieving, processing, creating, sharing, and evaluating. In the planning phase, the students figure out some questions and research about materials which regard to the topic. After that, they retrieve data with the teacher's help. In this phase, the teacher's role is demanding because the students would not know what material or question is relevant or not to the topic. In the process stage, the students compare, contrast, and synthetize information. In the creation phase, the teachers encourage their students to cooperatively and collaboratively work. In the sharing phase, the students put communication into practice. Finally, in the evaluating phase, the students reflect about what they learned (Noriah & Suhaidi, 2006).

**Figure 5. Inquiry-based instruction process**



**Source:** Noriah & Suhaidi (2006)

In this globalized world, English has become the lingua franca (Crystal, 2003), therefore, students need to be prepared for the challenges of this world. Inquiring and discovering in the classroom can be a valuable teaching strategy for students to improve their writing skill.

#### **2.4.1.4.2. Differentiated Instruction**

This strategy refers to engagement of students according to their own learning style. Howard Gardner propounded the Multiple Intelligence theory which states that each individual has a different mind; consequently, they learn and understand knowledge in different ways. Students are grouped according to the same interests and needs. They also have to accomplish the same task (Cox, 2019). Furthermore, differentiated instruction does not deal with individualized instruction but uses short-term groups according to students' needs and preferences (Rasheed & Wahid, 2018).

Furthermore, differentiated instruction is supported by the Multiple intelligence theory (Gardner, 1993). According to Rasheed and Wahid (2018) there are two kinds of differentiated instruction. External differentiation is the act of putting different students in different classrooms. Those students are grouped according to their level of performance and capability. On the other hand, the internal differentiated instruction is put into practice inside the classroom (Watts-Taffe, et al., 2013). The teacher makes the modifications to the content and the lesson methodology.

#### **2.4.1.4.3. Utilizing technology in the classroom**

According to Cox (2019) using technology in the classroom is a valuable teaching strategy because they have the opportunity to enhance their language skills. They are also connected with the world in this globalized era (Harmer, 2007). Technology provides resources from all places around the world through webquests, on-line presentations that have a positive impact on students.

All of the strategies mentioned before constitute the basis for the current research because all of them provide different techniques that can be shared with students to enhance their writing skill.

#### **2.4.1.5 Teaching methods**

According to Harmer (2007) a method is an approach which is put into practice. Besides, he argues that a method is the group of activities, roles of teachers and students, procedures, techniques, and materials that are part of the syllabus organization. According to Richards (2006), it is demanding that teachers apply the appropriate methodology in order to improve teaching practices. In this regard, there are some methods that are important part for the teaching issues such as communicative method, task-based instruction, and cooperative learning.

**Communicative method** was pioneered by Wilkins (1970 as cited in Harmer, 2007) who stated that people use the language to perform functions such as apologizing, agreeing, disagreeing, and asking among others. It was a great advance in English teaching because it was not focused on grammar only but in language functions to promote real communication. Students focus their attention to produce meaningful language through tasks that are provided by the teacher. In this way, students are asked to master communication skills with accuracy and fluency to face the challenges of today's world (Richards, 2005). Communicative method uses activities to achieve accuracy in language use. It uses some strategies like role-play and simulation that help students to share information with a purpose.

Therefore, this research uses communicative method because students need to improve their writing skill. It is mandatory that students achieve a good level of English performance in Ecuadorian classrooms (Ministerio de Educación del Ecuador, 2016); hence, giving tasks with a purpose and real use of English is a good way to engage students in their learning process and the use of technological resources in doing this is a good alternative to promote meaningful language learning.

Based on the premises of Communicative language teaching (Richards, 2005), **task-based learning** or **task-based instruction** is another important teaching method.

Harmer (2007) said that task-based instruction method focuses on the development of tasks as core activities in the learning process. Students follow certain steps for completing a task. In this method, teachers center their teaching process in the presentation of problems to be solved by students. In this case, students achieve high levels of understanding and comprehension. Task-based instruction helps teachers to motivate students to solve problems and understand the language from a different perspective. Once students have accomplished the task, the teacher provides explanation about the language issues and provide enough feedback. Task-based instruction is the kind of instruction that encourages students to perform activities which are engaging and meaningful, and goal-oriented because they pretend to solve real life problems and projects (Seyyedi, 2012).

The current research depends on task-based instruction because students have the opportunity to improve their writing skill through the realization of tasks that conduct to a real use of language with meaningful contents. Those contents were based on the students' textbook with the support of technological resources for motivation.

Any society could survive without cooperation among its members (Johnson & Johnson, 2018). In the beginning of the twentieth century, John Dewey proposes group work in the classroom or **Cooperative learning**. This method emphasizes the work of students that come from different levels and abilities. Those students work cooperatively in order to achieve rewarding for the whole group rather than the success of each member (Firestone, 2018).

This method also helps the construction of the proposal for the current study since students have to cooperatively work when they develop proofreading before writing their final draft. It is essential that students share their knowledge and provide support to the rest of the class because they improve their social skills and their communicative performance.



## **2.4.2. Dependent variable framework**

### **2.4.2.1. English language**

Being a global language (Northrup, 2013), English became the lingua franca for business, technology, science, arts, among other human development fields. English is considered as mother tongue in countries like The United Kingdom, and the US. On the other hand, it is considered as a second language and consequently the official language in countries like Singapore and India. Furthermore, English is considered as foreign language in countries like Colombia and Peru (Crystal, 2003). In this context, English has been required in the educational field in Ecuador. In Ecuador, English is considered and learned as a Foreign language and the students need to achieve the level B1 at the end of Secondary education (Ministerio de Educación del Ecuador, 2016).

Regarding the study of the English language, there is an idea to understand that involves while the right hemisphere, unlike the left hemisphere, does not have much responsibility in normal individuals for core linguistic topics like phonology, morphology, and syntax. Furthermore, it contributes with paralinguistic phenomena such as intonation, some aspects of lexical selection, and a host of pragmatic abilities are impaired with right-hemisphere damage (Fanego, Van de Weijer, & Vasquez, 2003).

Teachers must be aware about what they have to know in order to help their students. It is not only reading and writing but developing critical understanding and thinking. All subject matters depend on the use of language and the used material that complement the classroom issues. Furthermore, the teachers must manage some topics like linguistics, teaching and learning process, and students' learning and performance (Delahunty & Garvey, 2010).

### **2.4.2.2. Language skills**

Language is a miracle (Harmer, 2007). Human beings have the innate ability to produce the language either their first language or their second language. They become

language uses since they are very young because they interact with their parents. In the many contexts, people acquire and learn the language. People acquire their language when they interact with parents and family. The family is in charge of sharing their knowledge to establish communication channels. In this way, language acquisition occurs and children understand all of the communication forms. On the other hand, children also learn the language because they attend to classes at school. In this context, teachers share and socialize their knowledge with their pupils. According to Husain (2015) language is the gift from God. Language is the clear difference between animals and human beings.

Furthermore, Husain (2015) states that language is the tool to express thoughts, feelings, and emotions. Language is used for social groups to communicate; for some people it becomes their first language and for others who live in the same community, it is their second language (Richards, 2005). According to Husain (2015) language is a skill because it is not a content-based subject such as Mathematics and Science.

Receptive skills deal with language users reception of the language (Moe, Härmälä, Kristmanson, Pascoal, & Ramoniené, 2015). According to the authors, listening and reading are receptive skills. Listening includes basic functions of the language such as understanding factual information and explanations, understanding instructions and directions, understanding opinions, understanding arguments and reasoning, following basic conversations, understanding audio-recorded materials and videos. While reading involves besides of those mentioned before, finding information, and reading and analyzing information contained in tables, graphs, maps, charts and symbols, and in photographs, paintings and drawings as well (Harmer, 2007).

#### **2.4.2.3. Productive skills**

Productive skills of the language deal with the production and performance of the language user. Furthermore, speaking and writing are part of the productive skills of the language. The language functions corresponding to the speaking skills are describing, explaining, stating facts, outlining, giving an account of something, expressing opinions, discussing, giving arguments, proving, summarizing, defining, evaluating, interpreting,

comparing, contrasting, making oneself understood and clearing up misunderstandings and/or misconceptions, talking to teachers and classmates, asking for clarification, responding to what people mention, making group interactions, giving a presentation or talking about subject matter issues in class. Similarly, writing has its representative functions such as taking notes, working with forms, tables, charts, graphs, etc.; and organizing ideas besides others in reading skills (Moe, Härmälä, Kristmanson, Pascoal, & Ramoniené, 2015).

#### **2.4.2.4. Writing instruction**

According to Victoria State Government (2019) writing instruction conveys some aspects such as cognitive, physical, social, and cultural dimensions (Daffern, Mackenzie & Hemmings, 2017 as cited in Victoria State Government, 2019) that are integrated in all subjects to produce written texts. In these circumstances, students should be taught several skills to create texts.

Furthermore, based upon the considerations of Victoria State Government (2019), to be an effective writer requires some characteristics such as 1) codifying meaning and the process of writing; 2) understanding the process of writing; 3) setting the purposes of texts and intended readers; and, 4) providing the meaning of the texts and giving language and visual choices.

Moreover, writing instruction deals with the students' understanding about the topic. Students have better ideas about the studied material when they summarize, question, compose, and connect with their background knowledge (Richards, 2005). Therefore, writing as part of instruction enables students to be more aware about the course material. Besides, when the teacher reads the students' writing productions, they have a wide idea about what their students know well and what they need better support. Furthermore, writing instruction provides the students with the opportunity to participate in class and contribute with their own ideas (University of Nebraska–Lincoln, 2019).

#### **2.4.2.4.1. Literacy**

According to UNESCO (2013) as cited in Cambridge Assessment (2013) literacy forms part of its missions. The concept of literacy has evolved throughout the time because in the former era it was considered as the ability to read and write. Along the time, as technology changes, literacy also changes and becomes an active part of daily life. However, illiteracy is an obstacle for the development and is also considered as violence.

As it was cited above, writing takes an important part of literacy and it also deals with handwriting, spelling, and punctuation. Therefore, for the purposes of the current study, it is necessary to extend their definitions for a better understanding.

#### **2.4.2.4.2. Handwriting**

According to National Handwriting Association (2019) handwriting can be described in many ways. Firsts, it is considered as purely an art form which main goal is to present texts accurately and neat. Secondly, handwriting is considered as a functional tool that lets the writers to put ideas on to paper. It is also important to note that every handwriting is unique and personal; sometimes, it is considered as a self-image and personal image. Besides it is considered as a means to express language with thoughts and ideas. Handwriting is a symbolic representation that is developed by humans that is complex to master. It involves linguistic, cognitive, perceptual and motor skills (Harmer, 2007).

Nordquist (2018) states that handwriting is also called as penmanship. It can be identified according to the manner the letters appear. For example, when letters are separated, it is called as manuscript or printing; on the other hand, when the letters appear joined, it is called as cursive script. Decorative handwriting is also identified as calligraphy.

#### **2.4.2.4.3. Spelling**

Spelling is considered as the choice and arrangement of letters to form words (Nordquist, 2019). It is also called as orthography. Etimologically, spelling is the act of read letter by letter. According to Young (2018) spelling is the study of phonics. Phonics deals with the grouping of words for spelling like in *an*, *man*, and *can*. It also studies syllabication which divides words and spell by syllables; for example, mul-ti-ply-ca-tion. Spelling also deals with prefixes, suffixes, antonyms, synonyms, and homonyms.

#### **2.4.2.4.4. Punctuation**

Punctuation is the group of symbols or signs that show pauses, stops, questions, omissions, introductions, and other forms of expression that occur in writing (Firestone, 2018). There are some rules to use punctuation. The period (.) is used at the end of the sentence. It indicates a full stop; the period is also used to create abbreviations; for instance, Mr., Mrs. The comma (,) is used after introductory phrases; besides, it is used to write lists of items. The comma is useful to separate clauses in a sentence. It is also used to separate the date with the year. Another punctuation sign is the question mark (?) which is used when asking a direct question. The colon (;) is used to separate independent clauses. Finally, the exclamation point (!) is used to emphasize, to give a command, and to show extreme emotion (Delahunty & Garvey, 2010).

#### **2.4.2.5. Writing Approaches**

Zydatið (2016) cites to Raimes (1983) and states that teaching writing does not obey to just one way; on the contrary, there are diversity of writing approaches. Those approaches are process approach and product approach.

##### **2.4.2.5.1. Process approach**

According to Onozawa (2010) the process approach is considered as very effective. Since it emphasizes in the process that writers put into action in order to produce texts.

This approach let the students to work according to their own rhythm and think while writing. In this way, students communicate their ideas to the readers through a process which deals with prewriting, drafting, revising, and editing (Nabhan, 2016). This approach has an advantage because students are encouraged to write about their intrinsic reasons. The students are not controlled while writing because they are free to think and create their writing according to their preferred topic.

#### **2.4.2.5.2. Product approach**

The product approach focuses on the final result of the learning process. In this approach, the learner is supposed to perform an accurate and competitive use of the language (Onozawa, 2010). Brown (2001 as cited in Onozawa, 2010) claims that the product approach is oriented on a model. It means that teachers provide a set of key words with blank spaces to follow as a guide to write. The teachers provide a topic and set a limit of time for the composition. This approach encourages the use a list of criteria that includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Nabhan, 2016).

#### **2.4.2.6. Writing stages**

There are certain steps to consider during classroom writing activities. According to the holistic view from Koay (2016) there are four main steps in the process of writing such as pre-writing, drafting, revising, and editing (Badger & White, 2000 as cited in Koay 2016). However, according to Zydati (2016), there are three stages: Prewriting, Composing/Drafting, and Revising/Editing. These authors disagree with the idea that publishing can be another step in the writing process for they say that this is the step when the writer stops doing this task because it is finished (Tribble, 1996 as cited in Zydati, 2016).

As the authors agree in the same steps, in this research three main step have been decided namely pre-writing, writing, and post-writing. In the second, there are two steps which are called as composing and drafting; while in the third step there other two such as revising and editing.

#### **2.4.2.6.1 Pre-writing**

The first step to the writing process is to find ideas. In this case ideas such as daily routines, childhood memories, or future plans are suitable to start writing or thinking about what to write about. For this step, brainstorming ideas can be a good option with the purpose of building on ideas. Furthermore, audience must be taken into consideration (Nabhan, 2016).

According to Capella University (2018) there are some strategies that must be considerate during pre-writing like brainstorming, idea tree, freewriting, questioning, paragraph outline, and mapping.

##### **2.4.2.6.1.1. Brainstorming**

Reis (2008) considers that the aim of brainstorming is the simulation and the imagination to produce ideas about a topic. Some students trouble with ideas; they do not exercise their creative abilities frequently (University of Lynchburg, 2018). Therefore, practice is very necessary through brainstorming. Furthermore, Capella University (2018) states that brainstorming or clustering consists of a long list of ideas that are categorized in groups of related items.

According to González (2008) the main objective of brainstorming is not to clear, complete, or defend ideas but to release them in a high velocity. The author mentions that this strategy is very useful when creativity has disappeared from the list of characteristics of a person because it has been stopped at school.

Brainstorming consists in writing the topic word in the center of the paper and write as much words as the student can do. It does not matter if one word is connected with each other or not. What really matters is the fact that the student writes words related to the topic to have as much information as he or she can to draft.

#### **2.4.2.6.1.2. Freewriting**

Wilkerson (2018) states that this is a pre-writing strategy that permits the writer to continue creating ideas and thoughts without taking care of any grammar rule. The language students pretend to create essays or stories from one idea to another. In this process the writer does not stop but writes.

In this case, the teacher should students to write without taking into consideration the grammar rules or spelling, and punctuation. In this pre-writing strategy, the students are free to think and write according to their own criteria.

The University of Lynchburg (2018) advices educators to set a limit of time for students for freewriting; for instance ten minutes can be suitable for beginners, while for more advanced students fifteen or twenty minutes of writing can be a good option. After this period of time, the students should stop and write nothing else. Then, the writer should read what he or she has written and underline the ideas he or she considers as the most important ones.

#### **2.4.2.6.1.2. Questioning**

The University of Kansas (2018) argues that normally people ask six questions when writing assignments. The most common WHs and H are also known as “the journalist questions” such as Who, What, Where, When, Why, and How. For students, it is important that they prepare a set of questions in order to answer them according to the topic (Richards, 2005).

For instance, who participate, who is affected, who are the main actors, who are the secondary actors; what is the topic, what is the most important issue of the topic, what is the problem, where does the activity take place, where does the problem or issue have its source, at what place is the cause or effect of the problem most visible; when is the problem most apparent either in the past, present, or future. Other questions include when the issue or problem developed, what is the solution, why did the issue or



problem arise, how is the issue or problem important, how can it be solved, how it affects the participants, and how the problem can be resolved among other questions.

#### **2.4.2.6.1.3. Paragraph outline**

Outlining includes listing and clustering (Rambo, 2014). The writers order their ideas to expand them afterwards. In this step, writers create complete sentences about ideas which are very helpful. Under each topic, writers add some details that might be useful to make the writing task easier. Those ideas become a very suitable starting point to create an essay (Nabhan, 2016).

#### **2.4.2.6.1.4. Mapping**

According to Lahl (2008) mind mapping is also known as clustering. It is also valuable to take inventory of own ideas just like brainstorming and freewriting. It focuses on a central idea word which embodies the topic. This word is associated with other words, thoughts, and ideas to the main word. For visual students, it is really useful because those circles with words connected to each other with lines give a good idea of a mind map and sometimes students give them some decorations that appeal interesting to the readers. In this way, ideas are easy to visualize and comprehend.

#### **2.4.2.6.2 Writing**

##### **2.4.2.6.2.1. Drafting**

Drafting is an important part of the writing process (Nabhan, 2016). Capella University (2018) remarks that drafting is the precise moment of writing or writing itself. In this part of the process, writers need lots of motivation because they can procrastinate it. Some authors argue that freewriting strategy can become the first draft (Nabhan, 2016).

##### **2.4.2.6.3. Post-writing**

Two main steps appear in this part of the process which are revising and editing.

#### **2.4.2.6.3.1. Revising and editing**

This is one of the most important steps in the writing process because it involves assessment. This assessment is a great source of learning (Reis, 2008). This crucial step is supported by the teacher who provides feedback and the student learns a lot and solve misunderstandings related to the language. Students and teachers highlight mistakes and give suggestions for better results. Later on, student correct their mistakes and edit their draft. The original document or text is transformed in a student-centered activity (Richards, 2005).

In this step, students share their knowledge and talk with their peers to solve some questions in a real collaborative and communicative work. They also clarify ideas and discuss about topics which have been developed in their written texts. In this stage, peer correcting can be a good teaching and learning technique. The teacher monitors the class and becomes an authentic facilitator for the work (Nabhan, 2016).

### **2.5 Variable statement**

#### **Independent variable**

Technological resource

#### **Dependent variable**

Writing instruction

### **2.6. Hypothesis**

**Alternative hypothesis:** Technological resources produce a positive impact towards writing instruction on English foreign language students

**Null hypothesis:** Technological resources do not produce any impact towards writing instruction on English foreign language students.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Research approach**

The research study was based on the socio-educational field, addressed to the process of learning a foreign language, and focusing on written production part of the skills in acquiring a language. According to Kerlinger (2002) the design of research is called the plan and structure of a study, "the plan and structure of research designed to obtain answers to the questions of a study, points out how to conceptualize a research problem", and how to place it within a framework that guides the experimentation and data collection and analysis Bernal (2010). Consequently, qualitative method combines different techniques, methods, approach and language of both qualitative and quantitative traditions (Johnson, 2004).

#### **3.2. Basic Method of research**

The study followed a mixed – method research which are qualitative and quantitative methods were used. As Zaharias (2012) states qualitative research uses descriptive in nature data, that include several tools such as; observations, conducting interviews, conducting document analysis, and analyzing participant products. Whereas, quantitative research is focused on a particular numerical data description and its experience measurement (Bernal, 2010).

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

##### **3.3.1. Action Research**

Mickay (2006) asserts that action research design is principally to promote L2 teaching and learning process in an effective way. It also important to point out that the action research design is focused on any kind of reflection on action. And, it is regarded as a form of action inquiry that employs recognized research techniques to inform the action

taken to improve practice (Kemmis, 1992). Within the context, Burns (1999) presents clear action research cycle that consisted of a four – stages action; planning, acting, observing, and reflecting.

Based on the findings of the action research, some findings state that the collaborative and participatory process determine the effectiveness of the research. Hence, the study research will be based on the action research design.

### **3.3.2. Applied research**

This was also an applied research since it is focused on solving a problem in the current times with students at Milton Reyes High school. It proposes a solution to help students in towards their writing instruction (Hernandez, Fernandez, & Baptista, 2014).

### **3.3.3. Field research**

This study also applies the field research since it took place in the real classroom environment (Sanchez, 2006). The researcher has determined that the level of writing skill of the students was low and some classes were carried out in order to help students to solve this problem (Hernandez, Fernandez, & Baptista, 2014).

### **3.3.4. Quasi-experimental research**

This research was also quasi-experimental because two variables were studied and manipulated (Hernandez, Fernandez, & Baptista, 2014). The researcher has worked with two important groups of students who belonged to the tenth year of basic education. At the beginning of the process, the students of both the control and the experimental group took a pre-test. Later on, the researcher performed the classroom intervention with the experimental group. Finally, the students took a post-test. After this process, the researcher gathered the information and continued with the data analysis in order to verify the proposed hypothesis.

### 3.4. Population and Sample

The population for the present research was formed with students from the tenth year of basic education who attend to Milton Reyes High School. The study was performed during the January – May 2019 school period. The population of each class was thirty-five students per group (A and B); based on this statement, the samples of participants in action research studies were small (Mickay, 2006). The population is detailed in the table below.

**Table 1. Population**

POPULATION AND SAMPLE					
CLASS	GROUP	MALE	FEMALE	TOTAL	INTERVENTION GROUP
10 <sup>th</sup>	A	12	18	30	Experimental
10 <sup>th</sup>	B	13	17	30	Control

Source: Unidad Educativa Milton Reyes 2018-2019 school period.

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### 3.5. Operationalization of variables

#### a. Independent Variable

Technological resources

#### b. Dependent Variable

Writing instruction on English foreign language students

**3.5. Operationalization of variables: Independent variable**

**Table 2. Independent variable. Technological resources**

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECH / INST
Technological resources  Tools that have certain characteristics and educational purposes such as computer, smartphone, and internet that work with Word processors which have spell check resources that are equipped with language correctors that are available on-line to help students in their writing performance.	Tools	Characteristics  Purposes	Pre-test and Post-test  A2 KET EXAM FOR SCHOOLS
	Kinds of technological resources	Microsoft word  Grammarly  Grammar and spelling checker	
		Computer  Smartphones  Facebook  WhatsApp  Edmodo  Google docs  Blogs	

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### 3.6. Operationalization of variables: Independent variable

**Table 3. Dependent variable: Writing instruction**

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECH / INST
<p>Writing instruction</p> <p>Language skill belonging to human literacy that is made of handwriting, spelling, and punctuation knowledge which is part of approaches that help the language students in their learning process.</p>	Literacy	Handwriting  Spelling  punctuation	<p>Pre- test and Post-test</p> <p>A2 KET EXAM FOR SCHOOLS</p>
	Writing approaches	Process approach  Product approach	
	Stages	Pre-writing  Writing  Post-writing	

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### 3.6. Data collection and analysis

The research study focused on some techniques for data collection which were used as protocol. For instance, pre and pos-test questionnaires and surveys were useful for gathering data of the study and to analyze them statistically. As Amuzie (2009) argues, these tools provide mainly quantitative data. They are appropriated for gathering qualitative data.

The students' writings were related to the subjects that they handle in their study book. The treatment with the use of technological resources to improve writing skill was individually and group works according with the classroom environment. Likewise, to assess these activities, rubrics were used that indicate the levels of written production, evaluating mainly the basic points for an understandable writing.

### 3.7. Data collection plan

**Table 4. Data collection plan**

<b>Purpose:</b>	To determine the impact of technological resources towards writing instruction on English language foreign students.
<b>Place:</b>	“Milton Reyes” High school
<b>Target group:</b>	Tenth year of Basic Education A and B
<b>Theme:</b>	The impact of technological resources towards writing instruction on English language foreign students.
<b>Researcher:</b>	Sandra Marcela Yuquilema Anilema
<b>Time for the collection of information:</b>	January – May 2019



<b>Techniques:</b>	Testing and writing strategy
<b>Instruments:</b>	Pre-test: A2 KET EXAM FOR SCHOOLS – Writing part Post-test: A2 KET EXAM FOR SCHOOLS – Writing part

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### 3.8. Basic questions for the research

**Table 5. Basic research questions**

<b>QUESTIONS</b>	<b>EXPLANATION</b>
<b>Why?</b>	To determine the impact of technological resources towards writing instruction on English language foreign students.
<b>Who will be investigated?</b>	Tenth grade
<b>What will be researched?</b>	The impact of technological resources towards writing instruction on English language foreign students.
<b>Who will do the research?</b>	Sandra Marcela Yuquilema Anilema
<b>Who will be researched exactly?</b>	Students of tenth year A and B
<b>When?</b>	January – May 2019 academic period
<b>What place?</b>	“Milton Reyes” High school
<b>How many times?</b>	Once
<b>Which technique will be used?</b>	Testing and writing strategy

<b>Which research instrument will be used?</b>	Pre-test: A2 KET EXAM FOR SCHOOLS – Writing part Post-test: A2 KET EXAM FOR SCHOOLS – Writing part
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### 3.9. Process and analysis plan

This study has been developed in five main steps:

1. The students took the A2 KET (Key English Test) exam for schools writing part to obtain data about their writing performance previous to the classroom intervention. These data were valuable to take decisions in the implementation of the proposal.
2. The application of technological resources such as computers and smartphones to use their corresponding word processors.
3. The reception of a post-test based on A2 KET exam for schools. Based on this exam results, data analysis was developed.
4. Collecting data survey was performed to have information about the students' reactions for after this study.
5. For the proposal two technological resources were used such as computer and smartphones which were very helpful to use the social networks and word processors as well as the spelling and grammar correctors and on-line platforms. This proposal was divided into 10 sessions.

**Table 6. Proposal**

<b>N.</b>	<b>Session topic</b>	<b>Technological resource</b>	<b>TIME</b>
1	Lesson 1. Inventions in the past	Computer	2 class hours
2	Lesson 2. New inventions	Projector	2 class hours
3	Lesson 3. My vacation I	FaceBook account	2 class hours

4	Lesson 4. My vacation II		2 class hours
5	Lesson 5. Free time activities	Web pages	2 class hours
6	Lesson 6. Amazing facts	Word processor	2 class hours
7	Lesson 7. Touristic places	Grammar and spelling	2 class hours
8	Lesson 8. Guinness Records	checker	2 class hours
9	Lesson 9. My vision of the future		4 class hours
10	Lesson 10. Inspiring life		2 class hours

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## CHAPTER IV

### ANALYSIS AND INTERPRETATION

The data for this research work came from the pre-test and the post-test as well as the survey after the classroom intervention. 60 students belonging to “Milton Reyes” high school actively participated as in the experimental group as in the control one. Moreover, this study aims to determine the impact of technological resources towards the writing instruction on English language foreign students. Finally, descriptive and inferential statistic methods were used to perform the results analysis and interpretation. For this purpose, T student test was developed.

#### **4.1. Pre-test**

The pre and post tests for this study are based on A2 KET (Key English Test) exam for schools in the writing part. They consisted in 2 writing tasks. For these tasks the students had to read and understand simple information and produce simple written texts based on real-life language skills.

There were two questions, the first question was related to a guided writing where the students had to write a short e-mail or note of around 25 words; and, in the second question, they had to write a short story of around 35 words based on three picture prompts.

#### **Pre and post-test assessment tool.**

As it was detailed above, there students had to write a message and a short story. They were assessed with a rubric which consisted of three subscales such as content, language, and organization. Those subscales were graded up to 5; therefore, the whole exam was up to 15, just like the table below shows.

## Pre-test

### Control group results: Pre-test

**Table 7. Control group. Pre -test results**

Student	Language	Content	Organization	Total
S1	2	1	0	3
S2	3	2	2	7
S3	1	0	1	2
S4	0	0	0	0
S5	2	1	1	4
S6	0	0	0	0
S7	0	0	0	0
S8	1	0	1	2
S9	3	2	3	8
S10	1	1	1	3
S11	2	3	1	6
S12	1	1	1	3
S13	1	2	1	4
S14	1	1	1	3
S15	1	2	1	4
S16	2	1	1	4
S17	1	2	1	4
S18	1	1	1	3
S19	1	1	1	3
S20	1	0	1	2
S21	1	2	0	3
S22	1	0	1	2
S23	0	1	1	2
S24	1	2	1	4
S25	2	1	2	5
S26	2	2	2	6
S27	3	2	2	7
S28	1	0	1	2
S29	1	0	1	2
S30	1	1	1	3
Average	1.27	1.07	1.03	3.37

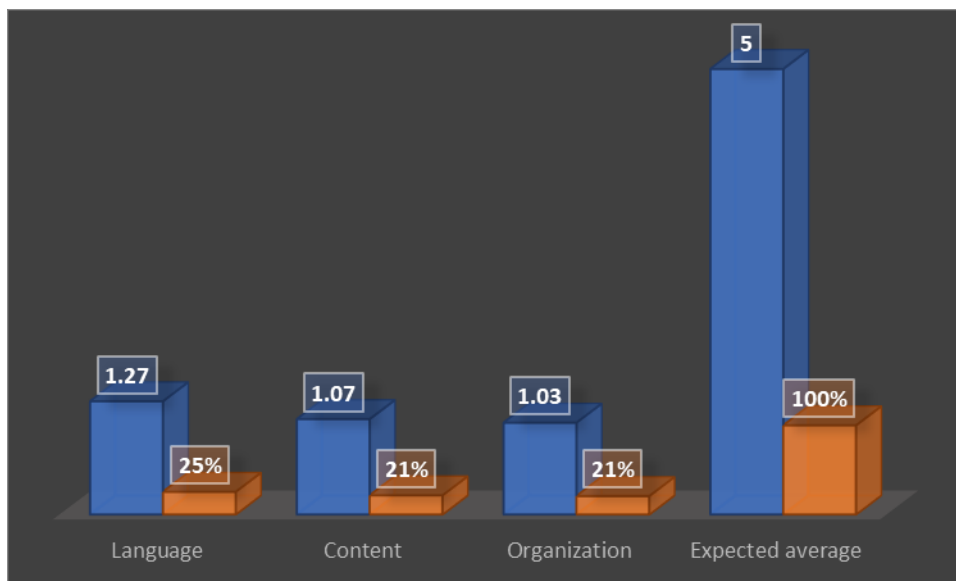
Created by: Yuquilema, S. (2019)

Table 8. Results summary. Pre-test Control group

Pre-test control group		
Assessment rubric components	Pre-test	Percent
Language	1.27	25%
Content	1.07	21%
Organization	1.03	21%
Expected average	5	100%

Created by: Yuquilema, S. (2019)

Figure 6. Pre-test Control group.



Created by: Yuquilema, S. (2019)

### Analysis and interpretation

According to the assessment criteria which is placed in the rubric, the general results for the pre-test in the control group are the following. In the language criterion the students who belong to the control group obtained an average of 1.27 which represents 25% of the expected average. Furthermore, in the content criterion, the students had 1.07 which represents the 21% of the expected grade. Finally, in the organization criterion, the students of the control group had 1.03 which represents 21% of the expected average.

Based upon these results, it is visible that the students who belong to the control group have a very little of understanding of the language and writing performance is unclear.

### Experimental group: Pre-test results

Table 9. Experimental group. Pre-test results

EXPERIMENTAL GROUP				
Student	Language	Content	Organization	Total
S1	1	0	1	2
S2	1	2	1	4
S3	2	1	1	4
S4	1	0	0	1
S5	1	1	2	4
S6	1	0	1	2
S7	1	1	1	3
S8	0	0	0	0
S9	3	3	2	8
S10	2	2	2	6
S11	1	1	1	3
S12	2	2	1	5
S13	1	1	1	3
S14	1	2	1	4
S15	2	1	2	5
S16	1	1	1	3
S17	1	0	1	2
S18	1	1	1	3
S19	2	2	2	6
S20	1	1	1	3
S21	1	2	0	3
S22	2	1	1	4
S23	2	1	1	4
S24	3	2	2	7
S25	1	1	0	2
S26	2	1	3	6
S27	0	1	2	3
S28	1	2	1	4
S29	1	0	1	2
S30	2	1	1	4
	1.37	1.13	1.17	3.67

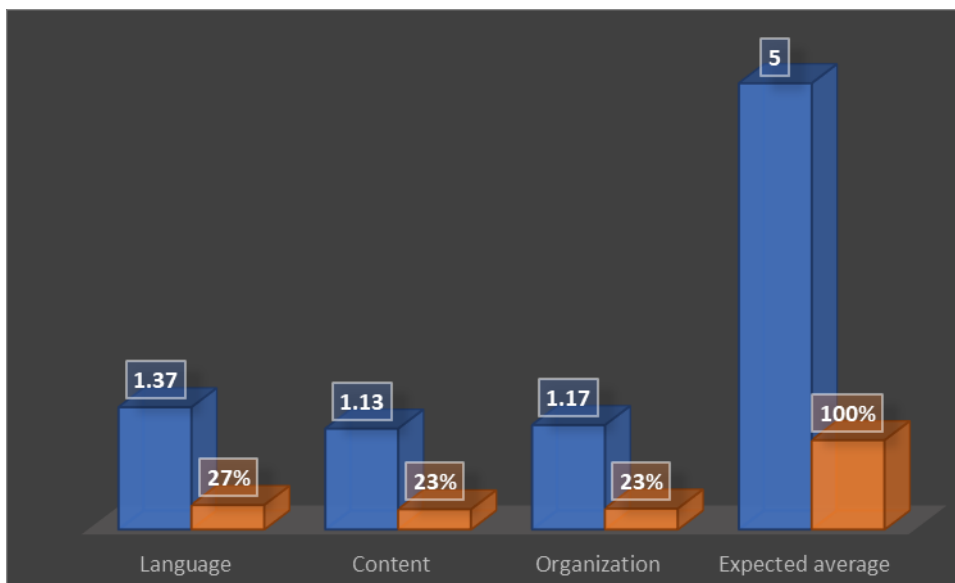
Created by: Yuquilema, S. (2019)

Table 10. Results summary. Pre-test Experimental group

Pre-test Experimental group		
Assessment rubric components	Pre-test	Percent
Language	1.37	27%
Content	1.13	23.00%
Organization	1.17	23.00%
Expected average	5	100%

Created by: Yuquilema, S. (2019)

Figure 7. Experimental group. Pre-test results



Created by: Yuquilema, S. (2019)

### Analysis and interpretation

The results of the experimental group also involve three main criteria. First, students had 1.37 in the language assessment criteria that represent 26% of the expected average. Second, students obtained 1.13 in the content criteria that represents 22% of the expected average; the same happened with the organization criteria where students obtained 1.17 with the same percentage.

Comparing with the results of the control group, students had a slight difference in the averages of each assessment criteria. However, both the control group and the experimental group only had a minimum of writing performance. For that reason, the



researcher must implement a proposal with the aim of helping students to improve in their writing skill.

### **Post-test**

After the implementation of the proposal which is found in the chapter 6, the researcher gave the post-test to the students of both control and experimental group. That final exam was part of the KET exam for schools in the writing part. Furthermore, the same rubric with three main assessment criteria was used. The students had to write an e-mail which to any friend to invite him or her to go swimming. The other task was to look at three pictures and write a short story about those pictures.

Since it was previously stated, the experimental group received classes and used the proposal to improve their writing skills; however, the students belonging the control group did not.

### **Control group**

**Table 11. Control group. Post-test**

<b>CONTROL GROUP POST- TEST</b>				
<b>Student</b>	<b>Language</b>	<b>Content</b>	<b>Organization</b>	<b>Total</b>
S1	2	1	1	4
S2	3	3	3	9
S3	1	1	1	3
S4	1	1	1	3
S5	1	1	1	3
S6	2	2	2	6
S7	2	2	2	6
S8	1	1	1	3
S9	3	3	3	9
S10	2	2	2	6
S11	2	3	3	8
S12	1	1	1	3
S13	2	2	2	6
S14	1	1	1	3
S15	2	2	1	5
S16	2	1	2	5

S17	1	2	1	4
S18	1	1	2	4
S19	1	1	1	3
S20	1	1	1	3
S21	1	2	1	4
S22	1	1	1	3
S23	1	1	1	3
S24	1	2	1	4
S25	2	1	2	5
S26	2	2	2	6
S27	3	2	2	7
S28	1	1	1	3
S29	2	1	1	4
S30	2	2	2	6

1.60      1.57      1.53      4.70

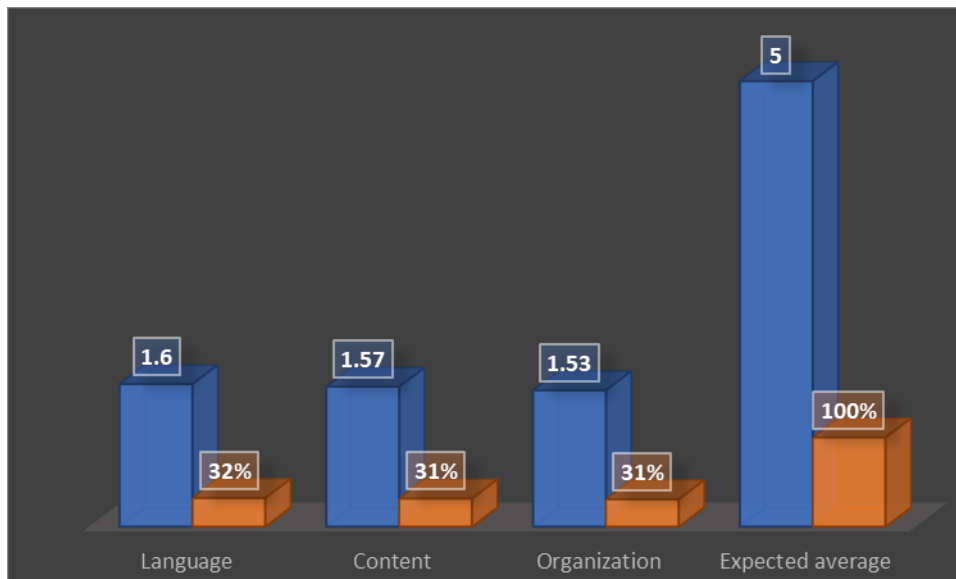
**Created by:** Yuquilema, S. (2019)

**Table 12. Post-test. Control group. Summary**

<b>Post-test control group</b>		
<b>Assessment rubric components</b>	<b>Pre-test</b>	<b>Percent</b>
Language	1.6	32%
Content	1.57	31%
Organization	1.53	31%
Expected average	5	100%

**Created by:** Yuquilema, S. (2019)

**Figure 8. Post-test. Control group**



**Created by:** Yuquilema, S. (2019)

**Analysis and interpretation**

It is stated in the tables and figures above that the students who belong to the control group obtained the following results in their post-test. In the language criterion, they obtained 1.60 which represents 32% of the expected average. Furthermore, in content, they got 1.57 that represents 31% of the expected average. Lastly, the students obtained 1.53 in the organization criterion which represents 31% of the expected average.

In this case, it is clearly stated that the students continued in the same low level of writing performance. They did not get even the half of the expected average. This means that the approach used in teaching English at Milton Reyes school is not appropriate.

**Table 13. Post-test. Experimental group**

EXPERIMENTAL GROUP POST-TEST				
Student	Language	Content	Organization	Total
S1	4	3	2	9
S2	3	3	3	9
S3	2	2	2	6
S4	2	2	2	6
S5	3	3	3	9

S6	2	1	2	5
S7	2	3	3	8
S8	2	2	2	6
S9	5	5	5	15
S10	3	3	3	9
S11	3	2	2	7
S12	2	2	3	7
S13	4	3	3	10
S14	2	2	2	6
S15	3	3	3	9
S16	2	2	2	6
S17	2	3	3	8
S18	3	3	3	9
S19	4	4	4	12
S20	2	2	2	6
S21	3	3	3	9
S22	3	2	2	7
S23	4	3	3	10
S24	4	4	4	12
S25	3	3	3	9
S26	4	4	4	12
S27	3	3	3	9
S28	2	2	2	6
S29	2	2	2	6
S30	3	3	3	9
	2.87	2.73	2.77	8.37

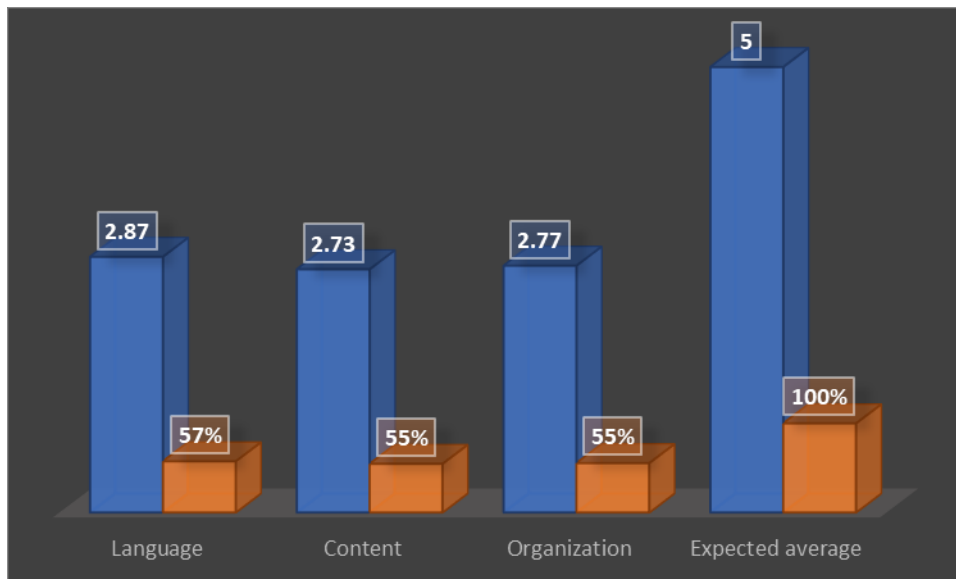
Created by: Yuquilema, S. (2019)

**Table 14. Post-test. Experimental group. Summary**

<b>Post-test. Experimental group</b>		
<b>Assessment rubric components</b>	<b>Post-test</b>	<b>Percent</b>
Language	2.87	57%
Content	2.73	55%
Organization	2.77	55%
Expected average	5	100%

Created by: Yuquilema, S. (2019)

**Figure 9. Post-test. Experimental group**



**Created by:** Yuquilema, S. (2019)

### **Analysis and interpretation**

The data displayed above show that the students who formed the experimental group obtained different results after taking the post-test. They got 2.87 in language which represents 57% of the expected average. Moreover, they obtained 2.73 in content that makes 55% of the expected average; and, 2.77 in the organization of ideas which represents 55% of the expected average.

Taking into consideration that the students of the experimental group had the same low level as the control group, they experienced a big change and improved their writing skills. In this case, writing instruction played a crucial role to enhance the students' abilities.

### **T- student test**

Before the application of the T-student test, it was necessary to apply the KS test in order to look for the normality test of data.

**Table 15. Kolmogorov-Smirnov Test for one sample. Pre-test**

**One-Sample Kolmogorov-Smirnov Test<sup>a</sup>**

		Pre-test – Experiment al group	Pre-test – Control group
N		30	30
Normal Parameters <sup>b,c</sup>	Mean	3.37	3.37
	Std. Deviation	1.991	1.991
Most Extreme Differences	Absolute	.175	.175
	Positive	.175	.175
	Negative	-.146	-.146
Test Statistic		.191	.175
Asymp. Sig. (2-tailed)		.007 <sup>d</sup>	.019 <sup>d</sup>

**Created by:** Yuquilema, S. (2019)

**Table 16. Kolmogorov-Smirnov Test for one sample. Pre-test**

**One-Sample Kolmogorov-Smirnov Test<sup>a</sup>**

		Post-test Experiment al group	Post-test Control group
N		30	30
Normal Parameters <sup>b,c</sup>	Mean	4.70	4.70
	Std. Deviation	1.841	1.841
Most Extreme Differences	Absolute	.215	.215
	Positive	.215	.215
	Negative	-.178	-.178
Test Statistic		.192	.215
Asymp. Sig. (2-tailed)		.006 <sup>d</sup>	.001 <sup>d</sup>

**Created by:** Yuquilema, S. (2019)

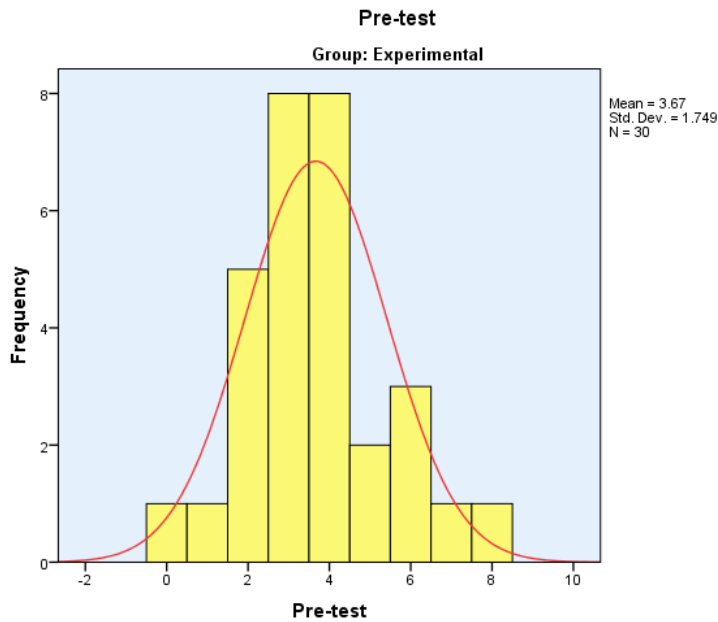
### **Analysis and interpretation**

This step aims to verify if the data from both pre and post-test correspond to a normal distribution.

Since the level of significance is .007 in the pre-test and 0.006 in the post test of the experimental group, it means that the data distribution for the experimental group have a normal distribution. The same happens with the data belonging to the control group

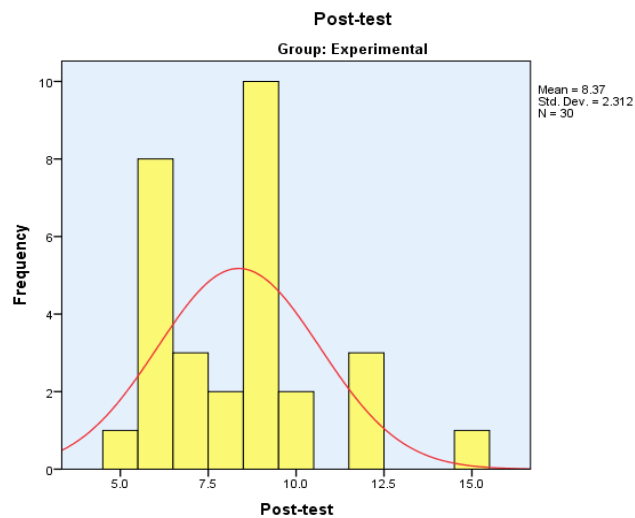
for the pre-test the level of significance is 0.19 and for the post-test this level is 0.001. This represents that both the control and the experimental group data come from a normal distribution. As the following graphs show.

**Figure 10. Experimental group. Histogram**



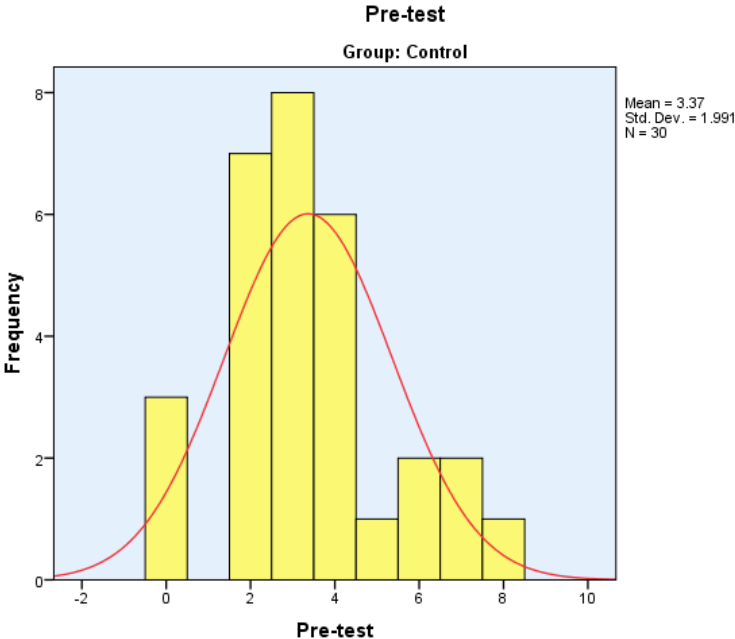
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**Figure 11. Experimental group. Post-test. Histogram**



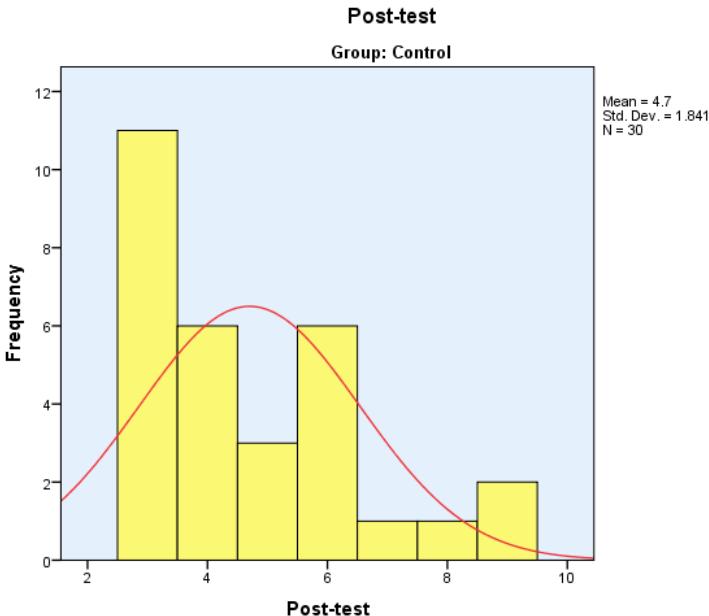
Created by: Yuquilema, S. (2019)

**Figure 12. Pre-test. Control group. Histogram**



Created by: Yuquilema, S. (2019)

**Figure 13. Control group. Post-test. Histogram**



Created by: Yuquilema, S. (2019)



Once the normality test is done, the T-student test is developed in order to compare the population means.

In this opportunity, the Levene Test is applied in order to prove the equality of variance test.

**Table 17. Levene test**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental	30	3.67	1.749	.319
	Control	30	3.37	1.991	.364

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.318	.575	.620	58	.538	.300	.484	-.668	1.268
	Equal variances not assumed			.620	57.048	.538	.300	.484	-.669	1.269

**Created by:** Yuquilema, S. (2019)

### Analysis and interpretation

In the Levene test, two data were compared, the pre-test data from the control and the experimental group. Therefore, the level of significance is .575 which is  $> 0.05$ . It indicates that the T-test shows that there is equality of variances for the pre-test. Furthermore, the mean of the experimental group was 3.67 and the mean of the control group was 3.37. In other words, the means for both groups are statistically equal. According to the table above the 2 tailed significance is .538 which is  $> 0.05$ . Therefore, both means are equal.

This gives the information that there is no a significative difference in the level of writing performance of the students belonging the control group with their partners of the experimental group. Therefore, both groups of students have a low level of writing performance.

### Hypothesis verification

**Alternative hypothesis:** Technological resources produce a positive impact towards writing instruction on English foreign language students

**Null hypothesis:** Technological resources do not produce any impact towards writing instruction on English foreign language students.

For the hypothesis verification, the T-student test was applied.

### T-test

**Table 18. T-test for independent samples. Post test**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	30	8.37	2.312	.422
	Control	30	4.70	1.841	.336

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.813	.371	6.796	58	.000	3.667	.540	2.587	4.747
	Equal variances not assumed			6.796	55.235	.000	3.667	.540	2.585	4.748

Created by: Yuquilema, S. (2019)

### **Analysis and interpretation**

T-test for independent samples was performed in order to prove if there is a significance difference between the means of the control and the experimental groups in the post-test. In the table above, it is stated that the 2 tailed significance is .000 which is  $< 0.05$ . It means that there is a significant difference between the means of the control and the experimental groups.

Therefore, after the implementation of the proposal for the current research, the results were different. It was found that the students from the experimental group had a higher mean in contrast with the students of the control group that did not improved their scores.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Conclusions**

Having finished the current research, some conclusions must be addressed:

- The level of improvement of the writing instruction on English foreign language students through the use of technological resources was determined. After the implementation of the proposal, the students who belonged to the experimental group had an important improvement in their writing performance. This means that writing instruction had also an enhancement which supported the English language learning and teaching processes.
- The impact of technological resources in the improvement of writing instruction on English foreign language students was analyzed and interpreted through the descriptive and inferential statistics. The researcher used the Kolmogorov Smirnov test, the Levene test, and the T-student test with a 95% of reliability to make the analysis of results obtained from the pre and post-tests.
- Several technological resources were described along the whole research which helped to improve the writing instruction. Technological resources such as Word processors like Microsoft word in combination with grammar and spelling checkers were explained. Those resources can be used on-line or off-line in computers and smartphones. Furthermore, other on-line technological resources such as Facebook, Edmodo, WhatsApp, Google docs, and blogs were analyzed and described.
- The form of using technological resources that improve writing instruction to show a difference in both control and experimental groups were identified. It was done through the design and implementation of the “Technological resources to improve writing instruction” proposal. It has a communicative approach of language for tenth graders at Milton Reyes High school.

## 5.2. Recommendations

With the gained experience and the positive results for this study, it is important to make some suggestions:

- It is strongly advised that teachers must implement the use of technological resources in the classroom context not only for developing tasks and classroom activities but also for sharing knowledge and use the language in real context. In doing this, students would be more engaged in tasks and be aware about the necessity of global communication establishment.
- It is suggested that teachers develop some research and analyze the use of technological resources in class. The obtained data would serve as the base of new ways of teaching English. Furthermore, the students can manage their own learning improvement and propose new learning alternatives to their teachers.
- It is recommended to improve the writing instruction through the use of technological resources such as Word processors and grammar and spelling checkers. Those resources can be widely used by students because they are familiarized with their management. Facebook, WhatsApp, Google docs, and blogs can be positively managed in the classroom just like in the proposal for the present study.
- It is recommended to read and implement the “Technological resources to improve writing instruction” proposal because it has several classroom lessons that can be easily done. Nowadays, teachers and learners are connected to each other through technological resources, so, it can be motivating to try other ways of learning and improving the language skills.

## CHAPTER VI

### THE PROPOSAL

**Topic:** Technological resources towards writing instruction on English foreign language students.

#### 6.1 Informative data

**Name of the institution:** “Milton Reyes” High school

**Location:** Riobamba

**Beneficiaries:** 60 students of Tenth year of basic education

**Estimated time:** 4 weeks

**Beginning:** March, 2019

**Researcher:** Marcela Sandra Yuquilema Anilema

#### 6.2 Background of the proposal

This proposal has as its main goal to present a class plan booklet for teachers that permit them to improve their students’ writing instruction. Several technological resources were used to the implementation of this proposal such as computers and smartphones, as well as on-line resources namely platforms, e-mail, and social network. All of the session proposed in this booklet followed the writing stages such as pre-writing, writing, and revising and editing. This proposal was developed during the academic period January- May 2019. In this period, the researcher worked with the students two hours per week to accomplish both the normal curriculum for the tenth year and the implementation of this proposal. Furthermore, before the researcher’s intervention, the students took the A2 KET for Schools test (writing part). This action provided enough data to have a real point of view about the students’ level of writing proficiency. After the implementation, the students also took the same exam as the post-test.

### **6.3. Justification**

This proposal entitled Technological resources towards writing instruction on English foreign language students is plenty justified because of several reasons.

First, this proposal is necessary because it propounds some class plans which are very useful to establish some changes and improvements in the teaching learning process. The students face new ways of learning English through technological tools that make English classes more engaging and entertained. In this case, they experience new advances in the society.

Furthermore, this proposal has a practical value. The educational praxis at Milton Reyes High school encounters new challenges that result in better learning achievements. Since, this proposal has a great theoretical value; the researcher has designed it to present a good class planning material to the whole community in this school. Technological resources have been used in order to improve the students' writing skill with a communicative approach.

Besides, this proposal has economical value. Since, the researcher has optimized the financial resources, the cost is low and affordable. The technological resources are available to all the members of the community, so, there is a better use of them. Therefore, it contributes to a better personal well-being among students who also improve their English writing performance.

To sum up, this proposal is justified because it is necessary, and it has practical and economical values.

### **6.4 Objectives**

#### **6.4.1 General**

To design a booklet centered on the use of technological resources towards writing instruction on English foreign language students.

### **6.4.2 Specific objectives**

To implement technological resources usage in class to improve writing instruction.

To supply information about different technological resources to enhance writing instruction.

### **6.5. Feasibility analysis**

The proposal entitled Technological resources towards writing instruction on English foreign language students is feasible for some reasons.

Firstly, there is enough human talent feasibility. There are well-prepared professionals that have the commitment to prove an alternative and original material to work with students by using technological resources to improve writing instruction. Teachers at Milton Reyes high school have the desire to support in this project. Besides, the students from tenth grade of basic education are eager to improve their writing performance.

Since, this proposal approaches the technological resources, it has its own feasibility. The Milton Reyes high school has two well-implemented computer laboratories, projectors, and internet connection which are very important. Third, this project has organizational and legal feasibility. There is the legal permission from the headmaster of the institution. Furthermore, parents and students also support this project.

To sum up, having human talent, technological resources, place, organization and permissions, this project has enough feasibility.

## **6.6. Proposal foundation**

### **Theoretical foundation**

#### **Technological resources for education**

Nowadays, technological resources are found everywhere (Johns Hopkins School of Education, 2019); therefore, teachers and students integrate technology in the teaching and learning processes. Using technology in the classroom have a good advantage



because of the globalization era; so, technological resources not only become educational tools but also a resource for obtaining information.

## **Technological tools**

### **Characteristics**

Technological resources have become an essential part of human life. As an example of this fact is communication between teachers and students which is easier than in the past. Therefore, they should take advantage of these advancements through integration of them in the educational field. In this regard, technological resources have some characteristics (Lynch, 2017).

First, technological resources make learning process wonderful, and enriching because learners can be actively connected to share their knowledge when they are struggling with something. However, when internet connection is unsteady, teachers must be flexible. Teachers must plan other teaching options in order to solve those kinds of problems and adjust their lessons.

Moreover, technological resources give the opportunity to effectively provide feedback to the students. In this case, the teaching-learning process is student-centered because they look for information in their own. Furthermore, technology resources are continuously improved and updated; therefore, they provide a number of opportunities to improve the classroom tasks. Yet another characteristic is that technological resources permit that students perform research by breaking the distance barriers.

Besides, the students can face their learning process and develop activities in real-world situations. In this case, they can collaborate among them to obtain better results. Another characteristic is that students can read and learn from journals, newspapers, studies, among other written materials that are available through technological resources.

### **Purpose of using technological resources**

According to Murray (2019), teachers use technological resources for some purposes. First, those resources allow students to get independence. With these resources, the

students can make reports by themselves by using Prezi, power point, or YouTube. The students have the chance to choose from a great variety of technological resources to develop their classroom tasks. Besides, technological resources permit students to research from online dictionaries for instance. Furthermore, they can learn from primary resources and have evidence of that. Yet another purpose is that technology helps to make presentations through blogs, comments, discussions and class presentations. In this regard, students have the possibility to edit and rewrite the document as many times as they need.

Teachers use technology for differentiated instruction. They use technological resources according to the students' own way of learning and interests. For example, they use combinations of color, pictures and drawings for visual learners; while the teachers use art, and music for musical learners. Furthermore, they use readings and written material for learners who love words. All of the materials produced by the students can be published on-line.

Furthermore, the students are really engaged when using technological resources such as iPads, e-books, laptops, among others. All of those resources facilitate students' learning through simulations, games, videos, etc. They provide the students the opportunity to execute projects which have problem-solving features and demand critical thinking. In doing this, learners establish a good relationship with their peers and their teacher. This relationship can be established through social media.

### **Kinds of technological resources**

#### **Computer**

A computer is a tool that receives and manipulates data to obtain any result through the use of any program, or software. There are several kinds of computers. Analog computers work with measurable quantities. Desktop computers are also called personal computers or PCs which are mostly used to study, for business, or gaming. Laptops, on the other hand, are smaller than the latter and are carried in a briefcase. Another kind of computer is called as netbook which is smaller than a laptop. Furthermore, the tablet has a touchscreen and is a wireless (Rouse, 2019).

Nowadays, people are using modern computers. Modern computers are considered as those created from 2010 and beyond. Those computers are called as fifth generation computers. They have artificial intelligence and use integrated chips. This kind of computers are able to answer natural language input. They also have the capacity to solve problems, use logical reasoning and nanotechnology. These computers have word processor, databases, and presentations to perform simulations, games, and engineering (Rouse, 2019).

### **Smartphones**

The smartphones are small computers also called as cellular telephones which have a displayed screen (Rose, 2019). Beal (2019) considers that they are devices that integrate mobile telephone characteristics. Those kinds of telephones are able to store information, send and receive e-mails, install and uninstall programs, among others.

### **Internet**

According to Rose (2019), the internet is simply called “the net”. Besides, the net is worldwide system of computer networks. People who are network users can share information from other computers with the corresponding permission. The internet also uses telecommunication networks. The internet has two main components. The first is called as network protocols (rules that appliances follow to communicate among them and convert text into electronic signals) and the second is the hardware that includes 4G, fiber optics, radios, towers, routers, and servers (Rose, 2019).

Mainly, the internet is used for communication purposes across either large or small distances, and to share and access information in the shortest period of time. It can be used for sending or receiving e-mails, chatting, making telephone calls, messaging, video calling, and social media, researching, online discussions and forums, dating, gaming, reading e-books, shopping on-line, listening to music, etc.

It is also necessary to clear the difference between the world wide web and the internet. In doing this, it can be said that the internet is a global connection of networks; on the other hand, the www is information that people are able to access by using the internet.

In sum, the internet is the physical and organizational structure and the www is the service itself.

### **Google docs**

Gavin (2019) reports that Google docs is available with internet connection. Devices and platforms with internet connection run the software in the cloud. People can upload or download different kinds of documents in file types such as .doc, .docx .txt, .rtf, and .odt. Besides, Microsoft office easily work with them from Google Drive. Furthermore, this is a word processor that works on-line where people from different places can work in collaboration. Those documents can be analyzed, reviewed, changed, and edited all at the same time.

### **Blogs**

According to Skrba (2019) the term blog is the short form of “weblog” which refers to a website that offers information in chronological order. It means that the newest or latest posts are displayed first. People can share information about any subject in this on-line platform. Blogs can be used for business, and projects.

### **Writing instruction**

Writing instruction deals with writing skills (Graham, 2008). In this regard, writing instruction is needed in all human fields because it improves students’ writing skills.

### **Literacy**

Literacy refers to the ability to read, write, understand, and actively participate in a society. According to UNESCO (2019) literacy is “a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world”. In this context, literacy also deals with handwriting, spelling, and punctuation.

### **Writing approaches**

#### **Process approach**

The process approach refers to experience needed by the students in their writing instruction rather than the knowledge they need. In applying this approach, the teachers and the students work in cooperation to make meaning (Scott, 2019). In this case, teachers emphasize some steps like getting ideas, planning, drafting, revising, and editing. After these steps, the teachers provide feedback in order to use other words sentences to use in other drafts.

### **Product approach**

On the contrary of the process approach, teachers emphasize on the final product rather than the process. In this approach, the teacher provides a model which is analyzed in terms of content, vocabulary, grammar, and text organization. Then, there is a controlled practice. Then, the students generate their ideas; and, the final product is done (Zakime, 2018).

### **Writing process**

#### **Pre-writing**

Stanley (2018) argues that students must be motivated to explode their creativity. In doing this, they need to flow their ideas. Some activities that students perform in this stage are brainstorming, planning, mapping, discussing, and clustering to come up with new ideas.

#### **Writing**

This is the stage where the students convey their ideas generated in the previous step. Here the students generate ideas, describe, organize, compare, associate, analyze, apply, agree or disagree about the topic.

#### **Post-writing**

In the post-writing stage, the writer orders, edits, and proof reads (Stanley, 2018). The language learners read and order their ideas. After that, they make a self-edition or evaluation of the written text. This action is made in order to improve the text by checking it. The teacher also reads and provides feedback. Furthermore, the students make peer editing and proof reading. In this case, the students share their written texts

and read in order to look for common grammatical and spelling errors. They also suggest some ideas to improve that text.

Additionally, teachers' feedback is very important because it provides positive comments about the text. This lets the students improve their self-esteem and confidence.

## **6.7. Proposal development**

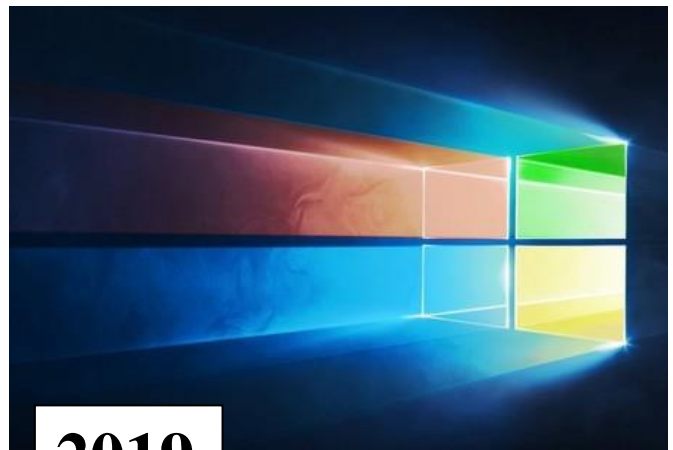


*Technological Resources towards writing  
instruction on English Language  
Foreign Students' development*

*Class planning booklet*

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Marcela Sandra Yuquilema Anilema



**2019**

## **INTRODUCTION**

*This booklet compiles some interactive classroom activities through the use of technological resources in order to improve the Tenth-grade students' writing instruction. This material takes into consideration the students' level and interests. Since, they have experienced level A2 according to the Common European Framework of Reference (2001). This material aims to provide enough support for both teachers and students to practice and improve writing abilities to achieve a real and meaningful communication by using technological resources. This material also pretends to enhance the students' interaction in social context through a variety of topics.*



## Table of contents

<b>STRATEGIES</b>	
Strategies 1	Vocabulary Quilt – Video Clip – Facebook account
Strategy 2	Web page – Topic Picture and Words – Video clip - Facebook account
Strategy 3	Board game, brochures - Power Point – e mail
Strategy 4	Web page – Video clip – Facebook account – WhatsApp.
Strategy 5	Word search puzzle - Collage - Power Point - E mail
Strategy 6	Web searching - on-line game - Trifold - Projector
Strategy 7	Web searching - Brochure - Power Point - email
Strategy 8	Web searching - Video clip - Facebook account
Strategy 9	Word search puzzle - A Letter – Word Processor – E- mail
Strategy 10	Web search - Video clip - Facebook account

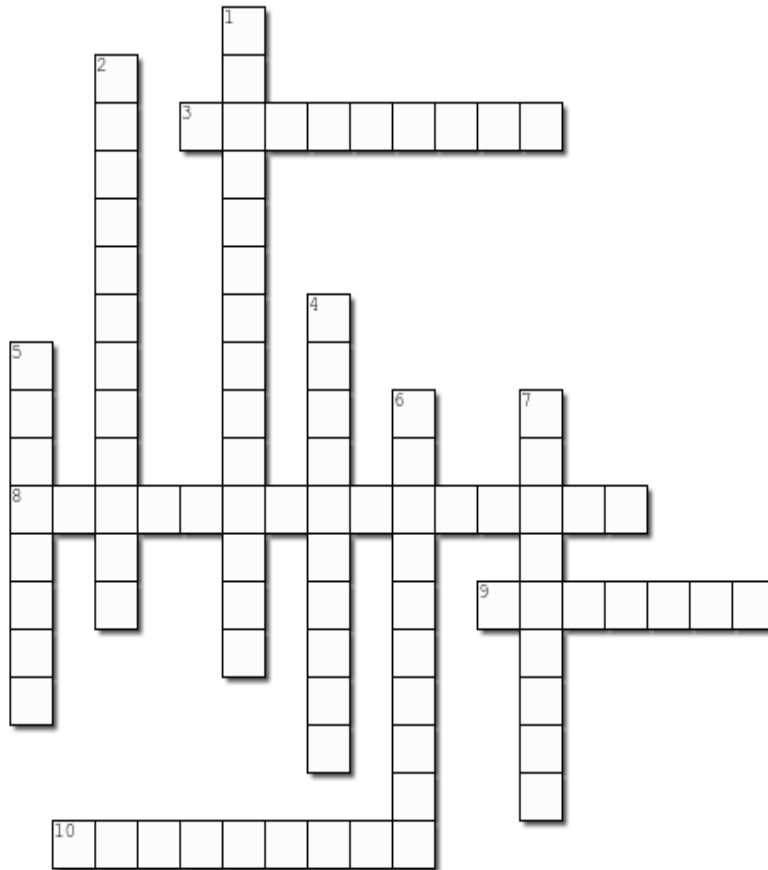
**LESSON 1**  
**FOR TEACHERS' USE**

<p>Writing objective: Students will be able to report about inventions in the past.          Instruments: Crossword – Mind map - Vocabulary Quilt - Video clip          Target group: Students from Tenth year of basic education of Milton Reyes High School          Class Time: 2 hours          Materials: Worksheet, dictionary, computer          Assessment tool: Rubric</p>		
<b>TEACHING STRATEGY</b>		
<p>The most essential skills needed in a 21st-century classroom were taught such as responsible use of technology. It is also known as digital citizenship. Students were not permitted to automatically surf the internet. They had a MINI TECH LESSON in order to learn how to communicate effectively and respectfully, and manage digital problems.</p>		
<b>Writing process</b>		
<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<ol style="list-style-type: none"> <li>1. Read the information and complete this crossword puzzle.</li> <li>2. Have students turn computers on and search information about inventions and complete a chart.</li> <li>3. Compare the information with a partner about what students have researched.</li> <li>4. Look at the pictures and label them.</li> <li>5. Choose two items from the activity 4 and design a mind-map about them.</li> </ol>	<ol style="list-style-type: none"> <li>6. Write a paragraph about the items you have chosen in task 5. Make sure to include the following information to answer these question words: <i>who, what, why, when, where.</i></li> </ol>	<ol style="list-style-type: none"> <li>7. In pairs, read and try to correct the vocabulary and/or spelling errors and suggest some changes to your peer.</li> <li>8. Use the Word processor in computer or laptop, write the paragraph.</li> <li>9. Use the spelling and grammar checker laptop to edit and correct the final draft.</li> </ol>

**LESSON 1**  
**FOR STUDENTS' USE**  
**INVENTIONS**

**Pre - writing activities**

**1. Read the information and complete this crossword puzzle.**



Created using the Crossword Maker on TheTeachersCorner.net

**Horizontal**

- 3. It started the informatics era.
- 8. A network of electrical components.
- 9. The past tense of 'create'
- 10. The past tense of 'develop'.

**Vertical**

- 1. A machine invented by Johannes Gutenberg to produce written text.
- 2. It measures the amount of glucose exiting in the blood.
- 4. Group of antibiotics.
- 5. The past tense of 'invent'.
- 6. The past tense of 'discover'.
- 7. It is a wheeled motor vehicle which is used to transport.

**2. Turn your computer on and search information about the following inventions.**

**Complete the chart below.**

INVENTION	WHO	WHERE	WHEN
Glucose test			
Microchip			
Printing press			
Penicillin			
Electric system			
Motor car			

**3. Compare the information with a partner about what you researched.**

**4. Look at the pictures and label them with the words in the box.**

Camera	cellphone	World Wide Web	FaceBook	Liquid paper	Coca-cola	Telephone
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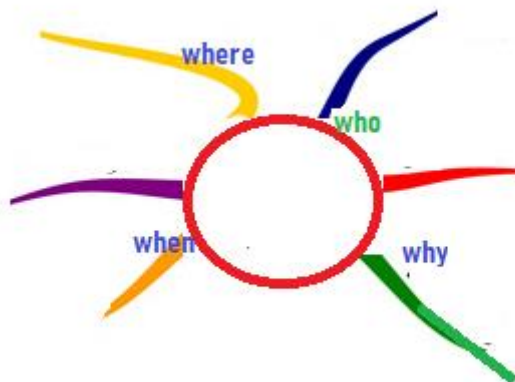


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Source: <https://www.amazon.in/Canon-Digital-Camera-Black-24-105mm/dp/B01KURGS9Y>

5. Choose two items from the activity 4 and design a mind-map about them.



**Writing activities**

6. Write a paragraph about the items you have chosen in task 5. Make sure to include the following information to answer these question words: *who, what, why, when, where.*

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### **Post-writing activities**

- 7. In pairs, read and try to correct the vocabulary and/or spelling errors and suggest some changes to your peer.**
- 8. Use the Word processor in your computer or laptop, write your paragraph.**
- 9. Use the spelling and grammar checker in your laptop to edit and correct your final draft.**



## PARAGRAPH ASSESSMENT RUBRIC

### Writing: Invention

#### Video Clip – Facebook account -

Teacher Name: **Mrs. Sandra** Yuquilema

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Sentences &amp; Paragraphs</b>	Sentences and paragraphs are complete and well-constructed.	All sentences are complete and well-constructed (no fragments, no run-ons).	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.

**Source:** <http://rubistar.4teachers.org/index.php?ts=1564971935>

**LESSON 2**  
**FOR TEACHERS' USE**

Writing objective: Students will be able to write about preferences in using new inventions  
 Instruments: Web page – Topic in Picture and word - Video Clip Facebook account  
 Target group: Students from Tenth year of basic education of Milton Reyes High School  
 Class Time: 2 hours  
 Materials: Computer, smartphone, British council web page  
 Assessment tool: Rubric

**TEACHING STRATEGY**

Classroom rules when using devices were written and exhibited. Students must be clear on their expected behavior and how to handle arising technology use issues. The devices were assigned under each student's responsibility. In this way a sense of ownership to take care of the computers and being able to communicate through their use.

A system of students' login was established. Therefore, students were supported in order to become more independent by creating login cards. Each personalized login card should include the device login. The teacher had a master list of logins. For the most part, logging in should be the responsibility of the student.

**Writing process**

<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>1. Go to a web page, listen and answer some questions according to the author's provided information.</li> <li>2. Think about any invention mentioned in the listening practice and decide what invention would you like to use. Give your reasons.</li> </ol>	<ol style="list-style-type: none"> <li>3. Choose one of the new inventions in task 2, and use notes to write a paragraph about the inventions.</li> </ol>	<ol style="list-style-type: none"> <li>4. Read the assessment rubric, read the paragraph and correct it if necessary.</li> <li>5. Write the first draft in the word processor, read, and correct it.</li> <li>6. Send the final draft to the teacher through e-mail.</li> </ol>



**LESSON 2**  
**FOR STUDENTS' USE**

**Pre-writing activities**

**New inventions**

**1. Go to** <https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/new-inventions> , listen and answer the following questions according to the author's provided information.

Do wing-suits help people to fly or glide?

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According to the author, are wing-suits cheap or expensive?

---

Is Gabriele Diamanti's water distiller powered by the water?

---

Do the "enable talk gloves" help people to use sign language in really cold conditions?

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Did James Cameron invent a new underwater camera?

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Have Massachusetts Institute of Technology students created a new type of ketchup?

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Are clouds indoors the last invention?






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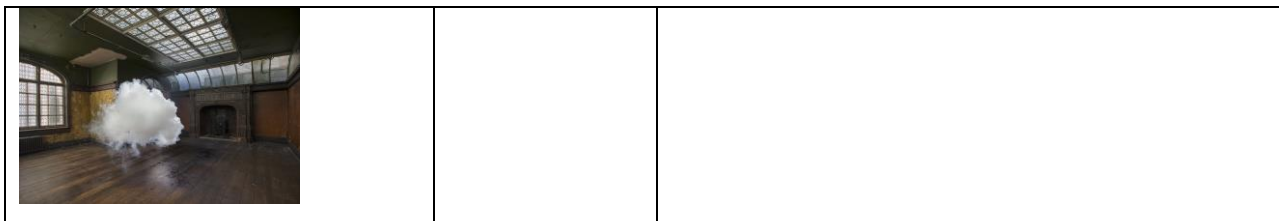
Does the correspondent think that clouds are ugly?

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Source: British Council (2019)

2. Think about any invention mentioned in the listening practice and decide what invention would you like to use. Give your reasons.

Topic in Pictures and Words		
INVENTION	NAME	REASONS FOR TRYING IT
		
		
		
		
		



**Source:** <https://www.wired.com/2015/06/berdnaut-smilde-nimbus/>

**Writing activities**

**3. Choose one of the new inventions in task 2, and use your notes to write a paragraph about the inventions you would like to try.**

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**Post-writing activities**

- 4. Read the assessment rubric, read your paragraph and correct it if necessary.**
- 5. Write your first draft in your word processor, video clip , and correct it.**
- 6. Send your final draft to your teacher through e-mail**

## ASSESSMENT RUBRIC

Writing: New inventions

Teacher Name: **Mrs. Sandra** Yuquilema

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Sentences &amp; Paragraphs</b>	The paragraph is complete and well-constructed.	Paragraphing is generally done well.	Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
<b>Length</b>	The paragraph has 10 or more sentences.	The paragraph is 8-9 sentences.	The paragraph is 5-7 sentences.	The paragraph is less than 5 sentences.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the paragraph was about.

**Source:** <http://rubistar.4teachers.org/index.php?ts=1564971935>

**LESSON 3**  
**FOR TEACHERS' USE**

Writing objective: Students will be able to use basic vocabulary about free-time activities in order to share information about vacations.  
 Instruments: Board game, brochures - Power Point  
 Target group: Students from Tenth year of basic education of Milton Reyes High School  
 Class Time: 2 hours  
 Materials: Computer, Facebook account  
 Assessment tool: Rubric

**TEACHING STRATEGY**

Students were enabled to share something they have created or discovered. This would let them to focus. In this way, the students were inspired by their peers' works and find value in their own work.

The teacher was walking around the classroom and looked for a student who was doing something well and pointed out that student to the rest of the class. Technology changes the classroom environment and provides opportunities for all students to outstand including those students who are introverted, and those who lack proficiency in computing.

**Writing process**

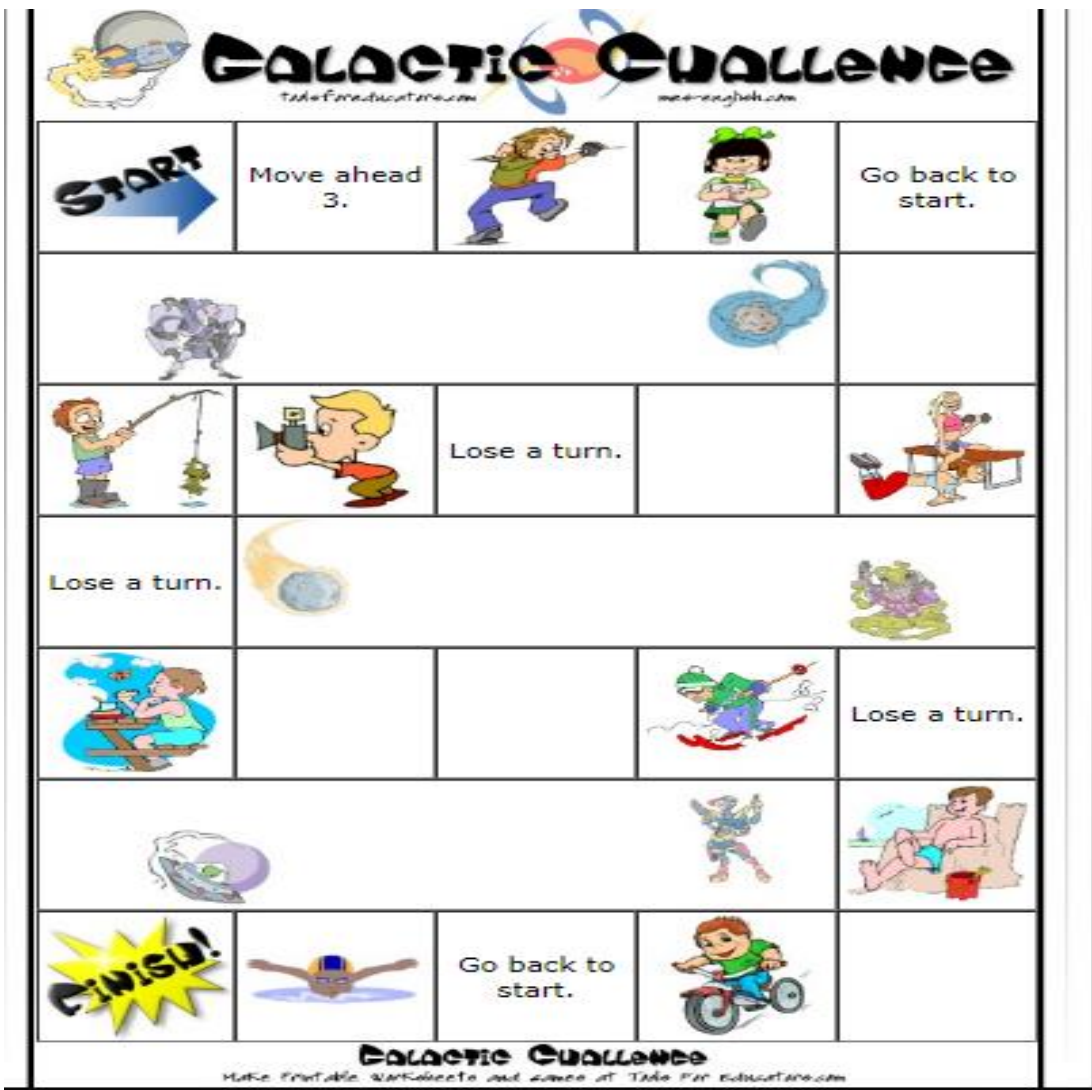
<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>1. Play a board game in small groups. Use a dice to do it.</li> <li>2. In pairs, talk to your partner and tell him or her what your favorite activities are when you go on vacation.</li> <li>3. Read the following brochures and discuss about what you find interesting in these places.</li> </ol>	<ol style="list-style-type: none"> <li>4. Think about the city or town you like the most. Write in the table below some information about it.</li> <li>5. Based on the information above, create a brochure of that place</li> </ol>	<p>Post your brochure in your classroom FaceBook account and invite your classmates to comment about it. Comment on others' brochures.</p>

**LESSON 3**  
**FOR STUDENTS' USE**

**Pre-writing activities**

**My vacation I**

1. Play this board game in small groups. Use a dice to do it. Mention the activities you see in this board game.



Source: <https://www.toolsforeducators.com/boardgames/board-game-maker.php?cat=verbs>


2. In pairs, talk to your partner and tell him or her what your favorite activities are when you go on vacation.

3. Read the following brochures and discuss about what you find interesting in these places.

*A Shortcut Guide to*


# MEXICO

by Savored Journeys



With endless white beaches and a pleasant climate year-round, Mexico is a favorite vacation destination. Whether you're visiting the interior of the country or one of the World Class beach resorts, you'll be able to indulge in some delicious Mexican cuisine and see the sights that make Mexico famous, like the many Mayan and Aztec pyramids and ruins. Don't miss Mexico City - the bustling, vibrant capital city.

### WHAT TO DO






- See the Mayan & Aztec pyramids
- Try Tequila in Tequila
- Visit the beaches in Baja
- Go wine tasting in Guadalupe
- Scuba diving in Cazumel
- Stay at an All-Inclusive in Cancun
- Swim in a cenote in Valladolid
- Visit Chichen Itza
- Listen to a Mariachi band
- Eat tons of delicious Mexican food

### WHEN TO GO

<b>BEST TIME TO GO</b> For the best weather and the lowest crowds, April-May and late October-November is best.	<b>HIGH SEASON</b> December to April and June-August at the beach resorts. It's also hot and rainy in summer.	<b>HURRICANE SEASON</b> September to mid-October, along the coast
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### WHERE TO GO

### WHAT TO EAT

Source: <https://www.pinterest.com/pin/660481101581930268/?lp=true>

**ECUADOR CONSERVATION 10 KEY FACTS**

The project aim is to aid in the removal of alien species, reforest areas with historically occurring plants, and monitor the populations of the island's unique fauna

We conduct monitoring on the **LOCAL MARINE IGUANA** (*Amblyrhynchus cristatus*) and the **GALAPAGOS SEA LIONS** (*Zalophus wollebacki*).

Over **900 KGS OF GARBAGE** have been collected in areas where there are endemic species, such as **SEA LIONS** (*Zalopus wollebacki*).

We are working with the Galapagos National Park at the **GIANT TORTOISE breeding center** on the island.

We are working to control introduced species such as **BLACKBERRY** (*Rubus nivius*).

We have **BUILT A NURSERY** to germinate the endemic, native plants of San Cristobal Island.

We are involved in local **EDUCATION PROGRAM** designed to deliver **CONSERVATION MESSAGES**.

Projects Abroad Galapagos is the **ONLY VOLUNTEER ORGANIZATION** working in the conservation of endemic species in the Galapagos Islands' archipelago.

We help control the numbers of **INTRODUCED ANIMALS** which affect the nesting areas of endemic birds.

Over **1000 NATIVE PLANTS** have been replanted in cleared areas.

Over **300 volunteers** have worked on the Ecuador Conservation Projects since 2011.

**Will you join us?**

Source: <https://www.projects-abroad.org/projects/conservation-volunteering-galapagos-islands/>

**Writing activities**

4. Think about the city or town you like the most. Write in the table below some information about it.

PLACE:			
Activities	Main attractions	Food	Facilities



**5. Based on the information above, create a brochure of that place. Go to <https://www.canva.com/signup> and register to enter and create your own brochure.**

**Post-writing activities**

Post your brochure in your classroom FaceBook account and invite your classmates to comment about it. Comment on others' brochures.



## ASSESSMENT RUBRIC

### Making A Brochure : My favorite place brochure

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure has a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar	The authors correctly use a few new words and define words	The authors try to use some new vocabulary, but may use 1-2 words	The authors do not incorporate new vocabulary.

	to the reader.	unfamiliar to the reader.	incorrectly.	
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Source: <http://rubistar.4teachers.org/index.php?ts=1565059719>

**LESSON 4**  
**FOR TEACHERS' USE**

<p>Writing objective: Students will be able to make collage with information about last vacations.</p> <p>Instruments: Video Clip</p> <p>Target group: Students from Tenth year of basic education of Milton Reyes High School</p> <p>Class Time: 2 hours</p> <p>Materials: Computer, FaceBook account</p> <p>Assessment tool: Rubric</p>		
<b>TEACHING STRATEGY</b>		
<p>Web-Based projects, explorations, and research were developed. This strategy was carried out in this class because the students had to research and make a video clip based on their researching. This strategy let the student to strengthen their researching individualized abilities and their capability to share information with others.</p> <p>Another strategy used in this class was Learning with mobile and handheld devices. It helped to students to incorporate their mobile devices to their learning process which resulted in a motivating way of participating in the classroom.</p>		
<b>Writing process</b>		
<b>Prewriting</b>	<b>Writing</b>	<b>Post – writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>1. Talk with a partner about last vacation and make notes in a table.</li> <li>2. Look in your smartphone for some pictures related to the trip you talked about in the previous task. Share them with your partner through WhatsApp.</li> </ol>	<ol style="list-style-type: none"> <li>3. Write a short description under each photograph. Describe people, places, activities, and other important things.</li> </ol>	<ol style="list-style-type: none"> <li>4. Make a collage with the pictures and explanation from your last vacation and post it on the classroom group FaceBook account. Make comments on others' collages.</li> </ol>

**LESSON 4**  
**FOR STUDENTS' USE**

**Pre-writing activities**

**My vacation II**

1. Talk with your partner about your last vacation and make notes in the table below.

My friend's name		Me	
Where did you go?			
What did you do?			
What did you eat?			
How was the weather?			
What did you wear?			
Any recommendation			

2. Look in your smartphone for some pictures related to the trip you talked about in the previous task. Share them with your partner through WhatsApp.

**Writing activities**

3. Write a short description under each photograph. Describe people, places, activities, and other important things.

**Post- writing activities**

4. Develop a video clip with the pictures and explain from your last vacation and post it on the classroom group Facebook account. Make comments on others' video clip.



## ASSESSMENT RUBRIC

### Video Clip: My vacations

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the collage has a clear beginning, middle, and end.	Almost all sections of the collage have a clear beginning, middle and end.	Most sections of the collage have a clear beginning, middle and end.	Less than half of the sections of the collage have a clear beginning, middle and end.
<b>Writing – Grammar</b>	There are no grammatical mistakes in the collage.	There are no grammatical mistakes in the collage after feedback from an adult.	There are 1-2 grammatical mistakes in the collage even after feedback from an adult.	There are several grammatical mistakes in the collage even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the collage.	No more than 1 spelling error remains after one person other than the typist reads and corrects the collage.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the collage.	Several spelling errors in the collage.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.

<b>Attractiveness &amp; Organization</b>	The collage has exceptionally attractive formatting and well-organized information.	The collage has attractive formatting and well-organized information.	The collage has well-organized information.	The collage's formatting and organization of material are confusing to the reader.
<b>Pictures</b>	The pictures go well with the text and there is a good mix of text and graphics.	The pictures go well with the text, but there are so many that they distract from the text.	The pictures go well with the text, but there are too few and the brochure seems \"text-heavy\".	The pictures do not go with the accompanying text or appear to be randomly chosen.

Source: <http://rubistar.4teachers.org/index.php?ts=1565059719>



**LESSON 5**  
**FOR TEACHERS' USE**

Writing objective: Students will be able to describe their own hobbies.  
 Instruments: Word search puzzle, Dialog – collage  
 Target group: Students from Tenth year of basic education of Milton Reyes High School  
 Class Time: 2 hours  
 Materials: Computer, e-mail  
 Assessment tool: Rubric

**TEACHING STRATEGY**

Project-based activities incorporating technology was the strategy employed in this lesson. This strategy enabled the students to be engaged in their learning process. They had to work with the technology in the classroom. Students try to remember the process of turning the computers on and their logging in steps. Then, they develop their project and share with the rest of the class.

**Writing process**

<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
Students have to 1. Look for some words and phrases in this word search puzzle. Use the information below as a guide. 2. Talk with friends and describe what your favorite free time activity is.	3. Choose one of the hobbies, search information about them on-line. Write a letter to your parents telling the reasons about what would they like to practice.	4. Write your letter in your word processor, correct and edit it. 5. Send your letter to your teacher through e-mail.

**LESSON 5**  
**FOR STUDENTS' USE**

**Pre-writing activities**

**My free time activities**

**1. Look for some words and phrases in this word search puzzle. Use the information below as a guide.**

*Do homework, play guitar, swim, play video games, play soccer, visit my grandparents, chat with my friends, draw, listen to music, watch movies, dance, go window shopping, walk.*

**Free time activities**

W A T C H M O V I E S S N T V  
B K T T X A O E E X L E L P N  
P C S M K L A W P C I M S G P  
Y L A F E A B W G U S A W R U  
E U A J F K G M I G T G I K O  
O D P Y J F E H T L E O M Q R  
G R O K G V J G S L N E G A Y  
C M H H O U F K F T T D D H D  
P K N A O G I O B I O I X B A  
F A B F S M Z T P A M V R H N  
W V I N M I E Y A Y U Y H H C  
E A L O R M B W V R S A F S E  
Y Z R Q X E K X O M I L I X R  
I I U D L R K F F R C P G E F  
P L A Y S O C C E R K G A C D

Source: <http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php>

**2. Talk to your friends and describe what your favorite free time activity is.**



### **Post-writing activities**

- 4. Write your letter in your word processor, correct and edit it.**
- 5. Send your letter to your teacher through e-mail.**



## ASSESSMENT RUBRIC

### Power Point: Hobbies

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Length</b>	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
<b>Content Accuracy</b>	The letter contains at least 5 accurate reasons about the topic.	The letter contains 3-4 accurate reasons about the topic.	The letter contains 1-2 accurate reasons about the topic.	The letter contains no accurate reasons about the topic.

**Source:** <http://rubistar.4teachers.org/index.php?ts=1565091957>

**LESSON 6**  
**FOR TEACHERS' USE**

Writing objective: Students will be able to make comparisons.  
 Instruments: Web searching, on-line game, Tri fold - Projector  
 Target group: Students from Tenth year of basic education of Milton Reyes High School  
 Class Time: 2 hours  
 Materials: Computer  
 Assessment tool: Rubric

**TEACHING STRATEGY**

Project-based activities incorporating technology and game-based learning were used in this classroom. These strategies provided the students a good chance to learn through technology. They involved the students to incorporate technology and learn through educational games. The students were aware about their own improvement in using the computer and improving their language skills.

**Writing process**

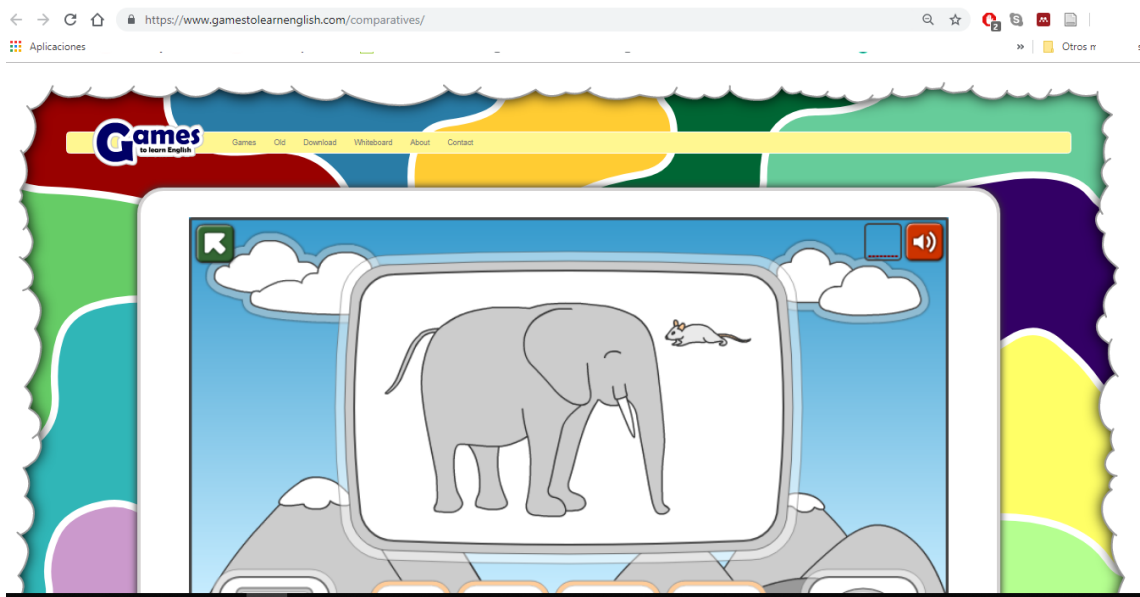
<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>Go to <a href="http://gamestolearnenglish.com">gamestolearnenglish.com</a> and play on-line.</li> <li>Search on the net and design a collage about two touristic places in Ecuador. Establish similarities and differences.</li> <li>Use the table below to establish similarities and differences.</li> </ol>	<ol style="list-style-type: none"> <li>Based on the information of the activity 3, write a compare and contrast paragraph.</li> </ol>	<ol style="list-style-type: none"> <li>Share your paragraph with your classmates and give some ideas to improve it.</li> <li>Re-edit your paragraph and create a brochure about any touristic place.</li> </ol>

**LESSON 6**  
**FOR STUDENTS' USE**

**Pre-writing activities**

**Amazing facts**

1. Go to <https://www.gamestolearnenglish.com/comparatives/> and play this on-line game to establish comparisons. In pairs, play and have fun.



2. Search on the net and design a collage about two touristic places in Ecuador. Establish similarities and differences.

3. Use the table below to establish similarities and differences.

<b>PLACES</b>		
<b>FOOD</b>		
<b>PLACE</b>		
<b>WHEATHER</b>		
<b>PRICES</b>		
<b>ACCOMODATION</b>		

**Writing activities**

4. Based on the information of the activity 3, write a compare and contrast paragraph.

.....

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.....

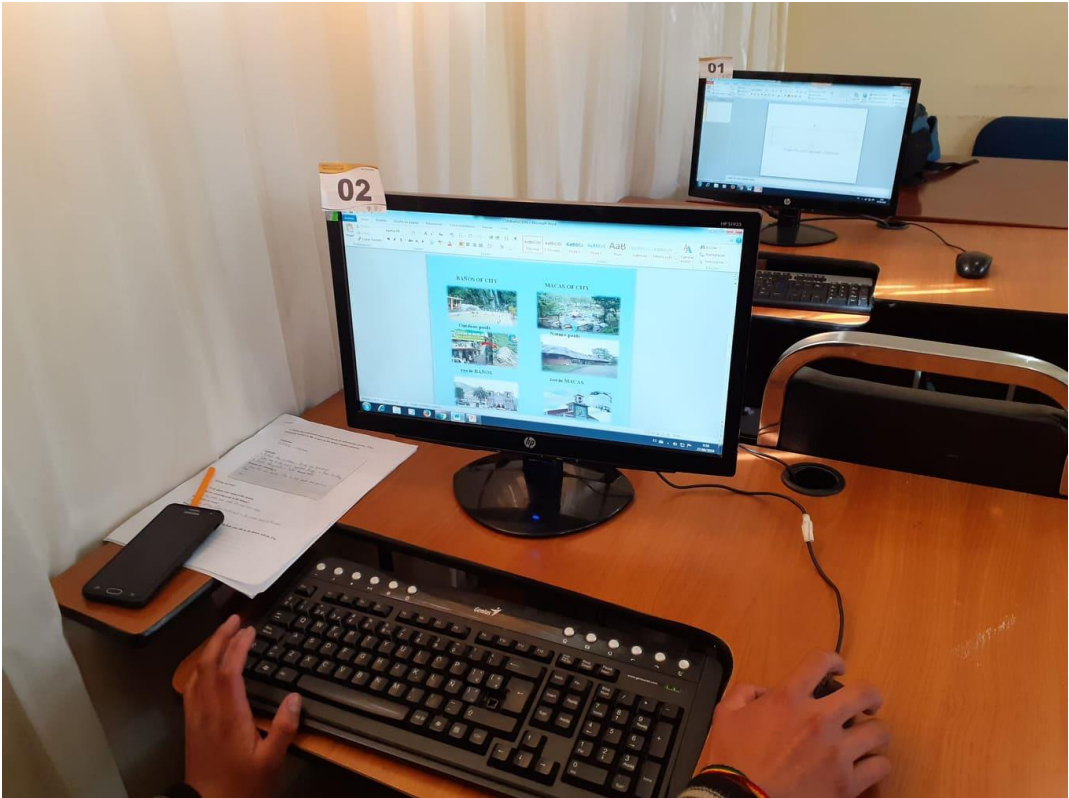
.....

.....

.....

**Post-writing activities**

- 5. Share your paragraph with your classmates and give some ideas to improve it.**
- 6. Re-edit your paragraph and create a tri fold about any touristic place.**





## ASSESSMENT RUBRIC

### Tri Fold : Compare and contrast paragraph

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing – Organization</b>	Each section in the paragraph has a clear beginning, middle, and end.	Almost all sections of the paragraph have a clear beginning, middle and end.	Most sections of the paragraph have a clear beginning, middle and end.	Less than half of the sections of the paragraph have a clear beginning, middle and end.
<b>Writing – Grammar</b>	There are no grammatical mistakes in the paragraph.	There are no grammatical mistakes in the paragraph after feedback from an adult.	There are 1-2 grammatical mistakes in the paragraph even after feedback from an adult.	There are several grammatical mistakes in the paragraph even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the paragraph.	No more than 1 spelling error remains after one person other than the typist reads and corrects the paragraph.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the paragraph.	Several spelling errors in the paragraph.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to t	The authors try to use some new vocabulary, but may use 1-2 words incorrec	The authors do not incorporate new vocabulary.

Source: <http://rubistar.4teachers.org/index.php?ts=1565059719>

**LESSON 7**  
**FOR TEACHERS' USE**

<p>Writing objective: Students will be able to write comments about touristic choices.          Instruments: Web searching, conversation          Target group: Students from Tenth year of basic education of Milton Reyes High School          Class Time: 2 hours          Materials: Computer, word processor          Assessment tool: Rubric</p>		
<b>TEACHING STRATEGY</b>		
<p>Project-based activities incorporating technology in the classroom. This strategy provided the students the opportunity to search on the web, read, compare, and learn about other places around the world. This also give the students a wide vision about their future. This strategy was monitored by the teacher in order to avoid misuse of time and distraction. At this time, the students are more independent in the use of their computers and personally motivated to search on the net.</p>		
<b>Writing process</b>		
<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>1. Read the following information, circle the comparative and superlative words.</li> <li>3. Look for information about Ecuador on the net and compare it with the information about Finland. Complete the following table.</li> </ol>	<ol style="list-style-type: none"> <li>4. Write a paragraph about the similarities and the differences between Ecuador and Finland.</li> </ol>	<ol style="list-style-type: none"> <li>5. Read and correct your paragraph.</li> <li>6. Share your information with your partners.</li> </ol>

**LESSON 7**  
**FOR STUDENTS' USE**

**Touristic places**

**Pre-writing activities**

**1. Read the following information, circle the comparative and superlative words.**

**Finland**, country located in northern Europe. Finland is one of the world's most northern and geographically remote countries and is subject to a severe climate. Nearly two-thirds of Finland is blanketed by thick woodlands, making it the most densely forested country in Europe.

The landscape of ubiquitous forest and water has been a primary source of inspiration for Finnish arts and letters.

Finland's underlying structure is a huge worn-down shield composed of ancient rock, mainly granite, dating from Precambrian time. The land is low-lying in the southern part of the country and higher in the centre and the northeast, while the few mountainous regions are in the extreme northwest, adjacent to Finland's borders with Sweden and Norway.

The coastline of Finland, some 2,760 miles (4,600 km) in length, is extremely indented and dotted with thousands of islands. The greatest number of these are to be found in the southwest, in the Turun archipelago, which merges with the Åland Islands in the west. Finland's inland waters occupy almost one-tenth of the country's total area; there are 10 lakes of more than 100 square miles (250 square km) in area and tens of thousands of smaller ones. The largest lake, Saimaa, in the southeast, covers about 1,700 square miles (4,400 square km). Winter is the longest season in Finland. North of the Arctic Circle the polar night lasts for more than 50 days; in southern Finland the shortest day lasts about six hours. Annual precipitation, about one-third of which falls as sleet or snow, is about 25 inches (600 mm) in the south and a little less in the north.

Salmon, trout, and whitefish are relatively abundant in the rivers. Baltic herring is the most common sea fish, while crayfish can be caught during the brief summer season. Pike, char, and perch are also found. Finland has two national languages, Finnish and Swedish, and is officially bilingual. Nearly nine-tenths of the population speak Finnish; the language is an important nationalist feature, although it is spoken in strong regional dialects.

**Source:** <https://www.britannica.com/place/Finland>

**3. Look for information about Ecuador on the net and compare it with the information about Finland. Complete the following table.**

Country	Finland	Ecuador
---------	---------	---------

<b>Continent</b>		
<b>Landscape</b>		
<b>Animals</b>		
<b>Food</b>		
<b>Plants</b>		

**Writing activities**

**4. Write a paragraph about the similarities and the differences between Ecuador and Finland.**

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**Post- writing activities**

- 5. Read and correct your paragraph.**
- 6. Share your information with your partners.**

## ASSESSMENT RUBRIC

### Writing : Comparison Ecuador and Finland paragraph

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the paragraph has a clear beginning, middle, and end.	Almost all sections of the paragraph have a clear beginning, middle and end.	Most sections of the paragraph have a clear beginning, middle and end.	Less than half of the sections of the paragraph have a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the paragraph.	There are no grammatical mistakes in the paragraph after feedback from an adult.	There are 1-2 grammatical mistakes in the paragraph even after feedback from an adult.	There are several grammatical mistakes in the paragraph even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the paragraph.	No more than 1 spelling error remains after one person other than the typist reads and corrects the paragraph.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the paragraph.	Several spelling errors in the paragraph.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.

Source: <http://rubistar.4teachers.org/index.php?ts=1565059719>

**LESSON 8**  
**FOR TEACHERS' USE**

<p>Writing objective: Students will be able to design a collage about Guinness Records          Instruments: Web searching, collage          Target group: Students from Tenth year of basic education of Milton Reyes High School          Class Time: 2 hours          Materials: Computer, FaceBook account          Assessment tool: Rubric</p>		
<b>TEACHING STRATEGY</b>		
<p>Project-based activities incorporating technology in the classroom and using social media were the strategies used in this lesson.</p> <p>These strategies were used to grab the students' attention. Facebook accounts were used to post a collage for start a discussion and get student involved in their own interaction. The students cooperatively worked and reinforced in their writing abilities.</p>		
<b>Writing process</b>		
<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <p>1. Look for information in the net about 5 of the sports and activities in the pictures below that take part in the Guinness Records. Write the information under each picture.</p>	<p>2. Write a short description about each Guinness Records.</p> <p>3. Create a collage with three Guinness Records. Include pictures and words in your collage.</p>	<p>4. Share the collage with your classmates. Upload your collage in FaceBook account.</p> <p>5. Comment at least three of your partners' collages.</p>

**LESSON 8**  
**FOR STUDENTS' USE**

**Guinness Records**

**Pre-writing activities**

1. Look for information in the net about 5 of the sports and activities in the pictures below that take part in the Guinness Records. Write the information under each picture.



**Guinness Record**

**Name:**

**Date:**

**Place:**

**Other information:**



**Guinness Record**

**Name:**

**Date:**

**Place:**

**Other information:**



**Guinness Record**

**Name:**

**Date:**

**Place:**

**2. Write a short description about each Guinness Records.**

.....  
.....  
.....  
.....  
.....  
.....

**3. Create a collage with three Guinness Records. Include pictures and words in your collage.**

**Post- writing activities**

**4. Share your video clip with your classmates. Upload your video clip in Facebook account.**

**5. Comment at least three of your partners' video clip.**



## ASSESSMENT RUBRIC

### Making a collage: Guinness Records

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the collage has a clear beginning, middle, and end.	Almost all sections of the collage have a clear beginning, middle and end.	Most sections of the collage have a clear beginning, middle and end.	Less than half of the sections of the collage have a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the collage.	There are no grammatical mistakes in the collage after feedback from an adult.	There are 1-2 grammatical mistakes in the collage even after feedback from an adult.	There are several grammatical mistakes in the collage even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the collage.	No more than 1 spelling error remains after one person other than the typist reads and corrects the collage.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the collage.	Several spelling errors in the collage.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.

<b>Attractiveness &amp; Organization</b>	The collage has exceptionally attractive formatting and well-organized information.	The collage has attractive formatting and well-organized information.	The collage has well-organized information.	The collage's formatting and organization of material are confusing to the reader.
<b>Pictures</b>	The pictures go well with the text and there is a good mix of text and graphics.	The pictures go well with the text, but there are so many that they distract from the text.	The pictures go well with the text, but there are too few and the brochure seems \"text-heavy\".	The pictures do not go with the accompanying text or appear to be randomly chosen.

Source: <http://rubistar.4teachers.org/index.php?ts=1565059719>

**LESSON 9**  
**FOR TEACHERS' USE**

Writing objective: Students will be able to write about future plans and unusual professions.  
 Instruments: Word search puzzle, dialog  
 Target group: Students from Tenth year of basic education of Milton Reyes High School  
 Class Time: 2 hours  
 Materials: Computer, e-mail  
 Assessment tool: Rubric

**TEACHING STRATEGY**

Game-based learning and project-based activities incorporating technology in the classroom were used in this lesson. These strategies help the students to increase their responsibility because everyone can do things using technology. The students receive direct instruction from the teacher. Then, they turn their devices on and start their learning process including searching on the web looking for the needed information. The teacher walks around the classroom in order to ask about what the students are doing and to provide feedback on their tasks.

**Writing process**

<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>1. Look for words in the word search puzzle below. Use the words in the box to the right.</li> <li>2. Write the compound nouns alphabetically.</li> <li>3. Choose two compound nouns and search for information on-line. What profession would you like to have in the future? Include pictures.</li> </ol>	<ol style="list-style-type: none"> <li>4. Write about your vision of the future.</li> <li>5. Write a letter to your teacher describing how your life in the future will be. Use your notes in the activity 4.</li> </ol>	<ol style="list-style-type: none"> <li>6. Read and edit your letter. Send it to your teacher through e-mail.</li> </ol>

**LESSON 9**  
**FOR STUDENTS' USE**

**My vision of the future**

**Pre-writing activities**

**1. Look for words in the word search puzzle below. Use the words in the box to the right.**

E R W V R E N I A R T G O D F  
H E W A O R K E G R R V F L P  
J N B U L G R O H E E U R X L  
Z G K A E A E G N K Y Y E S G  
Y I I P S M K T A L B V T Q K  
M S H K N E L K I A O P S Z C  
B E K X U D I X R W O N E O T  
F D W J O E M G A G K T T O R  
Q Y Z F C S E H N O R N Y K E  
S O W N U I K P I D E N O E P  
N T B Z H G A P R C A P T E X  
W E I B Y N N H E F D A H P E  
R R K V F E S B T N E C R E G  
A Y E O K R Y D E M R N M R O  
U A N X C I L P V D L F V L D

- snake milker
- veterinarian
- zookeeper
- book reader
- Braille translator
- counselor
- game designer
- toy tester
- toy designer
- dog trainer
- dog expert
- dog walker

Online @ [www.atozteacherstuff.com](http://www.atozteacherstuff.com)

**2. Write the compound nouns alphabetically.**

.....

.....

.....

.....

**3. Choose two compound nouns and search for information on-line. What profession would you like to have in the future? Include pictures.**

<p><b>Profession</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Activities</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Reasons for choosing it.</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--

**Writing activities**

**4. Write about your vision of the future.**

**What are you going to do in the future?**

.....

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**Where will you work?**

.....

.

**What activities will you do?**

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**5. Write a letter to your teacher describing how your life in the future will be. Use your notes in the activity 4.**

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.....

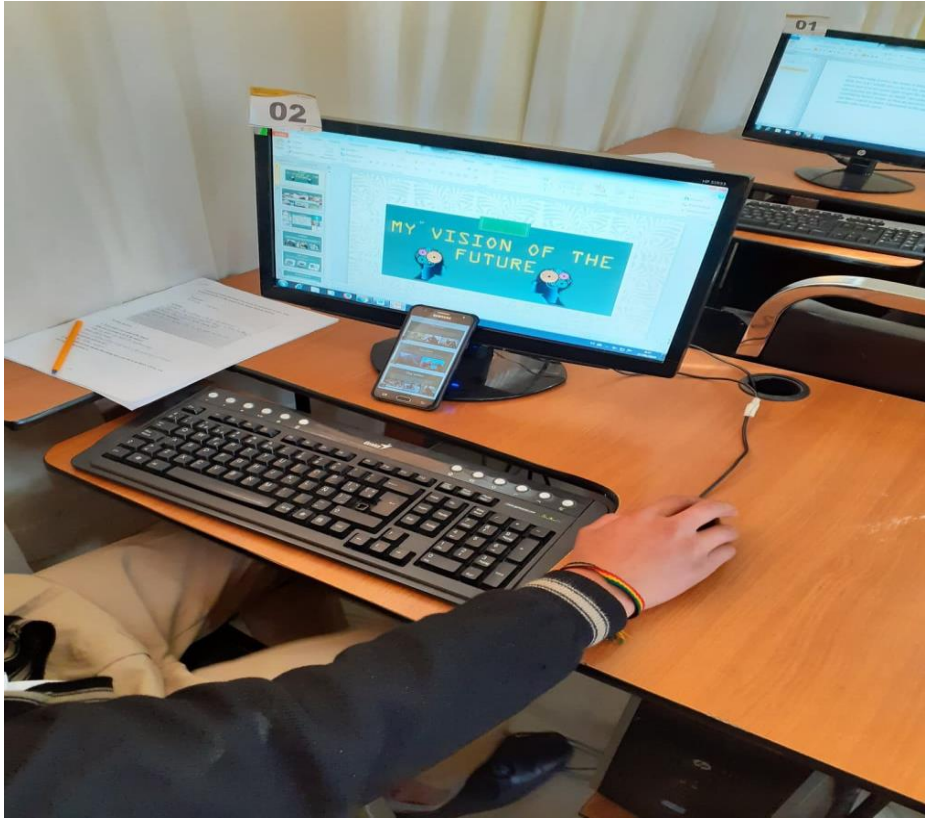
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**Post-writing activities**

**6. Read and edit your letter. Send it to your teacher through e-mail.**



## ASSESSMENT RUBRIC

### Letter-Writing: My vision of the future

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Length</b>	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
<b>Content Accuracy</b>	The letter contains at least 5 accurate reasons about the topic.	The letter contains 3-4 accurate reasons about the topic.	The letter contains 1-2 accurate reasons about the topic.	The letter contains no accurate reasons about the topic.

**Source:** <http://rubistar.4teachers.org/index.php?ts=1565091957>

**LESSON 10**  
**FOR TEACHERS' USE**

<p>Writing objective: Students will be able to write about inspirational people.          Instruments: Web searching, video clip          Target group: Students from Tenth year of basic education of Milton Reyes High School          Class Time: 2 hours          Materials: Computer, web pages          Assessment tool: Rubric</p>		
<b>TEACHING STRATEGY</b>		
<p>Project-based activities incorporating technology in the classroom and reflective thinking were used in this lesson. Students were encouraged to self-reflect on their activities using the computer and searching the web. Some reflective questions were asked to them in order to make connections between what they do and what others do. The reflection was carried out based on the content.</p>		
<b>Writing process</b>		
<b>Prewriting</b>	<b>Writing</b>	<b>Post - writing</b>
<p>Students have to</p> <ol style="list-style-type: none"> <li>1. Search on-line for information about the famous people below.</li> </ol>	<ol style="list-style-type: none"> <li>2. Write a brief description about each famous person in activity 1. Use your notes. Include pictures.</li> </ol>	<ol style="list-style-type: none"> <li>3. Exchange your information with another partner. Read and make comments about how to improve those notes.</li> <li>4. Write your notes in the word processor and make a power point presentation to share with your class.</li> </ol>



**LESSON 10**  
**FOR STUDENTS' USE**  
**Inspiring life**

**Pre-writing activities**

**1. Search on-line for information about the famous people below.**

<b>Famous person</b>	<b>Personality</b>	<b>Ability/talents</b>	<b>Achievements</b>
<b>Steven Spielberg</b>			
<b>Mark Zuckerberg</b>			
<b>Mother Teresa</b>			
<b>Tony Melendez</b>			
<b>Nick Vujicic</b>			

**Writing activities**

**2. Write a brief description about each famous person in activity 1. Use your notes. Include pictures if possible.**

**Steven Spielberg**

**Mark Zuckerberg**

**Mother Teresa**

**Tony Melendez**

**Nick Vujicic**

**Post-writing activities**

**3. Exchange your notes with another partner. Read and make comments about how to improve those notes.**

**4. Write your notes in the word processor and make a power point presentation to share with your class.**



## ASSESSMENT RUBRIC

### Video Clip Presentation

Teacher Name: **Mrs. Sandra Yuquilema**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the power point presentation has a clear beginning, middle, and end.	Almost all sections of the Power point presentation have a clear beginning, middle and end.	Most sections of the power point presentation have a clear beginning, middle and end.	Less than half of the sections of the power point presentation has a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the presentation.	There are no grammatical mistakes in the presentation after feedback from an adult.	There are 1-2 grammatical mistakes in the presentation even after feedback from an adult.	There are several grammatical mistakes in the presentation even after feedback from an adult.
<b>Pictures and graphics</b>	More than three engaging pictures and graphics related to the topic.	Three engaging pictures and graphics related to the topic.	A few pictures that are not connected with the main topic.	No engaging pictures and graphics in the presentation.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.

Source: <http://rubistar.4teachers.org/index.php?ts=1565059719>

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## ANNEXES

### PRE-TEST

**Objective:** To evaluate the level of students in writing skill of tenth year of basic education at Milton Reyes High School for the first term of 2018-2019 academic period.

### A2 KET EXAM FOR SCHOOLS

#### Reading and Writing • Part 9

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##### Question 56

Read the email from your English friend, Alex.

<b>From:</b>	Alex
<b>To:</b>	

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.  
Write **25 – 35** words.  
Write the email on your answer sheet.

**Source:** <https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/exam-format/>



## POST-TEST

### Part 6

#### Question 31

You want to go swimming on Saturday with your English friend, Toni.  
Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write 25 words or more.

Write the email on your answer sheet.

### Part 7

#### Question 32

Look at the three pictures.  
Write the story shown in the pictures.  
Write 35 words or more.



Write the story on your answer sheet.

Source: <https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

**WRITING RUBRIC PART 6**

Band	
5	<ul style="list-style-type: none"> <li>• All parts of the message are fully communicated.</li> <li>• The language used allows the reader to easily understand the whole message.</li> <li>• The organisation allows the reader to easily understand the whole message.</li> </ul>
4	<p><i>Writing at this band has a combination of elements from Bands 3 and 5.</i></p>
3	<ul style="list-style-type: none"> <li>• One element of the message is omitted or unclear. The other elements are clearly communicated.</li> <li>• The language used allows the reader to understand some of the message.</li> <li>• The organisation allows the reader to understand some of the message.</li> </ul>
2	<p><i>Writing at this band has a combination of elements from Bands 1 and 3.</i></p>
1	<ul style="list-style-type: none"> <li>• Two elements of the message are omitted or unclear. Very little of the message is communicated.</li> <li>• The language used means the reader understands very little of the message.</li> <li>• The organisation used means the reader understands very little of the message.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Text is totally irrelevant.</li> <li>• The reader understands none of the message.</li> </ul>

## ASSESSMENT RUBRIC PART 7

### Mark scheme for Writing Part 7

Band	
5	<ul style="list-style-type: none"><li>• All parts of the story are fully communicated.</li><li>• The language used allows the reader to easily understand the whole story.</li><li>• The organisation allows the reader to easily understand the whole story.</li></ul>
4	<i>Writing at this band has a combination of elements from Bands 3 and 5.</i>
3	<ul style="list-style-type: none"><li>• One part of the story is omitted or unclear. The other parts are clearly communicated.</li><li>• The language used allows the reader to understand some of the story.</li><li>• The organisation allows the reader to understand some of the story.</li></ul>
2	<i>Writing at this band has a combination of elements from Bands 1 and 3.</i>
1	<ul style="list-style-type: none"><li>• Two parts of the story are omitted or unclear. Very little of the story is communicated.</li><li>• The language used means the reader understands very little of the story.</li><li>• The organisation used means the reader understands very little of the story.</li></ul>
0	<ul style="list-style-type: none"><li>• Text is totally irrelevant.</li><li>• The reader understands none of the story.</li></ul>

Source: <https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>