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“BLOGS IN WRITING SKILL”

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SUPERVISOR APPROVAL

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I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: “BLOGS IN WRITING SKILL” investigated by Maria del Carmen Villacis Guaman with I.D No. 1805000328, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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DEDICATION

To God for always blessing me and taking care every day. To my all family especially my parents who have supported me when I have needed it, and they were who encouraged me to choose this career. Thanks, Jazmin and Mayra, my friends for always advising and motivating me when I have had issues.

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TUTOR: Mg. Wilma Suárez

Abstract

Nowadays, the use of blog plays an important role in students' language learning because it gives students the opportunity for sharing, reflecting, and promoting communication with readers. The purpose of this current investigation is to determine the impact of blogs on writing skills. This research study was a quasi-experimental design. The researcher worked with a single group of 28 students whose ages were from 20 to 23 years old. This investigation was carried out for 2 weeks in six meetings. The participants were students from the fifth semester at a public institution. The experiment consisted of apply to students some blogs in order to identify the writing subskills of the learners. To gather the results, the researcher applied a pre and post-test to identify the level of the writing skills proficiency before and after applying the use of blogs to improve students' writing skills. Those standardized tests were taken from the Preliminary English Test (PET exam) that belongs to B1 English level. The results showed an improvement in learner's writing skills after applying the use of blogs as treatment. In addition, the use of blogs had a positive impact on the development of students writing skills. Finally, the data collected were analyzed by using a T-students statistical to determine whether blogs contribute or no to the improvement of writing skills.

Keywords: Blogs, writing skill, writing subskills, language learning, communication.

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Resumen

Hoy en día, el uso del blog juega un papel importante en el aprendizaje de idiomas de los estudiantes porque les brinda la oportunidad de compartir, reflexionar y promover la comunicación con los lectores. El propósito de esta investigación es determinar el impacto de los blogs en la habilidad de escritura. Este estudio tuvo un diseño cuasi-experimental. El investigador trabajó con un grupo de 28 estudiantes cuyas edades eran entre 20 a 23 años de edad. Los participantes fueron estudiantes del quinto semestre de una institución pública. El experimento consistió en aplicar a los estudiantes algunos blogs para identificar las sub-habilidades de escritura de los alumnos. Por otra parte, esta investigación duró 2 semanas con un total de 6 sesiones. Para obtener los resultados, el investigador aplicó una prueba previa y posterior para identificar el nivel de competencia en la habilidad de escritura antes y después de aplicar el use de blogs para mejorar la habilidad de escritura de los estudiantes. Estas pruebas estandarizadas fueron tomadas del examen PET (Examen Preliminar de Inglés) el cual pertenece al nivel de Inglés B1. Los resultados mostraron un mejoramiento en la habilidad de escritura de los aprendices después de aplicar el uso de blogs como tratamiento. Además el uso de blogs tuvo un impacto positivo en el desarrollo de la habilidad de escritura de los estudiantes. Finalmente, los datos colectados fueron analizados usando una prueba estadística llamada T-student para determinar si los blogs contribuyeron o no al mejoramiento de la habilidad de escritura.

Palabras claves: Blogs, Habilidad de escritura, sub-habilidades de escritura, comunicación, aprendizaje del inglés.

CHAPTER I

THEORETICAL FRAMEWORK

Blogs in writing skill

1.1 Investigative background

This study involves the role of technology, especially blogs, in the development of students' writing skills in English language learning. Blogs, in writing skills are considered one of the most important educational tools that engage students learning. Moreover, some researchers argue that the use of blogs in the classroom plays an important role in improving students' writing skills. In addition, it allows them to develop their critical thinking, and promote interaction among students and teachers. In this section, we analyzed some studies that support the use of blogs and their impact on students' writing skills.

Fathi, Ahmadnejad, and Yousofi (2019) led a study whose main objective was to investigate the impact of blogs on students' writing motivation. The methodology of this research was an experimental design, and the population was 46 undergraduate students. The researcher divided students into two groups, 21 students to the control group and 25 students to the experimental group. This research was carried out in a 16 week period. The researcher applied traditional writing skills to the control group, while the use of blog-mediated writing skills was applied to the experimental group. Furthermore, data were gathered through 3 different scales to measure learners' motivation, self-efficacy, and self-regulation. Through the results, this study showed that blogs had a positive impact on writing skills in the experimental group since they were able to develop motivation and self-regulation.

Mai and Bao (2020) carried out a study to establish two research questions about teachers' and students' attitudes toward the use of blogs in writing activities, and the advantages and disadvantages of blogs in the teaching-learning process. This research was developed using a qualitative approach. To collect the data two instruments were applied a questionnaire survey and an interview which were designed to get information about learners' attitudes toward using blogs for writing. The questionnaire

survey involved 110 learners and 12 teachers, and 7 teachers and students were interviewed about learners' attitudes by using blogs in writing skills. The results showed that students and teachers had positive attitudes toward the application of the use of blogs in English as foreign language writing skills.

Fithriani, Rafida, and Siahaan (2019) developed a research study whose main objective was to show that blogs are effective tools to improve students' writing skills. This investigation was carried out in 8 weeks, which was a qualitative study since the researcher used a questionnaire and semi-structured interview to explore the learners' perceptions. Moreover, this study had a population of 30 students that took part in the implementation of blogs in writing skills. The results showed that students had a positive attitude when they used blogs as a learning tool since they contributed to students' writing process. The author suggested that teachers should use online blogs in students' writing development.

Spanou and Zafiri (2019) led an investigation whose main objective was to focus on the progress of writing skills by employing blogs. The participants of this study were 10 students with B1 level from Athens institute in Greece. The researcher divided students into two groups, 4 students to the experimental and 6 students to the control group. A pre-test, post-test and semi-structured interviews were applied to the experimental group in order to identify students' attitudes toward the use of blogs in English as a foreign language. The results of this research indicated that the use of blogs in the classroom created collaborative learning and interaction among students and teachers. In addition, students were involved in the writing process, because they made drafts to check their mistakes and correct them.

Alsubaie and Madini (2018) led a research study whose main objective was to investigate whether the use of blogs works as useful tools for English learning. This research was developed using an experimental design. The number of participants was thirty-seven whose ages were from 18 to 20 years old. Furthermore, the participants were 37 female students that were divided into two groups, 19 to the experimental group and 18 to the control group. A paired-sample t-test was applied through a program or software to compare the students' results between the two groups. Through the results, the researcher concluded that the use of blogs in the classroom had a positive impact on students' writing skills.

Alsamadani (2017) carried out a study to investigate the efficiency of online blogs for students' individual and group writing skills. The population of this research was a group of 40 learners that were divided into two groups, experimental and control groups. This research was carried out in 14 weeks, in which participants used blogs to practice their writing skills. The researcher applied a pre-test and post-test to evaluate the students' level of proficiency in writing skills. The results of this research reflected that blogs have transformed ways of pedagogy and methodology in English as a foreign language to improve learners' writing skills. The author suggested that blogs should be included in schools' curriculum to enhance student's writing skills.

Mabuan (2018) led an investigation to determine the students' perspective on the use of blogs in learning writing skills. This investigation was carried out in 5 weeks, and the participants of this research were 58 students, 16 males, and 42 females from 16 to 20 years old. This study utilized a qualitative research design because the researcher used a questionnaire to collect information on students' perspectives on the use of blogs to improve writing activities. The results showed that blogs were seen as practical media in learning writing skills so that students expressed their thoughts, interacted among students by giving feedback and opinions freely.

Sanjaya, Apriani, and Edy (2020) developed a research study to discover students' views on weblogs as part of an educational tool to improve students' writing skills. The population of this research was 30 students from the eighth semester at the English program. This study was developed using a qualitative approach because the researcher applied a questionnaire to obtain participants' answers on weblogs. The results proved that students had a positive perception of blogs to improve their writing skills. Developing their critical thinking and expressing thoughts. Furthermore, the students preferred to produce written tasks or activities using blogs than writing on a traditional paper.

Arochman and Yosintha (2020) led a study to discover the efficiency of using web blogs to enhance academic writing in English learners. This investigation was developed for one month with a frequency of twice a week. The population of this investigation was 64 students at the secondary school level. Furthermore, this study had a quantitative approach with a quasi-experimental design. The participants were 64 students, who were divided into two groups, 32 students to the experimental group

that received the treatment, and 32 students to the control group that did not receive the treatment. In addition, web blogs were applied to the experimental group, while the control group used a piece of paper. The study showed that blogs had a positive impact on writing skills.

Özdemir and Aydın (2015) led an investigation to discover the efficacy of using blogs to achieve and improve students' writing skills. This investigation had a population of 40 students, who were chosen randomly. This experimental study used three stages: pre-test, practice, and post-test. First, the pre-test was applied to the control and experimental group to know students' proficiency level in writing skills. During the practice, the control group completed written activities in a traditional paper, while the experimental group used blogs to complete the activities. Finally, the post-test was applied to both groups to compare the final results. The results showed that blogs had a positive effect on students writing development, and the process of writing affected positively in students. Besides, the use of blogs helped students to improve their writing skills since students showed interest to use the foreign language through writing activities.

Sulistyo, Mukminatien, Cahyono, and Saukah (2019) developed a research study to investigate how blog-assisted influences students' writing. This research utilized action research, and the participants were 30 students, they were divided into two groups, one group of 12 females and the other one of 18 males from the fifth semester. This study was carried out in sixteen meetings. Furthermore, to collect the data, the researcher applied an interview, an open-ended questionnaire, and a pre-test, and a post-test. The results of this research illustrated that students improved their development of writing skills since they demonstrated interest, cooperation, encouragement, participation, and collaboration to write blogs.

Baharuddin and Mohamad (2020) carried out a study to examine the effects of narrative writing using Edublogs in primary school. The participants were 8 children from 12 years old who were divided into two groups, one group of 4 males and one group of 4 females. The methodology of this study was qualitative, which used a thematic and document analysis to analyze the collected data. Additionally, the researcher applied an interview, observation card, and test to collect data. The findings

showed that students improved their narrative writing skills, especially grammar, coherence, cohesion, accuracy, and vocabulary by using Edublogs in the classroom.

Muhtia and Drajati (2017) led a study to improve learners' writing skills by using blogging in English as a foreign language. The participants were 23 students, 18 females and 5 males. In addition, this study used mixed methods, since the data were collected in a quantitative and qualitative way. The qualitative data were collected by an observation card and interviews to collect information about students' perceptions by using blogs, while the quantitative data were collected by using a pre-test and post-test to know the progress of students' writing skills. The results showed that the use of blogging was effective because it helped to improve learners' writing skills and students' perceptions.

Riswandi, Ngadisco, and Asib (2019) led an investigation whose main objective was to improve students' writing skills by using blogs in high schools. The methodology of this study was action research with a population of 23 students, 12 were women, and 11 are men. Additionally, the data was collected in a qualitative and quantitative way. The researcher used an observation card and interview to collect the qualitative data. Meanwhile, the quantitative data were taken from a pre-test and post-test. The results of this study demonstrated that Edublogs are effective tools to improve students' writing skills in English language learning since the students felt more active and more interested to practice written activities.

Yamin, Setiawan, and Anam (2020) developed a study to find out the relationship between students' perspectives on the use of blogs in writing skills. The methodology used in this research was correlational design since it was necessary to know the connection between the dependent variable and independent variable. The participants were 23 students, and the researcher applied a questionnaire and a Likert scale. The results proved this research had a relevant correlation between students' perspectives and the use of blogs in writing skills.

To sum up, all researchers recommended the use of blogs to improve writing skills. The researchers worked with a population from 10 – 22 years old. Most of the researchers used both quantitative and qualitative methodologies to get the data. The different studies showed positive results in the use of blogs in writing skills. In

addition, this research was different from other studies for three main reasons. First, those investigations differ from this present study because it was carried out online due to the coronavirus pandemic. Second, the researcher of this present study worked with a population of 25 students from the fifth semester at Universidad Técnica de Ambato. Finally, this research utilized a quasi-experimental design because it was worked with a single group of students form the fifth semester at Universidad Técnica de Ambato.

1.2 Theoretical framework

Independent variable theoretical support (Blogs)

Web 2.0

According to Helge and McKinnon (2013), web 2.0 is a website that provides crucial learning opportunities to students to create and share projects or products. This tool is interactive because it allows students free access to digital platforms because it encourages learners to work collaboratively among themselves. Furthermore, the use of web 2.0 provides students and teachers an active interaction with others by sharing their knowledge. Through the use of this website, people can do many activities like editing, practicing assessment exercises, modifying the content, and create the information on the website. Blogs, Podcasts, Youtube, Live binders, and Wikipedia are websites that belong to the web 2.0 tool since they let teachers support students' learning in the classroom. In addition, the teacher must use those kinds of tools in the classroom because they create opportunities for students to share student's knowledge with broader people and increase their learning.

Blogs

Solomon and Schrum (2013) claim that a blog is a website containing the writer's experiences, opinions, thoughts, articles. A blog always includes videos, photos, charts, music graphs, or audios such as podcasts to enhance readers' attention. Currently, many people use blogs to express their ideas or write an interesting topic since blogs allow writers to promote active interaction with different readers around

the world. A blog is considered an educational benefit for students because it is a place for students to practice their writing and communication skills. Moreover, this is a tool to encourage students' demonstration of ideas and learning since they start to build personal critical thinking and new learning. In addition, teachers use blogs to publish tasks, assignments, teachers' and students' resources, and dates on class events. Albaugh (2013) argued there are three types of blogs that teachers and students use in the classroom.

The tutor blog: It is a site created by the teachers to teach in the class. In this kind of blog, the information is limited to homework, tasks, assignments, classroom content. The teacher just uses this type of blog to share experiences, reflections, or target culture to simulate a class discussion. Students are restricted to write comments to teachers' posts.

The class blog: A class blog is an interactive space for teachers and students because it allows a collaborative discussion among students-students and students- teachers. In this type of blog, students are encouraged to reflect and give comments on topics learned in class. In addition, students have a sense of freedom to express their ideas and give opinions than with the tutor blog.

The learner blog: It is the third type of blog that requires time and effort from the learners because it involves students create their blog. One benefit of this type of blogs is that students start to create their own online space about their interests and write comments on other classmates' blogs.

Benefits

Barrs and Horrocks (2014) claim the use of blogs plays an important role in the classroom due to it encourages students to become good writers. There are some benefits to use blogs in the classroom, one of them is blogs give students' opportunity to write by expressing their thoughts, opinions, comments, creativity, and developing critical thinking. Furthermore, some students create blogs with information addresses for their parents or relatives. Teachers must promote students' self-expression because it let students create blogs with relevant information for broader readers since they can receive positive and constructive comments. In addition, blogs help students to

improve and practice their communication skills allowing a relationship between students, and between students and teachers. To conclude, blogs create a new way of communication in the classroom by commenting on students' blogs and replying to each other.

Platforms to create blogs

A platform is a virtual space to write, share, organize and create information. According to Parisi and Crosby (2012), many blogging platforms are appropriate for students in the classroom. Some platforms are created by educators, while others are created by bloggers, however, the teacher must choose the appropriate platform to students practice their writing and communication skill. Three useful platforms are used in the classroom like Blogger, Edublogs, and Kidblogs.

Regarding blogger as an educative platform, it is a free site for students and teachers. They can create their blogs by writing any topic or expressing their thoughts, ideas, opinions, and giving feedback. Those platforms allow students to have free access to their blogs or others writers' blogs. Additionally, Edublogs are sites created for educators, which allow students for complete control and freedom. On this site, students have free access to their blogs as well as teachers so that they establish an interaction by giving comments. Kidblog is a free blogging site created by educators since the teacher has total control over students' blogs and comments.

Independent variable theoretical support (writing skill)

English language skills

Harmer (1987) argues that the English language involves 4 important skills like listening, writing, reading, and speaking. Those skills are divided into two groups, receptive and productive skills. Reading and listening belong to receptive skills because students receive information from videos, audios, texts, or songs, while writing and speaking are productive skills since students have to produce the language themselves. Furthermore, the combination of 4 skills in activities or tasks is essential because it supports students to develop their communicative activities and their development in all parts of the English language. In addition, when students read texts or books they can learn new vocabulary, expressions, and forms of language. Speaking activities allow students to develop good intonation, stress, pronunciation, and

fluency. The development of written activities helps students to develop their critical thinking, use correct punctuation, spelling, and grammar. Listening activities help students to understand what other people are speaking to establish a good conversation.

Writing skill

Spratt, Pulverness, and William (2011) claim that writing is a productive skill that belongs to the four skills like reading, and speaking. This skill allows students to produce their language in place of receiving it since it involves a written communication by making signs on a paper or page. Essays, emails, letters, birthday cards, stories are good examples of text types, which have different characteristics like layouts (the way of structuring a text), degree of formality (who students are writing), and register (the type of vocabulary in a text). Furthermore, writing skill is compound by more than one subskill like accuracy that refers to the correct use of the language forms without mistakes, while the spelling is the ability to organize letters in an appropriate order. On the other hand, vocabulary is a set of words that are used in written text, which facilitates the reader's comprehension. The use of grammar refers to the correct forms and structure of words, which the sentences have to be connected properly. In addition, coherence is commonly known as written discourse, texts that do not achieve coherence will surely fail to transmit the message to the readers. On the other hand, it is completely essential to comprehend that coherence in mother tongue L1 is different in L2. Thus, to help students develop coherence in their texts, it is primordial that teachers have a complete understanding of what makes writings coherent. Cohesion means the connection of the thoughts that are reasonably current from one text to another.

Writing process

Harmer (2010) claims that the writing process involves different stages to students practice and develop writing activities. Those stages are planning, drafting, reviewing, editing, and final product.

1. **Planning.**- This step allows to the writers organize their ideas by using brainstorming since those ideas will be used by the writer in his or her writing activity.

2. Drafting.- In this step, the writers organize their ideas in short paragraphs that will use in the writing.
3. Reviewing.- The writer must check the spelling, grammar structure, vocabulary of the written ideas in the paragraph or text.
4. Editing.- The writer corrects and improves the sentences or paragraphs to make his or her writing understandable.
5. Final product.- It is the last stage in the writing process and the writer presents the final writing.

The teacher must encourage students to use a writing process because it helps them to become good writers and organize their written activities in a better way.

Writing tasks

Hadfield and Hadfield (2008) argue the writing tasks must be interesting and motivating, appropriate to the students' level, and suitable for the kind of student that is learning. Interesting and motivating tasks refer that students always are motivated when they are going to write about their interest or something relevant about their lives. On the other hand, there are some appropriate tasks according to the students' level. In this case, beginners and elementary school students can write tasks like short passages, descriptions of people, and daily activities, however, the teacher can apply some complex writing tasks like essays, articles, letters, reports, or poems, but it depends on the students' level. The teacher has to apply written tasks according to the group of students that he or she is teaching as well. In the classroom, it can be found that some students prefer to write simple stories, while another group of students prefers to write letters, emails, or reports. The teacher must provide students a variety of writing activities so that they are interested and motivated in those kinds of tasks.

Assessment criteria

According to Brown (2004) assessment is a continuous process to ensure that the class objectives are related to the students' goals. In writing skills, there are five items to assess students writing, and they are organization, content, grammar, spelling/punctuation, and quality of expression.

1. **Organization:** It refers to how the text is structured. For instance, if it has a title, introductory paragraph, body, and conclusion.

2. **Content:** In this part, the teacher assesses if the ideas are clear, concrete, and comprehensively developed.
3. **Grammar:** The teacher evaluates if students have correct use of relative clauses, articles, prepositions, and verb tenses.
4. **Punctuation/spelling:** This part refers to the correct use of English, punctuation, and spelling.
5. **Quality of expression:** Students have to use an appropriate vocabulary and parallel structures.

1.3 Objectives

1.3.1 General objective

- To determine the impact of blogs in writing skills in students from fifth level at Universidad Técnica de Ambato.

1.3.2 Specific objectives

- To identify the level of the writing skill proficiency before and after applying the use of blogs.
- To determine the writing subskills more developed through the use of blogs.
- To apply some strategies for the development of the writing skill.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

This research was conducted with 29 participants in total, 20 women and 9 men. They were fifth semester students who were taking the Educational Psychology subject in “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. This research lasted 2 weeks in which all the participants received six meetings through online instructions.

2.1.2 Instruments

- The teacher applied a pre-test and post-test to identify the level of the writing skill proficiency. This test was taken from the standardized PET exam (Preliminary English Test). Students from the fifth semester took the test in Google Forms. Also, students took the pre-test before applying the experiment to evaluate their level of writing skills.
- A rubric was presented to measure the level of proficiency of students from the fifth level.
- The teacher showed information about blogs and strategies on how to write an article by using Powerpoint presentations.
- The use of WIX allowed students to create their blogs with different topics given by the teacher.

- In Google Drive, students shared the link of their blogs with all the information given by the teacher.

2.1.3 Procedure

In the first class, the researcher used a Zoom meeting to introduce herself to the class and explained the thesis's objectives and methodology. Then, the teacher sent the link to Google Forms to take the pre-test exam which lasted 15 minutes. After students took the test according to the instructions given by the teacher. On the same day, the teacher showed the rubric to evaluate the test.

In the second meeting, the teacher asked students 3 questions to analyze if they knew about blogs. Then the teacher introduced important information about blogs and strategies to write articles by using Microsoft PowerPoint. The teacher taught students how to create their blogs in WIX according to the topics given by the teacher. As homework, students had to write an article in about 200 words with the topic given by the teacher.

In the third meeting, the teacher presented a video to students about schools. The video lasted 4 mins and the teacher asked some questions related to the video. Then, the teacher asked students to create their first blog with the information from the video and used extra information from the internet. As homework students had to give comments to two classmates. In addition, students had to upload their blogs in the Google Drive given by the teacher in the online classes.

In the four section, the teacher presented a video to students about learning motivation, which lasted 4 mins. The teacher asked students to create their second blog according to the information from the video and using extra information from the internet. As homework students finished their blogs, and they had to give comments to two classmates. In addition, students had to upload their blogs in the Google Drive given by the teacher in the online classes.

In the fifth meeting, the teacher presented a video to students about *me as a future teacher*. The video lasted 3:30 mins and the teacher asked students to create their third

blog according to the information from the video and using extra information from the internet. As homework students finished their blogs, and they had to give comments to two classmates. In addition, students had to upload their blogs in the google drive given by the teacher in the online classes.

Finally, in the last meeting, the teacher applied the post-test which lasted 15 minutes. Students had to write an article in about 100 words.

2.2 Methods

BASIC METHODS OF RESEARCH

Quasi-experimental research

According to Gerbing (1984) quasi-experimental research belongs to the quantitative method in which one of the variables is manipulated to observe the relationship between the dependent and the independent variables, and it works with a single group. Furthermore, this research is quasi-experimental research because the researcher worked with one group of students where the participants were 29 students from the fifth semester. Finally, the objective of this research was to demonstrate the relationship between the uses of blogs to improve writing skills

Bibliographic research

According to Schwandt (2015), bibliographic research requires information from published materials such as documents from the internet, academic papers, books, essays, articles, or thesis. The researcher could find important information from those materials to analyze related to the theme of this investigation. In this research, it used crucial information related to the variables of this investigation blogs as the independent variable and wiring skill as the dependent variable. In addition, the use of bibliographic instruments in this research was important because it allowed to analyze and select adequate information for this research.

Field research

This research was carried out at Universidad Técnica de Ambato, and the participants were students from the fifth semester belonging to Pedagogía de los Idiomas Nacionales y Extranjeros in that way to gather information and data according to this object of study.

Level or type of research**Exploratory level**

This present investigation has an exploratory research because it investigates a problem that has not been studied or investigated in the past. Moreover, an exploratory type of research is usually conducted to have a better understanding of the existing problem. It could observe, there were not previous investigations on the same group of students from the fifth semester at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter showed the results obtained before, during, and after applying the experiment which was carried out for two weeks in six meetings. The results are presented in tables and figures with their analysis and interpretation.

The treatment was carried out with 28 participants in total, 19 women and 9 men. The participants were students from the fifth semester who were taking the “Educational Psychology” subject in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

The results of students’ scores were analyzed carefully to demonstrate whether the use of blogs in writing skills had a positive or negative effect. To evaluate the writing activity created by students, a PET rubric was used. The rubric was composed of four items: content, grammar, vocabulary, and spelling. The rubric was over 20 points in which each item was graded over 5 points.

Pre-test

In the writing pre-test, 28 students from the fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato were scored by using a PET rubric, which was composed for 4 items: Content, Grammar, Vocabulary, and Spelling. In addition, the following table describes the grades of the items scored over 5 points.

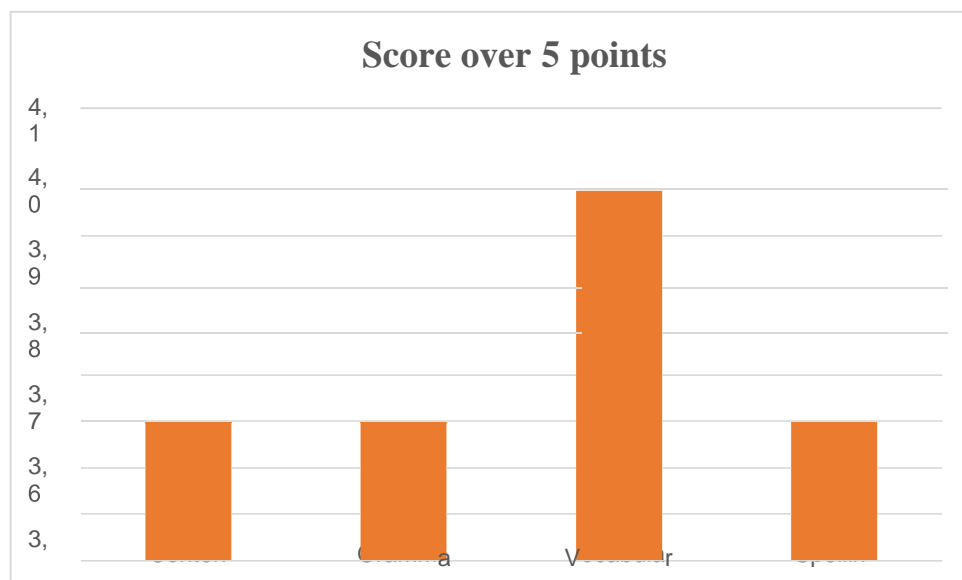
Table 1 Results pre-test

Writing Rubric Criteria	Score over 5 points
Content	3,5
Grammar	3,5
Vocabulary	4,0
Spelling	3,5
Total	14,5

Source: PET writing pre-test

Author: Villacis, M. (2021)

Figure 1: Results pre-test



Source: PET writing pre-test

Author: Villacis, M. (2021)

Analysis and interpretation

Table and figure 1 show the results obtained from the students' writing performance that they took through a pre-test. The result of the pre-test was 14,5 over 20 points, which proves that students show difficulty with writing. The average obtained on content was 3,5/ 5 points, and the PET rubric indicated that students did not write clear

ideas related to the topic, and sometimes it was difficult to understand them. Meanwhile, the average got on grammar was 3,5 over 5 points. According to the PET writing rubric criteria, students made a lot of grammatical errors and it was difficult to comprehend the ideas.

The average that students got on vocabulary was 4,0/5 points. Regarding, the PET writing rubric criteria showed that students used an adequate vocabulary but they made some errors related to word forms and it did not affect the content. Finally, the average acquired on the spelling was 3,5/5. According to the PET rubric, learners made regular mistakes in spelling, punctuation and it was not understandable.

Results post-test

In the writing post-test, 28 students-demonstrated some improvements on the writing subskills. The teacher asked students to create an article in about 100 words according to the topic given by the teacher. They had to do this activity in 25 minutes. These are the results obtained after applying the treatment.

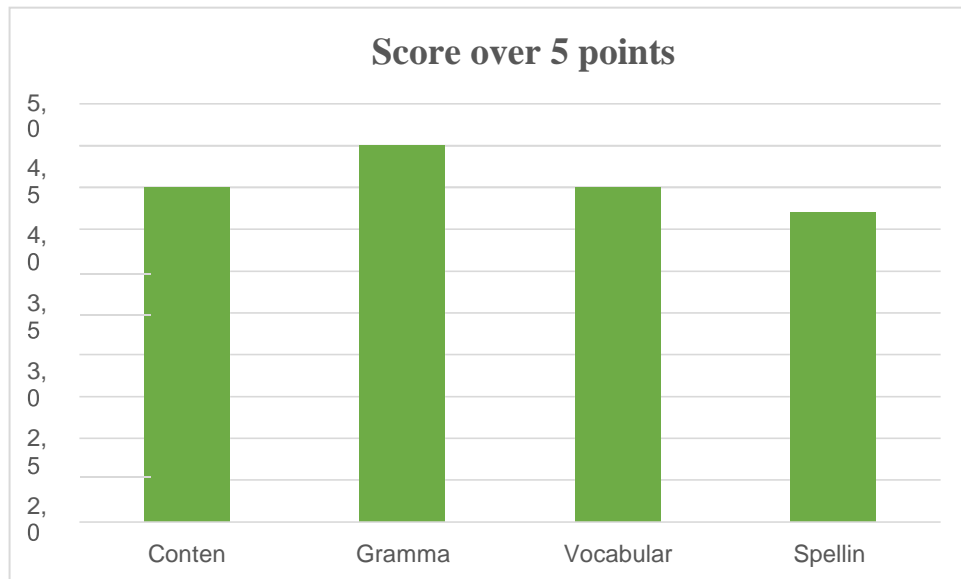
Tabla 2: Results post-test

Writing Rubric Criteria	Score over 5 points
Content	4,0
Grammar	4,5
Vocabulary	4,0
Spelling	3,7
Total	16,2

Source: PET writing post-test

Author: Villacis, M. (2021)

Figure 2: Results post-test



Source: PET writing post-test

Author: Villacis, M. (2021)

Analysis and interpretation

Table and figure 2 show the results obtained from the students' writing performance after applying the treatment. The average of the post-test was 16,2 over 20 points, which demonstrates that students improved their writing skills. The average obtained on content was 4,0/ 5 points, and the PET rubric indicated that students wrote reasonably clear ideas related to the topic. On the other hand, the average obtained on grammar was 4,5/5. According to the PET writing rubric, students made minor errors that did not affect the ideas written in the text. Meanwhile, the average obtained on vocabulary was 4,0/ 5 points. According to the PET writing rubric criteria students used adequate vocabulary but they made some errors related to word forms and it did not affect the content. Finally, the average obtained on the spelling was 3,7/5. According to the PET rubric criteria, students made some errors in spelling and punctuation that did not affect the meaning of the words.

3.2 Data Interpretation

Pre-test and Post-test average and difference

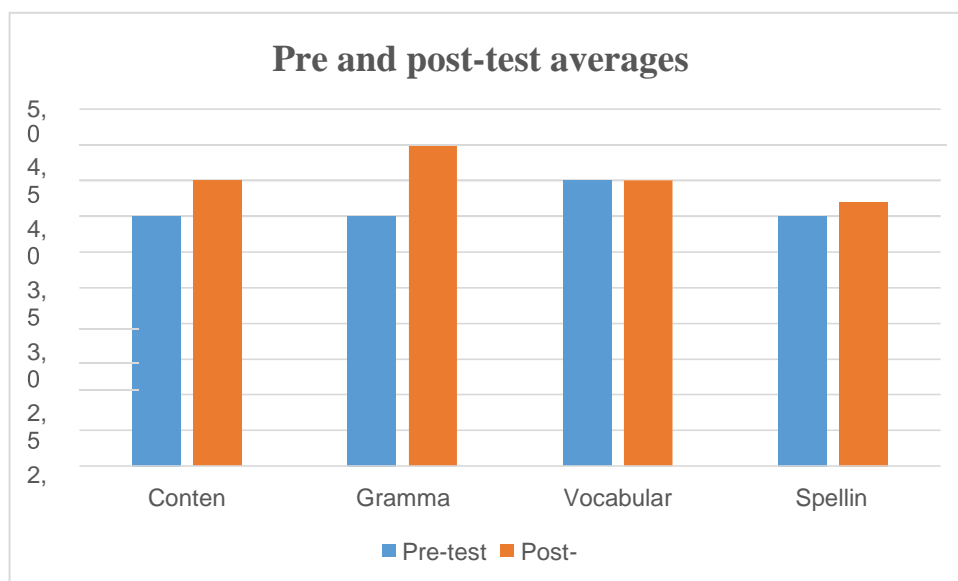
Table 3: Pre-test and post-test average and difference

Criteria	Pre-test	Post-test
Content	3,5	4,0
Grammar	3,5	4,5
Vocabulary	4,0	4,0
Spelling	3,5	3,7
Average	14,5	16,2

Source: PET writing pre-test and post-test

Author: Villacis, M. (2021)

Figure 3: Pre-test and Post-test averages



Source: PET writing pre-test and post-test

Author: Villacis, M. (2021)

Analysis and Interpretation

Table and figure 3 showed the results obtained in the pre-test and post-test and the difference between the two averages. In the pre-test, the average that students from the fifth semester obtained was 14,5/20 points. Meanwhile, in the post-test, the average that students obtained was 16,2/ 20 points. Before applying the experiment, the results showed that students had some issues concerning the use of the content, grammar, vocabulary, and spelling. However, after applying the experiment, students showed some improvements in their writing activity especially in grammar criteria whose score was higher in the post-test than the pre-test.

3.3 Hypothesis verification

The results obtained in this investigation were analyzed with the SPSS program, which used a T-student statistical test.

3.3.1 Hypothesis statement

Null hypothesis: The use of blogs does not contribute to the improvement of writing skills.

Alternative hypothesis: The use of blogs contributes to the improvement of writing skills.

3.3.2 T-student test – Paired Samples Statistics

Table 4: T- student test paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	14,5357	28	1,04464	,19742
	PostTest	16,2143	28	,84359	,15942

Analysis and interpretation

Table 4 shows the results obtained from the pre and post-test. The mean score from the pre-test was 14.5, while the mean score of the post-test was 16,2. The mean score from the post-test was significant than the mean score from the pre-test.

Paired Samples Test

Table 5: Paired Samples Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PreTest - PostTest	-1,67857	,74801	,14136	-1,96862	-1,38852	-11,874	27	<,001	<,001

Analysis and interpretation

Table 5 shows that Paired Sample test was 0.01, which is lower than 0.05. For that reason, the null hypothesis was rejected “The use of blogs does not contribute to the development of the writing skills”. While the alternative hypothesis was accepted “The use of blogs contributes to the development of the writing skills”

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- It was concluded the use of blogs had a positive impact on writing skills because the results of the post - test showed that students had an improvement in their writing subskills such as grammar, vocabulary, content and spelling. Thus, the use of blogs in writing skills can benefit and motivate learners in the teaching-learning process.
- The level of writing skills of students from the fifth semester was analyzed through the use of a pre-test in which the average was 14,5 over 20 points. This proved that students had problems writing articles. They showed a lack of content, grammar, vocabulary, and spelling in their writing activities. However, after the implementation of blogs, it was showed the average of the post-test was 16,2 over 20 points. It could observe that students made minor grammatical errors in their writing activities. Also, the use of vocabulary was appropriate according to the topic, and students made occasional errors of spelling that did not affect the meaning of the word.
- After the application of the experiment, it was possible to determine the writing subskills developed by using blogs. In the pre and post-test students showed a little improvement in grammar. It could observe in the pre-test the average was 3,5 over 5 points, while in the post-test the average was 4,5 over 5 points. There was a significant difference of 1 point. In addition, students showed a reasonable improvement in content, vocabulary, and spelling. In content, students changed from 3,5/5 to 4,0 /5 points and the difference was 0,5 points. In vocabulary, there was not a change but in spelling, students changed from 3,5/5 to 3,7/5 points, the difference was 0,2 points. Therefore, the use of blogs had a relevant impact on students' grammar and content.

- There were many strategies for the development of the writing skill that were applied with students from the fifth semester. Some of those strategies were the use of specific and useful expressions to write articles, the use of technology, and interaction among students by providing feedback to each other. It caused a positive effect on students' writing.

4.2 Recommendations

- It is important to take into account in the EFL classroom the use of blogs because it allows learners to practice their written competence by using innovative ways such as blogs and leave aside the traditional pen-and-paper. Thus, the constant use of blogs could motivate students to write, interact with teachers and their classmates, and develop their writing subskills.
- For determining the students' level of writing skill it is recommended to choose and design appropriate writing tests that evaluate the level of writing skill proficiency. Furthermore, it is important to take into account the student's age, level, and needs.
- It is important for students to continue using blogs to practice and improve their writing skills. However, teachers need to take into account that for applying blogs in class it is also necessary to provide learners extra vocabulary and activities that help them to reinforce their spelling, so at the moment of writing blogs, they develop all the writing subskills.
- For applying strategies to write articles it is important to provide some examples or videos in order to students have a clear idea of how they have to carry out the writing activities. Also, the use of technology plays an important role in students learning because there are many online resources that teachers can use to make the writing process more understandable.

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ANNEXES

Annex 1: Approval

ANEXO 3

FOEMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinador de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Blogs in Writing Skill propuesto por la estudiante María del Carmen Villacis Guaman, portador de la Cédula de Ciudadanía, 180500032-8 estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Lesson Plans

Lesson plan 1

Teacher: Maria Villacis

Subject: Educational Psychology

Level: 5th semester

Age: 20-23 years old		
Date: June 15 th , 2021		
Duration: 30 minutes		
Objective:		
<ul style="list-style-type: none">• Students will take a pre-test to evaluate the level of proficiency in writing skills.		
Time	Activities	Resources
10 min	<ul style="list-style-type: none">• Teacher introduces herself and explains the objectives and the activities that teacher will apply in the classroom.	<ul style="list-style-type: none">• Zoom meeting• PowerPoint presentation
15 min	<ul style="list-style-type: none">• Teacher shares the link of Google Forms to take the pre-test. Then teacher explains the instructions before taking the test. In this part, students have to write an article of about 100 words.	<ul style="list-style-type: none">• Google Forms_ https://forms.gle/zbMnSuwSneQuZkij8
5 min	<ul style="list-style-type: none">• Teacher shows the rubric to evaluate students writing skills and explain the items that it contains.	<ul style="list-style-type: none">• PET Rubric_ https://es.scribd.com/document/396993320/Writing-Rubric-Pet

Lesson plan 2

Teacher: Maria Villacis

Subject: Educational Psychology

Level: 5th semester

<p>Age: 20-23 years old</p> <p>Date: June 18th, 2021</p> <p>Duration: 1 hour</p>		
<p>Objective:</p> <ul style="list-style-type: none"> • Students will be able to create a blog's account and explain how to write an article. 		
Time	Description	Materials
10 mins	<ul style="list-style-type: none"> • Then teacher presents slides with information related to the topic like the blog's definition, benefits, and stages to write articles. 	<ul style="list-style-type: none"> • PowerPoint presentation https://drive.google.com/file/d/1SDpYsFjmCWThgIPX9yLTIX8avqDwlfUE/view?usp=sharing
5 mins	<ul style="list-style-type: none"> • Teacher explains to students how to create an account in Wix. 	<ul style="list-style-type: none"> • Wix https://es.wix.com/
45 mins	<ul style="list-style-type: none"> • Teacher gives the topic to students about schools. Then, they have to create their first article. 	<ul style="list-style-type: none"> • Students' article https://drive.google.com/drive/folders/1rDBSgKgNuMsHkIcrYGVkdFj33t9HxdhR?usp=sharing

Lesson plan 3

Teacher: Maria Villacis

Subject: Educational Psychology

Level: 5th semester

<p>Age: 20-21 years old Date: June 22nd,2021 Duration: 1 hour</p>		
<p>Objective:</p> <ul style="list-style-type: none"> • Students will be able to write an article about the topic given by the professor in their blogs. • Students will be able to provide feedback to two classmates. 		
Time	Description	Materials
3 mins	Teacher explains the activity that students will develop in the classroom.	Zoom meeting
4:30 mins	<input type="checkbox"/> Teacher shows a video about motivation in the classroom. Students have to take some notes about it.	<input type="checkbox"/> Video_ https://www.youtube.com/watch?v=2YrsISrdWWE
5 mins	<input type="checkbox"/> Teacher asks students some questions <ul style="list-style-type: none"> ○ What is motivation for you? ○ Why is important to motivate students? ○ What are the techniques to promote motivation in the classroom? 	
40 mins	<input type="checkbox"/> Students have to create their first blog with the information from the video.	<u>Wix</u> https://es.wix.com/

5 mins	<ul style="list-style-type: none">• Students have to give feedback to two classmates.	<ul style="list-style-type: none">• Students' blogs_ https://drive.google.com/drive/folders/1nYKSLEZD68HaejnGLUeJ4XZYzxNXI4RO?usp=sharing
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Lesson plan 4

Teacher: Maria Villacis

Subject: Educational Psychology

Level: 5th semester

<p>Age: 20-21 years old Date: June 25th,2021 Duration: 1 hour</p>		
<p>Objective:</p> <ul style="list-style-type: none"> • Students will be able to create an individual blog with the topic given by the teacher. 		
Time	Description	Materials
5 min	<ul style="list-style-type: none"> • Teacher explains the activities that students will have to do. 	<ul style="list-style-type: none"> • Zoom meeting
1 min	<ul style="list-style-type: none"> • Teacher presents a video about future teachers. 	<ul style="list-style-type: none"> • Video
5 mins	<p>Teacher asks students some questions about the video.</p> <ul style="list-style-type: none"> ○ What could you see in the video? ○ How do you see as a future teacher? ○ What do you have to do to be a good teacher? 	<p>https://www.youtube.com/watch?v=rwt8M_oQxsY</p>
45 mins	<ul style="list-style-type: none"> • Students have to create their second blog by using the video and extra information. 	<ul style="list-style-type: none"> • Students' blogs
4 mins	<ul style="list-style-type: none"> • Students have to give feedback to two classmates. 	<p>https://drive.google.com/drive/folders/1_jkwrDODFtrvpfvyq3t6xy_G_MfExavC?usp=sharing</p>

Lesson plan 5

Teacher: Maria Villacis

Subject: Educational Psychology

Level: 5th semester

Age: 20-21 years old		
Date: June 29 th , 2021		
Duration: 1 hour		
Objective:		
<ul style="list-style-type: none">Students will be able to create an individual blog with the topic given by the teacher		
Time	Description	Materials
5 mins	<ul style="list-style-type: none">Teacher gives students instructions about the activities that they will do.	<ul style="list-style-type: none">Zoom meeting
45 mins	<ul style="list-style-type: none">Teacher gives students the topic subjects of the school. Then students create their last blog.	<ul style="list-style-type: none">Students' blogs
5 mins	<ul style="list-style-type: none">Students have to give one comment to one classmate.	<p>https://drive.google.com/drive/folders/11VyFM-xBw09RMAr-s9plfhE3VM6Ru8ol?usp=sharing</p>

Lesson plan 6

Teacher: Maria Villacis

Subject: Educational Psychology

Level: 5th semester

Age: 20-21 years old Date: July 2 nd , 2021 Duration: 25 minutes		
Objective: <ul style="list-style-type: none">• Students will take a post-test to evaluate the level of proficiency after applying the experiment.		
Time	Description	Materials
5 mins	<ul style="list-style-type: none">• Teacher explains the final test (post-test) that students have to take.	<ul style="list-style-type: none">• Zoom meeting
15 mins	<ul style="list-style-type: none">• Teacher shares the link of the post-test exam and students open it to take the exam.	<ul style="list-style-type: none">• Google Forms https://forms.gle/ZNAbzDCMGxPgVu8c7
5 min	<ul style="list-style-type: none">• Teacher thanks for students' collaboration during the experiment.	

Annex 3: Pre and Post-test

Pre-Test



Pre-Test (PET Exam) Writing Part

INSTRUCTIONS:

1. Read all the instructions carefully.
2. Answer the question correctly.
3. Write an article with the topic given by the teacher (100 words).

Nombre

* *

Texto de respuesta breve

Level

Descripción (opcional)

Correo electrónico *

*

Texto de respuesta breve

Pregunta *

...

*

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this notice on an English-language website.

Articles wanted!

FILMS

What kind of films do you enjoy?

Do you prefer watching them at the cinema or at home? Why?

Write an article answering these questions and we will put it on our website!

Write your **article**.

Texto de respuesta largo

Source: This test was taken from Cambridge Assessment English (Writing Part 2)

Post-test



Post-Test (PET Exam) Writing Part

INSTRUCTIONS:

1. Read all the instructions carefully.
2. Answer the question correctly.
3. Write an article with the topic given by the teacher.

Nombre

* *

Texto de respuesta breve

Correo electrónico *

*

Texto de respuesta breve

PART 2 *

*

You see this post on an English language website

What types of books do you most enjoy?

Do you prefer reading or watching TV and what is the best way to take advantage of your free time?

Write an article about these questions. The best articles will be published on the site.

Texto de respuesta largo

Source: This test was taken from Cambridge Assessment English (Writing Part 2)

Links

Pre-test: <https://forms.gle/zbMnSuwSneQuZkij8>

Post-test: <https://forms.gle/ZNAbzDCMGxPgVu8c7>

Annex 4: Pre-test averages

Students' names	Content	Grammar	Vocabulary	Spelling	Total
Andaluz Romario	4,0	3,0	3,5	3,0	13,5
Bunchi Kevin	3,5	3,5	4,0	3,5	14,5
Copo Nicole	3,0	3,5	2,0	3,0	11,5
Espin Augusto	4,5	3,0	3,5	3,5	14,5
Freire Santiago	4,0	4,0	3,0	3,5	14,5
Gonzalez Ariel	4,0	3,0	4,0	4,5	15,5
Guanipatin Salome	4,5	3,5	4,0	3,0	15,0
Guerrero Nicole	5,0	3,0	4,0	3,5	15,5
Laica Erika	4,5	4,0	3,5	3,5	15,5
Marquez James	5,0	3,5	3,5	4,0	16,0
Molares Belen	4,0	4,5	4,0	3,0	15,5
Morales Amparo	3,5	4,0	4,0	2,5	14,0
Moyano Alejandro	4,5	3,5	3,0	3,0	14,0
Niquinga Shirley	4,5	3,0	3,0	2,0	12,5
Paredes Melissa	4,5	3,5	3,5	2,5	14,0
Perez Paola	5,0	3,0	3,5	3,0	14,5
Pilatasig Dayana	4,5	3,5	4,0	3,0	15,0
Punina Ana	4,5	3,0	3,0	3,0	13,5
Quiroz Elizabeth	4,0	3,5	4,0	3,5	15,0
Robayo Alexander	5,0	4,0	3,5	2,5	15,0
Rodriguez Emily	4,5	4,5	4,0	3,0	16,0
Sánchez Daniela	5,0	4,0	4,0	3,0	16,0
Santamaria Evelin	4,0	3,5	3,0	3,5	14,0
Sevilla Nicole	4,5	4,0	3,5	3,0	15,0
Solis Xavier	4,0	3,5	4,0	3,5	15,0
Toaingá Gabriela	4,5	3,0	3,0	3,0	13,5
Tuapanta Luis	4,0	3,5	3,5	3,0	14,0
Vaca Cynthia	5,0	3,0	3,0	3,5	14,5

Source: Villacis (2021)

Post-test averages

Students' names	Content	Grammar	Vocabulary	Spelling	Total
Andaluz Romario	4,0	3,5	4,0	3,0	14,5
Bunchi Kevin	4,0	4,0	4,5	3,5	16,0
Copo Nicole	3,5	4,0	4,0	3,0	14,5
Espin Augusto	4,5	3,5	3,5	3,5	15,0
Freire Santiago	4,0	4,5	4,0	3,5	16,0
Gonzalez Ariel	4,0	4,0	4,5	4,5	17,0
Guanipatin Salome	4,5	4,5	4,5	4,0	17,5
Guerrero Nicole	5,0	4,0	3,5	3,5	16,0
Laica Erika	4,5	4,5	4,0	4,0	17,0
Marquez James	5,0	4,0	4,5	4,0	17,5
Molares Belen	4,0	4,5	4,0	4,0	16,5
Morales Amparo	4,0	4,5	4,5	3,5	16,5
Moyano Alejandro	4,5	4,0	4,0	3,0	15,5
Niquinga Shirley	4,5	4,0	3,5	3,5	15,5
Paredes Melissa	4,5	4,0	4,5	3,5	16,5
Perez Paola	5,0	4,0	4,5	4,0	17,5
Pilatasig Dayana	4,5	4,0	4,5	3,5	16,5
Punina Ana	4,5	4,0	4,0	3,5	16,0
Quiroz Elizabeth	4,0	4,0	4,5	4,0	16,5
Robayo Alexander	5,0	4,5	4,0	4,0	17,5
Rodriguez Emily	4,5	4,5	4,0	4,0	17,0
Sánchez Daniela	5,0	4,0	4,0	3,5	16,5
Santamaria Evelin	4,5	4,0	3,5	3,5	15,5
Sevilla Nicole	4,5	4,5	4,0	3,5	16,5
Solis Xavier	4,0	4,0	4,0	4,0	16,0
Toainga Gabriela	4,5	3,5	4,0	3,5	15,5
Tuapanta Luis	4,0	4,0	4,0	3,5	15,5
Vaca Cynthia	5,0	3,5	3,5	4,0	16,0

Source: Villacis (2021)

Annex 5: PET writing rubric

WRITING RUBRIC

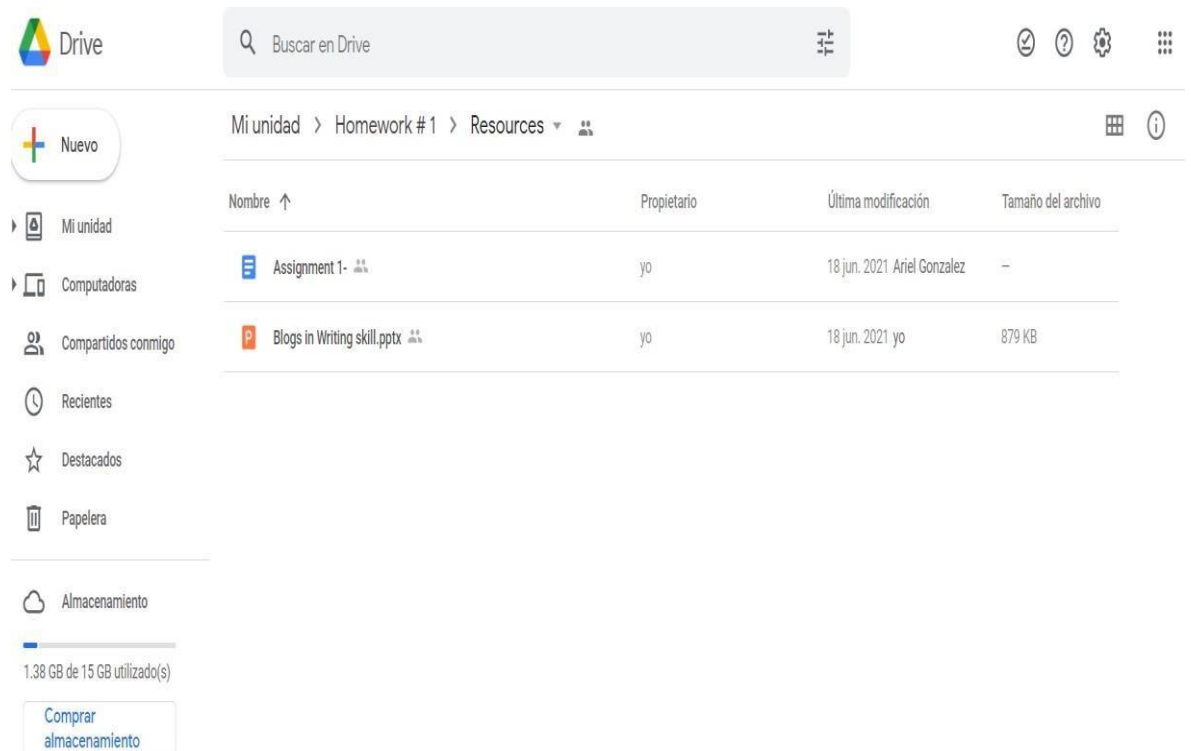
LEVEL : PET

	5	4	3	2	1
CONTENT	Main ideas directly address the topic and are stated clearly & succinctly	Main ideas are related to the topic and are reasonably clear	The work indicates main ideas related to the topic, but in ways that could be clearer and more explicit	Main ideas are only marginally related to the topic or is difficult to identify	The writing does not address the topic or lacks main ideas
GRAMMAR	Grammar errors are minor and infrequent	There may be minor grammatical errors that do not interfere with the main idea	May contain major grammatical errors that compromise its comprehensibility	Grammatical errors may be numerous and major, to the extent that the text cannot be easily read and understood	Major errors abound, causing the readers major comprehension difficulties
VOCABULARY	Choice of vocab is excellent, effective word choice and usage	Adequate range, occasional errors of word form / choice / usage but meaning not obscured	Limited range, frequent errors of word choice/form/usage, meaning confused and obscured	Essential translation, little knowledge of English vocab	Mostly translation, very weak, not enough to evaluate
SPELLING & PUNCTUATION	Generally accurate	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, paragraphing, may distract the readers	Errors consistently distract readers	Errors cause serious comprehension problems

Source: This rubric was taken from PET writing rubric

Annex 6: Resources used for blogs

Google Drive



The screenshot shows the Google Drive interface. At the top, there is a search bar with the text "Buscar en Drive" and a search icon. To the right of the search bar are several icons: a share icon, a help icon, a settings icon, and a grid icon. Below the search bar, the breadcrumb navigation shows "Mi unidad > Homework #1 > Resources". On the left side, there is a sidebar with a "Nuevo" button and several navigation options: "Mi unidad", "Computadoras", "Compartidos conmigo", "Recientes", "Destacados", and "Papelera". At the bottom of the sidebar, there is a storage section titled "Almacenamiento" showing a progress bar and the text "1.38 GB de 15 GB utilizado(s)", with a "Comprar almacenamiento" button. The main content area displays a table of files:

Nombre ↑	Propietario	Última modificación	Tamaño del archivo
Assignment 1	yo	18 jun. 2021 Ariel Gonzalez	-
Blogs in Writing skill.pptx	yo	18 jun. 2021 yo	879 KB

Source: Villacis (2021)

Link: <https://drive.google.com/drive/folders/15nu9fnUCLqnpfEbFCRx-a3jxP9li5Vdx?usp=sharing>


Videos taken from Youtube

☰ YouTube^{EC}



Motivation in the Classroom - Plain Local Schools - Camille Anderson

☰ YouTube^{EC}



"Future Teacher" A to Infinity Videos by ABCmouse.com

Links

Motivation in the classroom:

<https://www.youtube.com/watch?v=2YrsISrdWWE>

Me as a future teacher: https://www.youtube.com/watch?v=rwt8M_oOxsY

Google Document

Complementos Ayuda El 18 de junio se realizó la última modificación.



Student's name:

Date:

Deadline: Saturday 19, 2021 22:00

Write an article in about 200 words.

Articles wanted

SCHOOL

What was your favourite subject in school? Why?

Do you prefer studying at home or at a library? Why?

Write us an article answering these questions and we will publish it on our website.

Rubric

	5	4	3	2	1
CONTENT	Main ideas directly address the topic and are stated clearly & succinctly	Main ideas are related to the topic and are reasonably clear	The work indicates main ideas related to the topic, but in ways that could be clearer and more explicit	Main ideas are only marginally related to the topic or is difficult to identify	The writing does not address the topic or lacks main ideas
GRAMMAR	Grammar errors are minor and infrequent	There may be minor grammatical errors that do not interfere with the main idea	May contain major grammatical errors that compromise its comprehensibility	Grammatical errors may be numerous and major, to the extent that the text cannot be easily read and understood	Major errors abound, causing the readers major comprehension difficulties
VOCABULARY	Choice of vocab is excellent, effective word choice and usage	Adequate range, occasional errors of word form / choice / usage but meaning not obscured	Limited range, frequent errors of word choice/form/usage, meaning confused and obscured	Essential translation, little knowledge of English vocab	Mostly translation, very weak, not enough to evaluate
SPELLING & PUNCTUATION	Generally accurate	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, paragraphing, may distract the readers	Errors consistently distract readers	Errors cause serious comprehension problems

Assignment 2

- Create your blogs (WIX)

Articles wanted	<p>MOTIVATION</p> <p>What is motivation for you? How to increase students' motivation?</p>
-----------------	---

Rubric

	5	4	3	2	1
CONTENT	Main ideas directly address the topic and are stated clearly & succinctly	Main ideas are related to the topic and are reasonably clear	The work indicates main ideas related to the topic, but in ways that could be clearer and more explicit	Main ideas are only marginally related to the topic or is difficult to identify	The writing does not address the topic or lacks main ideas
GRAMMAR	Grammar errors are minor and infrequent	There may be minor grammatical errors that do not interfere with the main idea	May contain major grammatical errors that compromise its comprehensibility	Grammatical errors may be numerous and major, to the extent that the text cannot be easily read and understood	Major errors abound, causing the readers major comprehension difficulties
VOCABULARY	Choice of vocab is excellent, effective word choice and usage	Adequate range, occasional errors of word form / choice / usage but meaning not obscured	Limited range, frequent errors of word choice/form/usage, meaning confused and obscured	Essential translation, little knowledge of English vocab	Mostly translation, very weak, not enough to evaluate
SPELLING & PUNCTUATION	Generally accurate	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, paragraphing, may distract the readers	Errors consistently distract readers	Errors cause serious comprehension problems



Assignment 3

- Create your blogs (WIX)

Articles wanted

Me as a future teacher

Why do you want to be a teacher?
Would you like to work at school, college, or university? Why?

Write your article

Rubric

	5	4	3	2	1
CONTENT	Main ideas directly address the topic and are stated clearly & succinctly	Main ideas are related to the topic and are reasonably clear	The work indicates main ideas related to the topic, but in ways that could be clearer and more explicit	Main ideas are only marginally related to the topic or is difficult to identify	The writing does not address the topic or lacks main ideas
GRAMMAR	Grammar errors are minor and infrequent	There may be minor grammatical errors that do not interfere with the main idea	May contain major grammatical errors that compromise its comprehensibility	Grammatical errors may be numerous and major, to the extent that the text cannot be easily read and understood	Major errors abound, causing the readers major comprehension difficulties
VOCABULARY	Choice of vocab is excellent, effective word choice and usage.	Adequate range, occasional errors of word form / choice / usage but meaning not obscured	Limited range, frequent errors of word choice/form/usage, meaning confused and obscured	Essential translation, little knowledge of English vocab	Mostly translation, very weak, not enough to evaluate
SPELLING & PUNCTUATION	Generally accurate	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, paragraphing, may distract the readers	Errors consistently distract readers	Errors cause serious comprehension problems

Source: Villacis (2021)

Assignment 1:

<https://drive.google.com/drive/folders/1rDBSgKgNuMsHkIcrYGVkdFj33t9HxdhR?usp=sharing>

Assignment 2:

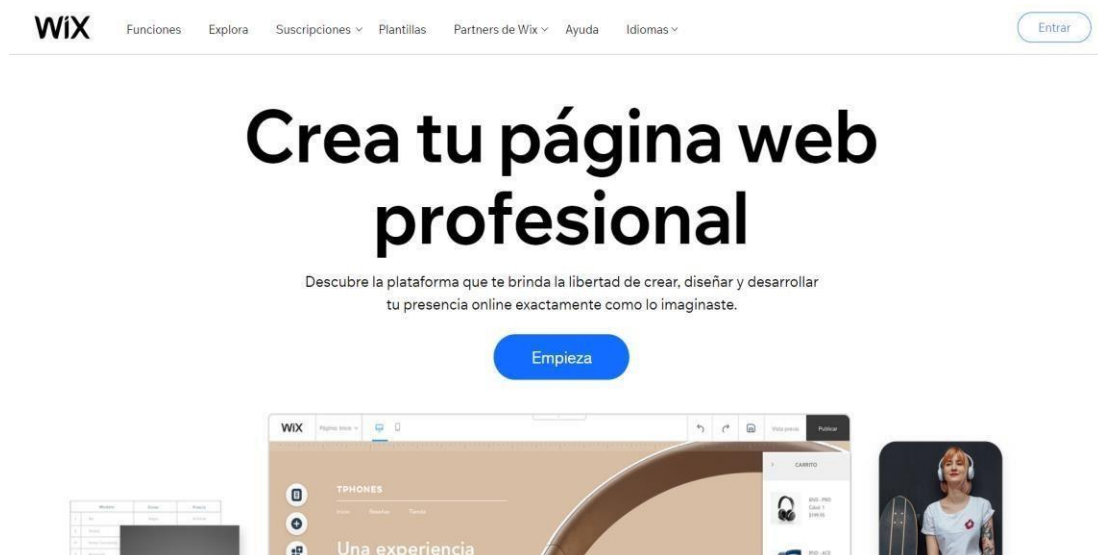
<https://drive.google.com/drive/folders/1nYKSLEZD68HaeinGLUeJ4XZYzxNXl4RO?usp=sharing>

Assignment 3:

https://drive.google.com/drive/folders/1_jkwrDODFtrvpfvvq3t6xy_G_MfExavC?usp=sharing

Assignment 4: <https://drive.google.com/drive/folders/11VvFM-xBw09RMAr-s9plfhE3VM6Ru8ol?usp=sharing>

WIX



Source: Villacis (2021)

Students' blog 1:

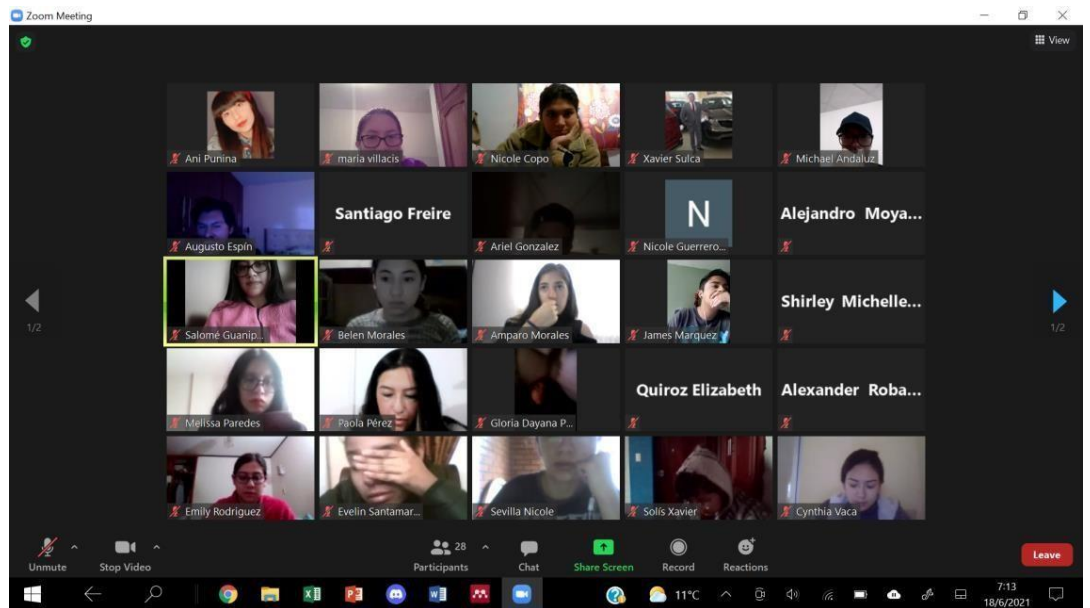
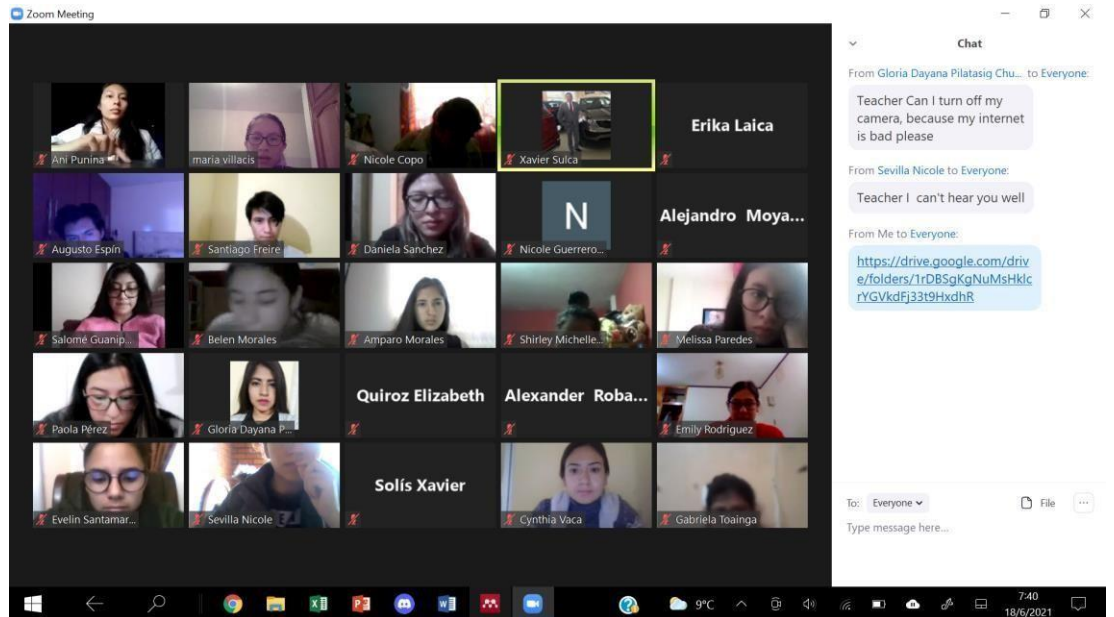
<https://drive.google.com/drive/folders/1nYKSLEZD68HaejnGLUeJ4XZYzxNXI4RO?usp=sharing>

Students' blog 2:

<https://drive.google.com/drive/folders/1nYKSLEZD68HaejnGLUeJ4XZYzxNXI4RO?usp=sharing>

Students' blog 3: <https://drive.google.com/drive/folders/11VvFM-xBw09RMAr-s9plfhE3VM6Ru8ol?usp=sharing>

- **Zoom meeting**



Annex 6: Urkund Report



Urkund Analysis Result

Analysed Document:	VILLACIS_MARIA DISSERTATION.pdf (D110697638)
Submitted:	7/23/2021 4:37:00 PM
Submitted By:	mvillacis0328@uta.edu.ec
Significance:	7 %



electrónicamente por:

**WILMA
ELIZABETH
SUAREZ
MOSQUERA**

Dra. Mg. Wilma Suárez Mosquera
TUTORA TRABAJO DE TITULACIÓN