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TITLE

TECHNOLOGY AND THE WRITING SKILLS IN STUDENTS OF 2ND YEAR BGU AT CENTRO EDUCATIVO NACIONES UNIDAS DURING THE SCHOOL YEAR 2019-2020

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RESUMEN:

In English language learning, the writing skill is essential, because it is an important element for communication. Students need to develop good writing skills to convey a message with clarity and as an opportunity in life (British Study Centre, 2020). The current research analyzes the influence of technology on the writing skills in students of 2nd year BGU, who showed some difficulties to use appropriate vocabulary for writing in a formal style, expressing thoughts confidently and applying APA style. In order to achieve this objective, this research work systematizes the theoretical foundations regarding technology and the writing skills, through the review of bibliographical sources, identifies the main features regarding technology and problems that students may have in writing, with the application of the research tools, and proposes the design of an online writing blog to enhance students' writing skills. The study is developed under the descriptive method and is considered a field research because it involves a collection of direct data in reality, where facts are produced. In addition, it has a qualitative and quantitative approach, by means of which the observation, the survey, the interview and the test techniques were applied. The results allowed to conclude that technology influences positively on the writing skills in students of 2nd year BGU.

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CERTIFICADO DE ANTIPLAGIO ACADÉMICO

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES

La estudiante egresada declara bajo juramento, que la autoría del presente proyecto de investigación "TECHNOLOGY AND THE WRITING SKILLS IN STUDENTS OF 2ND YEAR BGU AT CENTRO EDUCATIVO NACIONES UNIDAS DURING THE SCHOOL YEAR 2019-2020", corresponde totalmente a la suscrita y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada. De la misma forma, cedo los derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación "TECHNOLOGY AND THE WRITING SKILLS IN STUDENTS OF 2ND YEAR BGU AT CENTRO EDUCATIVO NACIONES UNIDAS DURING THE SCHOOL YEAR 2019-2020", designado por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: "TECHNOLOGY AND THE WRITING SKILLS IN STUDENTS OF 2ND YEAR BGU AT CENTRO EDUCATIVO NACIONES UNIDAS DURING THE SCHOOL YEAR 2019 - 2020", presentado por la estudiante LILI MARLEN MEZA VERA, como requisito previo, para optar al Título de Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación.

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DEDICATION

It is my wish as a simple gesture of gratitude to dedicate this research project first of all to God because he gave me life and permit me to be who I am. There are a lot of people that I dedicate this degree project and they are my dear parents Tito Julio Meza Moreira and Maria Cecilia Vera Figueroa because they were helping with their economic and emotional support during these four years.

My dedication also goes to my grandfather Vicente Baron Meza Suarez who taught me just with strength and dedication you will have got incredible things because in this life anything is free. Nowadays, he was not near me physically but I am sure his spirit all the time takes me care.

In like manner, I also thank my mother's sisters because in January 2013 they gave me money to buy a cellphone but I thought that if I registered at university, I would learn something new to get a job hence without their help maybe I have never been enrolled in this career.

Finally, I also want to say thanks to my grandmother Blanca Azucena Moreira Quevedo that during several years took care of me and taught me to be responsible in my scholar life. I know maybe she was so stricter but it taught me to follow rules.

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This language school gave me a lot of incredible things not just professionally also personally. I do not know what way I would start saying thanks.

First, I would like to say thank you Master Martha Medina for your dedication and patience because when I started studying English I did not know anything (I could not speak English) so I was harder not just for me also you. I cannot express all my admiration to you but I want to tell you that without your help maybe I would have never learned English.

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To conclude, I am going to talk about an important person in my life who I have never thought will be. He is so kind, tolerant, cheerful, strong, an amazing father and husband. He always gave me feedback to strengthen my knowledge. I hope to see him again and tell him how important he is for me. His name is Master Luis León.

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INTRODUCTION

Mastering English as a second language is currently a necessity because it is considered a global language. People around the world use English to communicate for a variety of purposes, among them education, science, or information technology. In English language learning, the writing skill is essential, because it is an important element for communication. Students need to develop good writing skills to convey a message with clarity and as an opportunity in life (British Study Centre, 2020).

Some difficulties in the writing skill were observed at Centro Educativo Naciones Unidas, a private institution located in Samborondón, Guayas province. It was perceived that students of 2nd year BGU have some difficulties to use appropriate vocabulary for writing in a formal way, expressing thoughts confidently and applying APA style. Students write with little awareness of the audience, cannot express their opinions, or produce full sentences with appropriate meaning and form. Consequently, the current project proposes the design of an interactive writing blog to help students in the development of their writing skill.

Chapter I includes the topic for the present research work, as well as the background of the problem, its formulation and systematization. The broad and specific objectives are also described and are intended to determine the importance of technology in the writing skills in Second year students BGU at Centro Educativo Naciones Unidas, school year 2019-2020. For this purpose, the way technology can help students in language learning are described, and students' difficulties in writing production are identified. The rationale incorporated in this section highlights the importance and social relevance that this study has. The beneficiaries and the impact of the proposal are also explained.

Chapter II describes the Research Theoretical Framework, which includes those important theories that support this work. Additionally, this section gives definitions for the main concepts discussed along the document and that are relevant and related to the topic. The Legal Framework, that is, those laws or official regulations regarding Education and related to the English language teaching are also explained.

Chapter III gives details regarding the Research Methodology, such as the research type and approach. The techniques and tools used to obtain the data that enables to reach the

objectives are also described. This section also presents the research population and sample, and the results and findings resulted from data processing.

Chapter IV presents in detail a proposal to solve the problem of the study, which is based on appropriate learning strategies to improve the writing skill in Second year students BGU at Centro Educativo Naciones Unidas. Finally, after the description of the proposal, conclusions and recommendations are drawn.

CHAPTER I THE RESEARCH PROBLEM

1.1. Title

Technology and the writing skills in students of 2nd year BGU at Centro Educativo Naciones Unidas during the school year 2019 – 2020.

1.2. Background of the problem

In modern times, where English is by far a Global language, the writing skill is essential because it is a form of written communication. People from all over the world communicate in English for many purposes, at least at basic level. English is the language of the Internet, and the language for international communication. It is used for business, information technology, media, science, education, among others, and to have a good command of spoken or written English is an open door to opportunities in life (British Study Centre, 2020).

In Ecuador, the Ministry of Education (MINEDUC) is the governmental entity that regulates all the stages of education. The entity designed the Curriculum for the English subject (MINEDUC, 2016), which is considered a basic curricular proposal to develop comprehension and personal skills. The Curriculum has as main objective to develop students' point of view about the world and other cultures, as well as students' capacity to communicate their thoughts. The curriculum is divided into five curriculum domains; communication and cultural awareness, oral communication, reading, writing, and language through the arts, looking for students going out to high school getting the B1 level according to the common European framework (CEFR). It was implemented to increase the figures in this language because the Ecuadorian government wants to get a bilingual society with an international brain.

Centro Educativo Naciones Unidas is a private institution located in Samborondón that is currently working hard to achieve international recognition by adding the IB programs on their exit profile. At the beginning of 2019, this school got the PYP (Primary year programme) being the first high school in the Samborondón area to get this certificate. Nowadays, they continue working to get the second certificate with the MYP (Middle Years Programme). For this second certificate, students enrolled in the fifth MYP grades must carry out a final project to get the certificate. It was observed that students of 2nd year BGU have

not acquired an appropriate level of writing yet, so they have difficulties to write in a formal way, with APA style, which causes waste of time and is reflected on students' grades.

Among the difficulties, it was found that students cannot produce full sentences with appropriate meaning and form, or they produce some sentences with little meaning and few mistakes. Additionally, some students write with little or no awareness of the audience for what is being written. It was also observed that they do not express their opinions or evaluate information correctly in written text. For the reasons explained above, this research project proposes the design of an interactive writing blog to help students of 2nd year BGU in the development of their writing skill.

1.3. Statement of the Problem

What is the influence of technology on the writing skills in students of 2nd year BGU at Centro Educativo Naciones Unidas during the school year 2019 - 2020?

1.4. Problem Systematization

- What are the main theories that support technology and the writing skill?
- What are the effects of improving the writing skills using technology?
- How can the cognitive load theory develop the writing skills?
- How does technology help students to improve writing skills inside the classroom?
- What kind of writing content inside the blog enhances students' writing skills?

1.5. Broad Objective

To analyze the influence of technology on the writing skills in students of 2nd year BGU at Centro Educativo Naciones Unidas during the school year 2019 – 2020.

1.6. Specific Objectives

- To systematize the theoretical foundations regarding technology and the writing skills, through the review of bibliographical sources.
- To identify the main features regarding technology and problems that students of 2nd year BGU have in writing, with the application of the research tools.
- To enhance students' writing skills designing an interactive blog to motivate their curiosity working with Multiple Intelligences.

1.7. Rationale of the Study

The current research work is *important* because it is meant to help students improve their writing skills to reach their exit profile. The reason why writing skill is the main skill for the present research is the importance and relevance of the use of this language in a real context. This project will carry out in a private institution to transmit students how important is to develop their abilities in a foreign language.

Otherwise, this study has *social relevance* because it is directed to improve the writing skills in students with a low level in English, as the institution requires. It is a mandatory requirement to obtain a college or master's degree in Ecuador. So, it means students must go out to high-school being allowed to discuss their hopes either personal or professional, as well as their dreams, set a meeting for a job interview in their professional area, discuss a preferred TV favorite programs, etc. (First, 2019)

The *beneficiaries* of this project will be the students of the 2nd year BGU at Centro Educativo Naciones Unidas in Samborondon city. It is expected that students will be able to solve all their troubles in writing formal production and apply it in their future jobs. Likewise, teachers, the institution, and the society are also beneficiaries.

The proposal of the current research work will have an important *impact* for the Naciones Unidas community, as it is meant to be a powerful resource to achieve students a good level of writing, so they will be able to work on their monographs in their last high school year appropriately. In the same way, to improve their writing skills will help students get the B1 or B2 level certificate in English according to the common European framework (CEFR).

1.8. Delimitation of the Study

This research project will be carried out in Centro Educativo Naciones Unidas, located in Samborondon, during the academic year 2019-2020, with students of second Baccalaureate. Its main objective is to improve their writing skills using technology as a powerful tool.

Responsible Unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible Person: Lili Marlen Meza Vera

Field: Education

Area: English

Population: 52 students from 2nd year BGU at Centro Educativo Naciones Unidas

Period: School Year 2019-2020

1.9. Idea to Defend.

Technology influences on the writing skills in students of 2nd year BGU at Centro Educativo Naciones Unidas during the school year 2019 – 2020.

1.10. Institutional Research Line

The present study is framed within the Education Faculty research, which states the "performance and professionalization of the teacher", and also within its research sub-line "communicative competencies in teachers and students".

CHAPTER II THE THEORETICAL FRAMEWORK

2.1. Theoretical Framework Background

Among the research works consulted about technology and the writing skills, there have been found five in the repositories of the following universities: Arizona State University, Universidad Estatal Península de Santa Elena, Universidad Nacional de Chimborazo, Universidad Técnica de Ambato, and Universidad Laica Vicente Rocafuerte de Guayaquil.

Ingebrand (2016), carried out a research work titled "THE DEVELOPMENT OF WRITING SKILLS: THE USE OF GENRE-SPECIFIC ELEMENTS IN SECOND AND THIRD GRADE STUDENTS' WRITING", from Arizona State University, prior to obtaining the degree of Doctor of Philosophy.

The study has as main objective to analyze the development of the writing skill in students. It has a qualitative-quantitative approach, and is classified as descriptive. After the application of the research tools, it was concluded that students require additional instruction to improve their writing.

Ingebrand's work has many similarities with the current study. First of all, both studies have a similar methodology, applying the inductive and deductive methods, and are classified as descriptive, with a qualitative and quantitative approach. Both studies are directed to develop the writing skills in students.

Tomalá (2017), developed a study titled "LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD EDUCATIVA JOHN F. KENNEDY IN SALINAS", from Universidad Estatal Península de Santa Elena, prior to obtaining the Bachelor's degree in English.

The study has as broad objective to evaluate the impact of Learning Management System by analyzing different studies in order to enhance the writing skill on students of third BGU. The methods applied are inductive and deductive, and is classified as a descriptive and a field study, with a qualitative and quantitative approach. After the application of the research tools it was determined that the Learning Management System was favorable for improving the writing skills of the students.

The main similarities among both studies is that they are directed to enhance the writing skill of students with the use of technology. In the case of Tomalás' work, an LMS is proposed to transform traditional classes into active and interactive sessions. Similarly, the current study considers technology as a crucial element to improve writing in students. Additionally, both studies apply similar methodologies and approaches.

Samaniego (2019), worked on the research project titled "ANALYSIS OF THE ACADEMIC USE OF WHATSAPP AND FACEBOOK IN THE DEVELOPMENT OF READING AND WRITING SKILLS BETWEEN TEACHER AND STUDENTS, AND AMONG STUDENTS AT FIFTH SEMESTER OF LANGUAGE CAREER AT UNACH, DURING THE ACADEMIC TERM 2018-2019", from Universidad Nacional de Chimborazo, prior to obtaining the Bachelor Degree in English Language Teaching.

The central objective of this study is to analyze the way in which Facebook and WhatsApp are used academically to develop the reading and writing skills at Fifth Semester students. This work is classified as a descriptive and a field study, and applies a qualitative and quantitative approach. The results obtained showed that teachers and students social media with academical purposes but in a low level, because the limited frequency in which those educational activities were performed using these technological resources, and recommends to increase the use of WhatsApp and Facebook for academic purposes.

Samaniegos' work resembles the current research work, first, in the way the study pretends to enhance the writing skill, that is, with technology. Additionally, both studies have similar methodology and approach. However, it was proved that social media are not the best technological resource to enhance a skill in a foreign language, as is stronger the necessity to use the applications for personal needs with a very strong habit of writing without rules.

Gallegos (2018) carried out a research work titled "ONLINE FORUMS AND THE WRITING SKILL DEVELOPMENT IN STUDENTS OF THIRD YEAR OF B.G.U. AT "AUGUSTO N. MARTÍNEZ", from Universidad Técnica de Ambato, prior to obtaining the Bachelor's degree in English Language Teaching.

This study focuses on determining the influence of using online forums in the writing skill development of the English language in students of third year. The methodology applied is described as inductive-deductive, with a qualitative and quantitative approach. The research

is labelled as a field study and classified as exploratory and descriptive. The results of the research tools application established the multiple benefits of using online forums for the English language teaching, especially the writing skill.

Gallegos' work is important for the current study because it supports the idea that technology can be applied in English language teaching to enhance the writing skill. Both studies apply the same method and approach. There is a little difference in the way the studies are classified, but the application of the research tools in both studies identify the problem and suggests conclusions.

2.2. Literature Review
2.2.1. Technology

Technology is growing faster with the hands of new people generation creating a lot of tools and resources for everything. Nowadays, someone will open Uber Eats or Glovo app if hungry is the problem, and make an order. This example teaches society, they can get everything that they want just with a click on their favorite website or app. Focusing on education, the most famous editorials around the world created online resources to help teachers and students. For example, Cambridge University Press has several websites like Cambridge LMS (Press, 2019) for practicing the four English skills using their books as a guide. In addition, there are eleven famous websites that can help learners to improve their writing skills on the internet and they are: Grammarly, Grammar Girl, The Purdue Writing Lab, Thesaurus, Hemingway App, Writers Digest University, Grammar Book, ReadabilityScore, Aztekera Passive voice checker, Grammar Monster, and Pro Writing Aid. It means we must take advantage of it and put them in practice inside of our classroom to achieve our lesson goal.

Two theories are taken into account for analyzing the influence of technology on writing skills. One is CLT (Cognitive Load Theory), and another is CALL (Computer-assisted Language Learning). This literature review will first introduce how verbal and linguistic method affects L2, and then it will focus on how CLT and CALL influences in the acquisition of this skill.

2.2.2. The Cognitive Load Theory

Sweller (2012) was the first in putting forward the Cognitive Load Theory (CIT). The CIT includes as main part the knowledge acquired, and the information stored in the working memory. In this sense, appears the word schema to refer to a group of information. The schema is the one that can be built with data obtained from the long-term memory, and in some cases, by reading, learning, and modeling. This assertion was refuted by Schotz, who believed that a person gains knowledge unconsciously. However, other researchers affirmed the opposite, that is, that an unconscious process cannot store memories (Kuldas, Ismail, Hashim, & Bakar, 2013). The Cognitive Load Theory represents a memory system in which data is stored in long-term memory (Sweller, 2012).

The author affirmed that there are three loads on which a load of working memory is based: extraneous, intrinsic, and germane load. The extraneous load is described as a type of information known as redundant and that overloads the capacity of someone's cognitive efforts during the process of acquiring knowledge. On the other hand, the intrinsic load is described as exactly the opposite, that is, more concerned regarding a high interactivity among those new elements and knowledge that a student may have in advance (Chandler & Sweller, 1994).

The intrinsic load, conversely, turns high when only one simple element is learned in isolation. The consistency in the learning is probed by the materials with high element interactivity that it has. One example could be a student reciting. It will always be easier for a student reciting well-structured and meaningful sentences, instead of on isolated words. The working memory, is then, in charge of processing a sentence, or group of words, simultaneously, thus learners will be able to link those words to their scheme to recite easier. Seweller (2012) affirms that the germane load relates more to learners' characteristics, so the level of germane load is mainly dependent on the level of extraneous load and intrinsic load.

Something important to review is the kind of relationship among extraneous load, intrinsic loads, and the germane load. According to Sweller's (2012), research about element interactivity among intrinsic, extraneous and germane cognitive load, the germane load is the one that could be changed only by turning the level of extraneous load and intrinsic load. Mayer (cited in Shibli, 2018), explains that there are two kind of processing, essential and generative. According to Mayer (cited in Shibli, 2018), in the essential processing people

must select information to process, while in the generative processing, people process information more effectively with a schema to compare with. There is a reason to increase the germane load. When the intrinsic load is high, students will make an extra effort to use a set of working memory resources for important materials (Sweller, 2012). On the contrary, a high extraneous load and a low intrinsic load will make the essential processing overload happen. As a consequence, the germane and the intrinsic load would be low with a high extraneous load. Mayer (cited in Shibli, 2018), emphasized that it is necessary a complex learning, inexperienced learners or a fast-space learning process to make the essential materials overload happen.

The author affirmed that there are two situations to consider in an essential processing overload. The first is to consider that an overload happens either in visual or in audio channels. It fast-space multimedia lesson, learners could be anxious regarding the use of technology, or because of lots of content, and a very low cognitive capacity to comprehend. Mayer (cited in Shibli, 2018), suggested segment and pre-training principles as a solution of overload. According to the author, segmenting theory means that students will learn faster and easier if the largest content is segmented.

The second situation to consider is the pre-training principle. Mayer (cited in Shibli, 2018), referred that students learn in a better way if they experience first some training before the class. This would diminish anxiety for students and also would help them increase the germane load easily; second, the overload happens in visual channel, which will happen even with inexperienced learners and a load of hard content. Something that can help with visual essential processing overload is the modality principle. This principle takes hand of pictures and spoken words to maximize learners' understanding (Mayer, cited in Shibli, 2018).

Sweller (2012) explains the relationship among extraneous, intrinsic, and germane load with a formulation. This formulation is working memory resources can priority used to deal with elements for intrinsic load; the germane load would be optimized. The more extraneous load uses working memory resources, the less extraneous load they will use in germane load.

Mayer (cited in Shibli, 2018), explained that there are two situations for extraneous overload. The first, when there is too much information and technology, but unrelated with the topic or content. In other words, attractive information is not always useful. The content catches students' attention and helps process that information, so it will avoid that a slow process of

main contents may distract learners. This kind of extraneous load also can be called redundancy.

In order to avoid an overload, it is possible to apply the signaling principle, especially during teaching. This principle refers to people learning better if there are highlights for important contents and organization for the framework of the hard contents. The second refers to an extraneous overload. Under this principle, teachers cannot use texts and oral instruction to explain the lesson (Mayer, cited in Shibli, 2018)

The third is the generative processing underutilization. This refers to the availability of the cognitive capacity. It is possible to use the multimedia principle, or the personalization principle for this overload. According to the multimedia principle, people would learn better with text and pictures rather than using pictures along. The application of power point is the best example of using multimedia principle. According to personalization principle, people would learn better with narration in spoken styles rather than formal style.

2.2.3. Computer-assisted Language Learning (CALL)

Levy (2010), states that Computer-Assisted Language Learning (CALL) for language learning and teaching, encompasses a wide range of information and communication technology applications, and several foreign language teaching and learning methods from traditional practice programs, a repetition that they characterized as the use of a virtual distance learning environment over the internet. The author refers also that it is a technological method that constitutes a very valuable contribution in education, since it teaches the knowledge of other languages by means of a computer. The arrival of the microcomputer in the late 1970s brought the computer closer to a wider audience, which resulted in a boom in the development of CALL programs. The year 1991 allowed free access computers, different from companies with exuberant money capacities to acquire a machine capable of using learning technologies. According to Levy, language learning is a lifelong task, and students are who are lately responsible for their learning. Because the financial, human, and time resources that teachers dedicate to students are quite limited, it seems quite appropriate to disseminate strategies aimed at independent education, which complement, continue in class beyond obtaining a certificate of approval. CALL discipline it is possible to distinguish three fundamental stages according to (Magno, 2009)):

CALL Behaviorist in her the computer is used as a guide that manifests exercises and determines if the given option is correct or incorrect, It is maintained in that the premise that the repeated presentation to the stimulus accepts in learning in the individual. In this phase, the function with the computer focuses on the contributions of the communicative sense, which emphasizes the priorities of multimedia technology.

CALL Integrative tries to emphasize the interaction between person-person and person-computer by using all the probabilities of multimedia technology. Communication as a basic function of language. The interaction of the computer as a center for acquiring knowledge of a foreign language is an increasingly expanded situation among providers of courses and material resources of languages. (2010, p. 28)

On the other hand, there is increasing persistence that the learning methodologies of new languages have the most communicative direction possible, assimilating communication as the fundamental function of language.

According to Monje (2015), computers are already part of the reality of educational centers from primary education to university and their use in language teaching is fully generalized. In addition, the latest mobile devices on the market (iPhone, iPad, smartphones) have generated great interest among the research and teaching community, opening the door to a new type of learning, mobile learning. The possibilities it offers, facilitating access to content at any time and place, have popularized its use and this trend is expected to intensify, probably to the detriment of computer use.

2.2.4. Types of Educational Technology Tools

Technology research improves day by day, and new resources appear to help teachers and students in the learning process. The number of technological tools oriented to education grows because around the world teachers and students take hand of this kind of resources every time more frequently. One of the most important effects of technology in the classroom is students' motivation. Learners are inspired and engaged in a class where the teacher plans activities based on technology. It is important, however, to select appropriately the resources

included in the classroom. It all depends on the way a teachers planned the class and the availability of equipment that the school provides.

Jarman (2019), describes some of the most popular and modern educational resources based on technology.

a) Smartboards.

The author explains that even though smartboards appeared around 30 years ago, technological advances offer new versions that keep this resource at the top of the elements used in a classroom. The fact that smartboards are highly interactive and engaging is one of the main advantage. Both students and teachers feel motivated to work and learn with them. This resource combines the students' learning styles in an appropriate way, so students feel engaged in the learning process (Jarman, 2019).

b) Artificial Intelligence

Artificial Intelligence is important for the educational settings because it helps personalize and streamline instruction. The use of equipment to assess students' knowledge and determine their weak points is a common benefit. In addition, it allows teachers to select appropriate supporting materials. In addition, technological companies are applying algorithms to create customized study guides for almost any textbook, which means that printed books may disappear soon (Jarman, 2019).

c) Augmented and Virtual Reality

Like virtual reality, augmented reality does not have a defined concept, since it is a technology in constant development, so in the same way that virtual reality the concept of augmented reality is defined by each author differently, Yee et al (2011), mentions that one of the most complete and cited concepts was given by Azuma (1997), who mentions that virtual reality is the combination of reality with images or 3D objects projected in real time, said of another way, augmented reality simulates the integration of 3D images or objects in the real world, in this way it can be highlighted that augmented reality systems must have three basic characteristics derived from their concept, these characteristics dictate that the augmented reality system it must combine the virtual world with the real world, be interactive in real time and interact in three On the other hand, López (2015), mentions that

the development of augmented reality systems are based on systems with an older development such as virtual reality systems and, like other authors, he mentions that augmented reality combines the fictitious virtual environment with the virtual environment, making the perception of the senses continue to show us the real world with virtual objects that only exist in the projection of the system, but they are real to the user due to their integration into reality.

Whereas Fernández, González, y Remis (2016), mentioned that augmented reality requires the collection of real information, the creation of virtual objects and a means of projection of the combination of the real and the virtual. In this way, Yee et al (2011), indicates that augmented reality can be compared with the special effects that are used in film recordings where the real environment is signed and computer-generated objects are added, thus mixing reality with objects. nonexistent that seem to be part of the real world.

In general terms, *virtual reality* does not have a defined concept, rather it is a concept defined by each author independently taking into account the attributes of virtual reality, in this way Rowell (cited in Brunet, 2016) points out that virtual reality is a simulation given by a computer where from the user's point of view, he receives sensory information; and it is in relation to this concept that Abásolo, Yee, Más, and Vénere (2011) agree that the user perceives a set of sensory information issued by the buyer, they also mention that the virtual reality experience is mostly visual applications, where The user interacts in a virtual world through the use of stereoscopic visualization hardware mechanisms. According to what was proposed by Levis (2010) for a system to be considered as virtual reality, it must generate an environment in three dimensions, in the which the user can interact with the threedimensional objects of said environment, also mentions that each 3D object must have adequate properties of the 3D models so that they resemble reality, such as weight, measure, gravity, friction and other properties that real objects possess and in this way the user has a perception of reality in the virtual environment. So we can say that virtual reality is to generate a virtual environment, including 3D objects with properties that resemble reality, so that the user can interact within this world with three-dimensional objects and that it has a perception of reality within a virtual world, in other words, virtual reality tries to transfer real to virtual reality and that the user has the same perception of the real world in virtual one.

d) Blockchain Technology

Jarman (2019) affirms that the Distributed Ledger Technology (DLT), the creator of virtual currencies, such as Bitcoin, is likely to have many educational uses. Since its publication in 2009, bitcoin has gone from being a proposed alternative payment system, to the most successful crypto-currency so far, with a not inconsiderable capitalization that reaches sixteen billion dollars (Bitcoin Price Index, 2020). Following his lead, a vast ecosystem of parallel electronic currencies and apps has flourished that share part of bitcoin's success.

They all have something in common: the block-chain. The "blockchain" or blockchain came to light in 2008 with the publication of an article (Nakamoto, 2008), where the protocol currently used by bitcoin was explained. This new concept was part of a system to process electronic transactions so that a central authority or escrow system was not necessary. In early 2009, the first open source bitcoin client was published, with which the creation of bitcoins and the public and immutable database with transactions, known as the "ledger" (logbook), began to work. The technology to implement this record book was the blockchain.

Although the blockchain was originally created to store bitcoin's transaction history, over time it has seen great potential to be applied in other areas due to the properties it offers. The blockchain provides an immutable distributed database based on an increasing sequence of blocks. These blocks, being public, form an open system that enhances trust based on the transparency and soundness of the blockchain construction technique. The system, although open, is also semi-anonymous: users identify themselves with public keys (pseudonyms), not with their real identities. In this context, we can find a first relationship between blockchain and big data: the need to ensure a legal and fraud-free payment environment has led to the development of analysis tools based on big data techniques to process the large quantity. of data represented on the blockchain (Ron, 2013) and (Reid, 2013). Therefore, the previous one is a possible case of using big data to improve the data insertion processes in the blockchain. However, we can also find use cases in reverse, that is, cases where blockchain technology is used to improve processes in the big data environment. In this sense, the blockchain can provide robustness, security, transparency and scalability to large data systems, allowing it to face a wide range of threats. This would range from information leaks to malicious content manipulation. Using the blockchain, these threats can be combated by individually tracing all the actions performed on the data, resulting in a constant audit.

Finally, another use case for the blockchain could occur in the field of the Internet of things. An example is the safe and reliable distribution of firmware to IoT devices through a peer-to-peer file system on the blockchain (Benet, 2014). In this use case, the blockchain could be used to store firmware updates in a decentralized and secure way (Christidis, 2016). e) Learning Analytics

Jarman (2019) analyses Facebook and Twitter concluding that schools start considering learning analytics to take hand of an optimized learning. The fact that students' interaction with technology leaves their digital footprints, allows teachers to follow their paths through learning analytics, and also to individualize student's learning according to that information.

Since the Horizon Report (2015) identified Learning Analytics as one of the predominant trends in the teaching / learning process, there have been a series of proposals to model, represent or characterize the information used for this purpose. According to Long and Siemens (2011), any action or event in the digital world is capable of leaving a mark. In this sense, various institutions such as the US Department of Education (2016) have produced reports on the impact of these "footprints" and the potential that this implies to improve academic procedures. The importance of LMS-type platforms must be recognized when recognizing or compiling this impact, but alternative sources can also be used. learning platforms and that students began to trust less in the interaction with the LMSs and use other open access tools for their activity.

f) Adaptive Learning

Finally, Jarman (2019) concludes that a new model of instruction is supported by EdTech: adaptive learning. This kind of learning is considered an umbrella term representing personalized learning. The goal of adaptive learning is to adapt not only resources but also instruction for every student.

Systems based on adaptive learning apply algorithms in order to test a student's current level. Students are able to go through the curriculum at their own pace. This kind of instruction can be described as customized, where students no longer need to sit through concepts they've already mastered. Traditional education finds impossible to scale individualized learning to an effective level. But EdTech has the efficiency and power to make this a reality (Jarman, 2019).

2.2.5. Blogs as Educational Resources

Wallagher (2015) discusses the way in which blogging is used in the classroom nowadays. The author bases his analysis on research results that confirmed students are interacting with computers, tablets, or video chat software much more than ever before. However, blogging is still a technology resource that works in the classroom.

The author explains that blogging can bring important benefits when used in the classroom. It will depend on how teachers use blogs. Some common advantages that:

- Instructors can create a blog about class happenings so parents can stay up-to-date and students can access announcements from anywhere
- Teachers can use their blogs to store lessons online or provide supplemental learning materials to students
- Instructors can use blogs to organize assignments, such as posting them online for absent students or listing due dates so all students have access to the course materials from anywhere
- Teachers can post previous students' work as examples or publish current students' work so they can show parents and family who live far away
- Educators can open the comment sections on blog posts to get feedback from parents and the community as well as to create discussion between students
- Student blogs teach children about writing techniques, online publishing, and proper Internet etiquette, which most students will use in future careers (Wallagher, 2015).

Wallagher (2015), explains that blogs can be used in many ways in the classroom. Teachers may believe that there is only one way to present blogging to students. However, there are plenty of ways teachers can use blogs. Some options include:

- Personal blogs for teachers
- Student blogs
- ePortfolios
- Platforms for assignments, homework, and announcements
- Classroom blogs for collaboration and discussion (Wallagher, 2015)

2.2.5.1. Benefits of using blogs in education

Among the characteristics that blogs present as a teaching strategy is that it is possible to comment Hypermedia. Blogs must have all the possible hypermedia for publication (INTEF, 2010). The grouping of methods will allow to interact with other users. The blog's main feature is its easy handling and this will help users to do everything.

Although as Lara (2015) affirms, "Weblogs do not guarantee greater educational effectiveness due to their mere use" (p. 1), they do provide elements that facilitate learning taking into account the constructivist principles and, more exactly, of learning significance. The author affirms that the effectiveness of this tool depends on the theoretical, practical and attitudinal knowledge of the teacher, as well as their creativity and resourcefulness to combine technology with learning. Some of the contributions that Lara explains can be obtained through the proper use of blogs are:

a)   It can be used to identify the prior knowledge that the students have, because through comments on the blog and communication in debates, evaluations or surveys, it is possible to recognize the topics that are of interest to them, as well as the educational needs they may have.

b)   It improves attitudes towards learning itself, giving value to the performance of oneself and others. In this sense, it can be achieved in different ways, especially through the use of self-evaluations, rubrics and feedback from the teacher.

c)   Greater autonomy and recognition of the role of the student as the main person responsible for their learning can be achieved. With proper guidance from the teacher, the student can develop a level of autonomy that allows him to learn intrinsically and without the need for external school motivations.

d)   It provides spaces for the construction of learning in a significant way. The characteristics of a blog give it the uniqueness of being able to be edited in a broad and creative way, so the teacher can make use of these qualities to create a website suitable for the group to which it is addressed and taking into account their interests. "Practically everything is modifiable in a blog without affecting its general disposition" (Lara, 2015, p.2).

In this way, the blog can be used to motivate students and provide learning experiences organized in ways that are meaningful and enjoyable for them.

e)   They are a means to develop reading and writing skills, in addition to allowing greater communication between students, teachers and parents who want to know the processes of boys and girls. Blogs, "... establish an informal communication channel between teacher and student, promote social interaction, provide the student with a personal means to experience their own learning ..." (Lara, 2015, p. 2)

f)   Blogs can be used to facilitate the learning of the students since they can add sound, color, movement and qualities that make this "virtual material" an adequate system to favor the age and development of boys and girls, allowing the inclusion of those who have learning difficulties.

Through the use of blogs, it is possible to achieve the strengthening of student learning in a meaningful way, starting from their pre-knowledge, needs and own conditions. It is a tool that promotes a variety of options for the teacher to take ownership of its characteristics and functionalities and in this way, can guide the achievement of learning for its students.

2.2.5.2.   Elements in a blog post

For a better understanding of the way a blog works and the way in which it can be organized, it is important to describe its parts:

a) Header:

The header is the top strip, it gives identity to the blog. It is the place of the blog where the name of the site, description and images that give it its own and particular feature are located. Below these pages can be added, these correspond to relatively static information or that is stored as additional tools to access the blog or enter external links that can be pinned to the Edublog. The first page, located at the left side of the others, corresponds to the Home, which is where the main publications, current affairs and old entries appear (Álvarez, 2015). **b) Main column:**

Álvarez (2015). explains that the main column is the widest column of the blog, in this part the opposing Entries corresponding to the publications are published and appear in chronological order.

c) Side bars:

According to Álvarez, (2015), side bars are the spaces of the blog that carry additional web tools, which according to the requirements of the blog administrator, can relate them to the site. These tools are commonly called gadgets or widgets. Generally, the side bars are located on the sides of the main column.

d) Footer:

The author affirms that the footer is the last part of the blog, it is located below the main column. In this space you can add additional information about the blog such as copyrights, additional administrator data, among others (Álvarez, 2015).

In addition, gadgets or widget-type tools can be used according to the needs of the blog. Álvarez (2015) affirmed that some of the many tools that can be embedded in an educational blog are:

- **Brain pop:** shows an interesting video every day on different topics of interest and through the characters Tim and Moby.
- **Administrator profile:** where the personal data of the person who edits or publishes on the blog is displayed.
- **Voki**: avatar or virtual character that says a text each time it is given the option of reproduction. It can be co-configured to give special messages to visitors, motivate, inform, explain the purpose of the blog, among others.
- **List of links:** to add suggested internet pages to improve learning.
- **Today's historical facts**: provides information about The main events that took place on a date such as the one presented in different parts of the world allow us to give value to history in a globalized way.
- **Popular entries**: the most visited publications by the public appear here, providing information about the tastes of the people who enter the blog. -Google Calendar: with this tool you can visibly add the activities carried out in class.
- **Visits counter:** allows to statistically know the number of people who visit the page.
- **Geovisite**: this tool shows in a graphic representation or world map with the location of the people who access the page or are on the site during the day in real time.

- **Email tracking:** through this space, the visitor It is possible to track blog posts. Every time the blog administrator posts, that information will come to your email.

- **Followers list:** they are people who have created blogs and want to receive notifications of the blog entries they visit.

- **Calameo**: through this tool the visitor can access documents in the form of virtual books, magazines, among other types of publication.

- **Blog files**: The publications made through the blog are displayed for days, months and years.

- **Page plugins:** generates messages with movement. Can be used to write notes, comments or blog posts. (Álvarez, 2015, pp. 71-72)

2.2.6. Multiple Intelligences (Verbal and Linguistic Method)

Bedón (2016) refers that Howard Gardner, a researcher and evolutionary psychologist at Harvard University, along with a group of colleagues from the same Higher School of Education, were commissioned in 1979 by the Bernard Van Leer Foundation in The Hague to conduct a study on: the nature of human potential and its realization. The author explains that this group worked effectively on the study of this topic, culminating it in 1983 with the publication of the book Frames of Mind, in which they wrote about "Multiple Intelligences", called it "multiple" because the number of capabilities is not precisely known human that exists; and, "intelligences" because these abilities are as important as those that traditional IC tests try to discover.

⮚ Linguistic Intelligence

Bedón (2016) describes that this type of intelligence is related to verbal ability, with the ability to handle both spoken and written language or others, such as signs, for example, whose objective is to communicate and express their feelings and thoughts through letters or their equivalent. This intelligence uses both hemispheres since the linguistic system is located in the Broca and Wernicke areas that are in the frontal and temporal lobe of the left hemisphere, while prosody would be part of the right hemisphere.

The activities suggested for the students with predominant linguistic intelligence are related to the following: within the "speaking" skill, they can learn English better if they readjust

stories, read, play with rhymes, tongue twisters. Materials such as: books, tape recorders, newsprint, comics, magazines, crossword puzzles, dictionaries (Bedón, 2016).

❑ Logical – Mathematics Intelligence

It refers to the ability to perform and solve mathematical operations by using numbers and quantities, they have the ability to understand logical patterns. Logical mathematical work is found in the areas of the left parietal lobe, but certain mental processes are influenced by the right hemisphere. Ezequiel (2006) indicates that according to Gardner, it is expressed through four competences and abilities:

a) Ability to be able to handle a chain of reasoning in the form of assumptions, propositions and conclusions.

b) Ability to realize that the relations between the elements of a chain of reasoning of this type determine the value of these.

c) Power of abstraction: in logic it consists of an operation of conceptual elaboration, and in mathematics it is a process that begins with the numerical concept, then passes to the concept of variable dimension and reaches the function of the variables at its highest level.

d) Critical attitude: it consists in the fact that a fact can be accepted when its empirical verification has been possible. (p. 103)

The suggested activities for students with logical intelligence -mathematics are as follows: in the skill of "listening", you can spend time learning a song with a message, in this case echo logical as: We are the world, and work in order to awaken the naturopathic consciousness; or another with a positive message towards the woman Pretty Woman, or the rap song of irregular verbs. People who have this type of intelligence are more receptive to what they hear therefore they learn languages better by listening to music. Another way is discussions, questions, connections to everyday experiences, conducting experiments in English, designing puzzles with parts of grammar, cause-effect worksheets (Bedón, 2016).

❑ Space Intelligence

According to Bedón (2016), the space intelligences refers to the ability to think in a threedimensional way is called spatial intelligence, as well as the ability to visualize

activities before carrying them out, that is, to imagine figures and shapes in space. This intelligence allows us to understand space as a whole and achieves through creation

The author highlights the possibility to imagine fitting these shapes and figures together. This creativity is attributed to the posterior regions of the right side of the brain. Professionals with this intelligence are: architects, artists, sailors, sculptors, painters, advertisers, interior designers, chess players, scientists of anatomy or topology. Suggested activities for people with spatial intelligence include: graphic organizers, graffiti ... reading comics in English because people with this intelligence have the skills to draw, paint, create graphics, fine arts, assemblies, puzzles, models to build, videos, images, mazes, look at photos, videos, movies.

Musical intelligence
The author affirms that according to Garner's theory, those who have this intelligence are able to recognize and produce rhythms, timbres, tones, chords of voices or instruments, they have sensitivity for melody as well as for harmony, thus allowing them to understand the meanings of sounds. Generally, the areas in charge of musical perception and production are located in the right hemisphere of the brain (Bedón, 2016).

Among people who possess this type of intelligence, according to author are: composers, musicians, singers, musical directors, sensitive listeners. Students who better develop this type of intelligence prefer activities related to sound effect, compass, generally study with music, they are more likely to combine musical intelligence with linguistic intelligence so that the skill of "speaking and listening" may be among the Options for these activities: They can write and follow the lyrics of the songs and therefore, increase vocabulary, draw reactions to the songs to learn emotions in English, play background music while studying in the classroom, write their own lyrics for songs in English, read loudly with proper pronunciation and intonation, use reading cards to review vocabulary or presentations.

Body and Kinetic Intelligence

Bedón (2016) describes this intelligence as the type of intelligence of movement, of body expression, the ability to use the whole body or part of it, as well as the ability to manipulate objects in a harmonious and orderly way to express themselves.

Gardner (2006) stated that:

The ability to use one's own body to express an emotion (such as dance), to compete in a game (as in sport), or to create a new product (as in the design of an invention) constitutes evidence of the cognitive characteristics of body use. (p. 42)

The professionals who possess this intelligence are: athletes, athletes, dancers, craftsmen, gymnasts, mimes. Students who best develop this type of intelligence are more attached to physical activity and movement. The activities to be carried out by the students are: dramatizations, role-plays, mimicry games to strengthen vocabulary, those related to TPR activities (Bedón, 2016).

☐ Interpersonal Intelligence

Bedón (2016) refers that the ability and ability to relate to other people, to understand and understand their feelings, emotions, preferences and motivations, as well as the ability to empathize with them in the face of their conflicts and problems as well as ease of communication are characteristics of people with an interpersonal intelligence. According to the author, the students who possess this intelligence are characterized by having social skills, they are very friendly, they inspire confidence and they are great leaders. The professionals who possess this type of intelligence are: teachers, psychiatrists, religious leaders, politicians, therapists, social workers, parents.

☐ Intrapersonal intelligence

In Gardner's theory, this intelligence refers to the capacity and ability to know oneself, as well as the correct conduct of their own lives through efficient and effective decisions. They also help individuals to observe their states and their neuro-cognitive process and in this way to understand their behaviors. They have a great aptitude for introspective knowledge with which they analyze and manage their own interests, feelings, emotions and capacities. Intrapersonal professionals are: theologians, psychologists, philosophers, orators, spiritual people (Bedón, 2016).

Among the activities required for students with this type of intelligence are: individual projects on a free topic and skill in choosing. You can use famous phrases from different authors to provoke the reflection.

Naturalistic Intelligence

Gardner's theory asserts that people who possess this intelligence have the capacity and ability to distinguish patterns and understand systems of nature, as well as great environmental awareness and a taste for everything related to nature and its conservation (Bedón, 2016).

The author explains that professionals related to naturalistic intelligence: ecologists, botanists, farmers, landscapers, gardeners, flora and fauna scholars, geographers, boat captains. Possible activities for naturalistic intelligence are those that combine with nature, students can be proposed to use metaphors in English, metaphors that connect the parts of the body with manifestations of nature.

According to Bedón (2016), another strategy to be used is sensory learning, the more senses it involves in the way it learns, the more profitable it will be for the student. The use of field observation cards in order to know the environment that surrounds it, and to use technical vocabulary, as well as scientific research formats.

 Emotional intelligence

Goleman (cited in Bedón, 2016), considers that the measurements of the IQ by means of the traditional tests are not as transcendent nor as important as what he calls Emotional Intelligence that includes four areas that are: development of emotional awareness, handling of emotions, reading emotions, handling of Relationships.

2.2.7. The Writing Skill
2.2.7.1.   Importance

Writing is a way of communication because through this skill people put their ideas on paper. Since it is a systematic sequence in which we can accurately register spoken language using visual signs. Concha and Piedad (2015), indicates that the introduction of playfulness and of the competition sentiment this innate in all of us, will be a great contribution to conceiving this task as something pleasant. For this reason, the authors consider important to start from some norms for the correct development of this skill inside the classroom, such as:

- MOTIVATION: the need to learn to write can already be a reason that positively to the students; pleasure in the accomplishment because the proposed task is attractive; satisfaction for checking progress.
- ENCOURAGEMENT OF CREATIVITY: we must provide the student with elements and work proposals that allow him to create his own language, although later he must return to it to correct it.
- REFLECTION: understood in two directions: before writing. through preparatory exercises to become aware of the vocabulary, the type of text, etc. and after writing, reviewing and correcting the writing to verify that we have carried out our plan correctly.
- ORGANIZATION: although we assume that our students have worked on the written expression in their language, it will not hurt to remind them of some useful guidelines.

- SORTING IDEAS: through associations and maps / diagrams.
- ORGANIZE THE TEXT: paragraphs, connectors; introducers; progressions, conclusions and so on (Concha and Piedad, 2016, p. 35).

Aulestia (2017) refers that in order for the writing skill to be learned in a better way, it requires more than a learning of rules and grammatical structure, it is also necessary to know about other signs such as punctuation, auxiliary signs such as High, low quotes and umlauts among others, which will help the reader understand when to stop and when the idea came to an end.

2.2.7.2. Styles of Writing

Generally, essays include a rhetorical style, which are methods of development. Some of them especially those that are considered an assignment, have more remarkably a specific style. Cadena (2018) states than there are multiple types and classifications of academic texts, such as reviews, work papers, working papers or others; however, the typology of the essay is adopted as the most optimal to adapt to the propaedeutic objective of strengthening formative research from the classroom.

Cadena (2018) lists the four types of essays mostly used in the academic field:

2.2.7.3.   Narrative essay:

According to Zunino and Muraca (2017), a narrative or speech essay is used to tell a story, often one that is based on personal experience. This genre of work, explain the authors, comprises non-fiction works that hew closely to the facts and follow a logical chronological progression of events. Writers often use anecdotes to relate their experiences and engage the reader. In this way, you can give your narrative a level of emotional appeal. It can be serious or humorous, but this emotional appeal is essential if you want to give your audience a way to connect with your story.

The authors explain that the most successful narrative essays generally share these three basic features:

- They make a central point.
- They contain specific details in support of that point.
- They are clearly organized in time.

What is more, in this kind of essay, the main objective is to tell a story. The thesis is limited to introducing the action that will be developed in the next paragraph. Generally, in the narrative essay, the paragraphs are arranged according to development chronological of the story. In conclusion, the last sentence may reflect the moral of the story, a prediction or a revelation of what may result from the events narrated above (Zunino & Muraca, 2017).

2.2.7.4.   Comparison and Contrast Essay

Its purpose is the comparison between two judgments of value, situations or facts that are related in some way to each other, and then the author chooses the one that best suits his point of view. In this kind of writing there are two ways of organizing its structure: In block form, in where the body of the essay is made up of paragraphs that explain the advantages, disadvantages and judgments of the topics separately. That is, each aspect to be compared is reported independently in each paragraph and without interruptions.

In the point-by-point method, one of the points in common between the two aspects that are compared is chosen, and these ideas are developed in each paragraph. Generally, the conclusion reflects the author's preference for one of the topics analyzed.

2.2.7.5. Cause-and-effect Essay

In writing, cause and effect is a method of the paragraph or a developmental essay in which a writer analyzes the reasons for and / or the consequences of an action, event, or decision. A cause-and-effect paragraph or essay can be organized in various ways. For example, causes and / or effects can be arranged in either chronological order or reverse chronological order. Alternatively, points can be presented in terms of emphasis, from least important to most important, or vice versa (Zunino & Muraca, 2017).

This kind of essay shows the relationship between a fact and its consequence. There are two ways to elaborate this type of test:

- The first form focuses on the cause and develops in each paragraph of the body, each of the effects produced by it.
- The second form focuses on the multiple causes that the situation produces. study (the effect).
- The conclusion follows the parameters explained at the beginning of this document (Parra, 2015, p. 21).

2.2.7.6. Argumentative Essay.

Cáceres (2019) explains that an argumentative essay is a text in which its development is determined by an argument or reasoning; The expositions of these reasonings are intended to persuade readers about the validity of a point of view. The essay has a central idea from which others derive that aim to complement it. It is usually an academic writing that gives an author a voice on a subject, often controversial; it includes subjectivity and at the same time the presentation of facts and data that support the central position. This type of essay is not intended to treat the subject matter in detail, but rather to reflect on it, giving the reader justified opinions to invite him to reflect. This essay is rigorous like the academic ones, and it is not just the flow of a person's ideas; information and structure are needed.

This kind of essay is considered is the most advanced level, since the writer seeks to persuade the reader with his opinion about something, that is, the author He sets out his opinion, arguing it to convince the reader. It consists of the following parts:

- Introduction, where the thesis or hypothesis that you want to demonstrate is briefly stated, which must be debatable for this type of essay to fulfill its purpose.
- Development, here the ideas are organized into function of subtopics, stating the criticisms, citations, examples and evidence that help to argue the thesis raised.
- Conclusion, in which the thesis or hypothesis is retaken and its validity is supported (Parra, 2015, p. 24)

2.2.7.7.   Writing and Plagiarism

Writing will always be an essential task for the human being. It is one of the basic characteristics that differentiates us from other animal species. The responsibility is great in the academic field. Cadena (2018), explains that when facing the research work with which one opts for a university or postgraduate degree, and even more so, if it is projected that said work be published on the Internet as a repository or in a specialized magazine. Hence, the writer, whether a teacher or a student, must take special care with the handling of the sources he uses, the copyright of both the textual citations and the indirect quotations or paraphrases, all must mention the source.

"When you drink, don't forget the source," says a Bedouin proverb from the Sahara, and in an analogous way, the academic researcher should guide the reader about the sources of those ideas that enrich his text, as reliably as possible. Research works should start from an exercise of sincere academic humility, in which the researcher must keep in mind that there is a lot of literature on the subject he is working on, and many references that, directly or in a complementary way, can give light to his work.

Cees Nooteboom (2010) notes:

> Writing consists of regrouping what has already been written before, one always has a hundred writers on hand, even if they do not know it or do not want to. In this regard there is nothing to do. The best do not allow it to be noticed; What I do is the work of servants (p. 131).

Cadena (2018) affirms that plagiarism is an unfortunate conduct among students, condemnable among professionals, unforgivable among teachers and execrable among educational institutions. The identification of inappropriate use of references in texts produced in all social areas. The author says that with the facilities provided from the Internet and communication technologies, the phenomenon of access to information has accelerated, but also with this, respect for copyright has been violated. It means that a text we can use references from other sources within the well-known right of citations, but it is mandatory to respect the authorship of others to avoid falling into plagiarism and to provide the reader with resources to deepen the consultation of sources.

According to Cadena (2018), plagiarism is defined as the act of usurping foreign intellectual creation by making it pass as its own, by not recognizing its author. By plagiarizing, the intellectual production of other people is stolen because it does not make fair recognition of their work. It also involves deception, asserting as your own an idea of another person. The word plagiarism was incorporated into the Dictionary of the Royal Academy in 1869, whose etymology comes from the Latin *plagium*, which meant "robbery of foreign slaves". Indeed, in Ancient Rome plagiarism was a crime that consisted of the fraudulent purchase of a slave knowing that this person was free, that was configured, what we now call, a kidnapping. This Latin noun had its origins in the Greek adjective plagiarism, which has the meaning "deceptive" and *trapacero* (El Castellano, 2011).

On the topic of the etymological origin Harvey (2019), picks up another interpretation when referring to the Latin *plagiarique* means "kidnapper" in reference to the pirates who infested the mare nostrum and who usually kidnapped children. Plagiarism is one of the behaviors that has the most rejection within the academic world. Usually, student and teacher regulations consider plagiarism as a "serious" or "very serious" offense, so the sanctions applied to it are the strongest established by current regulations. In the same way, plagiarism is contemplated by the intellectual property regulations, in addition to that it carries criminal and patrimonial implications.

The most common forms of plagiarism, according to Cadena (2018) are the following:

a) Data or information not cited: it consists in the absence of reference to the sources on which the data used in the documents are obtained.

b)   Not cited idea, either specific or general concept: use of concepts or ideas in the text without presenting who the author is, which causes them to pass through own elaboration. It is also plagiarism when making a correct quote, copying verbatim and in quotes what the source expresses, but after the quote, it presents more ideas from the same or another source, changing the order of the ideas.

c)   Quotation omitted in a paragraph or in a phrase literally reproduced: it consists of taking segments of a source and developing a paragraph, at the end of this, placing a quote, making it appear as if all the words in this paragraph were proper, when actually some elements are actually from the source. It constitutes plagiarism, since the quote at the end of the paragraph shows that the text is based on a font, when in fact the entire paragraph is taken from the font.

d)   Omission of the quote, after using the structure or organization of the ideas set forth in a source: it is common to find texts where the words of the source have been changed, using simpler and more common synonyms, but the structure of the original source document is maintained. It is what is called as paraphrase, where plagiarism occurs if the author is not quoted, because the intellectual structure and presentation of the source theme has been reproduced without having cited it (p. 14)

2.3. Conceptual Framework

The purpose of this section is to present the conceptual framework of this research: Technology and the Writing Skills in Students of Second Year BGU at Centro Educativo Naciones Unidas during the school year 2019 - 2020, which will be employed by defining brief concepts that has been held on during the investigation.

Technology

Technology, the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment (Encyclopedia Britannica, 2020).

Writing skill

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text (MSU, 2020).

ICTs

It is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage, and audiovisual systems, that enable users to access, store, transmit, and manipulate information (European Commision, 2020).

Blog

Blog, in full Web log or Weblog, online journal where an individual, group, or corporation presents a record of activities, thoughts, or beliefs. Some blogs operate mainly as news filters, collecting various online sources and adding short comments and Internet links (Encyclopedia Britannica, 2020).

Cognitive Load Theory

Cognitive load theory is the total capacity of a load in working memory during a learning process (Sweller, 2012).

Central Executive

The central executive is a system works for the working memory. During the cognitive process, it functions as to distribute the attention and select information for the future processing of the memory (Baddeley, 1998).

Cognitive Learning Theory

The theory states learning is the process of facing the current problem derived from Gestalt psychology. It emphasizes the link between stimulus responses and consciousness (Sweller, 2012).

Cognitive Theory of Multimedia Learning (CTML):

Cognitive theory of multimedia learning states that people can learn better if words are related to images rather than the image alone (Mayer, 2007).

Extraneous Processing

A cognitive processing with too many pieces of information that block effective process (Sweller, 2012).

Germane Processing

Germane processing states that people would learn easier if they with their "schema" (Sweller, 2012).

Intrinsic Processing

Intrinsic processing refers to a low ability of learning due to the difficulty of association with new knowledge and prior experience (Mayer, 2007).

Long-term Memory

Long-term memory is the memory can be stored for a long time which developed from shortterm memory (Baddeley, 1998).

Short-term Memory

Short-term memory is the memory that can be retained for 15-30 seconds that is the time between a sensory register and working memory (Baddeley, 1998).

Schema

An organized group of information integrated together as a pattern (Mayer, 2007).

Sensory register

Sensory register is the instantaneous memory that only can be retained in 1s (Baddeley, 1998).

Working Memory

Working memory is a temporary memory system with limited capacity. There are three components for working memory system including central executive system, phonological loop, and visuospatial sketchpad. The working memory system can process or store information simultaneously (Baddeley, 1998).

Didactics and Other Pedagogical Sciences

Didactic competence is about the knowledge of how to teach and communicate knowledge to students. It refers to being able to decide appropriate methods of teaching so that different pedagogical goals can be realised. It includes utilizing everyday life and children's experiences to tackle with the problems. (Times, 2018)

The theory of communication

Communication theory was proposed by S. F. Scudder in the year 1980. It states that all living beings existing on the planet communicate although the way of communication is different. (Scudder, 1980)

2.4 Legal Framework

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CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

Capítulo II

Derechos del buen vivir

Sección quinta

Educación

</div>

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Asamblea Nacional, 2008, p. 32).

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas… (Asamblea Nacional, 2008, p. 39)

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (II Suplemento al RO 417 de marzo 31 de 2011)

TÍTULO I

DE LOS PRINCIPIOS GENERALES

CAPÍTULO ÚNICO

DEL ÁMBITO, PRINCIPIOS Y FINES

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo…

PLAN NACIONAL DE DESARROLLO 2017-2021 TODA UNA VIDA

Contrato social por la educación.- El fortalecimiento de la educación entendida como un sistema integral resulta prioritario; en este sentido, es necesario el fortalecimiento de la educación intercultural bilingüe, la formación docente y una nueva articulación armónica entre los actores del sistema de educación superior y la educación inicial, básica y de bachillerato, de igual manera, es una temática de política pública la vinculación de la educación técnica con el nivel superior y la respuesta de estos dos niveles a la demanda de talento humano del nivel nacional y la generación de oportunidades para la ciudadanía a lo largo del ciclo de vida; sigue siendo un pendiente la respuesta eficiente a las demandas de una educación especializada dirigida a personas con discapacidad, así como otros factores sociales y económicos que reduzcan la posibilidad de acceder al derecho a la educación. Por este motivo, la educación debe ser vista como un derecho durante todas las etapas de la vida (Senplades, 2017, p. 57)

ECUADORIAN IN-SERVICE ENGLISH TEACHER STANDARDS

The Ecuadorian in-Service English Teacher Standards is a document issued in English by Ministerio de Education and based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States. The document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The first domain, "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their second language; and English their third- the second domain is about "Culture". Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.

The third domain is devoted to "Curriculum Development", particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.

The fourth domain deals with "Assessment" (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain embodies the matter regarding "Professionalism and Ethical commitment" to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development. (Ministerio de Educación, 2012)

CHAPTER III METHODOLOGICAL FRAMEWORK

3.1. Type of Research
3.1.1. Descriptive Research

This research is developed under the descriptive method, because its main concern lies in describing some fundamental characteristics of homogeneous sets of phenomena, using systematic criteria to reveal its structure or behavior. In this way, you can obtain the notes that characterize the reality studied.

3.1.2. Field Research

A field research involves a collection of direct data in reality where facts are produced, without manipulating or controlling the variables. Studies social phenomena in their natural environment. The researcher does not manipulate variables because this causes the environment of naturalness in which it manifests to be lost (Ortega, 2015).

This is a field research because it has an orderly structure and investigate guidelines, including the APA standards and an exhaustive research that has been carried out in the relevant field in order to reach qualitative and quantitative conclusion of the research.

3.2. Research Approach
3.2.1. Quantitative approach

This study applies the quantitative method because it emphasizes the objectives and measurements of the statistical, mathematical or numerical data that will be analyzed in order to collect such information through surveys, tests and pre-existing data by using computing techniques. The withdrawn data will give a better perceptive about the investigation and supply the outcome with the appropriate percentages that measure the correlational methods numerically.

3.2.2. Qualitative approach

The qualitative side of this research also falls under the scientific method of observation because it gathers non-numerical data and it justifies the numerical data for further research could be backed up, giving results that can compare and sustain the other qualities of the

investigation like students' performance, proficiency level, initiative and other qualities as well that are mentioned in the investigation.

3.3. Research Techniques and tools

3.3.1. The Observation

The observation is considered research technique because it consists on observing people, facts, objects, actions, or situations, to obtain data related to a research work (Labarca, 2019). Also, it collects information in a structured way to identify the problem inside of a class. In the current study, the observation sheet was applied in order to describe the writing process in a common lesson at Centro Educativo Naciones Unidas in the second-year students BGU to identify the principle problem inside the classroom and bring them a possible solution.

3.3.2. The Survey

The survey is defined by Labarca (2019) as a technique that includes a set of standardized research steps in order to collect data to be analyzed from a sample that represents a larger population. The survey technique was implemented at Centro Educativo Naciones Unidas in the second-year students BGU in the classroom during the teaching-learning process. The interview was conducted to identify teachers' procedures and the relevance of technology in the writing process. Moreover, it helped to discover students' likes and dislikes according their multiple intelligences to create a good material to work in their writing lessons.

3.3.3. The Interview

An interview is said to be the oldest of all the social science methodologies. It is carried out by asking participants a set of informal questions to gather information. In other words, interviewing is a method through which information is elicited. The ways interviews can be applied are varied. It is possible to be applied face to face, over the telephone, on the Internet, or in groups. It should be a spontaneous conversation and can be applied in qualitative research (Hamill, 2014).

An interview was applied to the English Coordinator at Centro Educativo Naciones Unidas. It included 10 questions and was directed to get information regarding technology and the benefits it brings to education and also the way technology is used to develop the writing skill.

3.3.4. The Pre-test and a Post- test

For many true experimental designs, pretest-posttest designs are the preferred method to compare participant groups and measure their knowledge and check what kind of changes occurring as a result of treatments or interventions. Pretest-posttest designs have growth from the simpler posttest design, a good pretest & posttest shows how the issues arising with assignment bias to the participants or groups of learners responds to the stimulus. (Shuttleworth)

The Pre-test and the Post-test will be implemented at Centro Educativo Naciones Unidas in the second year students BGU in the classroom during the teaching-learning process. Will be necessary to take a pre-test and post-test to determine students' real levels of English language proficiency. For the other hand, in the pre-test, students must write a short paragraph about their favorite subject while in the post-test they must built a formal essay making a comparison or another topic that they will choose.

3.4. Research Population and Sample

This research work will be conducted at Centro Educativo Naciones Unidas located in Samborondón-Ecuador. The research population will be 24 students, 11 girls and 13 boys between 15 and 17 years old, who were officially registered in 2nd baccalaureate at scholar year 2019-2020.

Table 1.
Population and Sample

HUMAN GROUPS IN STUDY	POPULATION	SAMPLE	PERCENTAGE	TOOL
Students	52	24	49%	Survey Pre test / Post Test
Teachers	8	4	50%	Observation Survey
English Coordinator	1	1	100%	Interview

Elaborated by: Meza, L. (2019).

3.6 Results / Findings and Analysis

3.6.1. Teacher's Observation Guide

A class observation sheet was applied to 2nd B.G.U. English teacher at Centro Educativo Naciones Unidas in order to describe the writing process in a common lesson, and in that way to identify possible problems they face in written production. This tool included 10 items regarding technology and the writing process.

Table 2.
Class Observation Sheet

ITEMS	YES	NOT	OBSERVATIONS
1. The lesson considers the three basic stages in writing.	X		
2. Teacher provides clear objectives and explanation	X		
3. Technology in any form is used in the classroom to enhance writing.		X	
Prewriting			
4. Teacher encourages students to use any of the following prewriting techniques:			
a. Framing			
b. Brainstorming	X		
c. Mapping			
d. Webbling			
e. Outlining	X		
Drafting			
5. Teacher supervises students' work moving around effectively		X	Moves around but cannot cover the whole class.
6. Teacher responses for calling to all students		X	Only to some.
Revising			
7. Teacher involves as a reader successfully		X	Cannot read all pieces of writing entirely
8. Comments on content to all students		X	Only to some.
Editing Stage			
9. Teacher encourages students to edit others' writing	X		
10. Tells to take self or peer correction in a class hour	X		Time is not always enough

Source: Observation sheet applied to students of 2nd year B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Analysis

The following perceptions were drawn as a result of the application of the teacher's observation guide:

- Even though the teacher considered the three basic stages in writing, and provided clear objectives for the class, it was observed that the use of technology was limited to slide projection and explanatory videos. It caused little students' motivation to participate in the class activities.

- The brainstorming and outlining prewriting techniques were mainly used in the writing class. Though these two traditional techniques have proved to be effective, there are modern tools that can replace them effectively while motivates students to develop their creativity. The mapping technique, for example, could be used to help students immediately group and see relationships among ideas, and it can be worked on the web. MindMeister, Bubbl.us, Coggle, or Lucid Chart are some of the applications that teachers can use for this purpose.

- In the drafting stage, the teacher supervises students' work moving around, but unfortunately could not cover the whole class. The teacher tried to respond for calling to all students during this stage; however, because of the time could help only to some of them.

- In the revising stage, a similar problem was observed. The teacher could not neither read all pieces of writing entirely nor comments on content to all students. Usually, in a writing class time is a very important factor against teaching. For this reason, teachers should take hand of any resource that help them to maximize time and improve their practices. Technology is a resource that reduces classroom management problems. The reason is that it motivates students, so they are usually eager to learn. It also allows teachers to differentiate instruction effectively with the use of virtual assignments based on the students' level of understanding.

- In the editing stage the teacher encouraged students to edit others' writing and promoted self or peer correction in a class hour. Time was also a problem in this stage. In the same way than in the previous stages, with the use of technology, the peer correction can be done effectively with online resources.

3.6.2. Students' Survey

A survey questionnaire was applied to 2nd year B.G.U. students at Centro Educativo Naciones Unidas. The purpose was to identify teachers' procedures and the relevance of technology in the writing process.

Table 3.
I find writing a difficult skill to master

ITEM	SCALE	FREQUENCY	PERCENTAGE
I find writing a difficult skill to master.	Never	3	12%
	Rarely	3	13%
	Sometimes	1	4%
	Often	11	46%
	Always	6	25%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).
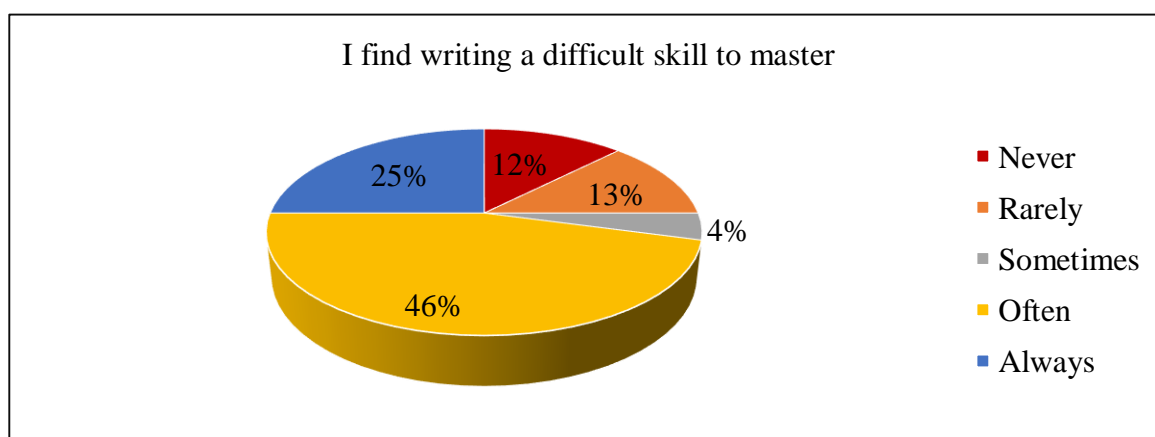
Graphic 1. I find writing a difficult skill to master

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Students were surveyed if they find writing a difficult skill to master. Most of them considered writing difficult, and only around a quarter of them said they sometimes, rarely or never find writing difficult. Writing is considered difficult because it forces a mind to put thoughts and emotions in words.
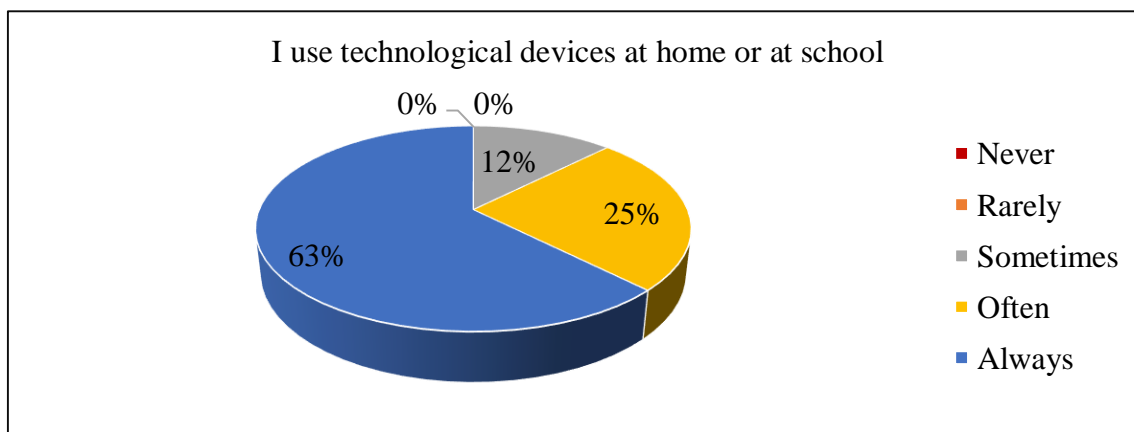
Table 4.

I use technological devices at home and at school

ITEM	SCALE	FREQUENCY	PERCENTAGE
I use technological devices at home and at school.	Never	0	0%
	Rarely	0	0%
	Sometimes	3	12%
	Often	6	25%
	Always	15	63%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Graphic 2. I use technological devices at home and at school
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Regarding technology, students were consulted if they use technological devices at home or at school. Almost all the students confirmed that they often or always use them, and only 12% of them said that they sometimes use them.

The popularity of technology among students was to be expected. Nowadays students have highly rated technological skills. They handle laptops, tablets, cell phones and even smart watches that make them experts in any application, what means that they are prepared to study with technology.
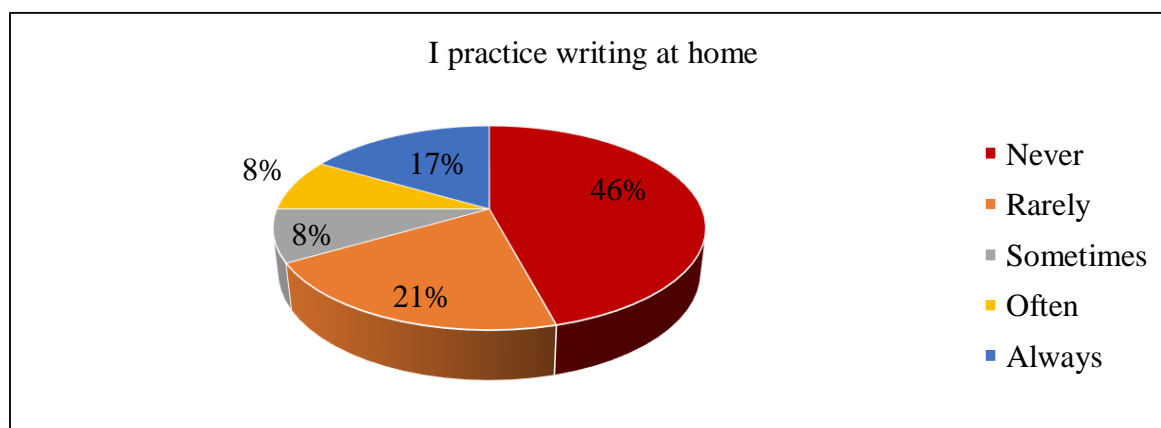
Table 5.

I practice writing at home.

ITEM	SCALE	FREQUENCY	PERCENTAGE
I practice writing at home	Never	11	46%
	Rarely	5	21%
	Sometimes	2	8%
	Often	2	8%
	Always	4	17%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L

Graphic 3. I practice writing at home

Source: Survey to 2nd year students B.G.U at CENU.

Elaborated by: Meza, L. (2019).

Analysis

When students were asked if they practice writing at home, almost half of them said they never do it. There was an important 21% of students that said they rarely practice writing, and an 8% confirmed they sometimes practice writing. On the other hand, there was only an 8% of students that said they often practice writing and a 17% that always practice writing at home.

Students need to be motivated to write, even more if the writing is produced at home. The intrinsic and extrinsic motivations to write are essential, and both are stimulated with the use of technology.

Table 6.

I currently feel motivated to write.

ITEM	SCALE	FREQUENCY	PERCENTAGE
I currently feel motivated to write	Never	16	67%
	Rarely	4	17%
	Sometimes	2	8%
	Often	2	8%
	Always	0	0%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).
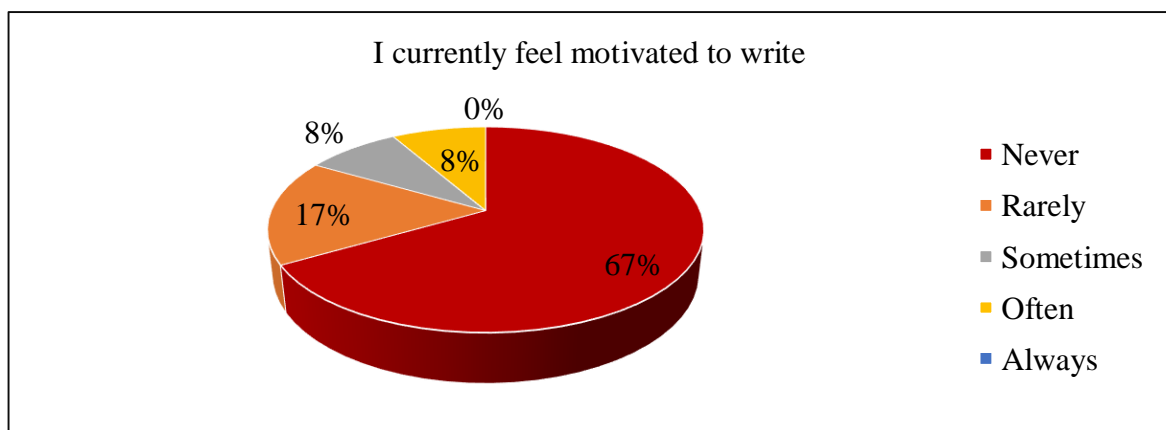
Graphic 4. I currently feel motivated to write
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Regarding motivation, students were asked if they feel motivated to write. A huge 67% answered they do not feel motivated, plus a 17% that said they rarely feel motivated. Only a 16% of studies sometimes or often are motivated to write.

Teachers should always try to inspiring students to improving their writing skills. One important way is by giving writing a purpose, focusing on their strengths and areas of interest. Combining this with the use of technology can make writing classes successful.
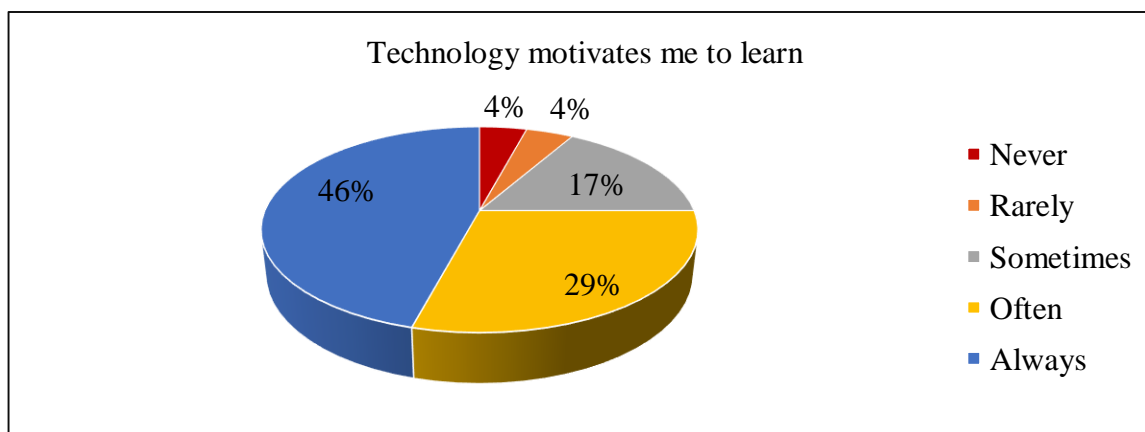
Table 7.

Technology motivates me to learn.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Technology motivates me to learn	Never	1	4%
	Rarely	1	4%
	Sometimes	4	17%
	Often	7	29%
	Always	11	46%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Graphic 5. Technology motivates me to learn
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Almost 70% of students said technology motivates them to learn: 46% always and 29% often. Only a 17% confirmed that technology sometimes motivates them, while 4% motivates them rarely, and other 4% never motivates them.

Technology is by itself a natural stimulating resource in education that enhances their self-esteem and makes them excited about learning, at the time that enhances their technical skills, what may result in the accomplishment or more complex tasks.
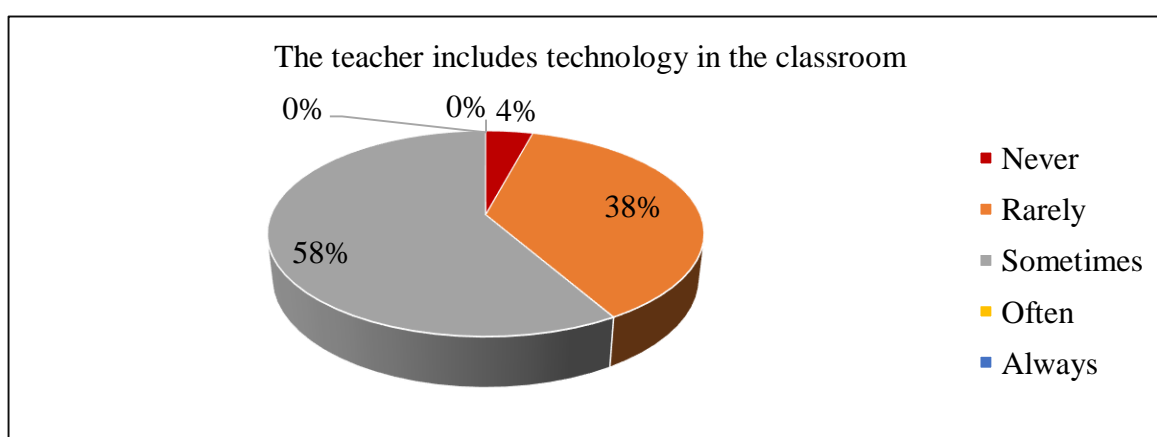
Table 8.

The teacher includes technology in the classroom.

ITEM	SCALE	FREQUENCY	PERCENTAGE
The teacher includes technology in the classroom	Never	1	4%
	Rarely	9	38%
	Sometimes	14	58%
	Often	0	0%
	Always	0	0%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Graphic 6. The teacher includes technology in the classroom
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

According to more than half of the students surveyed, the teacher only sometimes includes technology in the classroom; the 38% affirmed that the teacher rarely includes technology and 4% said technology is never included. That meant that only some basic resources, such as projected slides or videos were considered in the classroom.

Some other more complete resources that can be applied in the writing class are online apps, websites, blogs, or any other interactive site that motivates and helps students to write successfully. There are many pros for using technology in the classroom to teach writing, such as an increased access to resources and online feedback that in the end will improve students' written communication.
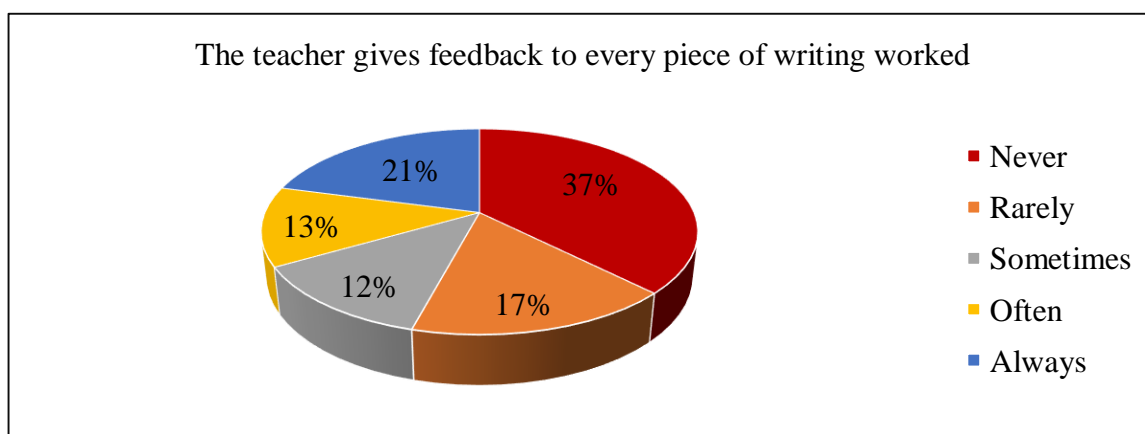
Table 9.

The teacher gives feedback to every piece of writing worked.

ITEM	SCALE	FREQUENCY	PERCENTAGE
The teacher gives feedback to every piece of writing worked	Never	9	37%
	Rarely	4	17%
	Sometimes	3	12%
	Often	3	12%
	Always	5	22%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Graphic 7. The teacher gives feedback to every piece of writing worked
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Students were consulted if the teacher gives feedback to every piece of writing classwork or homework. More than half of them said that the teacher rarely (17%) or never (37%) gives feedback, while around 45% of them said that the teacher sometimes (12%), often (12%) or always (21%) gives feedback to everything they do at home or in the classroom.

Feedback is an important element in the learning process. Unfortunately, writing is a skill that requires time and dedication. Sometimes one teacher is not enough to read every piece of writing that students produce, and it requires some other kind of resources that could help to cover the whole classwork.
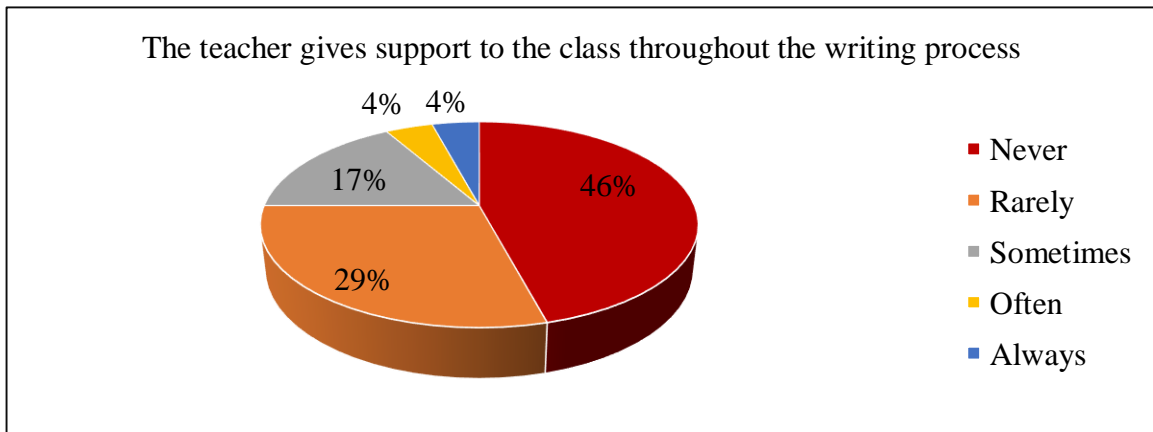
Table 10.

The teacher gives support to the class throughout the writing process.

ITEM	SCALE	FREQUENCY	PERCENTAGE
The teacher gives support to the class throughout the writing process	Never	11	46%
	Rarely	7	29%
	Sometimes	4	17%
	Often	1	4%
	Always	1	4%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Graphic 8. The teacher gives support to the class throughout the writing process
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Students were surveyed about the support given by the teacher to the class throughout the writing process. Most of them said the teacher never (46%) or rarely (29%) gives support. A minor number of students answered that only sometimes (17%), often (4%) or always (4%) receive the teachers' support in the writing process.

Teacher's scaffolding is seen as instructional techniques used to move students progressively toward stronger understanding. In writing, this technique is crucial to allow the teacher to organize writing activities to meet students' needs. The fact that this technique is almost never applied to the whole class, is a matter of concern, because the learning process of writing delays.
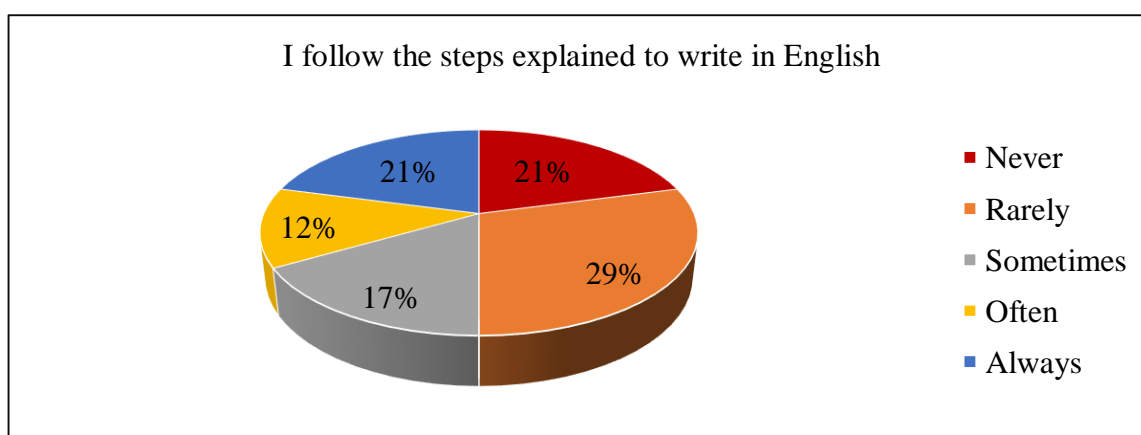
Table 11.

I follow the steps explained to write in English.

ITEM	SCALE	FREQUENCY	PERCENTAGE
I follow the steps explained to write in English	Never	5	21%
	Rarely	7	29%
	Sometimes	4	17%
	Often	3	12%
	Always	5	21%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019)

Graphic 9. I follow the steps explained to write in English
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Regarding the fulfilment of writing process, half of students said they never or rarely follow such steps, while a 17% affirm to follow the process only sometimes. On the other hand, around 30% of students said they often (12%) or always (21%) follow the writing process.

Even though writing does not follow a specific format for everybody, there are prompts or assignments students must complete under certain guidelines. The writing process increases students' efficiency when, for example, the writer brainstorm about their writing before his first draft. Following the writing steps, help students organize their thoughts.
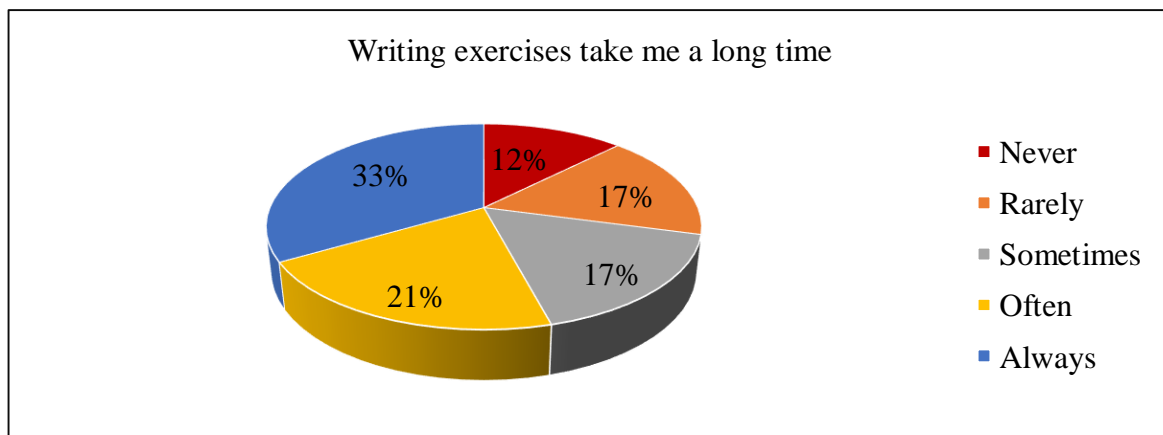
Table 12.

Writing exercises take me a long time.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Writing exercises take me a long time.	Never	3	12%
	Rarely	4	17%
	Sometimes	4	17%
	Often	5	21%
	Always	8	33%
	TOTAL	24	100%

Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Graphic 10. Writing exercises take me a long time
Source: Survey to 2nd year students B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

For some students writing requires more time than for others. Second year BGU students were surveyed about the time it takes them to write. More than half of them answered it often (21%) or always (33%) takes them a long time to write, while the other half said it sometime (17%), rarely (17%) or never (12%) takes them a long time to write.

Sometimes students are not ready to write, even because they do not know enough about the topic or because the instructions were not clear. Common cases are based on students that do not know enough vocabulary or are not good enough in grammar or regarding the writing process. Grammar and the process of writing itself are two factors totally different that affect students' performance in language learning.

3.6.3 The Interview

An interview and its instrument, the open-ended questionnaire, was applied to the English Coordinator of Second year BGU at Centro Educativo Naciones Unidas. The purpose was to describe the relevance given to technology in the writing class. The interview questionnaire included 6 open-ended questions:

Table 13.
The English Coordinator's Interview

QUESTION	ANSWER
1. How do you think technology can be part of a language class?	I think it can help in great deal. For that reason, our classrooms are very well equipped with a computer, a good internet service, and in some cases with smart boards.
2. What resources on the Internet do you think teachers should consider for developing writing in the classroom?	Well, it all depends on the teacher and the way he planned the lesson. The institution counts with a platform that comes with the English book. Unfortunately, it mainly focuses on grammar and vocabulary.
3. Are technology-based activities among the type of resources the English area promotes to enhance the writing skill?	Class activities are limited to use the resources that the book brings and those the teacher can prepare.
4. How do you think technology can help students improve their writing skill?	Technology provides lots of resources to helping students improve their writing, but it is also dangerous to depend on technology, as it could distract students.
5. How often are teachers trained in methodology or material design?	Teachers are trained once a year, but they have to cover 50% of the workshop fee.
6. How much do you believe English teachers are prepared to apply technology in the development of writing skill? Explain	I would say that the 60% of teachers are prepared to apply technology in the development of the writing skill.

Source: Open-minded questionnaire to English Coordinator of second year B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Analysis

- The classrooms are equipped with technology that includes a little more than the basics. However, technology is used mainly for slide projection and in the case of the smart board; it follows the book path that makes little emphasis on writing. The technology provided by the institution could be better used. It is possible that teachers are not trained enough to develop technological resources for writing or could be teacher have not overcome their fears and decide not to embrace the benefits of using technology to teach writing.

- The head of the English class believes technology can help in great deal in the classroom and thinks the equipped provided by the institution is enough. However, he also explained that classroom activities should be limited to the use of the book tasks and those that the teacher may prepare. It is possible that teachers have little time to plan or design materials based on technology, so they do not take advantage of the technology available in the classrooms. Time is indispensable to plan a useful class with technology. With collaborative, real-time, and cloud-based technology tools, teachers can go beyond traditional teaching methods with new ways to help students improve their writing.

- Even though it is recognized that technology can help students writing skill, there is a concern regarding the level of distraction it may cause in students. It is certainly a disadvantage, but it cannot be ignored that technology has strongly influenced the way students learn. The success of a writing class with technology will depend of the way the teacher plans the class and the control it applies. A huge benefit teachers and students can get from using technology to teach writing is that students can get immediate feedback in multiple ways. For example, there are many free grammar checking applications and websites that students can easily use in order to help students proofread their work.

- Teachers receive training on methods, resources and material once a year, but they have to cover 50% of the workshop fee. If training is mandatory, the fact that they

have to pay half the fee is a factor that lowers motivation in teachers. Additionally, it would be recommendable to be trained also in technological resources.

3.6.4 The Pre Test

In addition to the observation, survey and interview techniques, a writing pre-test was administered to identify in detail the possible problems that students of Second Year BGU at Centro Educativo Naciones Unidas may have in writing. The test selected is part of the Cambridge Preliminary English Test (PET) that students need to pass during the school year 2019-2020. A rubric was applied to mark students' speaking performance.

The Writing PET includes three parts, one focused on vocabulary and grammar, one focused on communication that consists on writing from 35–45 words, and one longer piece of writing, that the student may choose between an informal letter or a story of about 100 words.

The test is assessed with the B1 Assessment Scales given by Cambridge, which is divided into six bands that goes from 0 to 5, being 0 the lowest and 5 the highest. Additionally, it includes descriptors for each criterion for bands 1, 3 and 5, and shows what a student is expected to demonstrate at each band. The descriptors for band 3 and above generally indicate performance of at least B1 level. To check the Cambridge Rubric, see Annex 1.

The application of the pretest resulted in the following:

Table 14.
Content

GRADE SCALE	FREQUENCY	PERCENTAGE
5	0	0%
4	6	25%
3	10	42%
2	7	29%
1	1	4%
0	0	0%
TOTAL	24	100%

Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).
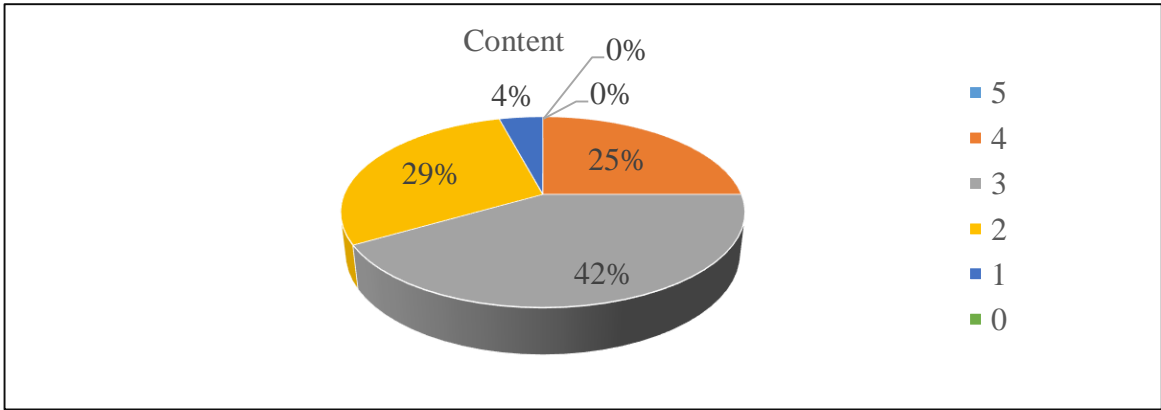
Graphic 11. Content.
Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Most students got the lowest grade in the scale content. This item focuses on how well the candidate has fulfilled the task, in other words, if they have done what they were asked to do.
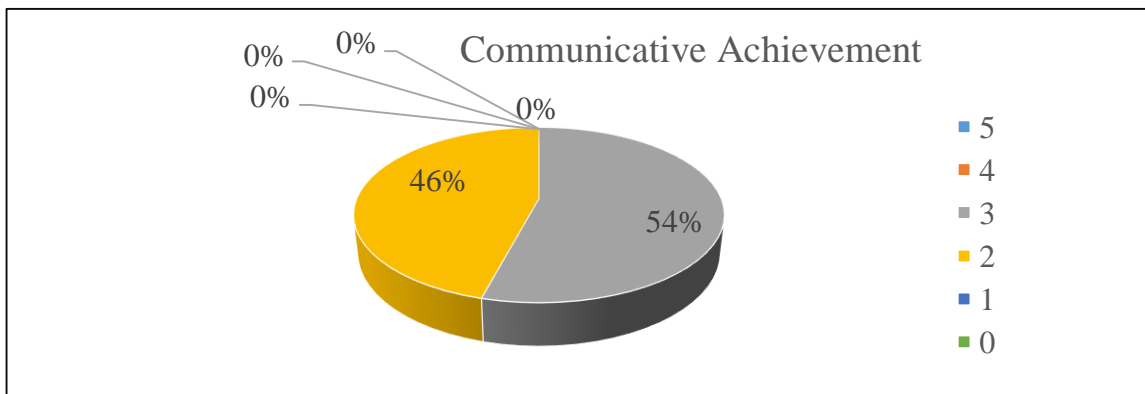
Table 15.
Communicative Achievement

GRADE SCALE	FREQUENCY	PERCENTAGE
5	0	0%
4	0	0%
3	13	54%
2	11	46%
1	0	0%
0	0	0%
TOTAL	24	100%

Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.

Elaborated by: Meza, L. (2019).

Graphic 12. Communicative Achievement.
Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
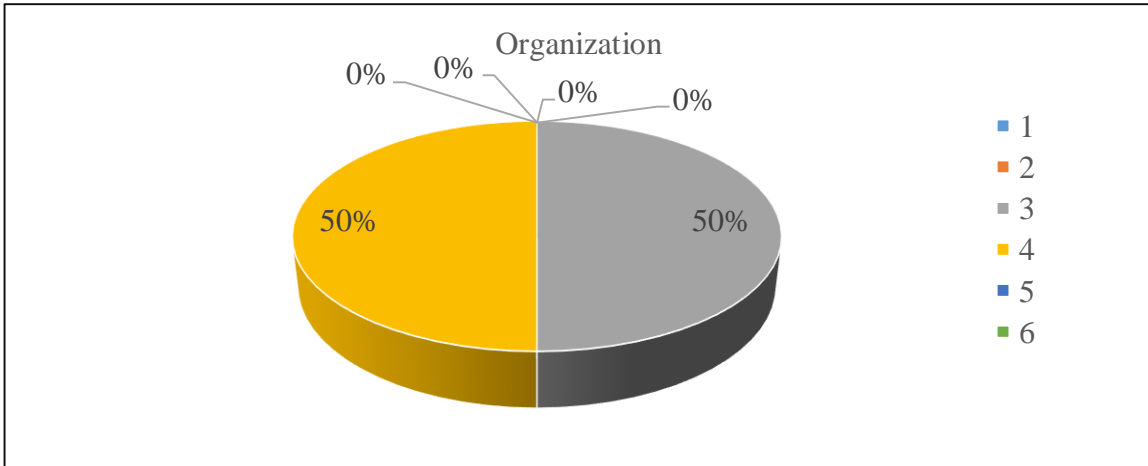Elaborated by: Meza, L. (2019).

Analysis

Most students got the lowest grade in the scale communicative achievement. This item focuses on how appropriate the writing is for the task, and whether the candidate has used the appropriate register.

Table 16.
Organization

GRADE SCALE	FREQUENCY	PERCENTAGE
5	0	0%
4	0	0%
3	12	50%
2	12	50%
1	0	0%
0	0	0%
TOTAL	24	100%

Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Graphic 13. Organization.
Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Students divided in equal parts the results in the scale Organization. This focuses on the way the candidate puts together the piece of writing, in other words, if it is logical and ordered.
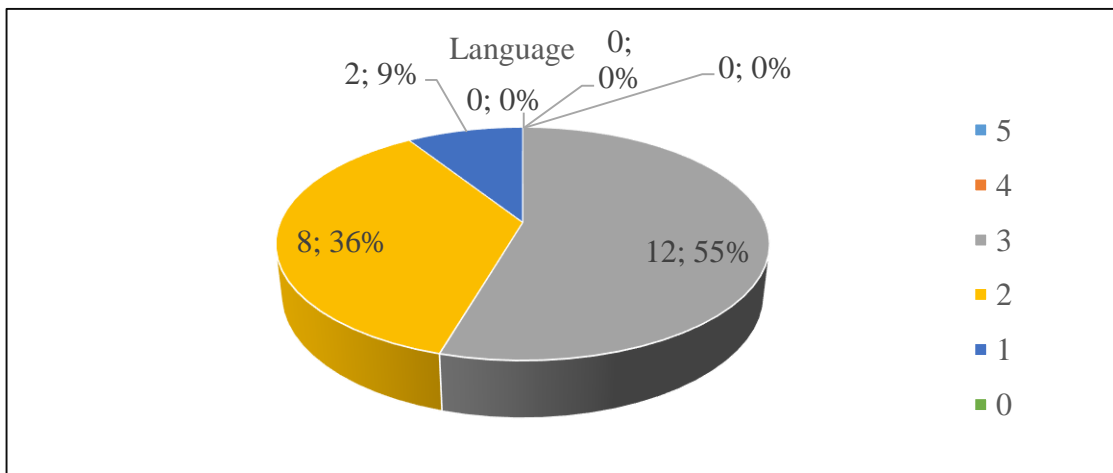
Table 17.
Language

GRADE SCALE	FREQUENCY	PERCENTAGE
5	0	0%
4	0	0%
3	12	50%
2	8	33%
1	2	8%
0	0	0%
TOTAL	24	100%

Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Graphic 14. Language.
Source: Writing Pre-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Students divided in equal parts the results in the scale Language. This focuses on vocabulary and grammar, and includes the range of language as well as how accurate it is.

3.6.5 The Post Test

The last research tool applied in this study was the writing post-test. It was administered to identify the improvements in the writing production in students of Second Year BGU at Centro Educativo Naciones Unidas. The posttest selected is a different version of the Cambridge Preliminary English Test (PET). In the same way than the pretest, a rubric was applied to mark students' speaking performance.

Table 18.
Content

GRADE SCALE	FREQUENCY	PERCENTAGE
5	11	46%
4	8	33%
3	5	21%
2	0	0%
1	0	0%
0	0	0%
TOTAL	24	100%

Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).
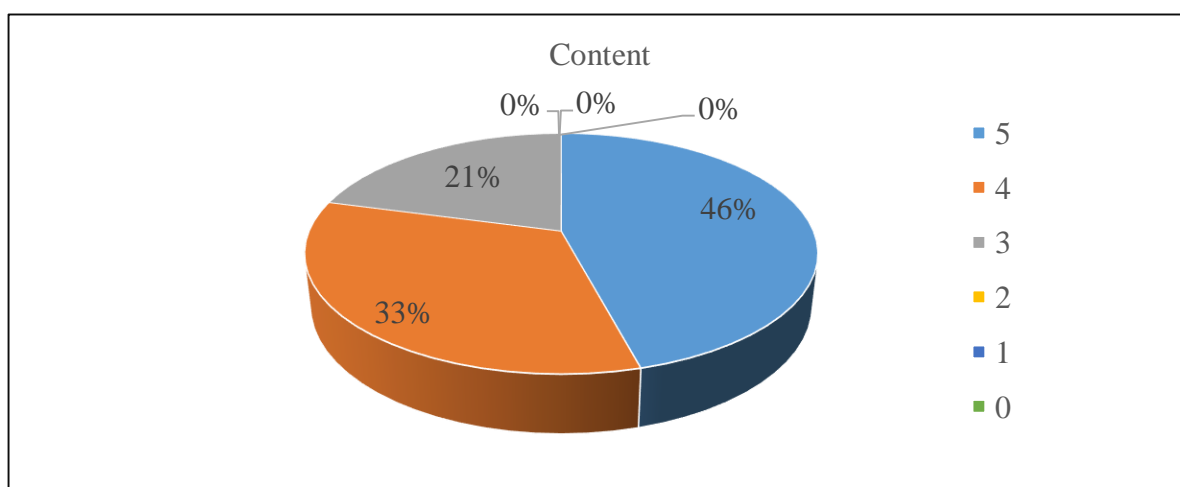
Graphic 15. Content.

Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
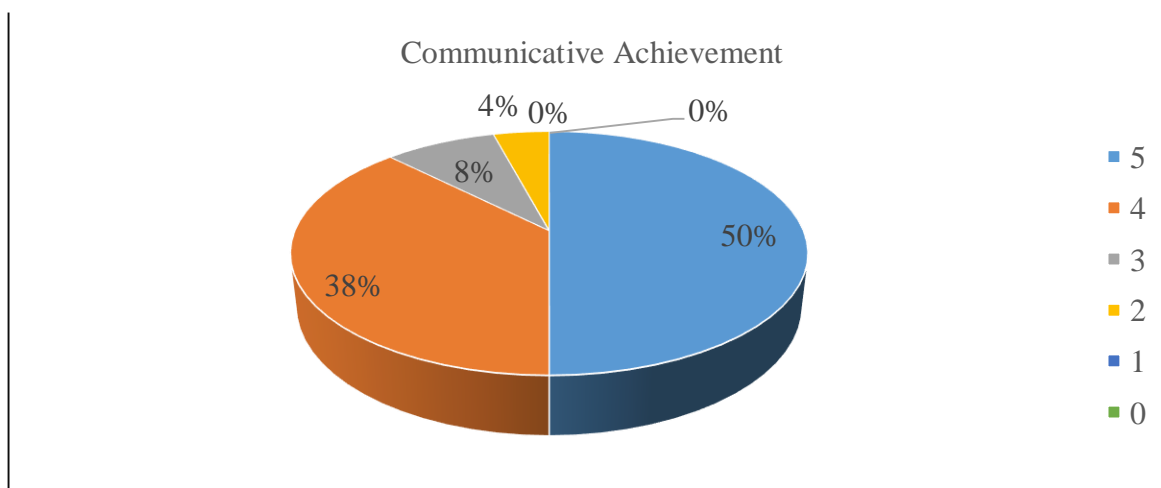Elaborated by: Meza, L. (2019).

Analysis

There was an important improvement in students' performance after the application of the proposal. Almost 80% the students got between 4 and 5 points in content because they fulfilled the task. The improvement in the content shows that students were able to fulfil the task successfully. The 46% of students got 5 marks and 33% of them got 4 marks, which shows that all content written was relevant to the task and the information included was complete.

Table 19.
Communicative Achievement

GRADE SCALE	FREQUENCY	PERCENTAGE
5	12	50%
4	9	38%
3	2	8%
2	1	4%
1	0	0%
0	0	0%
TOTAL	24	100%

Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Graphic 16. Communicative Achievement.
Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
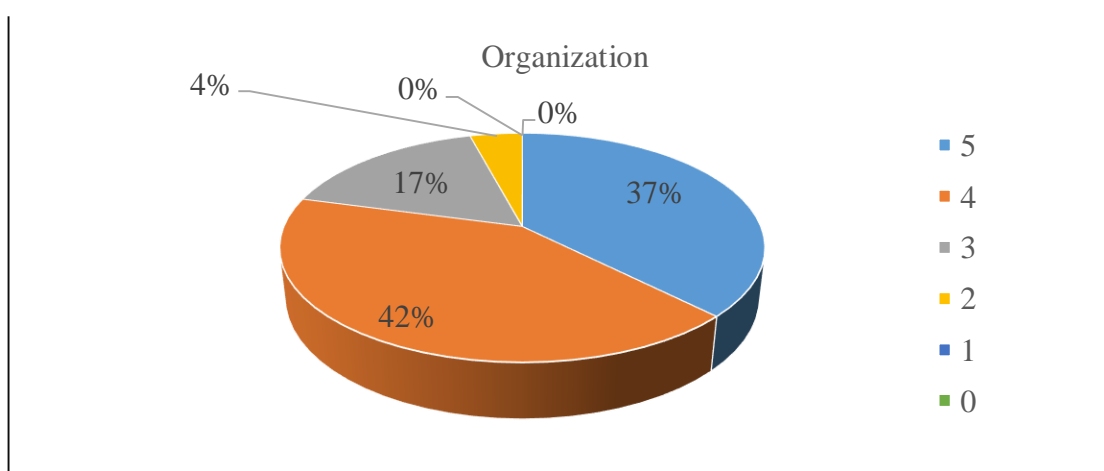Elaborated by: Meza, L. (2019).

Analysis

Students notably improved their grades in communicative achievement. Almost 90% of students got 5 points (50%) and 4 points (38%), which shows that students produced an appropriate writing and register. The 50% of students got 5 marks and the 38% got 4 marks. It means that most students used the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.

Table 20.
Organization

GRADE SCALE	FREQUENCY	PERCENTAGE
5	9	37%
4	10	42%
3	4	17%
2	1	4%
1	0	0%
0	0	0%
TOTAL	24	100%

Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Graphic 17. Organization.
Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
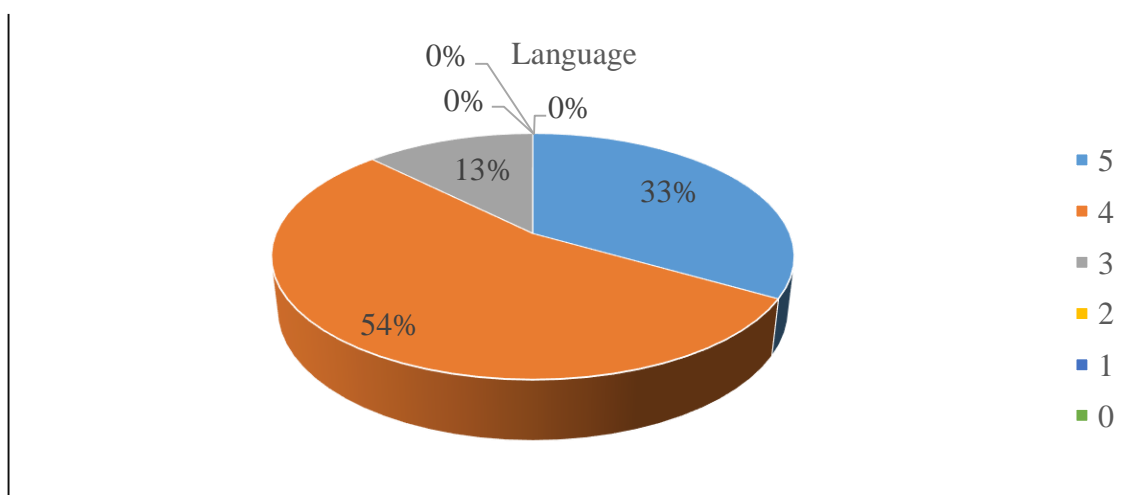Elaborated by: Meza, L. (2019).

Analysis

Students improved also the results in the scale Organization. This means students produced a piece of writing with a logical organization and order. A 37% of students got 5 marks and a 42% got 4 marks, which means that the text written was generally well organized and coherent, and that students used a variety of linking words and cohesive devices.

Table 21.
Language

GRADE SCALE	FREQUENCY	PERCENTAGE
5	8	33%
4	13	54%
3	3	13%
2	0	0%
1	0	0%
0	0	0%
TOTAL	24	100%

Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Graphic 18. Language.
Source: Writing Post-Test for 2nd year students B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

Analysis

Students showed an important improvement in language, which means that the student could fulfil the requirements of vocabulary and grammar, producing written language with a certain level of accuracy. An important 33% of students got 5 marks. It means that students used a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. They use a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.

CHAPTER IV THE PROPOSAL

4.1. Title

An Online Writing Lab to Enhance Writing Skills.

4.2. General objective

 To enhance the writing skills in students of 2nd-year BGU at Unidad Educativa Naciones Unidas, through an online writing lab – blog.

4.3. Specific objectives

- To improve students' performance in writing skill by blogging at an Online variety of online resources.
- To promote students' motivation to write by using online resources To facilitate the application of APA style in academic writing.

4.4. The proposal framework

This proposal includes the description of the four sections of the OWL blog aimed to improve the writing skill in students. The information included covers the main issues that students need to be aware of the writing process, the essay writing, APA format, and integrity norms by avoiding plagiarism. The blog includes synchronic and asynchronous activities directed to motivate and engage students to participate in their own learning in an active way.
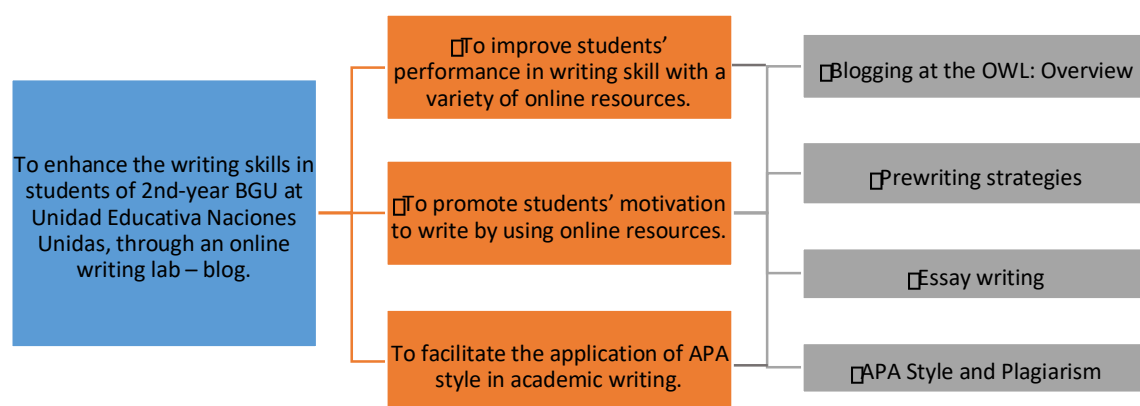

Figure 1. Diagram
Source: OWL blog for Students of second year B.G.U at CENU.
Elaborated by: Meza, L. (2019).

4.5. The Proposed Plan

Figure 2. Portada.
Source: OWL blog for Students of second year B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Content

Introduction

Writing skills are crucial for communication. People need to transmit a message the clearest possible to an audience to be understood. Therefore, if a person has poor writing skills, it will create a poor impression, especially if the reader identifies a spelling or grammatical mistake.

The Online Writing Lab Blog is an online area aimed to provide students the resources needed to write in an academic style from start to finish, that is, in a formal style, accurately and applying the APA style to avoid plagiarism. The blog includes 10 sections providing information and resources related to a variety or writing issues. Students are encouraged to review the writing process, being taken through each step with online resources such as informational sites, videos, and interactive activities.

Prewriting activities included supply learners the elements needed to organize their ideas, in addition to the support provided for building paragraphs, so students will be able to turn their ideas into well-written paragraphs.

Section 1 Blogging at the Online Writing Lab

Illustration 1. The OWL (2019). Elaborated by: Meza, L (2019).

Objective:

To encourage students participating actively in the OWL blog to improve their writing skills.

Resources:

• Videos   • Chatting area   • Posting area

Content:

ESSAY WRITING

Part 1 - Structure and Organization
1. A good essay structure
2. A model essay structure
3. Essay writing (The Main Stages)
4. Stage 1 (Analysing the question)
5. Key words in essay titles
6. Stage 2 (Planning)
7. Stage 3 (Use your plan to guide your research)
8. Stage 4 (Refine your plan)
9. Stage 5 (Drafting)
10. Stage 6 (Editing your draft)
Part 2 - Style and Clarity
1. Academic and writing style
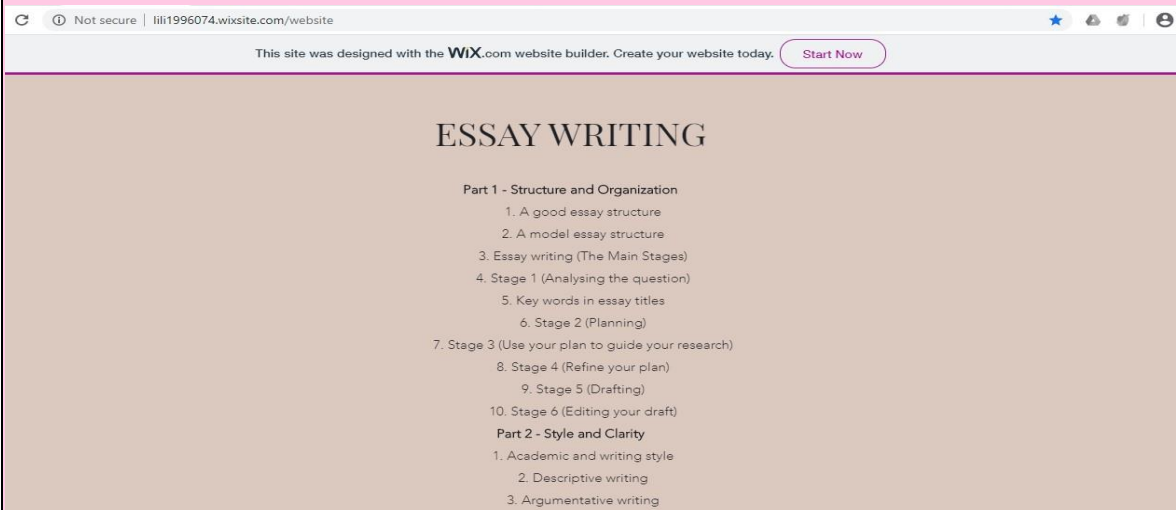2. Descriptive writing
3. Argumentative writing

Illustration 2. Section 1. The OWL blog (2019).
Elaborated by: Meza (2019)

OWL Navigation

- Writing process overview
  → Developing ideas (prewriting)
  → Narrowing a topic
  → Gathering information
  → Ordering and drafting
  → Revising and editing
  → Writing Process Activity

Chatting area

Post a comment:

SUBMIT

Writing Process Overview

Writing is a way in which a person turns thinking into something tangible. It is also a way in which a person learns to think, that is, a way to develop ideas and concepts. It is important to remember that the writing process will produce at the end a product. It implies to follow a process through which a student asks questions; develops, and organizes ideas; argues; looks for evidence, etc. In other words, writing includes the use of critical thinking and creativity.

Writing, as any other process, includes several stages.

Writing Process Overview

Writing is a way in which a person turns thinking into something tangible. It is also a way in which someone learns to think, that is, a way to develop ideas and concepts. It is important to remember that the writing process will produce at the end a product. It implies to follow a process through which a student asks questions; develops, and organizes ideas; argues; looks for evidence, etc. In other words, writing includes the use of critical thinking and creativity.

Writing, as any other process, includes several stages:

→ **Developing ideas (usually called prewriting)**

Illustration 3. Developing ideas.
Source: The OWL blog (2019).
Elaborated by: Meza, L (2019)

Writers need a reason to write. Students are expected to provide their own observations and ideas. Even in a research paper on an assigned topic, they will be expected to offer their own thinking about what the sources say. The purpose of writing is to show an analysis and thought processes on the concepts that a student is learning about.

Students without a strong prewriting process, should try out several of the strategies below to see what works best for them. They are aimed to improve their skills for selecting a topic, developing their ideas, analyze, synthetize, and work out their writing process to produce that they need to transmit.

→ Narrowing a topic

Illustration 4 . Narrowing. The OWL blog (2019).

Elaborated by: Meza, L (2019)

Narrowing is a process in which writer s works from the outside in: they start with the world of all possible topics and narrow down until they have focused their interest enough to be able to tell precisely what they want to find out, instead of only what they want to "write about." Once writers have decided what they want to find out, they need to stop and consider if they have chosen a feasible topic that meets the assignment's purpose.

If, for example, there is an important topic for a writing assignment, but it is large, students will have to focus on those aspects that are able to research . An example is writing about the Vietnam War, but mainly on The economy and how it was impact ed. It is possible that writers will need to narrow the focus of the research until getting something they can manage, so they will be able to go in-depth in writing.
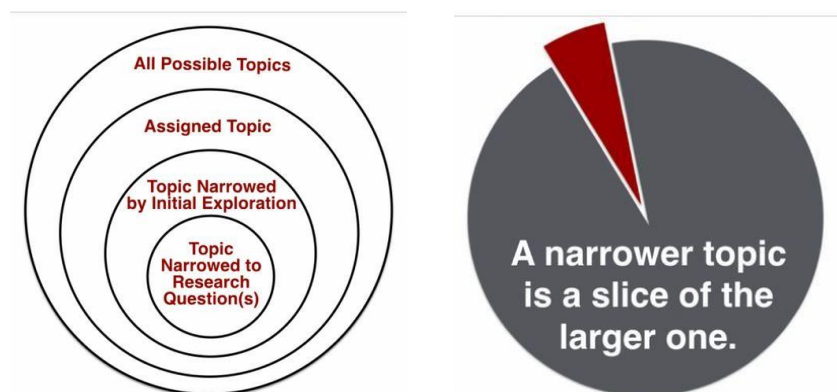

Illustration 5. Process of narrowing a topic.
Source: The OWL blog (2019).

Elaborated by: Meza, L (2019)

What is important here is to focus on writing requirements. It includes length, considering a topic that can engage and look interesting for readers.

→ **Gathering information**

Illustration 6. Gathering.
Source: CanStock (2019). Collecting data.
Elaborated by: Meza (2019)

When writing, it is important to group the topic as a central nucleus and write around it the ideas and words that come to mind. The following questions can be used: who?, what?, where?, when?, why?. A list is made. The senses can be used: hearing, sight, touch, smell, and taste. The writer can try writing spontaneously on the topic. Can you argue the topic? If so, how? What does the topic refer to? How does it affect other people? Is it humorous or serious? Occasionally it may refer to brainstorming.

Gathering information may be easy, but only when the writer has a narrowed topic. There are some questions a writer should ask in order to know appropriately the information needed:

- What do you know about the topic?
- What do you need to know?
- What does the audience need to know about it?

The writer should search or investigate by starting the process not after you have started writing. Once collected the information needed, refer to it occasionally. Not all topics are going to need research.

→ Ordering and drafting

Illustration 7. Ordering and drafting.
Source: Lucidchard (2019). Ordering.
Elaborated by: Meza (2019)

During this stage of the process, a first draft is written on paper. A main idea about the topic is used, and it is good to remember that it can change during the writing process. If the problem is "blocking," put very basic ideas on paper. The way to approach writing will depend on whether you want to write fiction or non-fiction (reality), if there is a time limit to do it and if the pre-writing step was productive. Don't worry about the mechanics right now.

Before beginning, the writer should create an outline. In this way, the writer will be able to organize ideas and thoughts. What is important is to make a list of the ideas that appear, and in this way visualize where the writing goes. Making an outline is helpful because it allows the writer to see the ideas to support the thesis.

Once the ideas emerge and the writer knows what is going to be written is time for the next step. The students have already decided what they want to communicate to the readers (if not, it is not possible to continue yet). Now, before writing the first draft, it is necessary to organize your ideas.

Before writing something I have to be clear about what I want to tell (often, during the process, what I want to tell my readers varies, sometimes substantially). I clarify my ideas by taking a walk (the greater blood supply imposed by exercise makes reflection easier)

and trying to explain my thoughts. It helps me imagine that I explain my ideas to 'someone': sometimes to a specific person, sometimes to an imaginary audience.

If during my explanations I see that my reasoning is not convincing, I back off and start again, and so on and on until I get a line of thought that I like. So I go back to my office and write a script, usually less than one page. This is my starting point. If the work I'm writing is very large, I do this exercise for each specific section and then assemble them in the general work.

Remember!

The draft that has been created is not the final draft. Still there are more steps in the process that must be considered before submitting any written work.
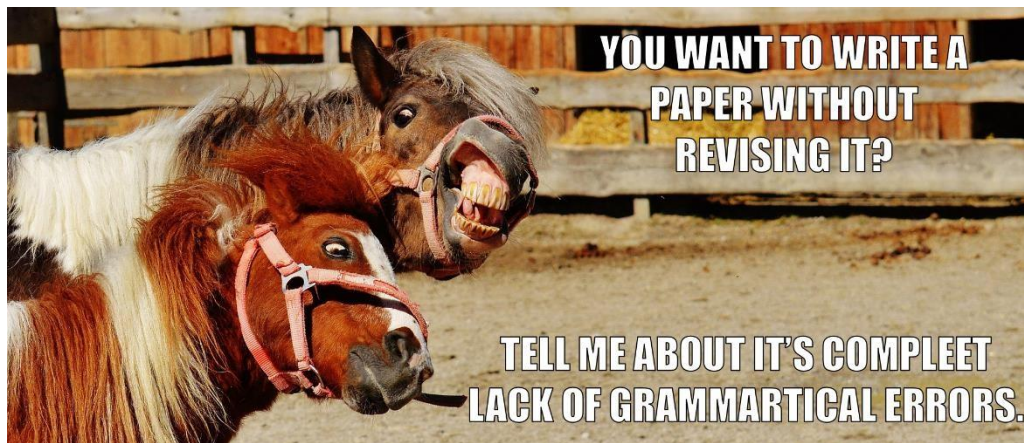
→ Revising and editing

Illustration 8. Revising and editing.
Source: Defiance College (2019). Revising, editing and proofreading.

Elaborated by: Meza, L (2019)

The next step is to review your writing. Proofreading your writing is not about eliminating spelling and grammatical errors, making it beautiful, adjusting the margins.

That is only a small part. To review your writing is to reread it putting yourself in the shoes of your reader and see if he will understand it. That is easier said than done. When writing there are many things that you have very well-known and you have not put them

and the fact that they are not written does not influence your understanding of the work. Is it going to be like this with your reader?

Try to think at all times what your reader expects from the writing, how you will understand it better. After this somewhat complex concept, won't you need an illustrative example? Will you understand this term? Perhaps the definition should be written. Will it surprise you that this idea is here?

It is crucial to review the writing at least three times. This usually means rewriting at least 80% of the first draft. It is during this period that special attention must be paid to prose by eliminating verbiage and making the sentences clearer and more direct, basting the sentences in the paragraphs and making sure that the plot lines of the sections are clear and follow able.

One of the end points is to write the introduction and conclusion.

- The introduction has two objectives: "hook" the reader and convince him to read the rest of the work and give a clear and reliable idea of what he will find in the writing. It must be attractive, intrigued a little.

- The conclusion is the final summary of your work and being the last thing your reader is going to read, it is what they will most easily remember. The central point of the conclusion must be the controlling idea.

The last thing you should do is the lexical correction of the writing, that is, eliminate spelling, grammatical, punctuation, editing errors.

Two important points to keep in mind: computer spell checking programs only find a small percentage of errors. If you write 'heco' instead of 'done' you will find the error, but if you write 'walked' instead of 'walking', no.

The second point is that when reading your brain it filters what you read, converting, for example, 'walking' into 'walking'. So simply rereading your work is not enough. You have already read and reread it many times and it has escaped you every time!

Writing Process Activity

Drag the words into the correct order

1. [   ]
2. [   ]
3. [   ]
4. [   ]
5. [   ]
6. [   ]

Think About Assignment   Revise & Edit   Develop Ideas

Narrow Your Topic   Order Information & Draft   Gather Information

● Check

↻ Reuse   <> Embed   H-P

Illustration 9. Process activity.
Source: Writing virtual exercise. The OWL blog (2019).
Elaborated by: Meza, L (2019)

See it in Practice - Writing Process Video

Research Paper Assignment: Studying an "Alien Territory"

Many or most of us become stuck in one place: a particular city, neighborhood, or any other place where we continue to live, shop, go to school, and make friends. The most common element about these places is that they are familiar, and when something or some place is familiar it is safe and comfortable. Travel, of course, takes us away from that comfort and forces us into strange, interesting yet possibly disconcerting situations which can make us feel like aliens. For this paper, I want you to feel that alienation.

For this assignment you will be examining, exploring, and saturating yourself within another culture. To do this you must first decide what place is an "Alien Territory" to you. Simply put, an "Alien Territory" is a place that is unfamiliar to you, in short alien. For this assignment you will actually visit the place you choose as your "Alien Territory" and explore our surroundings. I want you to choose an expedition that will take you to a place drastically different from your own experience. This can include all sorts of places, people, and events. You should visit your "Alien Territory" more than once so you can properly saturate yourself in the culture of the area. As you perform subsequent visits, try to focus your observations to a particular lens: aesthetics (ie, what are the buildings like? The street? The people? The space-planning?), diversity, economy, health, food. Make your brain function as a video camera and take in all the sights and sounds, don't ignore your other senses—how do things smell, what new foods can you taste? Be aware of your feelings and attitudes. Are you uncomfortable? Are you judg[ ]Before I begin my writing[ ] Repelled? Why?

⏸ ▬▭▬   0:04 / 1:15   🎨 🔊 CC ⚙ ⤢

Illustration 10. Writing in Practice.
Source: Writing virtual exercise. The OWL blog (2019).
Elaborated by: Meza, L (2019)

Write Now!

It is your turn to examine your own writing assignment. As you do, it is a good idea to do a little writing in a writing journal in some notes. In your writing, you should do the following questions about your assignment:

- What is the purpose of my assignment, or what is my professor asking me to do with this assignment?
- Who is my audience for this assignment? Did my professor specify an audience? If not, who can I assume is my intended audience?
- What ideas do I have for a topic that might work for this assignment? Do I have freedom with my topic, or do I have to choose from a specific list?
- How can I apply a strong writing process to my approach for this assignment?
- What is my plan here?

Before you begin to gather ideas during the prewriting process, it is important to make sure you understand what you are being asked to do by your teacher's assignment. You should share your responses to these questions with your classmates to see if they have the same or similar responses.

What questions might you have for your teacher?

OWL Blog Feedback

Who Are You?

Student (K-12)
Student (College)
Teacher (Primary)
Teacher (Secondary)
Teacher (College)
ESL (Student)
TOESL (Teacher)
Administrator
Parent

You can select multiple items.

Name

optional

What did we do well?

Are there things in this section (or in general) that you liked or found really helpful? Please let us know...

What needs to be improved?

Please be as specific as possible. With your help, we can make this OWL really awesome!

Security: please type the word zebra below. *

Submit

Illustration 11 . Feedback.

Source: Writing virtual exercise. The OWL blog (2020).
Elaborated by: Meza (2020)

Section 2 Pre-Writing Strategies

Content

ESSAY WRITING

Part 1 - Structure and Organization
1. A good essay structure
2. A model essay structure
3. Essay writing (The Main Stages)
4. Stage 1 (Analysing the question)
5. Key words in essay titles
6. Stage 2 (Planning)
7. Stage 3 (Use your plan to guide your research)
8. Stage 4 (Refine your plan)
9. Stage 5 (Drafting)
10. Stage 6 (Editing your draft)
Part 2 - Style and Clarity
1. Academic and writing style
2. Descriptive writing
3. Argumentative writing

Illustration 12. Section 2. The OWL (2019).
Elaborated by: Meza, L (2019).

OWL Navigation
• Writing Process Overview
• Pre-Writing Strategies
  → Journaling
  → Freewriting
  → Brainstorming
  → Mapping
  → Listing

Chating area

Post a comment:

SUBMIT

Pre-Writing Strategies

Did you ever work on a creative project—paint a picture, make a quilt, build a wooden picnic table or deck? If you did, you know that you go through a development stage that's kind of messy, a stage in which you try different configurations and put the pieces together in different ways, before you say "aha" and a pattern emerges.

Writing is a creative project, an d writers go through the same messy stage. For writers, the development stage involves playing with words and ideas — playing with writing.

Pre-Writing Strategies

Prewriting is the process that an effective writer follows to assemble ideas and develop communication strategies before starting to write; in it, the writer moves from the thinking stage to the writing stage. In this stage there are various activities that help to generate, focus and organize creative thinking, prewriting allows you to define the objective and the ways to achieve it, this planning stage is especially important, it helps the student determine his work as a writer in the subsequent stages of the writing process.

Prewriting is often seen only as a technique for generating and focusing ideas; however it is also useful for organizing them. These prewriting strategies can include: brainstorming, continuous writing, the web, listing ideas, drawing, and mapping.

The writer will be able to use any of these, individually or in combination, to develop a complete and detailed outline of ideas that provides a solid basis for her first draft.
The following is a brief description of some of the techniques mentioned above.

There are many ways in which writers develop their ideas. Some of them are:
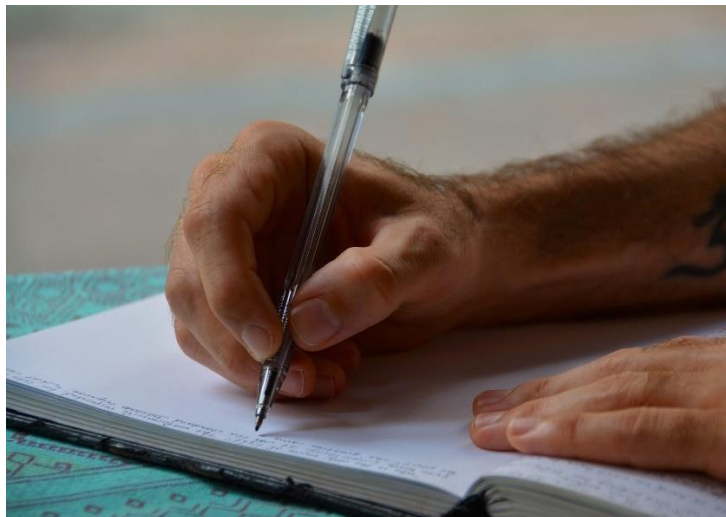
⇨ **Journaling**

Illustration 13. Journaling. The OWL (2019).
Elaborated by: Meza, L (2019).

82

Many people write in personal journals (or online blogs). Writers not only record events in journals, but also reflect and record thoughts, observations, questions, and feelings. Journals are safe spaces to record your experience of the world. Use a journal to write about an experience you had, different reactions you have observed to the same situation, a current item in the news, an ethical problem at work, an incident with one of your children, a memorable childhood experience of your own, etc. Try to probe the why or how of the situation.

Journals can help you develop ideas for writing. When you review your journal entries, you may find that you keep coming back to a particular topic, or that you have written a lot about one topic in a specific entry, or that you're really passionate about an issue. Those are the topics, then, about which you obviously have something to say. Those are the topics you might develop further in a piece of writing. Here is one sample journal entry.

You will find ideas that the writer might develop further in a piece of writing: * The hot issue here has been rising gas prices. People in our town are mostly commuters who

work in the state capitol and have to drive about 30 miles each way to and from work. One local gas station has been working with the gas company to establish a gas cooperative, where folks who joined would pay a bit less per gallon.

I don't know whether I like this idea – it's like joining one of those stores where you have to pay to shop there. You've got to buy a lot to recoup your membership fee. I wonder if this is a ploy of the gas company???? Others were talking about starting a petition to the local commuter bus service, to add more routes and times, as the current service isn't enough to address workers' schedules and needs. Still others are talking about initiating a light rail system, but this is an alternative that will take a lot of years and won't address the situation immediately. I remember the gas crunch a number of years ago and remember that we simply started to carpool. In the Washington, DC area, with its huge traffic problems and large number of commuters, carpooling is so accepted that there are designated parking and pickup places along the highway, and it's apparently accepted for strangers to pull over, let those waiting know where they're headed, and offer rides. I'm not certain I'd go that far . . .

Post a Comment

.

⟹ **Freewriting**

Illustration 14. Freewriting. The OWL (2020).
Elaborated by: Meza (2020).

This strategy is similar to brainstorming. The goal is simply to generate and remember ideas; students are asked to write without stopping for a certain period of time (five or ten minutes, for example), responding to a particular stimulus (a word or phrase), the only rule is not to

stop writing, if there is no ideas, you can write over and over again: "I don't know what to write", "I have a blank mind"; anything similar, until ideas start to flow.

In this type of exercise there is no editing, there are no mistakes, no erasures, there is no reflection on what is written; The purpose of this strategy is to find and capture images, thoughts, feelings, and words to put on paper. Free or continuous writing helps them learn to separate the production process from the editing process.

Example:

There are different personalities, some are cute, chivalrous, attentive, romantic, thoughtful, sincere, humble, good-hearted, mmm handsome, tall, short, strawberries, believed, they care about women, they make you feel good, some try to please others not so much.

Post a Comment

SUBMIT

$\implies$ **Brainstorming**

When students are learning to use prewriting strategies, it is helpful for them to participate in preliminary discussions or brainstorming sessions, allowing them to relate writing

To start the session with this technique, the teacher gives the students a word, a phrase, a question or a situation that stimulates thinking, for example: if you want to develop a "favorites", favorite books, favorite food ...

During the prewriting session nothing is right or wrong; the purpose is to generate ideas that stimulate writing, and virtually every answer has potential. It is recommended that on these prewriting strategies, when they have become

familiar with brainstorming orally, they will be able to work individually and in writing.

The transition between the oral and the written form is important from the cognitive point student, by expressing aloud the steps that he is carrying out, becomes aware of the process, helping this to incorporate it into his mental structures for future.

Figure 3. Brainstorming Diagram
Source: OWL blog for Students of second year B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Post a Comment

SUBMIT

⇨ **Mapping or diagramming**

Some students have difficulty pinpointing or focusing on one part of the topic, the web is effective in focusing attention on a particular topic or portion of the writing. Students begin by writing a word or phrase within a circle drawn in the center of the paper, then, as in brainstorming or continuous writing, they begin to write all the ideas related to the first one around; each phrase or word is circled and linked to the preceding one; in this way, by relating each word or idea to each other, the resul ting collection shows more interrelation than the previous two strategies.

This technique is effective for developing a description based on a drawing or expanding ideas for a narrative or informational piece; since it directs the attention of the students to write down the details of objects or ideas in relation to one or the other in the set.
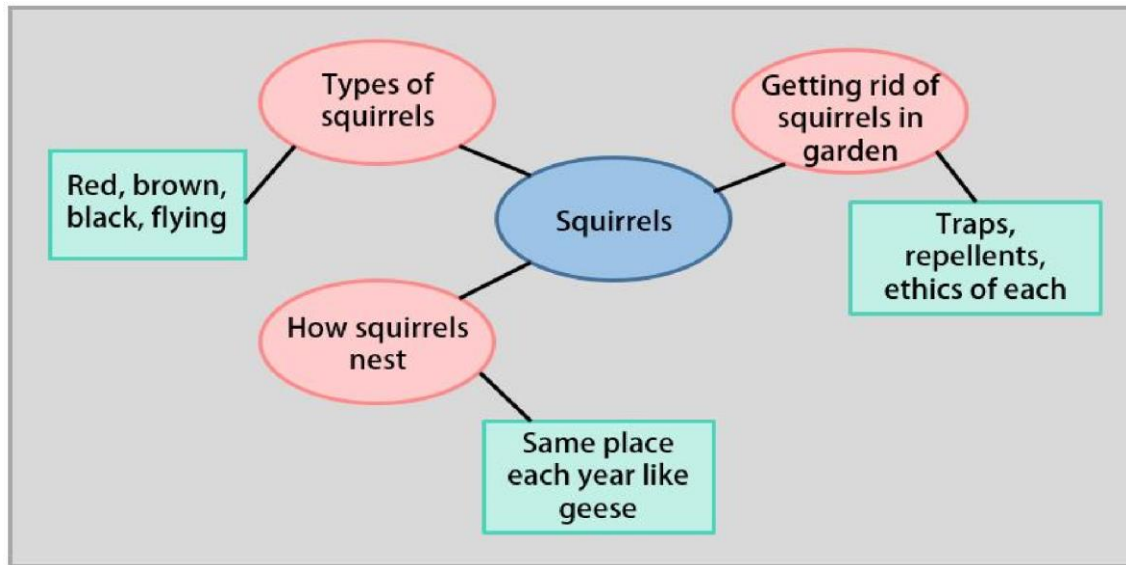
Illustration 15
Freewriting.
Source: OWL blog for Students of second year B.G.U at CENU.
Elaborated by: Meza, L. (2019).

Free web tools for mapping and diagramming:

- MindMeister: https://www.mindmeister.com/

- Bubbl.us: https://bubbl.us/

- Coggle; https://coggle.it/

- Lucid Chart: https://www.lucidchart.com/pages/

➪ Listing

Illustration 16 . Listing. Source: Google images (2020) Elaborated by: Meza, L (2020)

Although the flowchart is useful in organizing the ideas for the first draft, many students have a tendency to mention the main steps and leave out the details necessary for a better understanding of it.

The idea listing can be used in conjunction with the flowchart for example: using the diagram entries as headings for more specific listings.

The list assists in the generation and organization of the "classifier" writing; With this, the writer can list a series of ideas and list them according to how he plans to present them.

* **Example:**

Ways to live a greener life:

- ☐ Use natural cleaning products without propellants
- ☐ Walk or bicycle to places nearby
- ☐ Use recycled products
- ☐ Take public transportation
- ☐ Recycle cans and bottles
- ☐ Use non-life-threatening traps instead of chemical squirrel repellents

As you review and work with your initial list, you'll find yourself revising it by adding or deleting items. Doing an initial list is a quick and useful way to develop ideas for writing.

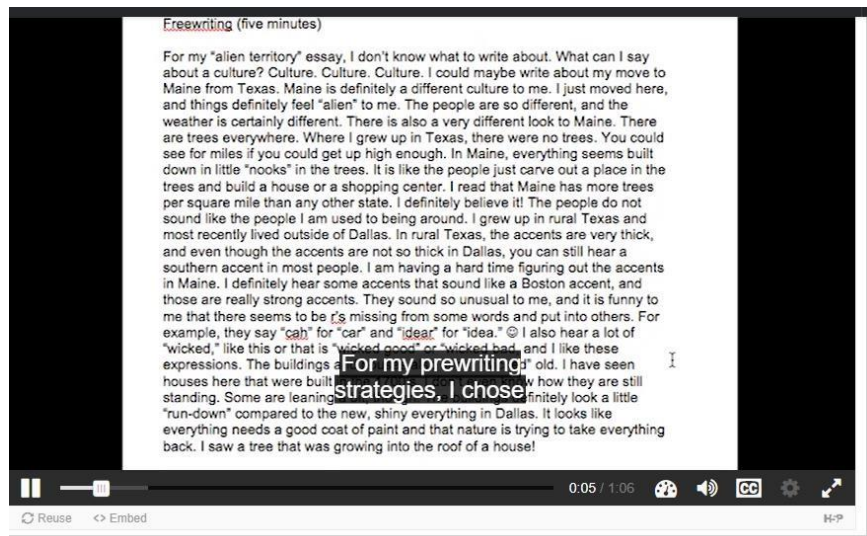**See it in Practice – Pre-Writing Strategies – Video**

Illustration 17. Pre-Writing Process. Source: OWL blog for students of second year B.G.U. at CENU. Elaborated by: Meza, L (2019)

Post your comments regarding your experiences in the Pre-Writing process.
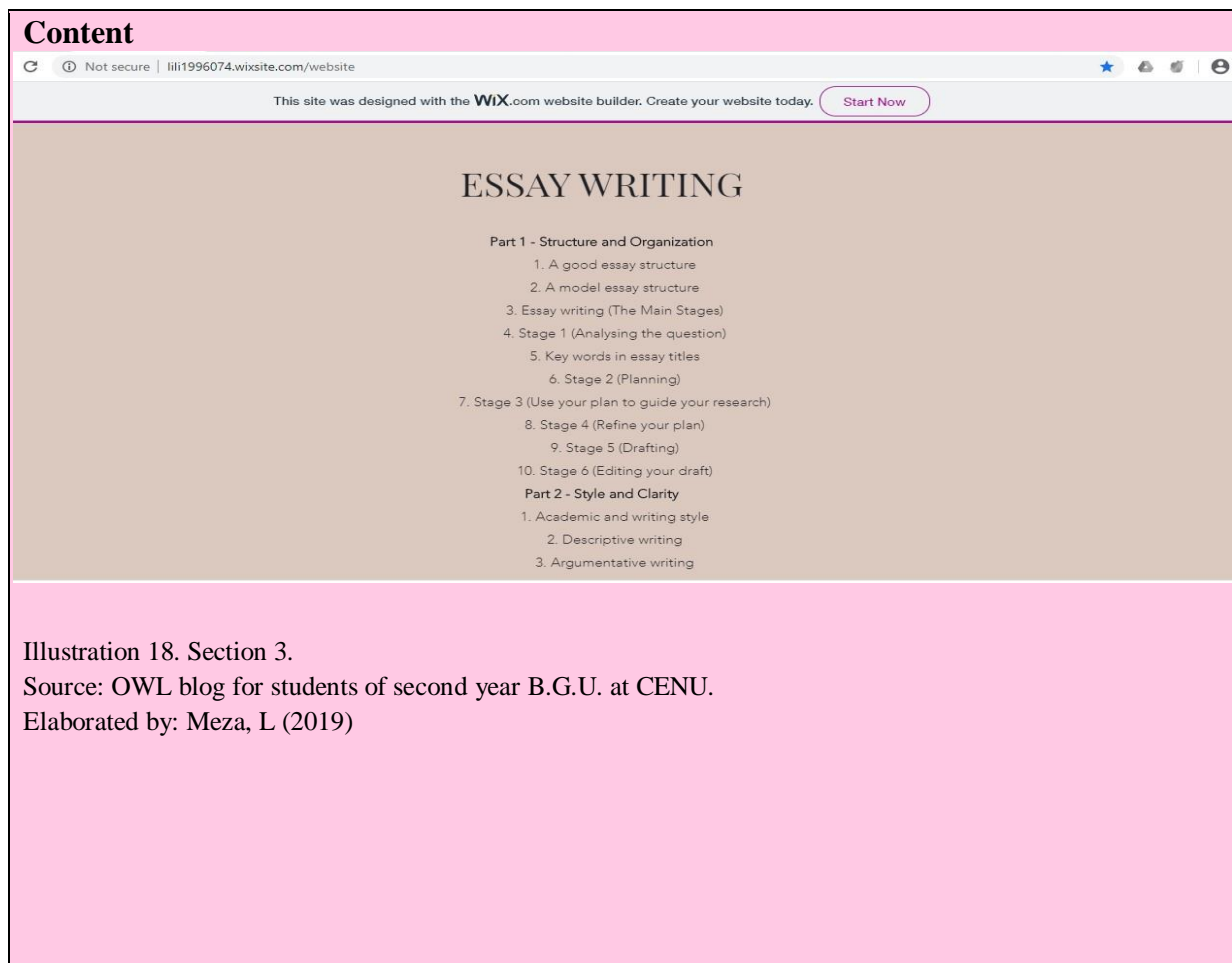
Post a Comment

SUBMIT

Write Now!

Tried out some of the following prewriting strategies. Using your own writing practice, try out at least two of the prewriting activities described before.

Share your results. Have you noticed any progress in your writing? Which prewriting strategy worked best for you?

You should put the notes you develop from your prewriting activities in a journal or some place that will be handy for you. You can type or handwrite your prewriting, but even after you finish reviewing your notes initially, keep them around, as you may need to come back to them later if an idea you have from the beginning doesn't work out.

Submit your comments in a Word document.

Section 3 Essay Writing

Content

ESSAY WRITING

Part 1 - Structure and Organization
1. A good essay structure
2. A model essay structure
3. Essay writing (The Main Stages)
4. Stage 1 (Analysing the question)
5. Key words in essay titles
6. Stage 2 (Planning)
7. Stage 3 (Use your plan to guide your research)
8. Stage 4 (Refine your plan)
9. Stage 5 (Drafting)
10. Stage 6 (Editing your draft)
Part 2 - Style and Clarity
1. Academic and writing style
2. Descriptive writing
3. Argumentative writing

Illustration 18. Section 3.
Source: OWL blog for students of second year B.G.U. at CENU.
Elaborated by: Meza, L (2019)

Essay Writing

An academic essay isa type of prose text, generally expository-argumentative, in which an author reflects, lectures, evaluates or analyzes a topic of his choice. His more or less subjective point of view, depending on the type of essay that is. The essay is a literary genre, that is, one of the forms that artistic works of language have, in which an author subjectively addresses a subject, drawing on the information he wants to support his point of view. This is known as a free ess ay or literary essay, or as expressed by the Venezuelan poet and essayist Armando Rojas Guardia: "The subjective party of the concept."

Essay Writing

Illustration 19. Essay writing.
Source: Google images (2020)
Elaborated by: Meza, L (2020)

The essay is a type of prose text, generally expository-argumentative, in which an author reflects, lectures, evaluates or analyzes a topic of his choice. His more or less subjective point of view, depending on the type of essay that is. The essay is a literary genre, that is, one of the forms that artistic works of language have, in which an author subjectively addresses a subject, drawing on the information he wants to support his point of view. This is known as a free essay

or literary essay, or as expressed by the Venezuelan poet and essayist Armando Rojas Guardia: "The subjective party of the concept."

The video below shows real students from a writing class talking about academic writing and what they learned from taking a writing class.
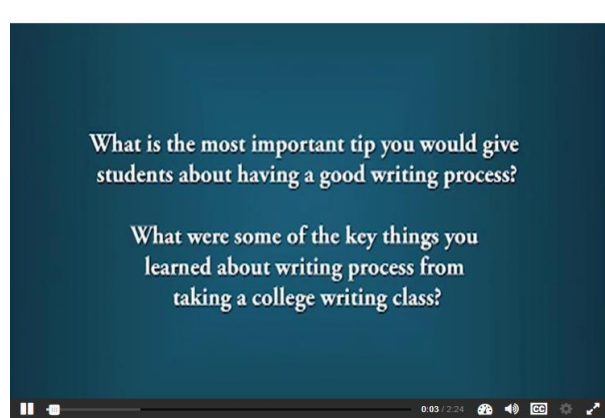

What is the most important tip you would give students about having a good writing process?

What were some of the key things you learned about writing process from taking a college writing class?

0:03 / 2:24

Illustration 20. Writing process overview. Source: OWL Blog for students of second year B.G.U at CENU
Elaborated by: Meza, L (2019)

Post the answers to the questions in the video:

Post a Comment

SUBMIT

→ **Traditional Essay Structure**

Although college essays can offer ideas in many ways, one standard structure for expository essays is to offer the main idea or assertion early in the essay, and then offer categories of support.

Thinking again about how a lawyer makes a case, one way to think about this standard structure is to compare it to a courtroom argument in a television drama. The lawyer asserts, "My client is not guilty." Then the lawyer provides different reasons for lack of guilt: no physical evidence placing the client at the crime scene, client had no motive for the crime, and more.

In writing terms, the assertion is the thesis sentence, and the different reasons are the topic sentences.

＊ **Example**:

Thesis Sentence (assertion):

The 21st century workforce requires a unique set of skills.

Topic Sentence (reason) #1:

Workers need to learn how to deal with change.

Topic Sentence (reason) #2:

Because of dealing with such a rapidly changing work environment, 21st century workers need to learn how to learn.

Topic Sentence (reason) #3:

Most of all, in order to negotiate rapid change and learning, workers in the 21st century need good communication skills.

As you can see, the supporting ideas in an essay develop out of the main assertion or argument in the thesis sentence.
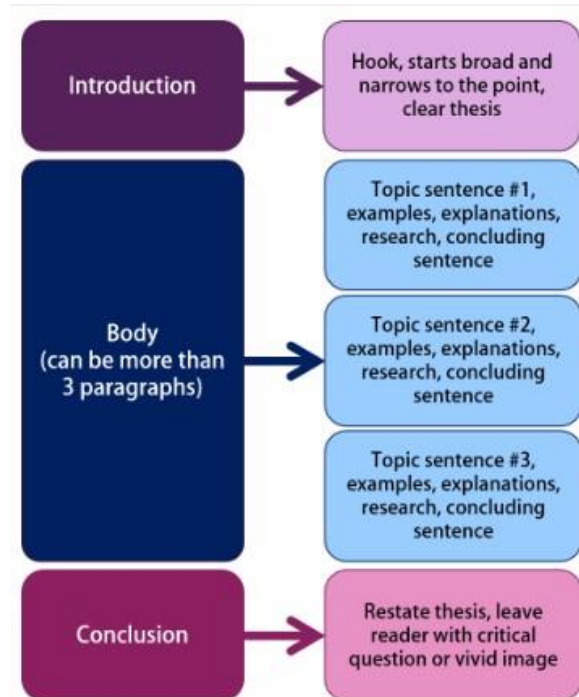
→ Traditional Structure Activity

Illustration 21. Writing process overview.
Source: OLW blog for students of second year B.G.U. at CENU
Elaborated by: Meza, L (2020)
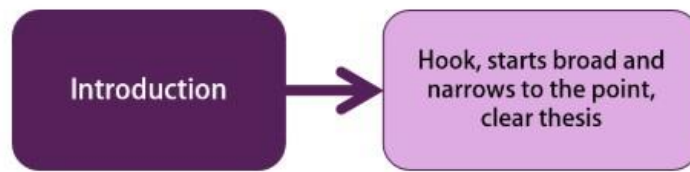
Introduction

Illustration 22. Writing process overview. Source: OLW blog for students of second year B.G.U. at CENU
Elaborated by: Meza, L (2019)

The introduction starts in a broad way, tries to capture the reader's interest, and then narrows to the thesis sentence. Here's one example of a way to introduce the thesis on 21st century workforce skills:

Have you ever been told that you have to learn a new computer application at work _ now!? Is your department at work constantly being reorganized? Are you expected to participate in multiple work teams, on a variety of tasks? Welcome to the 21st century world of work. It's a very different world than our grandparents experienced; very few people learn one job and perform it until they retire. The 21st century workplace, given its uncertain and thus flexible nature, requires a special set of skills. [thesis sentence]
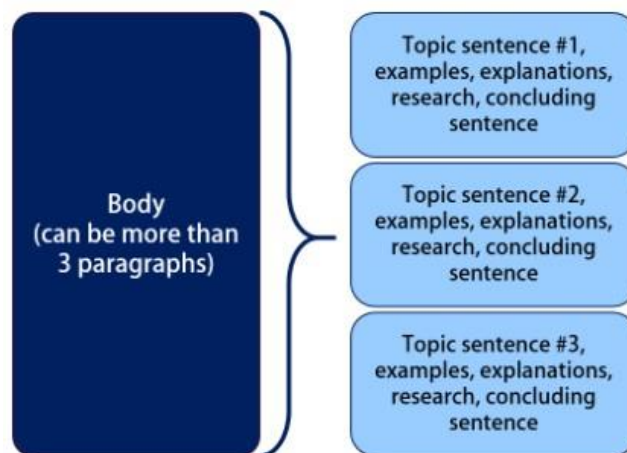
Body

Illustration 23. Writing process overview.
Source: OLW blog for students of second year B.G.U. at CENU
Elaborated by: Meza, L (2019)

The body expands on and specifies the main idea in the thesis, by creating topic sentences, each of which offers a mini -assertion related directly to the main thesis sentence idea. Each topic sentence has its own paragraph or multiple paragraphs depending on the amount of content. Each section, or topic sentence paragraph, should include examples, explanations, and research that that area of focus.

→ **Traditional Structure Activity**

An essay is based on a series of ideas and assertions in the thesis and topic sentences (which are like mini thesis sentences). But an essay is more than a series of ideas. An essay expands on its thesis and topic sentence ideas with examples, explanations, and information. An essay also leads the reader into the thesis sentence idea, supports that idea and convinces the reader of its validity, and then re-emphasizes the main idea. In other words, an essay has an introduction, body, and a conclusion.

The first interaction below will review your knowledge; the second will test your knowledge.

Topic Sentence #1

Topic Sentence 1: Workers need to learn how to deal with change.

This section might include content on rapidly changing technology; rapidly changing work situations, with corporations taking over other corporations and instituting different structures and expectations; and rapidly changing ways of working, including flex time, shared jobs, and telecommuting.

Topic Sentence #2

Topic Sentence 2: Because of dealing with such a rapidly changing work environment, 21st century workers need to learn how to learn.

This section could include case studies showing that companies more frequently retain those workers who can learn, adapt, and upgrade their skills, and it could include interviews with workers who assessed and upgraded their skills.

Topic Sentence #3

Topic Sentence 3: Most of all, in order to negotiate rapid change and learning, workers in the 21st century need good communication skills.

This section could include interviews with Human Resource managers, and it could include data showing the training offered, and thus the importance, that major U.S. companies place on employee communication skills.
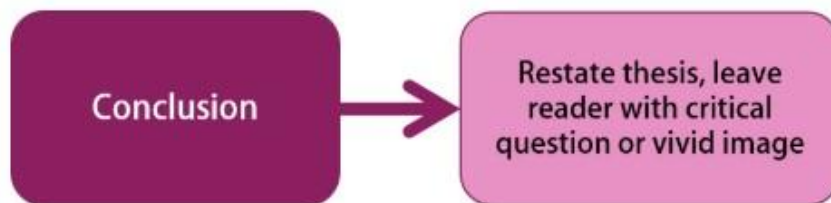
Conclusion

Illustration 24. Writing process overview.
Source: OLW blog for students of second year B.G.U. at CENU
Elaborated by: Meza, L (2019)

The conclusion re-states the main thesis sentence idea and broadens back out, leaving the reader with a critical question or a vivid image as a means of remembering the thesis sentence idea. And here's a sample conclusion:

The ability to deal with change, the need to learn how to learn, and the ability to communicate in multiple modes, varied situations, and with various groups of people are special skills needed by the 21st century worker. [restated thesis] Think of your own workplace ten or even five years ago. How much has it changed and how much has your own job changed? Are you ready to meet the challenge of the next ten years?

Activity

Below are the beginnings of five paragraphs—but they are out of order. Put the paragraphs in order by dragging the numbers to the boxes by the paragraphs in the order they should be in for a traditional structure essay.

Illustration 25. Writing process overview.
Source: OLW blog for students of second year B.G.U. at CENU
Elaborated by: Meza, L (2019)

The ability to deal with change, the need to learn how to learn, and the ability to communicate in multiple modes, varied situations, and with various groups of people are special skills needed by the 21st century worker. Think of your own workplace ten or even five years ago. How much has it changed and how much has your own job changed? Are you ready to meet the challenge of the next ten years?

Multiple researchers, such as those from enGuage in their report Literacy in the Digital Age (2003), note that workers need to learn how to quickly adapt to changing technology, changing structures in their workplaces, and changing work environments.

Successful workers in the 21st century need to understand how they, themselves, learn. Some companies offer training in learning styles, and many learning style assessments exist online. In addition to understanding themselves as learners, workers also need to learn how to assess gaps in their knowledge.
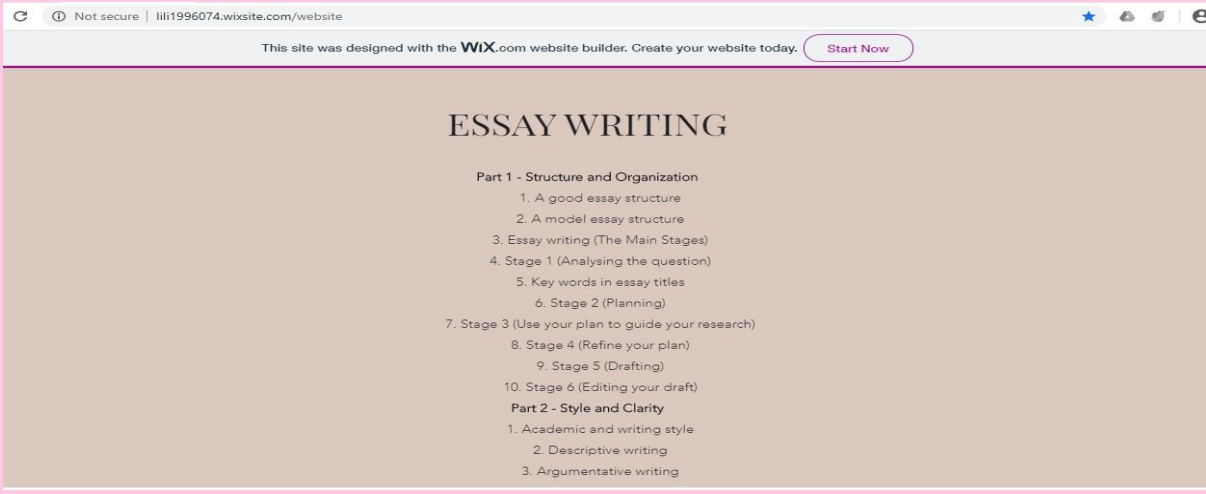
Welcome to the 21st century world of work. It's a very different world than our grandparents experienced; very few people learn one job and perform it until they retire. The 21st century workplace, given its uncertain and thus flexible nature, requires a special set of skills.

Wertheim (2008) states that "people in organizations typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of organizational problems is poor communications. Effective communication is an essential component of organizational success whether it is at the interpersonal, intergroup, intragroup, organizational, or external levels" (p. 21).

✔ Check

Section 4 APA Style and Plagiarism

Content

ESSAY WRITING

Part 1 - Structure and Organization
1. A good essay structure
2. A model essay structure
3. Essay writing (The Main Stages)
4. Stage 1 (Analysing the question)
5. Key words in essay titles
6. Stage 2 (Planning)
7. Stage 3 (Use your plan to guide your research)
8. Stage 4 (Refine your plan)
9. Stage 5 (Drafting)
10. Stage 6 (Editing your draft)
Part 2 - Style and Clarity
1. Academic and writing style
2. Descriptive writing
3. Argumentative writing

Illustration 26. Section 4.
Source: The OWL blog for students of second year B.G.U at CENU
Elaborated by: Meza, L (2019)

OWL Navigation
- Writing Process Overview
- Pre-Writing Strategies
- Essay Writing
- APA Style and Plagiarism
  → APA Seventh Edition
  → APA Activity
  → What is plagiarism?
  → Consequences of plagiarism

Chatting area

Post a comment:

SUBMIT

APA Style and Plagiarism

An academic essay is known by many names: paper, research paper, essay, theme. Most of these names refer to a piece of writing in which you offer your own idea about a topic. This concept is really important. The purpose of most essay writing assignments is not for you to find and directly report the information you find. Instead, it is to think about the information you find, come up with your own idea or assertion about your topic, and then provide support that shows why you think that way.
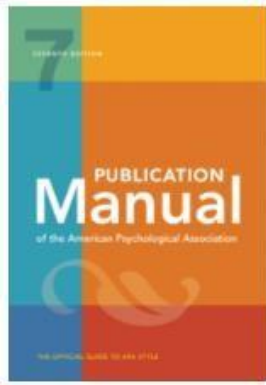
APA Style

→ APA Seventh Edition

You will often use sources for academic writing, and it's important to know how to responsibly cite and integrate those sources into your own writing. APA format provides guidelines and structures for citing those sources in a way that helps you avoid plagiarism and give proper credit to your sources.

APA stands for the American Psychological Association. Most papers that use APA formatting and citation style are those written in the Social Sciences: Psychology, History, Political Science, Economics, Geography, and Sociology. In addition to the Publication Manual of the American Psychological Association, 7th edition, the APA maintains its own website with multiple examples of how to format your paper and cite your sources. If you're unable to find the answer to your question here, check the APA Manual 7th edition or the APA website.

Papers constructed according to APA guidelines generally include the following elements:

- Title Page
- Abstract
- Body
- Subsections within the body, wit h headings
- Tables and Figures
- References

In most cases, each of these elements will begin on a separate page, and it is important to note that not all academic papers will include all of these elements.

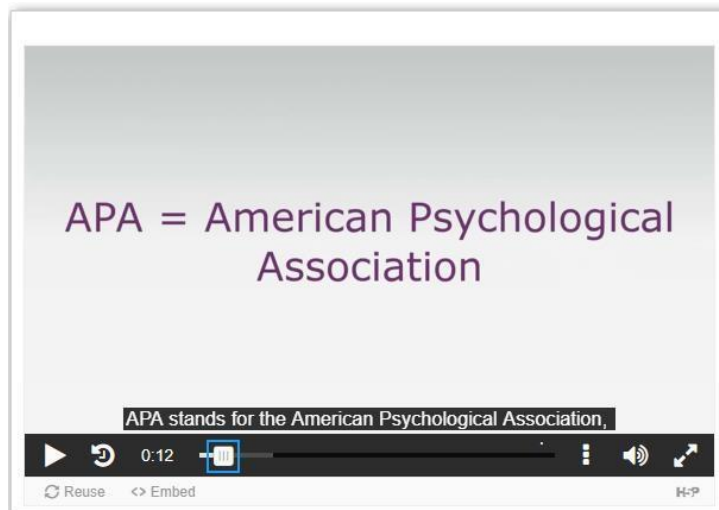The video below summarizes the main issues regarding APA Style.

Illustration 23. APA Style.

Attributions:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

- **APA Activity**

Ready to check your knowledge of APA format?

In this activity, you'll be asked questions about how to correct some in-text citations and references.

You'll also be asked to locate errors in some sample in-text citations and references.
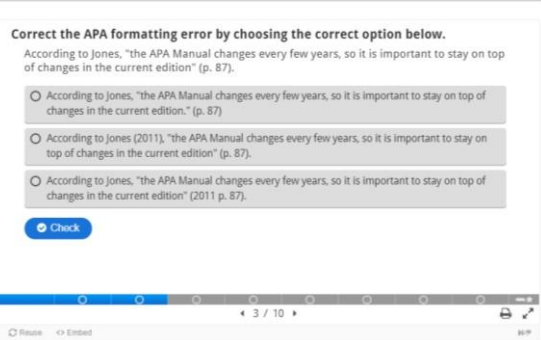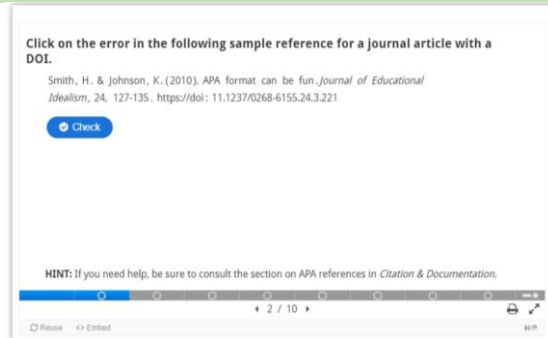

Illustration 27. APA Activity.
Source: The OWL blog for students of second year B.G.U at CENU
Elaborated by: Meza, L (2019)

- **What is Plagiarism?**

Definition: Plagiarism means to take the words, ideas, or analysis that some other person has written and represent them as your own words, ideas, or analysis.

Open Access

But a lot of text on the Internet is "open access." Can't I use it? No! A lot of text on the internet is freely available. It may be labeled as "open access," "Creative Commons License," or "public domain." These terms mean that you can have access to the text, but it does not mean that you can use it as if it were your own writing! Now, let's watch a video about a student who is confused about plagiarism.

Illustration 28. Plagiarism video.
Source: The OLW blog for students of second year B.G.U at CENU
Elaborated by: Meza, L (2019)

- **Consequences of Plagiarism**

If you plagiarize, several things could happen. The presentation below will take you through some of the consequences of plagiarism.

Illustration 29. Plagiarism video.
Source: The OLW blog for students of second year B.G.U at CENU
Elaborated by: Meza, L (2019)

Post your comments regarding plagiarism its consequences

Post a Comment

SUBMIT

To check the effectiveness of the proposal is recommended to create a rubric. This research project provides an example of it.

Table 22.
The Writing Lab Rubric

	EXCELLENT 4 POINTS	PRETTY GOOD 3 POINTS	GOOD 2 POINTS	BAD 1 POINTS
CONTENT	The blog is fair and balanced. It provides necessary information accuracy about the class necessity.	The blog is fair. It provides a little necessary information accuracy about the class necessity.	The blog tries to be fair, but the information given is not enough to cover the class necessity.	The blog could not provide necessary information accuracy about the class necessity.
PURPOSE	The blog has a clear purpose to share and collect opinions and information about different types of writing.	The blog shares and collect opinions about writing.	The blog is mostly about one topic, but sometimes I get off the subject.	The blog appears to be about unconnected topics.
SOURCE	The blog has a variety of reliable sources outside the classroom.	The blog has some reliable sources outside the classroom.	The blog does not have enough reliable sources outside the classroom.	The blog does not provide reliable sources.
WRITING	The writing style is interesting and appropriate for the	The writing style is easy to understand.	The writing sometimes does not make sense	The writing style is confusing and

	students. It does not have errors in grammar, spelling, punctuation, capitalization, or sentences.	Any errors in conventions do not take away from what the teacher saying.	because of errors in conventions.	often does not make sense to my readers.
UPDATES	The blog entries with new information and thoughts at least once a week.	The blog entries with new information and thoughts at least one every 10 days or so.	The blog entries information at least once every two weeks.	The blog does not entry new information for weeks.

Source: Writing Lab Rubric to students of 2nd year B.G.U. at CENU.
Elaborated by: Meza, L. (2019).

CONCLUSIONS

The development of the current study, which is aimed to analyze the influence of technology on the writing skills in students of 2nd year BGU at Centro Educativo Naciones Unidas during the school year 2019 – 2020, allowed to draw the following conclusions:

- The collection and synthesis of the theoretical foundations through the review of important bibliography and the application of the research tools, allowed to establish that technology influences on the writing skills in students of 2nd year BGU at Centro Educativo Naciones Unidas during the school year 2019 – 2020.

- It was observed that students of 2nd-year BGU had difficulties in producing a good piece of writing, as they showed confusion regarding the parts of an essay; thus, it was possible to conclude that students need to get familiar with the writing process, as it is the only way to improve their writing.

- Students often find writing difficult, as it implies to put thoughts and emotions in words, and as a consequence, they do not dedicate time at home to improve this skill. A factor that favors the use of a blog in the classroom is that currently, students have highly rated technological skills.

- The role of the teachers in a writing class is essential, as they are meant to be in charge of providing feedback to students and guide them to success in writing. In addition, the way the blog is design and the activities planned, are completely teachers' responsibilities.

- Blogging is considered a resource that promotes the development of the writing skills. As a consequence, the design of an Online Writing Lab in a Blog allowed 2ndyear BGU students increased their motivation to participate and share their thoughts.

- The design of an Online Writing Lab in a Blog probed to be an important aspect in the development of students' writing skills. The blog provided students opportunities to learn life skills such as risk taking, critical thinking, apply criticism in addition to improve their sentence construction, accuracy, vocabulary, and in general terms, their writing process.

The fact that students could use an OWL blog implies important benefits, as it develops writing skills that will stick with them forever.

RECOMMENDATIONS

- The comparison of the results of the tests gathered before and after the use of the OWL blog, allows to recommend the application of this technological resources as a way to improve students' writing skills. Something important to highlight is that teachers will need to think carefully the content of the blog, as well as the activities and the resources included, as they have to be motivating elements for students.

- The institution should bring teachers the support to fulfill the objective of implementing a blog as a resource to motivate and improve students writing skills. One way is to provide them the technological resources need, and in some cases, training about methodological and technological aspects.

- Even though teachers and school authorities consider technology a fundamental part of the teaching and learning process, it is needed to note that teachers need more time to plan their activities including technology. In addition, more training regarding technological resources in the classroom is required.

- Students need to be motivated to write in every class. Despite technology helps to increase motivation in students, the teacher needs to provide interesting and modern topics to promote their active participation and develop their critical thinking and writing process.

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ANNEX 1
CAMBRIDGE ASSESSMENT SCALE

B1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organized and coherent, using a variety of linking words and cohesive devices.	vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	PERFORMANCE SHARES FEATURES OF BANDS 3 A 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	omissions may be present. Target reader is on the whole informed. Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text in connect and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Performance shares features of Bands 1 and 3.	Produces text that communicates simple ideas in simple ways. Text	Text is connected	
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

Elaborated by: Meza, L (2019)

ANNEX 2

CLASS OBSERVATION FORM

Objective: To describe the writing process in a common lesson.

ITEMS	YES	NOT	OBSERVATIONS
1. The lesson considers the three basic stages in writing.			
2. Teacher provides clear objectives and explanation			
3. Technology in any form is used in the classroom to enhance writing.			
Prewriting			
4. Teacher encourages students to use any of the following prewriting techniques: a. Framing b. Brainstorming c. Mapping d. Webbling e. Outlining			
Drafting			
5. Teacher supervises students' work moving around effectively			
6. Teacher responses for calling to all students			
Revising			
7. Teacher involves as a reader successfully			
8. Comments on content to all students			
Editing Stage			
9. Teacher encourages students to edit others' writing			
10. Tells to take self or peer correction in a class hour			

Elaborated by: Meza, L (2019)

ANNEX 3

STUDENTS' SURVEY

OBJECTIVE: To identify teachers' procedures and the relevance of technology in the writing process**.**

INSTRUCTIONS

Please, answer all the questions with honesty. There is no right or wrong answers. The questionnaire is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

1 = Never   2 = Rarely   3 = Sometimes   4 = Often   5 = Always

		1	2	3	4	5
1.	I find writing a difficult skill to master					
2.	I use technological devices at home or at school					
3.	I practice writing at home					
4.	I currently feel motivated to write					
5.	Technology motivates me to learn					
6.	The teacher includes technology in the classroom					
7.	The teacher gives feedback to every piece of writing worked					
8.	The teacher gives support to the class throughout the writing process					
9.	I follow the steps explained to write in English					
10.	Writing exercises take me a long time					

Elaborated by: Meza, L (2019)

ANNEX 4

ENGLISH COORDINATOR'S INTERVIEW

Objective: To describe the relevance given to technology in the writing class.

1. How do you think technology can be part of a language class?

2. What resources on the Internet do you think teachers should consider for developing writing in the classroom?

3. Are technology-based activities among the type of resources the English area promotes to enhance the writing skill? Explain

4.   How do you think technology can help students improve their writing skill?

5. How often are teachers trained in methodology, techniques and material design?

6. How much do you believe English teachers are prepared to apply technology in the development of writing skill? Explain.

Elaborated by: Meza, L

ANNEX 5

WRITING LAB RUBRIC

	EXCELLENT 4 POINTS	PRETTY GOOD 3 POINTS	GOOD 2 POINTS	BAD 1 POINTS
CONTENT	The blog is fair and balanced. It provides necessary information accuracy about the class necessity.	The blog is fair. It provides a little necessary information accuracy about the class necessity.	The blog tries to be fair, but the information given is not enough to cover the class necessity.	The blog could not provide necessary information accuracy about the class necessity.
PURPOSE	The blog has a clear purpose to share and collect opinions and information about different types of writing.	The blog shares and collect opinions about writing.	The blog is mostly about one topic, but sometimes I get off the subject.	The blog appears to be about unconnected topics.
SOURCE	The blog has a variety of reliable sources outside the classroom.	The blog has some reliable sources outside the classroom.	The blog does not have enough reliable sources outside the classroom.	The blog does not provide reliable sources.

WRITING	The writing style is interesting and appropriate for the students. It does not have errors in grammar, spelling, punctuation, capitalization, or sentences.	The writing style is easy to understand. Any errors in conventions do not take away from what the teacher saying.	The writing sometimes does not make sense because of errors in conventions.	The writing style is confusing and often does not make sense to my readers.
UPDATES	The blog entries with new information and thoughts at least once a week.	The blog entries with new information and thoughts at least one every 10 days or so.	The blog entries information at least once every two weeks.	The blog does not entry new information for weeks.

Elaborated by: Meza, L