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**EXTRANJEROS**



**TEMA:**

**ICT TOOLS TO STRENGTHEN WRITING SKILLS IN THIRD- LEVEL  
HIGH SCHOOL STUDENTS IN PARISH OF TUPIGACHI IN THE PEDRO  
MONCAYO CANTON**

Trabajo de titulación previo a la obtención del título de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros especialización Ingles.

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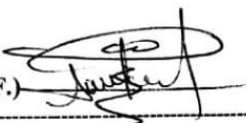
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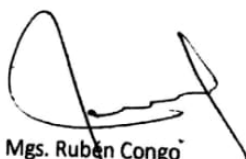
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Mgs. Rubén Congo  
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## DEDICATORY

I especially dedicate to God for allowing me to complete my career as a teacher successfully. Also to my parents and my dear brother who has always supported and advised me, and to my friends and colleagues who have always been with me through the good times and the bad.

*Quilumbaquín Erika.*

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*Quilumbaquín Erika.*

## RESUMEN

El objetivo de la presente investigación fue proponer herramientas TIC para fortalecer las habilidades de escritura en los estudiantes de tercer nivel de bachillerato de la parroquia Tupigachi del Cantón Pedro Moncayo y para ello fue necesario la identificación de estas, además el diagnóstico de la situación actual respecto a su conocimiento y uso en las unidades educativas de la parroquia en el área de inglés y con ello a través de una seria discusión realizar talleres pedagógicos que contengan actividades de esta naturaleza. El trabajo partió desde el entendimiento de que los docentes no poseen un conocimiento eficaz de estos dispositivos tecnológicos para potenciar las habilidades de la escritura de sus discentes y, por tanto, su uso es escaso, de esta manera no hay un aprovechamientos de las TIC para los procesos de enseñanza y aprendizaje, teniendo en cuenta que una de las destrezas del idioma inglés de mucha relevancia es la escritura, ya que, a través de ella se producen acciones de comunicación donde el escritor es el que emite el mensaje y el lector es aquel que lo recepta, por tanto, las habilidades en la comprensión, transcripción, construcción, conocimiento del contenido, planificación, revisión y edición de textos se torna en un factor muy relevante. Para la extracción de información se requirió la aplicación de tres técnicas que son la encuesta con su dispositivo el cuestionario, la entrevista con la guía de entrevista y la observación de campo con su ficha de observación, los participantes fueron los estudiantes de los terceros años de bachillerato y los docentes de las unidades educativas de la parroquia ya mencionada. Los resultados apuntaron a que en realidad la utilización de herramientas tecnológicas son una fuente inagotable de recursos que motivan al aprendizaje de la escritura desarrollando las habilidades de los estudiantes.

**Palabras clave:** Herramientas, TIC, fortalecer, habilidades y escritura.

## ABSTRACT

The objective of the present investigation was to propose ICT tools to strengthen writing skills in third-level high school students from the Tupigachi parish of Pedro Moncayo Canton and for this it was necessary to identify them, as well as the diagnosis of the current situation regarding to its knowledge and use in the educational units of the parish in the area of English and with it through a serious discussion to carry out pedagogical workshops that contain activities of this nature. The work started from the understanding that teachers do not have an effective knowledge of these technological devices to enhance the writing skills of their students and, therefore, their use is scarce, in this way there is no use of ICT in teaching and learning processes, taking into account that one of the skills of the English language of great relevance is writing, since, through it, communication actions are produced where the writer is the one who emits the message and the reader is whoever receives it, therefore, the skills in comprehension, transcription, construction, knowledge of the content, planning, revision and editing of texts becomes a very relevant factor. For the extraction of information, the application of three techniques was required, which are the survey with its device, the questionnaire, the interview with the interview guide and the field observation with its observation sheet, the participants were the students of the third years of high school and the teachers of the educational units of the already mentioned parish. The results pointed out that in reality the use of technological tools is an inexhaustible source of resources that motivate the learning of writing by developing the skills of the students.

**Keywords:** Tools, ICT, strengthen, skills and writing.



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## INTRODUCTION

The ability to write is a skill that is at the same level as the others of the English language such as listening, speaking or reading; despite this, many times people think that is not like this; you have to keep in mind that when writing, a student transmits emotions, thoughts, and desires so it is a communication process in which the message is sent to the receiver. The use of technological resources, today makes the teacher forced to raise their abilities and become a technology research entity, it must be taken into account that students for reasons that were born in this computer age have characteristics of management and knowledge of ICT, it is the teacher who must focus those qualities for the benefit of the process of teaching and learning the writing of the language English.

Teachers must have the skills of knowledge and application of technological tools to carry out an improvement in the writing skills of their students. It is necessary to indicate that on the internet there is an infinity of tools available to users, it is the professional in education who must have the best for the creation of didactic resources that serve their cause. Writing skills require certain aspects necessary to enhance them within the context of understanding what is written, the specific order of transcription, the construction of texts, knowledge of the content, planning, review, and editing of what is expressed with symbols.

Tools such as JClic, ExeLearning, Padlet, Thesaurus dictionary, Google translator, and PixLR among others allow the teacher to make content that can be applied in a combined way between the virtual and the traditional towards the achievement of the curricular and learning objectives of the students. To carry out the process of improving students' writing, it is necessary to rely on pedagogically structured workshops that contain activities related to writing and that can link the traditional with the virtual so as not to leave loose ends in teaching.

For all the above, the direct beneficiaries of this work are precisely the students of the third years of baccalaureate of the Tupigachi parish in a specific way and why not say the students in a general way, since, through the use of ICT tools they will develop their skills in writing, knowing in advance that having this domain is an inescapable advantage for the benefits it has.

On the other hand, the teachers of the English area of the Tupigachi parish are also direct beneficiaries of the work because they will have a valid tool for the realization of didactic material that will contribute to optimizing their daily work to enhance the writing skills of their students. In turn, the educational community of the parish will benefit.

**Educational impact:** The proposal will have a positive educational impact in that students will be able to improve their English writing skills within a framework of motivation toward meaningful and practical learning.

**Cultural impact:** This impact is directly related to having good habits within the process of learning writing in English and towards the correct use of the transmission of the written message, in search of the elimination of bad traditions.

**Technological impact:** It must be remembered that current education requires appropriate technological tools for the achievement of its learning and teaching objectives, therefore, it is important to take into account that education cannot be separated from technology under any circumstances.

**Communication impact:** Communication is a fundamental part of the educational process, therefore, the emission of the written message must be planned, reviewed, and edited to ensure that what you want to convey is precisely the feelings, ideas, and judgments through the correct channel.

## OBJECTIVES

### General

Propose ICT tools to strengthen writing skills in third-level high school students of the Tupigachi Parish of the Pedro Moncayo Canton.

### Specific

- Identify the types of ICT tools that strengthen the English writing skills of third-level high school students.
- Carry out a diagnosis on writing skills and the use of ICT tools in students and teachers of the third level high school respectively.
- Establish a discussion based on the results obtained through information extraction tools.
- Conduct workshops based on ICT tools to strengthen writing skills in the English language.

## CHAPTER I

### 1. THEORETICAL FRAMEWORK

This chapter contains data referring to ICT tools in education-focused precisely on improving students' writing skills, consequently, it will serve as support for the development of research. Its main objective is to identify the types of ICT tools that strengthen the English writing skills of third-level high school students.

#### 1.1. English language teaching skills

In this sense, the importance of knowing certain skills to implement inside and outside the classroom is pronounced. San Lucas, Tigua, Matute and Sánchez (2021) interpret the following related to the theme:

The teacher, as the main person responsible for language classes, must appropriate different tools to promote the learning of English, and currently, the use of technology aimed primarily at the teaching-learning process of English has become a propitious and stimulating resource to develop activities conducive to the acquisition of language skills such as orality and writing in the learning of English. (p.4)

There are four English language skills, to be exact speaking, reading, listening, and writing. It is pertinent to mention that the first three will be spoken of in a general way and the fourth will be delved into, which is writing in English.

##### 1.1.1. Speaking

In English, just as in any language of the speaking world the sender of the phonetic message is, while the receiver is the listener, both are very important within the process of communication of oral type. Parupalli (2019) refers to the following «the ability to speak is the most important skill to acquire the learning of a second language. Among the four key language skills, speaking is considered the most important skill for learning a foreign language or a second language» (p.8).

Within the teaching process in principle, it is convenient for the student to carry out repetition exercises individually or collectively, it must be considered that this is not a native language for the student. Subsequently, dramatizations and conversations are carried out and short and long in real communication. In short, speaking English correctly represents a



process that is carried out gradually and frequently. We must consider that this language is globalized so it is very important.

### **1.1.2. Reading**

It is good to note that the skills of speaking and listening separately are before reading and writing, however, neither of these is disconnected from the other, so linked to this criterion, nothing makes the ability to read cannot be treated from the beginning of the learning process.

Turgunovna (2021) maintains that: « reading can be considered as a means of teaching listening, as well as a means of obtaining information from the printed text, that is, as an important objective of English teaching » (p.35).

Much depends on the age, education, or culture that the student has in addition to good or bad habits and the teacher's approach to carrying out the process of teaching and learning this language. The reading represents a fundamental part of understanding texts and is directly related to writing.

### **1.1.3. Listening**

Purdy and Borisoff (2021) «listening is the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the needs, concerns and information expressed (verbal and non-verbal) by other human beings» (p.8). It must be based on the fact that communication is a system where the sender and receiver exist and the sounds converted into words, phrases or texts are a vital part, therefore, it is decisive that the student gets used to the sounds explicitly to the accent and the rhythm if he wants correct learning. Knowing how to listen to the English language is to be clear that it is a communicative system.

This skill is a very important skill capable of paying attention to certain communicated of the speaker which helps to obtain information to interpret a conversation later. In this regard, Goh and Vandergrift (2021) address certain criteria which explain that « this type of listening is mainly transactional in nature. The aim is to obtain information for some kind of communicative purpose, and there is no opportunity to intervene for clarification purposes » (p.14).

### **1.1.4. Writing**

At present it is a vital form of the language because it reflects the symbols of the language called letters, words, phrases, and texts, it is prudent to state that many defenders of audio, however, today everyone knows that this skill is essential to enhance it, this is because it

positively affects the learning of English, therefore it must be practiced from the beginning of the teaching and learning process to make it meaningful and above all practice in the daily life of the student.

There are certain definitions of writing in the need for communication in people and therefore it is an important branch Jácome (2019) states:

Writing is one of the most exciting English skills because students can communicate using a sheet of paper where they can express their feelings, emotions, and thoughts. Teaching writing as a foreign language could be a tedious task for teachers, especially with teaching children and young people. (p.58)

As writing has a direct relationship with reading, it is necessary to transcribe words and phrases extracted from the text, these practices can be done either by copying the sentences or also by dialogues of people who speak in real-time or audio.

You can also fill paragraphs planned and prepared by the teacher, various stories or stories in the form of summaries, also a good exercise is to copy the text of songs to then understand the message of it. It is crucial to bear in mind that writing is a fundamental part of communication and that it is necessary to transmit central and secondary ideas that cover the entire text, therefore, the true intention is the emission of structured and clear messages.

Directed composition is recommended since it represents an effective way to learn to write correctly in this language, that is, it is the text that the student has to develop based on a theme that usually must be planned by the teacher.

Continuing with the process the next step is the free composition, that is, the creativity of the student plays a fundamental role in the writing, for this, it will be necessary that the teacher has previously endowed the student with the skills with a series of precise exercises on compositions.

Most students must know some writing skills, to strengthen the language and their knowledge. Velasco (2018) expresses the following:

For its development to be efficient, a methodological and systematic procedure is required with a series of actions that encourage interactions with each other with the subjects and with the learning material. That is why it is important to consider the daily issues for the production of texts since they are the knowledge that the subjects in the process of formation possess. (p.4)

It is good to mention that the writing skills part represents the aspect that will depend on the ICT tools that are applied; It consists of several themes that will serve to understand this variable. It underpins English skills in a general way and focuses directly on writing.

## **1.2. Writing as a necessary skill**

In this scenario, the following authors intervene with the following information. Padrón, Quesada , Pérez , González and Martínez (2018) explaining that:

You learn to research and write by participating in the daily practice of capturing images and information, of apprehending concepts, norms, and principles, which are reflected in a written document. Writing is not only writing but writing in a certain way, where you can collect what you want and transmit, it to those who read it, an effect desired by those who write it. (p.4)

The student must feel motivated and clear in the communicative sense. This fact means that writing is not the simple union of meaningless words, it is rather the emission of the message and must be treated with the same importance as the other skills, since it is not passive at all or has a lower rank, on the contrary, it allows to strengthen the other skills of the English language.

### **1.2.1. Concept of writing ability**

When talking about writing skills it is clear that it is referring to all those tools and techniques that are used for the writing of a text that necessarily has to have a communicative and structured sense. In short, people need the transmission of messages in written form but effectively Inca, Cellerí, Guano and Velasteguí (2022) express the following:

These written skills are compared and contrasted with the study habits of the subjects in these subjects. As a result, they find a close relationship between the lack of extensive reading and the use of the dictionary or a greater diversity of study techniques so they recommend the design of integrative activities in the classroom to develop written skills comprehensively, producing better academic results. (p.357)

Writing itself is a somewhat complex process that has within it affective and cognitive factors of people, so it is pertinent and necessary to teach it to make it effective and develop its skill formally.

Within the writing process, the human brain will necessarily develop the skills of low and high cognitive levels, the first is the automation of symbols and their understanding, while the second refers to the quality, vocabulary, organization of ideas, and correspondingly translation them into the text with creativity and efficiency. Through the text, the students communicate thoughts and for this reason, it is effective since these ideas involve emotions and experiences.

### **1.2.2. Importance**

As previously stated, writing is precisely a communication system and its importance lies precisely in it, because, throughout history one of how man transmitted his messages were written on papyrus and images, so it is necessary to understand that this has transcended through time facilitating science the message without having distortion while oral communication does.

Martínez, Rojas and Delgado (2018) stated that:

The ability to write is today the line of work prioritized for its importance in the cultural formation of the individual. For the development of spelling skills, various procedures must be used, so the student must observe, listen and understand the meaning of what he writes; this will be effective if the activities carried out are systematically varied, among which playful games, and innovative activities and of interest stand out. (p.157)

It is necessary to note that journalism and literature have been two advances of humanity that started from writing, the need of people in terms of information has made the written text very relevant. This habit, on the other hand, is very healthy for students and people in general, it significantly stimulates understanding, creativity, and imagination.

### **1.2.3. Advantages of typing correctly**

Encinas, Sánchez and Puon (2020) maintain that: « academic writing is multidimensional, therefore, the student when writing not only presents what he is learning, but also represents himself» (p.54). The writing of the English language like any other in the world aims to show that the mind has order because in it the personality of the students is reflected.

Aguilera, Serrano and Corredera (2021) mention that:

For all these reasons, the author considers that in the development of written expression the need to study the possibility and ensure the conditions is imposed (system of relationships, type of activity for the student to grow, through joint activity, to a higher level; starting from what he cannot yet do alone and achieve an independent mastery of his functions (p.280).

It also allows to identify the writer within the context of their ideas, it is pertinent to mention that even technology requires knowing how to write well as is the case of social networks and those virtual spaces on the internet that is, people have become creators of content and for this writing is fundamental.

#### **1.2.4. Skills for correct writing**

Suarez and Dillon (2020) say: «these multiple cultural processes that define this practice, turn it into a complex competence that involves the development of various sub processes and operations, in a gradual and progressive process, throughout the entire schooling and life of the subject» (p.81). Writing must necessarily have certain skills developed by students for effectiveness to become a reality in it, below, the basic and essential components by which these skills must revolve are detailed.

- **Understanding of writing**

It is not necessary to have a high level of reason to understand that the ability to write necessarily requires reading comprehension Euroinnova says: «through this the student through the ability to read must understand a text, therefore, it is necessary to decode the words to move to the sequence of the corresponding words, paragraphs, and texts in general» (p.5).

Therefore, it is pertinent that the student can read and understand to be able to write correctly, it is here where the well-responsible use of technology can significantly help the processes of teaching and learning the writing of the English language, for this you can read aloud the words they write in real-time to later edit and improve them.

- **Transcription**

When it refers to transcription it is necessary to understand that it can be the ability to do it manually, or technologically making use of computational elements always thinking about spelling. Euroinnova says: «to transcribe is to copy something already written elsewhere, although when talking about the transcription of documents we speak of the systematic representation of an oral form employing written signs» (2020, p.3)

When transcription is done by hand, readability issues can be encountered and can even be messy. Teachers often struggle with this problem, in addition to the fact that students have problems with writing speed. Also, spelling mistakes often affect this process and it is necessary then to improve this skill, in this sense the means and technological tools can help a lot.

- **Construction**

The meaning of the texts plays a determining role in writing, we must remember that this is a communication process and that minimizing the difficulties in using and understanding sentences represents a relevant factor to structure words, sentences, phrases, and texts correctly.

Bigiosorio (2018) in his support work expresses that:

Although writing cannot be conceived as a mechanical and closing act that goes through different phases, it is also true that the transit through these moments favors the development of strategic cognitive processes that influence the construction of written texts. (p.23)

The use of periods, commas, and other spelling rules can often be somewhat complicated or the correct placement of verbs. For this reason, the teacher must teach his students certain information that can serve as the difference between a question and a statement or what a verb and its forms or the subject of the predicate among others. Frequent practice will make the student master this skill and be able to build texts in a better way.

- **Content knowledge**

Burón (2020) says: « To be able to write in a better way it is necessary to have mastery of the genre in question, if the text is about something of history the narrative genre is the one that predominates » (p.35). The content, on the other hand, represents the knowledge of the subject, this is symbolic of the mastery of what you want to express.

To carry out these writing processes it would be very important to teach students the conceptual differences for example between fiction and reality, for this, it is pertinent to determine the genres with examples. Another good way to enhance this skill is to get the student to write experiences of something they do daily or that has already happened before.

- **Planning, reviewing and editing**

The effective writing procedure contemplates planning, after which the revision culminates in the edition, this ensures that the student can express himself correctly through writing. The first is involved in the mental scheme that the writer wishes to transmit through this action by making explicit drafts, this necessarily involves skills in memory to use the information after its retention, we must also bear in mind that you must think not only in one way, therefore, it has to be flexible.

Morales (2020) about this important part of the text processing states that:

The exercise to improve efficiency in the review seeks that, those who do, develop their capacity, first, to locate failures, omissions, inconsistencies, inconsistencies, deficiencies, excesses, or any other dissatisfaction that responds to the criteria of these people and, second, to make adjustments or corrections that allow the text to have the characteristics that satisfy such criteria. (p.12)

On the other hand, the ability that the student must have to avoid distractions is fundamental. In any case, it is necessary to reflect and speed the processing of information to put it at the service of correct writing whose basis is the organization. The revision on the other hand represents a fundamental part of the process, since, through this, it is intended to correct the errors made in the draft or plan to improve the text.

The next step would be the editing of the text, that is, to improve substantially what is written taking into account the clear ideas and the objective of the meaning that you want to convey, within the edition you can improve the spelling and language, with a much better appearance and an adequate style.

- **Self- Regulation as a factor in text editing**

Self-regulation is adjusting or adapting to what one as a person desires in the face of any everyday situation or various situations. This involves the student's control over their emotions and thoughts, the important thing is that through this the student will be able to meet their writing goals. Morales (2020) stated that: «a person will use his conscience to write when conducting this process, first, he remains aware of the stages that he understands

and, second, he remains alert to monitor, evaluate and regulate the execution of his writing» (p.8).

If it is established in advance that a text must comply with about two hundred and fifty words and at the end, the count is made and with the revision, this does not add up, subsequently, edit this is self-regulation. If for some reason the student desists from writing but then realizes that there is progress and does it again is another way of self-regulation

The strategies to help in self-regulation can be several, however, you can perform sentence review actions within the paragraphs for word counting and correct editing of the text while self-regulating, it is also necessary motivation based on positive aspects, practice and frequency are part of the actions.

### **1.3. Metacognition and meta writing**

Writing requires that the ideas and contents be deepened, since, what is going to be issued will receive the receiver who should not be confused with ambiguities of any kind, therefore, the writer must make accurate reflections of the subject. Therefore, in writing a response to cognitive processes, students must regulate those necessary for correct writing.

Burón (2020) says: « writing aims to communicate ideas to someone or record something for ourselves and evaluation, writing aims to communicate someone's ideas or record something for ourselves » (p.). The teacher must necessarily collaborate with his students with a practical guide of knowledge of their skills based on correct writing, in other words, help them to build their personality for writing.

Another important aspect is that the student must be clear about his way of learning with a guide so that they are the ones who regulate their writings, so the purpose of writing must be clear and precise.

### **1.4. ICT tools**

Today the world is within a technological context that has raised communication processes to a much higher level than it was until a few decades ago. To speak of ICT tools is to refer to information and communication technologies. These have made education have new concepts of what the teaching and learning process is.



According to the National Institute of Statistics and Censuses ([INEC], 2020) it is necessary that: « the percentage of households with internet access in Ecuador be 53.2% by 2020» (p.2). Despite the importance of ICT for education, it is clear that many of the households in Ecuador do not have this service that makes possible the interactions necessary for the achievement of student learning.

#### **1.4.1. Technology in education**

It is remarkable the evolution that education has undergone in recent years, thanks to technological advances it has been possible to put them at the service of pedagogical and didactic processes. Cevallos, Palma, Cevallos and Baquezea (2020) agree on the theme that:

The presence of Information and Communication Technologies (ICT) in education in the twenty-first century is a reality that brings with it a series of challenges for both educators and learners; however, the advantages and benefits of exploiting ICT in the teaching-learning process are incalculable. (p168)

One of the obvious forms of the benefit of technological tools in education is precisely the way of carrying out activities that can be inside the classroom and outside it, allowing to raise the motivation of students in front of any programmatic content issued by the Ministry of Education of Ecuador and the interactions that can be carried out managing to make the transmission of knowledge more active and dynamic.

#### **1.4.2. Technology and writing skills in English**

The processes of teaching writing in the English language are a fundamental part of learning this language, there is an infinity of ICT tools that can be used to meet the great objectives of improving Writing Skills in English. To do this, it is necessary to understand that talking about technological tools includes a wide variety of programs and applications that can creatively fit the required objectives.

#### **1.4.3. ICT programs and applications**

It is true that at present the learning of correct writing requires several aspects and one of them is the correct use of communication technologies Cacheiro (2018) expresses that: « the use of ICT technologies and communication in the educational system is increasingly widespread. There is a false belief that ICTs alone will improve educational quality, without planning» (p.10).

To make the activities a reality with the proper use of technology, the teacher must know some of the platforms, web pages, programs, and applications that can be used depending on the writing of the English language.

There is an infinity of resources called tools, however, it has been considered that Padlet, WorkFlowy, JClic, ExeLearning, Grammarly, and Dictionary Thesaurus are suitable for the treatment of writing due to their versatility and dynamism, although, necessarily an effective knowledge of its interface is required to be able to optimize things; below, they are detailed.

#### **1.4.3.1. Padlet**

According to the Pontifical Catholic University of Valparaíso (2020) as with Padlet, it says: «it is a mural diary or interactive poster that allows publishing, storing and sharing multimedia resources and information from different sources, individually or in collaboration with a group of people» (p.2).

The interface that this tool has is very dynamic for the realization of educational activities specified in the writing of the English language. It can be used both in the classroom and outside it, the important thing is that the information is shared on the wall created for free access to students always under the control of the teacher.

The activities that can be carried out among others are collections, announcements, pedagogical corners, libraries, video libraries, galleries, and many more. It is necessary to understand that the creativity of the teacher plays an important role to focus them on what is always required based on the requirements of learning and optimization of writing skills.

Padlet can be used within any virtual environment and be coupled to a custom web page for better functioning. It is, therefore, necessary that students carry out the activities responsibly and always with the motivation to carry them out.

#### **1.4.3.2. WorkFlowy**

WorkFlowy is another effective task manager for the development of educational activities concerning the writing of the English language. This tool has very wide flexibility. López (2021) maintains that: « a task manager that stands out for being one of the simplest and easiest to use but at the same time hides a lot of flexibility » (p.1). Its interface is simple to use and even has subtasks, these are enough that is to say they have no limit, the elements are classified according to the criteria of the person, if you want to have more actions you must pay the premium version.

### **1.4.3.3. JClic**

Ríos (2020) Says: «JClic, is a software that allows the creation, and evaluation of multimedia educational activities, is developed on the Java platform, is free, with a variety of environments and works on various operating systems» (p.11).

JClic is a free software tool, the relevant thing is that you can perform in it a variety of educational activities, where you can do crossword puzzles or alphabet soups and many others that can be used in the teaching of the writing of the English language.

Through an Aplet you can upload information to Web pages, the installation must be done integrally with the Aplet, player, author, and reports so that you can work together towards the realization of educational activities.

JClic will help in a broad way the teaching staff of the English area to the fulfillment of the proposed objectives to raise the writing skills of students of all levels, you can take the curricular themes and couple them with the various actions that are required to be done.

### **1.4.3.4. ExeLearning**

ExeLearning is a technological tool that has no cost and is very versatile and effective to carry out educational activities. According to the National Institute of Educational Technologies and Teacher Training ([INTEF], 2019) it has to be: «ExeLearning is a program, free and open to create educational content simply. It is also an open and collaborative project to which we can contribute in very different ways » (p.1).

This project was created a decade ago by the government of New Zealand and the Auckland University of Technology, there were many collaborators both computer scientists and pedagogues to couple the needs in a virtual environment that aims to cover many of the teaching needs depending on the learning and teaching process.

The philosophical basis of this tool focuses on the creation of an educational product of any kind, it is enough to launch the creativity of the teacher to have good results in interactions, thanks to these platform teachers have the opportunity to create interactive materials, so it is easy to use and its interface is not complicated.

### **1.4.3.5. Grammarly**

Grammarly is another tool that contributes directly to the improvement of texts in English. Sara (2019) about this tool says: «Grammarly aims to detect grammar, punctuation,

and style errors. It collects all the typical mistakes that native English speakers make. For example, "its" instead of "it's", "their" instead of "there", and general typos» (p.1).

This tool has the main objective and is to detecting grammar errors, this is very good for 'enhancing students' writing skills. That is where the creativity of teachers must be floated and carry out activities that are related to writing making use of it to raise motivation and their good development towards the achievement of the goals set that are precisely an improvement of the skills to write with effectiveness, knowledge, and efficiency concerning what is required.

#### **1.4.3.6. Dictionary Thesaurus**

According to the Thesaurus Dictionary (2022) about this theme says that:

It is the world's largest and most reliable free online thesaurus presented by Dictionary.com. For more than 20 years, Thesaurus.com has been helping millions of people improve their English language proficiency and find the precise word with over 3 million synonyms and antonyms. (p.3)

This tool is free and constitutes a fundamental contribution to the teaching and support of the teacher in the search for effective elements to improve the skills of the students about the mastery of the English language.

The use of the Thesaurus Dictionary helps students to improve their quality of writing from the point of view of text editing to improve it with synonyms and be more elegant in the reader's sight, it must be remembered that writing should convey the message as best as possible for the understanding and joy of the reader.

This dictionary contains more than three million synonyms and it is necessary to carry out the activities in the classroom as best as possible to enhance the writing skill, that is where the imagination and creativity of the teacher play an important role.

#### **1.4.4. Other ICT tools for developing writing**

For the treatment of writing based on the improvement of students' skills, it is necessary to understand the true importance of ICT tools. To this is added that there is a wide variety of applications, web pages, and applications dedicated to these actions that can be free or in their premium version that are paid.

«App comes from the word *Application* is software designed to run on tablets, phones, and more technological devices; facilitates the resolution of a task of all kinds including educational » ([CEUTA], 2019, p.35). Some of them have been taken into account, since the infinity of tools on the internet or downloadable focus on enhancing several fields of knowledge, however, those detailed below can be adapted specifically to the English language and its writing.

#### **1.4.4.1. Crossword as an interactive writing resource**

Crossword puzzles represent being technological tools if they are conceived from that point of view, we must remember that interactivity is very relevant. González (2020) about this tool states that: « the crossword puzzle is an effective tool for the student to learn to think about learning to read and write, it is a way in which it can be carried out in the classroom as a cognitive challenge » (p.57).

Through the design of activities with crossword puzzles you can enhance your skills in writing the English language, there is a wide variety of crossword formats within these you can use those that are with images or only words, but it is pertinent to note that there must be an appropriate theme of treatment depending on the curricular requirements.

#### **1.4.4.2. Videos**

Carranza and Torres (2018) express that: «these tools can promote the learning of English and allow changes from the personal, such as attitudes and thinking, to didactic-pedagogical elements, such as the contents, work and meaning of teaching practice» (p.52).

Videos and audios today are inexhaustible sources of content that can be used to develop writing through the themes raised, many people think that because it is a video has no relation to writing, on the contrary, you can perform many creative activities that the teacher must develop depending on the needs of students regarding their way and style of writing towards the empowerment of their Skills.

#### **1.4.4.3. Spell up**

According to the Organization for Teaching ([ÁBACO], 2016) you have to: «through it, you can improve pronunciation, spelling and learn vocabulary. There are three levels: beginner, intermediate and expert, so any student from Primary to Baccalaureate can practice English with this resource» (p.2).

This tool is available in Google through the Chrome browser, the important thing is to state that through it and its good use you can enhance the skill in writing purely English

since it contains an interface in which you engage the voice and at the same time enhance the writing.

One of the things that this tool has as an advantage is that it can be used both in computational elements such as cell phones or tablets since it is very dynamic, it is pertinently relevant to place the speaker to be able to start the games.

This game has several levels, it starts with the most basic, and depending on the capacity or skill acquired it goes up. It is important to know that when determining the words, it also has an icon where you can see the definitions. It can be combined with traditional activities to write texts from words, phrases, or paragraphs.

#### **1.4.4.4. Listen and write**

Accepting what was expressed by Aula Planeta (2018) we have to: «web page that brings the dictations closer to the present and allows students to work on the understanding and writing of English while transcribing from songs by Coldplay or Katy Perry to poems by Emily Dickinson, TED conferences or news» (p.2). The name indicated by this tool needs an account in Google or Facebook and serves for dictation and thereby enhances the writing skill.

It has many levels that raise the difficulty with videos or audios that serve to perform text practices. Also, the games are made in a time and end when the actions have already been performed correctly. The important thing is that the student with the help of his teacher can practice and if he makes a mistake, he deletes it and starts again, he must write well.

#### **1.4.4.5. PixLR**

According to the Government of the Canary Islands (2017), this program is very interesting for educational actions. It is an image editor with very advanced features that allows you to add filters, texts, or crop photographs from a website or your smartphone.

- Make collages and montages of images for class assignments such as murals, work covers, etc.
- Create original designs for banners, posters, or infographics.
- Learn basic photo retouching techniques. (p.3)

PixLr is a design program that allows the teacher to make texts with a series of fonts, and sizes of aesthetic shape so that they can be used in the teaching and learning processes, this has a very easy-to-use interface so it is ideal for the teacher.

## CHAPTER II

### 2. METHODOLOGY

This chapter presents the methodology of the research, it is necessary to take into account the importance that this has within the work, that is, part of the type of inquiry and its approach coupled to its methods and techniques, consequent to this, the instruments of information collection and the study population.

#### 2.1. Type of research

The present research is of a qualitative-quantitative type, that is, it has a mixed character since it maintains a coherence based on the qualitative referred to the causes of the problem-focused on the two research variables that are on the one hand the ICT tools as independent and the writing skills as a dependent in terms of the students of the third year of baccalaureate of the Tupigachi parish. Maldonado (2018) about this says: «it implies combining the qualitative and quantitative approach in the same study» (p.22).

The quality-quantitative refers to the combination of the colloquial aspects of the causes of the problem and relying on the numerical can be better interpreted in search of coherent criteria that contribute to the understanding of the existing cause-effect relationship. Sánchez (2019) maintains that qualitative is: a «methodological procedure that uses words, texts, speeches, drawings, graphics and images, qualitative research studies different objects to understand the social life of the subject through the meanings developed by it» (p.104).

Sánchez (2019) regarding the quantitative states that: « the applications of the quantitative approach must be defined according to the nature of the phenomenon that is intended to be studied » (p.115). It is, therefore, necessary to determine the nature of the problem, its educational characteristics, and the relationship between the use of ICT tools and the skills of students in terms of writing the English language as a fundamental part of globalization and its importance.

#### 2.2. Focus

The research approach then is descriptive, since it details the characteristics of the problem Hernández, Fernández and Baptista (2018) maintain that: «descriptive studies seek to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects or any other phenomenon that is subjected to an analysis » (p.80). The description is projected to have a very clear vision of the object of study that for this

particular case are ICT tools as an important part of the development and improvement of English language writing skills; it does describe the characteristics of the two mentioned.

## **2.3. Methods**

### **2.3.1. Deductive**

Prieto (2017) maintains the criterion that: « the intrinsic deduction of the human being allows us to move from general principles to particular facts » (p.11). If the causes of the problem related to the mastery, use, and application of ICT tools as an important part of the development and improvement of English language writing skills correspond to the object of study, then it is necessary that through deduction valid conclusions are drawn that allow generalizing true conclusions that point to the progress of the skills necessary for writing, taking into account the statements as true.

### **2.3.2. Inductive**

Sánchez (2019) about the inductive method expresses: «how to do research immersed in the particularities of a phenomenon without proceeding inductively» (p.112). Through inductive reasoning based on logical and coherent procedures, it can also be generalized that ICT tools constitute a fundamental part of the teaching and learning process and that with adequate mastery and use they allow the development and improvement of English language writing skills in students and are effective instruments for teaching work.

Andrade and Machado (2018) regarding the inductive method agree that:

It is known for the procedures used to reach general conclusions from the particular based on the information in the sample. That is, the results of an investigation carried out with a sample, it is inferred from the population characteristics. (p.1)

Although the inductive method is very important for the development of this work, it does not guarantee that the generalizations are relatively true, so it is necessary to extract information, process it, and analyze it to be as close to reality as possible. The sample, on the other hand, contributes to the characteristics of the population.

### **2.3.3. Analytical**

Through the analytical method it was possible to decompose the problem in its parts, that is, through an analysis of the participants of the research it was possible to verify the existing reality regarding the domain, use, and application of ICT tools in the function of the



development of writing skills Rodríguez (2017) says: « analysis does not constitute being the result of thought, but it is objective and fits into reality» (p.186 ).

The analysis represents a fundamental part of the work going from the most general to the specific with the aim of a detailed understanding of the object of study starting from the sense of the skills of the students towards the conception that ICT tools are valid devices in the significant learning of the students.

#### **2.3.4. Synthetic**

Through the synthetic method, it was possible to summarize the different important aspects related to the research process carried out in a document containing the formal characters of the work Rodríguez (2017) says: « the analysis occurs through the synthesis of the properties and characteristics of each part of the whole, while the synthesis is carried out based on the results of the analysis» (p.186 ). The study details extracted from the data collection served as a fundamental basis in the reflection that necessarily synthesized what was analyzed in terms of ICT tools and English language writing skills of third-year high school students.

#### **2.4. Population identification**

The determination of the universe is a fundamental part of the work. Ventura (2017) says: «the population is a set of elements that contain certain characteristics that are intended to be studied» (p.2). The population subject to study includes the following participants for the application of the survey 68 students in the third year of baccalaureate; the professionals to whom the interview was applied were 4. It is then detailed in the following matrix.

Table 1  
*Population*

<b>Participants</b>	<b>Quantify</b>
<b>Students</b>	68
<b>Professional</b>	4
<b>Total</b>	<b>72</b>

**Note:** Data provided by UEIB Misión Andina and UEMV school.

## **2.5. Sample identification**

López (2020) defines the sample as: «a statistical sample is a subset of data belonging to a data population. Statistically speaking, it must consist of a certain number of observations that adequately represent the total of the data» (p.1).

## **2.6. Research techniques and instruments**

### **2.6.1. Survey**

One of the important and necessary techniques for the extraction of information that was applied in the work was the survey. Baena (2019) states that: «research techniques such as the survey allow data to be obtained in an orderly and sustained way» (p.123). This technique was applied to the students in the third year of baccalaureate to obtain pertinent data about ICT tools and their knowledge, use, and practical application in terms of English language writing skills in students.

The instrument used for the application of the survey technique was the questionnaire. Amorós (2017) about the questionnaire says: «from the Latin *quaestionarius* and in French questionnaire refers to a list of questions with any purpose» (p.20). It is important to mention that the questionnaire was designed with closed questions so that it can be processed into statistical tables and graphs and corresponding analysis. It contains questions related to ICT tools and students' skills in terms of writing as a skill to be learned in the English language.

### **2.6.2. Interview**

Folgueiras (2018) states: «the main objective of an interview is to obtain oral and personalized information about events, experiences, opinions of people» (p.2). The interview is a very important technique in obtaining information, the object was to extract more technical data from ICT tools about their knowledge, use, and application by teachers to students in the third year of high school.

Troncoso and Amaya (2016) agree that: «a well-formulated interview allows an approach to populations, while other techniques would leave important content on the outside, especially in the study with specific age groups» (p.332). The device that was applied to make the interview technique a reality was the interview guide; this was designed in such a way that necessary questions of an open nature focused on professionals were raised to be processed in a double-entry matrix to be interpreted.

### **2.6.3. Field observation**

Field observation was also necessary Piñeiro (2016) says: «the word field designates, on the one hand, a place and on the other an object» (p.83). This technique allowed to have an approach in place of the facts and to be able to verify directly what happens there about the knowledge, use, and application of the ICT tools depending on the writing skills of the students.

The tool to make the field observation a reality was used as the observation sheet. Serrano (2018) regarding this theme maintains that: «these record sheets facilitate structured observation since the observer previously knows the aspects to be observed, he only has to complete them with his observations» (p.2). This device was designed according to the need to the observation of the aspects that happen at the scene of the events and contemplates colloquial aspects to be observed about the teaching management in terms of the use and knowledge of ICT tools and writing skills.

## CHAPTER III

### 3. ANALYSIS OF RESULTS AND DISCUSSION

This chapter contains the formal aspects related to the extraction of information through tools such as the questionnaire, the interview guide, and field observation to analyze the information and correspondingly carry out a triangulation to discuss them.

#### 3.1. Results

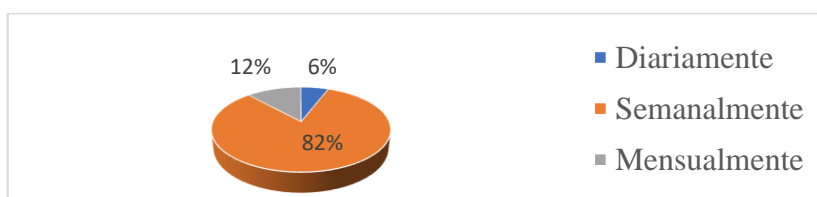
##### 3.1.1. Result of the survey of students of the third level of baccalaureate of the Tupigachi parish

**Question 1.** How often do you practice writing in English?

Table 2  
*English writing practice frequency*

Variable	Frequency	Percentage
Daily	4	6
Weekly	56	82
Monthly	8	12
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)  
**Source:** Tupigachi parish students



**Figure 1:** English writing practice frequency  
**Prepared by:** Quilumbaquín Erika (2022)

#### Analysis of the result

Regarding the question about the frequency with which students practice writing English, they answered in almost all of them that weekly, while a small number said that monthly and the same said that daily.

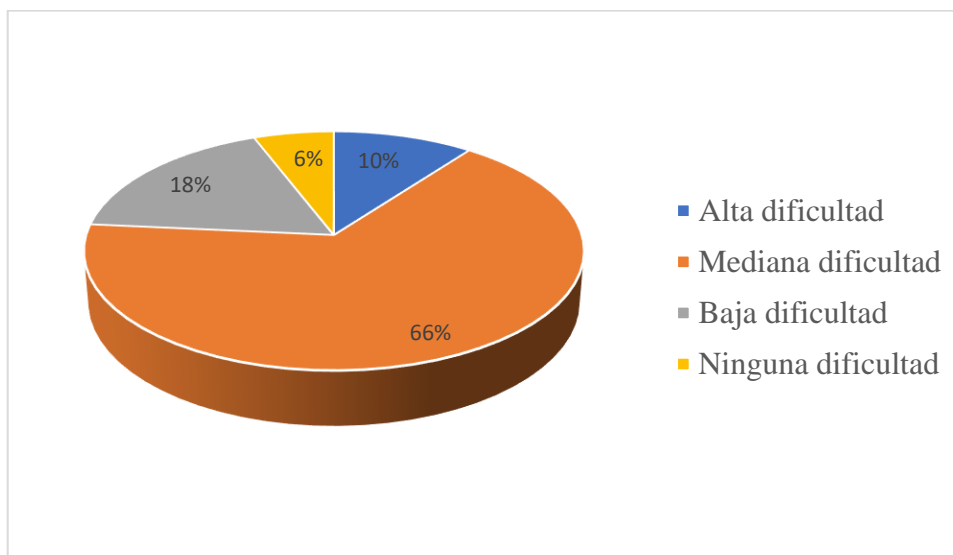
**Question 2.** What level of difficulty do you have in English writing classes?

Table 3  
*Difficulty writing in English*

Variable	Frequency	Percentage
High difficulty	7	10
Medium difficulty	45	66
Low difficulty	12	18
No difficulty	4	6
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Tupigachi parish students



**Figure 2:** Difficulty writing in English  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

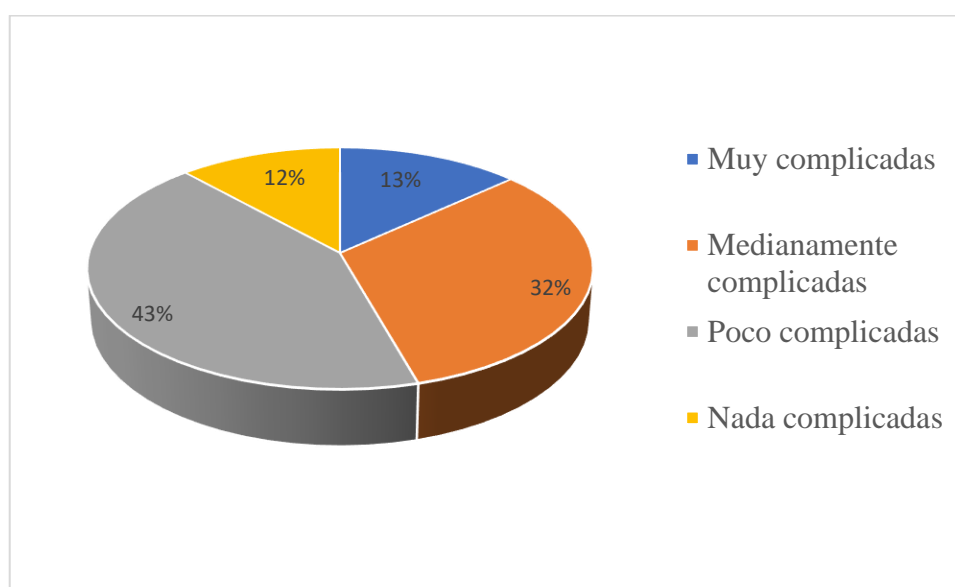
As for the question presented about the level of difficulty that students have in the classes carried out by their teacher when writing in English, they responded in a large percentage that they have medium difficulty, a tenth of them stated that they have high difficulty almost a fifth answered that they maintain a low difficulty and very few said low difficulty. This implies that there is always some difficulty in writing this language.

**Question 3.** Does your homework become complicated when you are asked to write texts or essays in English?

Table 4  
*Complication of tasks due to writing in English*

Variable	Frequency	Percentage
Very complicated	9	13
Moderately complicated	22	32
Uncomplicated	29	43
Nothing complicated	8	12
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)  
**Source:** Tupigachi parish students



**Figure 3:** Complication of tasks due to writing in English  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

Regarding the question about whether they find homework complicated when asked to write texts or essays in English, the survey participants responded as follows: almost half said that they are uncomplicated, while about a third of all said they are moderately complicated, while, a little more than a tenth answered that they are very complicated, parallel to it a similar number said that nothing complicated.

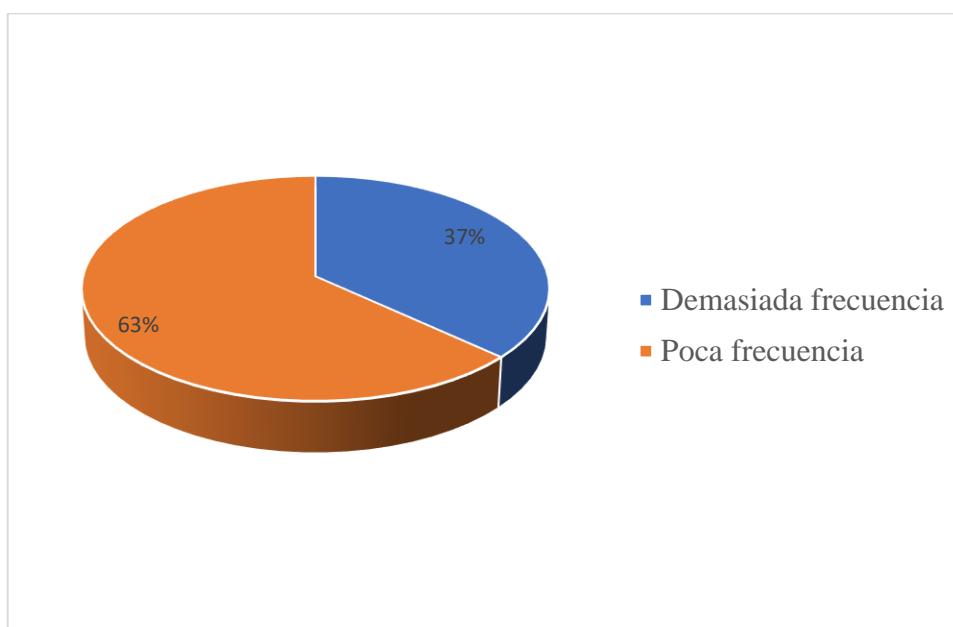
**Question 4.** How often do you rely on a dictionary when doing writing activities in English?

Table 5  
*Use of the dictionary*

Variable	Frequency	Percentage
Too often	25	37
Infrequency	43	63
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Tupigachi parish students



**Figure 4:** Use of the dictionary  
**Prepared by:** Quilumbaquín Erika (2022)

### **Analysis of the result**

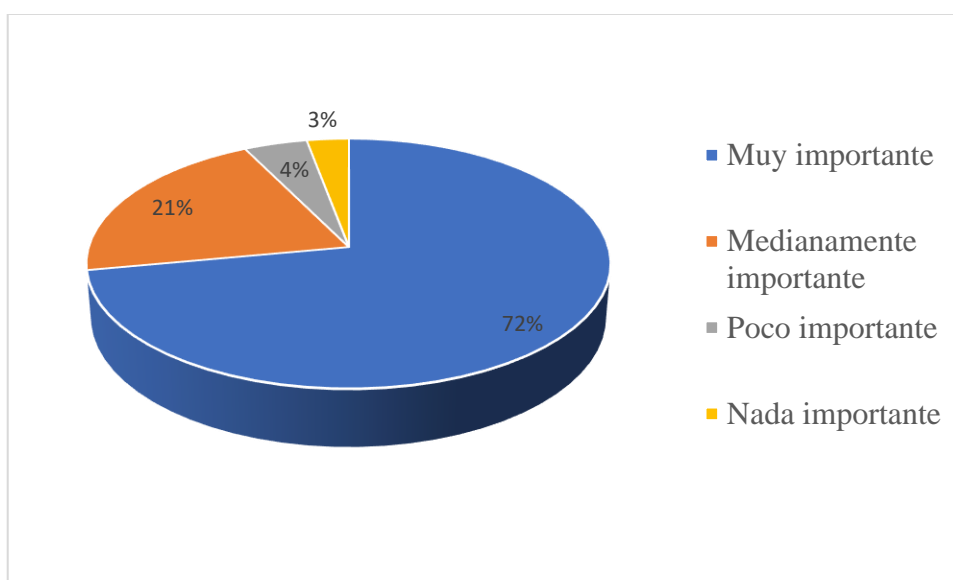
Regarding the question launched in the survey about the frequency of support in a dictionary when performing writing activities in English, the participants of the extraction of the information answered categorically that they do it infrequently, while a third of them said that they do it too often. This information allows us to have an idea that can be used for research regarding the use of this tool but that is of a virtual type.

**Question 5.** Do you think it is important to use technologies that help you write in English correctly?

Table 6  
*Importance of using technologies for writing*

Variable	Frequency	Percentage
Very important	49	72
Moderately important	14	21
Unimportant	3	4
Nothing important	2	3
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)  
**Source:** Tupigachi parish students



**Figure 5:** Importance of using technologies for writing  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

Regarding the questioning expressed in the questionnaire regarding the belief of the importance of the use of technologies that help to write English correctly, the students surveyed responded as follows: almost three-quarters of them said that it is very important, while about a quarter said that it is moderately important and very few students do not correspond to this criterion minimizing its relevance.



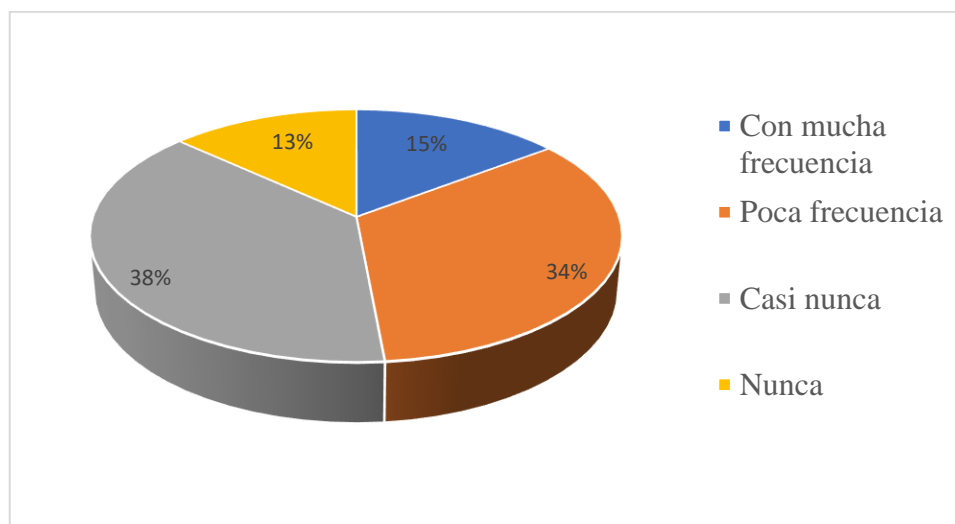
**Question 6.** How often does your English teacher used some technological means in writing activities when doing classes?

Table 7  
*Frequency of use of technologies by the teacher*

Variable	Frequency	Percentage
Very often	10	15
Infrequency	23	34
Almost Never	26	38
Never	9	13
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Tupigachi parish students



**Figure 6:** Frequency of use of technologies by the teacher  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

Regarding the question referred to the frequency with which the English teacher conducts classes using some technological means in writing activities, the following results were obtained: students in the sum of the indicators rarely and infrequently reach almost three-quarters of them, whereas, a small number said never and fifteen percent said very often, this means then that the use of technology is needed within these processes.

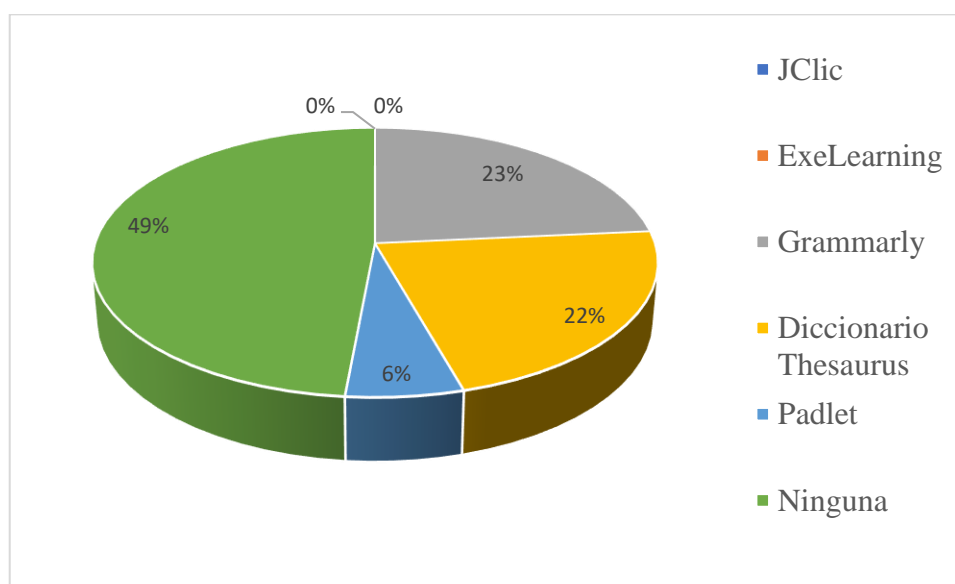
**Question 7.** Which of these tools has your English Teacher used to perform writing-related activities?

Table 8  
*Technological tools that the teacher uses*

Variable	Frequency	Percentage
JClic	0	0
ExeLearning	0	0
Grammarly	16	23
Diccionario Thesaurus	15	22
Padlet	4	6
None	33	49
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Tupigachi parish students



**Figure 7:** Technological tools that the teacher uses  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

Regarding the question about which of the tools the English teacher has used to carry out activities related to writing, the following results were obtained: half of the participants answered that none, to this, is added that almost a quarter said Grammarly a good number expressed Thesaurus Dictionary, very few said Padlet and none Jclic.

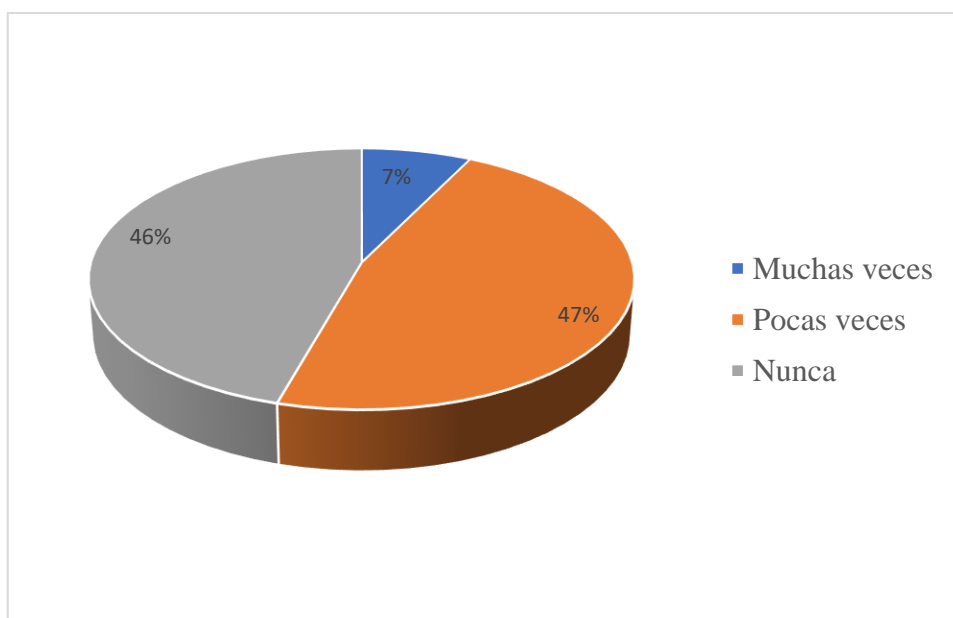
**Question 8.** Does your teacher use virtual crossword puzzles when performing writing activities in classes?

Table 9  
*Use of crosswords*

Variable	Frequency	Percentage
often	5	7
Rarely	32	47
Never	31	46
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Tupigachi parish students



**Figure 8:** Use of crosswords  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

Regarding the question about whether the teacher uses virtual crossword puzzles when performing writing activities in the classes, about half of the students surveyed answered that he never does, while almost the other half said that a few times, and very few of them said that many times. This result reflects the lack of use of this resource and even more of a virtual type.

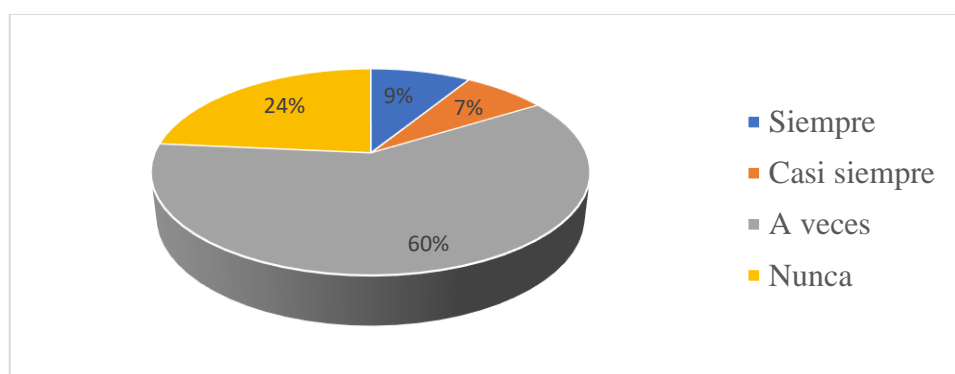
**Question 9.** Have you made virtual games of white spaces, answer union, or puzzles in activities related to writing texts, essays, or other documents in English?

Table 10  
*Use of virtual resources*

Variable	Frequency	Percentage
Always	6	9
Almos always	5	7
Sometimes	41	60
Never	16	24
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Tupigachi parish students



**Figure 9:** Use of virtual resources  
**Prepared by:** Quilumbaquín Erika (2022)

### **Analysis of the result**

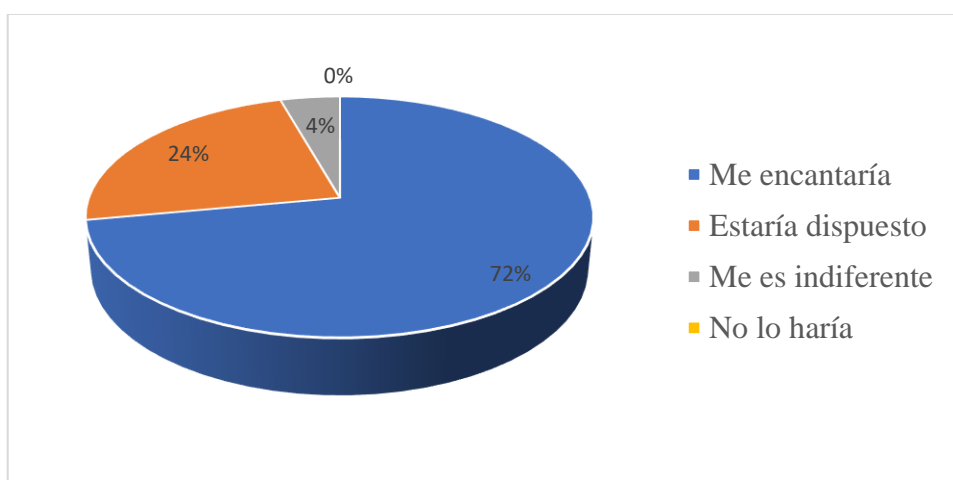
Regarding the questioning of the realization of virtual games of white spaces, the union of answers or puzzles in the activities related to writing texts, essays, or other documents in English, the respondents stated as follows: more than half said that sometimes the teacher does it, a quarter of them answered that never and the sum of the indicators always and almost always is in a percentage very low.

**Question 10.** Would you like to improve your English writing skills with virtual activities and resources using ICT tools?

Table 11  
*Like to improve writing skills with technology*

Variable	Frequency	Percentage
I'd love to	49	72
I would be willing	16	24
It is indifferent to me	3	4
I wouldn't.	0	0
<b>Total</b>	<b>68</b>	<b>100</b>

**Prepared by:** Quilumbaquín Erika (2022)  
**Source:** Tupigachi parish students



**Figure 10:** Like to improve writing skills with technology  
**Prepared by:** Quilumbaquín Erika (2022)

### Analysis of the result

Regarding the question asked in the questionnaire to the students about whether they would like to improve their English writing skills with virtual activities and resources using technological tools, almost three-quarters of them answered that they would love it, while a quarter of the total said they would be willing, very few said they were indifferent and none of them said they would not do it. These results reflect the importance of technology within the educational processes of writing the English language.

### 3.1.1.1. Summary of the student survey

Table 12  
*Student Survey Summary*

Nº	Factor	Most representative	%	Indicator less representative	%
1	Frequency of writing practice	Weekly	82	Daily	6
2	Difficulty writing	Medium difficulty	66	No difficulty	6
3	Complication of tasks due to writing	Uncomplicated	43	Nothing complicated	12
4	Frequency of support in dictionaries	Infrequency	63	Too often	37
5	Technology and writing	Very important	72	Nothing important	3
6	Frequency of use of teacher technology	Almost never	38	Never	13
7	Tools used by the teacher	Grammarly	23	Jclie ExeLearning	0
8	Using crossword puzzles for teaching writing	Rarely	47	Often	7
9	Use of virtual games for the teaching of writing	Sometimes	60	Almost always	7
10	Taste for improving writing skills with technological tools	I'd love to	72	I wouldn't.	0

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Student survey results (2022)

### 3.1.2. Result of the interview with teachers in the English area

Table 13  
*Interview result matrix*

<b>Prof. / Question</b>	<b>Question 1</b>	<b>Question 2</b>	<b>Question 3</b>
	In your opinion, on your third-year high school students or do they not have the necessary skills in terms of writing?	Do your students when making written texts, essays or other documents do it with expertise, and comment on it?	What is your opinion of the use of technological tools to carry out meaningful teaching activities about the development of students' writing skills?
<b>Professional 1</b>	Students have the necessary tools for correct spelling but do not apply their skills.	They do not do it because they do not know how to apply or do not put effort and take education as an obligation	The use of ICTs is very important and beneficial
<b>Professional 2</b>	They have a very marked lag with respect to writing, due to the fact that in the virtual world they were unable to develop this skill effectively.	They can make a text but with the teacher's guidance.	It is of great importance because it allows students to learn in a dynamic way, however it should be considered that the use of technological tools depends on the school environment.

Prof. / Question	Question 4	Question 5	Question 6
	At what level is your technological domain for carrying out activities related to students' writing skills development?	Have you worked on students' writing skills with tools like JClic, ExeLearning, Grammarly, or virtual dictionaries?	Do you consider it important that English writing activities and their ability are enhanced with the use of ICT tools and digital resources?
<b>Professional 1</b>	The normal level of teaching because we are in updates.	I have not worked because there are not the necessary implements in the institution.	I consider that all kinds of methodologies and technological tools are very important.
<b>Professional 2</b>	I have knowledge of several applications for writing, but you must learn day by day as technology is constantly changing.	I worked with Grammarly	Yes, they are very important and effective for the teaching and learning process.



Prof. / Question	Question 1	Question 2	Question 3
<b>Professional 3</b>	In your opinion, on your third-year high school students or do they not have the necessary skills in terms of writing?	Do your students when it comes to making written texts, essays or other documents do it correctly, and make a comment about it?	What is your opinion of the use of technological tools to carry out meaningful teaching activities about the development of students' writing skills?
	Being about writing in the English language always things and learning processes are somewhat complicated, this makes students have problems when making complex texts in English and therefore it is necessary to improve their skills.	Students have to make some effort to be able to make written texts, essays, or other documents, however, simple texts if they do it well.	Students' writing skills are very important and for this, it is necessary to understand that technology and tools focused on education support processes in a good way.
<b>Professional 4</b>	Students have framing deficiencies when it comes to writing even though this skill is important in learning, therefore, it is necessary to improve their skills.	It is always necessary that written texts, essays, or other documents are made with effort and that is where the teacher plays a very important role.	Teachers today are obliged to work on the skill of writing in the English language because through technology you can have excellent results and there is a wide variety of tools that can be used.

Prof. / Question	Question 4	Question 5	Question 6
	At what level is your technological domain for carrying out activities related to students' writing skills development?	Have you worked on students' writing skills with tools like JClic, ExeLearning, Grammarly, or virtual dictionaries?	Do you consider it important that English writing activities and their ability are enhanced with the use of technological tools and digital resources?
<b>Professional 3</b>	If it is necessary to be very honest that although teachers know strategies to improve educational processes, I can personally tell you that knowledge of them is needed and especially their application	I've rarely done the work with Grammarly and Padlet, but I don't know tools like JClic or ExeLearning.	Of course, digital resources currently represent a very relevant factor for the treatment of writing and educational processes
<b>Professional 4</b>	The treatment of the writing of the English language is very important in learning it, to be honest, I do not have the technical mastery necessary for the application with the creativity of new tools, many of the times we only limit ourselves to the treatment through the text and its activities	With English and Spanish dictionaries, I have worked, but with virtual type tools such as JClic and the others you mention I have not done it	At present, education has revolutionized the treatment of its teaching and learning processes not only in the traditional way but also with the use of virtual tools and technology as such.

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Professionals in the English area of Tupigachi Parish (2022)

### **3.1.2.1. Analysis of the result of the interview with teachers in the English area**

As for the fact that their students in the third year of high school have or do not have the necessary skills about writing, the teachers responded that students need to improve their writing skills although they have spelling knowledge and that they have a lag more when they do not work with virtual tools.

Students when making written texts, essays, or other documents do not do it with the due expertise that writing deserves, since they take education as an obligation but not as a learning need with motivation to do so; it is necessary to indicate that they always require the guidance of the teacher and cannot do it on their own.

The use of technological tools to carry out teaching activities about the development of skills in writing is decisive, ICT on the other hand represents an effective channel to develop them.

The level of technological mastery for the realization of activities related to the development of the writing skill of the students is normal however it must be improved every day. Tools such as JClic, ExeLearning, Grammarly, or virtual dictionaries are viable resources that allow raising interactivity and learning.

It is necessary to indicate that it is important that the writing activities in English and their ability are enhanced with the use of technological tools and digital resources towards the achievement of real objectives in terms of the necessary skills of the students, in this sense, the teachers of the English area of the Tupigachi parish consider it very relevant to work with these tools.

### 3.1.3. Result of the field observation sheet

Table 14

*Result of the field observation sheet*

ASPECTS	MEASUREMENT SCALE				
	1	2	3	4	5
<b>TECHNOLOGICAL</b>					
Use of computational elements		X X X			
<b>Used:</b>					
JClic	X X X				
ExeLearning	X X X				
Grammarly	X X X				
Diccionario Thesaurus	X X X				
Padlet	X X				
<b>Execute activities:</b>					
Digital resources	X X X				
Analog resources			X X	X	
<b>ACTITUDINAL</b>					
Punctuality			X	X	X
Companionship				X	X X
Empowerment		X	X	X	
Respect			X	X	X
Discipline			X	X X	
Interest		X X X			
Participation			X X X		
<b>WRITING SKILLS</b>					
Understand what is written		X X X			
Transcribe		X X X			
Build texts	X	X X			
Know the content		X X X			
Check			X X X		
Edit			X X X		
Self-regulation				X X X	
<b>OTHER</b>					
<b>PARAMETERS</b>					
Velocity	X X	X			
Efficiency	X X X				
Grammar		X X X			
Spelling		X X X			
<b>TOTAL</b>					

**Note:** ■ U.E.C.I.B «Misión Andina» A” ■ U.E.C.I.B «Misión Andina» “B” ■ U.E. «Marieta de Veintimilla»

**Source:** Educational units of the Tupigachi parish (2022)

### 3.2. Discussion

After the extraction of the information through the instruments are: the questionnaire, the interview guide, and the observation sheet, a triangulation of data is carried out between what is exposed in the theoretical framework, these instruments, and a personal criterion. At present it is necessary to use technology for the realization of educational processes, it is the duty of teachers to be clear that for student learning to be meaningful, adequate processes are required with didactic material according to the educational reality.

On the other hand, the skills in the writing of the English language require certain actions that enhance those skills towards the development of written texts knowing in advance that this is a communication process where the writer is the sender of the message, the technological tools how the message passes and the receiver is the one who reads the text, therefore it is very relevant that there is no misrepresentation of the written product.

Such skills should be enhanced within the context of a true understanding of the written, as well as transcription, construction, content knowledge, planning, reviewing, and editing, culminating in self-regulation.

According to the respondents, interviewees, and field observation, knowledge, mastery, and use of technological tools within the teaching and learning processes are needed; While it is true, that there is an infinity of resources that can be used, it is the creativity of the teacher that is manifested for the creation of textual content that benefits the skills mentioned above with programs that are easy to use such as JClic, ExeLearning, virtual dictionaries, videos, audios, Grammarly and Padlet.

It is necessary to understand that these resources must be used with creativity making use of the curricular mesh with themes that go according to the reality of the students and that truly enhance writing as a fundamental part of learning the English language towards its practicality in daily life.

## CHAPTER IV

### 4. PROPOSAL

#### 4.1. Proposal name

Let's learn to write in English using technology.

#### 4.2. Product definition

The proposal focused on the optimization of English language writing skills, for this, it was necessary to carry out workshops with ICT tools such as programs and applications. These contain interactive materials with playful, visual, and structural actions that will allow a better action towards the achievement of significant learning of the students and that of course must be practical, taking into account that the students need to put them into practice.

#### 4.3. Objectives of the proposal

##### 4.3.1. General

Structure workshops, through the use of technological tools, to improve the writing skills of third-level high school students.

##### 4.3.2. Specific

- Develop writing comprehension skills
- Have the ability to transcribe texts
- Improve skills in content building and knowledge
- Increase the ability to plan, edit, and review texts.
- Develop the skills of self-regulation of texts.

#### 4.4. Justification

The proposal is justified when it is based on the benefits that students of the third level of baccalaureate will have in terms of improving their skills in the writing of the English language. Also, the teachers of the area will have this tool for the realization of their daily work, always taking into account that technology is constantly evolving and must always be used according to the educational requirements that are currently demanded.

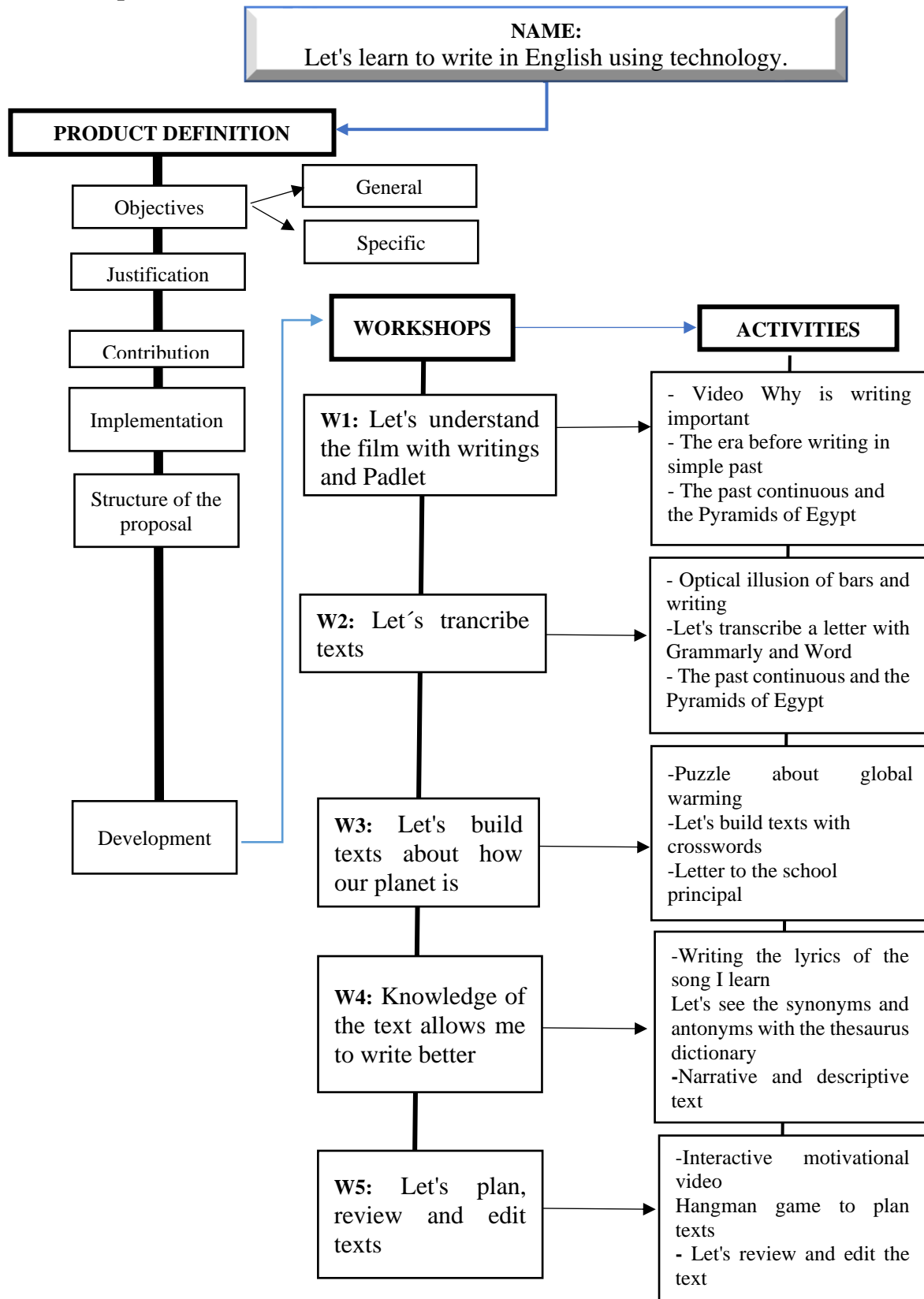
#### **4.5. Contribution**

The proposal contributes to education and its processes based on the writing skills that third-level students must have for interactive procedural thinking and the use of technological tools.

#### **4.6. Implementation**

For the implementation, it was carried out through didactic workshops structured through a pedagogical scheme that aims to improve the skills of students regarding the writing of the English language by using technology as a means to fulfill the purposes of teaching and learning. It is necessary to make use of programs and applications that allow the fulfillment of the objectives.

### 4.7. Proposal Structure



**Figure 11:** Proposal structure  
Elaborated by: Quilumbaquin Erika (2022)



## 4.8. Development

Home page

Let's learn to write in English using  
technology

**WORKSHOPS**



**QUILUMBAQUIN ERIKA**

**Figure 12:** Home page  
Elaborated by: Quilumbaquin Erika (2022)

**Index**

Workshop 1: Let's understand the film with writings and Padlet.....	46
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Workshop 5: Let's plan, review and edit texts.....	71

**Workshop 1: Let's understand the film with writings and Padlet****Objective**

Treat the simple past and past continuous, through the technological tool Padlet with films, to improve the understanding of what is written.

**Skill**

Understanding of what is written

**Materials**

- Internet
- Computational elements
- Video o Movies
- Marker
- Blackboard
- Text
- Padlet Tool

**Time**

180 minutes.

**General Indications**

- Follow the teacher's instructions for the letter.
- Execute responsibly the activities presented.
- Practice what you have learned at home.

## **Scientific content**

### **Simple past**

The simple past can be determined in three ways that are: negative, affirmative, or interrogation, in the case of the second if it is regular the ending "ed" is added, when it is affirmative the verb is infinitive.

### **Past continuous**

They are sentences of the past that still does not end, for example, I was sleeping, I was sleeping on the sofa.

### **Fad**

Idioms are expressions of the language, it is composed of several words and their meaning cannot be deduced from them, in other words, it is the student who has to determine them according to his understanding of the text. As examples can be given: The drop that spilled the glass, you are the black sheep of the family, this is a piece of cake, your life is like a house of cards, I am going to throw in the towel, this was told to me by a little bird.

### **Context**

Films are very important in people's lives because they talk about the culture, traditions, customs, and education of people, on the other hand, stories are made in the present, past, and future, in other words, the world is shown under the concept of a film and at the same time that it transmits the message teaches experiences.

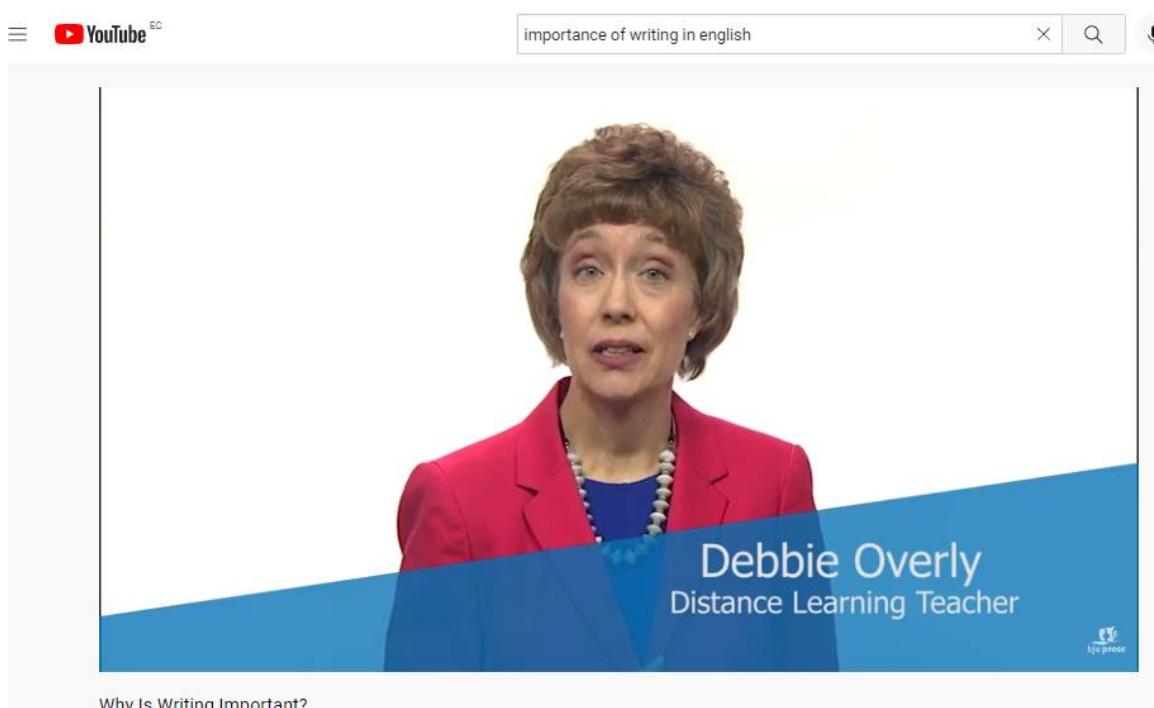
### **Understanding of writing**

Significa extraer lo relevante de lo que el escritor desea transmitir a través del texto a las personas; por ello, es el mismo escritor es el que debe tener claras sus ideas en el texto.

## Activities

### Motivational Activity: Video Why is writing important

- Form a group with 4 companions
- Click on the link presented
- Watch the video carefully
- Write on a piece of paper a phrase that describes the message of the video
- Have a discussion with your peers about the importance of writing
- Pay attention to the feedback provided by your teacher

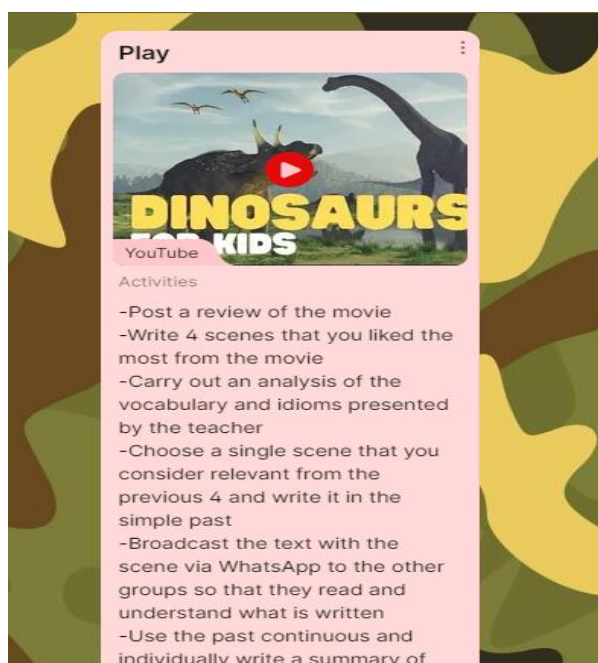


**Figure 13:** Video Why is writing important  
**Source:** <https://www.youtube.com/watch?v=4SGPnR3UIr0>

## Learning Activities

### Activity 1: The era before writing in simple past

Teacher	Student
-Form groups of 4 students	-Appoint a director of each group
-Receive the WhatsApp number of the group directors	-The director clicks on the padlet tool link
-Share the link by WhatsApp to the group directors	-The director clicks on the YouTube video icon that is in the Padlet
-The teacher emits vocabulary and idioms related to the film.	-The director and the members of the group watch the film
-The teacher reviews the writings and approves	-Video comments
-Feedback for comprehension of texts	-Each group describes in the notebook 4 scenes that they liked the most
	-Students analyze the vocabulary and idioms presented by the teacher.
	-The group analyzes what has been written and relates in a notebook a single scene chosen by all in the simple past

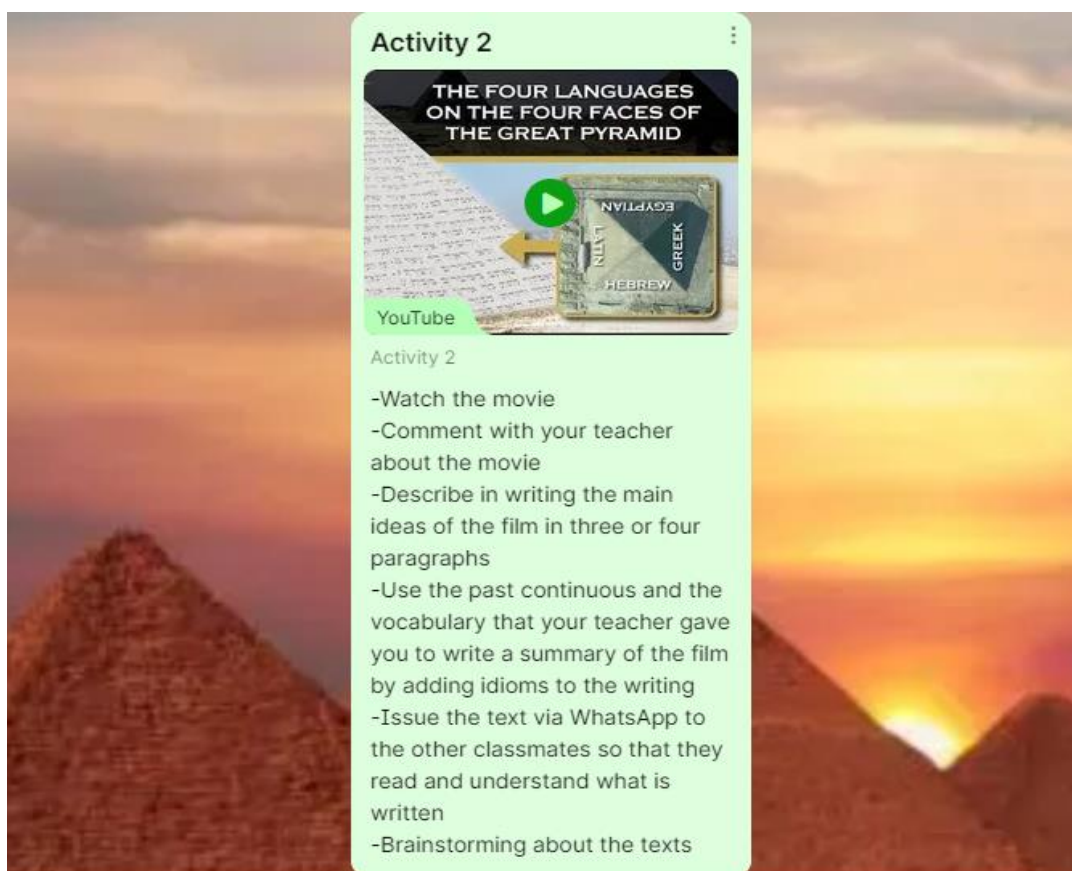


**Figure 14:** The era before writing

Source: <https://www.youtube.com/watch?v=dktnOPfE7Dc>

**Activity 2:** The past continuous and the Pyramids of Egypt.

<b>Teacher</b>	<b>Student</b>
-Receive the number of the students	-Link to the Padlet tool
-Share the link via WhatsApp	-Click on the YouTube video icon that is in the Padlet
-Issue vocabulary related to the film.	-Watch the movie
-The teacher reviews the writings and approves	-Film commentary
-Feedback for comprehension of texts	-Describe in written form the main ideas of the film in three or four paragraphs
	-Use the continuous past and vocabulary your teacher gave you to write a summary of the film bringing idioms to the writing
	-Issue the text via WhatsApp to other colleagues so that they read and understand what is written
	-Brainstorming about texts



**Figure 15:** The four languages of the Great Pyramid: the writing on the facing stones  
 Source: <https://www.youtube.com/watch?v=j3VUjtL7Y2A>

## Evaluation

Table 15

*Let's understand the film with writings and Padlet*

ASPECTS	QUALITATIVE-QUANTITATIVE SCALE					
	Regular	Good	Very Good	Regular	Good	From
<b>Student</b>						
<b>Attitudinal</b>						
Punctuality						
Respect						
Discipline						
Interest						
Participation						
<b>Ability</b>						
Comprehension						
Writing quality						
Velocity						
Grammar						
Summary						
Use of idioms						
Application of simple past						
Application of past continuous						
<b>Technological</b>						
Padlet Handing						
Management of computational elements						
Word domain						
Mastery of the WhatsApp tool						
<b>SUMMARY</b>						

**Elaborated by:** Quilumbaquin Erika (2022)

**Source:** Students from the Tupigachi parish, Pedro Moncayo canton

**Note:** Regular = 1 Good = 2 Very good = 3 Outstanding = 4



## **Workshop 2: Let's transcribe texts**

### **Objective**

Study the present perfect continuous, through the technological tool Grammarly and Pix LR, to develop the ability to transcribe texts with gerunds and contrast connectors.

### **Skill**

Transcription of text.

### **Materials**

- Internet
- Computational elements
- Pix LR Program
- Whiteboard
- Blackboard
- Text
- Grammarly Tool
- Word
- Optical illusions

### **Time**

180 minutes.

### **General Indications**

- Follow the instructions of the teacher to the letter.
- Carry out the activities presented responsibly.
- Practice what you learned at home.

## **Scientific content**

### **Connectors of contrast**

Contrast connectors serve to link phrases or ideas within a text, an example of these is had: however, instead of, alternatively, despite, and instead of.

### **Present perfect continuous**

It refers to the period between the past and the present, that is, it is when it has begun, but it has not necessarily ended. Example: in the affirmative, I have been living; in the negative form: I haven't been living and interrogatively: Have been living?

### **Gerunds and infinitives**

A gerund is a form of the unconjugated verb ending in eng. The infinitive for its part expresses the action is to express who makes it an example of this is to eat, play, jump.

### **Transcription of text**

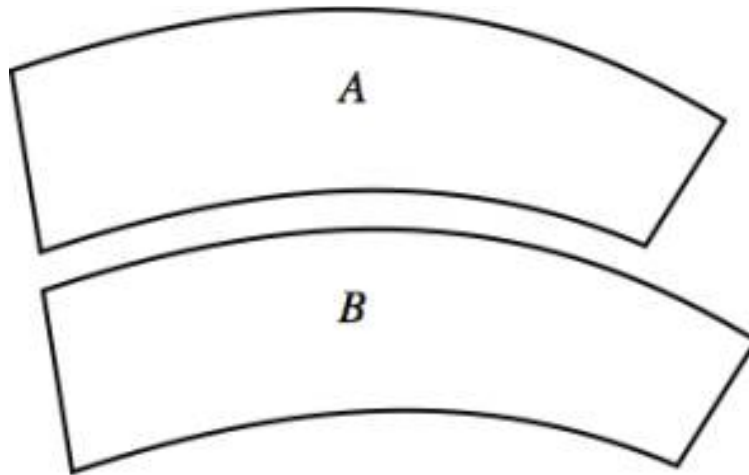
To speak of transcription of texts is to refer to copying something that is written in a document elsewhere. This action begins when you are a child in the first steps in school and transcends for life.

The important thing is that the meaning of the different phrases and the corresponding words is equal but not to the interpretation of the one who transcribes, therefore, this process must be carried out responsibly and respecting the rules established with the ideas of the text.

## Activities

### Motivational Activity: Optical illusion of bars and writing

- Motivational Activity: Optical illusion of bars and writing
- Carefully observe the image
- Say which of the two bars is larger
- With a ruler make a measurement
- Write on a piece of paper your comment in the present tense about the results of the measurement.
- Share the text with your colleagues.



**Figure 16:** Optical illusion of bars and writing  
**Source:** Google

## Learning Activities

### Activity 1: Let's transcribe a letter with Grammarly and Word

#### Teacher

- Issues the applicant's letter to students.
- Check the transcript
- Feedbacks knowledge about the letter and the transcription of the text.

#### Student

- Read the letter
  - Enter a Grammarly online
  - Write the answer in the Grammarly interface
  - Correct spelling
  - Transcribe a Word
- Issues the corrected file to the teacher

Good morning, Jose greets you.

**Dear Sir:**

The reason for this letter is to ask for your advice in reference to the choice of my university career, because as it is widely known, the specialties are according to the attitudes of the students and I like everything related to the numbers that I can do

Sincerely,

**Jose Urrutia**

Untitled document

Ibarra, June 10, 2020

Dear stude le me introduce myself mi name is Lenin. The reason for my communication is to tell you that you should pursue a university career related to numbers as a systems engineer due to your aptitude, however, it is your decision as an expert, instad, I suggest that

#### 6 All suggestions

• le · Correct your spelling

• mi · Correct your spelling

• SPELLING

instad → instead

If you don't want *instad* to be marked as misspelled in the future, you can add it to your personal dictionary.

📄 Add to dictionary



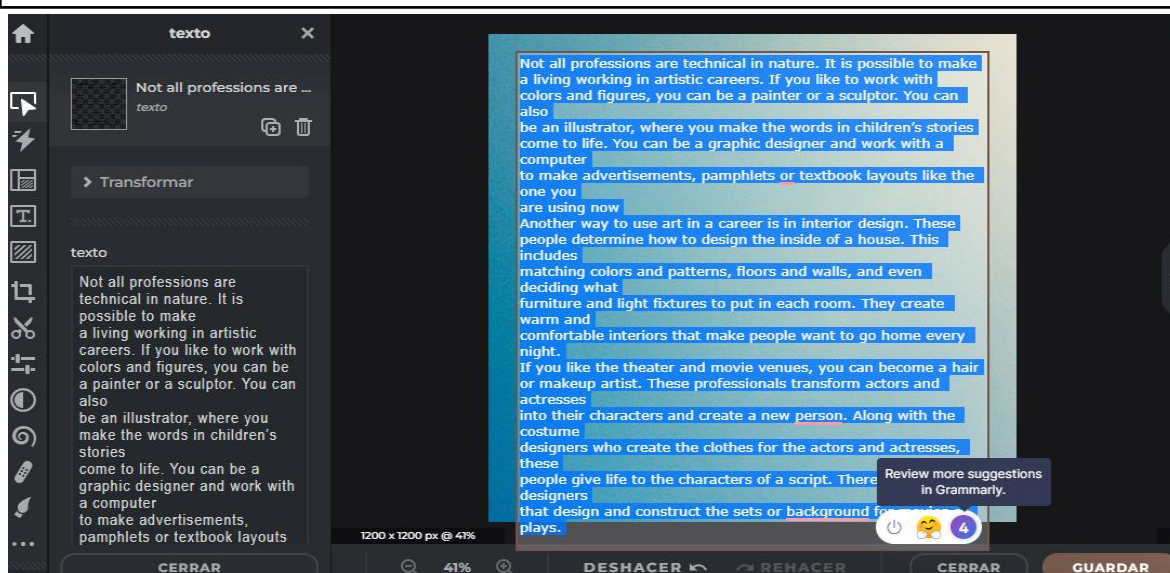
**Figure 17:** Transcription of texts in Grammarly  
**Source:** <https://app.grammarly.com/ddocs/1632695350>

**Activity 2:** The past continuous and the Pyramids of Egypt

<b>Teacher</b>	<b>Student</b>
- Issues the text to the student	- Enter the LR Pix
-Receive the file	-Enter Grammarly
-Review and correct	-Grammarly automatically links to Pix LR
-Feedback the transcription of texts	-Performs the correction of the transcription between the two programs
-Ask to transcribe the text using connectors and gerunds.	-Download the text from Pix LR
	-Send by WhatsApp to the teacher.

**TEXT**

Not all professions are technical in nature. It is possible to make a living working in artistic careers. If you like to work with colors and figures, you can be a painter or a sculptor. You can also be an illustrator, where you make the words in children's stories come to life. You can be a graphic designer and work with a computer to make advertisements, pamphlets or textbook layouts like the one you are using now. Another way to use art in a career is in interior design. These people determine how to design the inside of a house. This includes matching colors and patterns, floors and walls, and even deciding what furniture and light fixtures to put in each room. They create warm and comfortable interiors that make people want to go home every night. If you like the theater and movie venues, you can become a hair or makeup artist. These professionals transform actors and actresses into their characters and create a new person. Along with the costume designers who create the clothes for the actors and actresses, these people give life to the characters of a script. There are also set designers that design and construct the sets or background for movies or plays.



**Figure 18:** Using Grammarly and Pix LR correctly transcribe the text  
 Source: <https://pixlr.com/es/x/#editor>

## Evaluation

Table 16

*Let's transcribe texts*

ASPECTS	QUALITATIVE-QUANTITATIVE SCALE					
	Regular	Good	Very good	Outstanding	Not applicable	Appropriate
<b>Student</b>						
<b>Attitudinal</b>						
Punctuality						
Respect						
Discipline						
Interest						
Stake						
<b>Ability</b>						
Transcription of writing						
Velocity						
Spelling						
Summary						
Use of contrast connectors						
Use of gerunds						
Management of present perfect continuous						
<b>Technological</b>						
Management of Pix LR						
Management of computational elements						
Management of Grammarly						
Mastery of the WhatsApp tool						
<b>SUMMARY</b>						

**Elaborated by:** Quilumbaquin Erika (2022)

**Source:** Students from the Tupigachi parish, Pedro Moncayo canton

**Note:** Regular = 1 Good = 2 Very good = 3 Outstanding = 4

**Workshop 3:** Let's build texts about how our planet is**Objective**

Perform writing activities in present perfect passive voice, through the use of the JClic tool, to improve the ability in the construction of texts with prefixes and suffixes.

**Skill**

Build of text.

**Materials**

- Internet
- Computational elements
- JClic
- Whiteboard
- Blackboard
- Text
- Word
- WhatsApp

**Time**

180 minutes.

**General Indications**

- Follow the instructions of the teacher to the letter.
- Carry out the activities presented responsibly.
- Practice what you learned at home.

## **Scientific content**

### **Present perfect passive voice**

The perfect present in passive voice is used in the English language, it is made when the focus is close to the action but not on the person or object that develops that action. The structure would be: Have/has + been + the participle in past.

### **Prefixes**

The prefixes are very important within the writing of English, since, through the other words can be composed without the need to learn by heart, example of this can be the word understand that means to understand, the prefix misunderstand is added which means misunderstanding; it is necessary to indicate that these go before the word. Others can be under, over un, dis, in, among others.

### **Suffixes**

The suffix goes to the end of the word and the result is that the concrete noun derives from an abstract example: brother results in brotherhood, the first means brother, and the second means brotherhood. You have some of them, ship, dom, ful, ment, nes, er, or, ist, less, ous, among others as to form adverbs ly. The roots, many words can have Latin or Greek or Saxon roots, then exemplify an-arch-y = anarchy; the first is the prefix, the second the Greek root, and the third the suffix.

### **Construction of texts**

Text construction refers to the writing of sentences and paragraphs with an orderly and structured sense capable of sending a clear message to the reader. You can broadcast ideas, experiences, and much more within any genre. Here the student's personality, ideas, and feelings are revealed.



## Activities

### Motivational Activity: Puzzle about global warming

- The puzzle with the theme of global warming is presented
- Asked to perform the puzzle
- The teacher asks for a written comment on the subject.



**Figure 19:** Puzzle about global warming  
**Source:** JCLic

## Learning Activities

### Activity 1: Let's build texts with crosswords

#### Teacher

- Presents the required labras
- Issue the crossword puzzle
- Check the text
- Feedback
- Request to perform a crossword puzzle in the notebook by writing suffixes
- Review

#### Students

- Open the crossword puzzle
- Read the directions
- Fill in the crossword puzzle with the necessary prefixes
- Give the teacher the crossword puzzle
- Develop the crossword puzzle with suffixes

### Verticals

Understand

Tread

Explicable

### Horizontal

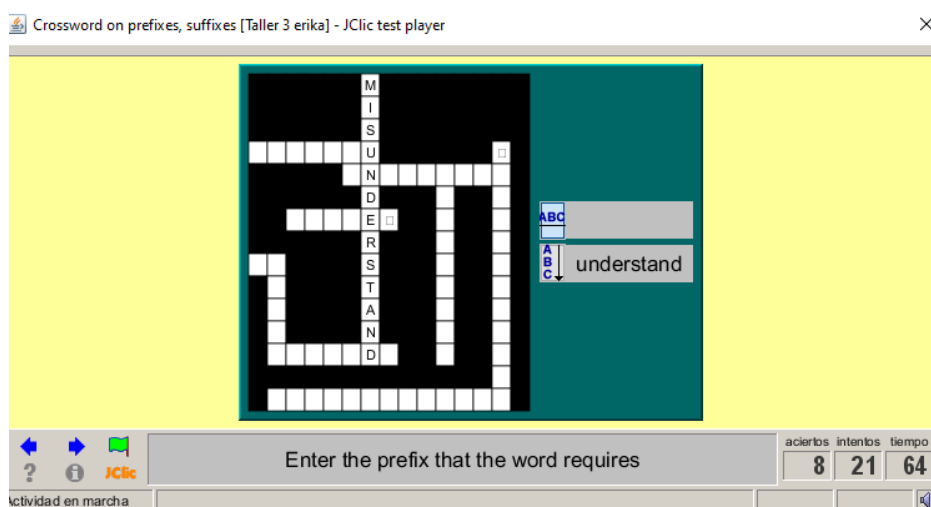
Happy

Certain

Read

Agreement

Responsible



**Figure 20: Prefix crossword**  
**Source: JCLic**

## Activity 2: Letter to the school principal

### Teacher

-Give the theme to the student to make a letter about global warming

-Give the words that will have the prefixes misunderstanding, mistread, inexplicable, unhappy, uncertain, reread, disagreement, irresponsible, childlees, hopeless, selfish

-Check the text document

-Feedback

### Student

- Make the letter with the prefixes and suffixes that the teacher presented to him in the present perfect passive voice about global warming

-Leave blank spaces on prefixes and suffixes within the text so that other colleagues can fill in

-Delivery to the teacher

**Figure 21:** Letter to principal

Source: JClíc

## Evaluation

Table 17

*Let's build texts about how our planet is*

ASPECTS	QUALITATIVE-QUANTITATIVE SCALE					
	Regular	Good	Very good	Outstanding	Not applicable	Appropriate
<b>Student</b>						
<b>Attitudinal</b>						
Punctuality						
Respect						
Discipline						
Interest						
Stake						
<b>Ability</b>						
Construction of textual content						
Velocity						
Grammar						
Management of Present perfect passive voice						
Use of prefixes						
Use of suffixes						
<b>Technological</b>						
JClic management						
Management of computational elements						
WhatsApp						
<b>SUMMARY</b>						

**Elaborated by:** Quilumbaquin Erika (2022)

**Source:** Students from the Tupigachi parish, Pedro Moncayo canton

**Note:** Regular = 1 Good = 2 Very good = 3 Outstanding = 4

**Workshop 4:** Knowledge of the text allows me to write better**Objective**

Improve the ability to write, through the use of the technological tool Thesaurus for the mastery of texts with synonyms, antonyms and narrative and descriptive genre.

**Skill**

Knowledge of the text.

**Materials**

- Internet
- Computational elements
- Thesaurus
- Whiteboard
- Blackboard
- Text
- Word
- WhatsApp

**Time**

180 minutes.

**General Indications**

- Follow the instructions of the teacher to the letter.
- Carry out the activities presented responsibly.
- Practice what you learned at home.

## **Scientific content**

### **Synonyms and Antonyms**

Synonyms are words that, although written differently, mean the same thing in the sense of concept. Antonyms are those words that mean the opposite based on the conceptual sense.

### **Text genre**

The textual content is a unit that determines the genre of the text can be narrative, literary, expository or explanatory and argumentative.

### **The narrative text**

The narrative text is a writing that tells a story that can be fictional or real within the context of a specific time and place.

### **Descriptive genre**

The descriptive genre is the one that details something that can be very deep or superficial, this can be an event or a process

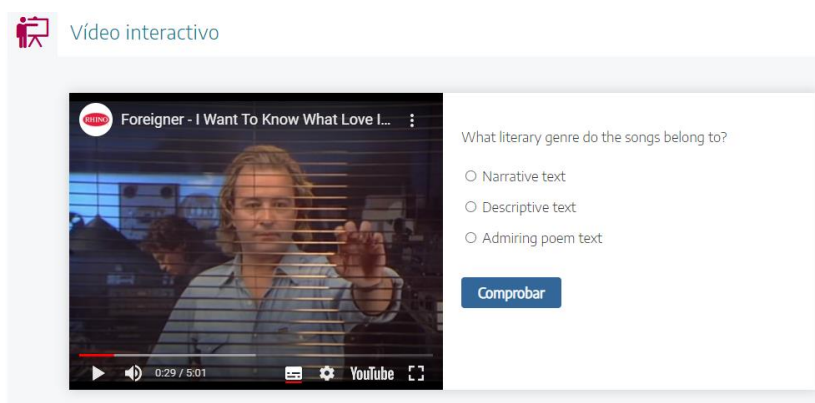
### **Knowledge of the text**

It is very important to have the ability to be able to determine the genre of the text, if it is something of history, the narrative genre or whatever it may be; in the event that certain reasons are desired, it would be the persuasive essay and so on. The content for its part represents the knowledge of the subject, this means the domain of what you want to express.

## Activities

### Motivational Activity: Writing the lyrics of the song I learn

- A video is presented in the ExeLearning tool
- The student has to look at it and listen to it carefully
- In the second 28 there is an interactive activity so it automatically stops the song and asks you a question about the genre of the songs
- The student must go to Google to search for the answer
- The question is answered and the video is automatically run
- The teacher asks the student to write the lyrics of the song in a Word document supported by Google Translate
- The document is presented
- The teacher feeds back



**Figure 22:** Writing the lyrics of the song I learn  
**Source:** ExeLearning y Traductor Google

## Learning Activities

**Activity 1:** Let's see the synonyms and antonyms with the thesaurus dictionary

### Teacher

- Indicates that the student has to read the text
- Ask me to extract words from the text you need to describe the house
- Write a one-paragraph text about the place where you live starting from the outside and then towards the inside
- Indicates that the text should be 80 to 100 words.
- Using the Thesaurus dictionary <https://www.ingles.com/traductor/copy> write the synonyms and antonyms of the chosen words.

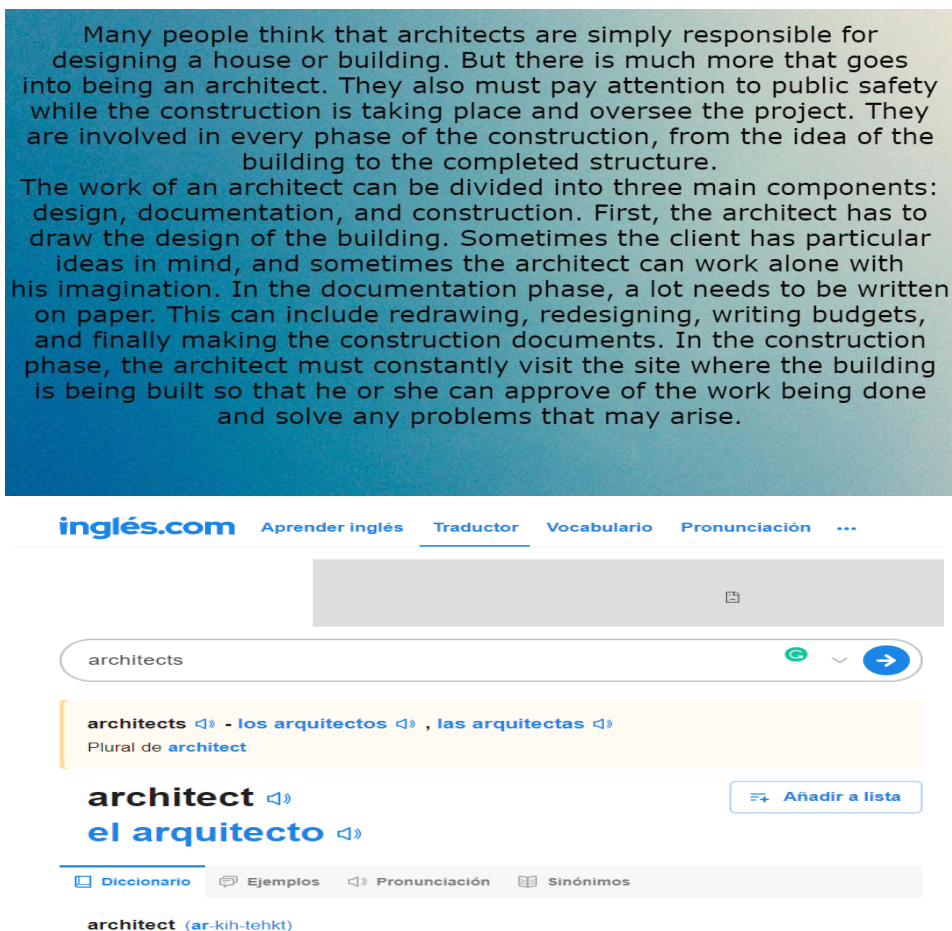
### Student

- Read the text
- Extract the words and write them separately
- Write a paragraph about where you live
- Enter the Link
- Write the synonyms and antonyms of the chosen words.

### TEXT

Many people think that architects are simply responsible for designing a house or building. But there is much more that goes into being an architect. They also must pay attention to public safety while the construction is taking place and oversee the project. They are involved in every phase of the construction, from the idea of the building to the completed structure.

The work of an architect can be divided into three main components: design, documentation, and construction. First, the architect has to draw the design of the building. Sometimes the client has particular ideas in mind, and sometimes the architect can work alone with his imagination. In the documentation phase, a lot needs to be written on paper. This can include redrawing, redesigning, writing budgets, and finally making the construction documents. In the construction phase, the architect must constantly visit the site where the building is being built so that he or she can approve of the work being done and solve any problems that may arise.



The screenshot shows the website 'ingles.com' with navigation links: 'Aprender inglés', 'Traductor', 'Vocabulario', and 'Pronunciación'. A search bar contains the word 'architects'. Below the search bar, the results for 'architect' are displayed, including the plural forms 'los arquitectos' and 'las arquitectas', and the word 'el arquitecto'. There is also a button to 'Añadir a lista' (Add to list). At the bottom, there are tabs for 'Diccionario', 'Ejemplos', 'Pronunciación', and 'Sinónimos', and the phonetic transcription '(ar-kih-tehkt)' is shown.

**Figure 23:** Let's see the synonyms and antonyms with the thesaurus dictionary

**Source:** Dictionary Thesaurus y PixLR



**Activity 2:** Narrative and descriptive text**Teacher**

- Presents the text in an image designed in Pix LR
- Ask the student to read the text carefully
- Ask the student to determine the genre of the text -Request the student to write the title of the text.
- Using the Thesaurus dictionary, request the student to write a new text in descriptive genre in Word and then transform it to PDF.
- Receives the text
- Feedback

**Student**

- Receive the image via WhatsApp
- Read the content carefully
- Determine the genre of the text
- Type the title of the text
- Using the Thesaurus dictionary writes a text with its custom title and descriptive genre on the presented topic.

**TEXT**

The fall of the twin towers

The twin towers are two constructions that were in the city of New York by the year 2001

**Traducción**

The fall of the twin towers

The twin towers are two constructions that were in New York City in 2001

Escuchar Copiar Traducido por Microsoft

[Mostrar más traducciones](#)

## Palabra por palabra

la	the	her
caer	to fall	
de	from	of
las	the	them
torrar	to roast	
gemelas	sin traducción directa	
las	the	them
torrar	to roast	
gemelas	sin traducción directa	
son	sound	

**Figure 24:** Descriptive text the fall of the twin towers  
**Source:** Dictionary Thesaurus y PixLR

## Evaluation

Table 18

*Knowledge of the text allows me to write better*

ASPECTS	QUALITATIVE-QUANTITATIVE SCALE					
	Regular	Good	Very good	Outstanding	Not applicable	Appropriate
<b>Student</b>						
<b>Attitudinal</b>						
Punctuality						
Respect						
Discipline						
Interest						
Stake						
<b>Ability</b>						
Determine gender						
Write in narrative genre						
Write the text in descriptive genre						
Use synonyms						
Use antonyms						
Attach custom titles to your text						
<b>Technological</b>						
Thesaurus						
Dictionary						
Management						
Management of computational elements						
<b>SUMMARY</b>						

**Elaborated by:** Quilumbaquin Erika (2022)

**Source:** Students from the Tupigachi parish, Pedro Moncayo canton

**Note:** Regular = 1 Good = 2 Very good = 3 Outstanding = 4

## **Workshop 5: Let's plan, review and edit texts**

### **Objective**

Write texts, through the use of the ExeLearning tool, to improve the skill in planning, reviewing and editing them.

### **Skill**

Edit texts.

### **Materials**

- Internet
- Computational elements
- ExeLearning
- Whiteboard
- Blackboard
- Text
- Word
- WhatsApp

### **Time**

180 minutes.


### **General Indications**

- Follow the instructions of the teacher to the letter.
- Carry out the activities presented responsibly.
- Practice what you learned at home.

## Scientific content

### Vocabulary related to habits

The vocabulary for habits is very important to be able to make written texts. On the right side are some of them.



**Vocabulary**

- tend to. usually do something
- mandatory. obligatory
- perspective. point of view
- trigger. something that provokes us to do something
- overeating. eating too much

What is a habit? Depending on who you talk to, it can be defined in different ways. Usually, habits are seen as routine behaviors that are done on a regular basis. For example, brushing your teeth three times a day can be considered a habit if you have done it every day for a while. Sometimes habits are even unconscious behaviors developed over a period of time through repetition, like always putting your right shoe on before your left. Habits can also be mandatory behaviors, like always turning in your homework in your teacher's box before the start of the school day.

### Plan texts

The planning of the texts can be in two ways, the first a mental sketch of what is going to be written and the second to make notes about it, this necessarily requires working memory and attention.

### Text revision

After the planning it is necessary to review the writing in order to make a respective correction of what has been done based on the understanding of what is going to be changed.

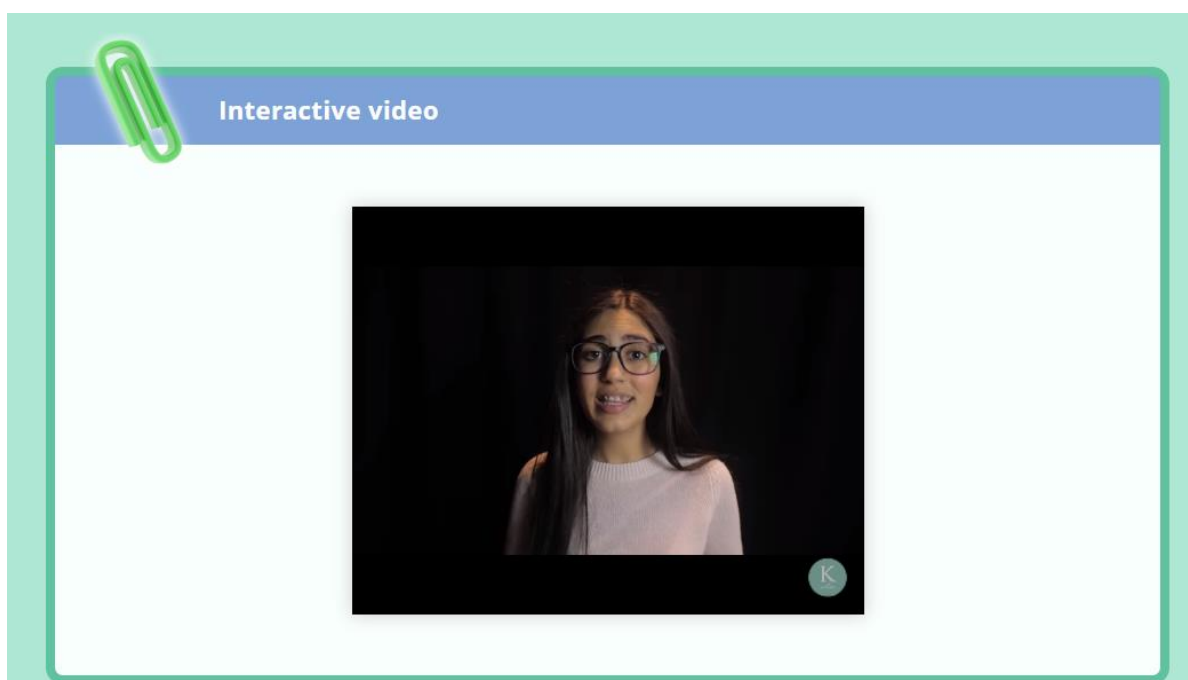
### Text editing

Once the text is revised, we proceed to the editing, that is, to change the text a little more technically.

## Activities

### Motivational Activity: Interactive motivational video

- A video downloaded from YouTube is presented.
- This video is on ExeLearning and talks about habits
- ExeLearning has an action to make it interactive
- It is necessary to make written comments on the video of the aspects related to the frames.



**Figure 25:** Interactive motivational video  
**Source:** ExeLearning

## Learning Activities

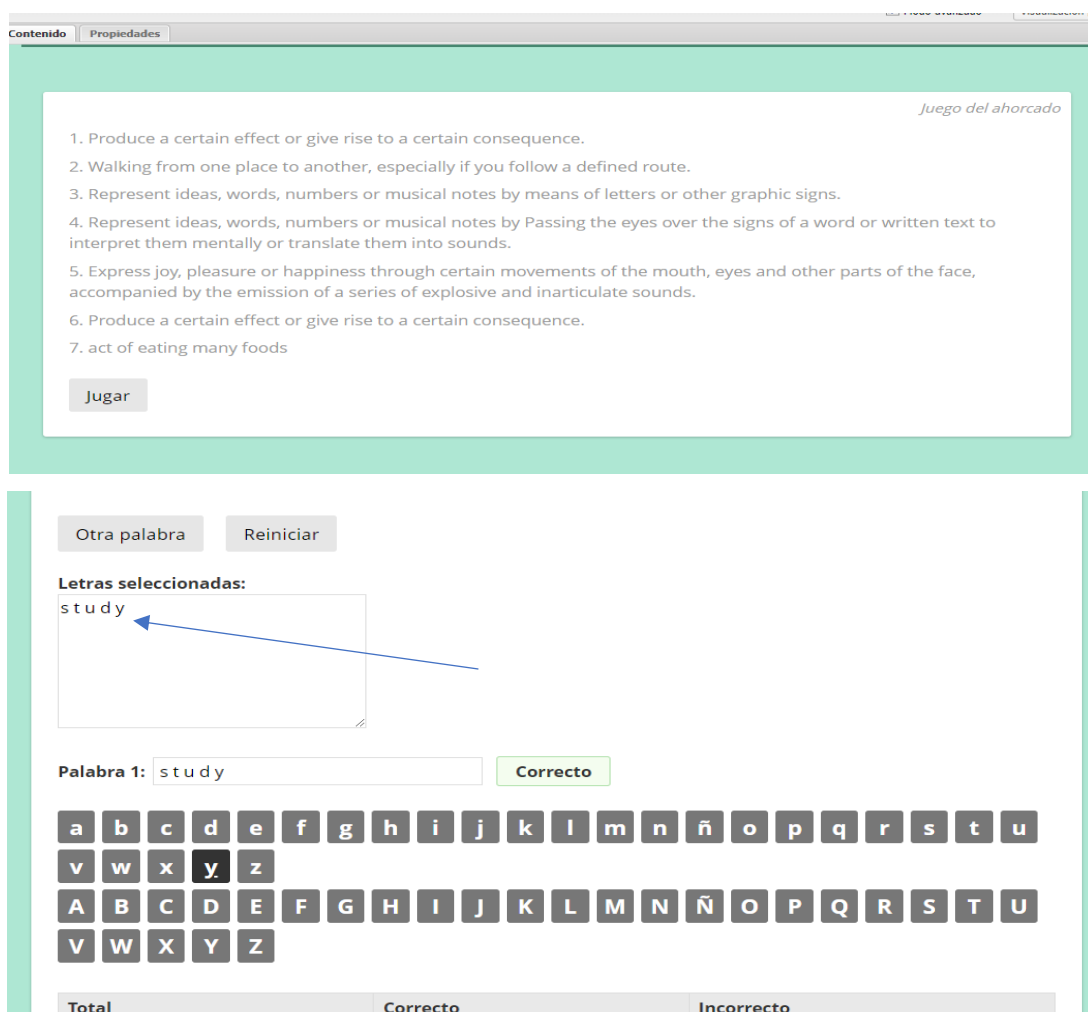
### Activity 1: Hangman game to plan texts

#### Teacher

- The teacher gives the students the hangman's game made in ExeLearning
- Presents in the game definitions of habits that the student must have
- With those habits written in ExeLearning asks the student to make a mental scheme of a scene of the definition of habits
- Ask the student to write a draft in Word about those actions
- Review the document in Word
- Feedback

#### Student

- The student enters ExeLearning and checks the definitions
- Determine the habit for each concept in ExeLearning
- Make a mental scheme of the definition of habits
- Write a draft in Word to present to the teacher
- Check the mistakes made




**Figure 26:** Hangman game to plan texts  
**Source:** ExeLearning

**Activity 2:** Let's review and edit the text**Teacher**

- Introduce students to the words: mandatory, respective, trigger and overeating en ExeLearning
- Ask the student to make a text with those sentences
- Check the text
- Feedback
- Review the final writing

**Student**

- Enter ExeLearning
- Read the text carefully
- Fill in the blanks
- Write sentences with each habit that is presented to you in the game
- Write a text
- Check that the text makes sense
- Presents to the teacher
- Write other words referring to habits and improve the text by editing what is written.




Write a text about the definition of habits and how they affect your daily life ⊖

In the following text, write the corresponding word in the blank spaces: mandatory, respective, trigger and overeating to give meaning to the definition of habits

What is a habit? Depending on who you talk to, it can be defined in different ways. Usually, habits are seen as routine behaviors that are done on a regular basis. For example, brushing your teeth three times a day can be considered a habit if you have done it every day for a while. Sometimes habits are even unconscious behaviors developed over a period of time through repetition, like always putting your right shoe on before your left. Habits can also be  behaviors, like always turning in your homework in your teacher's box before the start of the school day.

From a psychological perspective, habits can be thought of as a connection between a  thought and our response. If this happens every time the connection takes place, then it becomes a habit. For example, a feeling of stress can cause a person to overeat. This bond between the thought of being stressed and  can strengthen





### Let's write our daily habits

- Write a personal paragraph about the habits in your life
- In the blank spaces goes the text that you write
- The text must be related to the habits that are presented

study

read

write

play

sleep

Enviar

### Change the concepts of the habits for others that seem correct and to edit your text

Daily habits are important for the student in his life, through.....you can improve every day, therefore, ..... and.....are two very important habits, this is joined by others such as going for a ..... or not eating excessively. Parents are responsible for helping the teacher from home.

**Figure 27:** Review and edit text  
**Source:** ExeLearning

## Evaluation

Table 19

*Planning, revising and editing texts*

ASPECTS	QUALITATIVE-QUANTITATIVE SCALE					
	Regular	Good	Very good	Outstanding	Not applicable	Appropriate
<b>Student</b>						
<b>Attitudinal</b>						
Punctuality						
Respect						
Discipline						
Interest						
Stake						
<b>Ability</b>						
Plan the text						
Performs text revision correctly						
Edit the text						
Use the concepts of habits correctly						
<b>Technological</b>						
Handling						
ExeLearning						
Management of computational elements						
<b>SUMMARY</b>						

**Elaborated by:** Quilumbaquin Erika (2022)

**Source:** Students from the Tupigachi parish, Pedro Moncayo canton

**Note:** Regular = 1 Good = 2 Very good = 3 Outstanding = 4

## CONCLUSIONS

- It is concluded that, there is an infinity of technological tools on the Internet that can strengthen the teaching of English language writing in students of the third level of secondary school, however, tools such as Grammarly, JClic, ExeLearning, virtual dictionaries are a good option to creatively produce educational resources.
- It is necessary to indicate that after having made a diagnosis on writing skills and the use of ICT tools in students and teachers of third level of secondary school it is concluded that, it is necessary knowledge, use and creation of virtual didactic material that develops the skills of students in writing, teachers have used only Grammarly in 23% of them, tools such as JClic or EXeLearning are unknown however, students are motivated based on the use of virtual resources to improve their writing by 72%.
- A discussion was reached based on a triangulation of information through the theoretical framework, the data extracted through the survey, interview and field observation reaching the conclusion that the skills of the students must be developed and improved through the use of virtual tools focused on the production of texts taking into account that this is a communication process where the writer is the student and in turn, the sender, the technological resources the channel and the users the receivers of the message, based on knowledge, understanding, transcription, planning and editing of texts.
- It is concluded that the workshops must be structured pedagogically with activities that enhance writing skills supported by technological tools such as Grammarly, Padlet, JClic or EXeLearning and that they must be based on the curricular mesh issued by the Ministry of Education of Ecuador, it must also contain an activity of motivation and evaluation according to the needs of writing.

## RECOMMENDATIONS

- It is recommended to teachers in the area of English that as there are an infinity of technological tools on the Internet that can be used in the teaching and learning processes to use the most appropriate in relation to the requirements of writing the English language.
- As the knowledge, use and creation of virtual didactic material is needed depending on the skills of the students regarding the writing processes, it is recommended to the teachers of the English area of the Tupigachi parish to make didactic resources with tools such as JClic or ExeLearning, since they are very versatile programs for the creation of materials and also take into account others such as Hot Potatoes and the Google translate linked to Grammarly taking into account the need for technological use that goes according to realities and time.
- Due to the information obtained through the collection of data in contrast to what is expressed in the texts and based on a personal criterion, it is recommended that students and teachers pay special attention to the writing skills developed that can be improved through the use of virtual tools focused on the production of texts, taking into account that, this is a communication process and, for that reason, they must have the due importance based on the knowledge, understanding, transcription, planning and editing of texts.
- It is recommended that future researchers incorporate in their workshops other technological tools to develop students' writing skills such as audios, Hot Potatoes, Blog notes, Personalized Web Pages among others.

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[mx/document/universidad-pedagogica-nacional-mexico/educacion-inclusiva/diferencias-entre-escritura-y-meta-escritura/7975488](https://www.studocu.com/es-mx/document/universidad-pedagogica-nacional-mexico/educacion-inclusiva/diferencias-entre-escritura-y-meta-escritura/7975488)

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# ANNEXES

**Annex 1: Student survey**

**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**STUDENT SURVEY**

The purpose of this survey is to determine relevant information for the research project: "ICT TOOLS TO STRENGTHEN WRITING SKILLS IN THIRD LEVEL HIGH SCHOOL STUDENTS IN THE PARISH OF TUPIGACHI IN THE PEDRO MONCAYO CANTON". The success of the work will depend on the veracity of your answers. Click where applicable.

**Questions**

1 How often do you practice writing English?

Daily

Weekly

Monthly

2 What level of difficulty do you have in the classes taken by your teacher when writing in English?

High difficulty

Medium difficulty

Low difficulty

No difficulty

3 Do your homework become complicated when you are asked to write texts or essays in English?

- Very complicated
- Moderately complicated
- Uncomplicated
- Nothing complicated

4 How often do you rely on a dictionary when doing writing activities in English?

- Too often
- Infrequency

5 Do you think it is important to use technologies that help you write English correctly?

- Very Important
- Moderately important
- Unimportant
- Nothing important

6 How often does your English teacher used some technological means in writing activities when doing classes?

- Very often
- Infrequency
- Almost never
- Never

7 Which of these tools has your English teacher used to perform writing-related activities?

- JClic
- ExeLearning
- Grammarly
- Diccionario Thesaurus
- Padlet
- None

8 Does your teacher use virtual crossword puzzles when performing writing activities in classes?

Often

Rarely

Never

9 Have you made virtual games of white spaces, answer union, or puzzles in activities related to writing texts, essays, or other documents in English?

Always

Almost always

Sometimes

Never

10 Would you like to improve your English writing skills with virtual activities and resources using technological tools?

I'd love to

I would be willing

It is indifferent to me

I wouldn't

**Annex 2: Summary of the student survey (annex)**

Table 20

*Survey summary table (anexxe)*

<b>Nº</b>	<b>Factor</b>	<b>Indicator most representativo</b>	<b>%</b>	<b>Indicator less representative</b>	<b>%</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

**Prepared by:** Quilumbaquín Erika (2022)**Source:** Student survey results (2022)

**Annex 3: Teacher interview**

**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**TEACHER INTERVIEW**

The purpose of this interview is to determine relevant information for the research work that bears the title: "ICT TOOLS TO STRENGTHEN WRITING SKILLS IN THIRD LEVEL HIGH SCHOOL STUDENTS IN THE PARISH OF TUPIGACHI IN THE PEDRO MONCAYO CANTON". The success of the work will depend on the veracity of your answers.

**Questions**

- 1 Of your comment that your third-year high school students do or do not have the necessary skills in terms of writing?
- 2 Do your students when making written texts, essays or other documents do it with expertise, and comment on it?
- 3 What is your opinion of the use of technological tools to carry out meaningful teaching activities about the development of students' writing skills?
- 4 At what level is your technological domain for carrying out activities related to the development of students' writing skills?
- 5 Have you worked on students' writing skills with tools like JClick, ExeLearning, Grammarly, or virtual dictionaries?
- 6 Do you consider it important that English writing activities and their ability are enhanced with the use of technological tools and digital resources?

*Table 21*

Interview result matrix (annex)

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<b>Prof. / Question</b>	<b>Question 1</b>	<b>Question 2</b>	<b>Question 3</b>
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**Professional 1****Professional 2**

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**Prepared by:** Quilumbaquín Erika (2022)**Source:** Professionals in the English area of Tupigachi Parish (2022)

**Annex 4:** Observation sheet

Table 22  
*Observation sheet matrix*

ASPECTS	MEASUREMENT SCALE				
	1	2	3	4	5
<b>TECHNOLOGICAL</b>					
Use of computational elements					
<b>Use:</b>					
JClic					
ExeLearning					
Grammarly					
Diccionario Thesaurus					
Prepostseo					
<b>Execute activities:</b>					
Digital resources					
Analog resources					
<b>ATTITUDINAL</b>					
Punctuality					
Companionship					
Empowerment					
Respect					
Discipline					
Interest					
Participation					
<b>WRITING SKILLS</b>					
Understand what is written					
Transcribe					
Build texts					
Know the content					
Check					
Edit					
Self-regulation					
<b>OTHER PARAMETERS</b>					
Velocity					
Efficiency					
Grammar					
Spelling					
<b>TOTAL</b>					

**Prepared by:** Quilumbaquín Erika (2022)

**Source:** Field observation (2022)

**Note:** 1 the least important and 5 the most important



**Annex 5:** Anti-plagiarism analysis**Document Information**

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<b>Analyzed document</b>	TESIS PRESENTADA EL 26 DE JULIO DEL 2022(2).docx (D142443228)
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<b>Similarity</b>	2%
<b>Analysis address</b>	dfflores.utn@analysis.urkund.com

**Annex 6: Photographs**



Interview applied to teacher of the “U.E.C.I.B “Misión Andina”



Survey applied to students



**Figure 20: Monitoring a class to fill out an observation sheet matrix.**

**Author: Quilumbaquin Erika (2022)**



**Students work during the class**



Interview applied to teacher of the “U.E. “Marieta de Veintimilla”



Students survey application



Monitoring a class to fill out an observation sheet matrix



Students applied their knowledge in class