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**M-Learning Strategies to Improve Writing Skills in Junior
Students at Daniel Reyes High School in the Academic Year, 2022-2023**

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pedagogía de los Idiomas Nacionales y Extranjeros, especialidad Inglés.**

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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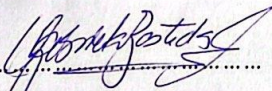
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DEDICATORY

With deep gratitude, I dedicate this achievement to God, for giving me the life to fulfill this special goal, guiding my life at every moment, and for the opportunity to cross this longed-for moment in my student life.

The fundamental pillars of my life, my mother Silvana who from heaven always guides me on the path of good, and my father and my sister Karla who, with her help, love, advice, and unconditional support have been able to guide me on the path of good, it is for them and them that they are the most precious thing I have in life.

To my grandparents, aunts, and friends, for believing in me, for sharing teachings and special moments that will forever mark my life, and for giving me their unconditional support at every stage of my student life.

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To God and Mom, for life and for being my strength in each of the stages of my life.

To my father, my sister, my grandparents, and my family in general for giving me their constant support, infinite thanks to each of you.

ABSTRACT

The present research consisted of improving writing skills through mobile learning strategies, which was carried out in first-year high school students of the "Daniel Reyes" Educational Unit during the academic period 2022-2023, thanks to the collaboration of authorities, teachers, students, and administrative staff of the institution. This project aims to establish mobile learning strategies to improve writing skills in Junior high school students. The specific objectives were based on analyzing the theoretical bases that support the use of mobile learning and diagnosing what kind of strategies teachers use to improve writing skills in English as a foreign language. In the present research a mixed methodology was applied, with the use of an interview for the authorities and teachers, on the other hand, a survey was applied to the students, and which results were used to make an academic proposal focused on the elaboration of a didactic guide of activities based on the strategies of mobile learning for the improvement of writing ability and in this way solve the problems found in the institution.

KEYWORDS: Mobile learning, Foreign Language, writing skills.

RESUMEN

La presente investigación consistió en mejorar la habilidad de escritura a través de las estrategias del aprendizaje móvil, el cual se llevó a cabo en los estudiantes de primer año de Bachillerato de la Unidad Educativa “Daniel Reyes” durante el periodo académico 2022-2023, gracias a la colaboración de autoridades, docentes, estudiantes y personal administrativo de la institución. El objetivo general de este proyecto es establecer estrategias de aprendizaje móvil para mejorar la habilidad de escritura en los estudiantes de 1er año de bachillerato. Los objetivos específicos se basaron en analizar las bases teóricas que sustentan el uso del aprendizaje móvil, diagnosticar que tipo de estrategias utilizan los profesores para mejorar la habilidad de escritura en el idioma inglés como lengua extranjera. En la presente investigación se aplicó una metodología mixta, con el uso de una entrevista para las autoridades y docentes, por otro lado, se aplicó una encuesta a los estudiantes, cuyos resultados fueron utilizados para realizar una propuesta académica centrada en la elaboración de una guía didáctica de actividades basado en las estrategias del aprendizaje móvil para el mejoramiento de la habilidad escritura y de esta manera solucionar la problemática encontrada en la institución.

PALABRAS CLAVES: Aprendizaje móvil, lengua extranjera, habilidad escritura.

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LIST OF ABBREVIATIONS

GAD: Gobierno Provincial de Imbabura

TEFL: Teaching English Foreign Language

CEF: Common Europe Framework

EFL: English as a Foreign Language

M-L: Mobile Learning

E-L: Electronic Learning

B-L: Blended Learning

INTRODUCTION

Throughout the years, language has been constantly defined and redefined in many ways, allowing us to know the local context that surrounds them and the outside world. On the other hand, with the passing of time, language, on a global level, has become an essential part of the official educational curriculum and, in recent decades, part of the teaching and learning of foreign languages has been included in all educational levels. Learning the English language as per language faces several challenges, demands, and difficulties in contemporary education, although the interest of students in learning and raising the level of this new foreign language is recognized.

Ecuador is the second country in South America with the worst level of proficiency in the English language, this qualification is equivalent to an A1 level, that is, the students have a very low level in the English language. On the other hand, it is highlighted that several public and private schools evaluate students and teachers with international standard exams where the level of English is measured more professionally, this allows both teachers and students to seek to improve their knowledge of the language inside and outside from the country.

In the province of Imbabura, there are private and public educational units belonging to the Gobierno Provincial de Imbabura (GAD), where the need to improve the learning of the English language through the fulfillment of the silver objectives of the Ministry of Education is evident. This problem has been generated due to the lack of motivation in learning this new language, the scarcity of an adequate level of English teachers, the emphasis on memorization and not on practice, the poor development of skills orally, to the little importance still given in schools and universities to the subject of English and most importantly the existence of few adequate means and resources for teaching, turning all this into limitations that prevent all students from learning a language other than the native one that we Ecuadorians have. Consequently, the province of Imbabura is ranked number 8 with a rating of 412/1000 at the national level. As a result of this, it can be seen that here in the province is a less educational effort in teaching due to multiple factors that, in addition to seeming obvious, have influenced the educational units so that they currently teach only two hours of English.

While in the city of Ibarra, an educational unit of the San Antonio parish was analyzed, recognizing in this that there are several main linguistic and writing problems, thus emerging evidence of a lack of sufficient knowledge of the language and the impediment improvement of basic skills, it was also found that students lack practical opportunities and educational motivation, this due to the empirical techniques used by teachers to teach this subject within class hours. Therefore, it is important to recognize that writing is the art of expressing our points of view, ideas, and thoughts, thus making it a more important objective to correct the learning techniques of this skill in students who receive the new language since it requires much more than just correct grammar.

In recent years the importance of the use of M-Learning (mobile learning) in the educational field has been highlighted, resulting in the teaching-learning process has undergone significant changes, according to Paredes Mariza (2021) “A student’s lack of time for English practice can potentially keep the learning-teaching process an ongoing problem” (p. 1), that is why through this research we will know the strategies that should be used by teachers based on tactics such as M-learning. Within the educational contexts, the importance of the use of technologies in and out of the classroom will also be analyzed, which will allow knowing a new teaching-learning strategy at the various levels of education. In addition, the use of technology through this strategy will be investigated because education in a non-native language such as English is fundamental to the advancement and development of people, which contributes to the enrichment of culture and society.

However, the fear of innovation and change has always presented general disadvantages in the field of education. This would not only be an inconvenience now but also involves events of the past and for this reason, in a world where globalization is of utmost importance, it is necessary to prepare and present teachers and students with the ability to develop their skills in critical thinking and its performance in the technological field with up-to-date knowledge.

BACKGROUND

English is one of the subjects taught in Ecuador from the first year of basic education to high school, this is part of the curriculum of the Ministry of Education. However, according to Ekos Negocios (2022) "Ecuador ranked 82nd out of 111 countries in the world ranking of English proficiency" this is a main problem for learning the English language. In addition, it is important to mention that the English language as a foreign language is one of the most spoken languages around the world, so it is necessary to acquire the skills for effective communication.

First, there is no evidence of similar research carried out in the digital repository from Facultad de Educación, Ciencia y Tecnología at Universidad Técnica del Norte. As a result, no papers pertaining to the ongoing investigation exist. Consequently, it was possible to find 3 research several studies were analyzed related to the use of M-learning strategies to improve writing skills.

In Ambato 2020, this research has an overview and the application of the "Process-Based Approach and the Writing Skills" which analyze the distinct strategies and steps that can be followed to develop proper writing and improve Productive Skills states to Valverde Carolina (2020). The application of this research was developed by using a qualitative methodology applying a pre and post-test which assesses the criteria of Writing performance such as the use of language, content, and organization.

According to Chicaiza & Rojas (2021) "M-Learning in the Development of English-Speaking Skills in First Baccalaureate Students at Marco Aurelio Subía Martínez - Batalla De Panupali Educative Unit". This research sought a qualitative approach to describe and analyze speech ability and learning through mobile learning to improve the teaching-learning process in students.

RESEARCH PROBLEM

The problem of this research is how to improve the writing skill of Junior students at Daniel Reyes High School through M-Learning strategies that help to improve the writing process and how to communicate correctly in the English language.

There are some reasons that students have for not acquiring and improving correct writing skills in English. One of the main reasons is the lack of teaching materials that motivate students to learn the writing process and, the little knowledge of the language to use it properly in writing. According to Charles MacArthur (s.f.) “Skilled writing requires more varied vocabulary and more complex syntax, or sentence structure, than oral language”.

In addition, it is important to know other research that considers that the student has difficulty with writing because it is a long process and of different stages that he must achieve successfully to obtain a good result. Regina Richards (2017) believes that “Many students who struggle with writing also have difficulties with spelling”. Nevertheless, with the help of teaching resources and motivation, they can achieve the level of writing they need to communicate in the English language.

JUSTIFICATION

M-Learning strategies are a valuable tool that will help Daniel Reyes High School Juniors students learn and study the English language through electronic mobile devices such as tablets or smartphones. According to Sofía García (2019), "This method is intended to facilitate the construction of knowledge and develop in students the ability to solve problems on a flexible platform that promotes self-learning."

For this reason, the project was carried out with the need to improve writing skills through Mobile Learning strategies where the students at Daniel Reyes high school will digitally practice English lessons with the help of games, lessons, and tasks that the teacher deems appropriate. Points out Perugachi Katerine (2022) “Digital teaching resources contribute to the interest, creativity, agreement and participation of students” (p.3). In addition, it will demonstrate that the use of these strategies can improve writing skills in the English language, these strategies being an innovative tool that will help teachers and students improve writing skills through mobile devices.

On the one hand, teachers, parents, and members of the community of the educational unit will be beneficiaries since they will be able to notice the development and improvement of the students with the writing ability in the English subject which they will avoid making mistakes in writing activities. Erazo Soledad (2022) states to “There are different technological

tools such as online assessment resources that teachers use to improve and help students” (p.17).

This research will be possible with the help of Daniel Reyes high school is available for the development of this project both teachers and students will be able to access the tools and applications of mobile learning for free thus improving the writing skills will be improved by the students of the first year of baccalaureate of the Daniel Reyes Educational Unit.

RESEARCH’S IMPACTS

This research has three important impacts that can be useful to teachers and students to improve writing skills.

Academic Impact

This research has been able to help the first-year high school students of the Daniel Reyes educational unit, through the use of new teaching strategies, the school improved the ability to write the English language, which means that the teachers must include in their lesson plans.

Technological Impact

The present research benefited Junior students at “Daniel Reyes” High School, promoting the use of technology as apps on different technological devices such as tablets or smartphones to improve writing skills using M-Learning strategies in classes of English as a Foreign Language.

Linguistic Impact

This research has helped Junior students at Daniel Reyes high school, through technology tools where they will improve their writing in English allowing communication in the target language.

OBJECTIVES

General objective

- Establish M-learning strategies to improve writing skills in junior students at Daniel Reyes high-school in the academic years 2022-2023.

Specific Objectives

- Analyze the theoretical bases to support the use of M-learning strategies for English writing skills.
- Diagnose what kind of strategies Daniel Reyes high school teachers use to develop writing skills.
- Design a didactic guide based on M-Learning strategies with innovative activities that could be adapted and implemented to improve writing skills in junior students at Daniel Reyes high-school.

General Structure

This project is structured as follows: At the beginning of the project there is a title, then the problem, background, justification, three general impacts, one general objective, and three specific objectives.

The present project has five chapters:

- ✓ **Chapter I:** This part of the chapter develops the theoretical framework that helps foster research with theories.
- ✓ **Chapter II:** This part is about the methodology of the research.
- ✓ **Chapter III:** This chapter shows the analysis of the results of each question showing the results obtained by the participant chosen for this research.
- ✓ **Chapter IV:** This part is about a proposal that will include a guide with activities that are based on M-Learning strategies.
- ✓ **Chapter V:** This chapter is about the conclusions and recommendations of the project.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter is on the theoretical information necessary to contribute to the research of M-Learning strategies to improve writing skills in Junior students at Daniel Reyes high school in the academic year, 2022-2023. This chapter illustrates the theoretical framework to develop and achieve the objectives.

1.1. Teaching English as a Foreign Language

The English language is one of the most used languages in all parts of the world, this is an advantage of being able to communicate with anyone in the world, in addition to opening employment opportunities and knowing different cultures. According to Richards Olly (2022) "It is the official language of 67 countries and 27 non-sovereign communities."

These days, English is part of the curriculum of all educational institutions, both colleges, and universities around the world, but there is a great challenge on the part of teachers to be able to correctly transmit the language to each of the students. In addition, all the teachers must teach four skills Speaking, writing, listening, and reading where the student is the principal element in the process of teaching-learning.

On the other hand, the teacher must be understanding and patient with the process of each of his students, since not everyone acquires a new language so quickly, that is why the use of didactic materials in the teaching of the English language is essential and fundamental in each of the lessons. According to Langaster (2022), "When teaching English language learners from all over the world, you should make use of different teaching methods, games, and activities to keep your students interested and engaged in the learning process".

1.2. Teaching English as a Foreign Language in Ecuador

The English language has been designed for students from second grade to third year of high school to improve the use of a foreign language that is not their mother tongue but with the help of the correct methodologies and the work of the teacher can be acquired. According to Ministry of Education (2016) "The purpose of the Ecuador High School Leaving Profile is to prepare Ecuadorian high school students for successful participation in a globalizing,

democratic society in the 21st century, focusing on the development of life skills, work skills, and entrepreneurial skills."

The Common Europe Framework considers that students at the end of each school year must reach the indicated level, in this case, we will take as a reference the junior students at all institutions in Ecuador where they must reach level A2.2 at the end of school year. "As a consequence, pupils in the first years of secondary school will learn both new, context-specific terminology and the grammar and vocabulary they already know". This is how considers it Ministry of Education (2016).

Figure 1
Knowledge levels.



Note: Levels of Proficiency. Source: Ministry of Education (2016).

In addition, the use of the curriculum for the development of the English language in all institutions of the country is essential. States that Ministry of Education (2016) "Learners will have the chance to explore how linguistic variety shapes an international and multinational society and the world through the EFL curriculum" (p. 198).

1.3. Common European Framework

According to Common European Framework (2001):

"The Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume broadens the scope of language education, reflecting academic and societal developments since the CEFR publication in 2001. It provides the whole set of expanded CEFR descriptors, which replaces the 2001 set, and exposes the

main components of the CEFR for teaching and learning in an approachable manner. These now contain descriptions of competences in sign language, internet engagement, multilingualism, and multiculturalism. All illustrative descriptions are now gender-neutral, and formulations for sign languages have been included that are modality inclusive.”

1.3.1. *The CEFR common reference levels*

The Common European Framework is a reference for learning a language where it is divided into various levels of understanding and difficulty. According to Common European Framework (2001):

The CEFR comprises two axes: a horizontal axis for categories that, as previously said, describe various activities and dimensions of competence, and a vertical axis for skill progression within those categories. to simplify course arrangement and to detail progress. This arrangement provides a roadmap that allows users/learners to engage with relevant aspects of the descriptive scheme in a progressive way. The six levels are not meant to be absolute, though. They can first be divided into three major categories: Basic user (A1 and A2), Independent user (B1 and B2), and Proficient user (C1 and C2). Secondly, the six reference levels, which represent extremely broad bands of language proficiency, are very often subdivided.

Figure 2
Global scale

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

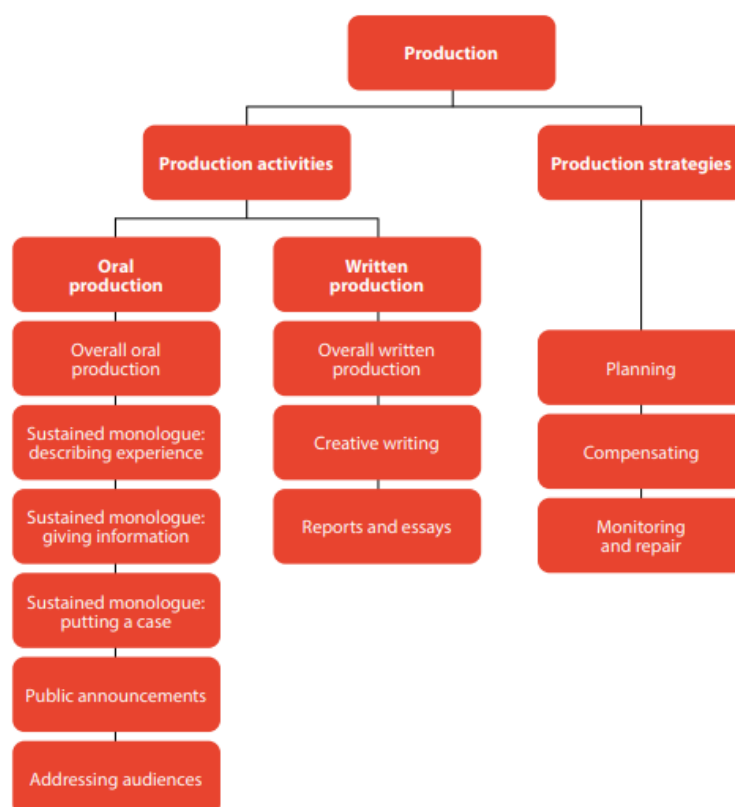
Note: Source: Common European Framework (2001).

The level that first-year high school students must have been A2.2 where they will develop the English language with different topics with which they can communicate.

1.3.2. *Production activities and strategies.*

Productive skills are speaking and writing where you generate activities. These skills help to communicate and improve your academic profile.

Figure 3
Production activities and strategies.



Note: Source: Common European Framework (2001).

➤ **Written production.**

According to Common European Framework (2001) "Within the categories of literary production, the macro functions "transactional language" and "evaluative language" are not distinguished, because they are usually associated. Creative writing is the same as Sustained Monologue: Describing Experience and focuses on exposition and narrative.

1.4. What are language skills?

Language skills are a set of capacities that help the understanding of a language as well as the form of interpersonal communication. According to HARAPPA (2021):

Language skills are communication skills that allow you to convey your thoughts clearly and accurately. You will learn not only to speak well, but also to listen attentively. Writing clearly and concisely is another skill that is considered important in a professional environment. Reading helps you understand a huge amount of information.

The development of these skills strengthens and improves the student's performance to acquire a new language.

Currently, the English language has 4 language skills since these are the ones that strengthen the performance of a language and how the student will develop in daily life with the use of these skills. According to Galaczi (2018):

When we say that someone is proficient in a language, we usually mean that he has a high level of all four skills - listening, speaking, reading and writing. But as every teacher knows, students often have strengths or weaknesses in certain skills, and in some cases, they can achieve high levels in things like reading and writing, even though they can't speak or listen to a similar level.

Each of these skills is complementary to correct communication being a non-native language, but thanks to these four skills you can reach an excellent level and get closer to a perfect language.

1.4.1. Listening Skills

The ability to listen is not just hearing what other people say but having a real interest in the way each word is pronounced. According to Fli-Hi Advanced Institute (2022):

It is the first language skill we acquire in our mother tongue. This is so called receptive skill or passive skill because it requires us to use our ears and brain to understand the language as it is spoken to us. It is the first of two natural language skills required by all-natural spoken languages.

Listening is how you understand how the speaker expresses himself with true interest since it is necessary to enter actively and imaginatively into the conversation that is taking place.

1.4.2. Reading Skills

The reading skill focuses on the reading of texts and how we identify the general idea of what the author is talking about. we have a definition that clarifies the meaning of reading ability. According to Manoli & Papadopoulou (2012).

A skill is considered a person's ability to do something quickly and easily. A person usually needs to go through training to become skillful at something and arrive at high levels of success. Throughout the literature, skills are highly routine, almost automatic patterns of behavior that can be picked up unconsciously through practice and repetition and applied to various texts.

1.4.3. Speaking Skills

Speaking is one of the four skills that the English language has, which is what helps us to communicate with other people using the language. According to Richard (2008):

When we talk, we are doing something, exploring an idea, discovering some aspect of the world, or simply being together. If the students can speak English fluently that can help them to easily communicate and explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology, health, and so on.

1.5. Writing skills

This skill is productive in written form, this being one of the most complicated to acquire since it involves a graphic description of speech, if not the development of thoughts in a structural form. In addition, writing skill is one of the most important when we learn a new language, as mentioned by Olson (2020):

Writing can be defined as any conventional system of signs or symbols that represent the utterances of a language. Writing makes language visible. Speaking is ephemeral while writing is concrete and permanent in comparison. Both speaking and writing depend on the basic structures of language.

1.5.1. Why are writing skills important?

The ability to write is found in all areas of human life, so it is important to learn the correct way and the importance of this ability, according to Borsellino (2021):

Excellent writing skills can help you connect with others without scheduling a meeting or phone call. They ensure that readers understand the key points of your efforts, get the ideas and impression you want them to leave, and in many cases take action to do what you want them to do.

1.5.2. The Writing Process.

The writing process is something that varies depending on each person, since they do not have the same thoughts on the same subject, then we will review the most common steps to follow in the writing process.

Table 1

The Writing Process

<i>STEP</i>	<i>PROCESS</i>
PREWRITING	Prewriting is how you organize ideas before you write a draft, including thinking, writing notes, exchanging ideas, and gathering information.
RESEARCH	This stage is optional since you can search for pages online or in the library documents referring to the topic you want to write about, or you can even see examples to guide you in it.
DRAFTING	Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate on explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.
REVISING	Revision is the key to effective documents. Here you think more deeply about your readers’ needs and expectations. The document becomes reader centered.
EDITING AND PROOFREADING	This section of the writing process corrects spelling, grammar, and consistency throughout the document. In addition, it is necessary to ensure the style of formatting that will be used in the writing.

Note: Researcher elaboration. Source: University Academic Support Centers (s.f).

1.5.3. *The benefits of writing*

Writing is essential for communication which is why we have some benefits from practicing this skill. According to Blanka Klimova (2012):

- Express one’s personality.
- Foster communication.
- Develop thinking skills.
- Make logical and persuasive arguments.
- Give the person a chance to reflect and re-evaluate their ideas later.
- Provide and receive feedback.
- Prepare for school and employment.

1.5.4. *Strategies for writing*

There are several strategies to complete the writing skill in the English language, according to Indeed Editorial Team (2021):

Table 2

Strategies for Writing

<i>STRATEGY</i>	<i>Concept</i>
Read	One of the best ways to become a good writer is to become a good reader. Frequent reading increases your vocabulary, exposes you to examples of good writing, and can teach you spelling, grammar, punctuation, and common writing techniques through repetition. The habit of reading can help you consider what writing styles are effective, what topics you might want to write about, and how you can engage effectively with an audience.
Target your audience	Perhaps the most important key to effective writing is to consider whom you are writing to before you begin. Spend some time identifying whom you want to reach through your writing. Your audience's opinion about your subject matter, as well as their interests, age, personality, location, and education level, will all affect how they think and feel about what you communicate to them.
Use an outline	Good writing has a clear purpose that is achieved through its beginning, middle, and end. Before you write out a full draft, make an outline of what

you want to communicate and the order you will discuss your points so that your writing will have a clear and easy-to-follow structure. Using this outline as you write will help you to stay focused on your purpose and communicate clearly.

Open strong The first sentence and first few paragraphs of any writing are the author's opportunity to interest and engage the reader. An effective opening is one that persuades the reader to keep reading. It is often helpful to write the rest of your piece first, then go back to the beginning and write or rewrite your introduction.

Be simple and direct One mistake that ineffective writers often make is trying to make their language too flowery or worrying about using bigger words when a smaller one works well. Aim for a style and diction that is simple, direct, clear, and concise in order to communicate your purpose well. Every word and sentence in effective writing adds value to the whole piece.

Limit your adjectives and adverbs Adjectives and adverbs are the parts of speech that describe or modify nouns and verbs, respectively. While these descriptive words can be important and clarifying sometimes, a sentence that is cluttered with too many modifiers distracts a reader from its main purpose. When editing your writing, watch out for frequent adjectives and adverbs and consider if your point might be clearer without them.

Note: Researcher elaboration. Source: Indeed Editorial Team (2021).

1.6. Technology in Education

Nowadays technology has become one of the main components in the lives of human beings and especially in the educational environment where both teachers and students make use of this resource for the learning and teaching process. F. Hamidi et al. (2011) points out that:

Information technology refers to the information process and its application methods, information processing, transmission and processing. It includes the collection, organization, storage, publication and use of information in the form of sound, visual graphics, text and numbers using computer and communication tools. Major changes caused by IT have become a source of fundamental changes in the classroom. The most

important changes come from the fact that technology has allowed students to emphasize knowledge outside the classroom, which has increased the motivation to learn.

1.6.1. Apps

The growing popularity of mobile technology and access to the internet anywhere has facilitated learning through these devices where it is possible to have apps that help us develop and improve learning.

Santiago & Trbaldo (2015) believe that it is called a mobile application or app to any computer application which was created to be used in mobile devices, tablets, and other technological devices.

1.7. E-Learning

According to Gros Salvat (2018):

Points out the existence of a zero-generation characterized by the design and publication of online media resources. At this early stage, the most important thing is to use computers to transmit instructional content and carry out activities based on tests and evaluative questionnaires. Generation one of e-learning starts with the Internet and the use of electronic mail that facilitates virtual communication. The second generation takes place in the early nineties and is characterized by the application of computer games for online learning. In the third generation, the development of learning managers (LMS) allows connecting the contents of the zero generation with the platforms. In fact, for many authors, this phase is very relevant since e-learning materializes in the virtual classroom.

The use of E-learning is the most important these days because this teaching model takes advantage of new technologies to improve language learning in an environment technologically. According to Holmes & Gardner (2006), “The use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration” (p.14). After that mention the technologies as a guide for learning and education services, this method offers new opportunities to educators and learners through a virtual environment where it is possible to create knowledge with the use of the technological tool.

In the same way, the use of E-learning helps to connect in discussions like forums where the point of this resource is to get opinions about different topics and points of view on a virtual platform no matter the location or time. There are more resources that it is possible to use in an educational environment, meanwhile, the combination of these tools could improve the way of learning any subject. For example, live broadcasts, graphics, mobile video, audio telecommunications, and three-dimensional (3D), all these resources promote and create significant educational experiences and environments.

1.7.1. B-Learning

According to Universidad de Concepción (2019):

“B-Learning is a teaching method in which personalized tutorials, videoconferences, chats, and face-to-face classes, among other resources, can be used. Some professionals see this method as a delay in education and others more as an advance that allows the best of face-to-face education and online education to be used”.

This model focuses on both face-to-face classes and electronic learning, combining these two modalities and thus creating something different and thus streamlining both the role of the teacher and that of the student.

We can mention other definitions such as:

According to Vera (2008):: “It is blended learning (mixed or bimodal) that points to a way of learning in which a virtual teaching and learning modality is combined.”

All these concepts give us a clearer idea of how B-learning is used in the classroom, becoming a new model used in many institutions.

1.7.2. M-Learning

This method aims to develop students' knowledge through a virtual platform that promotes self-learning. We will mention some concepts of M-learning:

According to García (2019), Mobile learning in English, mobile electronic learning or m-learning, is the educational strategy that takes advantage of Internet content through mobile electronic devices, such as tablets or phones”. This counts as an advantage where the student can study without having to be in a face-to-face class and where students can access different materials from any place and time.

Mentioned Rodriguez & Juárez (2017): “The use of mobile devices and tablets as support tools in the learning process is known as m-learning”. Every time mobile devices are helpful in classrooms, creating a good and bad impact on students since if there is no proper use of these devices, there will be no better performance in the acquisition of a new cone.

There are some examples according to e-Learning Masters (2017):

“Mati Tec is a good example of m-learning in Mexico. This is a project developed by the Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City Campus, whose objective is that "technology facilitates and improves learning, in addition to motivating children to study and search for resources on the Internet that allow them to generate new skills and knowledge.”

This is a clear example of how many institutions are implementing the use of M-learning in their classrooms, having a favorable result every time.

“Another example in Latin America is MADE-m learn,³ a framework developed in Argentina by researchers from the National University of Santiago del Estero and the National University of Catamarca, to analyze and evaluate m-learning experiences and design new experiences, and which has into account the context (ecosystem), mode of interaction, and the fundamentals that support learning.”

Thanks to these investigations, it will be possible to develop the use of this strategy in most of the institutions that they deem convenient to implement in their classrooms.

❖ *Characteristics of M-Learning*

As mentioned by Acuña (2018), it is possible to write the characteristics as follows:

- Possibility of access from any place and time.
- Its use enhances the motivation in the students since from their cell phones they can immediately access the contents, messages, and reminders that invite them to learn.
- It allows the use of various Apps, for learning, and content production, among others.
- Use of support games in the training process.
- Allowing everyone to be connected, fosters a collaborative environment.

❖ *What does it mean to include M-Learning in the classroom?*

These new strategies include implementing new mobile technologies as educational tools that offer an innovative, practical, participatory, and personalized style. According to Acuña (2018):

“M-learning is not just about including devices in the classroom, but about making use of a device that our students use frequently, since they are used to it, and from which they spend much of their time, looking for information in a very different way. the way previous generations did”

That is why this model cannot be taken lightly since, as students, they have access to all kinds of web pages and are connected to the world all the time, receiving information from different parts and sources to build their learning.

❖ *M-Learning Advantages*

Within each teaching model, there are advantages and disadvantages as detailed by Mejia (2020):

- Personalized learning can be delivered anytime, anywhere.
- The devices can be used in the classroom or company, adapting them to different learning strategies.
- Collaboration spaces are generated in the teaching and learning processes.
- A variety of free or paid applications and social networks can be used for educational or commercial purposes.
- Learning is autonomous.

For example, this is a clear indicator of how students use their mobile devices in the classroom. According to Mejia (2020):

“The most relevant data consists of the following: 75% of students consider that smartphones help them learn more efficiently. 94% of students want to use smartphones in their school for educational purposes. 58% of students want to use their mobile devices to take photos of the whiteboard or presentation. 41% of students use their mobile devices to search Google for an answer. 39% of students access some digital text”.

After seeing a clear example of the use of technological devices in the classroom, it is important to mention that m-learning can be combined with traditional education with a new teaching method.

❖ *M-Learning Disadvantages*

There are many disadvantages to the M-learning method since it is something new in learning this brings some bad aspects. By Gautam (2018):

- Increasing reliance on technological tools
- Distracted Learning
- Multitasking hurts the recall of course material.

All these bad aspects, as well as good ones, exist in a pedagogical model, which is why it is important to know them closely to use this model in the best way without failure when putting it into practice.

❖ *M-Learning Pedagogical aspects*

It is important to mention the pedagogical aspects of the M-learning model, as mentioned by Acuña (2018):

- ✓ It is necessary to make adaptations regarding learning strategies with the incorporation of the classroom.
- ✓ Generate collaboration spaces through the use of cell phones in the teaching-learning process.
- ✓ We can incorporate the mobile phone to be used by the teacher as support at the time of the induction of their classes through complementary material. For example, readings, exercises, and videos, among others.
- ✓ We can also combine it with the Flipped classroom method.
- ✓ Add strategies aimed at the student's learning, through exercise with multimedia applications that allow him to deepen and contrast his level of knowledge on certain content.

If we can combine all these pedagogical aspects within the classroom, this model will be a success for teachers as well as for students, who will generate collaboration spaces through cell phones.

❖ *Strategies of M-Learning*

Table 3
Strategies of M-Learning

<i>Strategy</i>	<i>Concept</i>
Microlearning	The essence of this strategy is to divide the new information into small chunks so as not to overwhelm learners. Usually, microlearning lessons are ten-fifteen minutes long. However, there could be even one-minute sessions uncovering a simple concept or giving a concise subject definition.
Social Learning	The root of social learning goes to social learning theory stating that people can learn from looking at others and imitating them. Simply put, observation helps build new behavioral patterns even without turning them into practice. However, reinforced by practical exercises, the social learning results may be significantly higher.
Personalized learning	Instant feedback and gamified interactive learning are at the core of personalization. Instant feedback is usually realized through scoring, custom-tailored tips, notifications, and pieces of advice. On one side, consistent feedback navigates learners to what they should pay more attention to.
Gamification	We've already touched upon gamification, talking about games and challenges in terms of microlearning. And now, let's make clear why gamification is so widely employed and what benefits it brings to mobile learning.
Scenario-based learning	Scenario-based learning is a sort of education in which users learn from simulations of real-life situations. This eLearning approach works best if it's crucial to check whether learners comprehend the material and, what is way more important, whether they can apply the received knowledge in real situations.

Note: Researcher Elaboration. Source: Borysko (s.f.).

❖ *Types of Mobile Learning*

According to Mobile Learning (2023) these are the following types of mobile learning content formats that you should consider:

➤ **Mobile Learning for Pre-Training:**

We recommend that you create learner engagement through What's in It For Me (WIIFM) and build awareness; use Infographics and Interactive Infographics as quick reference guides.

➤ **Mobile Learning for Formal Training**

You can use learning journeys based on microlearning and engaging strategies such as Gamification and AR/VR in specific microlessons. Use scenario-based learning, interactive stories, and interactive and branching videos to enable real-world experiences.

➤ **Mobile Learning for Just-In-Time Learning/Job Aids.**

You can deliver personalized training and rapid learning through PDFs, interactive PDFs, e-books, and paper books. For post-training reinforcement, we recommend using podcasts with other types of mobile learning content.

➤ **Mobile Learning for Social and Self-Directed Learning**

For socially engaged learning and collaborative training, we recommend mobile apps for gamification, social learning, and self-directed learning.

➤ **Mobile Learning for Post-Training Connects**

You can retain the connection with the remote learners, even after they have completed the training successfully.

1.8. Technology as a strategy for teaching English

Technology is accepted as a tool that helps improve the teaching-learning process of a new language, in this case, English. In addition, teaching English as a foreign language promotes a new potential for opportunities in the educational field where you can add technology as a didactic and innovative tool within the classroom. In addition, I Erbas et al. (2021) state that “The way of teaching has changed tremendously with the extraordinary use

of technology. This brings up many opportunities as transforming teaching and making it more exciting and dynamic in the way of improving it.”

Many teachers still use traditional tools to teach English, but with the help of technology, their classes can be more interactive and didactic which help improves the teaching-learning process of English as a Foreign Language (EFL).

CHAPTER II: METHODOLOGY

In this chapter present the methodology used in this research is presented as different methods which were used to respond to the problems of the project. “M-Learning strategies to improve writing skills in Junior students at “Daniel Reyes” high school in the academic year 2022-2023”. Moreover, this chapter showed the techniques of data collection, the instruments such as questionnaires and interviews, the place where the study takes place, and finally the number of participants that this research has.

2.1. Type of research

This project is based on the mixed method. According to (2016) Nigel “Mixed method research seems, self-evidently, to be the use of two or more methods in a single research project” (p. 120). Moreover, this method was effective because it is necessary to collect valuable data about teachers and students, but it was necessary to analyze these data on the use of strategies to improve writing skills.

2.1.2. Qualitative research

In this study, the qualitative method was used, where information was collected on the experiences and opinions of teachers on the use of M-Learning strategies in the English language. According to Sánchez Anselmo (2019) asserts that:

“Research under the quantitative approach is so-called because it deals with phenomena that can be measured (that is, they can be assigned a number, such as several children, age, weight, height, acceleration, mass, hemoglobin level, intellectual quotient, among others) through the use of statistical techniques for the analysis of the data collected, its most important purpose lies in the description, explanation, prediction and objective control of its causes and the prediction of its occurrence from the discovery of the same, basing its conclusions on the rigorous use of the metric or quantification, both the collection of their results and their processing, analysis and, interpretation, through the hypothetical-deductive method”.

This instrument was essential because an interview was used in which information was collected that helped to obtain extensive information about the different strategies and activities used to improve writing ability in English as a Foreign Language.

2.1.3. Quantitative research

In this research, quantitative research was used because it could be based on data collection and analysis, for which they were represented in tables and statistical data. According to Alarcón Julio (2009) states that

“The focus on qualitative research studies the set of qualities that characterize an object, it is the study of an integrated whole that forms or constitutes a unit of analysis and that makes something that it is: a person, an ethnic entity, social, entrepreneurial, a given product, although one could also study a specific quality provided that account is taken of the links and relationships it has with the whole, which contribute to giving it its significance” (p. 48).

In this study, a survey was used as a data collection instrument to identify student preferences regarding strategies, activities, and technological resources that they would like to use in the classroom.

2.2. Method

The methods that were used in this investigation were Deductive and Inductive help to carry out the investigation.

2.2.1. Deductive Method

One of the main characteristics of the deductive method goes from the most general to the most specific. According to Ucha Florencia (2014), “The deductive method or the deduction is one of the most used methods at the request of achieving, obtaining, conclusions on various questions”. Therefore, this method was used to obtain general knowledge about the M-Learning strategies used to improve the writing ability of Junior students at “Daniel Reyes” high school. Moreover, the information was obtained through the analysis of results that allowed us to identify the cause of the problem in this investigation.

2.2.2. Inductive Method

Inductive Method reasoning involves finding patterns through observation and being able to develop an explanation for the investigation. According to Prieto (2017) “allows moving from specific facts to general principles”. For this reason, this method was used in this research where it was possible to collect information about the experiences of teachers

regarding new strategies in the teaching-learning process and the use of new strategies through technology helps us improve writing skills.

2.2.3. Descriptive Method

The descriptive method collects quantifiable data which can be analyzed for statistical purposes in a specific population. Lokesh (2019) states that: “The purpose of descriptive research is to obtain relevant and accurate information about the current state of phenomena and to draw valid general conclusions from the facts found.” (p. 118).

2.3. Techniques and research instruments

This part of the research showed all techniques and instruments used to collect valuable information such as the survey and interviews. On the one hand, the survey was applied to the junior students at Daniel Reyes high school. On the other hand, the interview was applied to the Vice-principal, English Area coordinator, and English teacher of Juniors students at “Daniel Reyes”.

2.3.1. Survey

This technique was used to collect quantitative information from this research. Jessica Mills (2021) states that “Quantitative surveying is typically carried out in large-scale research and is primarily based on the use of closed questions to obtain information that can be analyzed relatively quickly, such as multiple-choice or dichotomous responses.” For this reason, the survey was applied to seventy junior students at “Daniel Reyes” high school of parallels A, B, C, and D. Moreover, this survey was applied using the mother tongue in whole moment. In addition, the questionnaire consists of eight questions with topics that students use in English classes such as the activities they use to improve writing skills, apps, and strategies. Therefore, the information obtained from the survey was essential to be able to design the proposal for this research.

2.3.2. Interviews

This research used an interview in which the opinion of teachers of the English subject will be sought on the use of M-strategies learning to learn more about the obstacles teachers have to teach writing skills in the classroom. According to M. DeCarlo (2008):

“Interviews are a method of data collection in which two or more people exchange information through a series of questions and answers. The researcher planned the

questions to obtain information from the interviewees on a specific topic or set of topics”.

The interview was applied to the Vice-principal of Daniel Reyes, the coordinator of the English Area, and finally to the teachers of the Junior students at the high school. The interview for the vice-rector was divided into 5 questions which were obtained from the curriculum, and the standards reached by the students according to the common European framework. In addition, the interview for the Area Coordinator was divided into six questions in which questions were asked about the methods, activities, and strategies used to teach the English language. Finally, an interview was conducted with the first-year high school teachers, which consisted of six questions, which were about strategies to improve writing skills, activities, M-Learning strategies, and the level at which they should be the students.

2.3.3. Research Questions

- What is the main trouble with developing writing activities in class?
- What is the impact of the use of M-learning strategies nowadays?
- How can improve the use of M-learning strategies and writing skills in students?

2.4. Study site

For this research, the Daniel Reyes Educational Unit was chosen with AMIE:10H00229 code, which is located in the parish of San Antonio de Ibarra on Sucre 2-72 and Camilo Pompeyo streets, specifically 15 minutes from Ibarra city. This high school is in the Ibarra canton, province of Imbabura. It was founded in 1994 to contribute to the education and application of the plastic arts. It is a public institution with a face-to-face modality that has different sessions: Morning; Vespertine, and Nocturnal.

2.5. Population and sampling

This research has a population of Junior students at Daniel Reyes high school in the academic year 2022-2023. This group was divided into four parallels “A”, “B”, “C”, and “D” in which there are around 16 and 19 students in each course. Thus, the total population was 70 students. Furthermore, the Vice-principal of this Institution and 2 English teachers participated in this research. In addition, the sample was not applied in the investigation since the population is less than 100.

Table 4
"Daniel Reyes" population

Educational Institution	Course "A", "B", "C" and "D"	Vice-Principal of Institution	English Coordinator	English Teacher	Total
Daniel Reyes	70	1	1	1	74

Note: Researcher elaboration.

2.6. Procedure

For the development of this project, a theoretical foundation of all the base topics was carried out to support this research. First, the research instruments were created, such as the student survey and the interview for the vice-principal, English Coordinator, and English Teacher. In addition, the questions of the instruments were developed based on the objectives considering that the information obtained can contribute to the final proposal of the project. These questions focused on teaching-learning strategies and technological teaching resources to improve writing skills in English as a Foreign Language. Next, the research instruments were approved by 2 English teachers (See annex 1). In addition, the Técnica del Norte University requested a letter of permission to contact the rector of the "Daniel Reyes" Educational Unit to carry out the research project in the said institution (See annex 2). After that, the director accepted the request and the researcher coordinated with the director a specific day to apply the instruments to the vice-principal, English coordinator, English teacher, and junior students (See annex 3).

Consequently, the researcher went to the "Daniel Reyes" Institution to apply the instruments in a way presential, for which, before starting the interviews and the survey, a letter of consent was delivered informing them of the purpose of this investigation. The first interview was with the Vice-Principal of the educational unit "Daniel Reyes" which lasted 15 minutes, the interview was also conducted with the English coordinator in 20 minutes and finally, the interview was applied with the teacher in 20 minutes (See Annex 4). Then the survey was applied to the Junior students online to obtain real data. Before applying the survey to the students, the consent letter was socialized and, in turn, the questions were translated into Spanish so that the students answered the questionnaire honestly (See annex 5).

Moreover, for the analysis of these data, 2 methods were used, one quantitative for the survey and the other qualitative for the interviews, and all this information was used to create the proposal for this project. Finally, after the application of the 2 instruments, the data analysis and discussion were preceded.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter shows the result of the instruments applied in the chosen population. This project has two instruments, the first is an interview with the vice-principal of the institution where we take into consideration essential points of the Curriculum of Ecuador. Afterward, the interview was applied to the English Area coordinator where some questions were asked about the methodologies and activities used by the teachers. Finally, the interview was carried out with the teacher of the first-year high school students, where questions were asked about the methodology, strategies, and activities used in class to improve the writing ability in English as a foreign language. On the contrary, a questionnaire was applied to the students where a set of questions was made based on the activities and the use of electronic devices as a tool to improve the English language.

3.1. Qualitative Interpretation of Interviews

3.1.1. Vice-principal

Questionnaire

Question 1. Do you consider that English as a Foreign Language is important for the academic future of the students of the institution?

Yes, because in actuality, English as a foreign language is something very fundamental in the development of students in obtaining a profession or in the profile of the graduate of the institution must have a vast knowledge in English to be able to develop in the different activities that await him both in what is to study at the higher level or in technical careers.

Question 2. According to Ministerio de Educación, the national curriculum for second-year Baccalaureate students aims to achieve an A2.2 level. What do you think are the difficulties that students have to reach the required level?

First would be the lack of adequate places for teaching and learning the English language, such as laboratories, which would be the most necessary to achieve good learning.

Question 3. In your opinion, does Daniel Reyes high school have the necessary materials and resources to improve the level of students in the subject of English as a Foreign Language?

No, because we do not have laboratories or suitable places and English cannot be taught in the best way without the materials mentioned above.

Question 4. At Daniel Reyes high school, do you have English laboratories to improve the teaching-learning process of this language?

No, Daniel Reyes high school does not have laboratories to teach English as a Foreign Language.

Question 5. From your point of view, does the use of personal devices such as cell phones, laptops, and tablets in English class help improve the teaching-learning process of this language? Or not?

Yes, because technology is currently a fundamental part of the teaching-learning process, then it can be found that most of this student-learning process uses technology, including devices such as cell phones, tablets, and, laptops, so they must know how to properly handle each of these teams, especially in what refers to the English area.

Question 6. Do you consider it appropriate that the teachers at the Daniel Reyes high school include in their lesson plans activities based on Mobile Learning strategies to develop the level of writing in English of the students?

Yes, because students must know how to speak and write in English, it would simply be a very fundamental advantage if they know how to understand what they write in English as a Foreign Language.

3.1.2. Vice-principal Interview Interpretation and Analysis.

According to MSc. Jorge Sánchez Vice-principal at Daniel Reyes high school. He knew how to state that First-Year high school students could not reach the A2.2 level required by the Common European Framework of Reference for Languages (CEFR) due to the scarce resources that the institution must improve the English language. Also, consider that in the institution there are no resources such as laboratories or spaces necessary to have a good teaching-learning process. On the other hand, he mentions that technology is a very important factor in learning a new language like English and that being able to include cell phones, tablets, and computers in the teaching-learning process would be a good factor in which students use these devices responsibly. to acquire a good level of English. Finally, he mentions that the use of a guide based on M-Learning strategies is important for students to be able to write and speak English as a foreign language.

3.2. English Coordinator Interview

Questionnaire

Question 1. Do you consider that the Daniel Reyes high school students can reach level A2. 2 required by the Ecuadorian Ministry of Education at the end of each academic period?

I consider the students are not able to prepare in English, because in the pandemic there was no practice in the different skills, in another point, the location is very and the people don not interested in the language, they believe the most important and the signature.

Question 2. From your point of view, does the institution have technological resources to improve the English language teaching-learning process?

In my opinion, the institution should be a technological resource because the students need the motivation to practice and learn English.

Question 3. According to your experience, what are the most relevant strategies teachers implement to improve writing skills in the English language?

All the skills are very important. for me, the students need to practice speaking and listening more and the institution needs a laboratory.

Question 4. Which of the following skills do you consider most difficult for students to acquire? Why?

- **Receptive skills**
- **Productive skills**

Receptive skills are more difficult for students.

Question 5. In your experience, do you think that the use of cell phones in class can be a tool that favors the development of student learning? Yes, or no? Explain your answer.

Yes, because they need a traductor and a cell phone it is necessary the listening skills and pronunciation.

Question 6. Do you consider appropriate for teachers in the English area to use a guide focused on M-Learning strategies to improve writing skills?

I consider it very necessary for the teachers to have a guide during the class.

3.2.1. English Teacher Coordinator Interview Interpretation and Analysis

According to Ms. Rosa Basante coordinator of the area of English at “Daniel Reyes” high school, mentioned that students are not prepared in English because in the Pandemic the skills that were required were not practiced in addition to the fact that people do not find interest in learning a new language because they think that the other subjects are much more important. In addition, the high school needs some technological resources to develop the English language and they need a laboratory. Moreover, all the skills are very important, but the students need to practice speaking and listening more. Besides, the students should use a cell phone to translate words that they don't know. Finally, it is very necessary a guide when the teachers teach during the class.

3.3. English Teacher Interview

Question 1. According to the Ecuadorian Ministry of Education, junior students must reach A2. 2 Do you think your students achieve this required level?

According to that question, it is supposed that all the students must reach the A2.2 level but that doesn't happen here, especially in public schools, because the students' level is low. That level is only achievable for all in the planification, but the reality is different since only some of the students reach an A2 level if possible.

Question 2. Which of the receptive (listening-reading) and productive (Writing – speaking) skills do you think is more complex for your students to develop? Explain your answer.

Ok, I think the most important skills are listening as well as speaking, but regular classes in the reality are focused on developing writing and reading skills. Probably the reason is that the teacher does not have enough resources to develop speaking and listening skills accurately, for example, some classrooms do not have projectors.

Question 3. Which of the following strategies do you use in your class to improve your students' writing skills?

- Microlearning**
- Scenario-based learning**
- Social Learning**
- Personalization**

□ **Gamification**

Question 4. What kind of activities do you use in your class to develop students' writing skills?

To develop students writing skills there is a writing process, so students must work on the writing process using simple words, applying them in a context in a paragraph or a description, and then they can go up on something more academic.

Question 5. Do you think that the use of mobile devices, such as smartphones and tablets, can expand the possibilities of improving writing? Why?

Yes, of course, because if you accurately use the media, it can be beneficial for students and teachers because it is not the same to look for words in an online dictionary as do in a regular dictionary. But public institutions do not have the possibility to have them.

Question 6. Would you be willing for teachers in the English area to use an activity guide focused on M learning strategies to improve writing skills?

Yeah of course, I would like to have something like that in order to find a way where the students can find a way to connect the words with something more advanced. Writing or reading just gives the idea to the student that he can read but it is quite superficial. Indeed, I would love to have one of those guides especially if they are focused on the writing process. Please, if you have one of those, share it with me.

3.3.1. English Teacher Interview Interpretation and Analysis

According to Ismael Salazar Teacher at Daniel Reyes high school. He mentions that the students will not reach the A2.2 level but that this does not happen in a public institution because the students have a low level of English as a foreign language, in addition, he considers that the skills that are most focused on the teachers They are reading and writing skills, since they do not have the necessary resources to be able to develop the other skills. In addition, the strategies that he uses in English classes to improve writing skills are Scenario-based Learning, Social Learning, and Personalization. Also, to develop writing skills he uses the writing process where students create short paragraphs using simple words or sometimes more academic words. On the other hand, the use of technological materials is very beneficial for the development of the English language, especially in writing skills, since you can access an

electronic dictionary, but the institution does not have technological resources. Finally, he mentions that he would like to use a specialized guide in the writing process.

3.4. Quantitative interpretation of survey from students

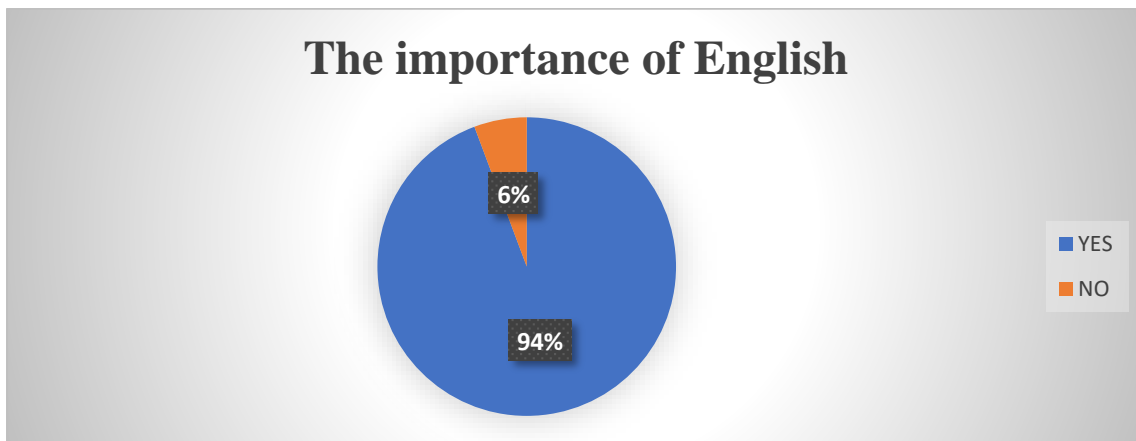
3.4.1. Results of Students' Survey

Questionnaire

Question 1. Do you consider that learning English is important for your future?

Figure 4

The importance of English



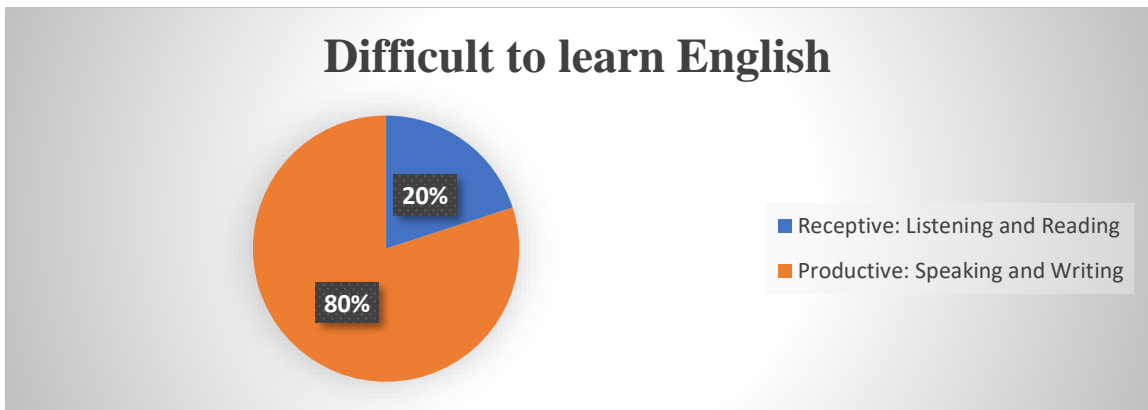
Note: researcher elaboration. Source: students' survey 2022

This graph shows the percentage of students who consider the importance of English for their future. It can be seen that 94% of students choose the option yes which is the importance of English. In contrast, 6% of students consider that learning English does not important for their future. In conclusion, this data is important for the development of the thesis.

Question 2. Which English skills do you find most difficult to learn?

Figure 5

Difficult to learn English.



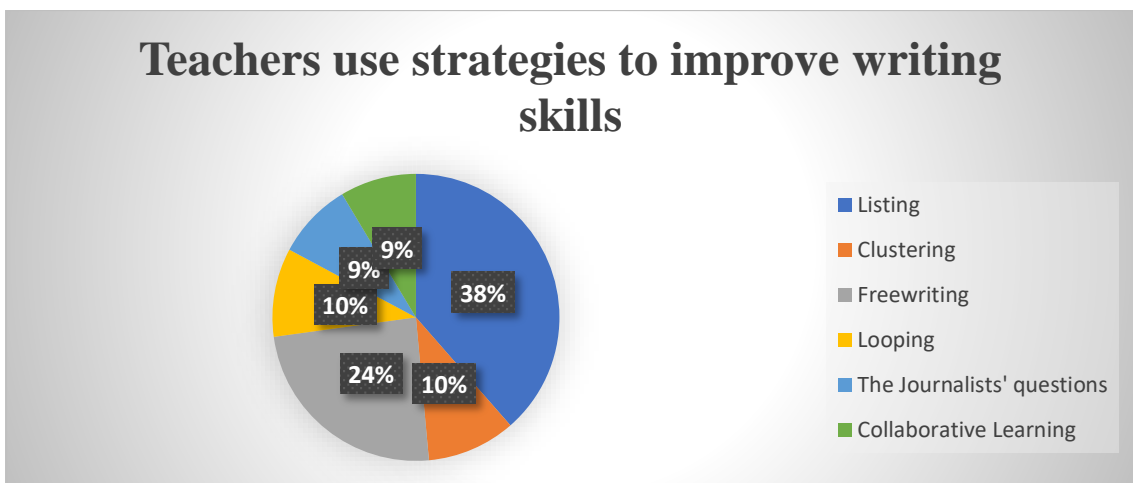
Note: researcher elaboration. Source: students' survey 2022.

This graph shows the difficulties students have in acquiring English language skills. For example, 80% of students chose that productive skills which are speaking, and writing is more difficult to learn. Conversely, 20% of students find receptive skills like listening and reading difficult to acquire in the classroom. In conclusion, the highest percentage of students think that productive skills are complicated to acquire and that is why these results will help in the development of research.

Question 3. Which of the following strategies does your teacher use in class to help you improve writing skills in the English language?

Figure 6

Teachers use strategies to improve writing skills.



Note: Researcher elaboration. Source: students' survey 2022

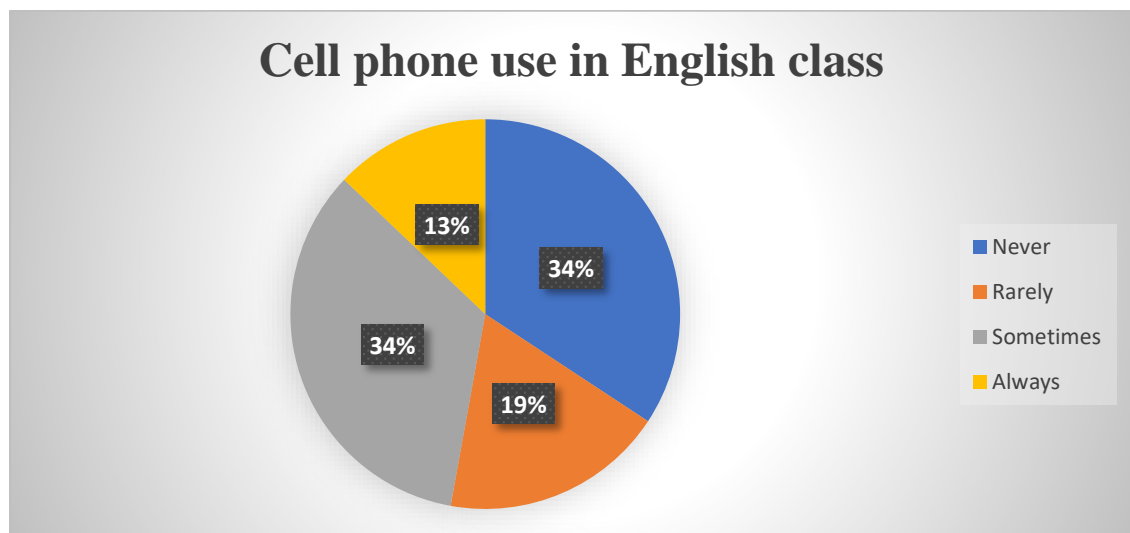
The following graph shows the use of strategies to improve teachers' writing skills. In fact, 38% of students chose to have the teacher use Listing to improve their writing level. The next strategy was Freewriting with a total of 24%. In addition, there are 2 strategies with a

percentage of 10% and these are clustering and looping where students consider that these are used by teachers to improve writing skills. To finish in the same way, students consider two strategies with 9% of teachers use to improve English and these are Collative learning and the journalists' questions.

Question 4. How often do you use your smartphone in an activity in English class?

Figure 7

Cell phone use in English class



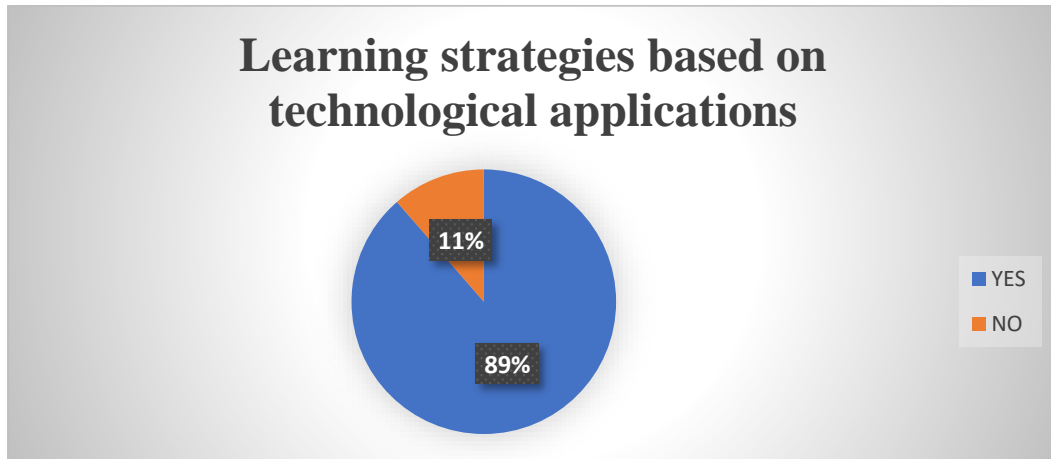
Note: researcher elaboration. Source: students' survey 2022

The graph shows how often students use the phone in an English activity in class. In fact, 34% of students consider that they have never used their phones to perform any activity in class. But in the same way, 34% of students responded that they sometimes use their cell phones in an English activity in class. It is followed by 19% of students choosing so they rarely use the cell phone in English class. And finally, we can see that 13% of students chose that they always use their cell phones in class to develop an activity in English class.

Question 5. As a millennial, do you consider that updated learning strategies based on technological applications should be included in English classes to develop writing skills?

Figure 8

Learning strategies based on technological applications.



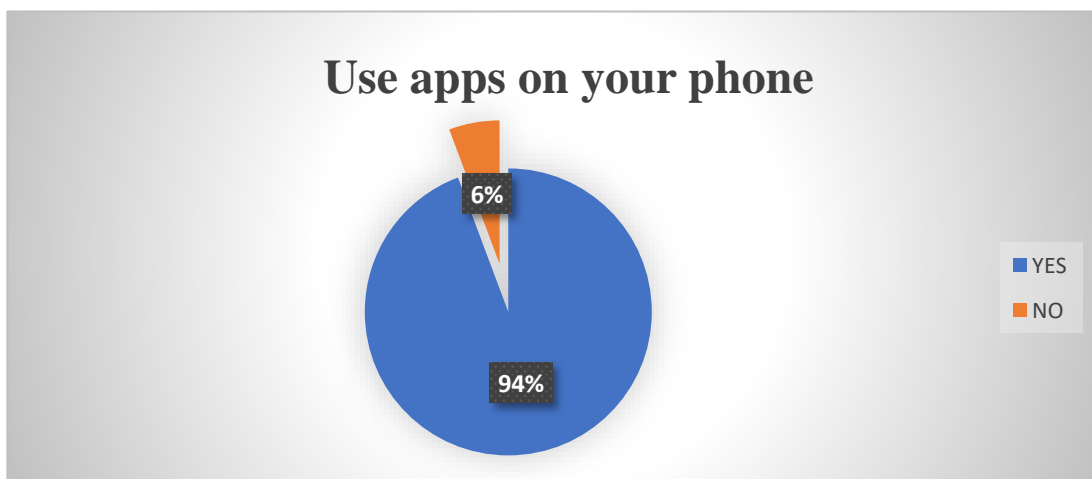
Note: researcher elaboration. Source: students' survey 2022

The graph shows the learning strategies based on technological applications that could be included in English classes to improve writing skills. In fact, 89% of students believe that the use of strategies based on technological applications will help improve writing skills in the English language. On the other hand, the students chose that they do not consider learning based on technological applications that help improve the level of writing of the English subject. In conclusion, we can see that most students would learn and improve their level of writing in the subject of English.

Question 6. Would you like to use apps on your phone to develop writing skills?

Figure 9

Use apps on your phone.



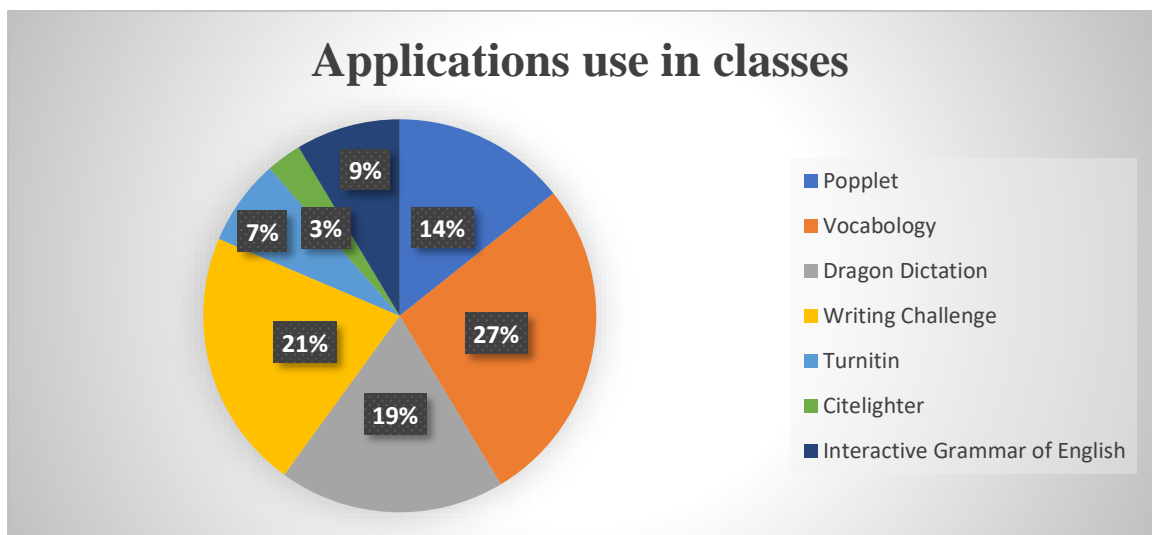
Note: researcher elaboration. Source: students' survey 2022

The graph shows that students would like to use apps on their smartphones to improve their English language writing skills. In this case, the majority of students chose whether they would like to use their cell phones to improve their writing skills, this being 94% of the total population surveyed. On the other hand, it can be observed that 6% of students chose that they would not like to use applications on their phones to develop writing skills.

Question 7. Which of the following applications would you like to use in your classes?

Figure 10

Applications use in classes.



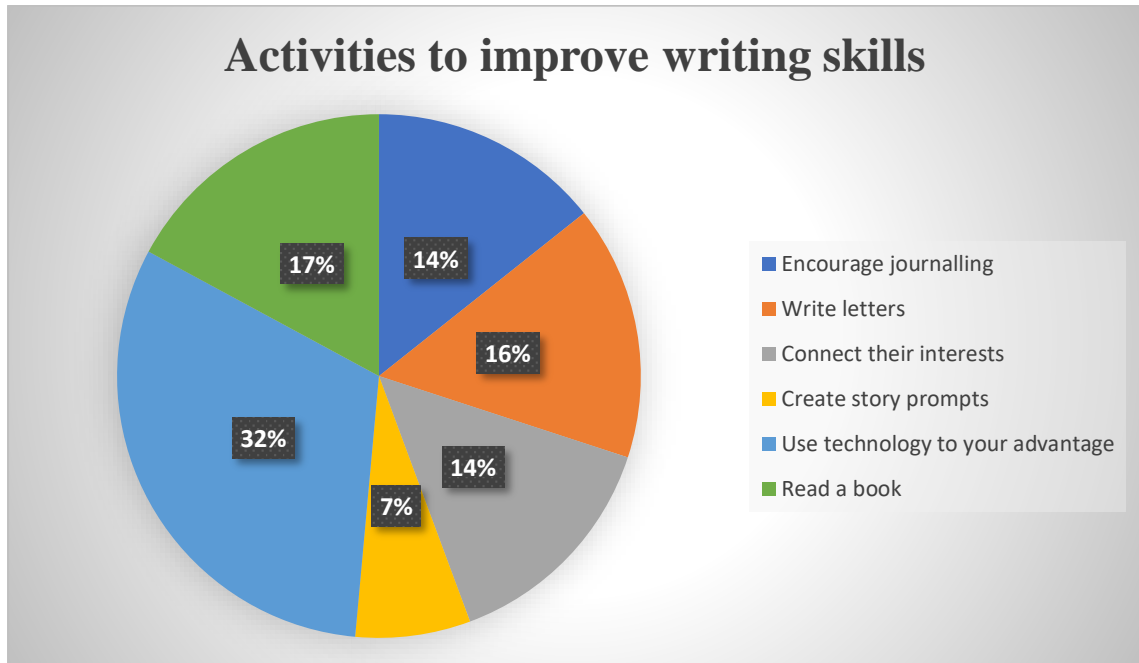
Note: researcher elaboration. Source: students' survey 2022

This graphic shows the applications they would like to use in English classes. Most students chose the Vocabulary app with a percentage of 27. It is followed by 21% of students choosing Writing Challenge as an app they would like to use. We can also observe that 19% of students chose Dragon Dictation as an application that they would like to use in English classes. It is followed by the Popplet application with 14% chosen by students. Then there is the Interactive Grammar of English app where students chose 9%. The next application is Turnitin with 7% of the total population surveyed. Finally, we can see that the students chose Citelighter with a total of 3%.

Question 8. Which of the following activities would you like your teacher to implement in classes to improve your writing skills?

Figure 11

Teachers use activities to improve writing skills.



Note: researcher elaboration. Source: students' survey 2022

The following graphic shows the activities they would like their teacher to implement in English classes to improve their writing skills. The majority of the surveyed population chose to use technology to their advantage 32%. The next was 17% where students considered that it is better to read a book to improve writing skills. The next was writing letters with 16% of the total students surveyed. In the same way, the students chose to connect their interests and encourage journalling, with the two strategies having 14% each. Finally, the students surveyed chose to create story prompts with a total of 7%.

3.4.2. Students' survey summary

The results of the survey of the first-year high school students of the Daniel Reyes educational unit provided relevant information on writing ability. The first question was about the importance of the English language in the future of the students. As a result, 94% of the students consider that the English language is essential for the future. The second question was which skill is more difficult to acquire if receptive or productive, as a result, it was shown that 80% of the students consider that productive skills such as Writing and Speaking have a more difficult level to learn. The third question is about the strategies used by the English teacher to improve writing ability, as a result, we can see that 38% of the students chose Listing, and 24% of the students chose Freewriting, thus leaving the other options with a lower percentage. The

fourth question was based on how often students use the cell phone in English class, as a result, we obtained 2 options, one of which was never, and the other option was sometimes with 34% each. The fifth question was about technology-based strategies to improve writing skills in the English language, the result was 89% of students chose the option yes. The sixth question was based on whether the students would like to use the app on their phones to improve their writing skills, the following result was obtained, 94% of the students chose the yes option.

On the other hand, question seven refers to the applications that they would like to use to improve their writing skills in the English language, as a result, 27% of students chose Vocabulary and 21% of students chose Writing Challenge. Finally, we have question eight, which is about the activities that you would like your teacher to use in class to improve writing skills, as a result, students with 32% chose Encourage Journaling.

3.5. Discussion

Based on the interview with the teachers and the survey applied to Junior students at "Daniel Reyes" Educational Unit, they provided essential data that contributed to this research. It was evident that students have greater difficulty in acquiring productive ability in the teaching-learning process of the English language. That is why teachers should look for new tools that help improve the English language as a foreign language. One of the most important tools is technology since today it is a fundamental part of the lives of students and teachers.

In addition, the data obtained from the vice-rector, area coordinator, and the English teacher, it was possible to show that the students have a difficulty in learning the productive skill due to the lack of resources and activities. According to Quilumbaquin Erika (2022) "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" (p. 40). Moreover, the technological tools that were chosen by the interviewees help to improve creativity and performance in the writing process of the subject English as a Foreign Language with easy apps as Writing Challenge, Freewriting, Vocabulary, and, etc.

It is essential to mention that the discussion revolves around the need for technological tools that will help improve the teaching-learning process of the English language. Once all the results obtained in the survey and interview have been analyzed, it is indispensable to create a didactic guide that contributes to student learning through technological applications and teaching strategies to improve the ability to write the English language.

CHAPTER IV: PROPOSAL

4.1. Introduction

This present proposal consists of improving writing skills using M-Learning strategies for Junior students and in the teaching process of English teachers from “Daniel Reyes” high school. The main objective of this proposal is to improve writing skills through the use of mobile learning strategies. In addition, all these strategies and activities will help teach and learn English, which be useful for teachers to have a guide with innovative activities where students can create writings and let their imagination run free.

4.2. Topic of the proposal

Writing skills improvement based on M-Learning strategies.

4.3. Presentation of the guide

Objectives

General

- Design a didactic guide based on M-Learning strategies to improve writing skills for Junior students at “Daniel Reyes” high school.

Specific

- Identify digital applications that help to improve writing skills for Junior students at Daniel Reyes.
- Create activities with M-Learning strategies to improve writing skills for Junior students at Daniel Reyes high school.

4.4. Contribution

This proposal contributes to the teaching-learning process about the writing skills to Junior students at Daniel Reyes high school must have to learn English through innovative apps and strategies.

Practice Guide



WRITING SKILLS IMPROVEMENT BASED ON M-LEARNING STRATEGIES.

AUTHOR

Estefania Morales



Introduction

This present proposal consists of improving writing skills using M-learning strategies for junior students and also in the teaching process of English teachers from "Daniel Reyes" high school. The main objective of this proposal is to improve writing skills through the use of mobile learning strategies. In addition, all these strategies and activities will help teach and learn English, which will be useful for teachers to have a guide with innovative activities where students can create writings and let their imagination run free.

On the other hand, this proposal has several beneficiaries, among them, we can find the first-year high school students at the Daniel Reyes School who will carry out creative activities to improve their writing skills in the English language. In the same way, teachers will use the activity guide to develop and reinforce these skills.

General Objective

- Design a didactic guide based on M-learning strategies to improve writing skills for junior students at Daniel Reyes high-school.

Specific Objectives

- Identify digital applications that help to improve writing skills for Junior students at "Daniel Reyes".
- Create activities with M-learning strategies to improve writing skills for Junior students at "Daniel Reyes."

WELCOME

INDEX

UNIT 1

- Lesson A: 5-12 pages
- Lesson B: 16-21 pages.
- Lesson C: 25-29 pages.

UNIT 2

- Lesson A: 33-38 pages
- Lesson B: 42-46 pages.
- Lesson C: 50-53 pages

UNIT 3

- Lesson A: 57-61 pages.
- Lesson B: 64-69 pages
- Lesson C: 72-78 pages

RUBRIC

- Unit 1: 13, 22,30 pg.
- Unit 2: 39,47,54 pg.
- Unit 3: 62,70,79 pg.

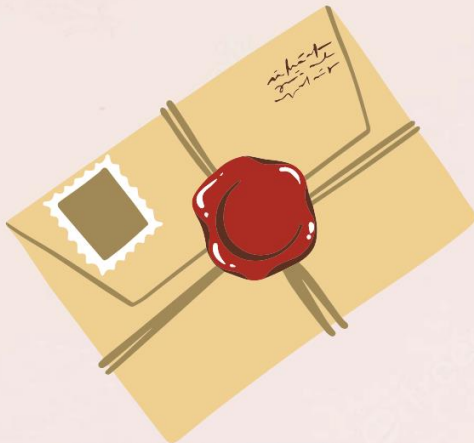
ANSWER SHEET

- Unit 1: 14,23, 31 pg.
- Unit 2: 40,48,55pg.
- Unit 3: 63, 71, 80pg.

MEDIA AND ARTS

OBJECTIVES

- The students will be able to write a simple letter using vocabulary about Birthdays, including a greeting, body, and closing.
- Students will be able to write an original poem.
- Students will be able to write a short paragraph using present perfect about their famous artist.



M-LEARNING STRATEGIES

- Scenario-based Learning
- Gamification
- Social Learning

Exit Profile Level A2

Forms, formal letters, biographies, etc.) as well as simple procedural descriptions and narratives (e.g. 'how to' instructions and first-person stories).



UNIT I LESSON A

BIRTHDAY

STRATEGY:
Scenario-Based
learning

RESOURCE:
App Classroom
Google, WhatsApp

TIME:
60 min



OBJECTIVE:

The students will be able to write a simple letter using vocabulary about Birthdays that includes a greeting, body, and closing.

MATERIALS

- Technological tools (Classroom Google, WhatsApp)
- Worksheet online



LESSON A: PRE-TASK

TEACHERS

- The teacher will send pictures about the vocabulary of Birthdays online (WhatsApp).
- The teacher will explain the vocabulary of Birthdays and parts of the letter.

STUDENT

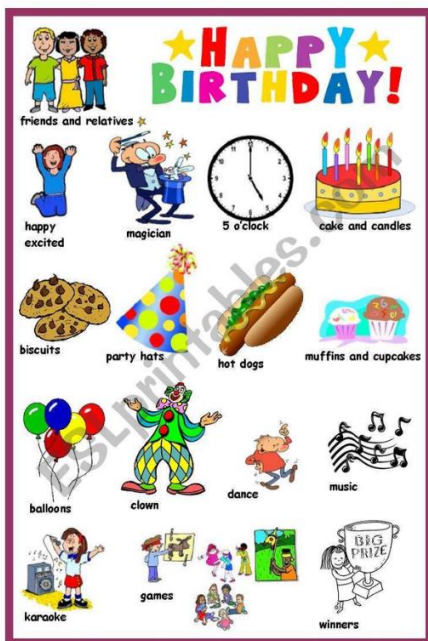
- Students will respond to some questions about the pictures.

Warm-up

Brainstorm: What do you think about the pictures?



Presentation



INFORMAL LETTER

Shruti Jain mbedkar Avenue, Delhi 110005 04.03.22	→	Sender's address
05.03.22	→	Date
Dear Nivedita,	→	Greetings
When I receive your letter I find you in good health. Today I am going to tell you about my favourite subject. My favourite subject is English. I really enjoy reading poems and prose even stories in magazines. I find English grammar very interesting and easy to remember. I also enjoy watching videos on youtube and watching Hollywood movies to improve my fluency in spoken English. In the future I want to be a teacher in a school or a college and teach English. I would love to know about your favourite subject in reply.	→	Body
Yours sincerely, Shruti Jain	→	Closing
Shruti Jain	→	Signature

LESSON A: DURING- TASK

TEACHERS

- The teacher will explain how to use Classroom Google.
- The teacher will monitor and walk around the class observing all students.

STUDENT

- Students will pay attention to all instructions.
- Students will do each activity individually.

App: Google Classroom

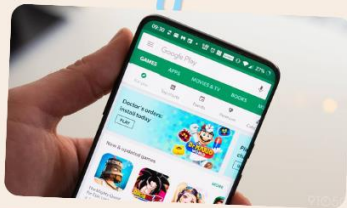
TEACHER

What is Google Classroom?
Google Classroom is your all-in-one place for teaching and learning.



Getting started with Google Classroom

Open the play store on Android and Apple open the App store.



Go to classroom.google.com and click Go to Classroom.



Enter the email address of your Classroom account and click Next. If you're using a Google Workspace for Education account, click I'm a student or I'm a teacher.



Create a Class where you write a short description about the topic.



App: Classroom Google



Getting started with Classroom Google.

STUDENT

Open the play store on Android and Apple open the App store.



Search for the Google Classroom app and install it.



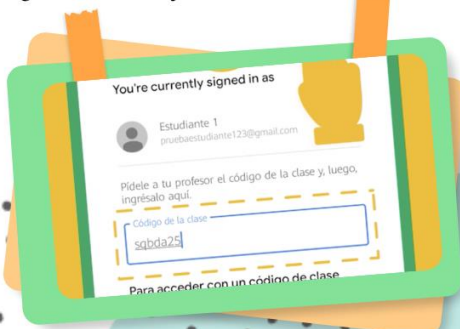
Enter the email address of your Classroom account and tap Next.



Press the join a class button and press, again, the option with the same name.



Enter the code of the same and press the Join button, located in the upper right corner of your screen.



Recovered from: Google Classroom para estudiantes: ¿Cómo acceder a Google Classroom desde un dispositivo móvil? (gcfglobal.org)

App: WhatsApp

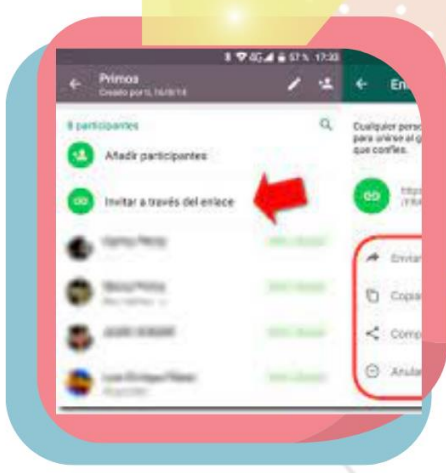
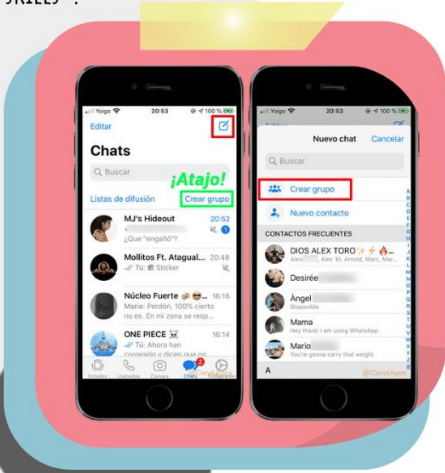


What is WhatsApp?
WhatsApp is a messaging app that uses the internet to send messages, images, audio, or video.

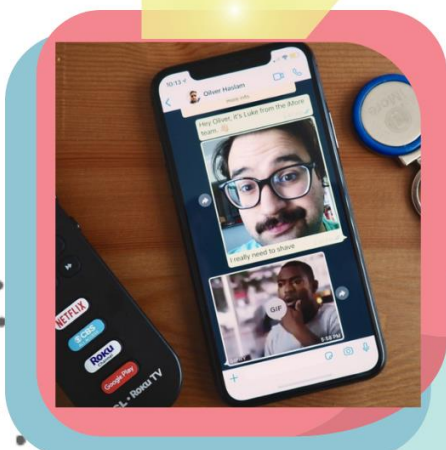


CREATE A GROUP CALLED "WRITING SKILLS".

ADD ALL STUDENTS ON THE GROUP.



SEND THE PICTURES ON THE GROUP.



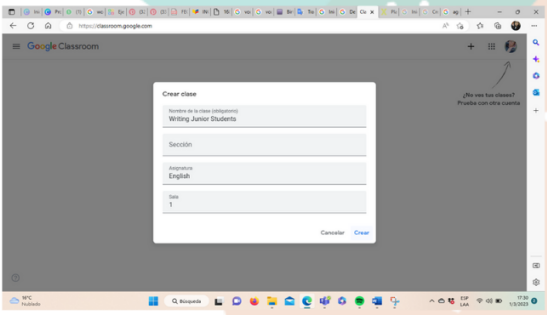
Registration Process

Teacher

- SHARE THE WORKSHEET ON GOOGLE CLASSROOM.
- FOLLOWING THESE STEPS.

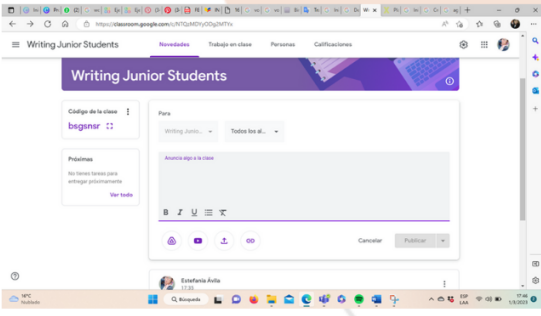
Step 1.

Create a new class, add name and short description.



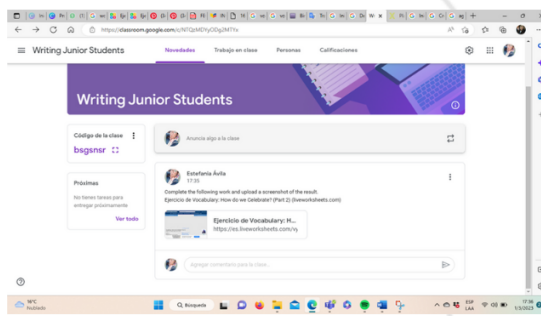
Step 2.

Write the task instruction and add the link to the worksheet



Step 3.

Publish and share the activity to students.



Step 4.

Share the code on WhatsApp.

Código de la clase
bgsnsnr

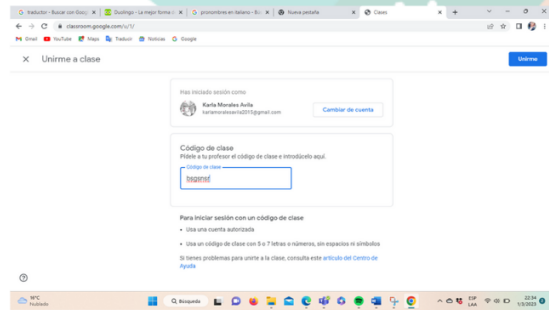
Registration Process

Student

- COMPLETE THE WORKSHEET ON GOOGLE CLASSROOM.
- FOLLOWING THESE STEPS.

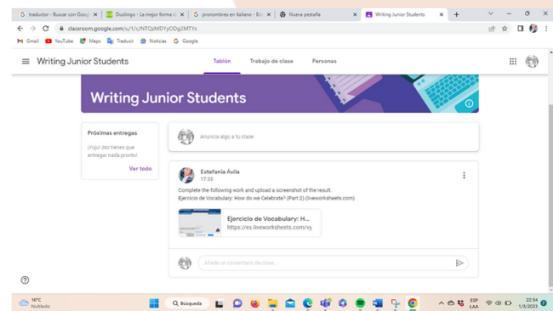
Step 1.

Join google classroom class



Step 2.


Click on the link posted in the group.





Step 3.


Open the worksheet and complete it.

BALLOONS	CANDLES	CUPCAKES	POPCORN
BIRTHDAY CARD	BURGERS	MILKSHAKE	FRUIT SALAD

It's my birthday! I got a beautiful  with a picture of a dinosaur, a book, and a game from mum and dad.

I'm having a party! We decorate the room with blue, red, and yellow 

I'm making a strawberry  for us to drink.

Dad's cooking  for us to eat.

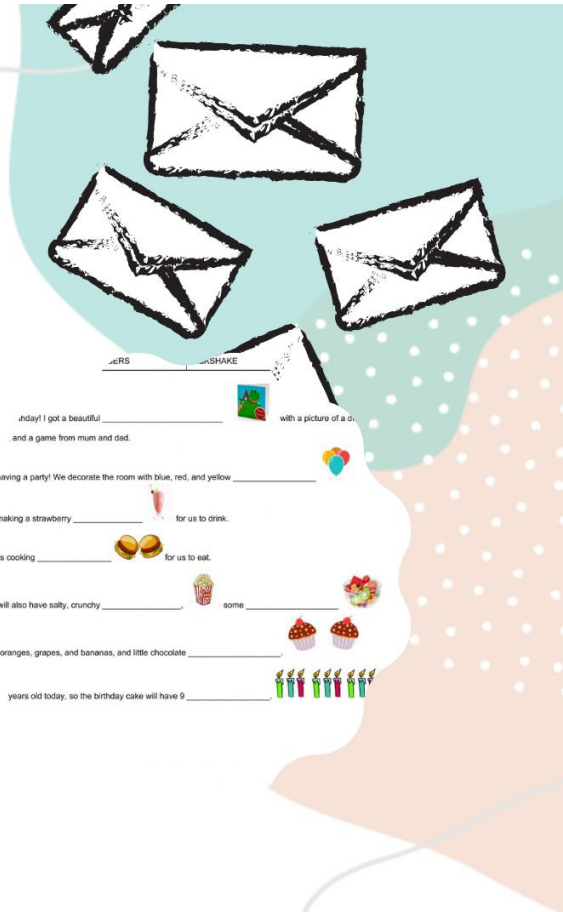
Step 4.

At the end take a screenshot and post it in the group with their names

Activity 1



- Do a worksheet.
- Take a screenshot and send it on WhatsApp.

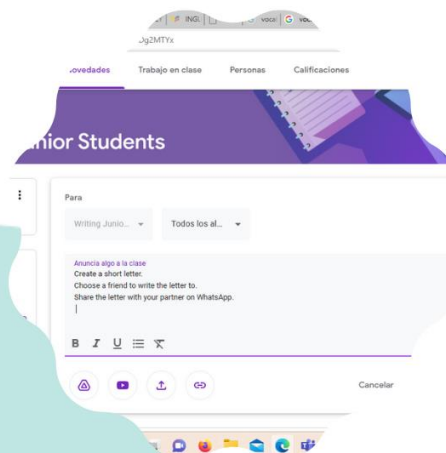


After-Task Activity 1



- CREATE A SHORT LETTER USING BIRTHDAYS VOCABULARY.
- FOLLOWING THESE STEPS.

- Create a short letter on Google Classroom.
- Choose a friend to write the letter to.
- Share the letter with your partner on WhatsApp.



Rubric

	EXCELLENT	SATISFACTORY	BASIC	INSUFFICIENT
GRAMMAR (3 POINTS)	The student has control of the grammatical structures and the message is clear. (3 POINTS)	The student has moderate control of the structures, although he makes some mistakes, communication is understood. (2 POINTS)	The student has little control of the grammatical structures, makes 3 to 4 errors and the understanding of the message is not clear. (1 POINT)	The student does not have control of the grammatical structures and the errors make the message lost, confusing and difficult to understand. (0,5 POINT)
VOCABULARY AND SPELLING (2 POINTS)	The student uses the vocabulary learned in class and makes correct use of it, avoiding repetitions. (2 POINTS)	The student makes use of the vocabulary learned with 1 or 2 repetitions that do not affect the message. (1,5 POINTS)	The vocabulary used corresponds to the units worked is limited and has difficulty writing words. (1 POINT)	Vocabulary is quite limited, does not follow the guide parameters. (0,5 POINT)
CREATIVITY AND PRESENTATION (1 POINT) Extra (0,5)	The text is risky, Expresses ideas about himself or imaginary characters; has unique characteristics, a personal seal is evident. (1,5 POINT)	The text has the requirements of the guide; however, it does not have elements of imagination. (1 POINT)	The text follows the guidelines of the guide and adapts it in a versatile way to your personal information. Met some of the Guide requirements. (0,5 POINT)	The ideas embodied in the document only follow the parameters indicated. There are no new proposals. (0 POINT)
COHESION AND COHERENCE (2 POINTS)	The information provided is relevant, ideas are well linked by connectors. (2 POINTS)	The information is related to the topic, the ideas are not linked properly. (1,5 POINT)	The information is partially related to the topic, the ideas are repetitive and not connected to each other. (1 POINT)	The information is not related to the topic, the ideas are poorly structured and lack connectors. (0,5 POINT)
PUNCTUATION (2 POINTS)	The text does not present errors in the use of capital letters and punctuation marks. (2 POINTS)	The text presents 1 to 3 errors in the use of capital letters and punctuation marks. (1,5 POINTS)	The text presents 4 to 5 errors in the use of capital letters and punctuation marks. (1 POINT)	The text has more than 5 errors in the use of capital letters and punctuation marks. (0,5POINT)


Answer Sheet


Vocabulary Unit 5 - How do we Celebrate? (Part 2)


10/10


Complete the story! Write the word in the correct spaces!



CANDLES	CUPCAKES	POPCORN	FRUIT SALAD
BIRTHDAY CARD	BURGERS	MILKSHAKE	POPCORN


My birthday! I got a beautiful  with a picture of a dinosaur, a book, and a game from mum and dad.


We are having a party! We decorate the room with blue, red, and yellow .

Mum is making a strawberry  for us to drink.

Dad is cooking  for us to eat.

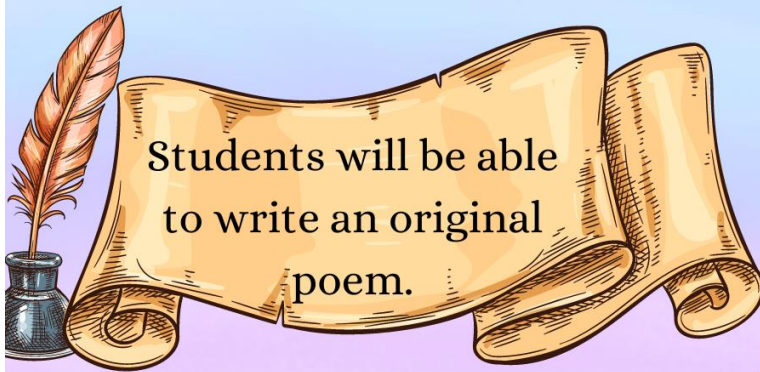
We will also have salty, crunchy  some .

Mum bought oranges, grapes, and bananas, and little chocolate .

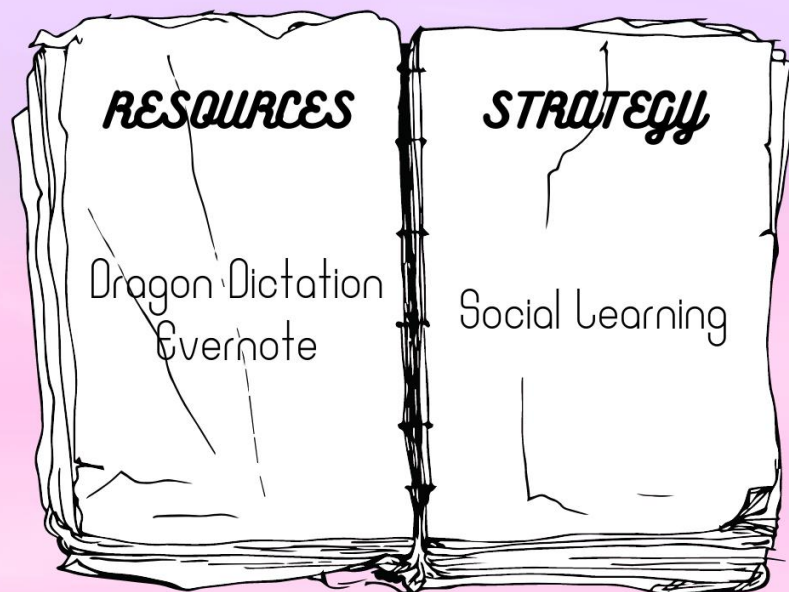
I am 9 years old today, so the birthday cake will have 9 .

LESSON B

POEM



TIME: 90 MINUTES



Pre-Task Lesson B

Teacher Instructions

- The teacher will show 3 pictures of authors of famous poems.
- The teacher will ask some questions.
- The teacher will explain rhyme.
- The teacher will give an example.

Student Instructions

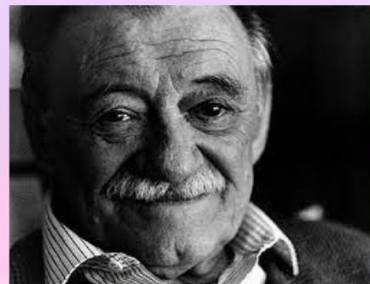
- Students will pay attention to the teacher's instructions.
- Students will answer the teacher's questions.
- Students will take notes on Evernote.

WARM-UP

QUESTIONS

- Do you know any authors of poems?
- What kind of poems do you know?

- Students will make groups of 3 people.
- In each group match the photos with their respective names



Mario Benedetti

Gabriela Mistral

Pablo Neruda

PRESENTATION

Identical rhyme employs the same word, identically in sound and in sense, twice in rhyming positions.

Internal rhyme is rhyme within a single line of verse, when a word from the middle of a line is rhymed with a word at the end of the line.

What is a Rhyme?

The repetition of syllables, typically at the end of a verse line. Rhymed words conventionally share all sounds following the word's last stressed syllable.

Recovered from: <https://www.poetryfoundation.org/learn/glossary-terms/rhyme>.

Examples

SAMPLE RHYME SCHEME

The Germ by Ogden Nash

A mighty creature is the germ ,	a
Though smaller than the pachy derm .	a
His customary dwelling place	b
Is deep within the human race .	b
His childish pride he often pleases	c
By giving people strange diseases .	c
Do you, my poppet, feel infirm ?	a
You probably contain a germ .	a



The coolness of the **night**
Refreshes my **skin**.
The stars shine so **bright**,
Causing me to **grin**.

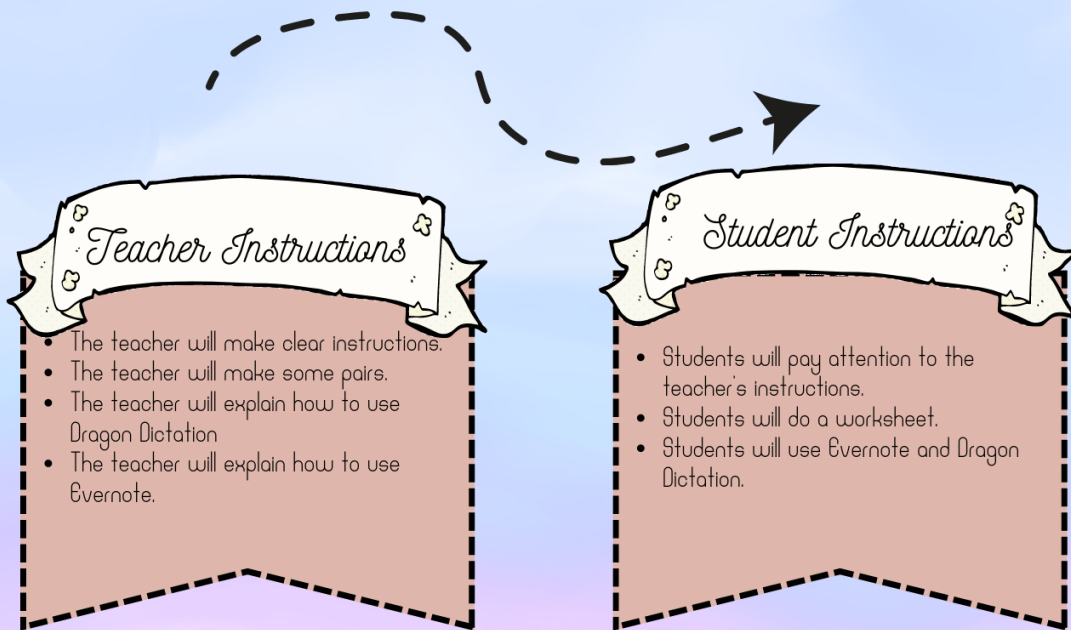
A
B
A
B

The Frog

I saw a little frog,
He was cuter than can be,
He was sitting on a log
And I'm sure he croaked at me!



During-Task Lesson B



APP:
DRAGON DICTATION

DRAGON
NATURALLY SPEAKING

What is Dragon Dictation?

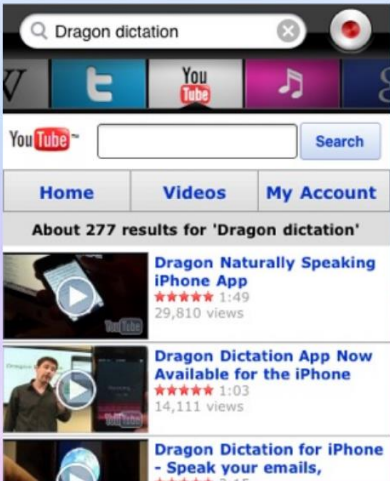
Dragon Dictation is an easy-to-use voice recognition application powered by Dragon® NaturallySpeaking® that allows you to easily speak and instantly see your text or email messages.

REGISTRATION
PROCESS

DRAGON DICTATION

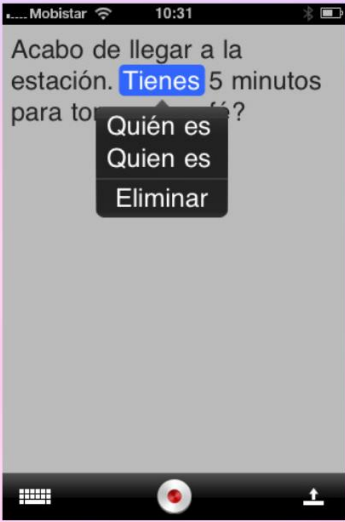
SEARCH DRAGON DICTATION
ON GOOGLE PLAY AND APPLE
STORE

ENTER AN EMAIL ADDRESS AND
SEE THE PRINCIPAL SCREEN.



RECOVERED

CORRECT MISTAKES AND SHARE
ON ANY SOCIAL NETWORK



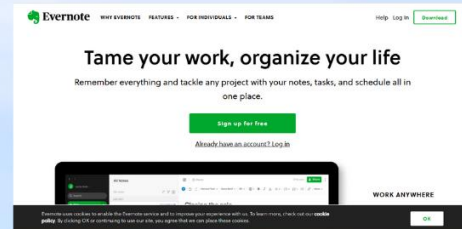
Recovered from: <https://desarrollapp.com/dragon-dictation-la-app-destacada.html>

REGISTRATION PROCESS

EVERNOTE

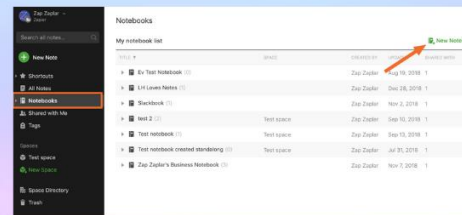
1

Go to Evernote's homepage and click Sign up in the top-right corner of the page.



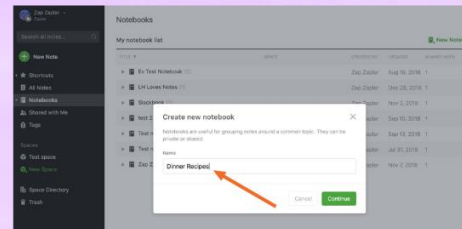
2

How to Create Notebooks in Evernote



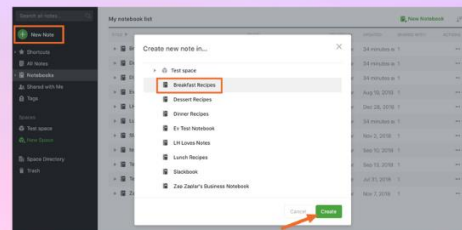
3

Name your notebook. In this example, we'll name it "Dinner Recipes." Click Continue.



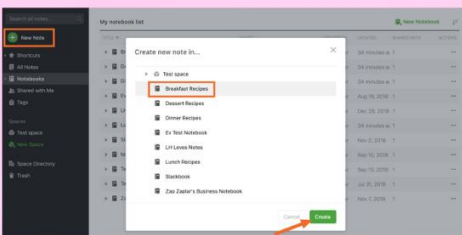
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How to Create and Organize Notes in Evernote



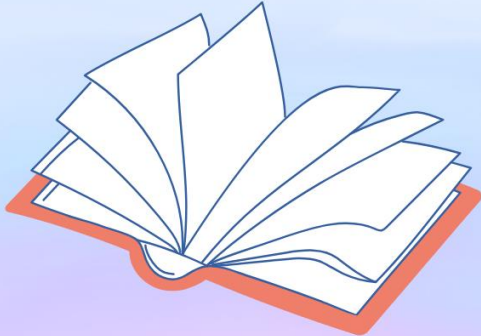
5

How to Create and Organize Notes in Evernote



ACTIVITY 1

Do a worksheet online.
Take a screenshot.
Send the screenshot on WhatsApp.



There isn't Time
There isn't time, there isn't time
To do the things I want to do -
With all the mountain tops to climb
And all the woods to wander through
And all the seas to sail upon.
And everywhere there is to go,
And all the people, every one,
Who live upon the earth to know,
There's only time, there's only time
To know a few, to do a few,
And then sit down and make a rhyme
About the rest I want to do.

Make a list of five things you would like to do, in order of importance.

- _____
- _____
- _____
- _____
- _____

Now write about why you chose number one and what it would be like if you could do it.

After-Task Lesson B

ACTIVITY 1



Choose a topic to write their poem.
Write a short poem using rhyme.
Use Evernote to write a poem.
In pairs, use Dragon Dictation with your classmate.
Record your partner's poem.

Example

Cloud
What is fluffy?
What is white?
What can you see
When skies are bright?
What can float?
What brings rain?
What may be higher
Than a bird or plane?
Say it out loud :
Cloud!

RUBRIC

	EXCELLENT	SATISFACTORY	BASIC	INSUFFICIENT
GRAMMAR (3 POINTS)	The student has control of the grammatical structures and the message is clear. (3 POINTS)	The student has moderate control of the structures, although he makes some mistakes, communication is understood. (2 POINTS)	The student has little control of the grammatical structures, makes 3 to 4 errors and the understanding of the message is not clear. (1 POINT)	The student does not have control of the grammatical structures and the errors make the message lost, confusing and difficult to understand. (0,5 POINT)
VOCABULARY AND SPELLING (2 POINTS)	The student uses the vocabulary learned in class and makes correct use of it, avoiding repetitions. (2 POINTS)	The student makes use of the vocabulary learned with 1 or 2 repetitions that do not affect the message. (1,5 POINTS)	The vocabulary used corresponds to the units worked is limited and has difficulty writing words. (1 POINT)	Vocabulary is quite limited, does not follow the guide parameters. (0,5 POINT)
CREATIVITY AND PRESENTATION (1 POINT) Extra (0,5)	The text is risky. Expresses ideas about himself or imaginary characters; has unique characteristics, a personal seal is evident. (1,5 POINT)	The text has the requirements of the guide; however, it does not have elements of imagination. (1 POINT)	The text follows the guidelines of the guide and adapts it in a versatile way to your personal information. Met some of the Guide requirements. (0,5 POINT)	The ideas embodied in the document only follow the parameters indicated. There are no new proposals. (0 POINT)
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ANSWER SHEET



What's important to you?

Read this poem aloud.

There Isn't Time

There isn't time, there isn't time
To do the things I want to do –
With all the mountain tops to climb
And all the woods to wander through
And all the seas to sail upon,
And everywhere there is to go,
And all the people, every one,
Who live upon the earth to know.
There's only time, there's only time
To know a few, to do a few,
And then sit down and make a rhyme
About the rest I want to do.

Eleanor Farjeon

Make a list of five things you would like to do, in order of importance.

- 1
- 2
- 3 **Answers may vary**
- 4
- 5

Now write about why you chose number **one** and what it would be like if you could do it.

.....
..... **Answers may vary**

LESSON C



FAMOUS ARTIST

Objective:

Students will be able to write a short paragraph using present perfect about their famous artist.

TIME: 90 MINUTES

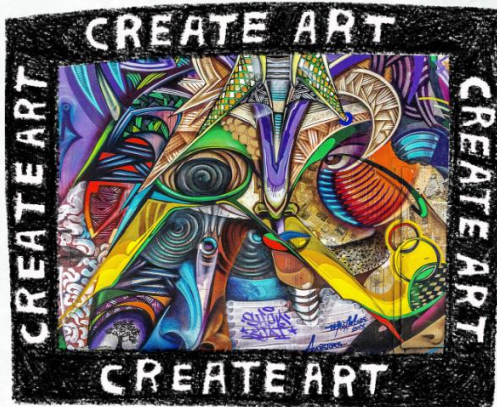
SOCIAL LEARNING

WRITER PLUS
INTERACTIVE GRAMMAR
OF ENGLISH



STRATEGY

RESOURCE



MATERIALS:

- WORKSHEET
- WRITER PLUS
- WHATSAPP

After-Task Lesson C

TEACHER INSTRUCTIONS

- The teacher will ask some questions.
- The teacher will explain about Present Perfect.
- The teacher will show a picture.

STUDENT INSTRUCTIONS

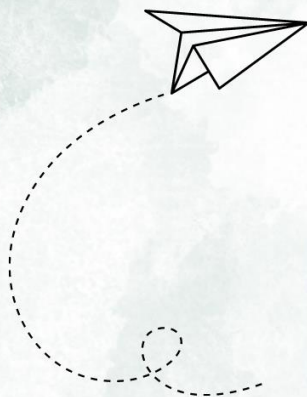
- Students will pay attention to the teacher's instructions.
- Students will take notes.
- Students will answer the teacher's questions.



WARM-UP



PRESENTATION



QUESTIONS

- What do you think about this picture?
- Do you recognize this painting?
- What is its name?

=>  PRESENT
PERFECT

The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself.



STRUCTURE

PRESENT PERFECT TENSE

+

S + have/has + past participle

I have tried sushi.

-

S + have not (haven't)/has not (hasn't) + past participle

I have not tried sushi.

?

Have/Has + subject + past participle?

Have you tried sushi?

Usage

Example

Recovered from: Present perfect | EF | Global Site

EXAMPLE

- He has completed the mission.
- He has not completed the mission.
- Has he completed the mission?

During-Task Lesson C

Teacher Instructions

- The teacher will explain how to use Interactive Grammar of English.
- The teacher will make clear instructions.
- The teacher will worksheet about Present Perfect.

Students Instructions

- Students will pay attention to the teacher's instructions.
- Students will do a worksheet online.
- Students will choose their favorite famous artist.
- Students will write a short paragraph using present perfect.

APP

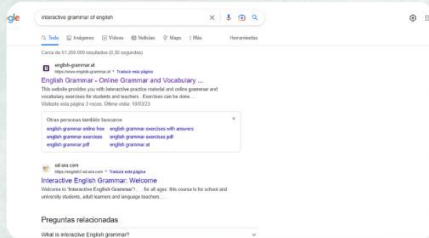
INTERACTIVE
GRAMMAR

Interactive
English

REGISTRATION PROCESS

1

Search in google interactive grammar of English.



Interactive Grammar of English

2

Show some topics and choose Present Perfect.



3

Complete the worksheet online.



APP

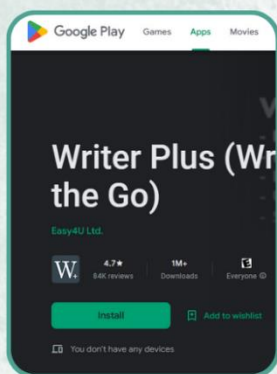
Writer Plus is a handy writer app allowing creative writers to jot down quick points. Writer Plus is a writing application without the fuss and distraction of a traditional word processor. Writer Plus is perfect for writing notes, novel, lyrics, poems, essay, draft on your phone or tablet.

WRITER PLUS



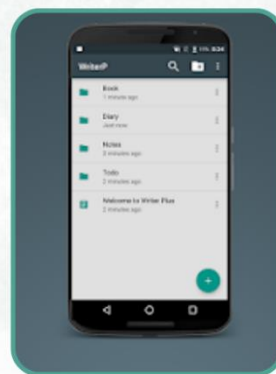
REGISTRATION PROCESS

Download the app on google
play



WRITER PLUS

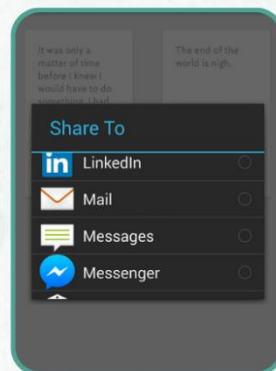
Create a new folder.



Create your text.



Share your text on WhatsApp.



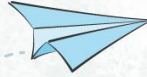


ACTIVITY 1


- Complete the Worksheet about Present Perfect online.

(https://www.english-grammar.at/online_exercises/tenses/t142-present-perfect-tense.htm)

- Share your results with your classmates.



sentences with the correct form of the PRESENT PERFECT tense !



AI writing assistance

stune

_____ ? (OUR GUESTS, ARRIVE)

_____ out lately. I feel a lot better now (WORK)

_____ your future husband ? (YOU KNOW)

_____ are dirty ! What _____ ? (YOU DO)

_____ for over an hour even though we have an appointment

times _____ to northern Africa ? (YOU BE)

_____ to the moon . (NEVER TRAVEL)

_____ your book very thoroughly. It's very interesting. (READ)

_____ our car all morning, but we're not finished yet. (REPAIR)

_____ dinner yet. (NOT PREPARE)

_____ weight for months. Look at him now ! (LOSE)

After-Task Lesson C



ACTIVITY 1

Write a short paragraph using Present Perfect about famous artists.





RUBRIC

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ANSWER SHEET

Some of your answers are incorrect. Inc

es with the correct form of the PRESENT PERFECT tense !

Soluciones innovadoras

LEWA GmbH

Abr

s arrived ? (OUR GUESTS, ARRIVE)

WORKING out lately. I feel a lot better now (WORK)

DO YOU KNOW your future husband ? (YOU KNOW)

y ! What **HAVE YOU BEEN DOING** ? (YOU DO)

BEEN WAITING for over an hour even though we have an appointment. (WAIT)

HAVE YOU BEEN to northern Africa ? (YOU BE)

NEVER TRAVELLED to the moon . (NEVER TRAVEL)

READING your book very thoroughly. It's very interesting. (READ)

REPAIRING our car all morning, but we're not finished yet. (REPAIR)

PREPARED dinner yet. (NOT PREPARE)

eight for months. Look at him now ! (LOSE)

Protege tu marca en Internet

Tenemos el dominio perfecto para tu proyecto. Regístralo hoy

GoDaddy

C

UNIT 2

MY FAVORITE HOBBIES



OBJECTIVES

- Students will do a summary of the movie.
- The student will be able to write a recipe using a logical sequence.
- The student will be able to write a short paragraph using would like.

Exit Profile Level A2

Forms, formal letters, biographies, etc.) as well as simple procedural descriptions and narratives (e.g. 'how to' instructions and first-person stories).

M-LEARNING STRATEGIES

- Personalization
- Scenario Based-Learning
- Gamification





FILM REVIEW

Lesson A

STRATEGY: PERSONALIZATION

RESOURCE: POPPLET

Objective:

Students will do a summary of the movie.



Materials:

- TECHNOLOGICAL RESOURCES:
YOUTUBE, POPPLET
- PAPER AND PENCIL



Pre-Task Lesson A

Teacher Instructions

- The teacher will show 3 cards with the movie genres.
- The teacher will explain past simple.
- The teacher will show an example on YouTube.



Guided Practice

- Students will pay attention to all instructions.
- students will guess the genres of the movies.
- Students will respond to the questions.



Guess the types of movie genres.





Grammar Presentation

Past Simple

It is used to talk about a completed action in a time before now.

Examples

- John Cabot sailed to America in 1498.
- My father died last year.
- He lived in Fiji in 1976.
- We crossed the Channel yesterday.

Simple past tense | EF | Global Site

Structure & Examples



Subject + Verb (2nd form) + Object.

I went to school yesterday.



Subject + did not + V1 + Object.

I did not go to school yesterday.



Did + Subject + V1 + Object?

Did I go to school yesterday?

Simple Past Tense: Rules And Examples - EnglishTeachoo

During-Task Lesson A

Teacher Instructions

- The teacher will explain the use of Popplet.
- The teacher will give a worksheet.
- Make a clear explanation.

Guided Practice

- Students will pay attention to all instructions.
- Students will complete the worksheet.



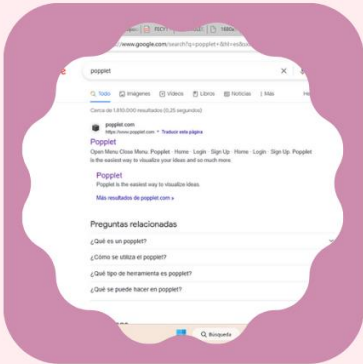
APP: POPPLET

What is Popplet?
 Popplet is a digital tool that can be used to capture ideas and then organize them in a mindmap format. It can be accessed freely on an iPad, smartphone, or computer.

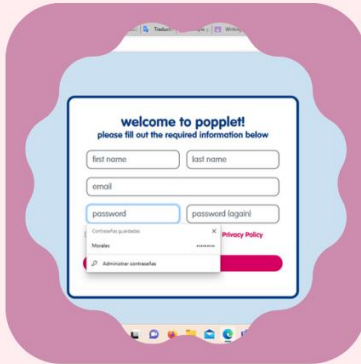


SIGN UP:

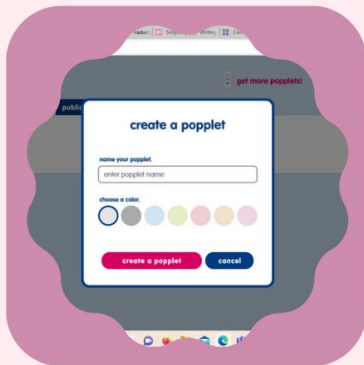
1. Search Popplet on Google



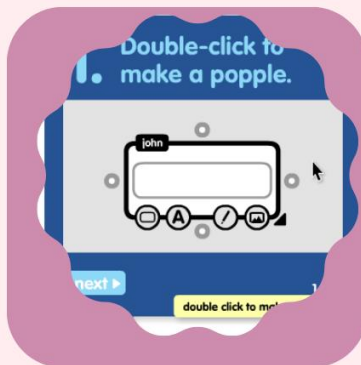
2. Enter your email and a password



3. Create a new Popplet, write the theme, and choose the color



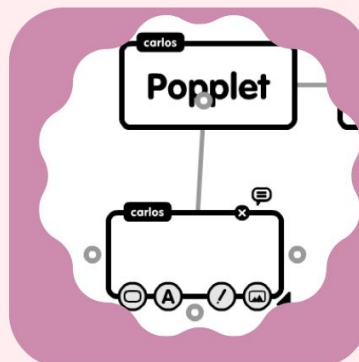
4. By double-clicking on any area of our desktop we can create a Popplet.



5. Add a drawing and add media.



6. Write some ideas and join other ideas.



Recovered from Manual de Popplet. Organizar nuestras ideas | Observatorio Tecnológico (educacion.es)

Activity 1



★ PAST SIMPLE ★

REGULAR VERBS:	IRREGULAR VERBS:
+ Subject + V-ED	+ Subject + V 2 nd column
- Subject + didn't + Verb	- Subject + didn't + Verb
? Did + Subject + Verb ?	? Did + Subject + Verb ?

work → worked	stop → stopped	begin → began	break → broke
study → studied	play → played	come → came	eat → ate
dance → danced	live → lived	go → went	see → saw

Complete the sentences. Use one of these regular verbs in the Past Simple:

clean die enjoy finish live open play watch not smoke start

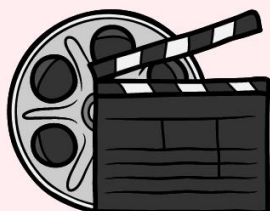
- Yesterday evening I television.
- I my teeth three times yesterday.
- The concert last night at 7.30 and at 10 o'clock.
- The weather was good yesterday afternoon, so we tennis.
- William Shakespeare in 1616.
- Mozart from 1756 to 1791.
- It was hot in the room, so I the window.
- you you holidays last summer?
- Peter any cigarettes yesterday.

Write the verb in the correct form of the Past Simple:

- I (play) tennis yesterday but I (not/win).

Recovered from: Past Simple online exercise for A2 (liveworksheets.com)

Activity 2

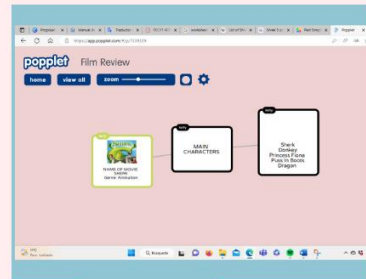


The student will use Popplet and choose some principal ideas.

Go to Popplet and create a graphic organizer



Write the characters and some main ideas to make the summary.



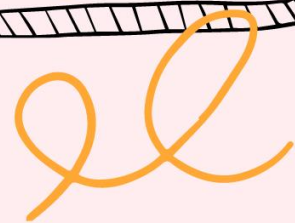
After-Task Lesson A

Activity 1



Choose your favorite movie.

Write a short summary using your notes.



RUBRIC

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ANSWER SHEET

10/10 ★ **PAST SIMPLE** ★


REGULAR VERBS: + Subject + V-ED - Subject + didn't + Verb ? Did + Subject + Verb ?	IRREGULAR VERBS: + Subject + V 2 nd column - Subject + didn't + Verb ? Did + Subject + Verb ?
work → worked stop → stopped study → studied play → played dance → danced live → lived	begin → began break → broke come → came eat → ate go → went see → saw

Complete the sentences. Use one of these **regular verbs** in the **Past Simple**:

clean die enjoy finish live open play watch not smoke start

- Yesterday evening I **watched** television. 
- I **cleaned** my teeth three times yesterday.
- The concert last night **started** at 7.30 and **finished** at 10 o'clock.
- The weather was good yesterday afternoon, so we **played** tennis.
- William Shakespeare **lived** in 1616.
- Mozart **lived** from 1756 to 1791. 
- It was hot in the room, so I **opened** the window.
- I **did** you **enjoy** your holidays last summer?
- Peter **didn't smoke** any cigarettes yesterday.

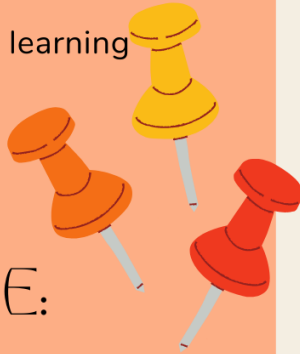
Write the verb in the correct form of the **Past Simple**:

- I **played** [play] tennis yesterday but I **didn't win** [not/win].
- We **waited** [wait] a long time for the bus but it **didn't come** [not/come].
- That's a nice shirt. Where **did** you **buy** [buy] it?
- She **saw** [see] me but she **didn't** [not/speak] to me.
- "..... **did** it **rained** [rain] yesterday?" "No, it was a nice day"
- That was a stupid thing to do. Why **did** you **do** [do] it? 
- Sandra **bought** [buy] a new dress last weekend.
- We **didn't play** [not/play] basketball in the sports lesson.
- I **met** [meet] my friends last Friday evening.
- "..... **did** they **enjoy** [enjoy] the party?" "No, they **didn't** [not/go]"



STRATEGY:

- Scenario-based learning



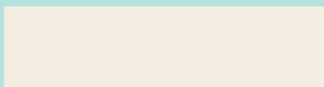
RESOURCE:

- Padlet
- YouTube



MATERIALS:

- YouTube
- Worksheet
- Padlet



Lesson B

A RECIPE

OBJECTIVE

- The student will be able to write a recipe using a logical sequence.





Pre-Task Lesson B

Teacher

Instructions

- The teacher will show a video on YouTube about the recipe.
- The teacher will ask some questions.
- The teacher will explain food vocabulary.

Student

Instructions

- Students will pay attention to the video.
- Students will answer the questions.
- Students will take notes.



Recovered from (241) Receta de pastel de vainilla clásica | Cómo hacer un pastel de cumpleaños - YouTube



QUESTIONS

- WHAT IS HE DOING?
- WHAT INGREDIENTS DOES HE USE?
- HOW MANY STEPS DID HE TAKE?

FOOOD!!!

FRUIT

- Apple
- Orange
- Banana
- Grapes
- Pineapple
- Kiwi
- Lemon

Presentation: VOCABULARY



MEAT AND SEAFOOD

- Beef
- Chicken
- Pork
- Salmon
- Lamb
- Buffalo
- Shrimp
- Fish

VEGETABLES

- Beans
- Lettuce
- Carrots
- Broccoli
- Cauliflower
- Peas
- Egg plant

Recovered from: Food Vocabulary Words for English Learners (thoughtco.com)



During-Task Lesson B

Teacher

Instructions

- The teacher will explain to use of Padlet.
- The teacher will make a clear explanation of the worksheet.
- The teacher will explain the activity of how to write a recipe.

Student

Instructions

- Students will pay attention to all instructions.
- Students will do a worksheet.
- Students will write their favorite recipe.



WHAT IS A PADLET?

Padlet is a digital wall that allows you to store and share multimedia content, it is also used as a collaborative whiteboard; It allows you to link images, videos, audio, and documents, being a kind of virtual library.



REGISTRATION PROCESS

TEACHER

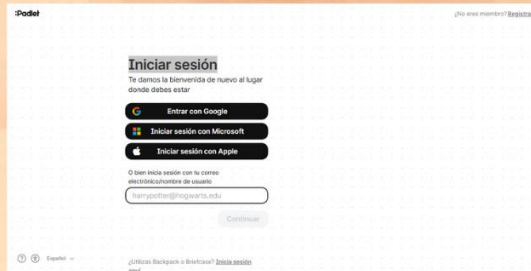
1

We enter to:
<https://es.padlet.com/>



2

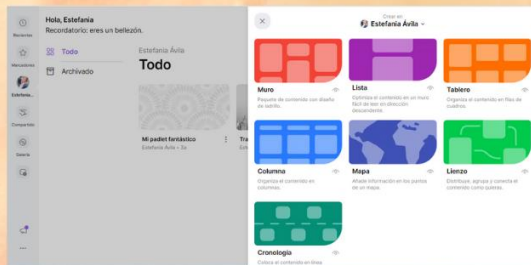
Log in with Gmail, Microsoft, or Apple ID and create a Padlet account.



3

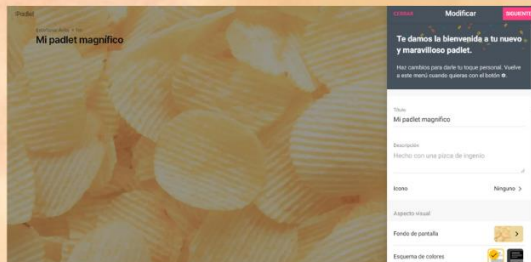
Create a Padlet in the upper left, and click the button.

Hacer un padlet



4

We select one and proceed to edit it.



5

Create the new Padlet and share the code or link with the students.



Recovered from: How do I join a padlet? - Padlet Knowledge Base & Support

REGISTRATION PROCESS

1

We enter to:
<https://es.padlet.com/>

2

Log in with Gmail,
Microsoft, or Apple ID and
create a Padlet account.

3

Enter the code to join a
Padlet.

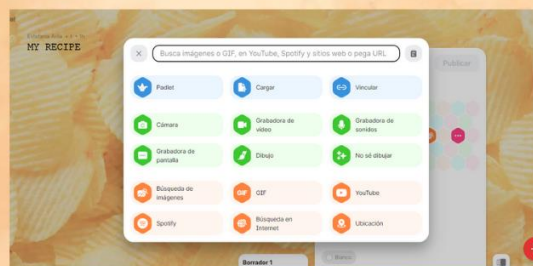
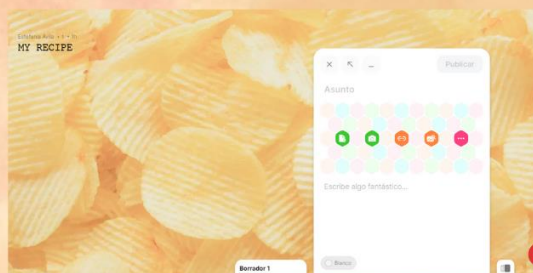
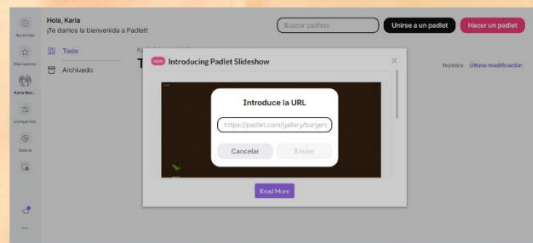
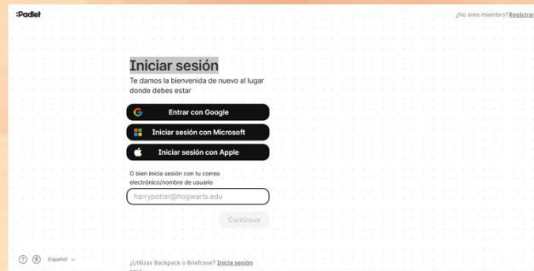
4

Click anywhere to create
or post

5

Click anywhere to create
or post.

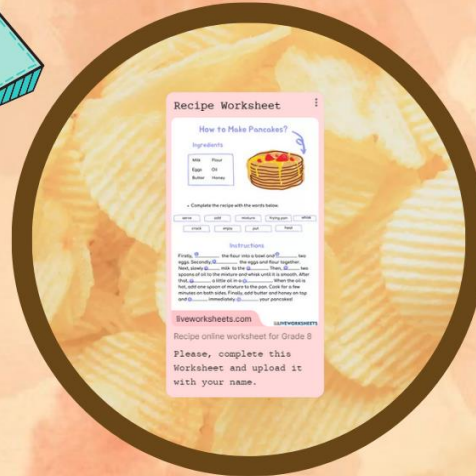
STUDENT



Recovered from: [How do I join a padlet? - Padlet Knowledge Base & Support](#)

ACTIVITY I

Students will complete the Worksheet, clicking on the image, then at the end they will take a screenshot and upload the photo to Padlet.



Recovered from: Recipe online worksheet for Grade 8 (liveworksheets.com)

After-Task Lesson B

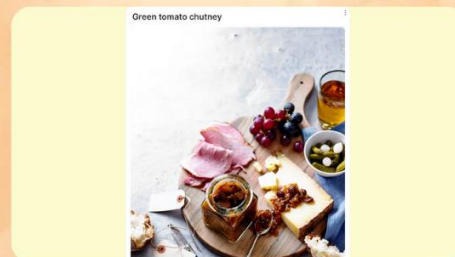


ACTIVITY I

The teacher will create a new Padlet with the name MY FAVORITE RECIPE. So, the teacher will share the code.



Students will choose their favorite recipe, they will write on Padlet, and add an image.



RUBRIC


	EXCELLENT	SATISFACTORY	BASIC	INSUFFICIENT
GRAMMAR (3 POINTS)	The student has control of the grammatical structures and the message is clear. (3 POINTS)	The student has moderate control of the structures, although he makes some mistakes, communication is understood. (2 POINTS)	The student has little control of the grammatical structures, makes 3 to 4 errors and the understanding of the message is not clear. (1 POINT)	The student does not have control of the grammatical structures and the errors make the message lost, confusing and difficult to understand. (0.5 POINT)
VOCABULARY AND SPELLING (2 POINTS)	The student uses the vocabulary learned in class and makes correct use of it, avoiding repetitions. (2 POINTS)	The student makes use of the vocabulary learned with 1 or 2 repetitions that do not affect the message. (1.5 POINTS)	The vocabulary used corresponds to the units worked is limited and has difficulty writing words. (1 POINT)	Vocabulary is quite limited, does not follow the guide parameters. (0.5 POINT)
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ANSWER SHEET

How to Make Pancakes?

10/10
Ingredients

Milk	Flour
Eggs	Oil
Butter	Honey



• Complete the recipe with the words below.

Instructions

Firstly, ① put the flour into a bowl and ② crack two eggs. Secondly, ③ whisk the eggs and flour together. Next, slowly ④ add milk to the ⑤ mixture. Then, ⑥ add two spoons of oil to the mixture and whisk until it is smooth. After that, ⑦ heat a little oil in a ⑧ frying pan. When the oil is hot, add one spoon of mixture to the pan. Cook for a few minutes on both sides. Finally, add butter and honey on top and ⑨ serve immediately. ⑩ enjoy your pancakes!

LIVEWORKSHEETS

LESSON C

FAVORITE SPORT EXTREME



STRATEGY

GAMIFICATION



OBJECTIVE:

The student will be able to write a short paragraph using would like.

RESOURCES

- Evernote
- British Council



PRE-TASK LESSON C

Teacher Instructions

- The teacher will send a link about sports extremes on WhatsApp.
- The teacher will make a clear explanation.
- The teacher will explain grammar **WOULD LIKE**.

Student Instructions

- Students will open the link and complete the Game.
- Students will pay attention.
- Students will take note of the topic grammar.



WARM-UP

Recovered from: Sports - extreme | LearnEnglish Kids (britishcouncil.org)



PRESENTATION

EXAMPLES

- I would like to exchange some euros for pounds.
- I wouldn't like to be in your shoes.
- You wouldn't like it here.

Would Like

We use would like or 'd like to say politely what we want, especially when making offers and requests.

Grammar Rule:

- "I would like" is followed by an infinitive verb or a noun.
- To form the negative, add "not" or the abbreviation "n't" to "would":

STRUCTURE

- Its structure, in the affirmative form, is: Subject + would like + [to + verb]/noun +
- Its structure, in the negative form, is: Subject + would + not + like + [to + verb]/noun +

SUBJECT	WOULD LIKE	TO + VERB/ NOUN
I	would like	to work /pizza
You	would like	to work /pizza
He	would like	to work /pizza
She	would like	to work /pizza
It	would like	to work /pizza
We	would like	to work /pizza
You	would like	to work /pizza
They	would like	to work /pizza

SUBJECT	WOULD + NOT	LIKE	TO + VERB/ NOUN
I	would not	like	to work /pizza
You	would not	like	to work /pizza
He	would not	like	to work /pizza
She	would not	like	to work /pizza
It	would not	like	to work /pizza
We	would not	like	to work /pizza
You	would not	like	to work /pizza
They	would not	like	to work /pizza

DURING -TASK LESSON C

Teacher Instructions

- The teacher will explain how to use Evernote.
- The teacher will make a clear explanation.

Student Instructions

- Students will take notes.
- Students will pay attention to the teacher's instructions.
- Students will do a worksheet.
- Students will do a paragraph about their favorite sports extreme.

APP: EVERNOTE



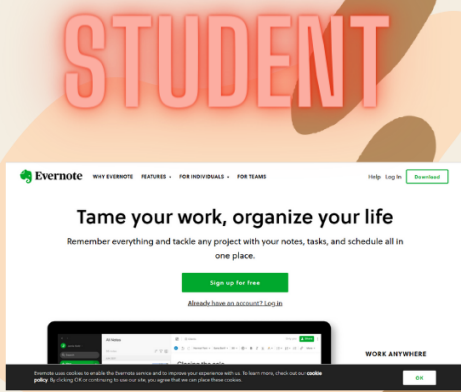
What is Evernote?

Evernote is note-taking software that helps you create and organize digital notes-and keeps them synced across all your devices.

REGISTRATION PROGRESS

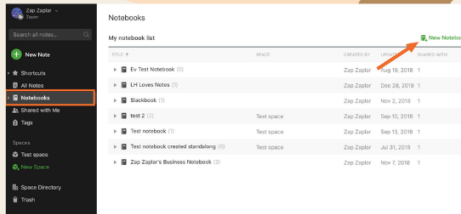
1

Go to Evernote's homepage and click Sign up in the top-right corner of the page.



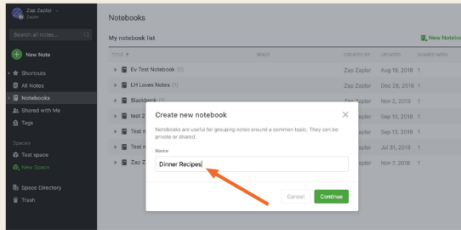
2

How to Create Notebooks in Evernote



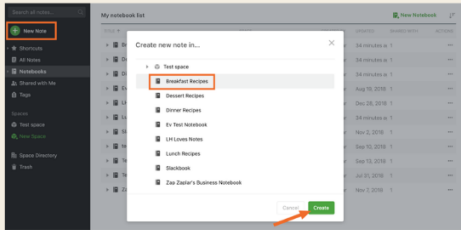
3

Name your notebook. In this example, we'll name it "Dinner Recipes." Click Continue.



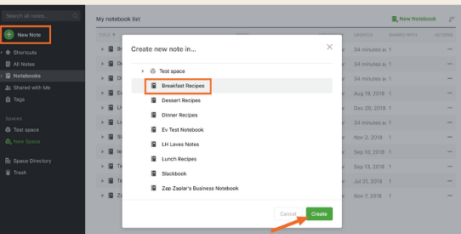
4

How to Create and Organize Notes in Evernote



5

How to Create and Organize Notes in Evernote



Recovered from: [How to Use Evernote \(zapier.com\)](https://zapier.com/blog/how-to-use-evernote/)

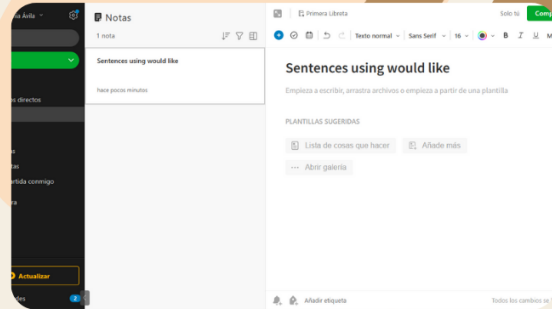


ACTIVITY 1



Students will write 10 sentences (5 affirmatives, 5 negatives) about sports extremes on Evernote using would like.

EXAMPLE



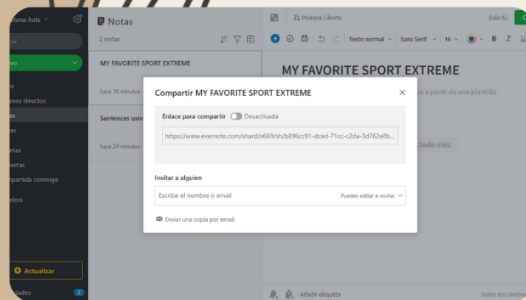
AFTER-TASK LESSON C



ACTIVITY 2

Students will write a short paragraph using would like.

Students will share the link to their homework on the WhatsApp group.



RUBRIC

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ANSWER SHEET

16:01 ↓ M YouTube • 🔔 📶 📶 🔋

✓ ↶ ↷ 👤 🏠 ⋮

ANSWERS MAY VARY

Sport Extreme

AFFIRMATIVE

- I would like to drive a F1 car.
- I would like to go skydiving.
- I would like to climb a mountain.
- I would like to do surf.
- I would like to go snowboarding.

NEGATIVE **ANSWERS MAY VARY**

- I would not like to climb.
- I would not like to drive a bicycle.
- I would not like to drive a plane.
- I would not like to swim with sharks.
- I would not like to go rafting.

ANSWERS MAY VARY

LEGEND

OBJECTIVES

- Students will be able to write a short story using Past Continuous.
- Students will be able to assemble a short story containing multiple characters, conflict, and resolution.
- Students will be able to summarize informational text.

UNIT 3



M-LEARNING STRATEGIES

- Microlearning
- Scenario-based learning
- Personalization

Exit Profile Level A2

Forms, formal letters, biographies, etc.) as well as simple procedural descriptions and narratives (e.g. 'how to' instructions and first-person stories).



LESSOON A

STORY

Objective:
Students will be able
to write a short story
using Past Continuous



STRATEGY

Microlearning

RESOURCE

- Writing Challenge

Materials

- Worksheet Online
- WhatsApp
- Creative Challenge



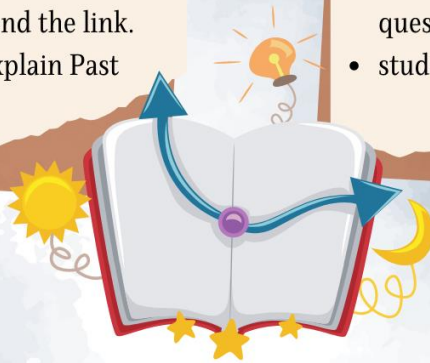
Pre-Task Lesson A

Teacher Instructions

- The teacher will show 3 pictures.
- The teacher will ask some questions.
- The teacher will send the link.
- The teacher will explain Past Continuous.

Student Instructions

- Students will pay attention to the teacher's instructions.
- Students will answer the questions.
- students will take notes.



WARM-UP

In groups of 3 students, in each group, there will be 3 images and 3 titles, and they will match each one.



The power of the fantastic animals

Trips with my grandfather

The archer of death

Link: [New Stories - Une las correspondences \(wordwall.net\)](https://www.wordwall.net)

Grammar Presentation

Past Continuous

PAST CONTINUOUS TENSE

- +** **S + was/were + V-ing**
She was cooking all morning.
- **S + was/were + not + V-ing**
She was not sleeping when he came home.
- ?** **Was/were + S + V-ing?**
Was she sleeping when he came home?

Example

- I was working at 10 pm last night.
- They were not playing football at 9 am this morning.

Past Continuous Tense: Definition, Useful Rules and Examples • 7ESL

Past Continuous | Grammar | EnglishClub

The Past Continuous tense expresses action at a particular moment in the past. The action started before that moment but has not finished at that moment.



During-Task Lesson A

Teacher Instructions

- The teacher will explain how to use the Writing Challenge app.
- The teacher will make an explanation.

Student Instructions

- Students will pay attention to the teacher's instructions.
- Students will do a worksheet.

App: Writing Challenge



Lets go!

What is it?
Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative nonfiction writing, and more. The purpose is to express something, whether it be feelings, thoughts, or emotions.

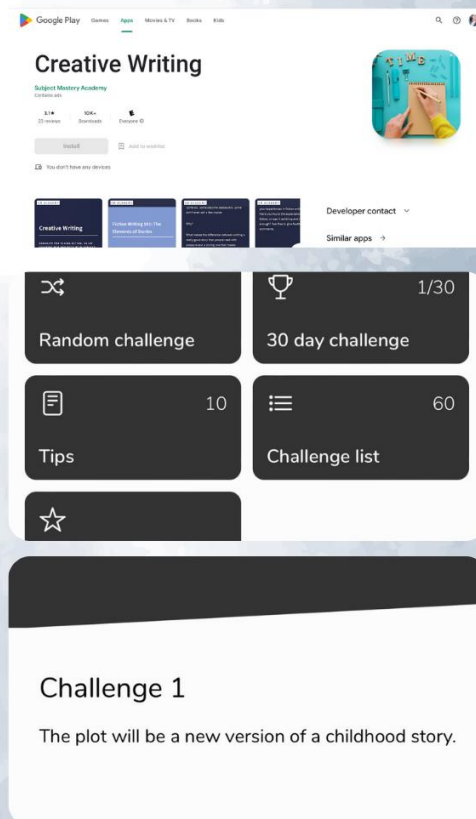
Registration Process



1 Go to google play and search for Creative Writing
Link: Creative Writing - Apps on Google Play

2 Install and open the app with an email.

3 it is located on the Challenge list.



Activity 1



- The student will open the link on WhatsApp.
- The student will complete the worksheet on past continuous.

Ficha de Past Continuous Tense en pdf online (liveworksheets.com)

After-Task Lesson A



Activity 1

The teacher will choose the story that each student will create from the Challenge list.



- < Challenge List
- Challenge 1 >
 - Challenge 2 >
 - Challenge 3 >
 - Challenge 4 >
 - Challenge 5 >
 - Challenge 6 >
 - Challenge 7 >
 - Challenge 8 >
 - Challenge 9 >

Rubric

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Answer Sheet

Past Continuous Tense

1. Tom took this photo last week. Look at the picture and put the verbs in the brackets into the past continuous.



This is a picture of my family at the town carnival last week. The sun 1) was shining (shine) and everyone 2) was having (have) a fantastic time. My mum 3) was watching (watch) the parade. The people on the floats 4) were wearing (wear) amazing costumes! My little brothers 5) were playing (play) with their balloons and they 6) were wearing (wear) funny masks! Dad 7) was eating (eat) some delicious street food. I 8) was taking (take) the photo!

2. The picture was taken last Sunday afternoon. What were the people doing? Use these verbs in the past continuous to complete the sentences.



take dance paint
drink eat

- Jane was drinking coke.
- Paul and Laura were dancing.
- John was taking pictures.
- Jim and Bob were eating sandwiches.
- The Clown was painting Jess's face.

Lesson B

COMIC

Strategy
Scenario-Based learning

Resource



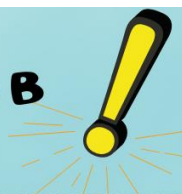
MATERIALS:
YouTube

Objective

- Students will be able to assemble a short story containing multiple characters, conflict, and resolution.



Pre-Task Lesson B



TEACHER INSTRUCTIONS

- The teacher will show 3 pictures of the comic.
- The teacher will ask about the pictures.
- The teacher will explain the difference between speech thought and exclamation bubble.

STUDENT INSTRUCTIONS

- Students will pay attention to the teacher's instructions.
- Students will answer the teacher's questions.
- Students will take notes.

WARM-UP

What do you think about these pictures?



PRESENTATION

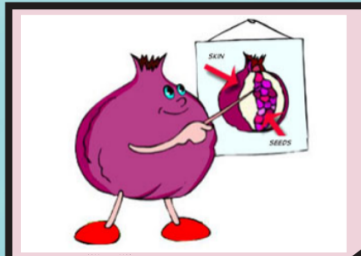
The difference between speech thought and exclamation bubble.



Labels

Text labels written on characters in comics. The label can be the character's name or a more general label that identifies the character as part of a general group.

Labels are frequently used in political cartoons to identify the specific public figures who are included in the scene.



YEAH!

**Signs**

Text labels written on objects in comics. Signs may be used to identify an object or to provide more information that is important to the scene.

Narratory Blocks

(AKA narrative box, voice-over)
Rectangles or squares in which a narrator or a character from the story shares special information with readers.

Emanata

Text or icons that represent what's going on in the character's head.

Examples:

- ? to indicate confusion
- ZZZ to indicate sleeping
- light bulb to indicate an idea
- @\$%#\$ to indicate anger

Balloons

(AKA speech balloons, bubbles)
The objects that are used to contain the dialogue that the characters in the comic speak.

Balloons are frequently rounded, but can take many shapes including rectangular. They typically have smooth edges, but can also have jagged or irregular edges.

Caption

Text that speaks directly to the reader. Frequently, the text appears below the comic panel, but it can be placed in beside or above it as well.

comicdefinitions-text.pdf (readwritethink.org)



During -Task Lesson B

TEACHER INSTRUCTIONS

- The teacher will explain how to use Pixton.
- The teacher will make a clear explanation.
-

STUDENT INSTRUCTIONS

- Students will pay attention.
- Students will do a worksheet.
- Students will create their comics using Pixton.

REGISTRATION PROCESS

Teacher

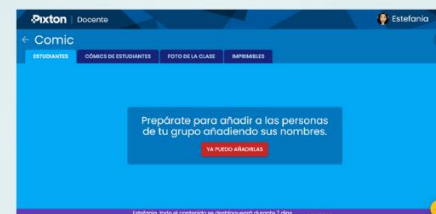
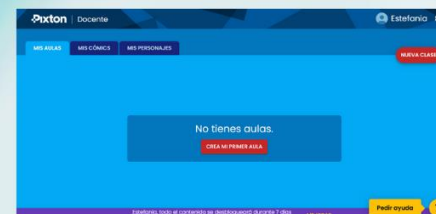
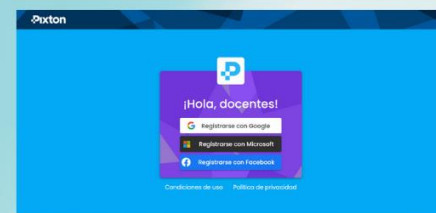
Open the Pixton page or
with the link:
<https://www-es.pixton.com>

Enter with an email.

Create a new class.

Create an avatar and accept
the conditions of the
application.

Add some students.



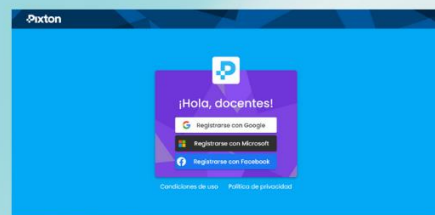
APP: PIXTON

Student

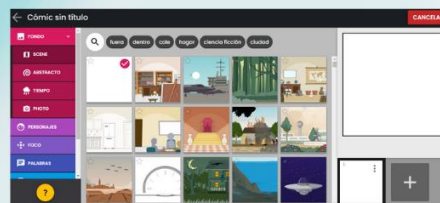
Open the Pixton page or with the link:
<https://www-es.pixton.com>



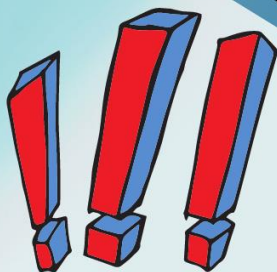
Enter with Email or another account.



Create a comic.

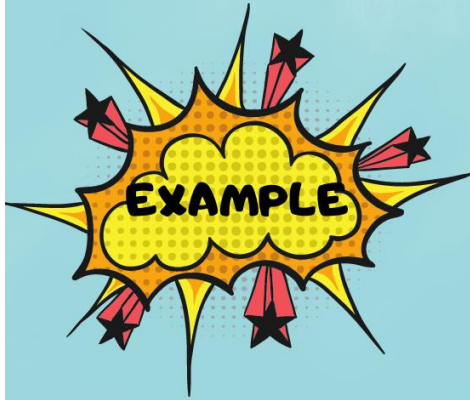


ACTIVITY 1



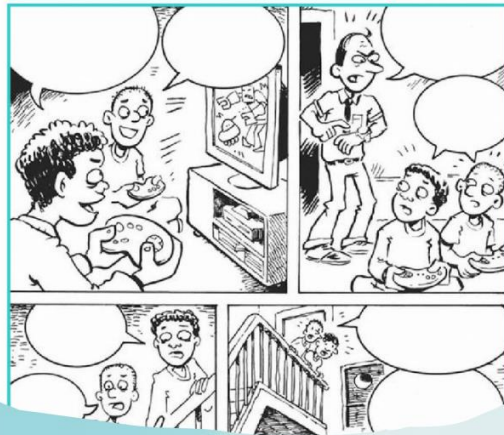
- Send the link to complete the Comic using your own words.
- Make a screenshot and share in WhatsApp group.

Ejercicio de Comic Strip - Write a story (liveworksheets.com)



CREATIVE WRITING

Comic Strip 9



After - Task Lesson B

ACTIVITY 1

WRITE A COMIC USING YOUR IMAGINATION AND SHARE IT WITH YOUR CLASSMATES.

Example



RUBRIC

	EXCELLENT	SATISFACTORY	BASIC	INSUFFICIENT
GRAMMAR (3 POINTS)	The student has control of the grammatical structures and the message is clear. (3 POINTS)	The student has moderate control of the structures, although he makes some mistakes, communication is understood. (2 POINTS)	The student has little control of the grammatical structures, makes 3 to 4 errors and the understanding of the message is not clear. (1 POINT)	The student does not have control of the grammatical structures and the errors make the message lost, confusing and difficult to understand. (0,5 POINT)
VOCABULARY AND SPELLING (2 POINTS)	The student uses the vocabulary learned in class and makes correct use of it, avoiding repetitions. (2 POINTS)	The student makes use of the vocabulary learned with 1 or 2 repetitions that do not affect the message. (1,5 POINTS)	The vocabulary used corresponds to the units worked is limited and has difficulty writing words. (1 POINT)	Vocabulary is quite limited, does not follow the guide parameters. (0,5 POINT)
CREATIVITY AND PRESENTATION (1 POINT) Extra (0,5)	The text is risky, Expresses ideas about himself or imaginary characters: has unique characteristics, a personal seal is evident. (1,5 POINT)	The text has the requirements of the guide; however, it does not have elements of imagination. (1 POINT)	The text follows the guidelines of the guide and adapts it in a versatile way to your personal information. Met some of the Guide requirements. (0,5 POINT)	The ideas embodied in the document only follow the parameters indicated. There are no new proposals. (0 POINT)
COHESION AND COHERENCE (2 POINTS)	The information provided is relevant. Ideas are well linked by connectors. (2 POINTS)	The information is related to the topic, the ideas are not linked properly. (1,5 POINT)	The information is partially related to the topic, the ideas are repetitive and not connected to each other. (1 POINT)	The information is not related to the topic, the ideas are poorly structured and lack connectors. (0,5 POINT)
PUNCTUATION (2 POINTS)	The text does not present errors in the use of capital letters and punctuation marks. (2 POINTS)	The text presents 1 to 3 errors in the use of capital letters and punctuation marks. (1,5 POINTS)	The text presents 4 to 5 errors in the use of capital letters and punctuation marks. (1 POINT)	The text has more than 5 errors in the use of capital letters and punctuation marks. (0,5POINT)

ANSWER SHEET

CREATIVE WRITING
Comic Strip 9

Answers may vary.

Answers may vary.

LEVEL A2
FLYERS
LIVEWORKSHEETS

@merit_esl_resources

[Terminado]

LESSON C

Objective:
Students will be able to
summarize informational text.

**Read a
Book**

STRATEGY



Vocabulary

RESOURCE



Vocabulary

MATERIALS

- A BOOK (THE LITTLE PRINCE)
- DICTIONARY (VOCABOLOGY)



Pre-Task Lesson C



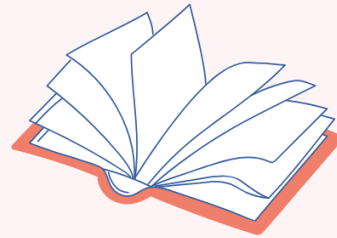
Teacher Instructions

- The teacher will ask some questions.
- The teacher will explain how to do a summary.
- The teacher will give an example.

Student Instructions

- Students will pay attention to the teacher's instructions.
- Students will answer the teacher's questions.
- Students will take notes.

WARM-UP

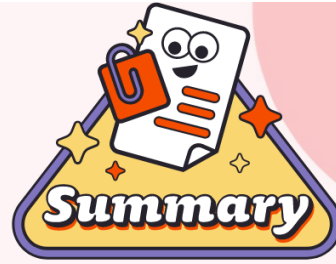


Questions

The teacher will talk about a long-winded story about something exciting that happened to her/him.

- Did you notice how long my story was?
- What if I only had two minutes to tell the story?
- What could I do to shorten it?

PRESENTATION



What is Summary?

A summary is a brief summarization of a larger work that gives the reader a comprehensive understanding. To write a summary, a writer will gather the main ideas of an article, essay, television show, or film they've read or watched and condense the central ideas into a brief overview. Summaries provide an abridged description of another work in the form of a paragraph, providing enough detail so that the reader understands the subject of the summary, while highlighting the summary writer's personal understanding of the subject matter.

EXAMPLE

"Hansel and Gretel" follows the story of a brother and sister who must use their cunning to outsmart an evil witch intent on consuming them. In the beginning of the story, a great famine sweeps across the land, leaving little food or resources to spare. Hansel and Gretel's stepmother leads the children into the woods intent on leaving them there to die. However, when Hansel hears of her plan, he collects a pocket full of white pebbles, dropping them as a trail for he and his sister as their stepmother attempts her plan the next day. When the duo makes their way home, the stepmother decides to bring them deeper into the woods. Hansel takes a slice of bread with him, leaving a trail of breadcrumbs behind. This time, birds eat the crumbs, destroying the trail back. Hansel and Gretel wander into a clearing, where they find a cottage made of treats. As they eat the house, the elderly woman who lives there invites them inside, where they discover she's not a generous, old lady after all—she's a witch with a particular taste for children.

4 Tips for Writing a Good Summary

Find the main idea.

A useful summary distills the source material down to its most important point to inform the reader.

Keep it brief.

A summary is not a rewrite—it's a short summation of the original piece. A summary paragraph is usually around five to eight sentences. Keep it short and to the point.

Write without judgment.

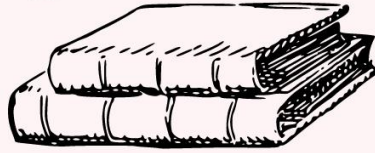
If you are summarizing an original text or piece of media, you are gathering and condensing its most relevant information, not writing a review.

Make sure it flows.

Transitions are incredibly helpful when it comes to building momentum in your writing. Connect your sentences with transition words, making sure they flow together and convey your summary clearly.

How to Write a Summary: 4 Tips for Writing a Good Summary - 2023 - MasterClass

During-Task Lesson C



Teacher Instructions

- The teacher will explain how to use Vocabulary.
- The teacher will use Turnitin on students' Summary books.
- The teacher will make a clear explanation.

Student Instructions

- Students will take notes.
- Students will pay attention to the teacher's instructions.
- Students will do a worksheet.

App: Vocabulary



Vocabulary is a fun and engaging mobile app for improving vocabulary. The app offers a word of the day feature, vocabulary exploration options, and a wide range of languages to choose from.



Registration Progress



STUDENT

Search Vocabulary on Google Play or App Store

Download and install the app and log in with your account.

Here you will find a list of sources and their Word Of The Day for your perusal. Sources range all the way from Urban Dictionary to Merriam-Webster

Further to the definition and meaning of the word, you'll also find the phonetic pronunciation, synonyms, and etymological roots of the word.



Vocabulary app review: freshen up your vocabulary undefined - appPicker

App: Turnitin



It ensures that students are producing original work and combats the most sophisticated breaches of academic integrity.

Registration Progress

TEACHER

Create a Password

Providing an email address and last name is required to create a Turnitin account password and set up security information. These data will be included in the welcome email. Next, log in to Turnitin and start customizing your account.

Create a class.

- Click the All Classes tab on any Turnitin page to go to the home page.
- Click the green Add Class button.
- On the Create a new class page, select the class type and complete the fields marked with an asterisk.
- Select the end date of the class.
- Click Submit to add the class to Turnitin.
- Once the class is created, the class number and registration password will be provided with which students can register independently.

Add an exercise.

- Click the All Classes tab on any Turnitin page to go to the home page.
- Click on the name of the relevant class.
- In class, click the green Add an assignment button.
- Enter a title for the exercise.
- Choose to allow students to submit file types with which Originality Reports are generated or allow any file type.
- Next, select the start date, end date, and post date for the assignment. The Post Date is the date from which students can view the feedback.
- To further customize your exercise, click the Optional Settings button for a variety of options. Each option is accompanied by a contextual help icon.
- Click Submit to add the assignment to the Turnitin class

Add students.

Consider using this method to add fewer than 10 students.

- Click the All Classes tab in the upper right corner of the Turnitin home page.
- On the class home page, click the Students tab at the top of the page.
- Click the Add Student button on the right.
- Enter the student's first name, last name, and email address.
- Click Submit to add the student.

AUTOR	TITULO	SIMILITUD
Barreto Agatha	El Goliat de los mares	64%
Agatha Barreto	Pez grande del mar	100%

Activity 1

Summarizing is briefly stating in your own words the main points in a piece of writing. Pausing to summarize what you have read helps you to check your understanding before you read further. A good summary is much shorter than the original. It includes only the main idea and the most important details.

Read the example. Then, circle the letter of the best answer for each question.

Original

The freshman class at Springfield High School held a fundraiser last Saturday, September 19. The fundraiser was held in the Springfield High gym. The weather was clear and sunny, and the event was a sell-out, with ticket sales and donations totaling \$495. The money will go toward the annual freshman picnic, which will be held on May 15. The most exciting part of the evening was a performance by the band Spring Break. The talented foursome consists of Ray Lopez on rhythm guitar and vocals, Ben Dwyer on lead guitar, Kira Sax on bass and vocals, and Terrence Owens on drums.

Summary

Saturday's fundraiser at Springfield High School raised \$495 for the annual freshman picnic. A performance by the band Spring Break was a highlight of the sold-out benefit concert.

What is the main idea of the original example?

A. The picnic is on May 19.
B. The freshman class held a fundraiser.

C. Spring Break performed.
D. Terrence Owens plays the drums.

Which of these sentences gives the most important information?

A. The weather was nice and sunny.
B. The fundraiser was held in the Springfield High gym.

C. The event was a sell-out, with ticket sales and donations totaling \$495.
D. This talented foursome consists of Ray Lopez on rhythm guitar and vocals, Ben Dwyer on lead guitar, Kira Sax on bass and vocals, and Terrence Owens on drums.

- Complete the worksheet.
- Send to the WhatsApp group.



Summarizing interactive worksheet (liveworksheets.com)

After-Task Lesson C

Activity 1

- The teacher will send a book named "The little Prince" on WhatsApp.
- TheLittlePrince.pdf (ubc.ca)



- Students will read a book.
- Students will do a summary.



Rubric

	EXCELLENT	SATISFACTORY	BASIC	INSUFFICIENT
GRAMMAR (3 POINTS)	The student has control of the grammatical structures and the message is clear. (3 POINTS)	The student has moderate control of the structures, although he makes some mistakes, communication is understood. (2 POINTS)	The student has little control of the grammatical structures, makes 3 to 4 errors and the understanding of the message is not clear. (1 POINT)	The student does not have control of the grammatical structures and the errors make the message lost, confusing and difficult to understand. (0.5 POINT)
VOCABULARY AND SPELLING (2 POINTS)	The student uses the vocabulary learned in class and makes correct use of it, avoiding repetitions. (2 POINTS)	The student makes use of the vocabulary learned with 1 or 2 repetitions that do not affect the message. (1.5 POINTS)	The vocabulary used corresponds to the units worked is limited and has difficulty writing words. (1 POINT)	Vocabulary is quite limited, does not follow the guide parameters. (0.5 POINT)
CREATIVITY AND PRESENTATION (1 POINT) Extra (0.5)	The text is risky, Expresses ideas about himself or imaginary characters; has unique characteristics, a personal seal is evident. (1.5 POINT)	The text has the requirements of the guide; however, it does not have elements of imagination. (1 POINT)	The text follows the guidelines of the guide and adapts it in a versatile way to your personal information. Met some of the Guide requirements. (0.5 POINT)	The ideas embodied in the document only follow the parameters indicated. There are no new proposals. (0 POINT)
COHESION AND COHERENCE (2 POINTS)	The information provided is relevant. Ideas are well linked by connectors. (2 POINTS)	The information is related to the topic, the ideas are not linked properly. (1.5 POINT)	The information is partially related to the topic, the ideas are repetitive and not connected to each other. (1 POINT)	The information is not related to the topic, the ideas are poorly structured and lack connectors. (0.5 POINT)
PUNCTUATION (2 POINTS)	The text does not present errors in the use of capital letters and punctuation marks. (2 POINTS)	The text presents 1 to 3 errors in the use of capital letters and punctuation marks. (1.5 POINTS)	The text presents 4 to 5 errors in the use of capital letters and punctuation marks. (1 POINT)	The text has more than 5 errors in the use of capital letters and punctuation marks. (0.5POINT)

Answer Sheet

Practice

Summarizing is briefly stating in your own words the main points in a piece of writing. Pausing to summarize what you have read helps you to check your understanding before you read further. A good summary is much shorter than the original. It includes only the main idea and the most important details.

Read the example. Then, circle the letter of the best answer for each question.

Original

The freshman class at Springfield High School held a fundraiser last Saturday, November 19. The fundraiser was held in the Springfield High gym. The weather was nice and sunny, and the event was a sell-out, with ticket sales and donations totaling \$495. The money will go toward the annual freshman picnic, which will be held on May 19. The most exciting part of the evening was a performance by the band Spring Break. This talented foursome consists of Ray Lopez on rhythm guitar and vocals, Ben Bradley on lead guitar, Kira Sax on bass and vocals, and Terrence Owens on drums.

Summary

Saturday's fundraiser at Springfield High School raised \$495 for the annual freshman picnic. A performance by the band Spring Break was a highlight of the sold-out benefit

1. What is the main idea of the original example?

- A. The picnic is on May 19.
- B. The freshman class held a fundraiser.
- C. Spring Break performed.
- D. Terrence Owens plays the drums.

2. Which of these sentences gives the most important information?

- A. The weather was nice and sunny. . . .
- B. The fundraiser was held in the Springfield High gym.
- C. The event was a sell-out, with ticket sales and donations totaling \$495.
- D. This talented foursome consists of Ray Bradley on lead guitar. . . .

3. What word could be deleted from the summary without taking away important information?

- A. fundraiser
- B. annual
- C. freshman
- D. sold-out

4. Why is the date of the freshman picnic not included in the summary?

- A. Everyone already knows it.
- B. The report is on the band.
- C. It is the main idea of the paragraph.
- D. It is not a main idea.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the project.

CONCLUSIONS

- The results obtained from the survey of first-year high school students from the Daniel Reyes educational unit, revealed that production skills (Writing and Speaking) are the most difficult to acquire. For this reason, teachers must implement different technological applications that help improve writing skills. Some applications were researched and selected by the students to develop in class, these are Vocabulary, Writing Challenge, Dragon Dictation, Popplet, Interactive Grammar, Turnitin, Citelighter, Google Classroom, Padlet, and Evernote.
- It was concluded that through the interview with the teachers of the Daniel Reyes educational unit, they use the M-learning strategies to improve the writing ability of the students. Evidencing strategies such as: Social Learning, Scenario based learning, Personalization, Gamification, and Microlearning.
- Based on the results obtained from the student survey and the interview with the teachers, the type of strategies that can be used to improve the writing ability with the help of lesson plans was concluded.
- A didactic guide was created based on technological applications that will help improve the writing ability of first-year high school students at the Daniel Reyes Educational Unit, it is structured based on lesson plans (Pre-During and After task) using creativity in each activity throughout the guide.

RECOMMENDATIONS

- Training is recommended for teachers in the English area on the use of technological tools and the application of learning devices that help create new educational environments together with the contribution of ICT and with the knowledge of didactic and pedagogical strategies.
- The use of technological tools linked to pedagogical activities is recommended to improve the learning interest in the subject of English in the students of the Daniel Reyes educational unit.
- It is recommended to update innovative strategies in the teaching-learning process that contribute to the development of writing skills in the subject of English.
- The implementation of the didactic guide based on technological applications and m-learning strategies that will serve to improve the level of writing in high school students of the Daniel Reyes Educational Unit is recommended.

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ANNEXES

Annex 1. Approbation of research instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 8 de diciembre de 2022

Magister
José Obando
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionario de Investigación del Proyecto "M-learning Strategies to Improve Writing Skills in Juniors Students at Daniel Reyes High School in the Academic Year, 2022-2023." Previo a la obtención del título de: Licenciatura En pedagogía De los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,


.....
Morales Avija Kelly Estefanía
C: 100495165-1



Tema: M-Learning Strategies to Improve Writing Skills in Juniors Students at Daniel Reyes High School in the Academic Year, 2022-2023

Date:

Position: Vicerrector

Objetivo:

La presente entrevista tiene como objetivo recolectar información del uso de las estrategias de M-Learning para mejorar la habilidad escritura en los estudiantes de Segundo de Bachillerato de la Unidad Educativa “Daniel Reyes” durante el año académico 2022-2023.



1.	¿Considera usted que el Inglés como Lengua Extranjera es importante para el futuro académico de los estudiantes de la institución?
	Según el Ministerio de Educación, en el currículo nacional para los estudiantes de segundo año de Bachillerato está como objetivo alcanzar un nivel A2.2. ¿Cuáles cree que son las dificultades que tienen los estudiantes para alcanzar el nivel requerido?
2.	¿En su opinión la unidad educativa Daniel Reyes cuenta con materiales y recursos necesarios para mejorar el nivel de los estudiantes en la materia de Lengua Extranjera?
3.	En la Unidad Educativa Daniel Reyes, cuentan con laboratorios de Inglés para mejorar el proceso enseñanza-aprendizaje de este idioma?
4.	¿Desde su punto de vista el uso de dispositivos personales como celulares, laptops y tablets en la clase de inglés ayudan a mejorar el proceso de enseñanza-aprendizaje de este idioma? O no?
5.	¿Considera usted adecuado que los docentes de la institución Daniel Reyes incluyan en sus planes de clase actividades basadas en estrategias de Mobile Learning para desarrollar el nivel de escritura en Inglés de los estudiantes?

GRACIAS POR SU COLABORACIÓN

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

	
UNIVERSIDAD TECNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT) PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS	
Theme: M-Learning Strategies to Improve Writing Skills in Juniors Students at Daniel Reyes High School in the Academic Year, 2022-2023	
Date:	
Position: English coordinator	
Objective: This interview aims to collect information on the use of M-Learning strategies to improve writing skills. All data collected will be for the exclusive use of this research.	
1.	Do you consider that the Daniel Reyes high school students are able to reach the level A2.2 required by the Ecuadorian Ministry of Education at the end of each academic period?
2.	From your point of view, does the institution have technological resources to improve the English language teaching-learning process?
3.	According to your experience, what are the most relevant strategies teachers implement to improve writing skills in the English language?
4.	Which of the following skills do you consider most difficult for students to acquire? Why? <ul style="list-style-type: none"> • Receptive skills • Productive skills

5.	In your experience, do you think that the use of cell phones in class can be a tool that favors the development of student learning? Yes, or no? Explain your answer
6.	Do you consider appropriate for teachers of the English area to use a guide focused on M-Learning strategies to improve writing skills?

THANKS FOR YOUR COLLABORATION

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TECNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS



Theme: M-Learning Strategies to Improve Writing Skills in Juniors Students at Daniel Reyes High School in the Academic Year, 2022-2023

Objective:

This questionnaire aims to collect information from students about the use of M-Learning strategies to improve writing skills.

In the following questions, put a tick (✓) in the answer you think you agree with. Please, respond honestly.


<p>Age:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 14-16 <input type="checkbox"/> 17-19 <input type="checkbox"/> More than 20
<p>1. Do you consider that learning English is important for your future?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>2. Which English skills do you find most difficult to learn?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receptive: Listening and reading <input type="checkbox"/> Productive: Speaking and Writing
<p>3. Which of the following strategies does your teacher use in class to help you improve writing skills in the English language?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listing <input type="checkbox"/> Clustering <input type="checkbox"/> Freewriting <input type="checkbox"/> Looping <input type="checkbox"/> The Journalists' Questions
<p>4. How often do you use your smartphone in an activity in English class?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Always
<p>5. As a millennial, do you consider that updated learning strategies based on technological applications should be included in English classes to develop writing skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>6. Would you like to use apps on your phone to develop writing skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>7. Which of the following applications would you like to use in your classes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Popplet <input type="checkbox"/> Vocabology <input type="checkbox"/> Dragon Dictation <input type="checkbox"/> Writing Challenge <input type="checkbox"/> Turnitin <input type="checkbox"/> Citelighter <input type="checkbox"/> Interactive Grammar of English

8. Which of the following activities would you like your teacher to implement in classes in order to improve your writing skills?

- Encourage journalling.
- Write letters.
- Connect their interest.
- Create story prompts.
- Use technology to your advantage.
- Read a book

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			



Firma del Evaluador

C.C.: 1001512093

Apellidos y nombres completos	José Miguel Obando Arroyo
Título académico	MSc
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110
Fecha de envío para la evaluación del experto:	8/12/2022
Fecha de revisión del experto:	8/12/2022



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 8 de diciembre de 2022

Magister
Ruben Congo
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionario de Investigación del Proyecto "M-learning Strategies to Improve Writing Skills in Juniors Students at Daniel Reyes High School in the Academic Year, 2022-2023." Previo a la obtención del título de: Licenciatura En pedagogia De los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Morales Avila Kelly Estefania
C: 100495165-1

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			

.....
Firma del Evaluador

C.C.: 100141723-5

Apellidos y nombres completos	Congo Maldonado Ruben
Título académico	MSc.
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Annex 2. A request to the principal asking for permission to apply research instruments.



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1655-O
Ibarra, 13 de diciembre de 2022

Magíster
Wilson Almeida
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su autorización para que la señorita MORALES ÁVILA KELLY ESTEFANÍA, estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, pueda obtener información y aplicar los instrumentos de investigación que se requieren para el desarrollo del trabajo de grado con el tema: "M-LEARNING STRATEGIES TO IMPROVE WRITING SKILLS IN JUNIORS STUDENTS AT DANIEL REYES HIGH SCHOOL IN THE ACADEMIC YEAR, 2022-2023".

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"



MSc. José Revelo
DECANO DE LA FECYT

Annex 3. Approbation letter to do the research in the institution.



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
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DECANATO

Oficio Nro. UTN-FECYT-D-2022-1655-O
Ibarra, 13 de diciembre de 2022

Magíster
Wilson Almeida
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearte éxitos en las funciones que usted desempeña.

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Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"



MSc. José Revelo
DECANO DE LA FECYT

Recibido
Wilson Almeida
06-01-2022
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

Annex 4. Consent letters

Vice-Principal



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por MORALES AVILA KELLY ESTEFANIA estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "M-Learnign Strategies to Improve Writing Skills in Juniors Students at Daniel Reyes High School in the Academic Year, 2022-2023".

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 20 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo : Vicerector

Nombre del participante: *Jorge Saldaz*


Firma del participante
UNIDAD EDUCATIVA "DANIEL REYES"
NIVEL: BACHILLERATO
SAN ANTONIO DE IBARRA

Nombre del investigador : Morales Estefania

Firma del investigador

Vice-Principal



Area English Coordinator Teacher



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
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Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 20 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo : Coordinador de área

Nombre del participante: Lic. Rosa Basante

Firma del participante:

Nombre del investigador : Morales Estefania

Firma del investigador

Area English Coordinator Teacher



English Teacher



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo : English Teacher

Nombre del participante: *Ismael Sebezon*

Firma del participante:

Nombre del investigador : Morales Estefania

Firma del investigador:

English Teacher



Annex 5. Survey

Students



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 20 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Cargo : Estudiante

Nombre del participante: Samuel Guana.

Firma del participante: 

Nombre del investigador : Morales Estefania

Firma del investigador



