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INFORME FINAL DE TITULACIÓN EN LA MODALIDAD:
PROYECTOS DE INVESTIGACIÓN

TEMA:

WEB TOOL PIC LITS ACTIVITIES AS A STRATEGY TO ENHANCE WRITING
NARRATIVE CONSTRUCTION IN FIRST LEVEL ENGLISH MAJOR STUDENTS AT
UTN UNIVERSITY, ACADEMIC PERIOD 2022-2023

Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía de los
Idiomas Nacionales y Extranjeros

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DEDICATORIA

The Project is dedicated to my mother: Irina Chávez, who brought me her support, experience, and knowledge in the path of my university life. Providing also her advice for encouraging me to become a responsible human being and allowing me to view challenges as opportunities for an adequate monitoring and culmination of the career, where her continuous presence and constancy were clue points for the development of the final Graduation Work.

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ABSTRACT:

The Basis of the study for Narrative conformation is related to: Natural Contingencies of Reinforcement, Program Common Stimuli, Descriptive Writing, E-learning, Content Based Teaching, Digital Story Telling, Narrative Writing, and Creative Writing. The principal objective of the research project is to lay out Web Tool Pic-Lits Activities as a strategy to enhance Writing Narrative Construction in first level English Major Students at UTN University; the Methodology implemented is linked with Deductive and Inductive Reasoning for the precise and realistic analysis of data. The most relevant Results are provided with students which would have developed different Writing Tasks and Genres, especially with Narrative texts. Apart from that, the majority of them have not heard about Pic-Lits as a strategy to enhance Writing Narrative Construction; therefore, a previous introduction to this Web Tool was needed before the creation of determined virtual series of activities, considering the use of drag and drop, and free writing options for the composition of texts. Narrative Writing configuration through plot, time, characters, actions, and setting, would have improve creativity and written communication in students. The Writing process would have supported the establishment, organization and edition of a solid written base. For the conclusions, the formation of Writing Narrative Construction through Pic-Lits Web Tool, made students to be involved in digital tasks; initial notions were formed before the construction of a complete text, then teachers can use the style and pace of learners for generating a particular, dynamic and controlled learning atmosphere for shaping human realities through Writing.

Key Words:

Narrative Writing, Content Based Teaching, Natural Contingencies of Reinforcement, Program Common Stimuli, Creative Writing, Digital Storytelling.

RESUMEN

La Fundamentación del estudio para la conformación Narrativa se relaciona con: Contingencias Naturales de Refuerzo, Escritura Descriptiva, Aprendizaje Electrónico, Enseñanza Basada en Contenidos, Narración Digital de Historias, Escritura Narrativa y Escritura Creativa. El principal objetivo del proyecto de investigación es establecer Actividades con la Herramienta Web Pic-Lits como estrategia para mejorar la Construcción Narrativa de la Escritura en los alumnos de primer nivel en la Universidad UTN; la Metodología se vincula con el Razonamiento Inductivo y Deductivo para el análisis preciso y realista de la información. Los resultados más importantes son presentados con alumnos, los cuales habrían desarrollado diferentes Tareas de Escritura y Géneros, especialmente con textos Narrativos. Aparte de eso, la mayoría no ha escuchado sobre Pic-Lits; entonces, una introducción previa a esta Herramienta Web fue necesaria antes de delimitar actividades virtuales secuenciadas, considerando las opciones de arrastrar y soltar, y escritura libre para componer textos. La Escritura Narrativa configurada mediante la trama, tiempo, personajes, acciones y escenario, habría mejorado la creatividad y la comunicación escrita del alumnado. El proceso de Escritura habría apoyado la organización y edición de una base escrita sólida. Para las Conclusiones, la formación de la Construcción Narrativa de la Escritura mediante la Herramienta Web Pic-Lits, permitió que los alumnos estén involucrados en actividades digitales; nociones iniciales aparecieron antes de formarse un texto completo, entonces los profesores pueden usar el estilo y ritmo de los alumnos para generar una atmósfera particular, dinámica y controlada de aprendizaje para moldear realidades humanas a través de la Escritura.

Palabras Clave:

Escritura Narrativa, Enseñanza Basada en Contenidos, Contingencias Naturales de Refuerzo, Estímulos Comunes Programados, Escritura Creativa, Narración Digital de Historias.

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INTRODUCTION

Motivations for the investigation, problem of investigation, justification

The principal reason for my project was to provide a tool for improving the situation of written texts since they are elaborated with the same structure and without letting the student to develop a proper style; besides, this project comes from the idea of increasing the dynamism of writing process, making it to be constructed with steps that are connected but that allow learners to think about ideas and to write gradually while they use what they have projected in their mind for telling a story to other partners. According with the problem of investigation, one of the main difficulties that are presented in the process of writing is the lack of time for teaching, this point is related with a class where writing skill can't be revised properly, consequently, students lose the attention required to practice the skill with effectivity, and deciding to do other activities or ignoring the classes where the written part is presented as it isn't considered as a crucial element for learning; however, writing skill as speaking skill is indispensable for learners of English language because the same helps them to face different scenarios in human communication such as: A letter for communicating with a friend or relative that lives far from the homeland, to share a message with a public with support of a story or when students need to write formal or informal texts that test their use of the language, taking into account clearness and logic.

Secondly, many students don't possess a solid constructed vocabulary for practicing writing skill in English language, for this reason, they present problems in reference with grammar and syntax, in other words, the structure or correct placement of words in sentences, clauses or phrases. Another problematic aspect is the fact that students don't follow a systematic structure for writing as they write only what seems to fit with their general ideas and beliefs, this is due to the rules that they have to follow only confuses them more than allowing them to become great writers; moreover, punctuation is another basic problem for acquiring the mastery at Writing skill, in this way, students aren't able to compose their writings with stops in order to clarify what they want to communicate. Capitalization and lack of ideas while writing is worrying as students don't write determined names with capital letters for improving the following of ideas, meanwhile, the lack of ideas is linked with incomplete writings or ideas that aren't expressed with impact towards other people. Finally, the translation from Spanish to English makes it difficult for learners to become great writers, where they have a custom to first think on Spanish and then to translate their thoughts to English, stopping their natural obtention of English through practice and from their own mindset.

For the justification section there are certain elements that contribute to the importance of the project: Digital Storytelling is an element that is useful for the generation of meaning, communication, and persuasion, and this tool can consist of music, photographs, graphs, or videos for supporting the writing with a presentation that attracts the attention of people. On

the other hand, Narrative construction is characterized by the use of concrete stories that can rise from the experience or particular knowledge about a topic, letting learners to perceive stories as a great way to get immersed in the world of letters, without forgetting that they also are able to identify details and to follow a story for understanding the final message of the same. The final elements to consider are the direct and indirect beneficiaries, the direct beneficiaries are teachers and students, while the indirect beneficiary will be the UTN University; both components are crucial for the creation of Web Tool Pic-Lits Activities, oriented towards the enhancement of writing skill for changing the classical process of writing in English classes.

Impacts of the investigation, objectives

The project is aimed to generate an academic and participative atmosphere during English classes, having this in mind, the activities that will be given to students as a part of their Writing practice, will be developed with a sequence and with simple instructions where the most important of all is the collaboration and engagement of students with the activities they are completing; furthermore, the activities will allow learners to become aware of their creativity, knowledge and experiences to present writing products that are not the typical written texts with structures that need to be followed without any kind of flexibility, but evidences of students' learning and commitment with the mastery of Writing Skills for their professional path in the future as teachers or as speakers of the language that aren't afraid to use what they have learned to change the way of viewing something and to stablish solutions in real time; last but not least, the project will facilitate the role of the English teacher, this means that teachers will have the opportunity to teach the objective language that is English by means of adaptability and presentation of the content, where technology is going to play an important role as a bridge of learning and growing, then, teachers with help of Pic-Lits activities are going to guide and encourage students to improve their Writing Skill, through a modern form of sharing words that are linked with practical tasks, perspectives of their own life or with ideas that they find in their daily basis, in the end, education and communication will be at the reach where teachers and students can use their thinking and ideas to present a text that leads to the appreciation and reflection of real and fictional cases, depending on the context and what it is meant to be communicated.

Objectives of the investigation project

The objectives of the project are divided into three essential points which are: Stablish the theoretical bases of Web based learning method in order to develop narrative construction, this section involves the construction of a theoretical framework where concepts and ideas are gathered from investigation, having these elements a grade of sequence for the correct understanding of the project, afterwards, diagnose writing methodologies used by teachers in the classroom. In this part the methodologies of teachers used for giving classes will be revised to see if they are effective at the moment of maintaining the attention of learners, as

well as, their participation, the last objective is: Design virtual activities, using Pic-Lits web tool for improving narrative construction in Writing skill, this section is related with the creation of activities where the narrative component will be medium to allow learners to produce and practice their Writing Skill; these virtual activities will be varied and learners will follow a process where writing will be formed by their ideas and by associating words to their own perspective of conceiving things.

OBJECTIVES:

Topic:

Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University Academic Period 2022-2023.

General objective:

Lay out Web Tool Pic-Lits Activities as a strategy to enhance Writing Narrative Construction in First level English Major Students at UTN University, academic period 2022-2023.

Specific objectives:

- Establish the theoretical bases of Web based learning method in order to develop narrative construction.
- Diagnose writing methodologies used by teachers in the classroom.
- Design virtual activities, using Pic-Lits web tool for improving narrative construction in Writing skills.

Problems and difficulties presented in the investigation

The main difficulty that was presented in the investigation project was that First Level English Major Students needed to be remembered constantly during some weeks in order to fill a survey related with Writing skills and the use of Pic-Lits for the collection and analysis of data. By the other side, students had initial problems in relation to the access to Pic-Lits webtool as many of them have not heard about this tool for practicing Writing skills. Having to manage the options of Drag and Drop and Free Writing previously, before the development of a series of digital tasks, the same that were divided by units for leading students to Writing Narrative Construction. In this way, students had to review their ideas for organizing their written materials carefully, having to shape their ideas although sometimes they differed from the task that was presented with Pic-Lits web tool.

Structure of the inform

The structure of the investigation inform is the next one: Preliminary Section: cover, work identification, use authorization, constancy, transfer of rights, tutor certification, tribunal approval, dedicatory, gratitude, abstract or summary, keywords or palabras clave, and content index , where the project will be presented with basic sections, and where the importance of the same will be clarified, then, the Body of the project is composed by: Introduction, chapters, conclusions and recommendations, factors that are going to be developed during the investigation and application of the project, and the References section is a segment that includes: Glossary, references or bibliography and annexes, being the final evidence of the project where results, sources and activities will be generated to ensure the validity and the accomplishment of the research work.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language Learning Theories

There are different learning theories which have been used in the educational field such as: **Behaviorism**, which is a theory that emphasizes on studying human behavior for the generation of a certain response with the influence of a stimuli, the same contributes to the development of actions that are measurable, and that possess a true value for the success in the classroom. (Shaffer, 2000, p.6) Two great icons of this theory are: John B. Watson, who defended that behavior was the result of concrete stimulus that produced responses, in this way, human behavior is the result of practical observation instead of mental procedures. By the other side, B. F. Skinner defined an operant conditioning which is an element that provides satisfaction when a conduct or action are made in a determined moment, then humans and animals would repeat conducts or actions that are pleasant each time that they are repeated. (Shaffer, 2000, p. 7)

In terms of **Cognitive Development** Jean Piaget proposed for Cognitive Stages: **Sensorimotor Stage**, a stage that goes from birth to 2 years, here the children develops a control over its body parts, having a contact with observable things, in the **Preoperational Stage**, from 2 to 7 years, the children is capable of using words for giving sense to objects, and shape its reasoning in an inductive way, in the **Concrete Preoperational Stage**, from 7-11 years, abstract matters are considered regarding numbers and relationships in a deeper level. Finally, in the **Formal Operational Stage**, from adolescence to adulthood, the individual shapes its reasoning by integrating logic and connections through cognitive systems. (Zhou, M., & Brown, p.13)

In the **Sociocultural Theory**, Vygotsky explained that social aspects like the culture, language and history are key components when learning, and this process is supported by the guidance of the teacher, letting the learner to obtain knowledge through consciousness. (Lefrancois, 1999, p. 32) **In the Experiential Learning Theory**, experience is the clue for building significant knowledge by changing our perspectives with help of that factor, being important to mention some models for acquiring certain experience: Concrete experience (apprehension), Abstract conceptualization (comprehension), Reflective observation (intension) and active experimentation (extension) this process is appreciated when students form their reasoning by shaping previous experiences in a solid base, later, abstract terms are created for the generation of acts that are done in the reality for constructing valuable experiences in the learning process, functioning all this aspects in a cyclical form. (Zhou, M., & Brown, p.52)

Howard Gardner by the other side, proposed the **Multiple Intelligences Theory**, being related with nine types of intelligence: **Verbal/Linguistic**, the human being can use words for creating meaning or for modifying previous knowledge, considering Writing, Reading, Listening and Speaking Skills, **Logical/Mathematical**, individuals can generate deductive an inductive logic by making use of numbers, and abstract cases for giving solutions to issues, being this aspect fundamental for science establishment. **Visual /Spatial**, the person is capable of projecting a picture in its mind, considering visual material such as: films, pictures, videos, and demonstrations with help of instructions, and painting and sculpture are other aspects to consider when learning; therefore, this kind of intelligence leads to a practical knowledge with the presentation of didactic material.

Bodily/Kinesthetic, people with this characteristic are inclined to receive information through sensations that are generated with feelings, using physical movements, and moving around for learning dynamically. **Musical**, individuals thanks to this intelligence can produce music with the adaptation and development of certain points: pitches, timbre, rhythm, and tones. **Interpersonal**, the individual creates connections with others with communication and interaction, besides, empathy flourish when emotions, feelings and actions of others are considered with a sense of familiarity (Brown & Zhou, 2015, p. 81).

Intrapersonal, is the ability to recognize the individuality regarding emotions, motivations, as well as proper strengths and weaknesses, in this case, a person with a good intrapersonal intelligence will be closer to the path of success. **Naturalistic** intelligence involves the appreciation of animals, minerals and vegetal life, including the study of fossils, with the purpose of giving true value to what surrounds peoples' environment, and **Existential Intelligence** is linked directly with the comprehension of abstract topics which are: Life, death and the existence, making individuals to reflect about their own world for finding answers in relation with their life (Brown & Zhou, 2015, p.82).

Information Processing Theory is a cognitive approach linked with the shaping of senses, where previous information is gathered from the surroundings in order to construct cognitive procedures, leading to the establishment of an input and output when direct knowledge is seek, taking into account attention, encoding, recognition, and storage, afterwards, people get more information when they interact with the environment when they mature, giving better responses to stimulus after a period of continuous field learning (Brown & Zhou, 2015, p.117).

All this language learning theories contribute to the formation of certain points, where the learning process emerges as a tool that allows the teacher to adapt to different situations or contexts, making it to define an academic atmosphere where the learner can interact or receive information with the objective of generating prior knowledge that can be useful for achieving professional goals or to solve problems that arise in the moment, thanks to an act of reflection and immediate action.

1.2. Communicative competence

According to Bachman, Communicative competence is defined as a “concept comprised of knowledge or competence and capacity for appropriate use of knowledge in a contextual communicative language use” (Bagarić & Djigunović, 2007, pp. 94-103) .This means that information that is given is used in certain manner with the purpose of eliciting a message for the public, allowing the individual to express its ideas and points of view, considering a topic of interest and the space where people are gathered, in this way, the message is adapted to the environment for producing a real impact on the conformation of a common perspective.

In Communicative competence there are certain models which are important to consider: According with Canale and Swain, **grammatical competence** is built with the use of verbal and nonverbal communication, where morphological, syntactic, semantic, phonetic and orthographic rules are necessary for making a accurate interpretation of words in front of a public, **sociolinguistic competence** is referred to rules and protocols which must be followed for creating understanding and managing the language with expertise, **discourse competence** is achieved when cohesion and coherence are joined with synchrony, in terms of cohesion: pronouns, conjunctions, synonyms, parallel structures must be interconnected with the grammatical part, whereas, coherence is achieved with: repetition, progression, consistency, and by connecting ideas in a logical chain.

Strategic competence uses verbal and nonverbal strategies for promoting a fluent communication process, where paraphrase, circumlocution (use of a variety of words as attempt to avoid a subject), repetition, reluctance (not having the predisposition to act), reduction of words, topics, guessing, changes of register and style, and messages alterations are used as communication strategies to keep a good interaction with other individuals.

Conversely, Bachman and Palmer defended the idea that **language knowledge** is divided into organizational knowledge as a way to master formal language of grammatical and textual knowledge. Grammatical knowledge is interpreted with: vocabulary, morphology, syntax, phonology, and graphology as mediums to form sentences that have sense and are precise. Textual knowledge is seen as an element for creating oral and written texts by joining together words and sentences in knowledge conventions, for knowledge cohesion, linguistic chains are made between a pair of words or sentences in the discourse, knowledge of rhetorical organization arises from: narrative texts, descriptions, comparisons, and classifications, and conversational organization is maintained during the process of opening, following, and closing of spoken interactions. Pragmatic knowledge in words of the authors is the skill to develop and understanding discourses by using expressions and words in an appropriate context and for the use of correct language functions. Strategic Knowledge covers goal configuration, evaluation of communicative sources, and planification, this means that the language is defined with a task, analyzed in context and then used in the reality for appreciating the reliability of the same through information production.

In the CEF (Common European framework) the communicative language competence involves language competence, sociolinguistic competence, and pragmatic competence, the first integrates linguistic resources for presenting ideas or thought towards others, sociolinguistic competence is the mastery of rules for correct conducts, known expressions, differences in register, and dialects and stress. Pragmatic Competence possess discourse competence and functional competence, where both form a planning competence for sharing a message for interacting and treating a topic with caution and giving details if it is possible. ((Djigunović, 2007, pp. 94-103) This communicative competence is a factor that has certain ramifications, but the same are directed to the correct human expression when communication is developed; thus, humans can utilize any of the options that were presented for improving their form of establishing ideas in an oral or written aspect, and focusing on the context for making others to follow and give possibilities for concrete actions in front of a social problem.

1.3. The Importance of English Language

The importance of English language is the following:

A liberally educated person should know something of the structure of his or her language, its position in the world and its relation to other tongues, the wealth of its vocabulary together with the sources from which that vocabulary has been and is being enriched, and the complex relationships among the many different varieties of speech that are gathered under the single name of the English language. (Baugh & Cable, 2002, p. 1)

English language as it is mentioned, is ligated with the appreciation of linguistic resources that are commonly used for the communication among human beings, English as other languages is important to learn since it forms part of the society where many people

used it to express a message and its thoughts for creating solutions or consciousness, these foreign language is not only another subject to complete as mathematics or biology, but a mode to expand the interactions and relationships with other individuals, and the form to communicate this language depends on the context, above all, the same is talked with singular patterns by people of different countries or places that despite they can be difficult to comprehend at the beginning, these forms of communication are the daily tool for creating bonds, and if a person wants to succeed not only in the linguistic part but also in reference with the professional area, then English language must be an aspect to consider as it opens the gates for the acquisition of knowledge and a change for telling topics with a change of mindset.

1.4. Language Skills

There are different English language skills that are useful for mastering this foreign language. Listening Skills are linked with the interpretation of sounds which are produced with a tone of voice and accent, with the purpose of understanding the message of what was mentioned for assuring an active information processing, Speaking and Pronunciation are fundamental components that allow learners to construct knowledge with support of the discourse, this aspect is modified with the modification of the stress, melody and voice quality at the moment of transmitting ideas and expressions, marking our identity and sense of belonging by an individual style of communicating our way of being. On the other hand, Reading means to use cognitive process and resources with a determined goal in mind, to get the most relevant information about a resource, making use of short- term memory, long-term memory, motivation, goal-setting, monitoring, statistical learning, associative learning, without forgetting consolidating knowledge, allowing these points to order and select information that is meaningful for enhancing previous knowledge. Writing skills are those that let the learner to create written materials, and there is a relationship among the reader, text and the reality, where a rhetorical sense is built thanks to the management of strategies, writing elements and the written discourse, then a message acquires a deep sense with the style of the writer as it is a particular manifestation of its own world through words. (Rodgers & Schmitt, 2020, pp. 223-280)

As it can be seen these Language skills are mandatory for the English domain, each of them has its own features that help learners to comprehend information and to use that information for communicating perspectives towards others. However, these skills cannot be isolated since they act as a core for acquiring experience and practice in the foreign language, taking into account topics and contexts that happen in the society.

1.5. Writing

Writing can be understood as:

A skill that needs certain grades of concentration for its production, being difficult for beginners and professionals to domain the writing of a text without any kind of mistake, this is because when writing an individual has to be sure of doing a text that is appropriate to present it towards other people, it can be said that is progressive element that human beings have to develop as the speaking part, as both elements are essential for the communication among communities or social groups, most important of all is that writing is the result that comes from the mastery of speaking, hearing and reading, marking the final step of the person regarding the comprehension of linguistic structures. (Gautam, 2019, pp. 1–2).

Writing is a skill that is not easy to develop in the long term if the person doesn't focus on practicing or if they fail at writing a basic composition; however, if the individual starts learning how to write well and by asking for suggestions from teachers or other partners, he or she will be able to dominate this skill as the other previously described, because writing goes along with human beings as they are social individuals, where messages acquire an impact over time, as long as, they have a physical record to show the life or events of individuals at specific events or eras.

1.6. Narrative writing

Narrative Writing consists of:

Telling a story in which students can understand about a determined theme, later, the aspect to consider is the sense of the plot and the general idea before the elaboration of the writing part, a principal idea must be drafted from the text with the objective of easing the comprehension of the work, and to link the story with situations in the real life that are significant for the formation of human beings that use their knowledge for changing the perspective of the world. For building this narrative factor, the writer can describe the story from a beginning that have certain events that lead to a concrete end of the same, but, the individual can adopt another way by using certain parts of the text and leaving other events in different contexts, another point is that if the writer wants to describe its story by giving certain clues, these must contain clear details of characters, things and places with the purpose of guiding others to think about the story that is being told. (Essays, 2009, pp. 7-8)

Narrative writing is a mode of describing information, taking into account events that relate with characters as the story takes place in specific locations, the same can be adapted to the style of the writer when the individual thinks to present a story from other views, being important to give details for enriching the message and the actions that the character performs, and the writer itself is the owner of the ideas that are meant to be communicated as it configures a sequence or general idea for presenting the topic of interest.

1.6.1. The implication of Narrative writing

The implication of narrative writing is the following:

In narrative writing the focus is on a conscious and voluntary mechanism, the written discourse is far away from oral discourse. Vygotsky (1962) Oral discourse is characterized by having a changing structure as it emerges in a conversation; nevertheless, written discourse is presented as an unchangeable structure that follows a format, narrative writing after explaining the previous point gives a base in which dynamism is not seen as an alternative for producing writing skills. (p. 98) Narrative writing is a system of the language that is attached to a regular structure, for this reason, new ways of changing this mechanical issue should be presented for exploring the production of a story.

1.6.2. Student's narratives

There are about six processes in Student's narratives which are:

In reference to Gerot and Wignell (1994), “**material processes** are related with a doing (process) and a doer (participant)” (p.70). **Mental process** deals with emotions, knowledge and senses. **Relational process** is described as the state of being to provide a recognition and quality of things. Next, Gerot and Wignell (1994) defend that **verbal process** is a way of representing things through oral words. **Behavioral process** in words of Halliday (1985) is “the combination of mental and processes of consciousness” (Oktoma, 2017). Finally, **existential process** for the author is something that has a representation and occurs in the reality.

As it can be seen these elements are essential for the construction of a story that follows a determined pattern to attract the attention of the reader, each of them is incorporated within a solid base that is shaped by logical steps for reaching a rich narrative, where the story acquires sense and logic in the writer consideration.

1.7. Descriptive Writing

Descriptive Writing in relation with Narrative Writing is that:

As it arises from the senses to communicate a message or opinion that an individual has from its environment, places and people are mentioned with specific information as in the narrative part to explain the importance of the elements that are written in a text, as a result, new concepts or ideas are originated, in the same way this style provides a great support for other text types as it has the function of generating a picture in the mind of people to associate a story with a similar real life situation.

Certainly, this literature medium is widely used for describing information with precision, and the five senses can be applied for telling an idea as it links with human behavior; thus, the redaction of this text can provide positive responses from other human

beings, due to the details that are constructed are solid and caught the attention of people as if they were imagining being the protagonist of those written formats. (Essays, 2009, pp. 21-22). The descriptive writing like the narrative writing, is other element to take into account for the production of stories and texts, the writer with this alternative is capable to enhance the composition of the plot and the characters who are in places by searching or modifying expressions with a style that can link with the humor or thinking of other people.

1.8. Creative Writing

According with Creative writing:

“Creative writing is the process of inventing or rather presenting your thoughts in an appealing way. The writer thinks critically and reshapes something known into something that is different and original”. This process can be link with the fact that human beings are constantly thinking over varied topics, and then pictures and ideas come to their minds as basic but incomplete parts if they are not put in action or registered in a written form. For the creation of a creative writing some aspects need to be followed: Thinking about the story that is going to be exposed to the public, the importance of the writing for trying new options of getting knowledge or experiences, the form of the story by considering a particular style such as: poetry, essays, character-sketches, short-fiction, or anecdotes. ("Advanced Introduction to Creative Writing", 2022, pp. 2-3)

The public must be taken in mind before the draft of the text, this is due to the same can accept or ignore the importance of the message depending on the details, and the last but not least, the style must come from the authors mind, having a moment to decide if the story that is going to be told is appropriate or if it is linked with its own personality, if the story has success, the reader will feel renovated as it could have found new knowledge or ideas that can be unravelling the mysteries of the world. This tool is indispensable for the creation of texts that are oriented towards the practice of writing, but without putting aside the liberty that a writer has for the elaboration of text, where ideas and the form to present it can be changed according to its needs.

1.8.1. The story of Creative Writing

The story of Creative writing is born from:

This type of writing has its beginning around 1965 in the USA as there wasn't enough interest for this kind of writing. In 1920 the early form of creative writing emerged by the support of some members like: F. Scott Fitzgerald, Gertrude Stein and Alice B. Toklas, and Ezra Pound in the University of Iowa, the participation of these members grew after the economic depression, and in 1931 Mary Hoover Roberts's collection of poetry, Paisley Shawl, was the first thesis example approved with the topic of creative Writing in the university, surprisingly, in 1937 when Paul Engle joined the university, he became the

director in 1943, founding the Writers Workshop, after a time in 1963, he got 250 students with the purpose of directing the American Literacy to a new start.

In 1965 the influence of Engle increased and he was able to divide the Workshop into two sections: poetry and fiction, since then the official spread its influence around the world, and in 1960 and 1970 students in the university demanded to continue with their classes and to stop the Vietnam War, in 1969 graduate students decided to create writing programs and the University of Lancaster was the first example by giving a degree in MA (Master in Arts). In 2005 the UK the creative writing was held d by writing courses as an opportunity for many students to enhance their literary skills in relation with poetry, playwriting and fiction. Another matter to emphasize is that the Iowa State University produced the first international writers according with a school program in Trinidad and Tobago, in a country of the Caribbean graduate students of the university managed to teach creative writing in K-12 schools, in other words, education centers from the first to 12th grade, doing that in spaces where there wasn't a curriculum linked with creative writing. (Earnshaw, 2007, pp. 11–15)

The Creative Writing has a certain evolution and path before being considered an important matter like the study of science or languages, all of this was possible by the action of people who were committed with the education in arts, and also because the process of writing was a demanding human need; furthermore, this topic was transformed into a degree, for this reason it can be said that creativity now is as relevant as education itself, letting people to overcome their limits with effort and constancy.

1.9. Fiction Writing

After the described process we have an important element in writing that is:

Fiction writing, which can be understood as a free written interpretation made by the individual, teachers encourage students the writing of a text around a context that adapts to their individuality, fiction writing performs an important role in creativity and in the practice of English language as the work of students acquire personal value. (United States Information Agency ,1988). Fiction Writing contributes to a change in writing texts, where the writer develops its own ideas and style according with the description of a unique story, using certain characters and events for the construction of dynamic plots.

1.9.1. Steps for Fiction Writing

The steps that are taken for Fiction writing are the next:

Thinking about the story is going to be written, the same needs a big effort from the author where words need to be used as tools for starting to write, following this path, this can be difficult to follow if the individual doesn't create a schedule for writing, for avoiding this, the author can write short ideas gradually after a work day, leading this to the commitment in a story that is being shaped as the person finishes periods of time. Showing

and Telling is assumed as a guide for writing where characters and experiences must produce a mental picture in the audience, the story is supposed to go direct to the point if the intention is to get the attention of the reader.

The last step for fiction writing is Characterization, this deals with four elemental factors, for instance: The dialogue, this technique allows the writer to enhance the creation of characters that are memorable for the public, is a connection between the spirit and the brain, the points that are attached with the dialogue are the appearance, action and thought. (Burroway et al., 2019, pp. 1–44)

This Fictional writing steps are important not only because they can facilitate the starting of a writing but also to build significative communication towards other individuals, these steps are practical for any kind of writer, supporting the generation of plots and characters that enrich an idea, and also to give the writers the opportunity to think creatively, taking into account logic and the purpose of the work to link the reader with the story that is presented, finally, by the application of these steps the writer is ready to improve its writing skills, capable of facing academic and personal matters with the dominance of words for transmitting its universe.

1.10. Language Teaching Approaches

There are different Language Teaching approaches that are related with the way of learning English, having each of them special features for identifying them in the lesson. Among the most important of them it can be found: **Lexical Approach**, this tool is referred to the use of utterances and the combination of those utterances, apart from that, pieces of words are analyzed for creating meaning in the language, and lexical elements such as: binomials: back to front, trinomials: cool, calm, and collected , idioms: dead drunk, or collocations: make the bed/a meal, make it easier to produce oral and written patterns. **Communicative Language Teaching** is related with the configuration of function and structure, this is done through dialogues and by the development of a context, being important that the learner can communicate its ideas despite of mistakes that could arise in communication, existing an observable tendency to share perspectives in interaction with others.

Natural Approach, the main point is to produce the language with support of extra material for language acquisition if it is needed, besides, monologues, direct repetition, and formal questions and answers are not used in their totality, and there is less accuracy on the production of target-language in sentences, this means that the main focus is on emotions, resources and will to participate from learners to communicate with freedom. **Content - Based Teaching**, is used for the formation of elementary, secondary, or tertiary education, where the content or subject is the base for learning process, here learners pay attention to instructions and the topic that is presented, for using their language skills for giving value to what they are learning and improving their understanding of the environment. **Task-Based**

Language Teaching, learning is provided through the creation of tasks according with the target language, communication is displayed, and tasks are adapted to the learner in relation with the purpose of the lesson and real-life cases that could appear as challenges for the generation of solutions. (Richards & Rodgers, 2016, pp. 132-224) All of these approaches are directly linked with alternatives that transform the classroom into a space of varied learning, where the learner interacts with the language in determined aspects, in order to acquire a better comprehension and use of the language that he or she wants to express in a fluent and clear form, letting it to receive, participate and utilize the information that was given for improving its own education.

1.11. Language Teaching Methods

Language Teaching Methods are mediums which possess a concrete base of learning in comparison with language teaching approaches, and the same provide a clear view of learning processes that are used for performing a lesson that is significative for the learners' life. Among them the principal ones are: **Audiolingual Method**, a process in which instructions and responses are controlled, taking into account: dialogues, analogies and pattern drills that must be memorized, where the format of learning is principally spoken, then it is revised in a written form with a social or cultural contexts to see that the learner is able to understand the discourse of people who speak English. **Total Physical Response**, this method englobes the elements of speech and action, first, the learner gets an instruction and with movements it reacts to it for understanding the meaning of words, later with practice, it associates the action with the production of words after listening to the instruction of the teacher several times; therefore, memory is worked with corporal expressions and spoken words that contribute to the grasp of vocabulary and grammar.

Silent Way, the teacher gives the material to students, so they can produce the language they are learning in a participative way, whereas, the teacher remains silent observing what are students learning and guiding them with its gestures or material at its disposal, then learners are encouraged to interact with materials in a natural way, learning from mistakes and giving solutions to emerging issues, and considering colors and physic objects for a better reception of the language. **Suggestopedia**, music and rhythm are the focal points of action for configurating the lesson, in this case, the learner participates in the learning process by keeping attention to the vocabulary given by the audio material and the instructions from the teacher, afterwards, it participates in practical tasks as: role playing, games, songs, and gymnastic exercises, allowing the teacher and learner to learn in the teaching-learning process through joy. **Direct Method**, sentences and vocabulary are presented constantly for obtaining the target language, and questions are constructed in relation with those elements in a systematic conformation and Listening and Oral skills are practiced in a mechanical way, giving emphasis on vocabulary and grammar with specific interpretations made by students. (Richards & Rodgers, 2016, pp. 11-102)

Methods are indispensable as approaches as they give determined guidelines for the formation of a learning procedure, being shaped, and generated in the lesson until they reach a broader and consolidated model that will be used for future academic classes, in other words, they develop approaches from a starting point, that is analyzed, practiced, and changed, letting teachers to establish the best ways of learning towards their learners.

1.12. Teaching Writing

For developing appropriate writing, it is important that the teacher can include the following features: the revision of grammatical, spelling, and punctuation errors when written texts are made, letting them to be composed with professionalism, in addition, cohesion and sentences formed with certain words must be the priority if the objective is to transmit a message that is related to the style of the writer. Other important factors when teaching writing are: **Paraphrasing and direct quotation**, this means that students need to use their own vocabulary and expressions in a written format for explaining the ideas of an author in their proper style regarding paraphrasing in academic works, by the other side, in direct quotation, students must be told to organize information from the author without changing any structure of the text where they obtained the information. **Lexical variety** is conceived as the correct use of utterances in sentences and the selection of certain vocabulary for communicating a point of view, but content, thoughts, argumentation, and correct use of grammar should also be included in a Writing class, helping words to manifest in formal contexts. **An outline** can help students to have a determined format before developing a written composition, **Information structure**, let the text to link old and novel ideas in sentences, **Cohesive devices** are tools that construct sequence in sentences such as: pronouns, conjunctions, repetition, superordinates/hyponymy (animals/cats), and synonyms/antonyms. And **Metadiscourse markers**, are used for the structure, analysis, and generation of ideas as a whole, being these ones: logical connectives (therefore, but), sequencers (firstly, secondly, finally), certainty markers (certainly, no doubt), and hedges (can, may, it could be the case that)

Finally, students must examine their written texts by focusing on their composition without getting distracted; moreover, reading it in a high pitch helps them to identify errors during the redaction, and word processor's editing tools are reliable supports, allowing learners to correct immediate mistakes in their compositions in relation to grammar, spelling, and typography, using these alternatives for enhancing their way of writing. (Cheung, 2016, pp. 3-14) Teaching Writing is a process that is delimited with points that mark the excellency regarding written compositions; nevertheless, achieving each of them requires of a great effort from the student and a good degree of mastery of words when a message is transformed in a composition, then the teacher must become a facilitator, giving examples and using written mechanisms, letting the learner to write with confidence and making sure that its ideas have meaning when they are internalized by an audience.

1.12.1. Writing Development

Writing development deals with the next point:

Another factor for the use of Pic-Lits goes with writing development, the reason why this factor is important is due to the fact that writing is a skill that needs to be taken with practice and certain progressions; furthermore, writing development is associated with the correct organization of ideas, words, story components, “word-level skills (e.g., spelling), language skills (e.g., grammar and syntactic awareness), vocabulary, mechanics, conventions of print, cognitive abilities (e.g., working memory), and audience awareness”(Lesaux, Koda, Siegel, & Shanahan, 2006; Roth, 2000). In other words, writing is a skill that needs to be mastered for the acquisition of the language, without it the learning of a language isn't obtained completely as the individual don't know how to interpretate those words with a physical model.

1.12.2. The Writing Process

The Writing Process involves:

A conceptualizing stage where writers are the ones that take their thoughts and then arrange them with a well-known structure: Introduction, body and conclusion, after this, a formulating process is born, dealing with the formation of sentences with support of thoughts that were organized, following this sequence there is the revision process, here the writer is in charge of correcting errors in the written part, considering: content, grammar, and mechanics, finally there is another process which is called reading, in this part, the individual revises if the information that was produced in the beginning fits the requirements of the written instructions, because of that, the writer cannot incorporate completely all the ideas that seem excellent for providing deepness according to the topic that is investigated.

In recent times, other types of writing process have arrived like: accumulating knowledge and opinions, in this section a reading and gathering of the most relevant information is done with the usage of surveys and interviews; the responsibility decision oriented towards the presentation or covering of data when there isn't enough or strong evidence about a particular topic, by means of passive voice or personal pronouns, next; analyzing the assignment is reviewed with the corresponding questions, words and the activity itself before starting to write. The planning is seen as the model that the writing has to have in order to accomplish the instructions' requests; establishing goals and purposes, is directed to the formulation of goals of the work that is being polished through the information that is being presented; establishing the writer identity is important to mention what are the aspects that the author is sharing with its public.

Drafting, the ideas are combined as if they were a chain for the establishment of a posture; considering constraints of time and space, the main aspects rely on the writing limit and the presentation date of the work; the writer's own ideas are linked with its personal thought of a particular theme; experiencing panic, pain, and anguish, the writer is thinking

how to do overcome the writing process with efficiency; experiencing pleasure and satisfaction, the writer feels happy after finishing its writing and a reflection moment is made; revising, the ideas are revised one more time to verify their logical sense, as well as, the goas of the writing; considering the reader by adapting the information to its possible points of view and counter arguments; clarifying writer commitment to his/her idea, the writer revises his arguments in reference with the topic; putting knowledge of the language to use, the writer formulates an ideal language kind for accomplishing the goal of its work; making the copy neat, in this final step the individual decides to do a final revision of all the document before its distribution. (Cheung, 2016, pp. 8-9)

According with the presented information, the writing process is a path with different bases that conform the final presentation of a writing, it goes from the basic ones to more complex forms as the writer is committed in sharing knowledge with other human beings, besides, it is interesting the fact that as the time has passed, the process has involved new variations just as the growing population in the world.

- ***Writing Tasks.*** *Writing Tasks are related with the next aspects:*

The Australian ‘teaching and learning cycle’ for genre instruction has established three main components for the success of tasks delivery, the first one is: modeling stage, in this element teachers present the type of text in relation with the global idea of the same, the public, the particular topic that must be revised by the students (context), vocabulary, grammar, and the general structure of the text, secondly, the joint negotiation allows teachers to enhance their teaching process by having a close relationship with their students, both build and arrange ideas from the previous step for the creation of a text, and the ideas from the facilitator that is the teacher and the learner are mixed together for enriching the classroom atmosphere.

In the independent construction, the teachers give the learners the purpose of the writing, by doing this, the learners are asked to compose their own writing after the process of investigation and configuration of ideas is finished, of course, the students must develop a draft before the creation of the final text, and when they finish those drafts the teacher will help the learner with some suggestions and by asking other students to revise the work of its partner, hence, these components let the learner to expose to the writing skills directly by its interaction and collaboration with the teacher and partners that become a guide for enriching the literary component. (Cheung, 2016, p.10)

If writing tasks follow these patterns, the education in all areas, especially in the learning of a foreign language like English, would be easier to apply in all students as the instructions, the dynamism and the trust are strengthened by an academic space where knowledge is constructed gradually, and where participation flows just as the ability to speak or walk, in addition letters assume an important role in the projection of knowledge to modify the perception of the reality.

1.13. Strategy

A strategy can be defined as:

A manner for achieving something that the person has in mind, to think about an end that is possible to achieve in the reality, but also to propose other ends in order to use them with the mediums that are available and to reach a goal with success, by doing this, the individual has clear objectives that lead to the accomplishment. A strategy should have certain difficulties for arriving to a result, this is because if people not are involved, then the same doesn't contain the necessary impact to be known as a true strategy, the concept differs from a plan, a plan by one way is something created with steps that are followed and that a person assumes with security to avoid future problems, whereas, a strategy is something that is used in case that problems appear in the moment and where other individuals have the possibility to change their minds when a topic is being reviewed.

A strategy sometimes is filled with obstacles such as: sudden changeable affairs with the involvement of people who are against the ideas of a person in principle, or the mistakes made by friends, and these points can stop the advance of the strategy as a part for reaching an end that results suitable for the current situation that is being faced. For the construction of the strategy there is certain approach at the beginning, the same pass through some sort of states that aren't stable and that demand an immediate action for the establishment of a solid strategy, including the formulation of objectives. (Freedman, 2013, p. 1)

The strategy is an initial idea brought to the reality by the action and configuration of an end which purpose is to solve a problem or to aid individuals to overcome a difficult situation by means of practicality and direct interaction with the environment, additionally, a person should imagine the possible options for investigating a problem and being prepared for any changes in its initial proposal as the environment can be affected by the influence of people or by series of ideas that seem more optimal to execute than the initial ones.

1.13.1. The Origins of the Strategy

The origins of the strategy are reviewed by certain points like:

Chimps that when are gather together, they develop a certain relationship that can go from basic fights or communication processes towards other that are more complex for instance: Coalitions that mean a temporal alliance between two or more individuals with the objective of solving difficulties. These coalitions are expressed by chimps in the moment they decide to have sexual relationships or by taking care of their image each other and providing food if the help they receive is significant, one example of the importance of chimps' strategies was sawn by the interaction between a male called: Yeroen and another male named: Luit, this example was found by the author of the book: Chimpanzee Politics, in 1982. The author realized that chimps not only use force when they are challenged, but

they also create small plans for winning a fight, in this way, Luit challenged Yeroen by calling the attention of females and in the end, he managed to beat Yeroen's authority, then both chimps calm down when the fight was over.

The second aspect is notice with the trust that is put in God, God allows humans to form strategies; however, he is the one that decides if the same is suitable for him as it has the power to change its result, the most evident example of this can be found in the Exodus with the liberation of the people of Israel, in this story God sent 10 plagues to beat the Egyptian power and to spread its power and influence towards people who were slaves. Going with Greeks, two referents are Odysseus and Achilles that are characterized by using acts and words for sorting problems, and the same had to be generated by thinking about the problem and by counting with the support of other individuals for the creation of reliable strategy. (Freedman, 2013, pp. 3-23)

The origins of the strategy offer distinctive points of view of how the strategy might arise until the modernity, going from alliances, a way to show authority and using strength and cunning for clearing the path to a goal, this means that the strategy has changed over the time as humans had to deal with new problems that appeared along their story, making them to use their intelligence and force depending on the context that was present.

1.13.2. Strategies For Teaching English Writing

Some strategies for teaching English Writing are:

Aim for Natural Contingencies of Reinforcement, this strategy is linked with the maintenance of behaviors with support of natural possibilities like: a praise that is made by a teacher to a student when it participates actively, generating a sense of happiness, thinking the student to continue doing that for experience the same sensation continuously, besides in the prewriting section students can get and put in the first draft their ideas in an easy way if the teacher recommends them topics that fit with their style. In teaching enough examples, teachers must organize the tasks and students that are going to participate in the lesson, an example of this strategy is to create graphic organizers when students arrive to the drafting part to transform their notes into written ideas for presenting a theme, other options are the chalkboard, chart paper, overhead projector, or "smart board.

Program Common Stimuli integrates configurations and events for improving the writing skills, and the same must deliver basic ideas for the construction of the writing, in this case, when students are doing a revision or modification of the writing, they can use checklists for ensuring that their work is being done properly, and they can write it by using a carboard that can be used for other activities, for this, students use markers that can be erased, helping students to adjust writings or any activities before the presentation of them to the teacher, besides, they can receive suggestions from partners to see what where the particular errors in the writing. Teach Loosely, here the teacher must create a "non-critical stimulus" by shaping it according with the environment, this can be divided into noise

perception, lighting, aromas, color and type of materials, people participating in the lesson, and the time used for the development of writing tasks.

The Program Intermittent and Delayed Reinforcement has the objective of permitting students to acquire the writing skills although variations can appear in the teaching, after saying this, the teacher focuses on giving recompenses to the students after periods of time, these are the following: stickers, tokens, meanwhile, for making a reinforcement not predictable, a teacher can choose some students individually or by groups with the purpose of giving them recompenses after the accomplishment of a task during the time of the class. The final strategy is Teach Self-Management, this strategy is directed to the generation of results, for completing this step is necessary that students create their goals, also to shape their behaviors acquired in the classroom and to examine their activity that is done through tasks provided by the teacher, an example for the publishing part is let students to show their writing to an audience, to present books with pictures, showing compositions on classroom or hallway bulletin boards; deliver students' work to children's magazines or websites; and the elaboration of a classroom newspaper, newsletter, or website. (Sheila R. Alber-Morgan, 2007, pp. 110–122)

These strategies for teaching English Writing are essential and can be applied during the lesson as students are asked to participate and do their task by having examples and by being revised in company with partners, the unique requirement for performing these strategies is that the teacher must watch their students and give them some ways to start and finish the writing with basic instructions, by doing this, students will follow the activity process and they are going to become good writers as they have an educative authority to polish their compositions.

1.14. E-Learning

E-learning consideration for the project:

E-learning is the use of digital technologies and the internet for enhancing the teaching process, being possible to make use of a wide range of resources and services, indeed, it means that e-learning can be used as an online tool which can help people to gather and research information, no matter the questions: “Where and when”, because the access to the web is opened to all public. (Holmes & Gardner, 2006)

The learning previously described aims towards an education where technology can enhance the quality of learning and the production of information for human communication. A point that is also considered in writing, as it guides learners to be professional individuals.

1.14.1. Role of E-Learning

The role of E-Learning is:

Displayed in the acquisition of four English skills: Reading, Listening, Speaking and Writing, but for the project writing skills will be the principal focus of development, as evidence for the educative area Al-Menei (2008), made an investigation of computer-assisted English writing skills, and the result was that students were able to improve paragraph and grammar structures by receiving support from computational assisted programs, helping them with their composition mistakes.

According with the information provided, E-learning is a support for individuals who want to improve their writing skills, opening possibilities to revise and change mistakes that were made during the composition of a text, a help for writing correctly and without worrying about the legibility of words.

1.14.2. E-learning Effectiveness

According with E-learning effectiveness:

E-learning can provide effectiveness, taking into consideration the following points: Active learning, Real Word Context, Depth of coverage, Information Literacy Skills, and Critical and Creative Thinking, these points facilitate the composition of writings due to they can guide learners towards writing skills improvement, writing texts based on logic, sequence and spontaneity by means of connectivity immersion. (Campbell, 2004)

This type of learning can expand the learning of a language without many difficulties as human beings are exposed towards the virtual world, taking into account virtual tools use for communicating themselves with others around the globe, this learning as continues to grow, will be one of the most important sources for generating knowledge.

- ***Web 2.0 importance:*** *Web 2.0 is a tool that:*

Allows learners to acquire a certain language, in this case English language. This is due to the fact that learning sources are integrated in a structure, and they can be accessed without being necessary to download extra elements; therefore, learning occurs thanks to the interaction with these digital materials among the teacher and students, where knowledge arises from materials on the web for improving the practice of the language in a more dynamic and practical manner. (Obando Arroyo et al., 2017)

As it can be seen, learning English language through Web 2.0 is a great option since learners have the possibility to generate a topic that can be presented in a digital format. Thus, the learning process becomes modern and adapted to the needs of the learner as the tendencies and subjects of the world change quickly, so students use Web 2.0 technologies for the construction of a common or singular perspective of the reality for actual and future generations of human beings.

- **Web Based Learning.** *In reference to Web-based learning:*

Web-based learning that comes from E-learning is a digital media learning space that provides learners different resources, for example: graphics, videos, audios or animations; consequently, this type of learning promotes learning at any time, materials can be changed for reformulating the class environment, students and teachers interact actively, problems and tasks can be used for teaching and content is showed in real time. A kind of learning which should be used in modern days. (Jolliffe, 2012)

This Web-based learning is a great medium for education in general, but it also can be applied to writing matter, in this way, the writer has at disposal a huge group of tools to present a text and to share its point of view by making use of the virtual network.

1.15. ICTs in Language teaching

ICTs, in words of Gil (2002) “are a set of applications, systems, tools, techniques and methodologies associated with the digitization of analog signals, sounds, texts and images, manageable in real-time” (Grijalva & Ronquillo, 2018, pp. 3-4).

This means that ICTs are digital supports that encourage learning process by the management of virtual components, letting learners to use technology as a kind of notebook, that is capable of being modified for getting aware of what is significative or not for applying in real life, also the teacher with this tool is directed to the improvement of the academic atmosphere, ensuring that the material is dynamic for calling the attention of learners, helping them to see learning as a form of discovering what the reality has to offer, and among the main ICTs there are: CD-ROM, web, PowerPoint, SMS, Discussion boards, or Lego Mind storm, assisting on the establishment of a personalized education.

1.15.1. ICTs’ society of learning

ICTs are a great tool for promoting a learning environment in the society, due to:

Teachers integrates new ways for making students to acquire a certain knowledge. This is done through an online connection that allows for the generation and discussion of a content or resources thanks to the use of a device that a student has in its area of residence, consequently, the aspects of creativity, freedom of expression, and autonomy arise to get immersed in the development of the world. (Guevara, 2022, pp. 127-129)

ICTs are digital mediums that let students and teachers to project a space where learning adapts to the tendencies that appear in the reality. Thus, teachers use the web to call the attention of students with audiovisual or written material, the same that covers topics which are happening at the moment or to show situations that occurred by the influence of internal or external factors, with the purpose of giving students the opportunity to learn from past mistakes, to avoid the creation of problematic scenarios and to share proper ideas, as

well as to encourage positive actions in the world. In this way, students become aware of their environment that is the society to form a core of mutual growth and human prosperity.

1.15.2. Teaching Virtually

Teaching writing virtually can be done by varied options such as:

The use of a write board, the same provides an interaction among individuals where everyone can put information inside a blank space, encouraging those students that aren't so participative to elicit their ideas through writing process, this is proved by an activity done by a teacher of tenth grade students to write about: "In an age of global warming all schools should switch over to alternative energies." The activity consisted of writing an essay, and students managed to improve their writing skills by learning from their constant errors at the moment of writing.

The wiki is a web site where learners can include information and change the style of the same for arranging ideas with sense and a structure, in the same way, learners help each other to acquire knowledge by posting on this site, a good example of this is the K-12 classroom used at the East Side Community School in Manhattan, where a teacher unified teachers and students for generating information of distinct subjects, a final tool is the blog that also is based on a web site, being different form the wiki with the characteristic it isn't possible to change a post made by an author, giving a sense of privacy where the author manages the site and establishes a permission for comments from other individuals. (Erben et al., 2008, pp. 132–136)

Teaching writing virtually is an opportunity for learners to engage in the classroom, and to be prepared to share knowledge and experiences with others as the teacher creates an educative space where the virtuality allows the interaction of individuals according to a topic of discussion, in which everyone can participate almost instantly in the learning of a subject that can be applied in the real world like the English language.

1.16. Pic-Lits

Pic-Lits can be defined as:

A web tool that is aimed to the construction of digital stories, this web platform has pictures and words lists to create a story with a visual presentation. It is important to mention that Pic-Lits is used by a drag-and-drop format, a digital media that should be used for teaching writing skills, and the perfect literacy element for this skill is narrative construction, both teachers and students have different options to present their information with their own rhythm. (Tecnam, 2014, p. 66) Pic-Lits is a change for traditional writing, an option that can be included for teaching writing in the long term and for improving learning process through the influence of a virtual instrument.

1.16.1. Pic-Lits considerations

Pic-Lits has determined considerations in its use:

First, images that are presented have the characteristic of changing constantly, Second, activities are made depending on students' English level, then, students who have a better domain of the tool can try Free style option, so they can write about a poem or creative writing piece with an exposed picture, another aspect is that beginners can use the "Drag-n-drop" option to move and establish vocabulary words in pictures. (Baker, 2015, pag. 12)

A technological tool which possesses a functionality for creating writings with style and that accommodates to the writer needs; moreover, texts are structured with varied models according to what the writer wants to represent towards a public.

1.16.2. The influence of Pic-Lits

The influence of Pic-Lits emerge with the following characteristic:

Aimed at empowering and present an interesting technique for upper primary learners to write creatively using images and words networks rather than conventional pencil - and - paperwork. According to studies on human cognitive processing, graphics are perceived significantly quicker than texts. In particular, images tend to last more inside the long - term memories than texts. (Romadhoni, 2022, p. 16)

Pic-Lits is an original tool that arises to improve the way of writing of students, where images and words convey together for the generation of a direct and dynamic sharing of ideas; consequently, this leads to a continuous growing in the written of texts that can be either academical or informal, contributing with the immersion of learners in the written communication when they want to project their ideas with a written format, letting words to become alive with the style of the writer.

● ***Advantages and disadvantages of Pic-Lits.*** *The advantages and disadvantages of Pic-Lits are observed in the next points:*

The drag and drop feature of this Web tool helps students to select a word from a created list for being able to increase their lexicon, apart from that, they can use their own words for the production of texts, another advantage is the fact that the information that is created by Pic-Lits can be transferred into web sites or blogs for detailing or adding certain information with the purpose of increasing the connection between the emitter and the receptor. By the other hand, the disadvantages are that this platform doesn't provide the opportunity to upload pictures from folders created in the virtual desktop, besides, adds that interrupt the written of ideas as it is the monetary source for the maintenance of this site. (Romadhoni, 2022, p. 19)

Although there are limitations for the application of Pic-Lits as a technological tool, its use for the selection and writing of words is pretty simple, then users can write what is in

their minds, supporting the shaping of an online community where different people can access to the information, present and share it all over the world, a tool that increases the use of virtual media in the personal and academic field.

1.17. Digital Storytelling

The concept of Digital storytelling is related with:

A technological medium that contributes to the creation of brief stories that are personal in most cases, eventually, texts, pictures and sounds are taken mixed together to the generation of a story that doesn't last for long periods of time, in terms of writing Digital stories build on experiences for writing, while students get aware of creativity spread. Other item to consider is reflective learning of students that allows them to get interested in writing skills reinforcement (Sandars, 2009).

Digital Story telling results a technological tool for writing with precision and for allowing the writer to compose its writing virtually. Writings are elaborated with a direct description and by the proper mind of the writer to highlight the ideas projected by its reality.

1.17.1. The Impact of Digital storytelling

The impact of Digital storytelling has the next characteristics:

Digital storytelling has a great impact on learners' writing skills, using a computer is easier, they are able to enrich their writings with pictures, ideas rise very often, supporting narrative essays production, last but no least learners can write their texts without worrying about their length of words because this online strategy makes them to occupy more space, grammar is corrected by other learners' help and new vocabulary is used for expanding knowledge. (Azmi Zakaria & Aziz, 2019)

This tool gives the writer a fresh alternative at the moment of writing with efficiency and correcting mistakes gradually, without forgetting that Digital Storytelling can be presented with unusual words in order to generate curiosity in the listener, looking sources of information for adding those words in his or her vocabulary.

CHAPTER II: METHODOLOGY

2.1 Description of The Study Area:

The research will be carried out in UTN University, regarding First Level of English Major Students in the academic period 2022-2023. The project will help to develop narrative construction in relation with Writing skill, having said this, it is an opportunity for learners to experience a new kind of teaching technique that will allow them to have a dynamic approach towards the writing process in the classroom.

2.2 Research Approach and Type of Research

2.2.1 *Quantitative approach:*

Quantitative approach is considered as a:

Scientific path where the researcher focuses its attention in the gathering of statistical results and information that are precise. Another important aspect is the measurement of outcomes to understand better the reality that surrounds it; moreover, comparisons between groups are performed, as well as linking factors to determine which are the individuals or groups of study in experiments, correlational studies, and surveys. (Fischler Abraham, 2022)

2.2.2 Type of research: Descriptive Research

Descriptive research is known as:

A scientific design which procedure allows the researcher to obtain specific data for the analysis of the investigation problem, another important point to consider is that the researcher has to define an organized classification for the data, this classification eases the study of data in depth, improving widely the possibilities to solve the investigation problem and to generate a meaningful investigation. Likewise, data is not manipulated in this type of investigation, acquiring a sense of natural development. (Hubbard Alfred,1973) Furthermore, descriptive scope will be considered to conduct the investigation, students will be investigated without altering their normal learning atmosphere.

- ***Non-Experimental Design Method-Survey research design:*** *A Non-experimental design is related with the fact that:*

The researcher isn't able to alter the independent variable, in this way, observations are made to understand about the context where results were gathered, then results are examined cautiously. The design method for this non-experimental research is survey research method, Kerlinger (1973) "considered survey research as social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior". Survey research method will be the support to ensure that the project is in the right path of development.

2.3 Methods, Techniques and Research Instruments

2.3.1 Method: Deductive Reasoning

Deductive reasoning consists on:

Conclusions that are drawn from concrete arguments that possess veracity in the study, a statement raises in relation with the population that the researcher is analyzing and another one too, this time with a direct relationship with a sample of the group, in other words: an individual who is the representative part of the group, giving the opportunity to generate a conclusion, general premises are those ideas introduced by a cause and effect, these ones are joined together to a statement that gives also a conclusion. (Center, Writing, 2022).

Without doubts a logical process that goes from general information to particular information for the gathering of relevant data, taking into account pieces of data that are transformed into a determined idea once they are investigated and proved in real time.

2.3.2 Method: Inductive reasoning

Inductive reasoning is generated through:

A process in which certain examples are selected to establish a general conclusion. This general conclusion facilitates the establishment of links among those examples, and also to generate a situation where new examples can be provided to understand better a particular situation, for example: if a person were watching objects in a river and saw a stick, a rowboat, and a fencepost float past, he or she might induce the rule that “wooden things float.” This rule both describes the relationship which linked those items (being wooden) and allows the person to predict future items which would also float (a wooden bookcase). (Rasmussen & Eliasmith, 2011)

The inductive reasoning as it can be seen, it is a useful source for conducting the investigation, in this case, the general idea that is obtained from an investigation, serves as a bridge between possible and impossible situations generation through a solid base.

2.3.3 Technique: Survey

A survey can be described as:

A tool for performing the research process, this survey is well known for its contribution in the delimitation of behaviors and attitudes. It is important to remember that surveys can be expressed in varied ways, such as: Cross sectional surveys that creates results from a particular period of time and gives the researcher a determined reality trough a descriptive or exploratory form to pinpoint behaviors or attitudes. In the second instance there is Longitudinal survey, which produces series of cases or attitudes gradually in years or months, longitudinal surveys are divided in: Cohort surveys that help to gather results of the same individuals in the time, meanwhile trend surveys follow samples of distinct individuals but with same questions elaborated. (Nigel et al., 2009).

For the project Cross-Sectional Survey will be used to obtain meaningful data from the population through a representation of a sample in a specific time period. Furthermore, descriptive scope will be applied to conduct the investigation, students will be investigated without altering their normal learning atmosphere.

2.3.4 Instrument: Questionnaire

A questionnaire is a tool which has the next function:

Facilitate the process of investigation where the researcher can obtain information from big populations without many problems, questionnaires can be directed to specific

subjects for strengthening the research, the researcher though this tool is able to create proper questionnaires or use those who have been made to conduct the investigation process with a structure in mind, an instrument that also counts with the author protection, so it can be used safely in the gathering of results. Close ended questions will be used to gather specific data and to collect useful information based on the use of Pic-Lits web tool for narrative construction, (Nigel et al., 2009). Furthermore, this questionnaire will allow to produce precise results and details according with participants' answers.

2.4 Research Questions and Hypothesis

2.4.1 Research questions:

- Is Pic-Lits a practical tool for teaching writing skill?
- How Pic-Lits web tool can be used for developing narrative construction?

2.5 Operationalization Matrix of Variables

Table 1

Principal elements of dependent and independent variables.

Variables	Indicators	Data collection techniques	Information sources
Dependent variable: Web tool Pic-Lits activities to enhance writing narrative construction.	<ul style="list-style-type: none"> ● Digital activities. ● Web tool learning. ● Digital material. 	Survey	<ul style="list-style-type: none"> ● Scientific papers ● Magazine articles ● Thesis ● Academic research

<p>Independent variable: Writing skill.</p>	<ul style="list-style-type: none"> ● English writing activities. ● Students' interactions. ● Narrative construction. 	<p>Survey</p>	<ul style="list-style-type: none"> ● Textbooks ● Thesis ● Journals
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Note: This table shows the different elements of the dependent and independent variable used for the research project.

Source: Authors' creation

2.6 Population and Sample

A sample is described as:

Particular element that is selected for contributing to the investigation process, this sample guides the researcher during and after that process to test the **credibility** of data. The procedure in this case is linked with probability sampling; therefore, every member of the population has the same opportunity to be included in the research,” Stratified random sampling” is the technique which will be used according with probability sampling to obtain reliable results from a division of groups that represent the population. (Acharya et al., 2013). A sample group of 42 students, considering men and women will be selected to support the analysis of results as part of the target population, which are First level English Mayor students at Universidad Tecnica del Norte. The population is the universe that includes all the members for the research process, for the study a sample group will be selected to gather results from the classroom space.

2.7 Investigation Procedure

To begin with, close-ended surveys will be designed in Google Forms Software. Secondly, the surveys will be shared towards First level English Major students. After that, the two surveys and a validation worksheet will be shared with the teacher in charge of the classroom to review the structure of research instruments. Data will be organized according to the population in two sections: Men and Women, next, tabulation of data will be done

through pie charts. Following the investigation procedure, the interpretation of data will be developed, and an annex section will be included in the research project to detail the data gathering. The results of the investigation will reflect the reality of English learners for writing narrative construction, for this reason, they will provide punctual evidence for the investigation in order to show if learners are able to improve writing narrative construction with the accomplishment of Pic-Lits web tool activities as an alternative for traditional writing teaching.

2.8 Resources and Budget

Table 2

Resources and budget delimitation for the research problem.

Resource	Amount of American Dollars
Human resource Researcher	0
Materials: Cellphone, computer, wifi.	900
Others: Sheets.	2

Total:	902
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Note: This table shows the resources for the research with their corresponding money amount.

Source: Authors' creation

2.9 Schedule of activities

Table 3

Schedule of activities for the research project.

Period: 2022-2023

Months	November				December				January				February				March				April			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Research Plan presentation			X	X																				
Research Plan Approval						X	X																	
Objective 1: Theoretical Framework developing										X	X													

Objective 2: Development of Instruments			X			X	X														
Objective 3: Virtual activities' creation								X	X	X											
Objective 3.1: Data collection				X	X																
Objective 3.2 Data Analysis					X	X															
Objective 3.3: Proposal design								X	X												

Objective 3.4: Edition														X	X						X				
Objective 3.5: Defense of the project																						X			

Note: this table shows the different activities of the research project, organized in the time period of 2022-2023.

Source: Authors' creation

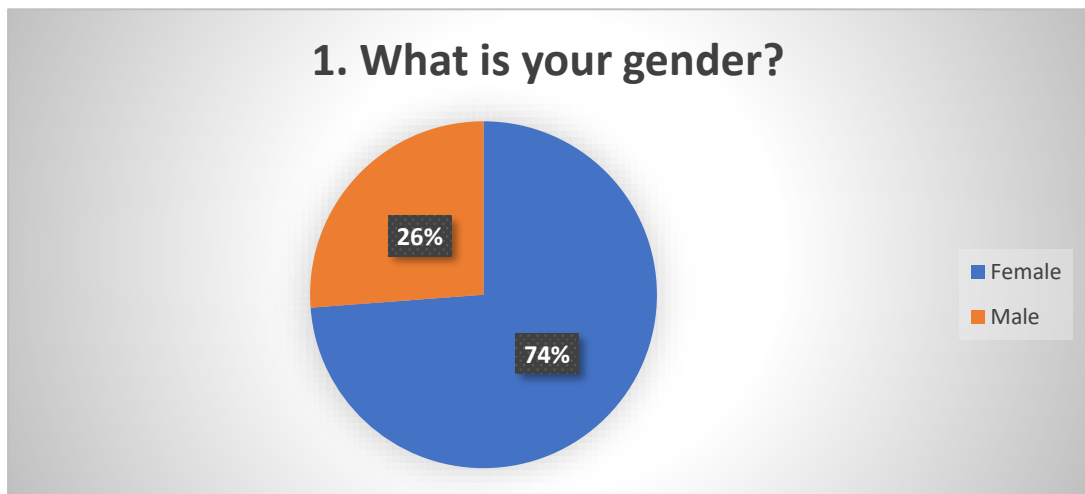
CHAPTER III: RESULTS AND DISCUSSION

Student's Survey

The next analysis is focused on a survey delivered to First Level English Major female and male students, in this way, the same is oriented towards academic purposes.

Analysis of students' survey:

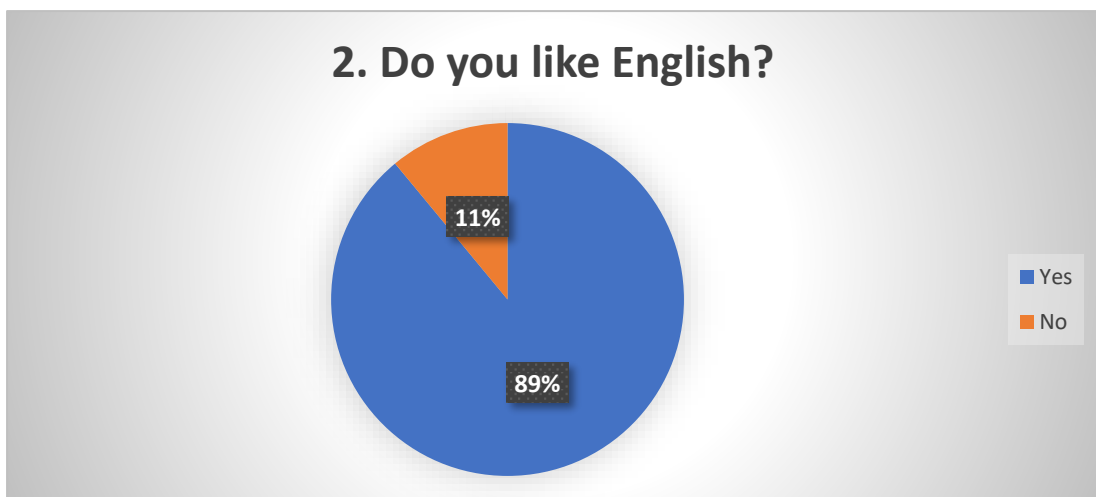
Figure 1: What is your gender?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

According to item number 1, from a total of 42 students of First Level English Major, 31 are female students, while 11 of them are male students, this means that female students are more aware of English Language production in contrast to male students, having a predisposition to learn more about the target language in their process of becoming professional English language teachers.

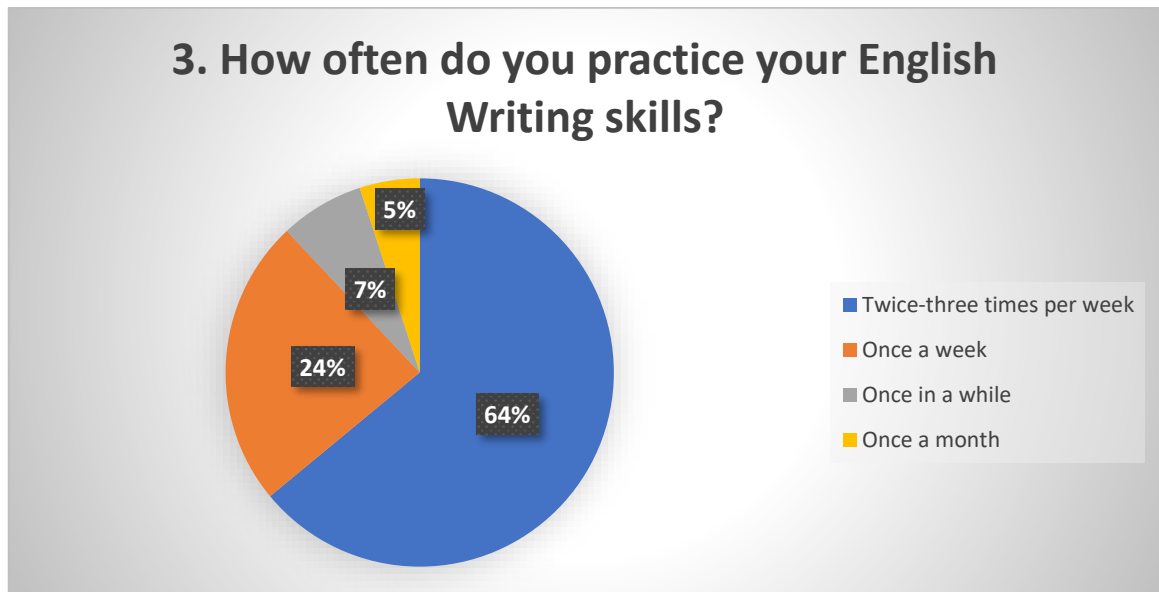
Figure 2: Do you like English?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

According to item number 2, from a total of 42 students of First Level English Major, 40 students who represent a 95% of the total student's population, agree that they like English subject for their future profession, by the other side, only 2 students which represent a 5% of the total of students, doesn't like English, this could be due to the fact that English is a difficult subject for her or that she doesn't like the way of teaching of the teacher in charge.

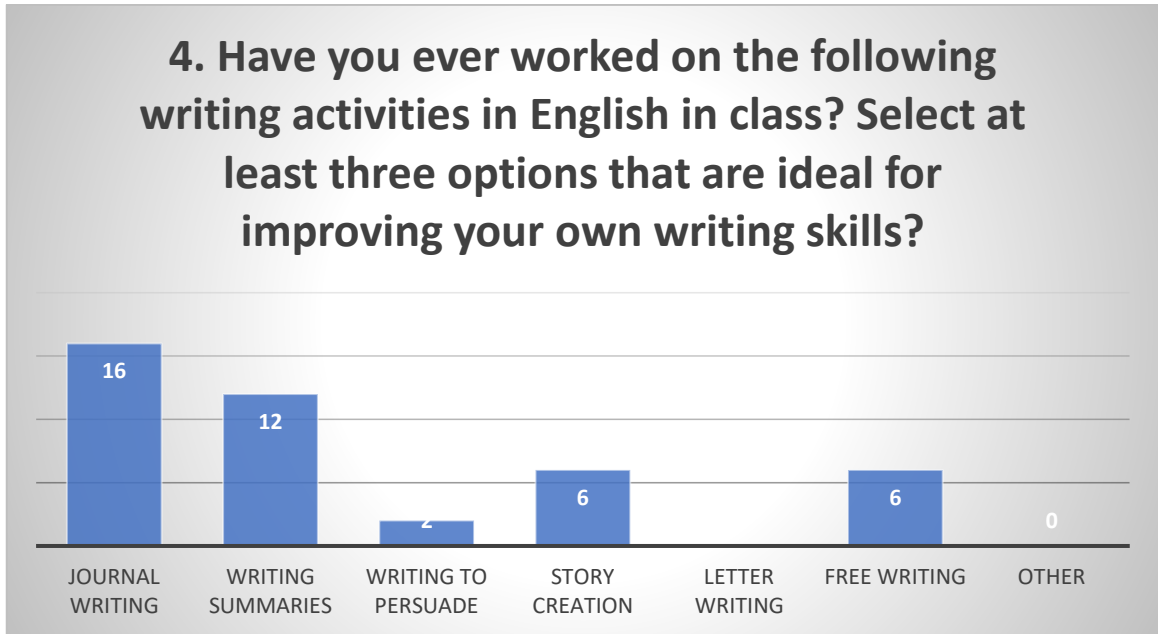
Figure 3: How often do you practice your English Writing skills?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

According to item number 3, 27 students which represent a 64% from a total of 42 students, establish that they practice English Writing skills twice-three times per week, then, 10 students related with a 24% of the total students' population, practice English writing skills once a week, 3 students practice English Writing skills once in a while, representing a 7%, and 2 students who represents a 5% of the total of students, practice English Writing skills once a month; therefore, it can be said that most students are enthusiastic regarding improving their Writing skills constantly.

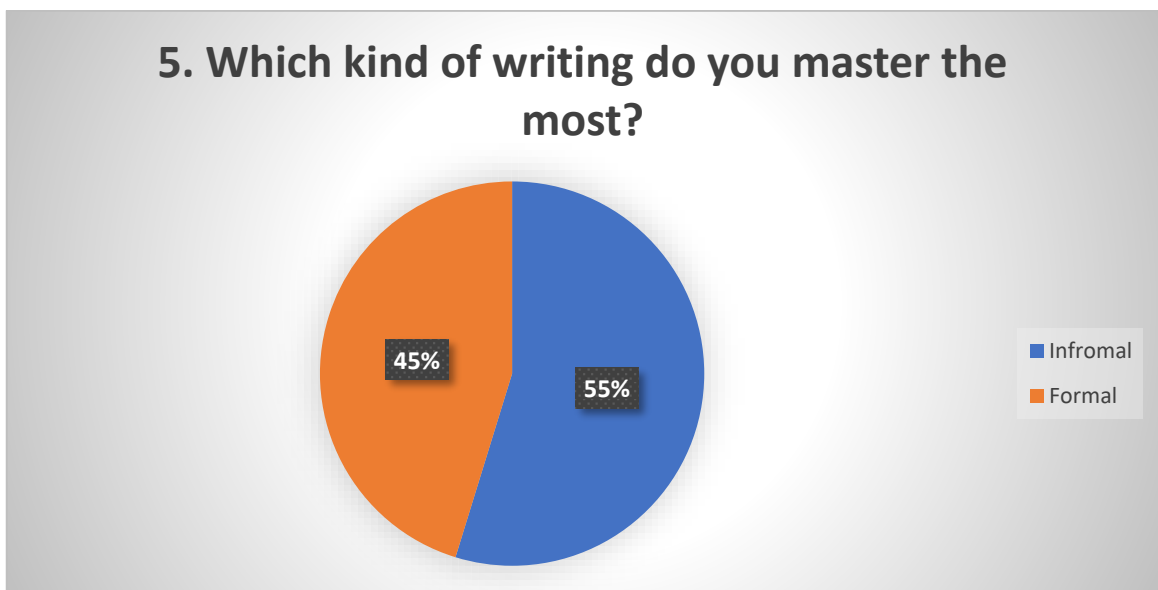
Figure 4: Have you ever worked on the following writing activities in English in class?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

After the registered answers of item number 4, 16 students from a total of 42 students, have participated in Journal writing activities in English, afterwards, 12 of them have developed Writing Summaries, 2 of them have practiced in relation to Writing to persuade, later, 6 of them have developed their Writing skills by considering Story Creation, and 6 students of the total of students have participated in Free Writing, this means that many of the students had got immersed in writing activities by having certain variations in their composition of texts, so they possess an initial and good command of the target language.

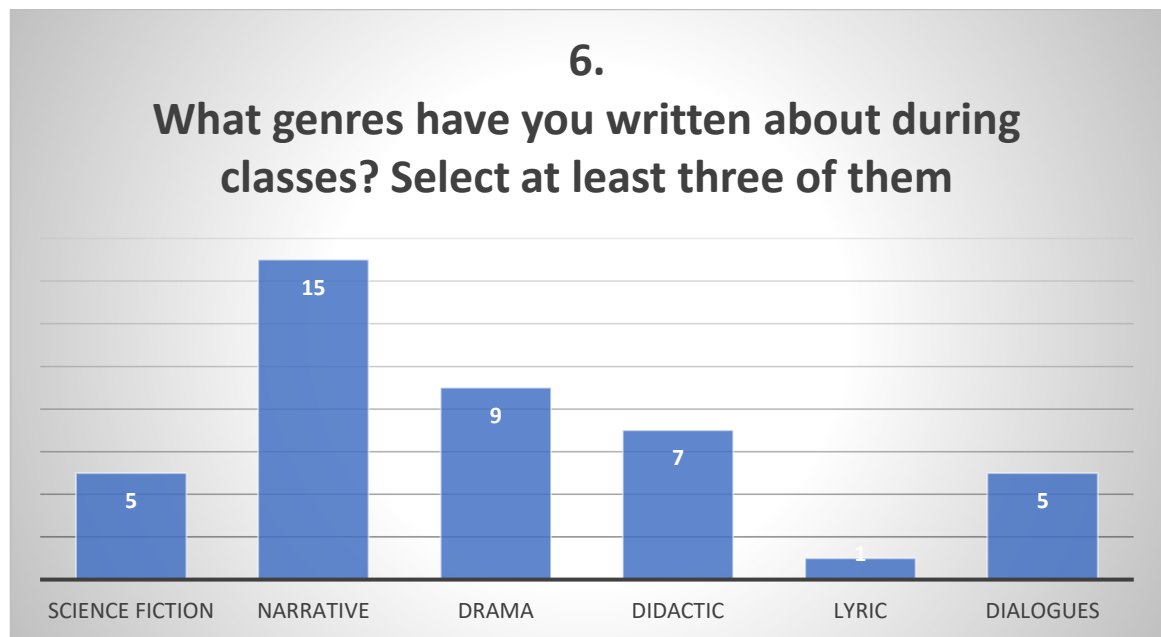
Figure 5: Which kind of writing do you master the most?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

From item number 5, 19 students who represent a 45% of a total of 42 students, master Formal writing, on the other hand, 23 students representing a 55%, are more familiar with the writing of Informal texts, a little more than half of students have a better mastery over informal writing compared to those ones who are used to formal writing, most of students write with freedom without considering formal structures when practicing Writing skills.

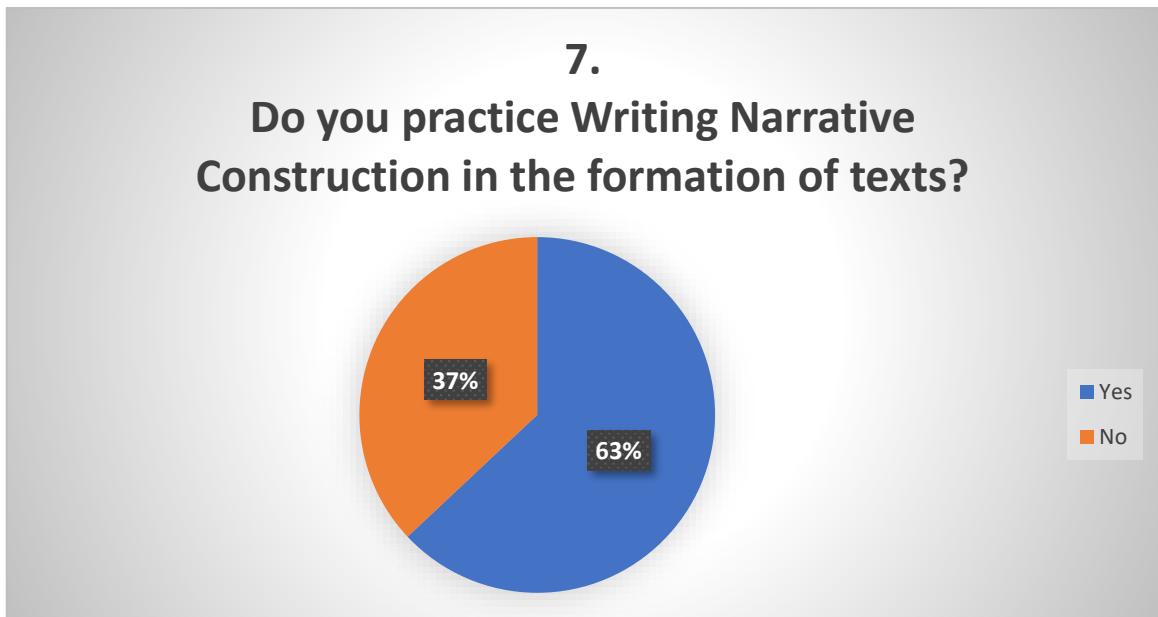
Figure 6: What genres have you written about during classes?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

From item number 6, 5 students have written about Science Fiction Genre of a total of 42 students, next, 15 of them have written regarding Narrative genre, 9 of them master Drama Genre, 7 students are aware of Didactic genre, 1 of them is linked with the writing of Lyric genre, finally, 5 students had an approach to Dialogues genre, as it can be seen, students vary among Writing genres creation, having a considerable linguistic knowledge.

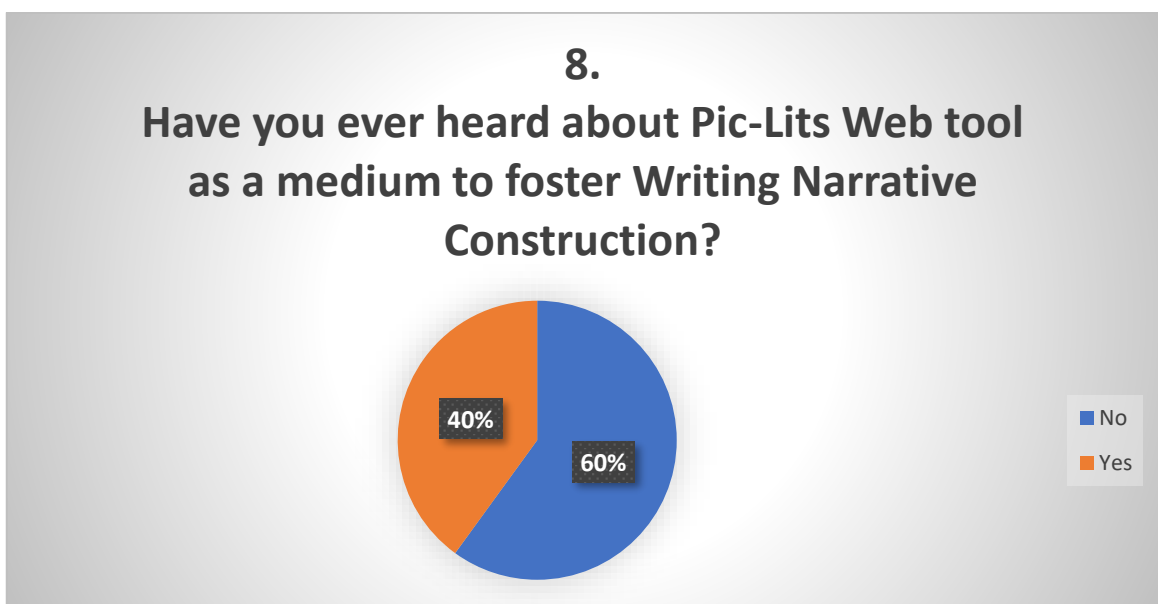
Figure 7: Do you practice Writing Narrative Construction in the formation of texts?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

In terms of item number 7, 26 students who represent a 63 % of a total of 42 students, have practiced Writing Narrative Construction, conversely, 16 students representing a 37%, have not practiced Writing Narrative Construction, in conclusion, most students have certain ease at the moment of creating stories, considering a topic of interest, giving attention to details, characters and sequence among ideas, while others are not are of this process; thus, they need academic support for developing Writing Narrative Construction, taking into account their way of writing.

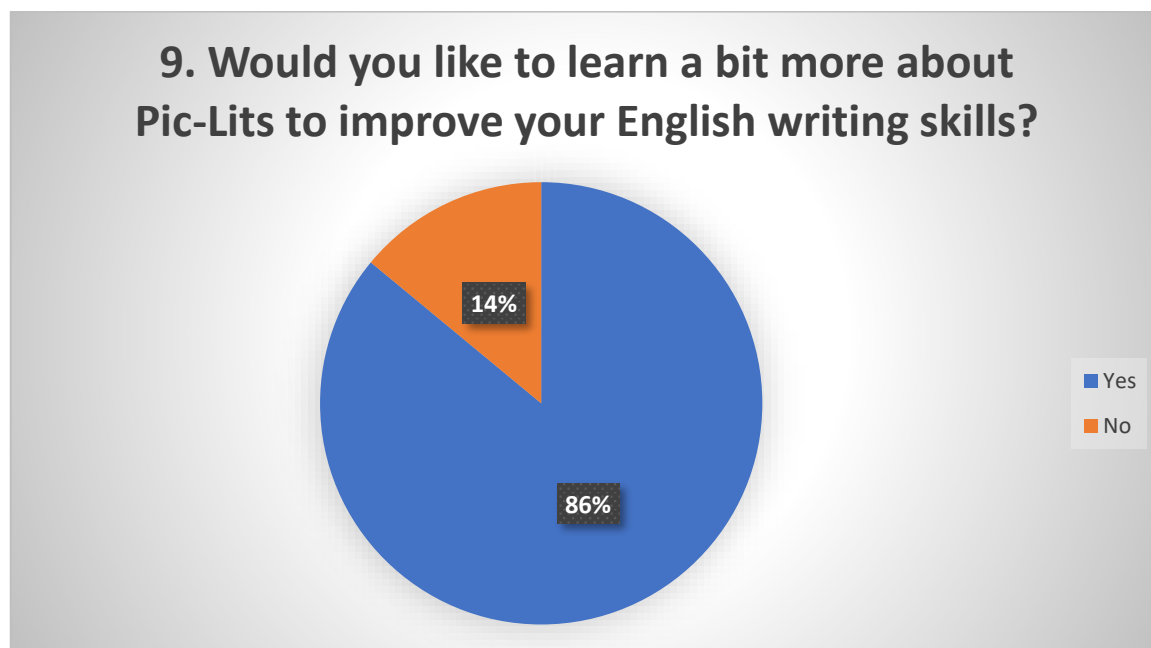
Figure 8: Have you ever heard about Pic-Lits Web tool?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

In terms of item number 8, 25 students regarding a percentage of 60% of a total of 42 students, have not heard about Pic-Lits Web tool as a medium to Foster Writing Narrative Construction, and 17 of them who represent a 40%, have heard about this technological medium, according to what was exposed, Pic-Lits is a novel tool for the majority of students, maybe as they are not used to utilize other web tools to improve their Writing Narrative Construction inside and outside the classroom.

Figure 9: Would you like to learn a bit more about more about Pic-Lits?



Note: Taken from: Survey. Student's survey. (2022). Ibarra, Edit. UTN.

After the registered answers of item number 9, 36 students who represent a 86% of the total of 42 students, want to know more about Pic-Lits as a medium to enhance their English writing skills, conversely, by the other side, 6 of them who represent a 14% of the total of students, are not interested in this digital support, The acquired data serves as positive clue points for the application of Pic-Lits Web tool, taking into account Writing Narrative Construction for an effective and practical use of Writing skills in students' learning.

Teacher's Interview

The next analysis is focused on a survey delivered to First Level English Major female and male students, in this way, the same is oriented towards academic purposes.

Analysis of teachers' survey:

Transcription:

Student Interviewer: Claudio Ordóñez -**Good morning teacher can you give me your name?**

Teacher-José Obando

First question- How long have you been working at the university?

Teacher-18 years

C-How are students involved in the development of writing activities in class?

Teacher- In the classroom students are required to work on three different areas, the first is associated with Academic Writing, in this area students are required to write short compositions about topics of interest like: place where they live, people they live with, family, friends, the environment, and animals. Those topics are interesting for them at that level.

In the area of Creative Writing students are required to write short poems, short stories, anecdotes. In the area of Informal Writing, students are required to write a daily journal basically, that synthesizes life experiences students have here in campus.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **How are students involved in the development of writing activities in class?** According to his answer, the students are required to deal with different writing areas that include academic writing, creative writing, and informal writing. It may be inferred that the teacher wants to give students opportunities to develop their writing skills by giving them enough practice.

C: What kind of strategies do you usually use to develop students' Writing skills?

Teacher- What I usually do is: I show them how the writing process goes, from choosing a good thing to write about, transforming that thing into a good topic, collecting data, validating that information, pre-organizing an outline, and then putting that into a draft, taking some time to review that info, editing and publishing, but within all that writing process, what I do is: I use collaborative writing as a powerful strategy to help them not only deal with this process, but to gain that competence they need in writing at that level.

Let's remember that these students are A1 class students, they are not committed write like long essays, but independently from that, they are required to write good compositions as I mentioned before: short articles about weather for example, compositions about people, profiles actually, personal profiles, short articles about places. Those things are actually not complicated, but actually also demand that students develop Writing skills, so one of the main strategies I use is Collaborative Writing.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **What kind of strategies do you usually use to develop students' Writing skills?**

According to his answer, Collaborative writing is the best strategy to develop students' Writing skills, this is because learners can follow the writing process that consists of: choosing a topic, modifying the topic until it is well established, data collection, validating information, pre-organizing an outline, and creating a draft, without forgetting the review of the gathered information, edition and publishing. In this way, learners can enhance their Writing competence, considering an A1 English level, while they share their ideas for constructing appropriate writing compositions.

C-Have you applied Pic-Lits web tool in class?

Teacher- Well I use technology, for the area of Informal Writing, students are required to use a technological tool, in this case it is this Evernote, they use this Evernote to write on daily basis, but I haven't use that.

C-Ok, thank you.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **Have you applied Pic-Lits web tool in class?** According to his answer, Evernote is a good support for encouraging the development of Informal Writing, allowing learners to write constantly with their own style. By the other side, the teacher has not used Pic-Lits web tool as an alternative for improving Learners' writing, it is inferred that the teacher does not have enough information about the same because it is novel for him.

C-Do you believe that Writing Narrative Construction is an element that is included in the creation of students' texts?

Teacher- Narrative Writing is that what you mean?

C-Yes,

Teacher-Of course, there are different ways, not ways but there are different styles and genres students can make use of to develop their Writing skills, Writing is a powerful tool at the moment of improving student's communicative competence, so it is for sure that each genre somehow helps students to cope with this development of Communicative competence language before, so the point here is each genre contributes to develop that.

C-So any genre is helpful for them in order to develop.

Teacher-Of course, somehow shapes all this communicative competence students' need.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **Do you believe that Writing Narrative Construction is an element that is included in the creation of students' texts?** According to his answer, there are different styles and genres that contribute to the improvement of Writing skills, specifically genres are options that are

linked with the development of Writing Narrative construction. Therefore, each genre let students to write with a certain base, considering characteristics and the format before creating a final composition that is capable of shaping their communicative competence.

C- Would you consider that Pic-Lits web tool can reinforce Writing Narrative Construction while teaching English?

Teacher-Let's say that any tool well used can support learning, nowadays there are many tools, there are many technological tools, and many teachers use them, some more than others, but independently from that, using technological tools or conventional tools appropriately, will help students learn what they have to. Otherwise, it does not make sense using many technological tools without a clear purpose, without a clear intention, without the process, so any technological tool from my point of view can work, but everything will depend on how the teacher makes use of it.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **Would you consider that Pic-Lits web tool can reinforce Writing Narrative Construction while teaching English?** According to his answer, Pic-Lits can result on a great tool for reinforcing Writing Narrative Construction if the same has a clear purpose at the moment of writing, taking into account the tracking of the process for ensuring that Writing skills are being constructed with efficiency.

C-What are some common mistakes that students commit when writing?

Teacher- Well, when students come to university, the first thing we notice is that in Writing specifically, students have serious problems with mechanics, I mean with punctuation, use of capitals, spelling in some cases.

C-Orthography?

Teacher: Yes, Hand Writing also, Writing is a common issue among Frist Level students, I do not know why, probably they use the computer a lot, and then just some notes there, those notes are not clear enough even for them, that is the problem, that is the problem, is not like for most students but actually there are some students in this course for example that actually have that problem, we have been working in that.

Actually the last class, the day before yesterday, we were working on that, they had to bring in a composition, and of the items I included in the checklist was Handwriting, and I realize that those students do not write clearly, that is a problem for them, and mechanics is as I mentioned before, in the area of coherence, they do not know how to organize texts, even though I am sure that in high schools they learn in Spanish how to do it and even in English. Probably they studied that in English, because they have been studying English for around twelve years more or less, that is a lot, and as I mentioned before, those are typical problems we have with students, but in addition to that, the most important thing, of course they have

problems with cohesion, grammar, of course they do, but most importantly is that they do not have this clear idea of how to work with the concept, because Writing involves a concept, it is not a concept of Writing, it is of Writing by Writing.

Each composition has a concept in it, so if they are going to write a profile, they need not only to get data, validate that information, pre-organizing or write a draft, or edit from a very linear point of view, including cohesion and coherence, beyond that there is a concept there because they are writing about the person, in the same way, if they are asked to write about a city, it is a good idea that they visit the city and not only downloading information from the internet, write there, or simply copy and paste information from the internet. It is good that students do some research and, in that research, they begin to realize the concept that the composition has in it, because writing is like creating something that is alive.

C- So it is more like they have to get active.

Teacher: Not only active but involved in the taskwork, because they are actually involved in the task, in visual classrooms students are active because they take part of the process if the teacher is organized, but beyond that there is one concept behind of it, it is composition, for example: if you are asked to write something about Ibarra in the internet, books, magazines, if students do not find something that actually represents what they want to write, it is senseless, does not make sense, it is pure information, apart from that, these students need to be creative and critical, and that demands a higher Order thinking skill use, is not only putting information, ordering, or balancing information, those are basic skills, not only in Writing, Speaking is the same. But what I want from these students is that they begin to realize that each work demands from them some reflection of what they are doing and finding their reason to write about that topic they have chosen.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **What are some common mistakes that students commit when writing?** According to his answer, the most basic mistakes are linked with mechanics: punctuation, use of capitals and spelling, apart from that, orthography and Handwriting are other problems when writing. According to Handwriting, learners cannot write clearly, they have problems with coherence when they try to organize their ideas, besides of having problems with cohesion and grammar as they do not manage the concept of writing in a correct way.

C- To conclude, **in your opinion Pic-Lits is a web tool that could allow students to recognize and correct their mistakes while writing?**

Teacher: I do not know how it works but I would like to consider it, and see how it works, and then I can give you an answer about that because I do not know it.

C-Ok teacher, thank you for your collaboration.

Analysis:

Data above shows the answer given by the teacher participant to the following question: **in your opinion Pic-Lits is a web tool that could allow students to recognize and correct their mistakes while writing?** According to his answer, Pic-Lits is an unknown tool for him; thus, it is necessary to give details and how this technological tool can be used for improving Writing skills in the long term.

CHAPTER IV: PROPOSAL



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(UTN)

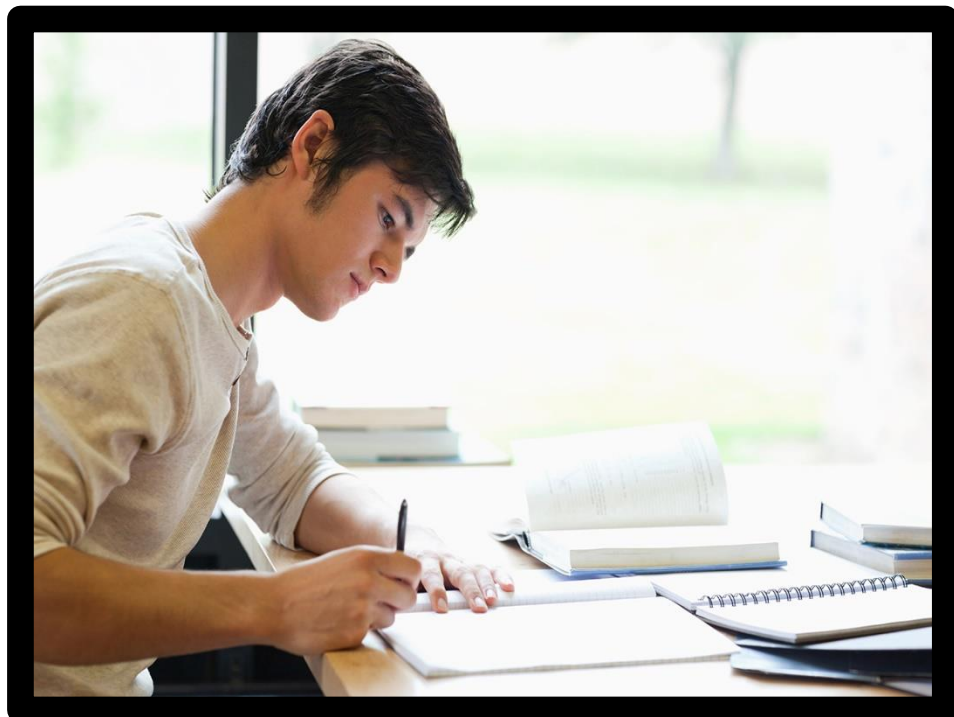
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

Theme: Strengthening Writing Narrative Construction through Pic-Lits Web tool



Proposal

Defining the proposal:

My present proposal is to use different Pic-Lits activities as a strategy to enhance Writing Narrative Construction in First Level English students, this activities are presented with certain instructions that allow students to get immerse in the writing aspect, without forgetting the Narrative Construction, as the this element can encourage them to create texts that can be filled with a literary richness, and with the purpose of sharing their ideas and style, because every human being is unique, in the same way its writing.

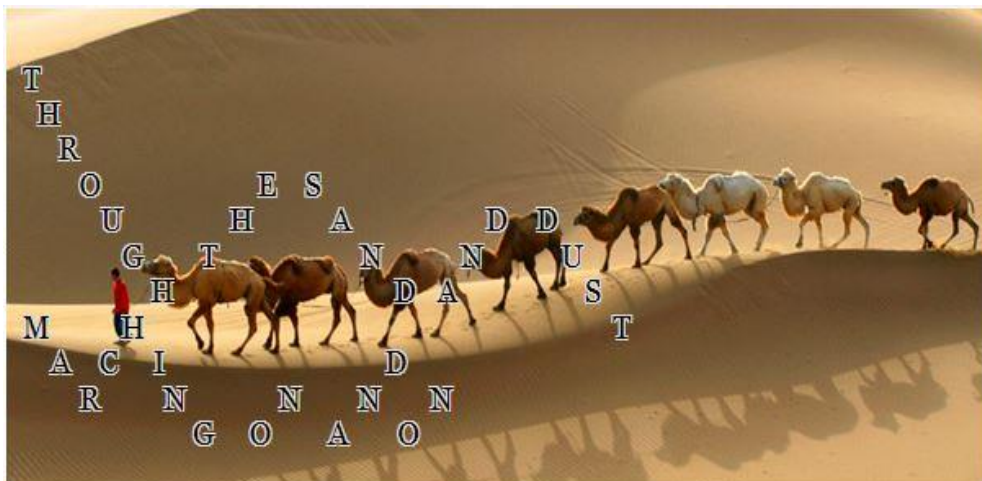
General Objective: Analyze how students are able to use Writing Narrative Construction through different Written activities in a Web platform.

Before Pic-Lits Web Tool activities development

In the following sections, Pic-Lits Web Tool activities will be presented with its respective instructions and format; therefore, these activities will have a common scheme that is oriented towards the Writing Narrative Construction, being organized in a series of steps. All of the same will count with specific orders that allow learners to get familiar with Pic-Lits Web platform usage.

Why should you use Pic-Lits?

Pic-Lits Web platform is a practical tool for improving Writing Narrative Construction, having different formats as a guide for developing different slides or charts, where it is possible to select among a variety of pictures and free writing or drag and drop options, allowing learners to compose with freedom but also to choose a topic through a picture that can help them to empathize what they want to transmit, because writing it is not only to put words into a text, it is a form to express what is happening in the actuality and in the reality as we interact with it in a constant way.



UNIT 1

CONSTRUCTING KNOWLEDGE



PIC-LITS

Activity 1:

Explore Clustering

Explanation of the activity:

This activity consists in making a explore clustering, the same is related with the topic of writing, this topic is indispensable for the production of the investigation project as Writing is a skill that is necessary as Oral communication. This Explore clustering is a technique which is based on creating connections in relation with the topic, being formed thinking blocks that allow the reader to get knowledgeable, where each of them contributes to the creation of concepts that generate particular ideas. Writing has the function of transmitting a message to others, but at the moment of being written, the message acquires a big relevance in a community because the words that are presented are recorded in a physical or digital material that invites others to reflect and create new ideas, or perspectives with this kind of support, being fundamental for Human communication.

General Objective: Compile main ideas connected with Writing skills in a solid base for the establishment of

Specific objectives:

- Outline principal ideas of Writing skills before coming to a common point of view.
- Determine the function of Writing skills with different opinions, relating them with direct concepts regarding the content.
- Construct an explore clustering organizer for creating a theoretical base that is easy to comprehend and adapt for future activities in relation with Writing matter.

Base of this activity: The activity proposed is based on Aim for Natural Contingencies of Reinforcement, this type of strategy is focused on the maintenance of behaviors during the development of the class, where most important of all is the participation of students. In the same way, students are analyzing information from themselves to generate new knowledge, and at the same time this knowledge prepares them for written activities where the theoretical base will be linked with written materials.

Activity 1: Development

1. Linking ideas in a Explore Cluster, example:

A mode to express a feeling.

Words that become alive.

A physical material.

A message to be shared.

A structure.

Constructing ideas in an ordered way.

"Writing"

Establishing a clear context.

Symbols that constitute a language.

Skill for communication.

A transmission of a language.



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1.1- Extra types of models for organizing notions:

1. Mandala
2. A T-chart
3. Mind-Map

How Writing notions help in the development of Narrative Writing? example: They allow to construct knowledge, taking into account links between words and a reality through particular written forms. The same are joined together as a unit, and where each of them integrates a message that is used for expressing a way of being when an event is described, in this way, a language is built with the formation of basic physical formats that allow individuals to shape perceptions and to find meaning when information is transmitted towards others.



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1.2 What is Writing for you? Think some ideas and put in the middle the topic: Writing, filling the slide with connected concepts in order to form a explore cluster.



What is a Explore Cluster?

- A way of defining a topic with ideas that are isolated in its base.
- Describing ideas in order to develop the body of a text.
- A technique for creating connections linked with the topic, where thinking blocks are formed for the creation of concepts that generate particular ideas.



★★★★★ | Comments: 0

1.3- What other types of models for organizing notions do you know? write at least three of them:

1. _____
2. _____
3. _____

After reflecting on your ideas, How Writing notions help you in the development of Narrative Writing?



★★★★★ | Comments: 0

Principal Features of the activity:

- Quick Analysis of the topic with support of students' participation.
- Generation of a direct academic atmosphere.
- Collaboration between teacher and students for creating a solid theoretical base.



Link of the activity:

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<https://piclits.com/user-piclits/pic-lit-01-28-2023-110812am/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-081631pm/>

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Activity 2: Landmarks Establishment

Explanation of the activity:

This activity consists of developing a sequence of landmarks for Narrative Construction. Therefore, students will think and organize their ideas, taking into account the concepts, but also considering its importance at the moment of writing, besides the exercise has the characteristic of providing knowledge, built with support of an analysis, the same which is made with particular reasons from the participation of learners. Landmarks will ease learner's thinking process of by categorizing ideas in a sequence that goes from the least to the most important element at the moment of developing Narrative Construction.

General objective: Activate previous knowledge with an association of ideas, where the visual material is the support of its essence.

Specific Objectives:

- Analyze information by creating a mental base, according with the written content.
- Arrange the gathered information in a chain of ideas for writing with precision.
- Explain how the obtained knowledge is used for written compositions.

Base of the activity: Program Common Stimuli is a factor about singular situations that arise at the moment when making a writing. In this part the material that is given to students is linked with the creation of ideas landmarks, the same that are constructed with support of clue words, being the pillar for building reasoning through the use of a written material that enhances the activation of logic and the configuration of concepts.

Activity 2: Development

2. Construct a landmarks' series regarding five elements of Narrative Writing, example:

1. Plot-
tracing the
sequence
of the story

2. Characters-
individuals that
compose the story
giving it life

3. Actions-
Specific moments that
happen in the story with
support of characters

4. Space-
The specific place where
the story is developed,
generating immersion in the reader
regarding the scenery.

5. Time-
Era, moment or amount of minutes
or hours for providing
impact and fluctuation between
scenes.



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2.1- Select one of the following words for writing a short narration based on a imaginary, fantastic or real context, example:

Band, courage, wit, creativity

The band took a shortcut to leave the frozen mountains, but without expecting it a giant bird called Waroku awoke and started to open its large wings, the band tried to escape from the bird, however, the creature was smart and closed the exit of Yaru Frozen mountains with a huge blow with its wings, so the band hit a big rock with some spears that was on a ledge, moving and falling over the bird, achieving to escape from the creature for the moment as midnight was arriving. Later, they found a large coffin with a lot of jewels in an ice passage, they took all what they could and left the area, meanwhile, the bird was awakening and recovering from the hard hit, using the ground as an impulse to fly again and pursue its attackers.



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2.2- Identification of the elements of Narrative Writing according to the previous Fantastic context:

Plot: (From 2-3 sections)

The band took a shortcut to leave the frozen mountains.

The band found a large coffin with a lot of jewels in an ice passage, they took all what they could and left the area.

Time: Midnight.

Space: Frozen mountains.

Actions:

Awake and open wings. Hitting a big rock with some spears. Take jewels. Fly.

Characters: The band and the Giant bird Waroku.



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2.3 Create a sequence of landmarks by writing five important elements with a short explanation regarding Narrative Writing.

Write a short narration about an imaginary, fantastic or real context, based on one word from the words which were given before the redaction of the fantastic context example:

Chosen word for the short narration:

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2.4- Identify the elements of Narrative Writing in your short fragment:

Plot (from 2-3 sections):

Time:

Space:

Actions:

Characters:

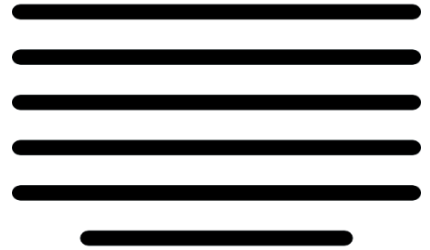
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Principal Features of the activity:

- Analytical Theoretical base.
- Conveying the elements of Narrative Construction with support of singular perspectives.
- Organization of ideas through a logic sequence, easing the path the acquisition of knowledge.



Link of the activity:

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<https://piclits.com/user-piclits/pic-lit-01-28-2023-103407am/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-081831pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-104808am/>

Unit 2: CONFIGURATING EVENTS AND TEXTS



PIC-LITS

Activity 3:

Establishing

Particular Events

Explanation of the activity: This activity is connected with the development of an event that could be applied in the Técnica del Norte University. A practical exercise where sentences' formation is used as a resource for gathering ideas and listing the information in a manner that every sentence represents determined points in order to clarify the importance of the event. Thus, events are part of human life, and as learners are immersed in the process of creating one, then they improve their autonomy and discipline in case of managing big projects in their lives.

General Objective: Project a particular event linked with the university through specific details that call the attention of the reader.

Specific Objectives:

- Determine the structure of the event for its possible application in the reality.
- Explore ways to present the event with efficiency through the correct use of English language.
- Justify the event that was created in a single written unit for being applied in a possible future.

Base of the activity:

Descriptive Writing is the principal component for the construction of the event. This is due to details are shaped into written sections through sentences, allowing students to practice their written skills through those details that enrich the Writing composition. After saying this, details contribute to Critical Thinking when they are explained with a sequence of order and logic, this means, they are done with a well-made mental configuration where each piece of information provides true value for the understanding of the topic.

Activity 3: Development

3. Write an event in the university that could be applied in the univeristy , think about the title for the event, then you have to create and order sentences with the words that are given below to establish the base of the event, without forgetting to add a precise word for summing up the importance of the same.

Title of the event, example: Folklore Roots Event.

Given words:

CN: Songs, people, programs

NN: suport, food,pleasant,

Formation of sentences format:

1. _____
2. _____
3. _____



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3.1- Write the precise date of the university event, example:

Date: 24/2/2023

Formation of sentences without an established order, example:

1. In my event, traditional songs are going to be displayed by indigenous artists.
2. Fritada, guinea pig and Yaguarlocro dishes are the main food menu.
3. Pleasant memories will be provided by the intervention of students and teachers, interacting with the public for a dynamic transmission of indigenous culture.
4. Theater plays, expositions of art, and varied dances will be the main programs.
5. The president: Miguel Naranjo will support this event with traditional decorations and a plan for presenting each program.
6. Many people will celebrate this event in the FECYT auditorium.



★★★★★ | Comments: 0

3.2-University Event final structure example, with a representative word:

Title of the event: Folklore Roots Event Date:24/2/2023

1. In my event, traditional songs are going to be displayed by indigenous artists.
2. Many people will celebrate this event in the FECYT auditorium.
3. Theater plays, expositions of art, and varied dances will be the main programs.
4. The president: Miguel Naranjo will support this event with traditional decorations and a plan for presenting each program.
5. Fritada, guinea pig and Yaguarlocro dishes are the main food menu.
6. Pleasant memories will be provided with the intervention of students and teachers, interacting with the public for a dynamic transmission of indigenous culture.

Representative word: "Reviving traditions"



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3.3- Projecting a University event:

1. Write a title and date for your own university event:

Title: _____ Date: _____

2. Write sentences for the formation of your event:

1. _____

3. Form the final event by organizing your sentences according to their order of importance, including a representative word:

Title of the event: _____ Date: _____

1. _____

2. _____

Representative word: " _____ "



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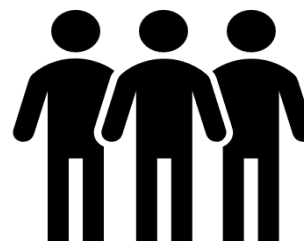
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Principal Features of the activity:

- Adaptation of ideas to possible situations.
- Creation of a personal event.
- Boost of students' confidence.



Link of the activity:

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<https://piclits.com/user-piclits/pic-lit-01-28-2023-092959am/>

Activity 4: Shaping Critical Thinking

Explanation of the activity:

This activity is based on the organization of information, considering determined details that are separated into forms of fragments of text. Then students will shape their Thinking by giving a personal point of view that enhances their immersion in the class and the reflection ability, allowing students to share their learning with others and to construct solid perspectives for becoming rational human beings during and after the course of the exercise.

General Objective: Build stories, taking into account a fantasy fragment that allows the spreading of ideas.

Specific Objectives:

- Recognize the order of the fantasy fragment in base of specific events that occurred in the plot.
- Discuss the events of the written fragments through a brief explanation, allowing to identify a general idea that fits with the style of the learner.
- Expose what was learned in the activity after reading and analyzing the whole written fragments.

Base of the activity: The core of this activity is E-learning, this type of learning is fundamental for the investigation project, serving as a bridge for improving Writing skills thanks to the use of a digital tool which is shared with learners via online. In this case, this strategy is linked with both virtual and written material, helping learning to be generated with the use of a web platform and students' involvement, another important point to mention of E-learning is that it can be used at any time; consequently, learners are able to access and interact with the information in an immediate way to correct or modify their writing.

Activity 4: Development

4. Order the story fragment for providing logic and sequence of events.
and he countered and dodged any spell casted by him.

An epic battle began,
that one part of the peak got destroyed,
where the three friends acted like true knights and gave all they have to
Heik was casting spells,
face this enemy,
but the bird was very fast,
,suddenly a storm came and the giant bird was attacking them with ice gales that
were so powerful



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4.1 Development of Reflection and Learning from the story fragment:

Reflection about the most interesting part of the story:

Heik and the three friends were brave at the moment of fighting the bird, in this way; cooperation was a clue point to face danger, this means that with teamwork difficult situations can be sorted out with ease as individuals support each other as a unit.

Learning provided from the activity:

I learned to organize information with the purpose of constructing logic in a text. This process is useful for communicating ideas with precision and sequence, but also for viewing words as a link for giving a general theme of an idea or issue.



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4.2- Presenting your own Reflection and Learning from the story fragment:

1. What called your attention the most in the story fragment?

2. What have you learned in the process of this activity?

Do you consider that the story belongs to the:

- Narrative Genre
- Dramatic Genre
- Science Fiction Genre
- Lyric Genre



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Principal Features of the activity:

- Organization of information.
- Generation and formulation of a particular idea for shaping perspectives.
- Establishing a significant learning.



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UNIT 3: GETTING IMMERSED IN ARGUMENT'S CONSTRUCTION



PIC-LITS

Activity 5:

Formation of

Arguments

Explanation of the activity:

This activity is related with the creation of a saying that is linked with the topic of Heroes or Antiheroes encouraging the production of arguments. This is an initial step that will supporting students in the composition of basic narrative texts, where creativity is needed, interpreting information is a useful skill that can be used in any kind of task that requires written evidence, where the person gives a point of view that contributes to the deep understanding of a Written work.

General Objective: Create a saying in relation with the emergence of a Hero or Antihero in the reality before a problem.

Specific Objectives:

- Establish particular points of view of what means to be a Hero or Antihero.
- Employ a personal saying to give a clear response according with the formation of a Hero or Antihero.
- Associate the personal saying with an example of a Hero or Antihero in the reality.

Base of the activity: Content Based Teaching is the principal element which was utilized in this activity as the topic demands of certain use of vocabulary in order to formulate arguments, the content is based on a peculiar scenario that promotes learners' imagination and configuration of thoughts to achieve learning. Learners manage certain English language words with the purpose of producing written material by considering their style of writing and form of providing meaning to the activity by taking awareness of their basic knowledge.

Activity 5: Development

5. Define a concept of a Hero or Antihero in your own words, example:

A hero is an individual oriented towards the protection of life and the development of actions for transforming the world in a better place for living, considering potential risks and difficulties that are challenged during its life.

Create a Saying in relation to what it means to be a Hero or Antihero, using key words:

Virtuous- having good moral qualities and behavior.

Defiant- proudly refusing to obey authority.

Inspirational- making you feel full of hope or encouraged.

Remorseless- severe and showing no sadness or guilt.

Determination- the ability for trying to do something, although it is very difficult.

Stubborn- opposed to change or suggestion.



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5.1-A Saying's example of a Hero:

A hero is someone with determination to help those in need.

A virtuous individual who will do anything for avoiding unnecessary problems.

An inspirational being leading positive changes in today's society.

Hero example in the reality:

A doctor is a true hero in the reality as he analyzes the cases of illnesses or injuries of different patients. Treating them with care and following certain processes to ensure that their life is in good hands, thus, they contribute to the improvement of healthcare in both mental and physical aspects.

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5.2-Define your own concept of a Hero or Antihero in your own words:

Create a saying's example of a Hero or Antihero regarding the given vocabulary:

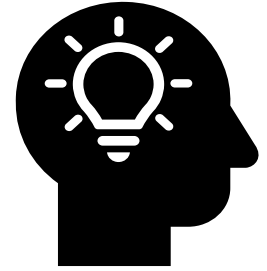
Write an example of Hero or Antihero in the reality:

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Principal Feature of the activity:

- Concepts formation regarding Heroes or Antiheroes.
- Employment of a personal Saying for providing meaning.
- Formulation of examples for relating the topic with the reality.



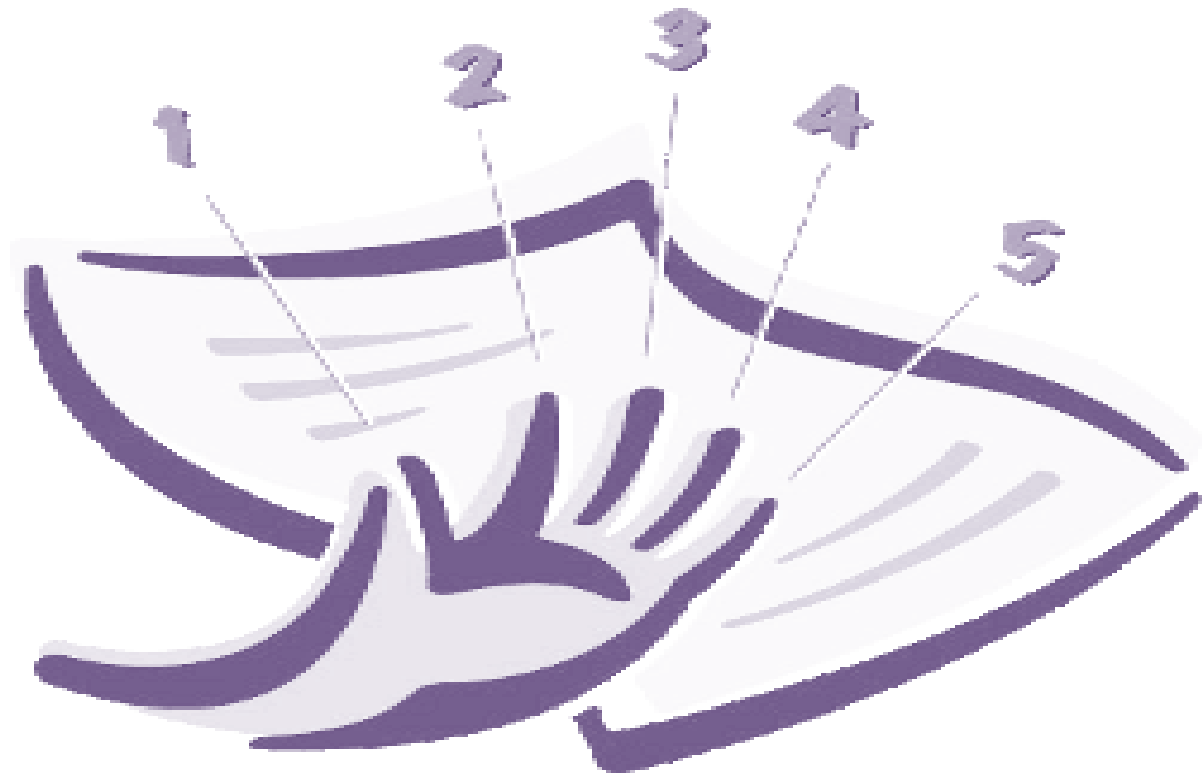
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UNIT 4: SETTING A BASE FOR WRITING NARRATIVE CONSTRUCTION



PIC-LITS

Activity 6: Composing an Orientation and Abstract

Explanation of the activity:

In this activity students use an abstract and orientation elements that are arranged in a digital material, the same that serve for creating a particular context before the development of the final story, being an exercise where learners create an initial part of their own narrative texts that is going to be built with their proper writing style, this means that students will adjust the words that they were given for producing a material that opens the way to a more deeper writing composition.

General Objective: Frame a written introduction for the establishment of a proper story with support of determined vocabulary.

Specific Objectives:

- Explore different perspectives for defining the topic and main idea of the introduction for Narrative Writing Construction.
- Examine how the introduction of a proper story is going to be made with the proper usage of specific words.
- Ensure the sense of the introduction by taking into account its presentation and the revision of written mistakes.

Base of the activities: Digital Story Telling is principally attached with this activity as the main point is the production of narrative texts, where the written material acquires importance as learners improve their recent Writing skills, and at the same time, they develop precision when communication is the goal. Communication with virtual tools is the future, as it is well known, papers and other types of physical documents can be damaged by certain

weather conditions or by accidents that can occur if people are not aware of the materials that they have to present in front of an authority or to a loved one, after saying this, digital platforms, websites and computer folders are mediums that help humans to organize their information and to choose specific data that is demanded in a particular moment.

Information has the objective of being shared and assimilated by people around the world for communicating themselves with efficiency, and with the virtual world, experiences and stories can be uploaded and downloaded, specially stories, every individual loves a type of story, for this reason, Digital Story Telling is the best alternative for sharing an impressive situation or just to post a material that can inspire others to perform changes in the world, or to modify their way of thinking and improve their future.

Activity 6: Development

6. Configuring the Orientation components:

Example:

What	When	Where	Who
Leaving Ibarra city to study Architecture in San Francisco de Quito University.	When I was 20 years old.	San Francisco de Quito University.	I, the person who was studying Architecture.

Introductory phrase for your abstract, example:

Once upon a time.

Extra examples of introductory phrases for the formation of an abstract:

When I was younger..... A particular time that I remember the most is.....



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6.1-Example of Abstract and Orientation in a short text:

Once upon a time, when I was 20 years old, I had to leave Ibarra city for studying Architecture in San Francisco of Quito University for six years. A difficult experience for me as I was studying alone. First, I had some money that my parents sent me but only for buying some food at the supermarket. Secondly, I was far from my friends, I was missing the moments that we shared when we went to parties or just for eating some snacks. And I had to ask professors to give me the materials for the class every week via online as the platform was collapsing constantly, these were insignificant problems in comparison with one that nearly ruined my academic performance.

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6.2- Complete each section of the Orientation part before writing your Orientation and Abstract:

What When Where Who

Write an introductory phrase for your abstract:

Mention two extra examples of introductory phrases for the formation of an abstract:

Now write you Orientation and Abstract:

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Principal Feature of the activity:

- Generation of Abstract and Orientation sections for writing an introduction.
- The management of words for creating a principal idea in an introduction.
- The development of an adequate English Writing introduction structure.



Link of the activity:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-082356pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-063639pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-065401am/>

Activity 7: Composing the Body of a Proper Story

Explanation of the activity:

This activity allows learners to support their written texts by integrating a complicating event and its resolution, this part serves for generating a story that has an event in which the characters have to perform actions and take decisions to continue with the plot of the text, being students the individuals that provide life into the story, so they will be focused on the content that is going to be organized from the least to most important situations, helping the story to have a written and reading stream.

General Objective: Prepare a structured body construction of a proper story for the improvement of Writing Narrative Construction.

Specific Objectives:

- Write the most important positive and negative situations for supporting the composition of the text.
- Describe each positive and negative situation within a context.
- Provide a structure that is well made and connected with the introduction of the story.

Base of the activity: Narrative Writing is connected with the structure of the story as it is a step in which a context is shaped, where characters and events are given a moment to let the story to gain relevance as it is read by the public, the last but not least, Fiction Writing is a great writing element for students; therefore, they adapt ways to present information until they find the right one for receiving a good impression of their writing.

Activity 7: Development

7. Order the story for constructing a complicating event with its resolution: He made a meeting with them in the classroom, telling them to change their way of teaching, otherwise, they were going to be fired. In the end, teachers reflect about that issue and in the following classes, they became true facilitators, providing support and mutual construction of knowledge. This situation was extended until the first mid-term finished being threatened to leave the university with a grade's report of one point. Fortunately, the president Gonzalez watched this situation one Monday during the change of hours. The biggest problem that I find when I was studying in Quito was that teachers didn't create an appropriate learning atmosphere. After finishing tasks all were wrong without explanation, making fun of us and believing they knew everything, without giving space for reflection.



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7.1-Identification of the Complicating event and Resolution example:

Complicating event:

An inappropriate learning atmosphere.

Resolution:

Meeting created by the president Gonzalez with all teachers to change the way of teaching.

Write your own Complicating event and Resolution:

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7.2- Revision of the Complicating event and Resolution:







Identify the complicating event with its resolution:

Complicating event:

Resolution:

The correct use of grammar and mechanics: Spelling, punctuation, and capitals during the composition of your complicated event and its resolution resulted:

- Easy to apply in the story.
- A bit difficult to apply in the story
- Difficult to apply in the story

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Principal Features:

- Identification of Complicating Event and Resolution elements.
- A formation of a main event with its solution to give sense in the written communication.
- The connection of the body of the text with the main plot.

**Link of the activity:**

<https://piclits.com/user-piclits/pic-lit-01-19-2023-082612pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-061740pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-061939am/>

Activity 8: Generating an Ending for the Story

Explanation of the activity:

In this activity the last step is to configure an ending that functions as the final cover of the story which is going to be transmitted towards others. Therefore, learners have to use a coda which allows them to restate previous information by considering the present, formulating a lesson that they got from the story, besides of making an evaluation of the most relevant point that emerged in the same for providing an impact on the audience, giving the opportunity to reflect and share according to an information that creates authentic learning in an academic and friendly integration.

General Objective: Develop a constructed ending for generating a personal learning experience.

Specific Objectives:

- Outline personal experiences that are useful for the ending of the composition.
- Establish connections between personal experiences and the final part of the writing.
- Express how the activity helped to improve Writing Narrative Construction during the use of Pi-Lits Web tool.

Base of the activity: Creative Writing is the final component for an appropriate Writing Narrative Construction comprehension, but also for enhancing in a broader way Writing skills as individuals create with their imagination and thoughts, an ending that projects words in which an individual reality is presented, taking into account the liberty of the writer for conceiving a unique type of knowledge.

Activity 8: Development

8. Identify the concluding phrase in the Coda (final part of the story where a learning is brought to present) and the evaluation (the most relevant point for being communicated towards the reader)

Now according to this experience, I can say that thanks to the helping hand of the president Gonzalez we were able to have an appropriate learning process. This is because at the beginning teachers were like strangers for us, a problematic situation that didn't allow us to study with motivation and self-improvement. However, he performed a positive action that allowed me to become a great architect after finishing the university in Quito, who has positive bonds with its colleagues and that is opened to suggestions in order to create modern and safety homes for all people that require my working services.



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8.1- Identification of the Concluding phrase and evaluation example:

1. Identification of the concluding phrase of the Coda:

Now according to this experience, I can say that.....

2. Identification of the evaluation element:

The president Gonzalez performed a positive action that allowed me to become a great architect after finishing the university in Quito. Having positive bonds with its colleagues and that is opened to suggestions in order to create modern and safety homes for all people that require my working services.







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8.2- Write your own Coda and Evaluation:

Suggested phrase for your Coda: "It's not the worst thing that happened to me, but..."

Identification of the concluding phrase of the Coda:

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8.3- Evaluating final knowledge:

Do you consider that the redaction a Coda and Evaluation was easy to develop?

- Yes
- No

Why are stories important for Narrative Construction in Writing? example:

Stories are key elements as a context and themes are established in a clear form.

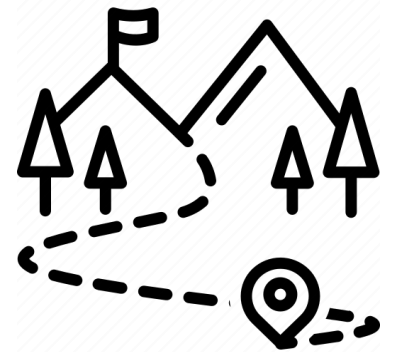
Therefore, characters, plot, setting, time, and actions configure a unique scenery in which a message arises from peoples' perspectives. The same becomes alive thanks to words that are expressed in a certain style and with a purpose in mind, acquiring a tangible structure that can boost creativity and changes in the world for mastering communicative competence.



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Principal Features of the activity:

- Coda and Evaluation of the story.
- The interpretation of the plot with support of points of view.
- Generating an ending associated with a personal reality.



Link of the activity:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-082934pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-062447pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-052422am/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-054037am/>

CONCLUSIONS:

Students through Pic-Lits web tool would have practiced a variety of Writing Tasks and genres, especially with Narrative texts. In terms of Writing Tasks students would have developed the following activities: Journal writing, Writing Summaries, Writing to persuade, Story Creation, and finally: Free Writing. Allowing students to enhance their written skills in classes. Furthermore, in the section of genres, learners would have considered: Science Fiction Genre, Narrative genre, Drama Genre, Didactic genre, Lyric genre, without forgetting Dialogues genre for writing compositions with a determined structure and style.

Although the majority of students have not heard about Pic-Lits as a strategy to foster Writing Narrative Construction, it is a good tool because it helped students in communicating messages by integrating the Narrative resource in their redaction. In this way, students could shape their written formats with support of dragging and drop option, having a especial emphasis on free writing option. Thus, students presented information by collocating words and texts in different forms, acquiring the written composition a particular format, without forgetting the use of determined pictures from Pic-Lits web tool for making words to acquire context with ease.

Narrative Writing was present in the development of the virtual activities regarding Pic-Lits web tool, where students would have configured plot, time, characters, actions and setting, creating stories that acquire life and impact for the reader. Another important aspect to consider would have been the improvement of the creativity of students, and their capacity of constructing realities where a text delivers a certain message, for generating reflection and modification of the mindset, and to provide possible positive changes that can arise in the life of each individual.

Students would have been taught to follow the Writing process by using different strategies such as: Constructing a explore cluster, a series of landmarks, configuration of an event, organization of information, creation of a Saying for building arguments, Abstract and Orientation formation, supporting a Complicating event with its Resolution, and Coda with its Evaluation development for ending a story. Helping students to edit their texts in detail and enrich their Writing learning experience, having the final product a solid base.

Pic-Lits web tool is a tool that can be useful for teachers as they can present a topic through digital boards, being of easy access for students, then they can write concepts or ideas in it after the teacher gives clear instructions of what must be included in the same. So teachers can let students to write freely for discussing a point of interest in the classroom, considering Informal Writing, or to organize a texts with an established format, emerging Formal Writing for a good academic redaction. As it can be seen, the platform provided contributes to learning experience with two modalities, encouraging teachers to use this technological tool for more dynamic and significant classes.

RECOMMENDATIONS:

As students would have practiced different Writing Tasks like: Journal writing, Writing Summaries, Writing to persuade, Story Creation, and Free Writing, as well as the implementation of the genres: Science Fiction Genre, Narrative genre, Drama Genre, Didactic genre, Lyric genre, and Dialogues genre, the teacher in charge must make them to practice more the Story Creation and narrative genre components. This is due to this aspect is fundamental for developing the Construction of Narrative Writing, allowing students to configurate perspectives in varied ways and with topics that call their attention for getting immersed in the Writing matter.

Pic-Lits web tool should be used by students in regular basis with the purpose of developing Narrative Writing Construction, where they can notice mechanics like punctuation, use of capitals and spelling, Handwriting, and coherence errors for correcting them immediately. But also, for producing writings that arise from their perspective and way of being in diverse manners, giving to the composition variety and the presentation of a written product that is surrounded by the individual literary creativity.

In reference to Narrative Writing, students have to take into account: plot, time, characters, actions and setting, not only for practicing Narrative composition, but for making sure that their compositions have a logical sense and a purpose they want to communicate towards others. In other words, students should use their texts for adapting words into a reality, making them to cause a value impact on the reader, as stories are part of human life, allowing people to get inspired or to deny the conception of something, encouraging them to look beyond to what is established.

In the part of Writing process, the described strategies need to be encouraged by teachers towards students, to follow it in order to present a text that is well done regarding ideas which are communicated with precision. Besides of having a structure that let others to follow the text by means of order and good language use in determined contexts. And Narrative Writing can be reinforced by making students to perform short presentations about what they have written towards their partners and the teacher, in this way, students can become temporal teachers who present information that can contribute to the establishment of significant knowledge.

Pic-Lits should be used with frequency as a strategy for enhancing Writing Narrative Construction by teachers, not only because it is easy to access and use, but also because it brings the opportunity to create meaning with support of pictures for calling the attention of an audience. This web tool can be included before, during or after the lesson as an option for allowing students to get interest and to pay attention to details in writing through direct and quick compositions, the same that are produced in sections, besides of be ordered according to the importance or instructions of the written task.

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ANNEXES:

Annexes of the activities of the project:

Annex 1:



1. Linking ideas in a Explore Cluster, example:

A mode to express a feeling. Words that become alive.

A physical material. A message to be shared.

A structure. Constructing ideas in an ordered way.

"Writing"

Establishing a clear context. Symbols that constitute a language.

Skill for communication. A transmission of a language.

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1.1- Extra types of models for organizing notions:

1. Mandala
2. A T-chart
3. Mind-Map

How Writing notions help in the development of Narrative Writing? example:
They allow to construct knowledge, taking into account links between words and a reality through particular written forms. The same are joined together as a unit, and where each of them integrates a message that is used for expressing a way of being when an event is described, in this way, a language is built with the formation of basic physical formats that allow individuals to shape perceptions and to find meaning when information is transmitted towards others.



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1.2 What is Writing for you? Think some ideas and put in the middle the topic:
Writing, filling the slide with connected concepts in order to form an explore cluster.

What is an Explore Cluster?

- A way of defining a topic with ideas that are isolated in its base.
- Describing ideas in order to develop the body of a text.
- A technique for creating connections linked with the topic, where thinking blocks are formed for the creation of concepts that generate particular ideas.



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1.3- What other types of models for organizing notions do you know? write at least three of them:

1. _____
2. _____
3. _____

After reflecting on your ideas, How Writing notions help you in the development of Narrative Writing?

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Annex 2:

2. Construct a landmarks' series regarding five elements of Narrative Writing, example:

1. Plot-
tracing the
sequence
of the story

2. Characters-
individuals that
compose the story
giving it life

3. Actions-
Specific moments that
happen in the story with
support of characters

4. Space-
The specific place where
the story is developed,
generating immersion in the reader
regarding the scenery.

5. Time-
Era, moment or amount of minutes
or hours for providing
impact and fluctuation between
scenes.

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2.1- Select one of the following words for writing a short narration based on a imaginary, fantastic or real context, example:

Band, courage, wit, creativity

The band took a shortcut to leave the frozen mountains, but without expecting it a giant bird called Waroku awoke and started to open its large wings, the band tried to escape from the bird, however, the creature was smart and closed the exit of Yaru Frozen mountains with a huge blow with its wings, so the band hit a big rock with some spears that was on a ledge, moving and falling over the bird, achieving to escape from the creature for the moment as midnight was arriving. Later, they found a large coffin with a lot of jewels in an ice passage, they took all what they could and left the area, meanwhile, the bird was awakening and recovering from the hard hit, using the ground as an impulse to fly again and pursue its attackers.



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2.2- Identification of the elements of Narrative Writing according to the previous Fantastic context:

Plot: (From 2-3 sections)

The band took a shortcut to leave the frozen mountains.

The band found a large coffin with a lot of jewels in an ice passage, they took all what they could and left the area.

Time: Midnight.

Space: Frozen mountains.

Actions:

Awake and open wings. Hitting a big rock with some spears. Take jewels. Fly.

Characters: The band and the Giant bird Waroku.



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2.3 Create a sequence of landmarks by writing five important elements with a short explanation regarding Narrative Writing.

Write a short narration about an imaginary, fantastic or real context, based on one word from the words which were given before the redaction of the fantastic context example:

Chosen word for the short narration:

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2.4- Identify the elements of Narrative Writing in your short fragment:
Plot (from 2-3 sections):

Time: _____

Space: _____

Actions:

Characters: _____

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Annex 3:

3. Write an event in the university that could be applied in the univeristy , think about the title for the event, then you have to create and order sentences with the words that are given below to establish the base of the event, without forgetting to add a precise word for summing up the importance of the same.

Title of the event, example: Folklore Roots Event.

Given words:

CN: Songs, people, programs

NN: suport, food,pleasant,

Formation of sentences format:

1. _____
2. _____
3. _____



3.1- Write the precise date of the university event, example:

Date: 24/2/2023

Formation of sentences without an established order, example:

1. In my event, traditional songs are going to be displayed by indigenous artists.
2. Fritada, guinea pig and Yaguarlocro dishes are the main food menu.
3. Pleasant memories will be provided by the intervention of students and teachers, interacting with the public for a dynamic transmission of indigenous culture.
4. Theater plays, expositions of art, and varied dances will be the main programs.
5. The president: Miguel Naranjo will support this event with traditional decorations and a plan for presenting each program.
6. Many people will celebrate this event in the FECYT auditorium.



3.2-University Event final structure example, with a representative word:

Title of the event: Folklore Roots Event Date:24/2/2023

1. In my event, traditional songs are going to be displayed by indigenous artists.
2. Many people will celebrate this event in the FECYT auditorium.
3. Theater plays, expositions of art, and varied dances will be the main programs.
4. The president: Miguel Naranjo will support this event with traditional decorations and a plan for presenting each program.
5. Fritada, guinea pig and Yaguarlocro dishes are the main food menu.
6. Pleasant memories will be provided with the intervention of students and teachers, interacting with the public for a dynamic transmission of indigenous culture.

Representative word: "Reviving traditions"



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3.3- Projecting a University event:

1. Write a title and date for your own university event:

Title: _____ Date: _____

2. Write sentences for the formation of your event:

1. _____

3. Form the final event by organizing your sentences according to their order of importance, including a representative word:

Title of the event: _____ Date: _____

1. _____

2. _____

Representative word: " _____ "



★★★★★ | Comments: 0

Annex 4:

4. Order the story fragment for providing logic and sequence of events. and he countered and dodged any spell casted by him. An epic battle began, that one part of the peak got destroyed, where the three friends acted like true knights and gave all they have to Heik was casting spells, face this enemy, but the bird was very fast, suddenly a storm came and the giant bird was attacking them with ice gales that were so powerful



★★★★★ | Comments: 0

4.1 Development of Reflection and Learning from the story fragment:

Reflection about the most interesting part of the story:

Heik and the three friends were brave at the moment of fighting the bird, in this way; cooperation was a clue point to face danger, this means that with teamwork difficult situations can be sorted out with ease as individuals support each other as a unit.

Learning provided from the activity:

I learned to organize information with the purpose of constructing logic in a text. This process is useful for communicating ideas with precision and sequence, but also for viewing words as a link for giving a general theme of an idea or issue.



★★★★★ | Comments: 0

4.2- Presenting your own Reflection and Learning from the story fragment:

1. What called your attention the most in the story fragment?

2. What have you learned in the process of this activity?

Do you consider that the story belongs to the:

- Narrative Genre
- Dramatic Genre
- Science Fiction Genre
- Lyric Genre



★★★★★ | Comments: 0

Annex 5:

5. Define a concept of a Hero or Antihero in your own words, example:

A hero is an individual oriented towards the protection of life and the development of actions for transforming the world in a better place for living, considering potential risks and difficulties that are challenged during its life.

Create a Saying in relation to what it means to be a Hero or Antihero, using key words:

Virtuous-having good moral qualities and behavior.

Defiant- proudly refusing to obey authority.

Inspirational- making you feel full of hope or encouraged.

Remorseless-severe and showing no sadness or guilt.

Determination- the ability for trying to do something, although it is very difficult.

Stubborn-opposed to change or suggestion.



★★★★★ | Comments: 0

5.1-A Saying's example of a Hero:

A hero is someone with determination to help those in need.

A virtuous individual who will do anything for avoiding unnecessary problems.

An inspirational being leading positive changes in today's society.

Hero example in the reality:

A doctor is a true hero in the reality as he analyzes the cases of illnesses or injuries of different patients. Treating them with care and following certain processes to ensure that their life is in good hands, thus, they contribute to the improvement of healthcare in both mental and physical aspects.



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5.2-Define your own concept of a Hero or Antihero in your own words:

Create a saying's example of a Hero or Antihero regarding the given vocabulary:

Write an example of Hero or Antihero in the reality:



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Annex 6:

6. Configuring the Orientation components:

Example:

What	When	Where	Who
Leaving Ibarra city to study Architecture in San Francisco de Quito University.	When I was 20 years old.	San Francisco de Quito University.	I, the person who was studying Architecture.

Introductory phrase for your abstract, example:

Once upon a time.

Extra examples of introductory phrases for the formation of an abstract:

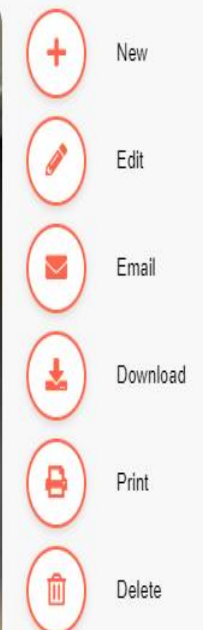
When I was younger..... A particular time that I remember the most is.....



★★★★★ | Comments: 0

6.1-Example of Abstract and Orientation in a short text:

Once upon a time, when I was 20 years old, I had to leave Ibarra city for studying Architecture in San Francisco de Quito University for six years. A difficult experience for me as I was studying alone. First, I had some money that my parents sent me but only for buying some food at the supermarket. Secondly, I was far from my friends, I was missing the moments that we shared when we went to parties or just for eating some snacks. And I had to ask professors to give me the materials for the class every week via online as the platform was collapsing constantly, these were insignificant problems in comparison with one that nearly ruined my academic performance.



6.2- Complete each section of the Orientation part before writing your Orientation and Abstract:

What When Where Who

Write an introductory phrase for your abstract:

Mention two extra examples of introductory phrases for the formation of an abstract:

Now write you Orientation and Abstract:

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Annex 7:

7. Order the story for constructing a complicating event with its resolution:

He made a meeting with them in the classroom, telling them to change their way of teaching, otherwise, they were going to be fired. In the end, teachers reflect about that issue and in the following classes, they became true facilitators, providing support and mutual construction of knowledge. This situation was extended until the first mid-term finished being threatened to leave the university with a grade's report of one point. Fortunately, the president Gonzalez watched this situation one Monday during the change of hours. The biggest problem that I find when I was studying in Quito was that teachers didn't create an appropriate learning atmosphere. After finishing tasks all were wrong without explanation, making fun of us and believing they knew everything, without giving space for reflection.

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7.1-Identification of the Complicating event and Resolution example:

Complicating event:

An inappropriate learning atmosphere.

Resolution:

Meeting created by the president Gonzalez with all teachers to change the way of teaching.

Write your own Complicating event and Resolution:

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7.2- Revision of the Complicating event and Resolution:

Identify the complicating event with its resolution:

Complicating event:

Resolution:

The correct use of grammar and mechanics: Spelling, punctuation, and capitals during the composition of your complicated event and its resolution resulted:

- Easy to apply in the story.
- A bit difficult to apply in the story
- Difficult to apply in the story

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Annex 8:

8. Identify the concluding phrase in the Coda (final part of the story where a learning is brought to present) and the evaluation (the most relevant point for being communicated towards the reader)

Now according to this experience, I can say that thanks to the helping hand of the president Gonzalez we were able to have an appropriate learning process. This is because at the beginning teachers were like strangers for us, a problematic situation that didn't allow us to study with motivation and self-improvement. However, he performed a positive action that allowed me to become a great architect after finishing the university in Quito, who has positive bonds with its colleagues and that is opened to suggestions in order to create modern and safety homes for all people that require my working services.



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8.1- Identification of the Concluding phrase and evaluation example:

1. Identification of the concluding phrase of the Coda:

Now according to this experience, I can say that.....

2. Identification of the evaluation element:

The president Gonzalez performed a positive action that allowed me to become a great architect after finishing the university in Quito. Having positive bonds with its colleagues and that is opened to suggestions in order to create modern and safety homes for all people that require my working services.



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8.2- Write your own Coda and Evaluation:

Suggested phrase for your Coda: "It's not the worst thing that happened to me, but..."

Identification of the concluding phrase of the Coda:

Identification of the evaluation element:



★★★★★ | Comments: 0

8.3- Evaluating final knowledge:

Do you consider that the redaction a Coda and Evaluation was easy to develop?

- Yes
- No

Why are stories important for Narrative Construction in Writing? example:
Stories are key elements as a context and themes are established in a clear form. Therefore, characters, plot, setting, time, and actions configure a unique scenery in which a message arises from peoples' perspectives. The same becomes alive thanks to words that are expressed in a certain style and with a purpose in mind, acquiring a tangible structure that can boost creativity and changes in the world for mastering communicative competence.



★★★★★ | Comments: 0

Pic-Lits web page activities:

1:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-081433pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-110812am/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-081631pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-112151am/>

2:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-080350pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-101215am/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-103407am/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-081831pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-104808am/>

3:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-074459pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-074119pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-091833am/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-092959am/>

4:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-071647pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-064424pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-082815am/>

5:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-074804pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-064115pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-073216am/>

6:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-082356pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-063639pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-065401am/>

7:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-082612pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-061740pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-061939am/>

8:

<https://piclits.com/user-piclits/pic-lit-01-19-2023-082934pm/>

<https://piclits.com/user-piclits/pic-lit-01-19-2023-062447pm/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-052422am/>

<https://piclits.com/user-piclits/pic-lit-01-28-2023-054037am/>



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



SURVEY FOR STUDENTS

Theme: Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Objective: Collect information about Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Student's Survey:

The purpose of this survey is to gather data about Web Tool Pic Lits Activities as a Strategy to Enhance Writing Narrative Construction; it is for academic purposes and will not consider personal data that could affect your reputation in this investigation process. Please select an option in the following questions to register your answers for the investigation project, and answer with honesty. Thanks for your participation.

Objective: Collect information about Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Survey

1. What is your gender?

- Male
- Female

2. Do you like English?

- Yes
- No

3. How often do you practice your English writing skills in your free time?

- Twice-three times per week
- Once a week
- Once in a while
- Once per month

4. Have you ever worked on the following writing activities in English in class? Select at least three options that are ideal for improving your own writing skills:

- Journal Writing
- Writing summaries
- Writing to persuade
- Story creation
- Letter writing
- Free Writing
- Other _____

5. Which kind of writing do you master the most?

- Formal

- Informal
- 6. What genres have you written about during classes? Select at least three of them:**
- Science Fiction
 - Narrative
 - Drama
 - Didactic
 - Lyric
 - Dialogues
- 7. Do you practice Writing Narrative Construction in the formation of texts?**
- Yes
 - No
- 8. Have you ever heard about Pic-Lits Web tool as a medium to foster Writing Narrative Construction?**
- Yes
 - No
- 9. Would you like to learn a bit more about Pic-Lits to improve your English writing skills?**
- Yes
 - No

Questions in Spanish:

- 1. ¿Cuál es su género?**
- Masculino
 - Femenino
- 2. ¿Le gusta el Inglés?**
- Si
 - No

- 3. ¿Qué tan a menudo usted practica sus habilidades de Escritura en inglés durante su tiempo libre?**
- Si
 - No
- 4. ¿Alguna vez ha trabajado en las siguientes actividades de escritura en inglés en clase? Seleccione al menos 3 opciones que son ideales para mejorar sus habilidades de escritura:**
- Escritura de un diario
 - Resúmenes escritos
 - Escritura para persuadir
 - Creación de una historia
 - Composición de cartas
 - Escritura Libre
 - Otras _____
- 5. ¿Qué tipo de escritura domina más?**
- Formal
 - Informal
- 6. ¿Qué temas ha escrito durante la clase? Seleccione al menos tres de ellos:**
- Ciencia Ficción
 - Narrativo
 - Dramático
 - Didáctico
 - Lírico
 - Dialogos
- 7. ¿Practica la Construcción Narrativa de la Escritura en la formación de textos?**
- Si
 - No
- 8. ¿Ha escuchado sobre la Herramienta web Pic-Lits como medio para potenciar la Construcción Narrativa de la Escritura?**

- Si
- No

9. ¿Le gustaría saber un poco más sobre la estrategia Pic-Lits para la mejora de la habilidad de escritura en inglés?

- Si
- No



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VALIDATION CHART

Theme: Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Objective: Collect information about Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Validation Chart for the investigation chart

The purpose of this validation chart is to gather data about Web Tool Pic Lits Activities as a Strategy to Enhance Writing Narrative Construction; it is for academic purposes and will not consider personal data that could affect your reputation in this investigation process. Please put an X in the following items to register your answers for the investigation project, and answer with honesty. Thanks for your participation.

Validation chart

	Agree	Strongly Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
--	-------	----------------	----------------------------	----------	-------------------

Do you consider that Pic-Lits is an innovative tool?					
Did Pic-Lits was easy to use?					
Did you improve written aspects like: punctuation, grammar, and sentences formation?					
Do you think to use this platform in the future?					

Cuadro de Validación

	De acuerdo	Totalmente de acuerdo	Ni de acuerdo ni en desacuerdo	Desacuerdo	Totalmente desacuerdo
¿Considera que Pic-Lits es una herramienta innovadora?					
¿Resultó sencillo de usar Pic-Lits?					
Mejoró aspectos de la escritura					

como: ¿puntuación, gramática y formación de oraciones?					
¿Piensa utilizar esta plataforma en el futuro?					



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INTERVIEW FOR THE TEACHER

Theme: Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Objective: Collect information about Web tool Pic-Lits Activities as a Strategy to Enhance Writing Narrative Construction in First Level English Major Students at UTN University, Academic Period 2022-2023

Teacher's Interview

The purpose of this interview is to gather data about Web Tool Pic Lits Activities as a Strategy to Enhance Writing Narrative Construction; it is for academic purposes and will not consider personal data that could affect your reputation in this investigation process. Please select an option in the following items to register your answers for the investigation project, and answer with honesty. Thanks for your participation.

Interview

- 1. What is your name?**

- 2. How long have you been working at the university?**

- 3. How are students involved in the development of writing activities in class?**

- 4. What kinds of strategies do you usually use to develop students' Writing skills?**

- 5. Have you applied Pic-Lits web tool in class?**
 - Yes
 - No

- 6. Do you believe that Writing Narrative Construction is an element that is included in the creation of students' texts?**
 - Yes
 - No

- 7. Would you consider that Pic-Lits web tool can reinforce Writing Narrative Construction while teaching English?**
 - Yes
 - No

- 8. What are some common mistakes that students commit when writing?**

- 9. In your opinion Pic-Lits is a web tool that could allow students to recognize and correct their mistakes while writing?**
 - Yes
 - No

Questions in Spanish:

- 1. ¿Cuál es su nombre?**

2. **¿Por cuánto tiempo ha estado trabajando en la universidad?**

3. **¿Cómo se involucra a los alumnos en el desarrollo de actividades de escritura en clase?**

4. **¿De las siguientes estrategias, seleccione dos que le parezca novedosas?**

5. **¿Ha aplicado la herramienta web Pic-Lits en clase?**
 - Si
 - No

6. **¿La Construcción Narrativa de la Escritura es un elemento que está incluido en la creación de los textos de los alumnos?**
 - Si
 - No

7. **¿Consideraría que la herramienta web Pic-Lits puede reforzar La Construcción Narrativa de la Escritura mientras se enseña inglés?**
 - Si
 - No

8. **¿Cuáles son algunos errores comunes que los alumnos cometen cuando escriben?**

9. **¿En su opinión Pic-Lits es una herramienta web podría permitir a los alumnos reconocer y corregir sus errores mientras escriben?**
 - Si
 - No