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***TOPIC:***

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***“ONLINE FORUMS AND THE WRITING SKILL DEVELOPMENT IN  
STUDENTS OF THIRD YEAR OF B.G.U. AT "AUGUSTO N. MARTÍNEZ"  
HIGH SCHOOL FROM AMBATO CITY, TUNGURAHUA PROVINCE”***

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**2017-2018**

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**TO:**

This investigative work is dedicated to my Lord Jesus for being my refuge and strength in this path.

To my parents who have been a guide and a true support all the time. All my respect and consideration for them since they have encouraged me to achieve my dreams despite the difficulties.

To my siblings for their unconditional love, affection and for being very supportive in this important stage of my life.

**Karina**

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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**TOPIC:** “Online forums and the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High school from Ambato city, Tungurahua province”

**AUTHOR:** Karina Gallegos  
Encalada

**SUPERVISOR:** Mg. Edgar

**Abstract**

The objective of this research was to expose the influence that online forums have on the writing skill development of third-year students of B.G.U. at “Augusto N. Martínez” High School. The data was obtained through surveys, the results were analyzed both graphically and in numerical tables. The quantitative and qualitative methodologies were applied in this process and the Chi square table was used to check the information. Through this process, it was concluded that the use of online forums would have a positive effect on the writing skill development since most of the respondents think that the use of technology, specifically online forums, bring many benefits to the English class. Moreover, the use of online forums allows students to develop more complex sentences, acquire a higher level of vocabulary and improve their reading skills; which enables them to write complete ideas and to have an effective written work.

**Keywords:** online forums, English language, written skills, technology.

## **Introduction**

This research project is intended to show how the use of online forums influences the writing skill development of the English language, since written competence is a relevant part of the communication. Thus, the main characteristic of the present investigative work is the lack of online forums use for the writing skill development of the English language. Moreover, to analyze the present problem it is vital to know its causes. For instance, the use of traditional teaching methods produces that students lose interest in writing texts of quality. Therefore, it is noted that the lack of technology use in the educational environment affects students, who cannot develop their language skills in an adequate manner.

The present investigative work is structured by the following chapters:

**Chapter I:** This chapter details the problem encountered in the investigation of how online forums influence the writing skill development. Once the problem is stated, it is contextualized with maso, meso and micro levels. Then, the justification and the objectives are presented in order to sustain the research project.

**Chapter II:** This chapter describes the fundamental categories of the variables to support the research. Additionally, it looks for previous investigations to support the project. Moreover, the hypothesis is raised with the purpose of verifying whether the investigation is true or not.

**Chapter III:** The chapter presents the methodology used for the project; as well as, the type of research. Furthermore, it details the population chosen for the study, the collection and processing plan that was carried out with the information obtained.

**Chapter IV:** This chapter presents the analysis and interpretation both graphically and in numerical tables of each question corresponding to surveys applied to students and teachers. The chapter contains the verification of the hypothesis through the application of Chi square.

**Chapter V:** This chapter shows the conclusions and recommendations obtained through the results of the surveys.



## **CHAPTER 1**

### **PROBLEM STATEMENT**

#### **1.1 Theme**

“Online forums and the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High school from Ambato city, Tungurahua province”

#### **1.2 Problem statement**

##### **1.2.1 Contextualization**

Nowadays, learning English is something necessary because it is present in all areas of daily life. In this way, many people from Latin American countries, who speak Spanish as their mother tongue, have the necessity to study it. In addition, Crystal (2012) asserts that English is the most spoken language in the world; so much for commerce and business as for studying in other places. Therefore, the main requirement to get a scholarship is to have a good English level.

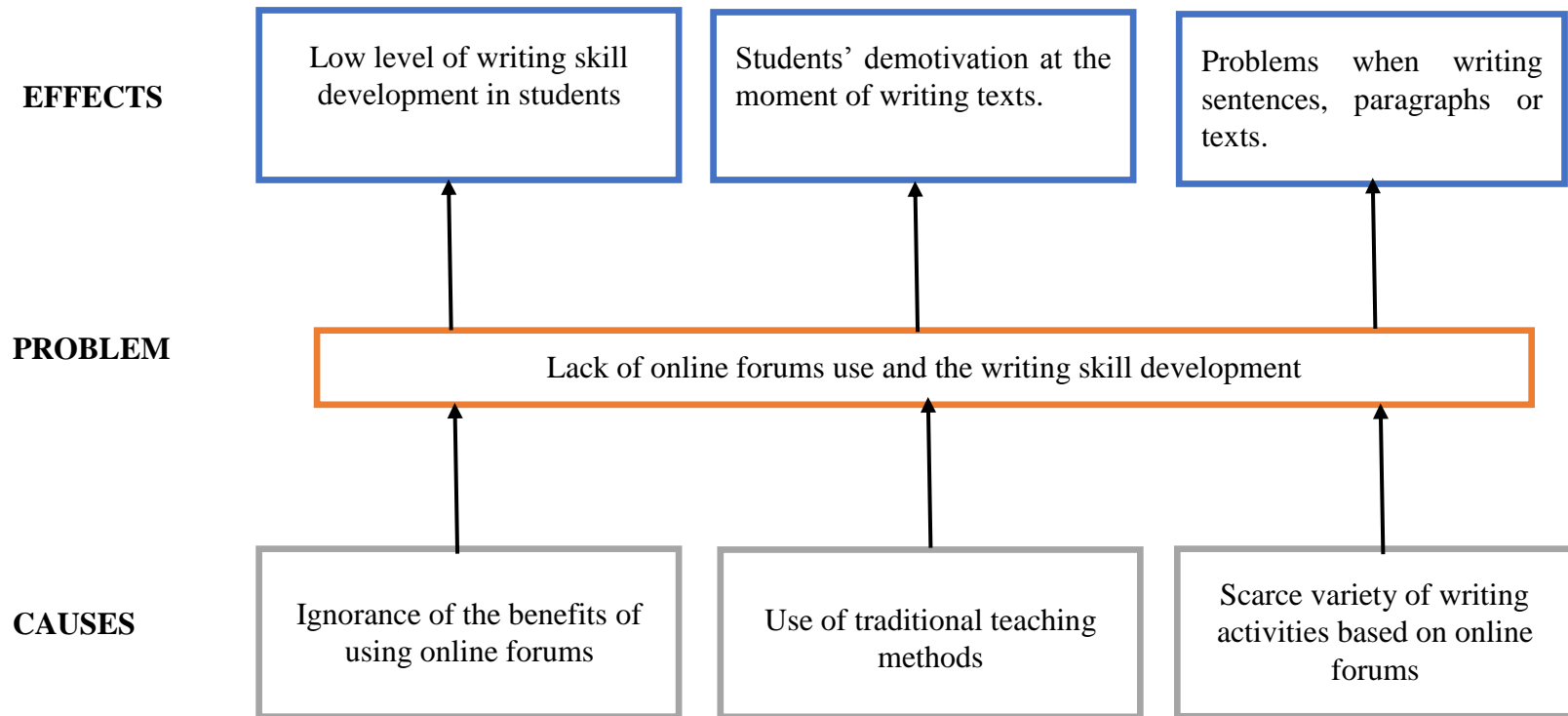
Ecuador, according to the EF English Proficiency Index in 2017, was in the place #47 out of 72 countries with a score of 49,13 over 100. Moreover, 12 out of 14 Latin American countries have a low English level (Education First, 2017). Ecuador being also a Latin American country has seen through its government the need for English to be located in the curricula in the different educational institutions.

Consequently, students take five hours of English per week and teachers are being continuously trained to increase their linguistic competences to achieve a B2 level of proficiency in the English language, according to the Common European Framework of Reference for Languages (CEFR). In addition, there are many educational training programs for teachers that allow them to prepare abroad through scholarships.

However, in “Augusto N. Martínez” High School from Ambato, the English language teaching has been limited because there is no good training on new strategies, that help students to develop their English skills. For example, the use of forums that according to Yunusl, Salehi, and Chenzil (2012) increases the motivation and interaction of students and help them to improve their writing skills.

### 1.2.2 Critical analysis

**Graphic 1: Problem tree**



**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

It has been detected a lack of online forums use at “Augusto N. Martínez” High School. It prevents that students develop their writing skills in a good way. Therefore, the following reasons are presented in order to understand the problem deeply:

The first cause is framed in the ignorance of the benefits of using online forums. It results in a low level of writing skill development in students. Moreover, most teachers are used to having their students write sentences or paragraphs in sheets of paper. They forget that the use of technology increases the motivation and interest in students. Additionally, it helps them to develop their writing skills in a big way. Likewise, the use of forums helps them to interact, participate and express their opinions more openly.

Another cause is the use of traditional teaching methods. It produces students’ demotivation at the moment of writing texts. For instance, teachers make students write simple sentences as homework or make small paragraphs on sheets of paper. Thus, students do not show any interest in this type of activities. Moreover, the use of alternative teaching methods, such as the use of online forums can be of great benefit. In fact, it contributes in a good way to the teaching-learning process and the writing skill development.

In addition, the scarce variety of writing activities based on online forums leads students to have problems when writing sentences, paragraphs or texts. It is because students do not have extra activities to practice such as writing paragraphs or texts in forums, so it is very difficult for them to develop a paragraph or an essay. Therefore, students need to be guided in the structure of academic writing by following a writing process.

### **1.2.3 Prognosis**

If there is no solution to the problem detected, that is the lack of online forums use and the writing skill development of English language, teachers will continue with traditional methods that do not contribute to develop students' writing skills, so that they will have a low academic performance, they won't communicate in an effective way and for which they can fail the school year or even pass it but with serious flaws in their writing skills.

On the other hand, if it is given a solution to the problem, students will have a good academic performance. They will improve their writing skills and there will be an active participation in the classroom. It will be reflected in students' grades and level of knowledge. Moreover, students will be very motivated and they will learn in a better way.

### **1.2.4 Formulation of the problem**

How do online forums influence the writing skill development of the English language in students of third year of B.G.U. at "Augusto N. Martínez" High School, from Ambato city, Tungurahua province?

### **1.2.5 Research questions**

- ✓ What are the benefits of using online forums for the English class?
- ✓ What is the writing process that students use in the English class?
- ✓ What is the relationship between online forums and the writing skill development?

## **1.2.6 Delimitation of the research object**

### **Content delimitation**

**Field:** Educational

**Area:** English

**Aspect:** Writing skill development

### **Spatial delimitation**

This research was carried out at “Augusto N. Martínez” High School in Ambato city, Tungurahua province, with students of third year of B.G.U.

### **Temporary delimitation**

This research was carried out in the five-month period during the school year 2017-2018

## **1.3 Justification**

This research is of **interest** because the use of online forums and the writing skill development is a current topic. As many teachers prefer to evaluate their students with traditional methods and there is no interaction. Additionally, students cannot develop their writing skills in a good way. Moreover, it is an educational theme that concerns both teachers and students, since a good solution to the problem can help them to optimize the teaching-learning process.

In addition, it is **important** to carry out this research since the lack of online forums use is a problem that affects a considerable number of young people because they

cannot achieve the skills required and their academic performance is severely affected. Moreover, teachers do not know why there is no progress in the students' writing skills and why there are no good results. Then, the development of this research topic becomes essential to help both teachers and students.

Likewise, this problem is **feasible**. The educational institution is available; as well as, the economic and human resources. In addition, there are a large number of students who are affected. Thus, teachers and students can take surveys to determine the problem's origin and give a solution to it. Taking into account that the teaching-learning process must be enhanced and not affected.

On the other hand, this problem is **pertinent** because it is something that is happening at the moment in the educational institution. It is a problem that affects both teachers and students. In fact, most teachers do not use online forums and it affects the production of students' writing skills. Many of them are frustrated for not being able to produce a writing of quality. Moreover, the activities used in classes do not allow students to develop their writing skills; they do not use language in an effective way.

The direct **beneficiaries** of the present investigation are the students of "Augusto N. Martínez" High School, since through the use of online forums their writing skills would improve favorably. In the same way, the teachers and the institution would be enriched with the new knowledge and information presented in this research.

Consequently, this research project was carried out in order to give a good solution to the problem mentioned above. It should lead to an effective teaching process that allows the student to acquire and produce the second language.

## **1.4 Objectives**

### **1.4.1 General**

Determine the influence of using online forums in the writing skill development of the English language in students of third year of B.G.U. in "Augusto N. Martínez" High School.

### **1.4.2 Specific**

1. Determine the benefits of using online forums for the English class.
2. Identify the writing process that students use in the English class.
3. Describe the relationship between online forums and the writing skill development.



## CHAPTER 2

### 2. THEORETICAL FRAMEWORK

#### 2.1 Investigative background

A number of investigative work has been done on online forums and the writing skill development. In this way, some research on this subject is presented:

In an article about the implementation of forums, blogs & wikis for online writing in the classroom of second semester students at the University of Tokyo, Japan. A mixed methodology was applied through surveys, interviews and text analysis, with a population of 61 and a sample of 18 students. Thus, it was concluded that students have favorable perceptions about the use of blogs, forums, and wikis. In addition, it was determined that students showed progress in their ability to differentiate writing styles in English. On the other hand, they found these activities fun and they were motivated to learn the English language. Therefore, this article contributes to this research since it points out the benefits of the implementation of different technological tools to facilitate the writing skill development (Miyazoe & Anderson, 2009).

In another article about the integration of social networks in the classroom to develop the writing skills in third-year students at the University of Malaysia; a methodology was applied in three sections: research design, research instrument and procedures for data collection, with a sample of 15 students, 3 men and 12 women. The following conclusions were reached: most students considered that the use of social networks is conducive to learning; since teachers and students can interact and ask questions about the subject they did not understand. In addition, online discussions helped them

to develop their communicative skills. Students gained confidence in writing which helped them to expand their knowledge. Therefore, this article is relevant for the present research since it proves the strong relationship between online forums and the writing skill development. Students show a significant improvement when writing in online websites (Yunusl, Salehi, & Chenzi1 , 2012).

Additionally, in another article about Facebook and English language learning in university students from Sains Malaysia University. A methodology based on a quantitative questionnaire and a population of 300 students was employed. It was concluded that students who used Facebook to write about a subject had high levels of motivation, confidence and positive attitudes about learning English. In addition, there was a great improvement in language skills development. Consequently, this article is of relevance for the research because it exposes how writing skills are improved through the use of technology and how it can motivate students to write about certain topics (Kabilan, Ahmad, & Abidin, 2010).

In an investigation about the effects of Facebook private groups in the writing skill development, surveys were applied to 120 students of third year of B.G.U. and to 5 English teachers of Bolivar “High School” getting the following conclusions. As social networks are very popular for young people, the use of them will be a great tool that will allow to innovate the learning process, which will avoid using traditional teaching methods. In addition, it was concluded that the use of social networks to communicate between teachers and students is increasing. Therefore, this investigation contributes in an important way to the research being that it supports the use of technology in the EFL classroom bringing a lot of advantages not only for the teaching but also for the learning process (Hurtado, 2016).

## **2.2 Philosophical foundations**

This research is located within the social constructivism, because of being social, knowledge has to be built depending on how society is advancing; since what one day is considered as absolute truth the next day it is not. Thus, it is essential to be updated about the changes that occur daily in our environment. On the other hand, this research is located within the critical-propositional paradigm since it points out a problem about the lack of online forums use for the writing skill development, but at the same time proposes a solution to it. In this way, an attempt is made to solve the problem presented through arduous research and using critical thinking.

## **2.3 Legal basis**

### **Ley Orgánica De Educación Intercultural (2017):**

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

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

**Plan Nacional del Buen Vivir (2013-2017):**

*Objetivo 4. Fortalecer las capacidades y potencialidades de la ciudadanía.*

**Política 4.8** Impulsar el diálogo intercultural como eje articulador del modelo pedagógico y del uso del espacio educativo.

**Lineamiento 4.8.i.** Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior

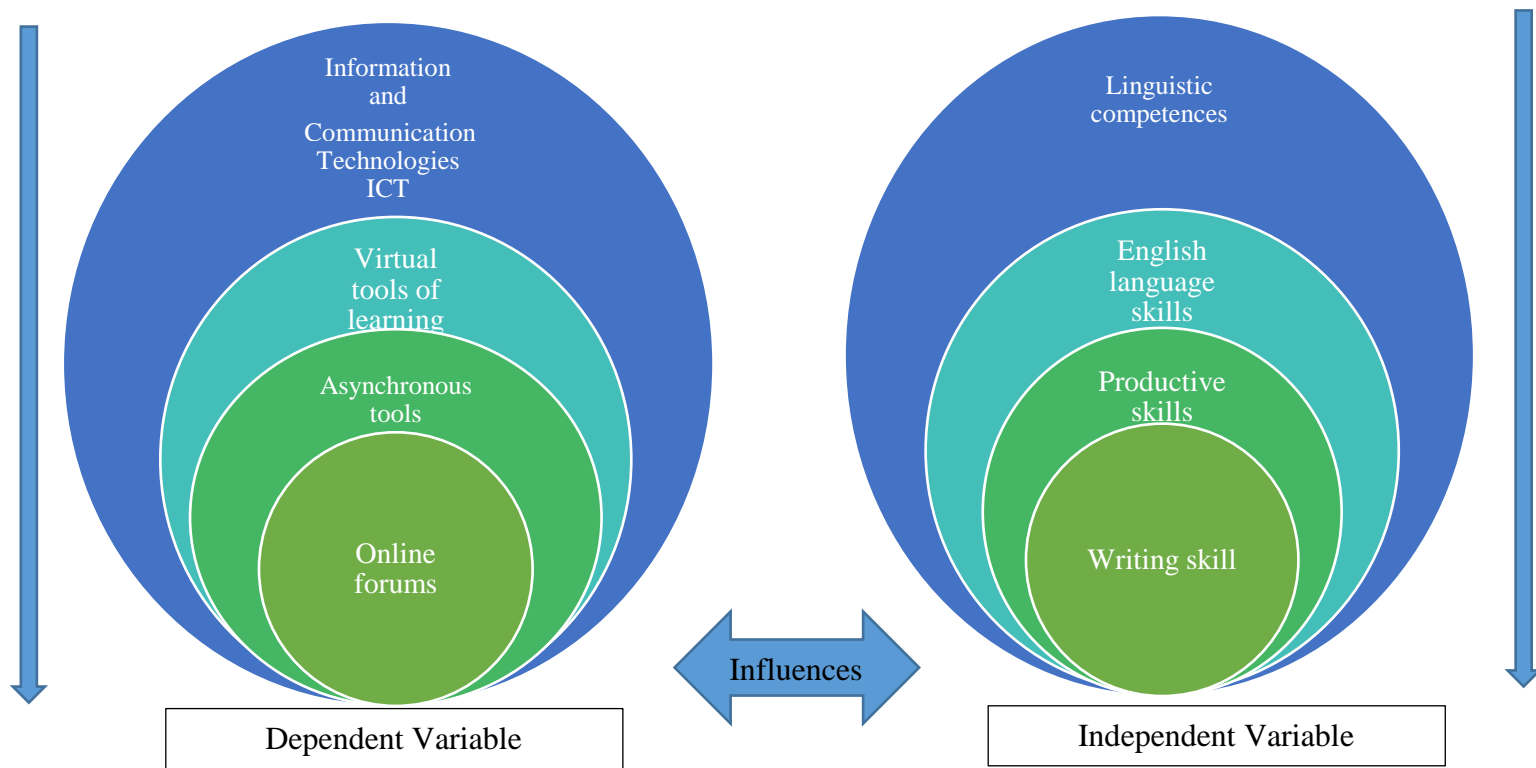
**Constitución de la República del Ecuador (2008):**

**Artículo 26.-** La educación es un derecho de las personas a lo largo de la vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política de la inversión estatal, una garantía de igualdad e inclusión social y condición indispensable para el buen vivir. Las personas en general tienen el derecho y la responsabilidad de participar en el proceso educativo.

**Artículo 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad; impulsará la equidad de género, la justicia, la solidaridad y la paz.

## 2.4 Key categories

**Graphic 2:** Fundamental categories



**Source:** Direct investigation

**Elaborated by:** Gallegos, K. (2017)

## **2.5.1 THEORETICAL FOUNDATION OF THE INDEPENDENT VARIABLE**

### **2.5.1.1 Information and communication technologies (ICT)**

Information and communication technologies (ICT) refers to those computational tools which process, store, synthesize, retrieve and present information represented in the most varied form (Huidrobo, 2007). ICT constitutes new support and channels to shape, record, store and disseminate informational contents (Gisbert, Gonzáles, Jiménez, & Rallo , 1992). Its beginnings date back to the 90's when the union of computers and communication unleashed an unprecedented explosion of ways to communicate. From there, the internet changed from being a specialized instrument of the scientific community to be an easy-to-use network that has modified the patterns of social interaction.

The application of New Information and Communication Technologies is becoming more and more important in all areas of life. Some examples of these technologies are digital boards, blogs, web pages, internet, among others. These new communication channels have significant characteristics such as:

- ✓ Great capacity to store huge amounts of information. It will change the traditional role of the teacher as a source of information to a supervisor in the teaching learning processes with his/her students.
- ✓ The new forms of communication between individuals. Communication and telematic networks enable the exchange of information between computers in an efficient and transparent way, breaking the spatial and temporal obstacles that were unthinkable in other times.

- ✓ The ability to present not only textual information, but also other systems of symbols. Today deeply rooted in everyday life, such as audiovisual languages, multimedia, hypertext, etc. (Ávila, 2003).

Moreover, there are some other general characteristics of ICTs such as: immateriality, interactivity, instantaneity, innovation, interconnection and diversity.

- ✓ Immateriality: For two reasons: the information and the possibility of constructing messages without external references.
- ✓ Interactivity: Change in the role of the participant. From simple receiver to active agent: choosing the sequence of information to follow, set pace, amount and depth of the information.
- ✓ Instantaneity: Possibility of receiving information in the shortest time (or in real time).
- ✓ Innovation: Pursue improvement and change.
- ✓ Interconnection: High interconnection possibilities between technologies with a greater reinforcement and impact.
- ✓ Diversity: Since these are non-unitary technologies, they are the characteristics mentioned and the diversity of functions that can perform (Meneses, 2007).

In this way, the advantages of the ICTs are undeniable and some of them are: empower people and social actors, through support and exchange networks. Moreover, this type of technology enables interactive learning and distance education, offer new forms of work such as telecommuting; provide access to the flow of knowledge and information to empower and improve people' lives.

In addition, the technological advances open new innovation possibilities in the educational field. They help teachers to be up to date to new teaching methods and strategies that involve technology and are of great benefit for their students. Therefore, some professors are using virtual tools of learning that enhance the teaching-learning process.

### **Virtual learning tools**

Virtual learning tools are the elements and means that are used to achieve the proposed objectives. They are necessary in order that the student learns, recalls and extends new concepts in the process of academic works and explore new learning spaces building virtual communities such as collaborative groups exchanging experiences and knowledge.

Moreover, virtual learning tools stimulate creativity, help to improve writing and reading comprehension, and throughout these competences students express what they have learned with certitude and in an autonomous way (Bernal, 2009).

In addition, virtual learning presents two basic interrelated components. First, the technological aspect: conformed by the systems of communication, information management and knowledge construction. Second, the human aspect that is integrated by the way in which people organize their work and communicate. Moreover, it involves group management that refers to aspects related to the design of the group work and the dynamics of groups (Woodcock, 2017).

Furthermore, the use of online learning tools carries benefits not only for students but also for teachers and some of them are:



- ✓ Focus on the interests and possibilities of the student: The teacher can qualify his work in the classroom taking advantage of the possibilities offered by ICT. For example, academic contents can be diversified and enriched, taking advantage of the multiple sources of information from Internet. Besides, writing proposals can be improved using the word processor, which allows students to concentrate more on elaborating, expanding or specifying aspects of content.
- ✓ Stimulate critical thinking: Several studies have shown that, compared to the traditional class, multimedia programs can help the student to learn more information faster.
- ✓ They use multiple means to present information: The combination of texts, graphics, sound, photographs, animations and videos allows the transmission of knowledge in a much more natural, vivid and dynamic way, which is crucial for learning. This type of resource may encourage the transformation of students from passive recipients of information to more active participants in their learning process.
- ✓ Allow the teacher to privilege his role as a facilitator of learning and the student manager of his own learning with the support of ICTs, it is possible to design more flexible and qualified pedagogical models in terms of school functioning, curriculum content, the role of the teacher and the learning experiences offered to the student (Dillenbourg, Schneider, & Synteta, 2007).

Additionally, the virtual learning tools have some basic characteristics such as communication, collaboration and coordination and can be divided into asynchronous and synchronous tools (Román, 2003).

## **Asynchronous Tools**

Asynchronous tools consist on the use of technological media to communicate between individuals without being connected at the same time. The tools that facilitate asynchronous communication are: email, discussion lists, online forums, etc. In addition, the term “asynchronous communication” appears in the context of e-learning. Thus, teachers and students don’t need to be connected at the same time to participate and lead activities of teaching and learning (Perera, 2006). In this way, asynchronous communication offers opportunities in order that students can learn in a different way compared with traditional teaching methods.

On the other hand, there are some advantages and disadvantages about using asynchronous communication in e-learning.

For instance, access to communication is immediate from any part of the world and at any time. Thus, it is not necessary to be in the same place to communicate. Besides, students from different background and culture can coincide. The student can study easily being in charge of her/his own learning, which results more flexible and it is something innovative for learning programs (García, 2004).

Another advantage is that teachers and students can work in their own pace and take the time they need to read, reflect, write and check before their share their questions, ideas or information with others. However, some people think that it can lead to waste time because students have more time to make their contributions and prepare them. Nevertheless, it can be easily controlled because teachers must assign a deadline to the discussions.

On the other hand, another disadvantage is that students can feel under pressure if they are not accustomed to read a lot. The accumulation in the production of messages complicates to follow the progress in the conversation. However, it also can turn into an advantage because asynchronous communication makes students more active and aware of the things that are being written.

Sometimes, it is said that the absence of physical expressions or social contact is limited in this type of communication; but in this case, emoticons are powerful tools that help people to convey feelings and emotions more clearly.

The use of asynchronous communication helps students to send messages according to their convenience, so they have time to read and reflect about it. Students can prepare a better work before sending it to the forum. Thus, the quality of the discussion has a higher level of discourse compared to the one in classroom classes (Valverde, 2012).

Asynchronous tools together with an appropriate pedagogical use, increases the amount of participation and interaction among students and help to achieve the desired educative results. However, it is important to take into account that some aspects should be considered when using this type of communication such as the motivation, incorrect discussions, over interaction, also the online groups can contain too many participants. In this case, 20 participants are enough because too many people can affect the quality of the forum posts.

On the other hand, it is important that students have technology training because most of them don't have any experience using asynchronous communication. Therefore, it is important that students get familiarized with this kind of technology in order that its use can be successful. Thus, this training needs to be related with the acquisition

of technological competencies and the program of communication too (Clarez & Rodriguez , 2006).

### **Online forums**

Online forums are virtual spaces of asynchronous communication that allow to send and receive textual messages. For instance, a forum is used when a person wants to send a message to another or wants to receive a response from another person or get information about the messages sent from other people.

Nowadays, one of the environments that has supported the teaching and learning process on online education is the forum. From a pedagogical view, this tool allows the interactive and didactical processes between teachers and students. These interaction processes can be from simple exchange of information to dialogues and debates that involve socialization of activities and collaborative learning.

In e-learning, online forums create a favorable environment for the effective operation of online communities. An online community in education is the one whose members stay together with an intentional commitment to exchange information and build knowledge (Perera, 2006).

Online forums not only allow interaction between teachers and students but also have more advantages like the following:

- ✓ Strengthen personal communication and help to develop a community learning environment. Forums are spaces of interaction in which students can keep effective conversations about personal experiences that contribute to their knowledge. Thus, this opening creates an atmosphere of confidence

between teachers and students. It makes easier the cohesion and identity of the group of people who participate. Therefore, students extend their knowledge and skills in a collective effort inside of a collaborative community of learning.

- ✓ Interaction and collaborative learning are promoted. The social aspect in the online forum groups helps to develop an atmosphere of collaborative learning, supporting the interactive processes of teaching and learning.
- ✓ Build knowledge in a group because the student assumes a dynamic attitude in his/her learning. Forums can be used to organize small groups that allow conversations in group, cooperate and collaborate in a team project. Students can express their opinions about a topic, summarize or propose a problem, etc.; making the forum a space of collaboration between the participants where the knowledge can be constructed. Besides, forums have conditions of participation that make easier for students to participate, get engaged and take responsibility of their own learning. For instance, some of the facilities are equal participation, anonymous intervention, enough time to plan and structure the content of the messages.
- ✓ Promote a higher level of interactivity among participants. Forums help to improve the free exchange of thoughts through feedback about the ideas exposed. The development of an idea in a debate comes from agreements and disagreements, which leads to the expansion of ideas and intense activity.
- ✓ Engage students in tasks that involve an active participation in the discourse for their learning. Teachers can ask students to answer with a deep analysis and critical thinking about any topic. Besides, teachers can encourage the continuity of the debate by making questions and checking students'

understanding about the topic. Moreover, students can ask questions about the content of the topics that they don't understand and it can be clarified by the teacher.

- ✓ Help students to find solutions to problems that can interfere in their learning. Thus, one of the advantages of forums is that they are a mean to solve issues related with the activities in the course.
- ✓ Train the student to moderate their communication in educative processes. The teacher takes the responsibility of moderator; in which he/she can solve students' doubts but also students can help their classmates with problems related to the tasks.
- ✓ Allow an active participation about the content of the material. Online forums bring the opportunity to interact with the study materials actively. The participation related to the content and the asynchronous communication allow students to have time to work in their tasks and make a deep analysis about them.
- ✓ Improve fluency and interaction in communication among students. Online forums are ideal spaces to support communication processes and group interaction, which leads to have productive responses to classmates' messages (Abel, 2010).

Besides, it can be noticed the strong relationship between online forums and the writing skill development, since online forums help students to construct their knowledge. According to Miyazoe and Anderson (2009) the use of online forums allows students to develop more complex sentences, acquire a higher level of

vocabulary and improve their reading skills; which enables them to write complete ideas and to have an effective written work.

Moreover, there are some characteristics that good online forums should have according to Kaur (2011): all students should participate actively: students must be engaged in the discussion by expressing their point of view which has to be respected by all the forum members. Furthermore, the teacher should score the effort of their students and set some parameters that are going to be evaluated before the discussion starts. In the same way, the discussion should be related to course objectives and try to achieve them, so learning can be meaningful.

Additionally, the teacher has to set a friendly environment in which the student expresses their opinions in an open way without the fear of being criticized. It is important that the teacher use authentic tasks and topics related to things that are currently happening in order that the student feels interested and motivated. Besides, the learner-centered instruction must be emphasized taking into account that the teacher will act as a moderator and will only guide their students; however, they have to construct their own knowledge. It is essential to do not forget to facilitate collaborative work and allow students to provide feedback and suggestions about the use of forums. Finally, the teacher has to encourage dialogue and ask students to interact with their classmates by replying their posts. At the end, the teacher can ask students to reflect and share the benefits of online discussion.

On the other hand, taking into account that online forums involve interaction and collaborative work there is a view that supports this way of learning and it is called “Social Constructivism”. According to Vigotsky (1978) humans are social by nature, people learn by their environment influence and people surrounding them. Thus, knowledge is the result of a social process.

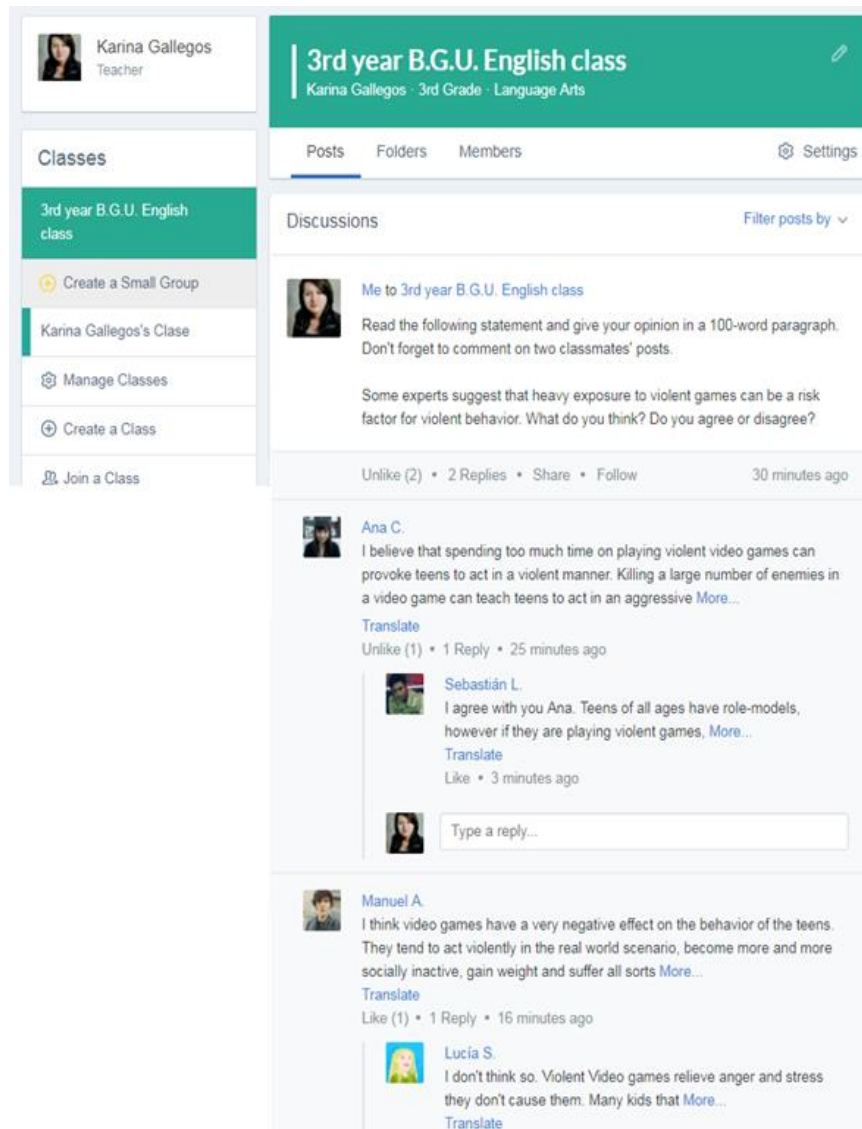
In the same way, there is another theory that supports the use of technology in the classroom; in this case, the use of forums and it is the “connectivism” that according to Siemens (2013) learning is not an internal or individual activity anymore. Learning can be found in an environment completely alien to the individual, so to get knowledge it is important to establish immediate connections between each other. Moreover, there are some principles postulated by connectivism and they are: learning depends on the number of opinions or connections of the individual, and can reside in devices or machines. Therefore, all these principles are covered by the use of forums and it can be said that these technological tools create adequate environments that contribute to the learning process.

Additionally, there are many technological resources that can be used to create forums. Edmodo is one of them, an educational platform, that is very easy to use. Edmodo counts with a discussion board in which students can interact between each other and reply their classmates’ posts. Besides, the registration process is simple and students do not require to have an email account. In this way, the process to create an account is the following:

1. Go to [www.edmodo.com](http://www.edmodo.com) and click on create free account. Choose the option “I’m a student”
2. Then, a window will appear with the information required to sign up: first and last name, the group code given by the teacher, username and password. After that, click on sign up for free.
3. Finally, the account has been created and the student has access to the class. Thus, the student can see the teacher’s post and reply classmates’ messages.



**Graphic 3:** Online forum in Edmodo



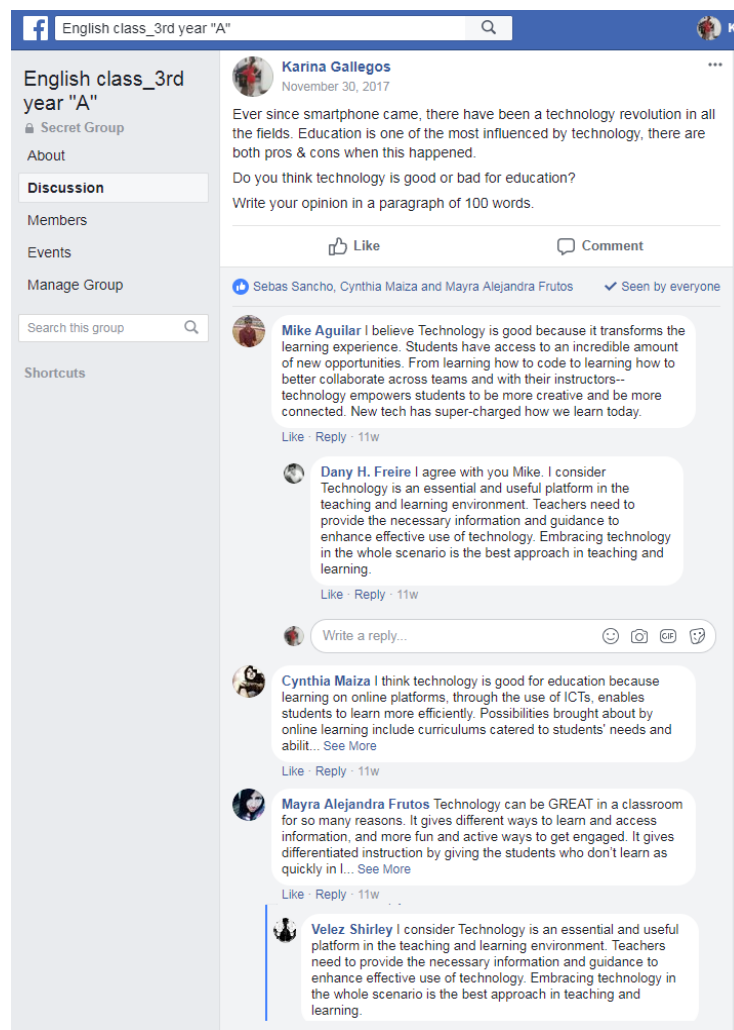
**Source:** [www.edmodo.com](http://www.edmodo.com)

**Elaborated by:** Gallegos, K. (2017)

Furthermore, another technological resource that can be used to create a forum is Facebook. Facebook is a social network that allows asynchronous communication as well as posting about different topics in order that people can comment on it. For participating in a forum in Facebook, it is necessary to be part of a group. In this case,

the teacher creates the group for his/her class and add students. The teacher sets a topic for discussion and his/her students comment on it, they reply their classmates' comments and have active participation with different ideas and points of view. Moreover, a forum in Facebook is a great opportunity for students to practice their writing skills, since everybody has a Facebook account nowadays.

**Graphic 4: Online forum in Facebook**



Source: <https://www.facebook.com/groups/910423205801561/>

Elaborated by: Gallegos, K. (2017)

Furthermore, the methodology to introduce online forums in the English classes is the following. First, the teacher will work with the unit topics of the English book. For example, if the unit topic is technology, the teacher will bring a video, a reading article or any material related to technology that helps to understand it better. Second, the teacher will start a short discussion about the video or reading article. The teacher will ask questions and encourage students to discuss between each other in the classroom.

Then, the teacher will introduce to students the use of online forums to discuss and give their opinions about different topics. For this, the teacher will show students how to use online forums and the tools that they are going to employ like Edmodo and Facebook.

The teacher will present a topic of discussion in which students have to write their opinions of agreement or disagreement and reply their classmates' comments. Furthermore, to post a comment in the forum students have to search more information about the topic in order to support their answer and follow a writing process that will be guided by the teacher. In this way, students will plan their writing, make a first draft, review and edit it in order to publish a work of quality in the online forum, which will later be evaluated. Finally, students can give feedback to each other and reflect on the assignment.

In addition, before posting any comment in the online forum students have to make sure the content of their paragraph is accurate and fulfill the parameters set by the teacher. For instance, the teacher will explain the criteria that is going to be evaluated through a rubric. The rubric will contain different aspects related to online forums use, such as content, initial post, responses to peers, references and support. Moreover, aspects that are essential for the writing skill development will also be

included. They are mechanics that involve grammar, punctuation, spelling, etc. and style and quality of expression that refer to vocabulary, register and syntax.

## **2.5.2 THEORETICAL FOUNDATION OF THE INDEPENDENT VARIABLE**

### **Linguistic competences**

Linguistic competences refer to the capacity that a person has to express himself either in oral or written form; as well as, read or listen something and understand it. In this way, Lyons (1970) states that the ability to use language with correctness in a variety of social determined situations is as central as the ability to produce correct sentences grammatically. In addition, Chastain (1998) claims that language skills are those that measure the ability of individuals to understand and express themselves in a language, both written and orally. Therefore, linguistic competences cover certain essential areas such as: reading competence, speaking and listening competence, and competence in text composition or writing competence.

- Reading competence: the encouragement of reading in the classroom should be essential because through reading a person can understand and relates in society.
- Speaking and listening competencies: they are two essential concepts in society; people must listen and understand, the human being needs to speak to communicate, to relate and to transmit messages through their language.
- Writing Competences: ability to compose different written texts, transmitting a knowledge or satisfying personal needs and participating in social life (Chomsky, 1965).

Thus, the set of knowledge that makes possible to produce correct sentences in grammatical mode, to communicate not only in a written form but also orally are known as linguistic competences. These include: reading, speaking, listening and writing.

### **English language skills**

When learning a new language is necessary to acquire its four skills, to be able to communicate effectively and understand what others tell. In this way, it is essential to be proficient in each of the English language skills.

When people learn a language there are four essential qualities that are necessary for communicating clearly and completely. It is because when people learn their mother tongue they learn first to listen, then to speak, to read and finally to write. Therefore, for learning English or any other language it is necessary to develop these four essential skills, listening, speaking, reading and writing (Verghese, 1989).

Listening is one of the most important skills when learning a language. If listening is developed in the first place, then it will be easier to develop other skills, such as speaking. Since the more a person understands a language, the easier it will be to produce it. Consequently, Jaramillo (2014) notes that listening comprehension is a key initial step in communicating and learning a language. The greater the student's ability to understand the language, the better his/her ability to communicate.

In addition, oral proficiency is another essential skill that requires mastery of listening, writing, and reading skills because it is important to have a broad vocabulary to express what a person wants. Thus, Byrne (1989) claims that oral expression cannot be developed in an isolated way in the classroom. When looking

for sources to develop speaking, it is essential the practice of reading and writing first in order to achieve this aim.

In addition, language skills can be practiced as students are forced to take vocabulary and grammar into account, so the message they seek to convey is clear and concise.

Writing within the process of teaching foreign languages has always been relegated to the last place of preference when teaching the four basic skills. However, some authors find a close relationship between written and oral language, based on the fact that writing and speaking are processes of association. For instance, when writing something, words are pronounced in peoples' inner speech (León, 1986).

Finally, reading comprehension is a key factor since a language is based not only on the spoken word, but also on the understanding of culture and the expansion of vocabulary.

Reading is an interactive process involving three participants: the writer, the text and the reader. In this process, the reader has to execute a number of simultaneous tasks: decoding the message, recognizing the written signs, interpreting the message, assigning it to the groups of words and finally understanding the author's interaction (Celce-Murcia, 2001).

Consequently, the four English language skills are essential for good communication and understanding, since the acquisition of each one of them helps to achieve competence in the learning of English. Then, having the ability to listen to the language benefits to be able to produce orally the same. Moreover, by having a good reading comprehension; the vocabulary is extended and the different grammatical

structures can be noticed, which contributes to have a good written production. In this way, the 4 English language skills are divided into receptive and productive.

### **Productive Skills**

The productive skills are those that allow people to produce the language, and to communicate either in an oral or written form. Thus, Davies (1976) asserts that speaking and writing are productive skills, as students need them to produce language. They are also known as active skills. In contrast, with the receptive skills that are listening and reading.

However, Golkova (2014) states that although speaking and writing skills are substantially different in many respects, both are used for the same purpose - to communicate. In addition, for many authors oral skills are the most important because it allows to interact and communicate feelings, thoughts, etc., with the people that surround us.

Thus, Hossain (2015) sustains that the objective of mastering productive skills is the effective communication. For instance, in the EFL classroom students should be able to make themselves understood by others. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, and observe the social and cultural norms that are applied in each communicative situation.

Thus, productive skills are essential to express feelings, thoughts, etc., whether orally or written. However, receptive skills contribute greatly to develop productive skills; due to the acquisition of vocabulary and grammatical structures, in addition to the understanding of the language. On the other hand, the communicative skill by excellence is the oral one since writing usually is relieved to the last place in the

process of teaching because the expression through words in oral form is the most used.

### **Writing Skill**

According to Luke (2011) writing has to be with the expression of thoughts or feelings in a written way. Furthermore, there are different kinds of written texts, such as essays or letters. On the other hand, for writing something, it should be considered the level of formality because it is not the same to write for a friend or a relative than to write for an authority. Therefore, the levels of formality are different.

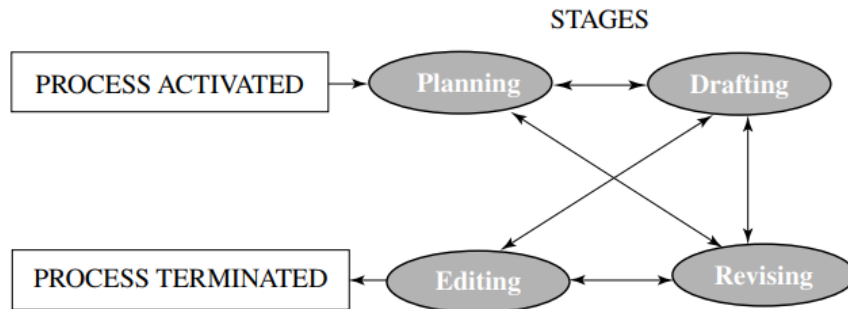
Moreover, when writing something it is important to make sure the message is accurate; it involves the correct use of grammar, lexis, punctuation marks, etc. Moreover, to express thoughts or feelings it is essential to use good layouts and the text must have coherence and cohesion. For instance, it is essential to follow some writing stages, like planning, drafting, reviewing and editing (Luke, 2011).

### **Writing process**

The writing process allows to build a more planned and organized work that contributes to express accurate ideas and to be understood by the audience. It consists in two processes; one is called “activated” and the other “terminated”. The activated process involves planning and drafting and the terminated one editing and revising. In this way, the writing process according to Richards and Renandya (2002) is the following:



**Graphic 5:** Writing process



**Source:** Richards, J& Renandya, W  
**Adapted from:** Richards & Renandya (2002)

**Planning:** This stage stimulates students to generate ideas in order to start writing. There are some strategies that can be used in this stage, one of them is called “group brainstorming” in which groups of students spontaneously spew out sentences about a topic. In addition, another activity is called information questions in which the student creates questions about a topic. Similarly, another strategy can be rapid free writing in which students write down single words and phrases about a topic in 1 or 2 minutes in a free and quick way. Moreover, rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

**Draft writing:** In this stage, the ideas on planning stage are taken into account becoming the first step to start writing. In this step, it is important to focus on the fluency of the ideas and take into account the audience. Moreover, different activities can be implemented in which the audience is a partner, a friend or a family member. At this stage, it is good that the teacher provides the respective feedback to the draft in order that the student can improve his/her writing composition.

**Review:** The corrections of the previous stage are taken into account. Students revise what has been written to analyze how well they transmitted the message to their reader. Moreover, the general content and organization of ideas must be improved in order that the author's intention is clear.

**Edition:** Students must improve their texts to prepare their final draft that will later be evaluated by their teachers. Students evaluate diction, punctuation, spelling, syntax, citations, precision, sentence structure in their own work. They can be aware of their mistakes by creating a checklist in which they verify the following:

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?
- Have you used all your pronouns correctly?

**Evaluation:** Students can be evaluated analytically according to specific aspects of writing or holistically in relation to the overall interpretation and the effectiveness of the text. Furthermore, students must be informed in advance about the evaluation parameters that will be taken into account, such as sense of audience, relevance, development, organization of ideas, format, layout, grammar, structure, spelling, punctuation, range, appropriateness of vocabulary, and clarity of communication.

**Post writing:** It refers to the activities that can be carried out once the written texts are complete. Students can publish, read, share and exchange their work between partners. Moreover, they can add their texts to the classroom billboard, which will serve as motivation for students to develop the writing skill.

## **Characteristics of written discourse**

According to Hadley (2017) a well written discourse has the following characteristics:

- ✓ Determine the variety (dialectal or standard) and register (level of formality) to be used. It is adequacy.
- ✓ Accomplish the communicative purpose (inform, ask for information, make a complain, etc.)
- ✓ Respect the social conventions and genre discursive (letter, news, story, etc.)
- ✓ Use the appropriate dialect according to the social or geographical patterns.
- ✓ Use the appropriate register. It is the level of formality.
- ✓ Have coherence. It means the text must have sense.
- ✓ Select information (relevant or irrelevant) and organize the communicative structure in a determined way. (introduction, conclusions, etc. Structure helps to build and organize the meaning of the text.
- ✓ Include all necessary information to be understandable for the reader.
- ✓ Identify all the parts and elements from the text
- ✓ Use narrative sequences (narration, description, argumentation, etc.) in an appropriate way.
- ✓ Organize the paragraphs information in a logic way.
- ✓ Have cohesion. It is the semantic relationships between sentences and within sentences (Hadley, 2017).

## **2.5 Hypothesis**

Online forums influence in the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High school.

## **2.6 Pointing variables**

**Independent Variable:** Online Forums

**Dependent Variable:** Writing skill development

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Approach**

The focus of the research work is quantitative and qualitative. Qualitative because the knowledge of social problems is placed in a real context and reaches an active objectivity in the educational field. Quantitative because the information is collected in a precise and concise numerical form with its correspondent percentage about the problem found in the educational institution. The research is developed within the Critical-Propositional Paradigm as it examines the institution, determines the origin factors and proposes a solution.

#### **3.2 Basic method of investigation**

The research work has the modality: Bibliographical-documentary and field.

##### **3.2.1. Bibliographical-documentary investigation**

Baray (2012) claims that this kind of investigation is a process based on search, recovery, analysis, criticism and interpretation of secondary data. Moreover, the information is taken from technological sources, such as the Internet and scientific documents. For instance, books and newspapers. All of them from a variety of authors whose objective is to locate, develop and study several theories, concepts and judgments about the problem factors to be investigated.

### **3.2.2. Investigation of field**

Baray (2012) asserts that the field research involves collecting data directly from the reality where the events occur. It is done without manipulating or controlling the variables. In this way, the investigation occurs in the place of the facts, on this occasion with third year students of B.G.U. in "Augusto N. Martínez" High School with the purpose of enrich the teaching-knowledge process of the English language. Thus, a previous visit to the institution was carried out in order to observe and recognize the students' necessities.

## **3.3 Level or type of research**

### **3.3.1. Exploratory investigation**

Behar (2008) states that this type of research is done to obtain relevant information about a problem. Thus, the educational institution was visited to inquire about a problem that has been isolated and has little research, which is the use of online forums. Moreover, this research sought to verify if the localized problem has any influence on the acquisition of the English language with the students of the third year of B.G.U. Therefore, once the two variables were identified, the hypothesis was formulated to have several theories about the problem found.

### **3.3.2. Descriptive investigation**

Grajales (2000) states that this type of investigation works on factual realities and its fundamental characteristic is that of presenting a correct interpretation. Furthermore, important factors were determined in the field of research and the human groups involved. In other words, the peculiarities of the people's behavior involved in the

investigation were studied. They were authorities, teachers, and students. It was done to evidence the influence of online forums use in the students' performance and their written production. Therefore, information concerning the two variables was collected through surveys. The surveys findings were then organized, examined, and disseminated to understand the main factors of the two variables.

### **3.3.3. Explanatory investigation**

Arias (2012) states that explanatory research aims to find the reason why of the facts through cause - effect relationships. Therefore, it was recognized and indicated if the teacher makes use of online forums to enhance the writing skills of their students. In other words, it was determined if teachers use virtual learning tools like online forums and the causes of the problem were identified.

### **3.3.4 Correlational Investigation**

Bernal (2009) affirms that this type of research shows the degree of relationship between two variables. This investigation is correlational since there is an intimate and close relationship between the use of online forums and the writing skill development.

## **3.4 Population and sample**

The present research work has a population of 56 people, composed of students of the third years of B.G.U. from “Augusto N. Martínez” High School and two English teachers. It has been determined that it is not necessary to calculate the sample due to the size of the population. In this way, surveys have been applied through the questionnaire instrument to all students and teachers.

**Table 1: Population**

<b>Description</b>	<b>Number</b>	<b>Percentage</b>
Students of Third Year of B.G.U. "A"	25	34%
Students of Third Year of B.G.U. "B"	22	30%
Students of Third Year of B.G.U. "C"	23	32%
Teachers	3	4%
Total	73	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)



### 3.5 Operation of variables

#### 3.4.1. Independent variable:

**Chart 1:** Independent variable operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Online forums are <b>web applications</b> that give support to <b>online discussions</b> and allow writing about any <b>content</b> as well as giving opinions on it; which enables interaction and hence offers multiple <b>benefits</b> for</p>	<p>Web applications</p>	<ul style="list-style-type: none"> <li>• Technological tools</li> <li>• Use of Internet</li> </ul>	<p>1. Does your English teacher promote the use of technological tools in the classroom?</p> <p>2. Has your teacher</p>	<p><b>Technique:</b> Survey</p> <p><b>Instrument:</b> Questionnaire</p>

<p>teachers and students.</p>	<p>Online discussions</p>          <p>Content</p>          <p>Benefits</p>	<ul style="list-style-type: none"> <li>• Post and reply messages</li> </ul> <p>Variety of topics:</p> <ul style="list-style-type: none"> <li>• Academics</li> <li>• Social</li> <li>• Cultural</li> </ul>          <ul style="list-style-type: none"> <li>• Written Interaction</li> <li>• Motivation</li> <li>• Incorporation of ICT to the methodology</li> </ul>	<p>ever made you use online forums to write about any topic?</p>          <p>3. Does the English teacher involve students to write on current issues such as: academics, social and cultural?</p>          <p>4. Do you think the use of forums will increase the students' written interaction and motivation in English classes?</p>	
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			5. How often do you think that technological tools specifically online forums should be implemented as a learning method of the English language?	
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**Source:** Direct Investigation

**Elaborated by:** Gallegos, K. (2017)

### 3.4.2. DEPENDENT VARIABLE:

**Chart 2:** Dependent variable operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES
Writing is a <b>procedure</b> that involves the use of letters, words, symbols to <b>convey meaning</b> and allow <b>communication</b> trough different activities that are carefully <b>evaluated</b> .	Procedure	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Review</li> <li>• Edition</li> </ul>	1. When carrying out a written activity, does your teacher guide you in the application of the writing process (Planning Drafting Review Edition)?	<b>Technique:</b> Survey  <b>Instrument:</b> Questionnaire
	Convey meaning	Transmit the correct message through appropriate:	2. Does your English teacher promote the correct use of orthography,	

	Communication	<ul style="list-style-type: none"> <li>• orthography</li> <li>• punctuation</li> <li>• sentence structure</li>   <li>• Being able to express: ideas, feelings and thoughts in a written form.</li> </ul>	<p>punctuation and sentence structure for the writing skill development?</p> <p>3. Does the English teacher encourage students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?</p>	
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	Evaluation	<ul style="list-style-type: none"> <li>• Check students' progress</li> <li>• Rating scales: rubrics</li> </ul>	<p>4. How often does your English teacher verify your progress in the writing skill?</p> <p>5. Does your English teacher use rating scales (rubrics) to evaluate your writing skill performance?</p>	
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**Source:** Direct Investigation

**Elaborated by:** Gallegos, K. (2017)

### 3.6 Information collection plan

In the present investigation, the results were obtained through the application of surveys to students and teachers of "Augusto N. Martínez" High School, the instrument used was a questionnaire that contained ten multiple choice questions related to the operationalization of the two variables. True and useful information was obtained from the surveys and for the development of the research work. To know the influence of online forums use in the writing skill development of the English language based on the following detail:

**Chart 3: Basic questions**

<b>Basic questions</b>	<b>Explanation</b>
1. For what?	To achieve the investigation objectives
2. From what people or objects?	Teachers and students of third year of B.G.U of “Augusto N. Martínez” High School.
3. About which aspects?	About online forums and the writing skill development.
4. Who is going to collect the information?	Researcher: Karina Ximena Gallegos Gallegos
5. When?	In the first partial of the school year 2017-2018
6. Where?	In “Augusto N. Martínez” High School, Ambato city, Tungurahua province.
7. How many times?	Once
8. With what collection techniques?	Survey
9. With what instruments?	Structured Questionnaire
10. In which situation?	-Authorities availability. -Sensitization -Flexibility

**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

### **3.7 Information processing plan**

Processing plan of information collected:

1. Review of the information collected, that is: cleaning of information that is defective, contradictory or irrelevant.
2. Tabulation and sorting of information through graphs.
3. Statistical study of the results of the information obtained.
4. Objective analysis and interpretation.
5. Verification of hypotheses.
6. Conclusions and recommendations.



## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis of the results**

The analysis of results derived from online forums and the writing skill development is of vital importance in this investigation, since it served in the issuance of conclusions and recommendations that are raised for the investigation.

Additionally, the results obtained serve to propose solutions to the deficit of writing skill development in the students of third year of B.G.U. Moreover, the use of technological resources can improve the teaching-learning process.

The data that was obtained through surveys addressed to students of third year of B.G.U. of "Augusto N. Martínez" High School were tabulated for its representation in statistical tables. They were structured by the use of Microsoft Excel, whose questions were derived from the theoretical framework and the operationalization of the variables: online forums and writing skill development. In addition, each chart and statistical chart precedes its respective information interpretation for the support of this research work.

In conclusion, the totality of the information obtained through the research field reflects the reality of the objectives previously set.

## 4.2 Interpretation of data

### 4.2.1 Survey addressed to students

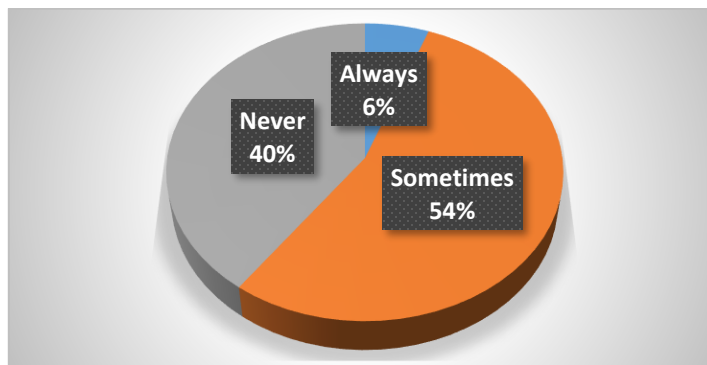
**Question N°1** Does your teacher use technological tools that serve as support to enhance your English learning in the classroom?

**Table 2:** Use of technological tools

OPTIONS	FREQUENCY	PERCENTAGE
Always	4	6%
Sometimes	38	54%
Never	28	40%
Total	70	100%

**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

**Graphic 6:** Use of technological tools



**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

## **ANALYSIS AND INTERPRETATION**

Once the information collected is analyzed, it is determined that 38 students who represent 54% stated that the teacher sometimes uses technological tools to support the English language learning in the classroom. While 28 students, corresponding to 40% affirmed that the teacher never uses this type of tools to enhance the English learning.

Therefore, it is evident that technological tools are not frequently used due to the permanence of traditionalist methodologies; which means that complementary technological tools are needed to provide additional help for a good learning process.

**Question N° 2** Has your teacher ever made you use online forums to write about any topic?

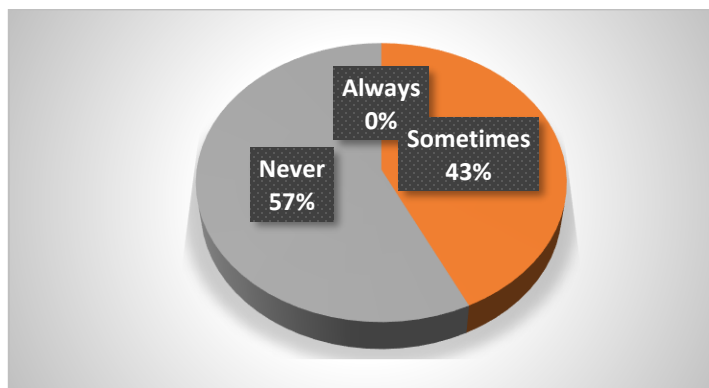
**Table 3:** Use of online forums

OPTIONS	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	30	43%
Never	40	57%
Total	70	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 7:** Use of online forums



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

## **ANALYSIS AND INTERPRETATION**

The results indicate that 40 students who are 57% stated that their teacher has never made them use online forums to write about a topic, while 30 students, who represent 43% said that sometimes their teacher makes them write in online forums on any topic.

Taking into account that the majority of students mentioned that they do not use online forums to develop their writing skills, it is clear that the teachers need to be updated in terms of technological tools. Moreover, today their use is fundamental to strengthen the teaching-learning process of a second language like English.

**Question N° 3** Does the English teacher involve students to write on current issues, such as academics, social and cultural?

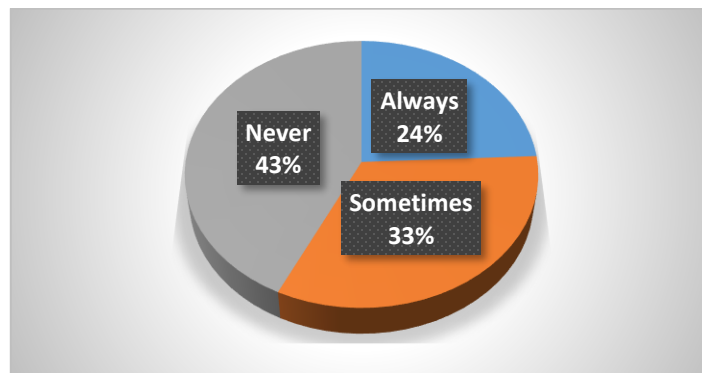
**Table 4:** Write on current issues

OPTIONS	FREQUENCY	PERCENTAGE
Always	17	24%
Sometimes	23	33%
Never	30	43%
Total	70	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 8:** Write on current issues



**Source:** Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

### **ANALYSIS AND INTERPRETATION**

According to the information obtained, 30 students, who represent the 43% of the population mentioned that their teacher never makes them write on current issues. In the same way, 23 students, who correspond to 33% affirmed that they sometimes write on current issues such as academic, social and cultural. Finally, 17 students who are 24% mentioned that they always write about these topics.

It can be seen that students are not involved in writing about current topics that arouse their interest. Therefore, it would be good that the teacher selects writing topics that have to do with situations that are happening today as this motivates students to practice their writing.

**Question N° 4** Do you think the use of forums will increase the students' written interaction and motivation in English classes?

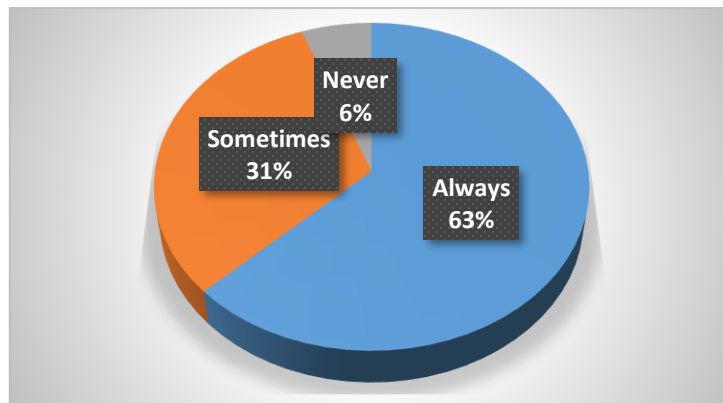
**Table 5:** Written interaction and motivation

OPTIONS	FREQUENCE	PERCENTAGE
Always	44	63%
Sometimes	22	31%
Never	4	6%
Total	70	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 9:** Written interaction and motivation



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

In relation to the data collected, 44 students representing 63% affirmed that the use of online forums will increase their written interaction and motivation. On the other hand, 22 students corresponding to 31% mentioned that sometimes the use of online forums could increase their interaction and motivate them.

It can be noticed that the majority of students think that the use of online forums would be beneficial to improve their written interaction and increase their motivation in English classes especially when writing about a topic.

**Question N° 5** How often do you think that technological tools specifically online forums should be implemented as a learning method of the English language?

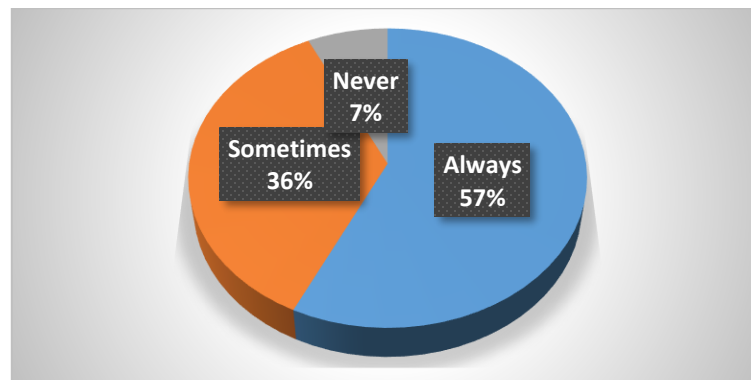
**Table 6: Online forums implementation**

OPTIONS	FREQUENCE	PERCENTAGE
Always	40	57%
Sometimes	25	36%
Never	5	7%
Total	70	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 10: Online forums implementation**



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

Once the data has been analyzed, it can be determined that 40 students who represent 57% of the population claimed that technological tools, such as online forums should always be implemented as a method of learning the English language; while 25 students, corresponding to 36% mentioned that sometimes online forums should be implemented.

In this way, it is evident that more than half of the population agrees that online forums would be a good method for learning the English language. Therefore, the use of online forums is attractive and increases students' interest in a big way.

**Question N° 6** When carrying out a written activity, does your teacher guide you in the application of the writing process (Planning, Drafting, Review, Edition)?

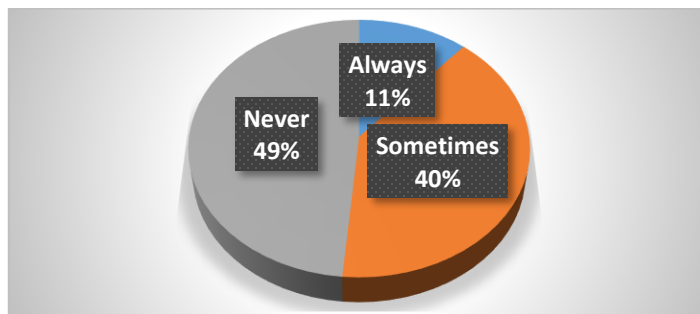
**Table 7:** Writing process

OPTIONS	FREQUENCE	PERCENTAGE
Always	8	11%
Sometimes	28	40%
Never	34	49%
Total	70	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 11:** Writing process



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

Once the data has been analyzed, it can be determined that 34 students who represent 49% of the population claimed that their teacher never guides them in the application of the writing process; while 28 students, who correspond to 40% mentioned that sometimes this process is promoted. Finally, 8 students who are 11% of the respondents argued that they are always guided in the development of the writing process within the classroom.

It is evident that the writing process is not guided within the classroom. Having students develop a systematic writing process reduces their anxiety for it and strengthens the stages of writing. It leads that students' writings are more consistent, coherent and cohesive.



**Question N° 7** Does your English teacher promote the correct use of orthography, punctuation and sentence structure for the writing skill development?

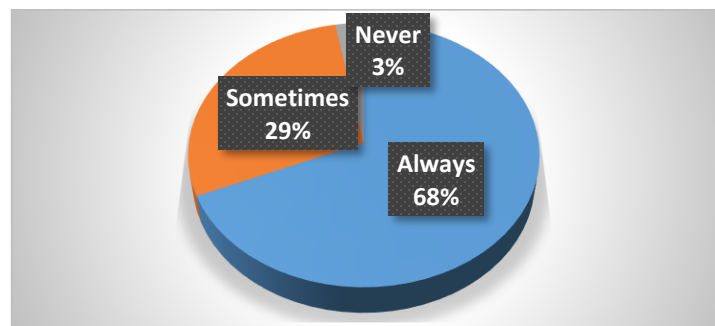
**Table 8:** Orthography, punctuation and sentence structure use

OPTIONS	FREQUENCE	PERCENTAGE
Always	48	68%
Sometimes	20	29%
Never	2	3%
Total	70	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 12:** Orthography, punctuation and sentence structure use



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

### ANALYSIS AND INTERPRETATION

In relation to the data collected, 48 students representing 68% said that their teacher always promotes the correct use of orthography, punctuation and sentence structure for the writing skill development. On the other hand, 20 students corresponding to 29% mentioned that sometimes these writing aspects are promoted.

It is evident that there is a good instruction by the teacher on the correct use of important writing aspects such as orthography, punctuation and sentence structure; taking into account that they are necessary to convey the correct message and make it understandable.

**Question N° 8** Does the English teacher encourage students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?

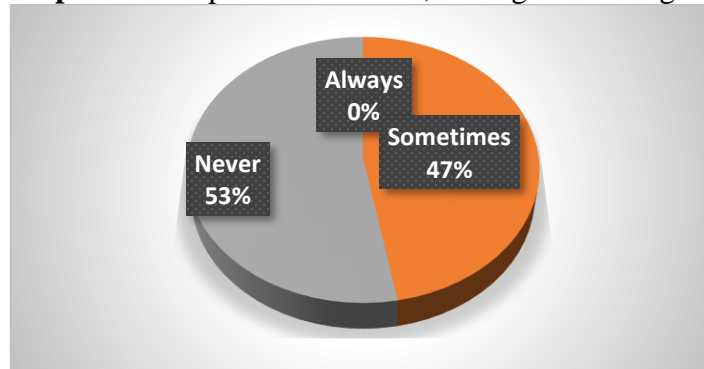
**Table 9:** Expression of ideas, feelings and thoughts

OPTIONS	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	33	47%
Never	37	53%
Total	70	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 13:** Expression of ideas, feelings and thoughts



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

In relation to the data collected, 37 students representing 53% said that they are never encouraged to express their ideas, feelings and thoughts for the writing skill development. On the other hand, 33 students corresponding to 47% mentioned that sometimes their teacher encourages them to express their ideas, feelings and thoughts when writing.

It is clear that the expression of ideas, feelings and thoughts is not promoted in the English classes at "Augusto N. Martínez" High School. Consequently, an excellent tool that can support the students' expression of ideas is the online forum that can

help them to develop their critical thinking and exchange their opinions in a written way.

**Question N° 9** How often does your English teacher check your progress in the writing skill?

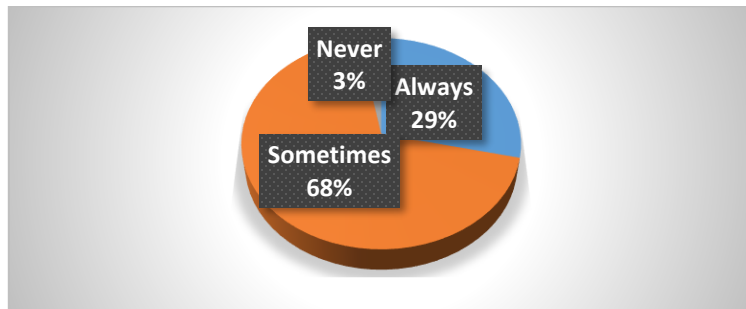
**Table 10:** Check students' progress in writing

OPTIONS	FREQUENCY	PERCENTAGE
Always	20	29%
Sometimes	48	68%
Never	2	3%
Total	70	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 14:** Check students' progress in writing



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

According to the data obtained, 48 students who represent 68% indicated that their writing progress is sometimes verified. On the other hand, 20 students who represent 29% mentioned that their writing progress is always checked.

It is evident that the progress in students' writing is occasionally verified, which is alarming because when learning a foreign language, it is essential to check students' progress frequently so that they have a competent writing.

**Question N° 10** Does your English teacher use rating scales (rubrics) to evaluate your writing skill performance?

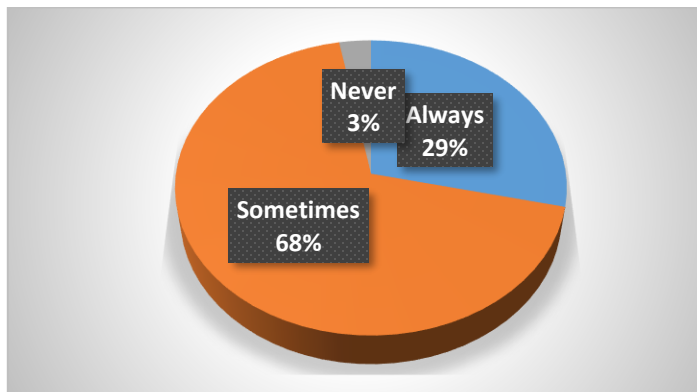
**Table 11:** Use of rating scales (rubrics)

OPTIONS	FREQUENCY	PERCENTAGE
Always	26	29%
Sometimes	32	68%
Never	12	3%
Total	70	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 15:** Use rating scales (rubrics)



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

In relation to the data collected, 32 students representing 68% said that the English teacher sometimes use rubrics to evaluate their writing performance. On the other hand, 26 students corresponding to 29% mentioned that their teacher always evaluates them with rubrics.

Therefore, it can be noticed that rubrics to evaluate students' writing performance are not always used. However, the majority of students are familiarized with this instrument and with the aspects that are being evaluated in their written assignments because their teachers employ it occasionally.

#### 4.1.2 Survey addressed to teachers of "Augusto N. Martínez" High School

**Question N°1** Do you use technological tools that serve as support to enhance students' English learning in the classroom?

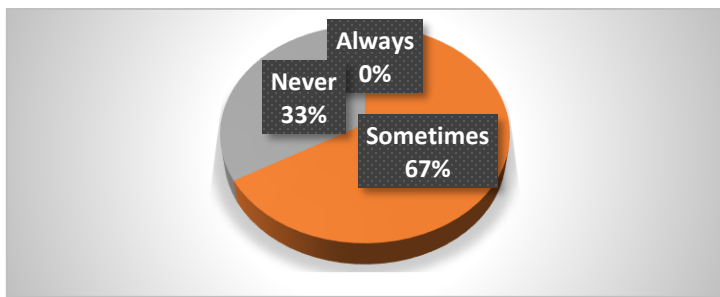
**Table 12:** Use of technological tools

OPTIONS	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	2	67%
Never	1	33%
Total	3	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 16:** Use of technological tools



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

#### **ANALYSIS AND INTERPRETATION**

Once the information collected is analyzed, it was determined that 2 teachers who represent 67% stated that they sometimes use technological tools to support the English language learning in the classroom. While 1 teacher, corresponding to 33% affirmed that this type of tools to enhance the English learning are never used.

It is evident that technological tools to support students' English learning are not frequently used. Therefore, it influences students' academic performance because the use of technological tools provides a more dynamic teaching process which helps to catch students' attention and involve them in the classroom activities.

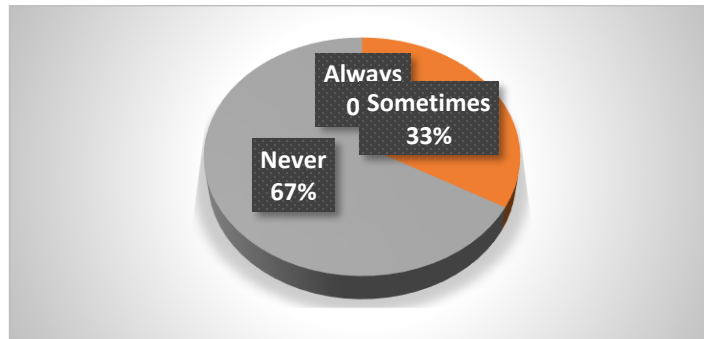
**Question N° 2** Have you ever made your students use online forums to write about any topic?

**Table 13:** Use of online forums

OPTIONS	FREQUENCE	PERCENTAGE
Always	0	0%
Sometimes	1	33%
Never	2	67%
Total	70	100%

**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

**Graphic 17:** Use of online forums



**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

## **ANALYSIS AND INTERPRETATION**

The results indicate that 2 teachers who are 67% stated that they have never made students use online forums to write about a topic, while 1 teacher who represent 33% said that sometimes he makes students write in online forums on any topic.

It is clear that teachers don't use online forums to make students practice their writing skills, which is counterproductive because the use of online forums encourage students to enhance their writing skills. As students know that not only their teacher but also their classmates will read their comments in these forums, they feel committed to do their best and have a good written work.

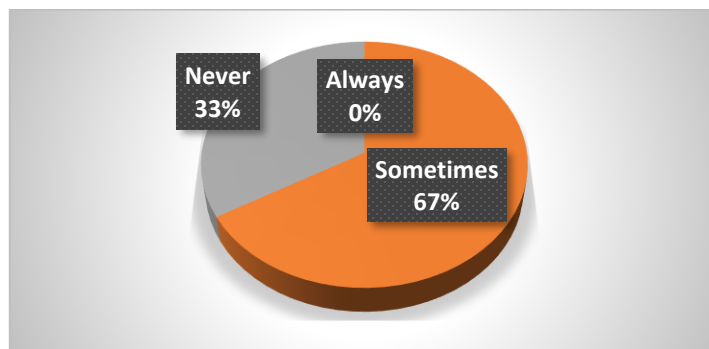
**Question N° 3** Do you involve your students writing on current issues such as: academic, social and cultural?

**Table 14:** Writing on current issues

OPTIONS	FREQUENCE	PERCENTAGE
Always	0	0%
Sometimes	2	67%
Never	1	33%
Total	3	100%

**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

**Graphic 18:** Writing on current issues



**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

### ANALYSIS AND INTERPRETATION

According to the information obtained, 2 teachers, who represent the 67% of the population mentioned that they sometimes make students write on current issues. While 1 teacher, who represents 33% said that he never has students writing on academic, social and cultural topics.

According to this analysis, teachers sometimes involve students in writing about current topics that arise their interest. It is not good since students need to compose about interesting topics that enhance their writing skills.

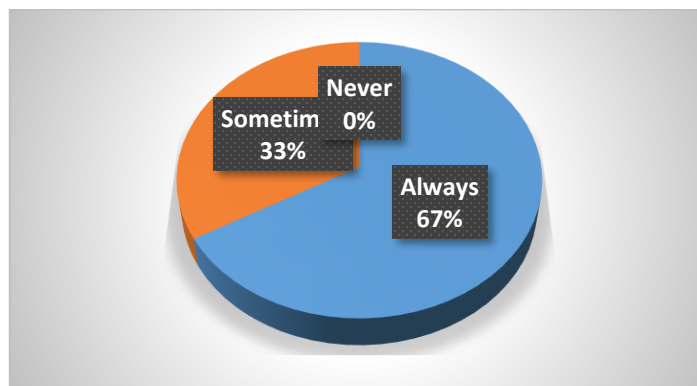
**Question N° 4** Do you think the use of forums will increase the students' written interaction and motivation in English classes?

**Table 15:** Written interaction and motivation

OPTIONS	FREQUENCY	PERCENTAGE
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	3	100%

**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

**Graphic 19:** Written interaction and motivation



**Source:** "Augusto N. Martínez" High School  
**Elaborated by:** Gallegos, K. (2017)

### ANALYSIS AND INTERPRETATION

In relation to the data collected, 2 teachers representing 67% expressed that the use of online forums will increase students' written interaction and motivation. On the other hand, 1 teacher corresponding to 33% mentioned that sometimes the use of online forums could increase their interaction and motivate them.

It is clear that teachers think that the use of forums would be an excellent tool to help students to improve their written interaction and will give them a strong motivation to write about any topic in their English classes.



**Question N° 5** How often do you think that technological tools, specifically online forums, should be implemented as a learning method of the English language?

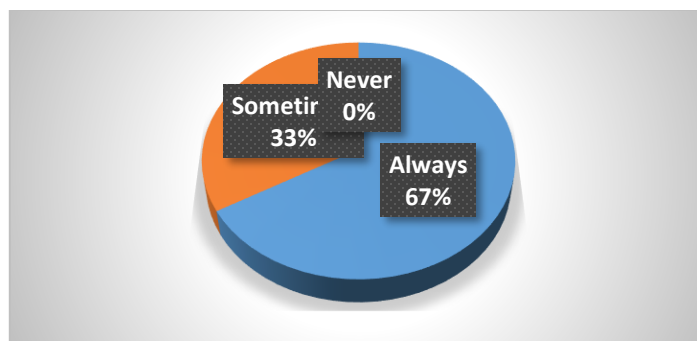
**Table 16: Online forums implementation**

OPTIONS	FREQUENCY	PERCENTAGE
Always	2	67%
Sometimes	1	33%
Never	0	0%
Total	70	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 20: Online forums implementation**



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

Once the data has been analyzed, 2 teachers who represent 67% of the population claimed that technological tools such as online forums should always be implemented as a method of learning the English language, while 1 teacher corresponding to 33% mentioned that sometimes online forums should be implemented.

Therefore, it is evident that teachers agree that online forums would be a good method for learning the English language. Thus, it is essential the implementation of online forums in the English classes of Augusto N. Martínez "High School" because technology supports the learning process and provides practice to improve the English skills.

**Question N° 6** When carrying out a written activity, does you guide your students in the application of the writing process (Planning, Drafting, Review, Edition)?

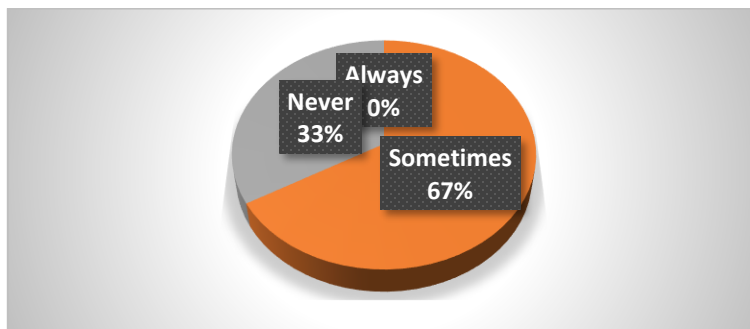
**Table 17:** Writing process

OPTIONS	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	2	67%
Never	1	33%
Total	70	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 21:** Writing process



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

It can be determined that 2 teachers who represent 67% of the population claimed that they sometimes guide students in the application of the writing process, while 1 teacher who corresponds to 33% mentioned that this process is never promoted.

According to the analysis, the writing process is not always guided because of lack of time. However, it is essential that students follow a process when writing because it helps them to reflect on their mistakes and correct them.

**Question N° 7** Do you promote the correct use of orthography, punctuation and sentence structure for the writing skill development?

**Table 18:** Orthography, punctuation and sentence structure use

OPTIONS	FREQUENCY	PERCENTAGE
Always	3	100%
Sometimes	0	0%
Never	0	0%
Total	3	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 22:** Orthography, punctuation and sentence structure use



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

In relation to the data collected, 3 teachers representing 100%, said that they always promote the correct use of orthography, punctuation and sentence structure for the writing skill development.

It is evident that teachers consider of vital importance teaching essential writing aspects like orthography, punctuation and sentence structure. In fact, these aspects are transcendental to develop a correct written assignment with coherence and cohesion.

**Question N° 8** Do you encourage your students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?

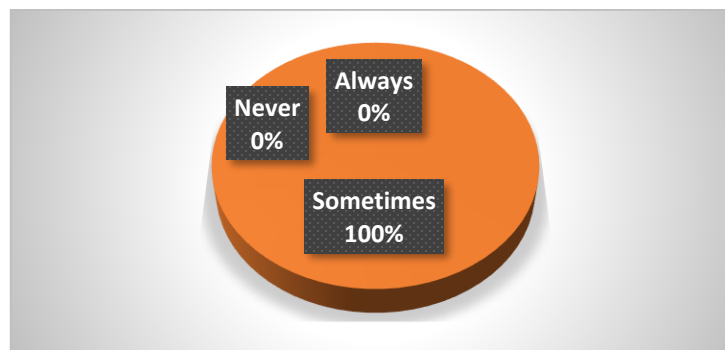
**Table 19:** Expression of ideas, feelings and thoughts

OPTIONS	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	3	100%
Never	0	0%
Total	3	100%

**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

**Graphic 23:** Expression of ideas, feelings and thoughts



**Source:** "Augusto N. Martínez" High School

**Elaborated by:** Gallegos, K. (2017)

### ANALYSIS AND INTERPRETATION

In relation to the data collected, 3 teachers representing 100% said that they sometimes encourage their students to express their ideas, feelings and thoughts for the writing skill development.

In this way, according to this analysis teachers are not always aware of their students' expression of ideas, feelings and thoughts. Moreover, a tool that can help them to support the expression of their students' ideas is the online forum which can reinforce this practice.

**Question N° 9** How often do you check your students' progress in the writing skill?

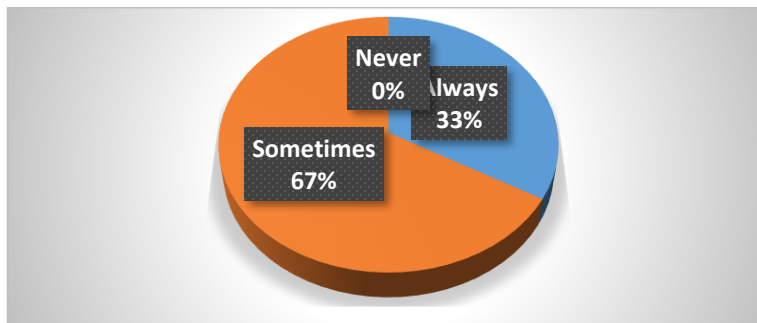
**Table 20:** Check students' progress in writing

OPTIONS	FREQUENCY	PERCENTAGE
Always	1	33%
Sometimes	2	67%
Never	0	3%
Total	3	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 24:** Check students' progress in writing



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

### **ANALYSIS AND INTERPRETATION**

According to the data obtained, 2 teachers who represent 67% indicated that students' writing progress is sometimes verified. On the other hand, 1 teacher who represent 33% mentioned that their writing progress is always checked.

It is evident that the progress in students' writing is occasionally verified. It is because teachers pay more attention to other skills, such as speaking or listening and forget the importance of the writing skill when learning a second language like English.

**Question N° 10** Do you use rating scales (rubrics) to evaluate your students' writing skill performance?

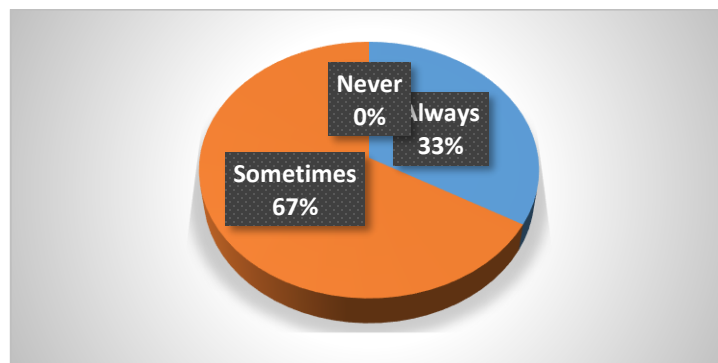
**Table 21:** Use of rating scales (rubrics)

OPTIONS	FREQUENCY	PERCENTAGE
Always	1	33%
Sometimes	2	67%
Never	0	0%
Total	3	100%

Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

**Graphic 25:** Use rating scales (rubrics)



Source: "Augusto N. Martínez" High School

Elaborated by: Gallegos, K. (2017)

## ANALYSIS AND INTERPRETATION

In relation to the data collected, 2 teachers representing 67% said that they sometimes use rubrics to evaluate the writing performance of their students. On the other hand, 1 teacher corresponding to 33% mentioned that he always evaluates students with rubrics.

According to the analysis, it can be noticed that rubrics to evaluate students' writing performance are occasionally used. Therefore, students know this instrument and are aware of the aspects that are going to be evaluated in their written assignments.

### **4.3 Verification of hypotheses**

For the verification of the present research work called: "Online forums and the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High School from Ambato city, Tungurahua province ", the chi - square test and some of the survey questions applied to the students from the institution were used.

#### **Independent variable:**

Online forums

#### **Dependent variable:**

Writing skill development

#### **Hypothesis statement:**

**Null hypothesis (H0):** "Online forums DON'T influence in the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High School from Ambato city, Tungurahua province "

**Alternative hypothesis (H1):** "Online forums DO influence in the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High School from Ambato city, Tungurahua province "

### **Significance level selection**

After the analysis and interpretation of results, the hypothesis was verified, for which it was worked with the level  $\alpha = 0.05$  that has 95% of reliability.

### **Population description**

The present investigation was carried out with all third-year students of B.G.U. from "Augusto N. Martínez" High School, 70 students of the English language.

### **Specification of the statistic**

#### **Mathematical model**

$$H_0: O = E$$

$$H_1: O \neq E$$

#### **Statistical model**

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

#### **Decision rule**

$\Sigma$  = Summation



O = Observed Frequency

E = Expected frequency

### **Specification of acceptance and rejection regions**

To establish the degrees of freedom considering that the table has 4 rows and 3 columns will therefore be:

### **Degrees of freedom**

$$DF = (C-1) (R-1)$$

$$DF = (3-1) (4-1)$$

$$DF = 2*3$$

$$DF = 6$$

Then, with 6 degrees of freedom and with a level of 0.05 the theoretical  $X^2$  table is equal to:

$$X^2_t = 12,5916$$

## Distributions of chi2

**Table 22: Chi Square**

<b>v/p</b>	<b>0,001</b>	<b>0,0025</b>	<b>0,005</b>	<b>0,01</b>	<b>0,025</b>	<b>0,05</b>
<b>1</b>	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415
<b>2</b>	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915
<b>3</b>	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147
<b>4</b>	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877
<b>5</b>	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705
<b>6</b>	22,4575	20,2491	18,5475	16,8119	14,4494	<b><u>12,5916</u></b>
<b>7</b>	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671
<b>8</b>	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073

**Source:** Tabulated Chi Square

**Elaborated by:** Gallegos, K. (2017)

## Data collection and statistical calculations

Students survey

**Table 23:** Observed frequencies

Questions	Always	Sometimes	Never	Subtotal
4. Do you think the use of forums will increase the students' written interaction and motivation in English classes?	44	22	4	<b>70</b>
5. How often do you think that technological tools, specifically online forums, should be implemented as a learning method of the English language?	40	25	5	<b>70</b>
6. When carrying out a written activity, does your teacher guide you in the application of the writing process (Planning, Drafting, Review, Edition)?	8	28	34	<b>70</b>
8. Does the English teacher encourage students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?	37	33	0	<b>70</b>
<b>TOTAL</b>	129	108	43	<b>280</b>

**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

**Table 24:** Expected frequencies

<b>Questions</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Subtotal</b>
<b>4.</b> Do you think the use of forums will increase the students' written interaction and motivation in English classes?	32.25	27	10.75	70
<b>5.</b> How often do you think that technological tools specifically online forums should be implemented as a learning method of the English language?	32.25	27	10.75	70
<b>6.</b> When carrying out a written activity, does your teacher guide you in the application of the writing process (Planning, Drafting, Review, Edition)?	32.25	27	10.75	70
<b>8.</b> Does the English teacher encourage students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?	32.25	27	10.75	70
<b>TOTAL</b>	129	108	43	<b>280</b>

**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

#### 4.2.7 Calculation of the chi square

**Table 25:** Calculation of the chi square

<b>FO</b>	<b>FE</b>	<b>(O-E)</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup>/E</b>
44	32,25	11,75	138,06	4,28
22	27	-5	25	0,92
4	10,75	-6,75	45,56	4,23
40	32,25	7,75	60,06	1,86
25	27	-19,25	370,56	13,72
5	10,75	-5,75	33,06	3,07
8	32,25	-24,25	588,06	18,23
28	27	1	1	0,03
34	10,75	23,25	540,56	16,76
37	32,25	4,75	22,56	0,69
33	27	6	36	1,33
0	10,75	-10,75	115,56	10,74
<b>280</b>	<b>247,75</b>	<b>-29</b>	<b>1976,04</b>	<b>X<sup>2</sup><sub>c</sub> 75,86</b>

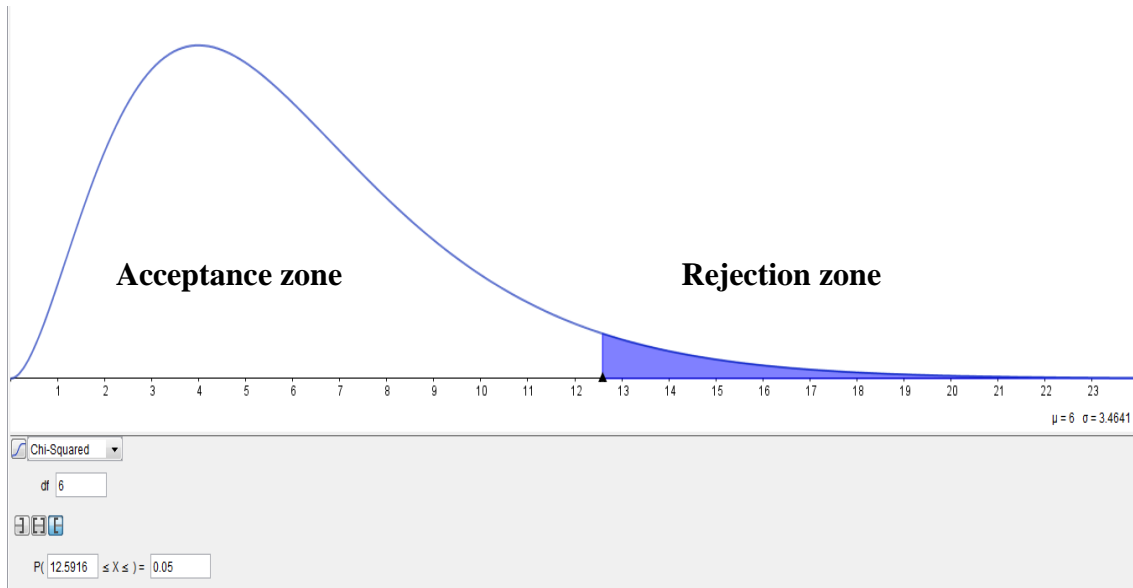
**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

**Real Chi square = 12.5916**

**Chi square calculated = X<sup>2</sup><sub>c</sub> 75.86**

**Graphic 26: Chi2 distribution**



**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

### **Decision rule**

If  $X^2_c > X^2_t$  The  $H_0$  is rejected

That is  $X^2_c 75.86 > X^2_t 12.5916$

### **Statistical decision**

The calculated Chi square ( $X^2_c = 75.86$ ) is higher than the theoretical Chi square ( $X^2_t = 12.5916$ ). Therefore, the null hypothesis is rejected ( $H_0$ ) and the alternative hypothesis is accepted ( $H_1$ ): "Online forums DO influence in the writing skill development in students of third year of B.G.U. at "Augusto N. Martínez" High School from Ambato city, Tungurahua province "

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

After conducting the research at Augusto N. Martínez High School and carrying out the application of surveys to teachers and students, the following conclusions were reached:

- It was possible to establish the multiple benefits of using online forums for the English language teaching; since a large number of respondents agreed that, online forums increase written interaction among students and provide motivation. Moreover, forums strengthen personal communication and help to develop a community learning environment. However, it was determined that most teachers don't use technological tools to support English learning, which doesn't allow students to have an extra practice in their writing activities. Therefore, using online forums would contribute positively to develop writing activities in a better way.
- The application of the writing process in the English class is almost null. It affects directly the students' performance during the activities. Thus, students have a lot of difficulty to organize their ideas, identify and correct mistakes. Besides, as students do not follow a writing process, they do not have the opportunity to plan their writing and produce a work of quality. On the other hand, students are not involved in writing activities that imply the expression of their ideas, opinions and feelings on current topics which affects their written production. Students do not write about technological, educational or

social topics of their interest. Therefore, it is counterproductive for the correct development of their writing skills. On the other hand, although it was determined that students are motivated to write with appropriate orthography, punctuation and sentence structure, which is occasionally evaluated with a rubric. Students do not practice their writing skills with activities that engage and help them to improve their English skills

- It was also concluded that there is a close relationship between the use of online forums and the writing skill development. Since online forums are tools of interaction and learning of the English language, they enhance students' skills in communication and personal relationship, such as collective learning and favors autonomous learning. Specially, the use of online forums allows students to develop more complex sentences, acquire a higher level of vocabulary and improve their reading skills. It enables them to write complete ideas and to have an effective written work.

## **5.2 Recommendations**

After having mentioned the conclusions of this research work, the following factors can be recommended:

- English teachers need to update their teaching methodologies and ICTs should be implemented. Moreover, since online forums contribute to have a meaningful learning; that grants the adequate students' development, their frequent use is essential. Besides, online forums offer a variety of benefits, such as the free exchange of thoughts and ideas, which encourages students to



produce quality material. It also motivates students to improve their writing skills and be more careful with the content of their work.

- The application of the writing process in the English class through each of its different stages: planning, drafting, reviewing and edition. Furthermore, a variety of techniques can be offered and used in each stage, helping the student to organize their ideas and to identify and correct mistakes easily. In addition, it is vital to implement more writing exercises with topics of interest, such as science or technology, in which students can express their ideas. It can be carried out in online forums, as it is an excellent tool for students, they can express their point of view on these topics; and at the same time, practice their writing skills.
- Promote the use of online forums to improve students' writing skills in the English language, as a dynamic tool to create a good learning environment that favors writing improvement. Moreover, online forums have conditions of participation that makes easier for students to participate, get engaged and take responsibility of their own learning. Students feel committed to write in the best way when they realize that their work will be read by a greater audience. It is not only their teacher but also their classmates.

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## 2. Annexes

### Annex 1: Research paper

#### Online forums and the writing skill development

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#### Abstract

The purpose of the present research project is to determine the influence of using online forums in the writing skill development of the English language in students of third year of B.G.U. in "Augusto N. Martínez" High School. The present investigation has a qualitative-quantitative approach because the data were collected through surveys directed to 70 students and 3 teachers of the institution. The research is also of field because the researcher was present in the field of study. Finally, the data were analyzed using the chi square statistic. The results indicate that the use of online forums has a positive effect on the writing skill development. Moreover, the use of online forums allows students to develop more complex sentences, acquire a higher level of vocabulary and improve their reading skills, which enables them to write complete ideas and to have an effective written work.

**Key words:** online forums, writing skill, English language

## **Introduction**

Nowadays, learning English is something necessary because it is present in all areas of daily life. In this way, many people from Latin American countries, who have Spanish as their mother tongue, have the necessity to study it. In addition, Crystal (2012) asserts that English is the most spoken language in the world. It is important for both for business and for studying in other places. However, according to Education First (2017), in Ecuador English language learning is alarming, since it is in the position #47 out of 72 countries with a low English level.

Additionally, it has been detected a limited development of the English linguistic skills in Ecuador schools due to factors, such as infrastructure, teaching methodology or students' lack of interest for learning the language. This has caused that the mastery level of the linguistic skills according to the Common European

Reference Framework of Languages (CEFR) is not reached.

On the other hand, apart from learning a globalizing language, technological tools are needed to shorten the distances between people to meet their communication and learning needs, these tools are currently reflected in the use of Internet. From this point of view, learning English and the use of technology go hand in hand, Dillenbourg, Schneider, and Synteta (2007) mention that "the use of Information Technology and Communication (ICT) is a fundamental mean of support in the teaching of languages and it increases every day due to its inclusion in education in many parts of the world". Thus, in the educational field, writing skills are an essential part of the acquisition of a language and this in turn requires the support of teaching resources.

Therefore, the present research poses the following objectives: determine

the influence of using online forums in the writing skill development of the English language in students of third year of B.G.U. in "Augusto N. Martínez" High School. In addition, the second objective is to determine the benefits of using online forums for the English class. Finally, the last objectives are to identify the writing process that students use in the English class and to describe the relationship between online forums and the writing skill development.

### **Online forums**

According to Perera (2006) online forums are virtual spaces of asynchronous communication that allow to send and receive textual messages. For instance, a forum is used when a person wants to send a message to another or wants to receive a response from another person or get information about the messages sent from other people.

Nowadays, one of the environments that has supported the teaching and learning process on online education is the forum. From a pedagogical view, this tool allows the interactive and didactical processes between teachers and students. These interaction processes can be from simple exchange of information to dialogues and debates that involve socialization of activities and collaborative learning.

In e-learning, online forums create a favorable environment for the effective operation of online communities. An online community in education has members that stay together with an intentional commitment to exchange information and build knowledge.

### **Advantages**

According to Abel (2010) online forums not only allow interaction between teachers and students but also have more advantages like the following:



- ✓ Strengthen personal communication and help to develop a community learning environment. Forums are spaces of interaction in which students can keep effective conversations about personal experiences that contribute to their knowledge. Thus, this opening creates an atmosphere of confidence between teachers and students. It makes easier the cohesion and identity of the group of people who participate. Therefore, students extend their knowledge and skills in a collective effort inside of a collaborative community of learning.
- ✓ Interaction and collaborative learning are promoted. The social aspect in the online forum groups helps to develop an atmosphere of collaborative learning, supporting the interactive processes of teaching and learning.
- ✓ Build knowledge in a group because the student assumes a dynamic attitude in his/her learning. Forums can be used to organize small groups that allow conversations in group, cooperate and collaborate in a team project. Students can express their opinions about a topic, summarize or propose a problem, etc.; making the forum a space of collaboration between the participants where the knowledge can be constructed. Besides, forums have conditions of participation that make easier for students to participate, get engaged and take responsibility of their own learning. For instance, some of the facilities are equal participation, anonymous intervention, enough time to plan and structure the content of the messages.
- ✓ Promote a higher level of interactivity among participants. Forums help to

improve the free exchange of thoughts through feedback about the ideas exposed. The development of an idea in a debate comes from agreements and disagreements, which leads to the expansion of ideas and intense activity.

- ✓ Engage students in tasks that involve an active participation in the discourse for their learning. Teachers can ask students to answer with a deep analysis and critical thinking about any topic. Besides, teachers can encourage the continuity of the debate by making questions and checking students' understanding about the topic. Moreover, students can ask questions about the content of the topics that they don't understand and it can be clarified by the teacher.
- ✓ Help students to find solutions to problems that can interfere in their learning. Thus, one of

the advantages of forums is that they are a mean to solve issues related with the activities in the course.

- ✓ Train the student to moderate their communication in educative processes. The teacher takes the responsibility of moderator, in which he/she can solve students' doubts but also students can help their classmates with problems related to the tasks.
- ✓ Allow an active participation about the content of the material. Online forums bring the opportunity to interact with the study materials actively. The participation related to the content and the asynchronous communication allow students to have time to work in their tasks and make a deep analysis about them.
- ✓ Improve fluency and interaction in communication

among students. Online forums are ideal spaces to support communication processes and group interaction, which leads to have productive responses to classmates' messages.

- ✓ Online forums help students to construct their knowledge. According to Miyazoe and Anderson (2009) the use of online forums allows students to develop more complex sentences, acquire a higher level of vocabulary and improve their reading skills, which enables them to write complete ideas and to have an effective written work.

### **Writing Skill**

According to Luke (2011) writing has to be with the expression of thoughts or feelings in a written way. Furthermore, there are different kinds of written texts, such as essays or letters. On the other hand, for writing

something, it should be considered the level of formality because it is not the same to write for a friend or a relative than to write for an authority. Therefore, the levels of formality are different.

Moreover, when writing something it is important to make sure the message is accurate; it involves the correct use of grammar, lexis, punctuation marks, etc. Moreover, to express thoughts or feelings it is essential to use good layouts and the text must have coherence and cohesion. For instance, it is essential to follow some writing stages, like planning, drafting, reviewing and editing.

### **Writing process**

The writing process allows to build a more planned and organized work that contributes to express accurate ideas and to be understood by the audience. It consists in two processes; one is called "activated" and the other "terminated". In this way, the writing

process according to Richards and Renandya (2002) is the following:

**Planning:** This stage stimulates students to generate ideas in order to start writing. There are some strategies that can be used in this stage, one of them is called “group brainstorming” in which groups of students spontaneously spew out sentences about a topic. In addition, another activity is called information questions in which the student creates questions about a topic. Similarly, another strategy can be rapid free writing in which students write down single words and phrases about a topic in 1 or 2 minutes in a free and quick way. Moreover, rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

**Draft writing:** In this stage, the ideas on planning stage are taken into account becoming the first step to start writing. In this step, it is important to

focus on the fluency of the ideas and take into account the audience. Moreover, different activities can be implemented in which the audience is a partner, a friend or a family member. At this stage, it is good that the teacher provides the respective feedback to the draft in order that the student can improve his/her writing composition.

**Review:** The corrections of the previous stage are taken into account. Students revise what has been written to analyze how well they transmitted the message to their reader. Moreover, the general content and organization of ideas must be improved in order that the author's intention is clear.

**Edition:** Students must improve their texts to prepare their final draft that will later be evaluated by their teachers. Students evaluate diction, punctuation, spelling, syntax, citations, precision, sentence structure in their own work. They can be aware of their mistakes by creating a checklist in which they verify the following:

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?
- Have you used all your pronouns correctly?

**Evaluation:** Students can be evaluated analytically according to specific aspects of writing or holistically in relation to the overall interpretation and the effectiveness of the text. Furthermore, students must be informed in advance about the evaluation parameters that will be taken into account, such as sense of audience, relevance, development, organization of ideas, format, layout, grammar, structure, spelling, punctuation, range, appropriateness of vocabulary, and clarity of communication.

**Post writing:** It refers to the activities that can be carried out once the written texts are complete. Students can publish, read, share and exchange their work between partners. Moreover, they can add their texts to the classroom billboard, which will serve as motivation for students to develop the writing skill.

### **Characteristics of written discourse**

According to Hadley (2017) a well written discourse has the following characteristics:

- ✓ Determine the variety (dialectal or standard) and register (level of formality) to be used. It is adequacy.
- ✓ Accomplish the communicative purpose (inform, ask for information, make a complain, etc.)
- ✓ Respect the social conventions and genre discursive (letter, news, story, etc.)

- ✓ Use the appropriate dialect according to the social or geographical patterns.
- ✓ Use the appropriate register. It is the level of formality.
- ✓ Have coherence. It means the text must have sense.
- ✓ Select information (relevant or irrelevant) and organize the communicative structure in a determined way. (introduction, conclusions, etc. Structure helps to build and organize the meaning of the text.
- ✓ Include all necessary information to be understandable for the reader.
- ✓ Identify all the parts and elements from the text
- ✓ Use narrative sequences (narration, description, argumentation, etc.) in an appropriate way.
- ✓ Organize the paragraphs information in a logic way.
- ✓ Have cohesion. It is the semantic relationships between sentences and within sentences.
- ✓ Connect phrases from the text between each other. The mechanisms that are used to link ideas are cohesion devices and can be repetitions and anaphora

### **Methodology**

The methodologies used were quantitative and qualitative. The purpose was to analyze and interpret the information gathered from the problem by using the instrument that was a questionnaire. It contained ten questions addressed to students and teachers from "Augusto N. Martínez" High School.

Additionally, this research work was developed through the following basic forms of research. Bibliographic or documentary research, where the author Baray (2012) asserts that this kind of investigation is a process based on search, recovery, analysis, criticism and interpretation of secondary data.

Moreover, the information is taken from technological sources, like the Internet, scientific documents and publications. For example, books and brochures. All of them from a variety of authors whose objective is to locate, develop and study several theories, concepts and judgments about the problem factors to be investigated.

### **Field Research**

Baray (2012) asserts that the field research involves collecting data directly from the reality where the events occur. It is done without manipulating or controlling the variables. In this way, the investigation occurs in the place of the facts, on this occasion with third year students of B.G.U. in "Augusto N. Martínez" High School. The purpose was to enrich the teaching-knowledge process of the English language. Thus, a previous visit to the institution was carried out with the purpose of observing and recognizing the students' necessities.

The present investigative work besides having different modalities, also has a level or type of research to help to support the work with experts and experts in the field.

### **Exploratory Investigation**

Behar (2008) states that this type of research is done to obtain relevant information about a problem. Thus, the educational institution was visited to inquire about a problem that has been isolated and has little research, which is the use of online forums.

Moreover, this research sought to verify if the localized problem has any influence on the acquisition of the English language with the students of the third year of B.G.U. Therefore, once the two variables were identified, the hypothesis was formulated in order to have several theories about the problem found.

### **Descriptive Investigation**

Grajales (2000) claims that this type of investigation works on factual realities and its fundamental characteristic is to present a correct interpretation. Furthermore, important factors were determined in the field of research and the human groups involved. In other words, the peculiarities of the people's behavior involved in the investigation were studied. They were authorities, teachers, and students.

It was done to evidence the influence of online forums use in the students' performance and their written production. Therefore, information concerning the two variables was collected through surveys. The findings of the surveys were then organized, examined, and disseminated to understand the main factors of the two variables.

### **Explanatory Investigation**

Arias (2012) states that explanatory research aims to find the reason why of the facts through cause - effect relationships. Therefore, it was recognized and indicated if the teacher makes use of online forums to enhance the writing skills of their students. In other words, it was determined if teachers use virtual learning tools like online forums and the causes of the problem were identified.

### **Correlational Investigation**

Bernal (2009) affirms that this type of research shows the degree of relationship between two variables. This investigation is correlational since there is an intimate and close relationship between the use of online forums and the writing skill development.

In this way, it is detailed what type of information is included for the development of this research work,



where students from "Augusto N. Martínez" high School were taken into account. The study was conducted from the scene. Therefore, through the use of the aforementioned methodologies and research levels, the results of surveys were known to expose them in a verifiable manner. The instruments used in this investigation were surveys and a direct observation of the present situation in the classroom.

Later, all the results were analyzed and interpreted graphically and with numerical tables. The statistics obtained helped to know and meet the objectives established at the beginning of the study.

## **Results**

The following results presented are based on the most important questions related to the research topic. In this way, it is revealed what influence the two variables have and how they helped to meet the objectives previously established.

Following is a brief analysis of the results obtained from the most relevant questions of the questionnaire:

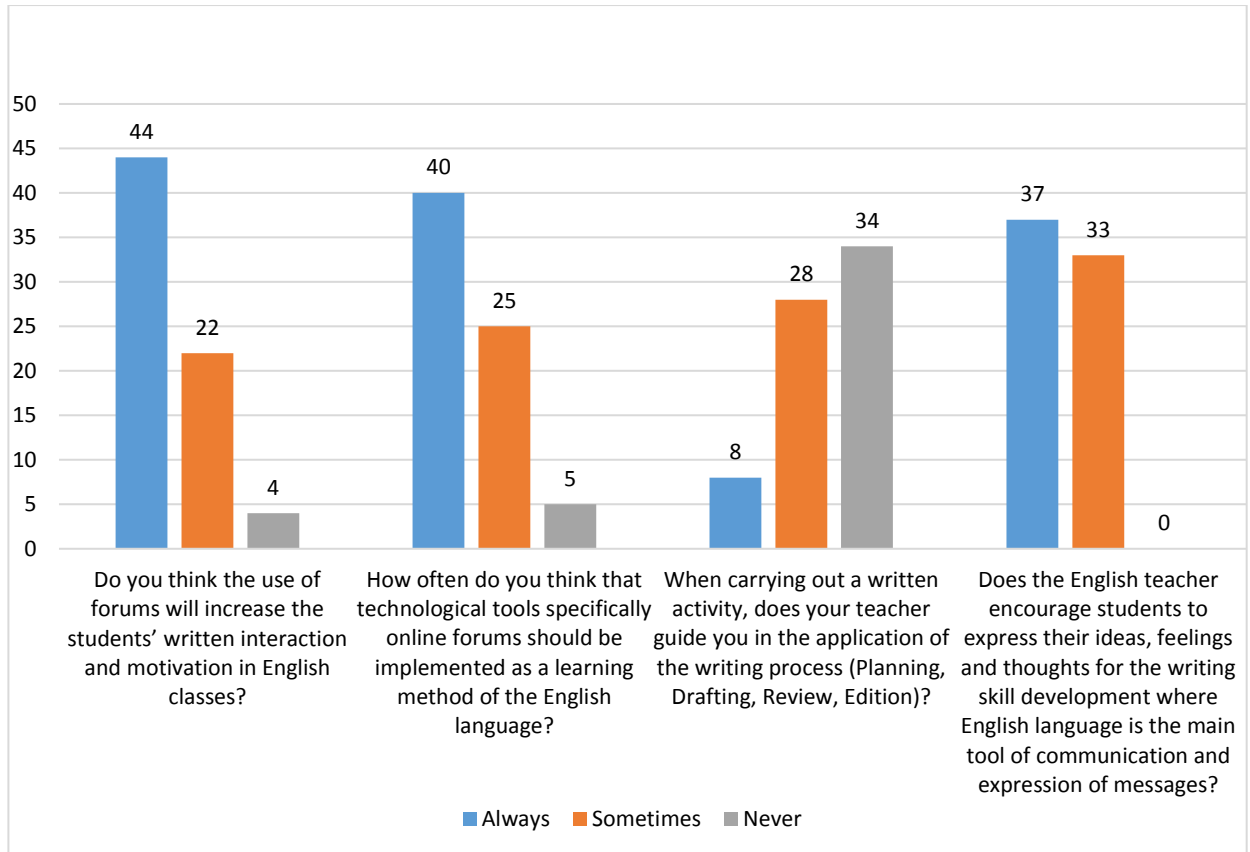
**Table 1:** Analysis of Results

<b>Questions</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Subtotal</b>
<b>4.</b> Do you think the use of forums will increase the students' written interaction and motivation in English classes?	44	22	4	<b>70</b>
<b>5.</b> How often do you think that technological tools specifically online forums should be implemented as a learning method of the English language?	40	25	5	<b>70</b>
<b>6.</b> When carrying out a written activity, does your teacher guide you in the application of the writing process (Planning, Drafting, Review, Edition)?	8	28	34	<b>70</b>
<b>8.</b> Does the English teacher encourage students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?	37	33	0	<b>70</b>
<b>TOTAL</b>	129	108	43	<b>280</b>

**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

**Graphic N°1 Analysis of Results**



**Source:** Direct Research

**Elaborated by:** Gallegos, K. (2017)

The application of surveys helped to know different aspects related to the influence of online forums use in the writing skill development. Both students and professors answered the questionnaire in order to know what incidence these two variables have. The results marked that the students are in agreement with the benefits that

online forums bring, like increased written interaction and motivation in English classes. In addition, students believe that these technological tools should be implemented more often in English classes to make them more dynamic.

On the other hand, based on the results of the questionnaire, it was identified that teachers do not guide their students in the writing process, which is important in order to have quality written work. Besides, students are not motivated to express their ideas and feelings in their writings.

### **First Hypothesis**

Once the results were obtained through surveys, the null hypothesis: online forums don't influence the writing skill development, was rejected by using the Chi square table. This hypothesis has been calculated with the following data:  $X^2_c = 75.86$  compared to the  $X^2_t = 12.5916$  with the aforementioned data, it is verified that the chi square calculated is higher than the tabulated chi-square. Therefore, the alternative hypothesis is accepted for the purpose of verifying the feasibility of the investigation.

### **Discussion**

The relationship between the use of online forums and the writing skill development is reflected in the following scientific articles. For instance, in the investigative work of Miyazoe and Anderson (2009) called "Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting", it was concluded that students have favorable perceptions about the use of blogs, forums, and wikis. In addition, it was determined that students showed progress in their ability to differentiate writing styles in English. When comparing the research with this article, it can be noticed that students feel motivated when technological tools are implemented and feel more committed when writing something.

In the following article elaborated by Kaur (2011) with the investigative work called "Using Online Forums in Language Learning and Education", it was concluded that the implementation of online forums is an essential

strategy to learn since it improves students' writing skills. Moreover, online forums allow collaborative learning and students can share opinions and produce a quality writing. Therefore, comparing with the investigative work the benefits of online forums are discussed in this scientific article as well as the strong relationship between online forums and the writing skill development.

Finally, the scientific article with the topic "A study of the relationships among learning styles, participation types, and performance in programming language learning supported by online forums" elaborated by Shaw (2012) shows more benefits about using online forums, such as students' active participation, better learning performance and an improvement in students' learning scores. Comparing with the investigative work, this scientific article evidences how the students' grades get better and how the knowledge they acquired was more

significant through the use of online forums.

## **Conclusions**

After conducting research on the influence of online forums and according to the data obtained, it was possible to establish the multiple benefits of using online forums for the English language teaching. A large number of respondents agreed that, online forums increase written interaction among students and provide motivation. Moreover, forums strengthen personal communication and help to develop a community learning environment. However, it was determined that most teachers do not use technological tools to support English learning, which does not allow students to have an extra practice in their writing activities. Therefore, using online forums would contribute positively to develop writing activities in a better way.

The application of the writing process in the English class is almost null. It

affects directly the students' performance during the activities. Thus, students have a lot of difficulty to organize their ideas, identify and correct mistakes. Besides, as students do not follow a writing process, they do not have the opportunity to plan their writing and produce a work of quality. On the other hand, students are not involved in writing activities that imply the expression of their ideas, opinions and feelings on current topics which affects their written production. Students do not write about technological, educational or social topics of their interest. Therefore, it is counterproductive for the correct development of their writing skills. On the other hand, although it was determined that students are motivated to write with appropriate orthography, punctuation and sentence structure, which is occasionally evaluated with a rubric. Students do not practice their writing skills with activities that engage and help them to improve their English skills

It was also concluded that there is a close relationship between the use of online forums and the writing skill development. Since online forums are tools of interaction and learning of the English language, they enhance students' skills in communication and personal relationship; such as collective learning and favors autonomous learning. Specially, the use of online forums allows students to develop more complex sentences, acquire a higher level of vocabulary and improve their reading skills. It enables them to write complete ideas and to have an effective written work.

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## Annex 2. Online forum rubric

Online Forum Rubric				
Criteria	Proficient 5 pts	Developing 4 pts	Needs Improvement 3 pts	Missing 0 pts
<b>Content</b>	Content of post shows student mastery of concepts and terminology presented in the question or post task. High levels of analysis and critical thinking are evidenced in the post.	Content of post shows developing understanding of concepts and terminology in relation to the task or question prompt. Critical thinking or analysis is somewhat evidenced in response.	Content of post lacks understanding of concepts related to the task or question prompt. Critical thinking and analysis is not present.	Posts information that is off-topic, incorrect, or irrelevant to discussion.
<b>Initial Post</b>	Post fully addresses the assignment or task in a way that shows creativity of thought and depth of elaboration.	Post addresses the assignment or task showing creativity of thought with surface level explanation and elaboration.	Post showed only a superficial attempt at completing the assignment or task. Creativity of thought, critical thinking is absent. Little or no elaboration is given.	Posts no assignment.
<b>Responses to Peers</b>	Required responses show deep analysis to what had been posted while adding to the learning and discussion of the entire group.	Required responses had either thoughtful responses or showed a developing level of analysis to what had been posted.	Required responses showing little attempt to respond thoughtfully or with analysis. Responses were given in a way that distracted from the topic of the forum.	Posts no follow-up responses to others.
<b>References and Support</b>	Uses references to readings, research, or personal experience to support comments.	Incorporates some references from readings, research, and personal experience.	Uses personal experience, but no references to readings or research.	Includes no references or supporting experience.
<b>Mechanics</b>	No grammatical, spelling, mechanical errors. Checked system and criteria met all responsibilities to complete assignments.	Minor grammatical, spelling, mechanical errors. Checked system and assignments criteria, may have missed minor items.	Noticeable grammatical, spelling, mechanical errors. Lack of system check or meeting criteria and may have been unable to submit assignment as directed.	Complete disregard for writing conventions; obvious capitals missing, severe grammatical and spelling problems.
<b>Style and quality of expression</b>	Precise vocabulary usage; use of parallel structures; concise; register good	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

Modified from: <https://www.rcampus.com/rubricshowc.cfm?code=QXA25W9&nocache=1519767790993>

### Annex 3. Survey addressed to teachers



AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA  
EDUCACIÓN



CARRERA DE IDIOMAS

#### SURVEY ADDRESSED TO TEACHERS OF THIRD YEARS OF BGU OF "AUGUSTO N. MARTÍNEZ" HIGH SCHOOL

**1.-Objective:** Determine the incidence of online forums and their influence on the writing skill development of English language.

**2.-Instructions:** Mark with an X the correct answer according to your criteria.

1. Do you use technological tools that serve as support to enhance students' English learning in the classroom?  
Always ( ) Sometimes ( ) Never ( )
2. Have you ever make your students use online forums to write about any topic?  
Always ( ) Sometimes ( ) Never ( )
3. Do you involve your students writing on current issues such as: academic, social and cultural?  
Always ( ) Sometimes ( ) Never ( )
4. Do you think the use of forums will increase the students' written interaction and motivation in English classes?  
Always ( ) Sometimes ( ) Never ( )

5. How often do you think that technological tools specifically online forums should be implemented as a learning method of the English language?

Always ( ) Sometimes ( ) Never ( )

6. When carrying out a written activity, do you guide your students in the application of the writing process (Planning, Drafting, Review, Edition)?

Always ( ) Sometimes ( ) Never ( )

7. Do you promote the correct use of orthography, punctuation and sentence structure for the writing skill development?

Always ( ) Sometimes ( ) Never ( )

8. Do you encourage your students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?

Always ( ) Sometimes ( ) Never ( )

9. How often do you check your students' progress in the writing skill?

Always ( ) Sometimes ( ) Never ( )

10. Do you use rating scales (rubrics) to evaluate your students' writing skill performance?

Always ( ) Sometimes ( ) Never ( )

**THANK YOU!**

## Annex 4. Survey addressed to students



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA  
EDUCACIÓN



### CARRERA DE IDIOMAS

#### SURVEY ADDRESSED TO STUDENTS OF THIRD YEARS OF BGU OF "AUGUSTO N. MARTÍNEZ" HIGH SCHOOL

**1.-Objective:** Determine the incidence of online forums and their influence on the writing skill development of English language.

**2.-Instructions:** Mark with an X the correct answer according to your criteria.

1. Does your teacher use technological tools that serve as support to enhance your English learning in the classroom?  
Always ( ) Sometimes ( ) Never ( )
2. Has your teacher ever make you use online forums to write about any topic?  
Always ( ) Sometimes ( ) Never ( )
3. Does the English teacher involve students to write on current issues such as: academics, social and cultural?  
Always ( ) Sometimes ( ) Never ( )
4. Do you think the use of forums will increase the students' written interaction and motivation in English classes?  
Always ( ) Sometimes ( ) Never ( )

5. How often do you think that technological tools specifically online forums should be implemented as a learning method of the English language?

Always ( ) Sometimes ( ) Never ( )

6. When carrying out a written activity, does your teacher guide you in the application of the writing process (Planning, Drafting, Review, Edition)?

Always ( ) Sometimes ( ) Never ( )

7. Does your English teacher promote the correct use of orthography, punctuation and sentence structure for the writing skill development?

Always ( ) Sometimes ( ) Never ( )

8. Does the English teacher encourage students to express their ideas, feelings and thoughts for the writing skill development where English language is the main tool of communication and expression of messages?

Always ( ) Sometimes ( ) Never ( )

9. How often does your English teacher check your progress in the writing skill?



Always ( ) Sometimes ( ) Never ( )

10. Does your English teacher use rating scales (rubrics) to evaluate your writing skill performance?

Always ( ) Sometimes ( ) Never ( )

**THANK YOU!**

## Annex 5. Authorization for the surveys application

 UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE IDIOMAS  
  
Av. Los Chasquis y Río Guayllabamba/Campus Huachi/Teléfono 032410189 Ext. 120/Ambato-Ecuador


Memorando Nro. UTA-FCHE-CI-2017-455-M  
Ambato, 07 de noviembre de 2017


PARA: MSc. Ricardo López  
RECTOR  
UNIDAD EDUCATIVA "AGUSTO N. MARTINEZ"

ASUNTO: Proyecto de Investigación


Por medio de la presente y a través de un cordial saludo de la coordinación de la Carrera de Idiomas me permito solicitar a usted muy comedidamente se sirva autorizar a la señorita **KARINA XIMENA GALLEGOS GALLEGOS**, con Cc: 1805236864 estudiante de Décimo nivel de la Carrera de Idiomas, modalidad Presencial de la Universidad de Técnica de Ambato, a realizar su Proyecto de Investigación con el tema : "ONLINE FORUMS AND THE WRITING SKILL DEVELOPMENT IN STUDENTS OF THIRD YEAR OF B.G.U. AT "AGUSTO N. MARTÍNEZ HIGH SCHOOL FROM AMBATO CITY, TUNGURAHUA PROVINCE " previo a la obtención del título de Licenciado en Ciencias de la Educación mención Inglés.


Atentamente,

  
P. Verónica Chicalza Redín  
COORDINADORA



c.- Carpeta Estudiantil  
VCH:dl

  
09-11-2017





## Annex 6. Urkund analysis



### Urkund Analysis Result

Analysed Document: TESIS\_GALLEGOS KARINA..docx (D33540163)  
Submitted: 12/9/2017 12:43:00 AM  
Submitted By: karina.gnr23@gmail.com  
Significance: 1 %

#### Sources included in the report:

Karina Gallegos\_Anteproyecto.docx (D29989730)

#### Instances where selected sources appear:

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