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### PROGRAMA DE MAESTRIA EN ENSEÑANZA DE INGLES COMO LENGUA EXTRANJERA COHORTE 2021

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**Tema:** ONLINE FORUM TO DEVELOP EFL WRITING

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Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera.

**Modalidad del Trabajo de Titulación:** Proyecto de Titulación con componentes de Investigación Aplicada y de Desarrollo

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Ambato – Ecuador

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## **A la Unidad Académica de Titulación del Centro de Posgrados**

El Tribunal receptor de la Defensa del Trabajo de Titulación presidido por el Ingeniero Héctor Fernando Gómez Alvarado PhD Magister, e integrado por las señoras: Licenciada Ximena Alexandra Calero Sánchez Magíster y Licenciada Elisa Guadalupe Sánchez Hernández Magister designados por la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de Educación y de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: “*Online Forum to Develop EFL Writing*”, elaborado y presentado por la Licenciada Karina Isabel Moreno Rodríguez, para optar por el Título de cuarto nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la Universidad Técnica de Ambato.

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**FECHA:** *Nueve de marzo del dos mil veintitrés*

**RESUMEN EJECUTIVO**

Higher institutions had to effectively incorporate information and communication technologies in the classroom due to the pandemic. In this context, online forums became a communication channel, where debate could be encouraged and, in turn, its impact on the development of adequate written expression was analyzed. To accomplish this, the researcher determined the extent to which the students' writing improved after the intervention. She identified whether the difference between the means was statistically significant. She also determined what specific aspect of English writing improved after the intervention. The research group consisted of 51 students enrolled in the seventh semester at a public university in Guayaquil. The intervention process only lasted 14 sessions, which were spread over 14 Saturdays. This was a quantitative study with pre and post measurement. Its approach was applied, descriptive and with a quasi-experimental design. Data collection came from an adapted and validated rubric that assessed writing in the forums from the perspectives of format and organization, content and structure, grammar, language and vocabulary, fluency, and spelling. Quantitative analysis of the data served to generate descriptive and inferential statistics. Findings revealed that the difference between the means of the pretest ( $M=6.74$ ,  $SD=1.32$ ) and posttest ( $M=8.60$ ,  $SD=1.01$ ) was  $MD=-1.85$ ,  $SD=1.29$ . The increase at the end of the intervention was 18.6%. The difference between the means was statistically significant because the two-tailed p-value was less than  $<0.0001$ . Aspects of writing that improved after the intervention were related to "content and structure" ( $M=1.69$ ;  $SD=0.22$ ) and format and organization ( $M=1.60$ ;

SD=0.21). Since the difference between the means (MD = -1.85, SD = 1.29) was statistically significant, the null hypothesis was rejected in favor of the alternative hypothesis. This decision was made under the significance level  $\alpha = 0.05$ , effect size,  $d = 1.582621$ . It was concluded that the forums had a positive impact on the development of writing. These results could have implications for the use of active learning strategies and the development of English skills. It is recommended to carry out more research that addresses the use of forums to improve spelling, an important aspect in personal training and professional work.

**KEYWORDS:** *ENGLISH LANGUAGE TEACHING, LEARNING STRATEGIES, ONLINE DISCUSSION, ONLINE FORUM, WRITING SKILL.*

# **CHAPTER I**

## **THE RESEARCH PROBLEM**

### **1.1 Introduction**

There are several factors that make the English language essential for communication in our current time. To start, English is spoken as a first language by many populations in the United States, United Kingdom, Canada, and the Caribbean, making it the third-most common native language in the world (Stein-Smith, 2017). Second, it is the most common foreign language. Because this language is so widely spoken, it has been called "world language" and is also referred to as the lingua franca of the modern era (Rau, 2019). That is why, everyone needs to learn this language to get in touch internationally. Lastly, English is also the dominant language in the sciences since most of the research and studies found in any scientific field are written in this language.

The preference and importance of using this language in business, science and communication is because English is an effective language. The use of prepositions, articles, verb conjugation and tenses serve to express complex thoughts. The variety of tones is functional for expressing emotions and concepts because it shares the Roman alphabet, which is phonetic (representing sounds), and better describes the sounds of words and phrases. Those are the reasons why books, magazines, and newspapers written in English are available in many countries around the world, and English is the most used language in the sciences whose authors are not necessarily from English-speaking countries.

Speaking a foreign language such as English favors the development of a global mindset. In addition, it allows access to information and better job and academic opportunities. Because a working knowledge of English is required, English is essential for the field of education. Education Ministries around the world mandate the teaching of English to at least a basic level. Therefore, in many countries, children are encouraged to learn English as a second or foreign language, as is the case in Ecuador. At the university level, students in many countries study almost all their subjects in English to make the educational material more accessible to international students.

With the English language being so important for communication around the world, it is not surprising that the mother tongue of the web is English, and that most of the information stored in the world's computers is in this language. This important factor has been considered in the teaching of foreign languages to promote spaces for the construction of knowledge by innovative tools that mediate or allow access to non-traditional resources and tools within the process. This is how Information and Communication Technologies (ICTs) have promoted the transformation in the teaching-learning of languages through various tools such as blogs, wikis, and social networks. Teachers have integrated the current forms of communication of this "cyber-generation" such as emails and letters to promote interaction and communicative competence in the target language. In fact, the use of virtual forums has characteristics that mean that the conversation is not limited to just two people who emit and receive information but can be like a discussion group in which its participants not only communicate, but also, they transfer their different expectations.

Nevertheless, writing in a foreign language can be a difficult, complex, and challenging task. This process requires a wide range of cognitive and linguistic strategies of which EFL students are mostly unaware. This difficulty and complexity are due to that each writing must be organized with main and secondary ideas. Therefore, students must know the purpose of their writing, which will lead to discovering a thesis, developing supporting ideas for the thesis, organizing, revising, and finally editing the thesis to ensure an effective error-free piece of writing. That is why EFL writing is one of the most important aspects of language teaching.

Within this context, this research project focuses on the use of forums to develop EFL writing aimed at students of the Advertising and Marketing career at a university located in Guayaquil, Ecuador. To analyze the incidence of online forums to develop EFL writing, a quasi-experimental study was developed with a single group due to the limitation that exists with the number of students who study English in this career. Another limitation of this research was the time of the intervention, only three months, because other activities must be carried out during the semester. The research approach was quantitative. Data came from a rubric adapted and validated by two experts. Through the analysis and processing of data, descriptive and inferential statistics were obtained that helped determine the extent to which the writing of the students improved

at the end of the intervention. In addition, the researcher identified that the difference between the means was statistically significant. The aspects of writing that improved after the intervention were related to "content and structure" and format and organization. Since the difference between the means was statistically significant, the null hypothesis was rejected in favor of the alternative hypothesis. It was concluded that online forums had a positive impact on the development of writing since they allowed users to put into practice the use of the most common cohesive devices to connect ideas between different parts of the text and transition words and connectors. These results could have implications in the use of active learning strategies, and in the development of English skills. Further research was recommended to address the use of forums to improve spelling, an important aspect of personal training and professional work. This research project also includes five chapters. Each chapter contains information related to the research topic and is presented as follows:

**CHAPTER I:** This chapter focuses mainly on the introduction, justification, and objectives of this research. It explains the topic and the aspects related to the research.

**CHAPTER II:** This chapter describes the facts related with both variables through the compilation of scientific articles to support the topic of study. It is the literature review which provides the theoretical part of the study.

**CHAPTER III:** This chapter explains the methodological framework of the research and contains the location, materials and equipment, type of research, hypothesis validation, population and sample, data collection, processing, analysis, variables of the study and results. It encompasses all the information to get the results.

**CHAPTER IV:** This chapter includes the statistical results obtained from the methodological framework and covers the analysis and discussions of them through figures and data.

**CHAPTER V:** This chapter contains the analysis, discussion, conclusions and recommendations for future researchers, the references, and appendixes.





## 1.2 Justification

According to Stein-Smith, (2017), the usefulness of English as foreign language among Europeans is 68% ahead of 25% for French (Stein-Smith, 2017). This may be because English has been classified as an effective language to express complex concepts and emotions due to its rich vocabulary and use of prepositions. Another feature of this language is that it shares the alphabet with unrelated languages. The Roman alphabet, which is used in English, has Germanic and French roots; and Spanish, which derives from the Vulgar Latin. These facts could be the reasons why English is the language most often studied as a foreign language worldwide.

Since English is so extensively spoken, many non-native speakers around the world have found that they've been required to learn it to have better academic and professional opportunities. English is the official language of air transport and shipping; science, technology, and computers; and a major medium of education, publishing, international negotiation, and business management of the world. In fact, English has commonly been referred to as a "World language" (Rau, 2019). That is why many countries like Ecuador have chosen to include it in education from an early age.

However, learning English as a foreign language is not an easy task. This language has spelling rules, irregular verbs, and phrasal verbs that can be confusing for some Spanish speakers. The teaching of English as a foreign language has faced different stages and approaches according to the times. This is how we find ourselves in an era where technology and social networks are a fundamental pillar for communication both in the field of work and research as well as in entertainment. This has obviously influenced how it is taught and learned today.

Initially ICTs were used for distance learning. Nevertheless, it has been recognized that ICTs offer potential tools that benefit continuous training and promote virtual learning environments without the conditioning of time and space that traditional face-to-face teaching requires. Therefore, it has gradually been integrated into education, especially the teaching of foreign languages. Currently, teachers include virtual environments such as forums, thematic networks, chats to focus learning on the student and assume a leading role.

Likewise, the web that, in addition to facilitating access to a large amount of information, also enables synchronous or asynchronous interaction. This technological and social environment has been applied by foreign language teachers to make use of the target language while exchanging ideas, building knowledge, or establishing relationships at different levels. In this way, there are more and more teachers expanding new tools with web 2.0 and the semantic web (Kumi-Yeboah & Kim, 2020). New technological developments also appear, such as blogs, video blogs, wikis, multimedia messaging and mobile messaging that are integrated into classes and these experiences are shared with other teachers through research.

In this research, the virtual forum is used as a didactic strategy for the development of writing. Online forums are meeting places on the network that allow students to communicate and interact through written language in a group on topics of interest. In this space, students transmit their points of view, experiences and at the same time complement each other with those of the other participants. In this way, a discussion chain is structured where students, in addition to communicating in the language they are learning, also stimulate their critical thinking.

Discussion is a powerful tool for online learning as it helps foster a sense of community, encourages interaction, and enhances student engagement. The online discussion usually takes place within forums where students can communicate, exchange experiences and ideas, ask and answer questions, expose situations, synthesize thoughts, reflect on what they have learned, or even improve skills. Therefore, the development of this work is justified from the sociocultural, constructivist, and communicative perspectives since knowledge is built through interactions and negotiation of meanings among students.

Additionally, these advertising and marketing students must be able to write essays on topics of personal interest and write personal letters describing events, experiences, or impressions. Therefore, it is extremely important to create spaces and opportunities so that they can have enough interaction in English and develop writing through authentic communication. Online forums are that communication channel that offers a space for the exchange of real topics among its participants.

This type of analysis proposed in this research from online forums is what gives this work its originality and its results would have implications in the field of English language teaching, and in the use of active learning strategies. Since, with the development of writing, students will be able to obtain better job opportunities, complement their academic training and develop knowledge from different perspectives.

### **1.3 Objectives**

#### **1.3.1 General**

- To analyze the incidence of online forums as a means for the development of an adequate written expression through a quantitative study.

#### **1.3.2 Specific objectives**

- To determine to what extent students' EFL writing improved after the intervention.
- To identify whether the difference between the means was statistically significant.
- To determine which specific aspect of EFL writing significantly improved after the intervention.

## **CHAPTER II**

### **RESEARCH BACKGROUND**

Teaching approaches change over time and in accordance with the demands of today's world and its technological advances. That is why, in the teaching of a foreign language, the use of virtual resources such as forums has offered the opportunity to promote interaction and the use of the target language for various communication functions. The virtual forum is an asynchronous communication tool, in which the participants, students and teachers, can participate and communicate without having to coincide in space or time. Therefore, more and more teacher-researchers are studying forum design and using it to promote collaborative learning.

To fulfill the objective of this study, which was to analyze the incidence of online forums for the development of EFL writing, two variables were conceptualized: Independent: Online forum. Dependent: Writing skills. To support the research, primary research sources were reviewed, such as scientific articles, digital books, online master's theses, in university repositories, and online academic sources such as Google Scholar, Jurn, Base, Doaj, Redalyc, in the countries of Canada, Spain, Nigeria, Mexico, Indonesia, Palestine, Brazil, Costa Rica, Colombia, and Argentina in the last five years.

For the "Online forum" variable, the article by the author Aderibigbe (2021) entitled "Can online discussions facilitate deep learning for students in General Education" was found, carried out in Canada in 2021. In this work, she explored how the quality of students' learning and posts are influenced by the deep learning approach in General Education classes through the online discussions. During her qualitative-quantitative research, 40 students of social science courses in a Canadian public university were advised to post their initial thoughts in response to questions in 200–300 words and make comments on at least two colleagues' posts. In addition, they also reflected on critical lessons learned through online discussions. The findings indicated that most students' posts were of high quality and were grounded in the deep learning approach through their engagements in online discussions and a reflective assignment. Therefore, online discussions can foster deep learning if instructors provide students with clear guidelines and reasonable time to engage with colleagues.

In Dialnet, the article "Creative writing in the digital age: the role-playing forum as a tool for learning in E/LE" by the author Moles (2019) was reviewed. This study was carried out in Valencia with the purpose of investigating the potential of role-playing forums as a resource for learning and developing written skills in E/LE to strengthen teaching through more innovative tools. The methodology of this research was based on two stages. The first was through field work whose main objective was to carry out an initial observation and data collection about the role-playing forums and their participants to design the technical part of the next phase. In the second phase, a questionnaire was applied to 349 Spanish-speaking users that allowed a series of conclusions to be drawn to delve into the potential of the tool and its possible application in the teaching of E/LE. The results showed that this tool was highly beneficial for the E/LE classroom due to the following characteristics: great versatility, collaborative as well as autonomous learning, sustained motivation, error control, online interaction, etc. In addition, the field study made it possible to recognize that most forum users perceive considerable progress in their writing thanks to their experience, which opens the door to the possibility that this tool becomes an attractive and effective resource for users. E/LE learners.

In Google Scholar, three articles were found. The first article is by Gava and Dalla (2018) "A socio-cognitive approach to the development of EFL writing skills through a collaborative online discussion forum in a university course" carried out in Argentina in 2018. The main objective of the research was to analyze the impact of an online discussion forum (ODF) as a pre-writing activity on students' productions and perceptions. This study was carried out in the virtual classroom through the Moodle platform of an English Language II course at the Faculty of Languages, National University of Córdoba (UNC), in which ICT was used to promote a socio-cognitive approach to learning. development of writing skills. The results showed that the use of ICT offers possibilities of socio-cognitive development for the collaborative construction of knowledge through online dialogue and the application of higher order thinking skills.

The second article is by Edeh, et. al. (2019) entitled "Online Discussion Forum as a Tool for Interactive Learning and Communication" carried out in 2019. This study developed an Online Discussion Forum nicknamed "CSC forum" with a view to promote interactive learning, and communication among students, and teachers at the Department of Computer Science, Tai Solarin University of Education, Nigeria. The results proved effectiveness in the use of online forums in student-teacher interactions, communication, and information dissimulation to students on school/departmental activities. More so, the study affirms that teacher guidance is crucial to stimulate student's interest and participation in online forum.

The third article "The effectiveness of online collaborative learning on student writing skill" corresponding to the year 2020 by the author Iman, (2017), aimed to investigate the impact of the use of online collaborative learning on students' ability to write descriptive texts. The researchers used pre-experimental methods where information was calculated using the statistical formula of the T-test. The results indicated teaching writing skills through online collaborative learning is effective because there is any significant difference in the achievement of the students' score before and after taught by online collaborative learning.

In the database called Base, three articles were found. The first was "The argumentative structure in postgraduate students from virtual forums" carried out by Veytia (2021). This mixed study carried out in Mexico had the objective of identifying the importance of the argumentative structure in 40 online graduate students, based on their work in the forums. Among the results, it was observed that the processes of argumentation, substantiation and reply were significantly enriched, by linking the revised theory in the materials and in the virtual sessions, as well as the previous knowledge and experiences that the students have in the field. educational. Regarding the quality of the speech produced, there was a significant improvement of 80% in the argument in the last forums in which the students not only supported their ideas with authors that were within the course material, but also added other authors because of the independent search for the topic.

The second article "Synchronous online discussion: Teaching English in higher education amidst the covid-19 pandemic" was carried out by Rinekso and Muslim,

(2020) in Indonesia. This qualitative case study aimed at investigating EFL university students' perceptions and challenges on the use of synchronous online discussions. Data were based on three domains of communication types for e-learning: content-related, planning of tasks and social supports. The findings exposed that the students had positive response to the employment of synchronous online discussion. They considered that synchronous online discussion was a good online teaching mode where task negotiation, task planning, opinions, questions, and answers can be done easily. In addition, they could improve critical thinking and writing skills as well as get social support.

The third article “What to expect, and how to improve online discussion forums: the instructors’ perspective” by the authors de Lima, et. al (2019). This work, carried out in Brazil in 2019, aimed to identify benefits and difficulties of using online discussion forums from the instructors' point of view, and to provide a list of strategies and improvements that can mitigate the challenges and lead to a more participatory forum. The empirical study revealed three categories of difficulties related to the forum: difficulties in following the debate, difficulties with the structure of the forum, and difficulties in motivating students. The study also allowed the identification of eight strategies that are related to the behavior/action of the instructors and five categories of improvements that can be implemented in the forums. The results presented in this paper are relevant for understanding the instructors' perspective, serving as support for researchers, developers, instructors, and communities of distance learning.

In the data base Jurne, the article "Educational Affordances of an Asynchronous Online Discussion Forum for Language Learners" of the year 2018 was found. The researchers Zhong and Norton (2018) had the objective of the study to fill in the gap in the literature by providing insights into how New Zealand language learners engage with the online discussion forum and use it to facilitate their learning. Qualitative thematic analysis of the data of 20 second language (L2) learners revealed that the online discussion forum facilitated the co-construction of subject matter knowledge and enhanced learners' critical understanding. In addition, the postings proved that during the interactive, collaborative inquiry, students encouraged and helped each other emotionally and academically which helped foster group affiliation and learner autonomy.

The article “Impact of Web Based Learning on EFL: Using On-line Discussion Forum (ODF) to Enhance Students' Writing Skill” was found. In this work, the author Akmal (2017) provided his experience on the impact of web-based learning on writing skill of English as Foreign Language (EFL) learners. In this experimental research, he aimed to find its effectiveness for improving students' writing skills such as content, organization, vocabulary, syntax, mechanics, and styles of Indonesian students' writing. The results showed that the continuous postings motivated students of lower levels, who refrained from participating in class, to comment and make more use of the target language in the forums. Their interventions reflected improvements in their word combinations and grammatical cohesion due to constant feedback and the writing model of more fluent students in English.

For their part, Jamalai and Krish (2021) in their research work explored English for Specific Purpose (ESP) students ‘utilization of an online discussion forum (ODF). In this single case-study method, the Malaysian students showed linguistic development in use of syntactic structure, wordlists, pronunciation, spelling and grammar checking. The findings also indicated that learners viewed the online environment as a safe and inclusive place to deliver ideas and develop critical thinking.

For the variable "Writing skills", three articles were found in the JURN database. The first article was “Approaches in teaching writing skills with Creative Writing: A TESOL study for Indian learners”. In this study conducted in New Delhi, Kumar (2020) sought to explore the difficulties of creative writing which the students consistently face while writing and the effectiveness of creative writing for students. The method of the research is both qualitative and quantitative and it exposed that many students face many problems while building an argument. So, the students must have more opportunities to practice their writing and all their work must be encouraged in improving their creative writing.

The second article “Evaluation and Promotion of Argumentative Reasoning Among University Students: The Case of Academic Writing” by the authors Rapanta and Macagno (2019) was carried out in Portugal. The objective of this exploratory case study was to show how core CT skills can be taught through academic writing in higher education research considering an interdisciplinary approach for social sciences and



humanities. Furthermore, they analyzed the application of an argumentative approach to academic writing and how it influenced the structure of arguments of first-year Ph.D. students. The results showed a significant change in the increase of sound argumentation strategies and the decrease of the ungrounded ones in students' academic writing.

The third study "Difficulties Facing EFL Students in Narrative Paragraph Writing: The Case of First Year Students at Batna 2 University" was prepared by the authors Helala and Aboubou (2020). This descriptive analytical research aimed to identify the common problems and difficulties that 60 first year students face in writing a narrative paragraph. The results of the study showed that students struggled with many problems such as language use, vocabulary, mechanics, organization, L1 interference, and content. It was highly recommended to dedicate more time for written expression. Besides, teachers should emphasize in paragraph writing to support with its form and organization, construction of complex sentences, the use of subordination conjunctions, and the difference in the uses of tenses is needed to help students avoid errors and improve their writing quality.

The article "Cohesive devices in written discourse: A discourse analysis of a student's essay writing" was found in the Google Scholar database. This study carried out by Bahaziq (2016) had the objective of defining and describing the cohesive devices, and to Emphasize the necessity of using these devices by analyzing a Michigan English Language Assessment Battery (MELAB) sample examination of a student's essay writing. The analysis showed that 71.08% of the grammatical devices used in the essay is reference. The remaining percentage (28.92%) of the total grammatical devices applied in the text is divided between conjunctions and ellipsis. The data analysis used in this study revealed the importance of using cohesive devices to produce effective writing.

The second article was Analyzing the Cohesive Devices in the Essays Written by Second-Year English Major Students at the Université de Zinder, Republic of Niger. This research carried out by Ayodele, et al (2021) had the purpose of analyzing the cohesive devices in the essays written by second-year major students at the Université de Zinder, Republic of Niger. To collect data for the descriptive mixed analysis, the

eighty students were asked to write an argumentative essay on one specific topic. The findings revealed that the students' texts contained, in varying proportions, such cohesive devices as conjunction, reference and lexical cohesion. Furthermore, they indicated that most of the texts had little explicit conjunctive structure, suggesting a spoken mode.

In the database called BASE, the article “Students’ attitudes towards EFL university writing: A case study at An-Najah National University, Palestine” was analyzed. This study carried out by Jabali (2018), focused on examining what the Palestinian EFL students' attitudes towards writing in general are; and secondly, whether the Palestinian EFL students feel any difference between expressing ideas while writing in English and Arabic. The study findings revealed that students had positive attitudes toward writing, the various writing courses offered by the university, the textbooks and teaching methods used, and their writing skills and strategies. The study also showed some further positive attitudes towards performance because most of the learners showed enthusiasm to do well at writing as they did not have negative conceptions about writing.

The previously mentioned literature evidences the benefits of using online discussions for foreign language teaching in the context of motivation, vocabulary, grammar, and critical thinking. This research work will focus on the use of online forums to develop writing in the English language, especially in the use of cohesive devices. By focusing on this issue, the present study led to a basic consideration for language teachers in adopting synchronous online discussions in their teaching practice.

## **2.1 Independent variable**

### **2.1.1 Defining online forums.**

Online forums are a type of computer-mediated communication that allows people to communicate with others by posting written messages to exchange ideas. Like other Internet-based learning environments, online forums provide a way to maintain

communication for students who are unable to meet face-to-face or who prefer to log in at different times (Cheng, et al.,2021)

### **2.1.2 Applications of online forums**

The online discussion forum allows students to work together on projects in small groups, engage in ongoing discussions focused on course content, and "present" group project products to the rest of the class. A well-structured and properly facilitated online discussion can provide a learning environment that allows for the immediate application of new information to students' personal and professional lives. Furthermore, online forums are more flexible compared to face-to-face communication, as they provide time for reflection and thinking and allow both introverted and extroverted students to participate in online discussions.

By participating in online forums, access to knowledge is free. Forum members voluntarily share their wealth of knowledge and experience with other members. In return, all forum members can benefit from this free knowledge infusion. Forums are also applicable for online discussions as they build a motivating social practice for today's generation of students who use technology to get in touch with friends and family throughout the day. In online forums, students develop their autonomy in language learning. Each participant is given more authority to shape or steer the discussion in whatever direction they prefer, while teachers may have relatively less control over learning interactions. A well-structured online discussion forum can provide students with ample writing practice (Mtshali & Maistry, 2020).

The online forum provides opportunities to facilitate curricular goals through modern technology. Online discussion forums provide authenticity in writing and thus serve as a significant supplement to the writing curriculum. The implementation of the online forum seems to provide reinforcement tasks so that students can practice their writing. In addition to that, the online forum also facilitates collaborative learning. Students were able to share their ideas and opinions to produce better quality writing compared to doing the tasks independently. Online forums provide opportunities specifically for groups of students. Chinese students found that the virtual and text-

based nature of the medium made it easier for them to participate in discussions and felt more comfortable with their written responses compared to face-to-face discussions (Oliveira, et al., 2021).

### **2.1.3 Benefits of online forums**

Online forums provide many benefits to students and teachers. Students favor the self-regulated and self-paced feature of asynchronous discussions compared to face-to-face discussions. Online forums create a discussion environment where students interact at their own rhythm. In addition, everything that is published is read repeatedly. Therefore, online forums rarely turn into heated discussions, as people have time to research and consider your comments before responding (Pinchbeck & Heaney, 2022). This, in turn, makes for high-quality discussion. The online forum is an ideal place to put a learning community and its learning objects on the same page.

The participation of a teacher is essential to maintain the interest and motivation of students in online discussions. The teacher's presence is significantly correlated with student learning satisfaction. Like other Internet-based learning environments, online forums provide a way to maintain communication for students who are unable to meet face-to-face or who prefer to log in at different (Rivera, 2019). To offer a successful discussion forum, teachers must be fully trained in the practical use of the sites and committed to interacting with them, believing in their relevance and benefit to students, and willing to spend time each week in the discussion forum with the students (Zayapragassarazan & Chacko, 2020). Teachers should take the time to familiarize students with online discussion tools and focus on familiarization and socialization in the online forum from the beginning.

### **2.1.4 Benefits of online forums to EFL learning**

Online learning forums allow teachers and learners to interact with one another beyond the four walls and specified time. With OLFs, the learning process does not stop after the class meeting is over but can be extended beyond class hours. The discussion in

the class can also be conducted outside the class in online forums. Vygotsky (1978) asserts that learning occurs within a social context, and that interaction between learners and their peers is a necessary part of the learning process. The benefits of online forums are recognized and valued in the teaching-learning of foreign languages because they allow the student to take responsibility for their own practice of the target language, especially those who feel safer writing their contributions instead of expressing them verbally.

For students who are shy about participating in onsite classroom discussion, uncertain how to express their opinions or ideas verbally, or do not have sufficient time to contribute to the class discussion, the online forum may provide a safe entry point for them to express themselves in a more organized manner. When online forum inputs are related to class lectures, class assignments, and class management, OLFs could be an alternative for them to participate and to be engaged in a more fruitful learning process (Rinekso & Muslim, 2020). Learners need to understand that their participation in online forum is designed in such a way that they are not only accountable for their own learning but also responsible to contribute to the success of the course objectives.

For language classes, OLFs provide a new environment in which learners can use the language as well as interact with non-native and native speakers of the target language. According to blogging, an online tool like online forums, has promoted collaborative learning activities among students and contributed towards new knowledge (Zhong & Norton, 2018). Their findings also showed that students applied various L2 skills and expressed confidence while searching for information in the Internet to answer the given questions posted by the instructor in the forum. For example, 90% of the participants in the study by Gava and Dalla (2018) who had to carry out tests, not only reported that the discussion generated in the forums was essential to carry out the task, but the majority reported that they considered audiovisual information to complement your ideas.

On the other hand, by working on the productions through a forum, the learner can be more aware of their evolution and their linguistic errors than they would be in other

types of role-playing activities, more focused on oral speech. The texts are registered on the platform, fully accessible to both the learners and the teacher, which makes it easier to keep track of those aspects in which the learner considers that they should improve (Moles, 2019). It is known that, among the many difficulties faced by someone who is learning a second language (L2), errors can be highlighted. In other words, the features of linguistic production that deviate from the target language (Vázquez, et al., 2017). These errors are a consequence, on many occasions, of the student's progress and show the communicative strategies that he/she uses (de Lima, et al., 2019). Error analysis in L2 consists of the investigation of what the learners do not know and how they try to solve this lack of knowledge. This information is essential for the teacher to know how to provide new teaching methodologies based on the feedback of the errors made by the students. Likewise, a link is established between the analysis of errors and the strategies used by the learner.

There is no doubt that OLFs have made it possible for language learners to integrate independent learning experiences with opportunities for interaction and collaboration. This requires considerable self-direction, motivation, and initiative on the part of the learners. In the absence of body language and other cues of the face-to-face contexts, the instructor who must be a multi-tasker stimulates and sustains discussion to help learners build a sense of community learning online (Benitez et al., 2016). According to de Lima, et al. (2019), the teacher's presence throughout the interaction in weblogs helped to stimulate the learners to be critical and it also ensured that the discussion promoted a positive learning environment. They believed that the discussion among students is not only influenced by the content of the task but the ability to manage the conversation by the group members.

Nuraziza, et al. (2021) confirms that through OLFs, their participants have increased their level of confidence in using English to communicate with one another, something that they could not achieve through face-to-face communication. Even though, some learners also confessed that their consciousness in making mistakes is not as great as it is when they were involved in face-to-face communication using English. Most students at Universidad Nacional de Córdoba and Tai Solarin University of Education, Nigeria felt comfortable writing online and, expressed that they wrote more than ever before. They used the forum more actively than in a face-to-face classroom or chat

(Edeh, et al., 2019;Gava & Dalla, 2018). In turn, some students from Universidad of Valencia also mentioned that they liked to read what other students posted in online forums.

The participation in online forums is perceived positively by the ELS students in language learning and language acquisition. It implies that lecturers concerned should not just create a platform for students but be part of the platform to stimulate valuable discussions to promote learning. Besides the face-to-face interactions, online forums can serve as a platform for a more dynamic learning process if optimally used. To achieve this, the researchers believe several considerations for effective participation in online forums are very important. Language teachers or instructors need to understand best practices and rationale for conducting Online forums. Simultaneously, students must be further exposed to the growing potential of how online forums could contribute to their learning process and must be made to understand that online forums are not merely for teaching but sharing and learning.

### **2.1.5 Importance of online forums**

An online forum is a place where users post messages to discuss or share ideas on a specific topic. Contributions, comments, questions, and answers in a forum contribute to the development of writing skills. The use of online discussion forums has become a common tool and an effective way to engage students outside of the classroom (Rinekso & Muslim, 2020). Taking these definitions into account, online forums are discussion boards or message boards that allow users of a website to interact with each other by exchanging advice and discussing topics related to a certain topic.

The integration of the online forum as a means of discussion is essential to overcome spatial and temporal barriers and promote collaborative learning. The online forum allows students to communicate beyond the limits of the classroom, at any time of the day. The online forum gives them the ability to schedule their reading and writing at a time that suits them best. Incorporating online discussion also provides opportunities and avenues for learners to share their knowledge, concerns, doubts, and difficulties with their classmates and with the educator. Students need to create rapport with each other and with the educator to avoid the feeling of isolation and lack of motivation (Hasani, et al., 2020)

### **2.1.6 Importance of online forums to education**

Web 2.0 has brought a lot of changes to the world of internet because it provides the opportunity to communicate and interact in a new and more meaningful manner. Due to the use of technology, the use of online communication is very present in a globalized world to interact, inform, and comment on common issues in real time or asynchronously. These characteristics were valued for educators and implemented to make an impact on education. Through online forums, teachers promote student participation in group work, use experience in posing questions and scenarios, and structure and relate the discussion to course objectives.

The online discussion forum allows students to work together on projects in small groups in a friendly, open environment. They provide many benefits to students and teachers by working collaboratively. Through authentic tasks and topics, students participate in on-going discussions emphasizing learner-centered instruction and encourage students to give constructive feedback and suggestions (Peddibhotla & Jani, 2019). Students experience, reflect and share the benefit of using threaded conversation. The role of the facilitator is creating guidelines that encourage collaboration and knowledge building through dialogue and references of other student postings. Students have demonstrated to be in favor of the self-paced, self-regulated feature of asynchronous discussions compared to face-to-face discussions.

Well-structured and appropriately facilitated online discussions can provide a learning environment that allows the immediate application of new information to learners' personal and professional lives. By participating in online forums, access to knowledge is free and forum members could willingly share their wealth of knowledge and experience with other members. In return, every member of the forum can benefit from this infusion of free knowledge. There has been evidence that the messages composed by students in online forums include longer solutions for problem-solving and consist of deeper reflections compared to face-to-face discussions (Soon, 2022). Researchers have found that students can take more time to read, craft, reflect on their responses, and find relevant information when composing messages in such an environment (Aderibigbe, 2021; Edeh, et al., 2019). Besides, Benitez, et al. (2016) in their study



discovered that online members become more engaged in discussions and interacted effectively when a complex task required research and discussion because it was more suitable for small groups to work on collaboratively. When students are given problems related to their prior experience, the discussions show higher levels of interaction, and the participants show more passion for the topic.

Online discussion forums provide an authenticity in writing and therefore serve as a meaningful supplement to the writing curriculum focused on course content. The implementation of the online forum appears to provide reinforcement tasks to enable students to practice their writing and to facilitate collaborative learning. Students can share their ideas and opinions to produce better quality writing as compared to if the tasks were to be completed independently (Moles, 2019). In the case of de Zhong and Norton (2018), who conducted a research work in the University of China about how online forums benefit EFL learners to afford their language learning, she demonstrated that this tool facilitated the co-construction of subject matter knowledge and enhanced learners' critical understanding. For her part, Moles (2019) in her study at the University of Valencia showed that users of role-playing forums perceived a considerable development in their writings throughout their experience. Their productions presented a higher quality than those older ones because the ideas flowed more easily, the length of their texts was extended, and the depth and concern for details increased. These results support the idea that the online forums enhance the ability to discuss and to make a point supported with evidence of the course content.

To summarize, online forum is a useful pedagogical tool to build a motivating social practice of current generation students who develop communication skills and improve their learning content and writing skills. Some potential benefits of regular online forum participation are intellectual exchange, learning new ideas and refining old ones, enjoying community membership, entering discussions more easily and feeling more comfortable with their written responses compared to face-to-face discussions.

### **2.1.7 Importance of online forums to language learning**

Online forums are important in language learning because of the conversational atmosphere that is created through online forums. Online forums are a crucial tool for students to acquire and practice their language skills. Online forums give students time to reflect and think and allow both extroverted and introverted students to participate in online conversations. Access to knowledge is possible through participation in internet forums where forum members can freely share their wealth of information and experience. Online forums are a crucial tool for students to acquire and practice their language skills (Zhong & Norton, 2018)

The online forum takes teaching and learning beyond a confined learning environment like the classroom, bringing flexibility and convenience to teaching and learning. Students drive the learning process in online forums, with more emphasis on knowledge sharing than on lesson notes. An online forum creates a motivating environment for students to freely express their views and ideas with more confidence than in a traditional classroom. The online forum is an electronic platform for online learning, discussion, knowledge sharing, and dissemination of information. Online forums also bring together people with shared interests and mindsets, and members have the privilege to post messages in the discussion threads, interact and receive comments from others. students and instructors and thus create a deeper understanding of the topic being discussed (Hasani, et al., 2020).

### **2.1.8 Importance online forums to EFL learners**

The use of online forums can improve student problem solving skills and competitive spirit among their peers. Students can read threads of comments and contributions made by their peers. After that, they compare their knowledge and bring out meaning on the topic being discussed (Rinekso & Muslim, 2020). These actions can improve their critical thinking skills and understanding of concepts since they can read through several comments of different views or approach to solving a particular problem. In

the same way, Kew & Tasir (2021) are in favor of ongoing online conversations in a EFL community since learners feel the support of other peers, mentors and experts. For their part, Edeh, et al. (2019) explain that this level of comfort encourage students to think independently and reflect on their and others opinions.

This valuable tool eliminates time and space barriers through collaborative construction of knowledge. Some studies showed that Online Discussion Forums (ODF) were very useful in EFL classes during transition to virtual education. They served to interact, discuss, and review content and vocabulary. Students from a Colombian University reported that ODF contributed to learner autonomy, time management and control over their own learning (Gava & Dalla, 2018). The study of Edeh, et al.(2019) revealed that online forums offer a safe environment for shy EFL students to express their ideas easily with more confidence than they do in a face-to-face class. Students demonstrated being more motivated and engaged to the learning because they can interact from any location without much pressure.

By having access to different views on a topic provided by other members of the forum, the facilitator can enhance student understanding of a given course content. It can improve student's ability to lead a discussion or to think critically to contribute productively or respond to a given discussion. Moreover, they can interact at their own pace and according to their level of proficiency. It is evident that ODF is a form of learning through networking which provide opportunities for students to seek, obtain, and share information, and it has beneficial impact on the teaching and learning process. That is why students' participation in an online forum enables them to think deeply to contribute effectively on the platform with relevant information during discussions.

### **2.1.9 The online discussion**

According to Vázquez, et al. (2017) an online forum is also known as a message board, online discussion group, bulletin board or web forum. It differs from a blog. An online

forum is a discussion area on a website whereby members can post discussions, read, and respond to posts by other forum members. A forum can revolve around any subject in an online community. Like other internet-based learning environments, online forums provide a way for maintaining communication for learners who are not able to meet face-to-face or who prefer logging-on at different times (Rinekso & Muslim, 2020). Online forums can be defined as accessible group communication space for academic discussions that contribute to the development of strategic critical thinking based on dialogue.

The purpose of virtual forums is to spark a debate and not necessarily exhaust a topic. The initial ideas, exposed in brief and agile documents, fulfill the function of locating the participants in a problem, motivating them to intervene in the discussions and giving them the opportunity to contribute with their points of views (Rinekso & Muslim, 2020). Through online discussions, lecturers and students participate directly and analyze a topic from diverse points of view. To increase the cognitive level, online discussions can also be aligned to Bloom's Taxonomy. In the stage of remembering, teachers ask students recall facts and key concepts from previous lessons or background knowledge. Then, in understanding stage, they will describe ideas, discuss, and summarize the important information. In applying stage, students will use the previous and new knowledge in new ways through manipulating concepts, experimenting and problem solving. In the meantime, creating connections as well as organizing thoughts refer to analyzing stage. Then, in the evaluating stage, learners justify and reframing their ideas. Lastly, in the stage of creating, students will be able to produce new information based on their own prior knowledge and thoughts (Rinekso & Muslim, 2020). The corroboration of their arguments in online discussions supports the process of students' knowledge building and cognitive development.

#### **2.1.10 Constructing learning in online forums.**

Having access to several opinions and resources can inspire students to show more interest and commitment to class activities. Information from many sources and contacts can be elicited and the diverse thoughts can be used for completing class

assignments and to generate ideas and brainstorming for writing activities. Aderibigbe (2021) stated that a well-designed and executed online forum board can promote students' collaboration, motivation, and other social constructivist attributes of the learning process. According to the findings of an empirical study conducted by Rinekso and Muslim (2020), they showed that the benefits of participating in online forum include encouraging intellectual support in terms of sharing of ideas, introvert free expression of opinion, more participation of students than in a face-to-face class, promotion of social interaction, opportunity of clarification among learners, and provision of motivation to be involved with the course content.

Learning occurs in every time students are interacting in online forums. Students and teachers can upload tutorial videos for further learning after the normal classroom experience (Edeh, et al., 2019). This can improve student's learning experiences and afford teachers the opportunity to assess the quality of their teaching and the progression in learning. ODF complement the traditional approach to teaching. For instance, sometimes a teacher may not be able to conclude a given lesson or topic due to insufficient time assigned for such course, but he/she can maximize the opportunities provided by ODF to upload such lessons or materials for further discussions with the students (Syahida & Irfan , 2015). It increases the level and quality of interactions between teachers and students.

Online forums promote diversity of viewpoints regarding class topics. Following a given course outline, students can pick a topic for the next class and discuss it extensively on the online forum before the class, and then formulate questions on it to be posed to the teacher during the class. This can increase student understanding of various subject concepts and then motivate them to contribute effectively to the classroom by acknowledging their experience or posture toward a topic (Gritsenko, 2016). One of the most appealing features of online discussion forum is that it provides opportunities for students to take ownership of their own learning, and this can spur them to easily create or construct knowledge (Syahida & Irfan , 2015). Learners can easily link up with other learners online leading to exchange of learning materials, ideas, and skills in related areas.

### **2.1.11 Forums and constructivism**

This particular use of the discussion forum to negotiate and construct knowledge, is an example of using the technology as a cognitive tool and not simply as another kind of blackboard or one-way communication method. The online forum is a web-based application that brings people together with shared interests and mind-set. Members have the privilege to post messages to the discussion threads, interact and receive feedback from other students and instructors, and hence create a deeper understanding of the subject matter being discussed. This way helps virtual forums become cognitive tools to stimulate cognitive learning strategies and critical thinking (Veytia, 2021). Students engage with course content in discussions and group work in generative processing of information guided by the teacher so that learning and affirmation of it occur.

Students' social skills are developed through the interaction provided by online forums. Vygotsky's models of learning involving the social interaction of peers, the scaffolding by more able peers, and the use of language as a mediation tool of cognitive development all have opportunities for enactment in the use of the discussion forum within a web course environment (Moles, 2019). Students draw upon their own experiences and interpretations and share these with the group discussion (Rinekso & Muslim, 2020). They draw on their own teacher stories to relate to the course content. They read other student responses and interpretations and compare these with their own thoughts. This involves the processes of reflection and the construction and reconstruction of domains of knowledge. The resulting kinds of learning from these processes are not a regurgitation of a lecture or reading. It is a negotiated interpretation of knowledge with student ownership. The learning is deeper and more long lasting, and students refine their thinking and their voice.

Instructors also provide social role-modeling of appropriate online behavior, even assisting students in becoming better students. Instructors, in the intellectual role, guide the students' journey to understanding (Cerrudo & Ferreyra, 2015). This is accomplished by probing and questioning students about their responses, by summarizing main themes, and by linking these to assignments such as readings,

written responses, and independent and group projects (Edeh et al., 2019). The constructivist teacher focuses on the process of learning and the outcomes (Gómez, 2018). This type of teacher gives many opportunities to express understanding, as a primary goal in constructing knowledge and the application of the learning in an immediate and meaningful way. For instance, discussion board posts serve as learning artifacts as well as springboards for more learning and the development of community.

These opportunities for learners are limited only by the imagination of the teacher-guide. In the case of discussion boards using constructivist principles, the teacher may develop discussion topics that are open-ended enough to allow the individual learner to incorporate individual experiences, interpretations, reactions, and opinions into discussion responses (Loayza, 2022). A learner community can be built in the discussion area by requiring students to respond to two or three classmates each week, in addition to posting their own ideas. Another valuable use of the discussion board is to provide forums that require students to research an area of interest and report back to the class in the forum (Soon, 2022). For instance, in the case of business courses, teachers can ask students to seek out management-style information from a website of their choice. Therefore, they will post their findings (in their own words), report why is important or how it appealed to them, and then evaluate the material and the website for validity and usefulness. In such an exercise, the students are allowed to focus on something of interest to them, and they construct a piece of knowledge that becomes theirs.

Constructivist learning also incorporates collaborative elements. While group projects are not always favored by students, they have great value in many classrooms, including those on the Internet. As with any element of online instruction, much-advanced planning should be done to diminish any adverse effects of group work on students who favor online learning (Cerrudo & Ferreyra, 2015). Additionally, the instructor should build in as many collaborative opportunities for group work, including but not limited to face-to-face meetings, private discussion forums for groups (even giving points for everyone making an initial post in their forum), and encouraging the use of virtual chat components such as instant messaging and the component in content management systems like Blackboard. This instructor attends

the first such chat for each group. Other group management and grading tools used may be identical to those used in a traditional classroom.

### **2.1.12 Social construction of knowledge and social networks**

The first scholars to recognize online communication had the potential to represent a new generation of distance education were Lauzon and Moore. For example, Kelly (2004) studied questions related to online interaction, particularly, related to the effects of the frequency of interaction, types of students, subject matter, alignment of interaction and learning objectives, and the effects of interaction on student satisfaction. Two decades later, Moore and Kearsley (2017) published what would become a standard textbook on distance education in the USA, in which they devoted a chapter to technologies and media that included a section about learning management systems where they state "the most valuable feature to be the asynchronous threaded discussion forum in text format. A discussion forum allows students and instructors to interact by posting and reading messages, while each has the flexibility regarding when they do it."

Bruner's, (1960) Constructivism and the concept of Zone of Proximal Development developed by Vygotsky were considered as interactional theories of cognitive development, which entail learning outcomes such as thinking, conceptual knowledge, ability to use the tools of one's culture, and awareness of one's own thinking to interact with the instructor, peers, and the sociocultural environment to solve problems (Brunner, 1960; Vygotsky, 1978). The Interaction Analysis model was created by Gunawardena, et al. (1997) to examine knowledge construction in an online environment mediated by computer communication. The model's theoretical framework is based on social constructivist principles, so it considers knowledge construction as a function of interaction. The authors of this model put forward definition of interaction that considers "the entire gestalt formed by the online communications among the participants" (p. 407) and presented an analogy between knowledge construction and a patchwork quilt as an organized whole with many unique messages sewn together. This definition of interaction is different than other definitions in that it does not focus only on individual relations, but on the totality of



interconnected relations that emerge from online communication, so the authors argue for considering an entire message/post as the unit of analysis.

### **2.1.13 Online forums: A community for learning**

It is believed that online forum enables the creation of a learning community that is important for fostering learning yet could be lacking in distance learning programs. It is imperative that educators who need to design an e-learning course for distance learners be aware of how online forum discussion could promote a sense of community among distance learners and the teacher's roles in managing the online forum discussion (Edeh, et al., 2019). Thus, this study was embarked to investigate these issues. It is hoped the findings could provide better insights on how both the course designers and distance learning educators (DE) could integrate online forum to develop effective learning community.

The concept of learning community is very important for many distance learning programs particularly when the learners are geographically apart from each other. Distance learners (DL) need to communicate with each other to have a sense of belonging and community; therefore, reducing the number of dropouts (Gritsenko, 2016). Zayapragassarazan and Chacko (2020) argue that one of the reasons that the discussion forums create a strong sense of community among students is because they can talk about the shared experience they are having throughout the course. Something that would be less likely to occur when students move through a course at their own pace. In fact, they report that self-paced versions of the same courses generated vastly less discussion among students.

### **2.1.14 Online forums: A tool for asynchronous learning**

Online forums are more flexible compared to face-to-face communication as they provide time to reflect and think and allow both introverted and extroverted students to be involved in online discussions. Online learning tools could allow students to share ideas with their peers by reading and reflecting on other students' posts and

comparing each other's progress (Aderibigbe, 2021). Determining the interaction of students in online learning is important for the construction of knowledge since the interaction influences the quality of distance learning.

The asynchronous online community creates the core foundation for many current distance education courses and forms the basis for the creation of online learning communities that can overcome barriers of time and place. Students report a more meaningful experience when they were able to interact with their peers (Benitez, et al., 2016). The greatest potential for effective use of online communication as a learning tool is when the students are 'at a distance' from the school and their teachers (Cerrudo & Ferreyra, 2015). In research conducted by students have been found to be in favor of the self-paced, self-regulated feature of asynchronous discussions compared to face-to-face discussions where students can interact with their peers and their instructor directly, whereas students in the online environment can interact primarily through computer-mediated communication (CMC) using tools, such as discussion forums, emails, chat, etc. (Jacobi, 2017).

In an asynchronous online class, students engage in social and cognitive interaction by reading and responding to their instructor's and peers' posts. Vygotsky (1978) mentioned that learning takes place through the interactions students have with their peers as they learn from each other. He emphasized the role of mutual engagement and co-construction of knowledge. The asynchronous online learning community has been the most widely adopted interaction environment in CMC due to the advantages associated with it (Zhong & Norton, 2018)

The communication (CMC) can enhance knowledge building and it has a positive potential to increase interaction and participation among students. The study findings confirmed the effectiveness of asynchronous online environment in supporting online learning community. According to Aderibigbe (2021) asynchronous discussions provide the opportunity for students to develop subject-based skills, collaboratively, learn with their colleagues, and engage with their facilitator. In contrast, it is reported that some students didn't find online tools beneficial, specially who depend on their instructors and struggle following online guidelines.

### **2.1.15 Interaction in online forums**

An online forum is an e-learning platform that provides students with privilege to post messages to the discussion threads, interact and receive feedback from other students and instructor, and hence create a deeper understanding of the subject matter being discussed. In education, they have been deployed to complement traditional learning techniques such as lectures and tutorial. Online discussion forums (ODFs) harmonize with the educational philosophy that makes communication a necessary tool and fundamental mechanism for effective learning (Soon, 2022). It was discovered that the interaction of the learners with both human and inanimate objects, and their participation in technology mediated education, were essential for the quality of their learning experience, which can enrich the process of knowledge exchange among participants and has positive effects on the students' performance (McNamara & Brown, 2021). Consequently, online discussion forums (ODFs) can be successful in enhancing collaborative learning by attracting students to participate and interact.

For students who are shy about participating in onsite classroom discussion, uncertain how to express their opinions or ideas verbally, or do not have sufficient time to contribute to the class discussion, the online forum may provide a safe entry point for them to express themselves in a more organized manner. When online forum inputs are related to class lectures, class assignments, and class management, OLFs could be an alternative for them to participate and to be engaged in a more fruitful learning process (Gritsenko, 2016; Edeh, et al., 2019). Learners need to understand that their participation in online forum is designed in such a way that they are not only accountable for their own learning but also responsible to contribute to the success of the course objectives.

It is during the series of discussions in OLFs, learners will go through the thinking processes as prescribed by Bloom's Taxonomy. While searching for information on the Internet to answer the given questions posted by the instructor in the forum, learners need to read, identify, select, classify, compare, and contrast, analyze, and synthesize the information, and later reconceptualize and reconstruct ideas or views that are meaningful to them and share their writings with the forum members (Syahida

& Irfan, 2015). For language classes, OLFs provide a new environment in which learners can use the language as well as interact with non-native and native speakers of the target language. According to Rinekso & Muslim (2020) blogging, an online tool like online forums, has promoted collaborative learning activities among students and contributed towards new knowledge. Their findings also showed that students applied various L2 skills and expressed confidence.

There is no doubt that OLFs have made it possible for language learners to integrate independent learning experiences with opportunities for interaction and collaboration. This tool requires considerable self-direction, motivation, and initiative on the part of the learners. In the absence of body language and other cues of the face-to-face contexts, the instructor who must be a multi-tasker stimulates and sustains discussion to help learners build a sense of community learning online (Gómez, 2018). According to Veytia (2021), the teacher's presence throughout the interaction in weblogs helped to stimulate the learners to be critical and ensured that the discussion promoted a positive learning environment. They believed that the discussion among students is not only influenced by the content of the task but the ability to manage the conversation by the group members.

Online discussions done in small groups are more effective as opposed to online discussions done in medium sized or large groups. According to Peddibhotla and Jani (2019), small groups give members opportunities to employ themselves in collaborative tasks as well as replicate each other's experience effectively. Jacobi (2017) claims that online discussions in small groups create a "high sense of presence" and a "growing sense of community". She says that learners appreciate online discussions because they could change their views in text anytime and have control of what they are presenting to others. Apart from that, personal communication that takes place in the OLFs strengthens the members' bond with one another and creates a learning community (Aderibigbe, 2021). He suggests that tutors play an important role in cultivating communicative approach among forum members. A tutor must provide clear explanations regarding the topics posted while learners need to be willing to take risks in expressing their views and learning to others. It is suggested that through the integration of constructivist pedagogy in OLFs students' communicative competence could be developed and enhanced.

### **2.1.16 The theory behind the use of forums**

Compared to face-to-face interactions, online forums provide an avenue where class material can be reviewed, discussed, and reinforced. The underlying presumption is that knowledge can be constructed by an online asynchronous dialogue of class material. Cerrudo and Ferreyra (2015) stipulates that it will enhance learning, including increased motivation, engagement, and deeper levels of understanding. Therefore, Communications technologies, such as online forums, enable students to discuss class material in an asynchronous manner because this communication channel supports discussion outside the classroom and is flexible for students that work full-time (Gritsenko, 2016). The underpinning theories behind the online forum discussion are constructivist, cognitive and connectivism theories.

The Constructivist theory presumes that students monitor and participate actively in their own learning process. Aderibigbe, (2021) used a constructivist interaction analysis model to evaluate learning in an online community. The author mentioned that when they are in control of their own learning process they would perform better and achieve better results. In the same way, Castro, et al. (2016) stated that the use of online forums promoted flexible and self-regulated learning allowing students to take control of their learning and become more involved in decision-making with respect to their own learning. Alternatively, some constructivists like Dewey, (1963) and Vygotsky (1978) advocate that knowledge is constructed not transmitted because that learning should be a social process. Students learn better when they are interacting and sharing relevant experiences with the enough support classmates and instructor.

To promote cognitive presence, students can have time to critically analyze questions and reflect on their reading and personal experiences. According to Syahida & Irfan , (2015), students did not simply regurgitate information, they assemble on the websites but transformed the information using their critical thinking and higher order thinking skills like classifying and reasoning, analyzing errors, constructing support, and analyzing perspectives. Therefore, this activity activates their interest in exploring the

topic, incorporating their own ideas and willingness to share their thoughts. Cognitivists believe that human learn in linear form because they go through a few stages when they develop their intellectual capacity, but it does not stop when the learners reach a certain age or a certain stage (Kew & Tasir, 2021). Dong, et al. (2020) agrees that for a person to learn, he must first need to understand. At the following stage, they integrated both linguistic knowledge and content knowledge to write on the subject matter. Then, they revise and rewrite. Only when the students have both linguistic and content knowledge a constructivist approach could be adopted.

The connectivism is a learning model that acknowledges major shifts in the way knowledge and information flows, grows, and changes because of vast data communications network. Forums may play a real connective role if they are functioning as a community (Cesar, 2017). Due to their openness, Massive Online Open Courses (MOO) environments promote autonomy, responsibility, and independence when deciding when, how, on what topic, and with whom they want to interact. Students receive direct feedback –peers respond to questions and discuss new issues and relevant information with the learning community. Nevertheless, it is necessary to be clear that a virtual learning community shares the following six criteria: active, and a core of regular participants; shared purpose, culture, norms, and some values; support; conflict resolution; self-awareness of group; and hierarchy (Dubosson & Emad, 2015). These elements help the participants project their personalities, intervene at their own pace, and strengthen their social identity of each of them.

Although the construction of knowledge is a key consideration, the use of information from others and content from teacher would help in the learning and practice of grammar and sentence construction, especially for the weaker students. At this level, the students can make complex and intelligent decisions using higher-level thinking skills, which is the basis of cognitivism. However, the use of virtual resources for pedagogical purposes is the means, together with the support of the teacher, to strengthen that knowledge and promote collaborative learning through the opportunity for interaction, feedback, and content of the virtual community.

### **2.1.17 Attitudes towards the use of online forums**

The increasing use of the Internet over the past two decades, by its extension to educational contexts, has provided language learners with new opportunities for more interaction with people, objects, and events in the society, which is a key factor in developing language skills from a sociocultural view of learning. Almost everyone has the experience of communicating with a peer via computer in one form of online communication to discuss topics, inform or even make friends. Due to its interactivity, some specialists and professionals are including online communication such as forums in educational settings in general, and language learning in particular (Gritsenko, 2016). Students have shown that they benefit from the use of virtual forums in their learning because they have provided them with linguistic input, critical understanding of the course content, personalized feedback from teachers and classmates at higher levels.

Concerning language learning, online communication increases learners' access to comprehensible input, and provides them with opportunities to practice producing the language. This is a great help especially in contexts where the foreign language is not widely used, and learners do not have much exposure to language outside classroom setting (i.e., English as a Foreign Language contexts). Manegre & Gutierrez-Colón (2020) conducted a study to analyze Knowledge Building forums for evidence of foreign language learning. The results showed that the students improved their performance, participation, and high confidence levels. Above all, comprehension of the subject matter and writing abilities in the L2. For their part, Zhong and Norton (2018) showed that during the interaction and collaboration of students in the forums, the learners helped each other emotionally and academically which helped foster group affiliation and learner autonomy. The use of virtual forums reflects that students are more motivated to participate and take risks in the use of the language, which contributes to a better understanding of class topics, through the texts of classmates and due emotional support and peers with diverse learning styles and knowledge levels.

Online discussion forum strengthens the co-construction of subject matter knowledge and enhancement of critical understanding. According to Benitez , Barajas, et al.

(2016) This tool provides added value to the teaching-learning process since it promotes debate, opinion, points of view, the consensus of ideas, and the shared construction of knowledge. Aderibigbe (2021) conducted a study that showed that students explored the concepts and discussed critically with logical arguments and personal experiences, respecting the given guidelines to understand class topics. The case of the study carried out by Veytia (2021) stated that the quality of argumentation, rationale, and reply of university students benefited significantly because they linked the theory of the study material with previous knowledge and added search information. independent of the topic. Castro, Suárez, & Soto (2016) collected the opinions of their students, who mentioned that the virtual forums stimulated their mental skills to investigate, generate their own opinion, and show critical sense. Regarding the cognitive dimension, they stated that they improved in understanding, reflecting, debugging, synthesizing, and arguing complex information, as well as making a value judgment about their own and others' ideas. The virtual forums show different types of experiences and opportunities to reflect on topics of interest and strengthen critical thinking and respect for the opinions of others.

Virtual forums favor collaborative learning through constant feedback from teachers and classmates. Edeh, et al. (2019) developed an Online Discussion Forum nicknamed “CSC forum” to promote interactive learning, and communication among students, and teachers. The results showed students were enthusiastic to discuss on several topics posted to the platform and students communicated freely with the teacher compared to the face-face traditional classroom where the teacher is often seen as a producer of knowledge. The students who participated in the study by Benitez, et al. (2016) highlighted that the use of online forums provided answers and guidance to their doubts and concerns. In addition, they highlighted that they felt more motivated to participate in collaborative work through constant contributions, which created a more enriched learning community in which the deepening of the study topic became evident. This shows that peer input can be the linguistic model that contributes to self-feedback and performance improvement.

Asynchronous virtual forums offer more opportunities to use the target language for groups of students who have low levels and who are usually relegated to traditional classes. Students often find themselves in very diverse stages of learning in the same



class, so the weak students, who need more attention and guidance, are often neglected. It is said that those learners, especially at lower levels, who need more time for processing the language to say what they mean, can express themselves more easily in asynchronous communication (Kumi-Yeboah & Kim, 2020). Also, while not being under pressure of time for making the sentences, learners can pay more attention to the grammatical form as well as meaning (Vázquez, et al., 2017). Another advantage of the asynchronous communication is that the transcripts of the discussions held are permanent on the hosting webpage, to be reviewed later if needed. That is, unlike synchronous discussions such as instant messaging, the asynchronous conversations are at least temporarily archived. This mode of communication allows everyone's voice to be heard, including those who do not normally participate much in traditional face-to-face classroom discussions.

However, the use of virtual forums in teaching must have its corresponding learning objective, so the participation of the teacher and the practice is essential for it to be fulfilled. In a study carried out by Vázquez, et al. (2017) who analyzed the types of errors made in written production during the free use of the English language, without carrying out directed grammatical activities, they obtained a result that the errors made by the students were on many occasions a consequence of the immediacy of the speech, the result of compensation strategies in which the student transfers structures from his first language to the second; and generalization of grammatical rules of the second language.

Online forums can offer many benefits in enhancing learning, collaboration, and construction of knowledge. Some of the affordances offered include opportunities to express and share ideas, time for reflection, better understanding of in-class topics, thoughtful discussion of the course materials and developing critical thinking. Research has also shown that when learners try to organize their thoughts and write them down in words for an authentic audience, deeper cognitive processing may be at work, leading to more learning. Discussion forums expose learners to a broader range of views than face-to-face talk, enabling them to develop more complex perspectives on a topic. Another important advantage of this mode of communication is that it allows everyone's voice to be heard, including those who are in low levels or do not normally participate much in traditional face-to-face classroom discussions.

### **2.1.18 Online forums to develop the writing skill.**

Online forums are computer mediated communication which allows individual to communicate with others by posting written messages to exchange ideas. Like other internet-based learning environments, online forums provide a way for maintaining communication for learners who are not able to meet face-to-face or who prefer logging-on at different times (Castro, et al., 2016). As regards the use of the online forum, some studies report on the outcomes of the use of this tool in a variety of EFL contexts and suggest its effectiveness to enhance students' collaboration, critical thinking, and writing skills.

Writing is one of the most fundamental skills students develop when they are learning foreign languages. This skill is integrated with other skills, particularly listening (input) and speaking(output). To put in a different way, people can collect knowledge from radio, television, social media, and personally engage with their teachers who ask to write about those topics. Maulidah and Aziz (2020) explains that writing is the final product after students have been practicing multiple writing phases. Good writing means good grammar, material, intent, and student's view of the value of writing for good writing.

Manegre and Gutierrez-Colón (2020) work review the interactional features of forums, their potential for improving written communication, autonomy, and reflective thinking, as well as the key role of teachers in motivating students' participation. On the other hand, Rinekso and Muslim (2020) based their study on three domains of communication types for e-learning: content-related, planning of tasks and social supports. the students showed a positive response for negotiation, task planning, opinions, improvement of critical thinking and writing skills as well as get social supports. The results of Jacobi (2017) coincide with those of the other studies, and he also adds that the students reported feeling better working in small groups of a maximum of eight classmates because they were more manageable to accomplish the posts and they could get to know others better.

Being writing a production skill that can be challenging for some students, forums help students to posture and organize their ideas prior to a final project or assignment. To illustrate this, Gava and Dalla (2018) demonstrated that the online dialogue was supportive to carry out the essay writing task. As regards the types of information included in the essays because of the online debate. Additionally, most EFL students integrate information from other sources from the class such as videos to create arguments. In their results, they also mention an improvement of levels of higher order skills and cognitive abilities in Bloom's taxonomy.

Writing requires time to organize ideas, so asynchronous virtual forums are used by students who have different learning styles or need more time to write. In Jacobi's research (2017), students had eight days to discuss a specific topic posted by the teacher. This time frame allowed learners to process the questions and reflect critically upon them. During this period, the students were able to read the other postings, which allowed them to provide a response with more insight.

## **2.2 Dependent variable**

### **2.2.1 Defining writing.**

Writing is a means of communication that serves to express ideas, opinions, and thoughts. EFL writing involves a process made up of five categories: content, organization, vocabulary, grammar, and mechanics. Writing in EFL is the main language skill to improve knowledge in academic and business fields, such as administration and management activities of governmental and non-governmental institutions of social life in the world (Salmani, 2018).

### **2.2.2 Describing the importance of writing.**

Writing is a very important and demanding skill. It plays important role in different aspects of human life. These roles are reflected, first, in the fact that it is a mode of communication between people and communities. Second, it helps maintain languages

and transmit knowledge of these languages from generation to generation and from one culture to another. This appears in the need for writing in English for different purposes within the general objective of carrying out intercultural communication. For example, English writing is used for international correspondence between people from different countries around the world (Wang, 2015).

Communicative Language Teaching (CLT) then moves towards seeing writing as the exercise of language skills. With writing viewed as a communicative skill, EFL/ESL students are expected to be more empowered (Coe, 1988). From the early years of GTM, through the era of other language teaching approaches such as ALM, to the more recently introduced CLT, writing has been an important aspect of language teaching. It continues to be taught as a language skill, although each of the teaching approaches places a different emphasis on writing (Doggett, 1986). This skill supports for language learning, to reinforce grammar, vocabulary, and reading, and even use as a means of communication (Haiyan & Rilong, 2016).

### **2.2.3 Applications of writing**

Writing helps to express personality; encourages communication and develops thinking. Writing emphasizes the benefits that can be obtained from writing. According to Lingard (2021) writing as a productive skill helps to make logical and persuasive arguments, give a person the opportunity to reflect on their ideas. Most of the communications that intervene in our daily or professional life are made in writing. The use of this important skill can be seen in various cases such as writing proposals, memos, reports, applications, emails, and many other examples where written messages are required (Tovar, 2016). Therefore, if students do not know how to express their ideas clearly to their teachers and peers, then they will fail to communicate with their employers and colleagues, as the message to be conveyed will not reach their audience adequately. Writing helps us figure out what to say.

The role of writing has had beneficial results in reinforcing learning. Tseng (2019) states: First, the writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also

can venture out with language to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language: the effort to express ideas and the constant use of the eye, hand, and brain is a unique way of reinforcing learning.

Writing stimulates thinking, forces students to focus and organize their ideas, and cultivates their ability to summarize, analyze, and criticize. On the other hand, it reinforces learning, thinking, and reflecting on the English language. Writing can help students become stronger by adding more grammatical structures, idioms, and vocabulary, as important in learning a language. By mastering the skill of writing, writers can elaborate their ideas in a systematic arrangement. Before writing, writers should think about how the reader can understand the writers' ideas. Writers must use the correct written language so that the reader can understand the writer's ideas (Ghufron & Nurdianingsih, 2019).

#### **2.2.4 Benefits of writing**

Writing integrates both the brain and the sense of thought and writing at the time of composing. Writing should not be seen only as one of the language skills to be learned, but also as an efficient way of generating language. Writing is a way of learning. It can provoke the development of language. It contributes significantly to learning during analogical reasoning. Just as it is important for learning and students, writing is also important for teaching and teachers (Haiyan & Rilong, 2016). Effective teaching requires different skills that involve writing because it plays an important role in different teaching activities such as lesson planning, jotting down ideas, taking messages, correcting student assignments, writing class reports, editing draft texts, critiquing textbooks, designing study units, etc. work, taking notes, recording the gist of the meeting, filling in evaluation sheets, making diary entries, sending emails, drafting projects. Writing offers teachers a way to learn about what they do. Writing is important for teaching to the extent that it helps teachers in different aspects and stages of teaching (Jeon, 2018).

### **2.2.5 Types of writing**

For effective writing in EFL/ESL classroom, ELT practitioners suggest three approaches: product, process, and genre (Selvaraj & Aziz, 2019).

**Product approach.** A product approach is a traditional approach in which students are encouraged to mimic a model text. It is usually presented and analyzed at an early stage (Kumar, 2020). For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text, and they are expected to follow the standard to construct a new piece of writing. According to Selvaraj and Aziz (2019), it consists of four steps; 1) Learners read the model text and take notes on the distinctive features of a composition (how ideas are organized), language and mechanics. 2) controlled practices of the model text. 3) students organize a collection of pre-set thoughts to imitate the model. 4) Make use of skills, sentence structures and vocabulary to write the text.

**Process approach.** This method highlights the process of understanding the stages to create a successful writing (Kumar, 2020). Four processes are involved in the writing process: planning, drafting, revising, and editing (Selvaraj & Aziz, 2019). It also fosters creativity when the learners produce their own composition.

**Genre approach.** This method gives importance to various types of writing and text types and interconnected with social needs (Selvaraj & Aziz, 2019). Genre-based approach considers writing as a social and cultural practice. The purpose of this writing involves the context where the writing occurs, and the conventions of the target discourse community. In this sense, relevant genre knowledge needs to be taught explicitly in the language classroom (Kumar, 2020).

### **2.2.6 Stages of writing**

Writing is a process that can be divided into three stages: pre-writing, drafting and the final revising stage which includes editing and proofreading. In the first stage you research your topic and make preparatory work before you enter the drafting stage.

After you have written your text it is important that you take time to revise and correct it before submitting the result.

### **Pre-writing**

It is the stage of writing process during which the writer produces thoughts, ideas to be developed in writing. Prewriting is the step in which strategies such as using experience and observations, reading, brainstorming, freewriting, outlining, or clustering are used (Horkoff, 2015). In this stage, writers organize their initial ideas following a coherent order like subgroups according to the corresponding structure of opening, body, and ending paragraphs. In this way, writers transfer abstract thoughts into more concrete ideas on paper or on computer screen. It is also during prewriting that the writer needs to decide about audience. Asking questions like: “Who is going to read my paper?”, “What is the purpose of this paper?”, and “Why are they going to read my paper?” will help writers set their audience (Ito, et al., 2019). The language and tone according to each audience would be very different. It is important for learners to have exposure to a variety of language models to consciously choose the appropriate vocabulary, language, and tone.

### **Drafting**

It is the beginning of “writing” the paper. The writer uses the information from prewriting to develop a first draft. This draft covers the ideas that the writer got from the first stage to follow the organizing plan to create the first draft. It is important to remember that in drafting, writers should already have a thesis idea to guide their writing. Without a thesis, their writing will be prone to drift, making it harder to frame after the fact (Horkoff, 2015). Therefore, the first step (prewriting) is essential for drafting. At this stage, content is more important than grammatical aspects, spelling, or punctuation. Ideas should be considered according to the structure of prewriting themes. Another point is writing freely and trying to communicate ideas in the best way. At this point, check that there is coherence between the ideas instead of

considering mechanics since this could stop the creativity and flow of the text (Bhowmik, 2021). This is where more emphasis will be placed on writing and narrative skills such as paragraph structure, connectors, and main and supporting ideas. Once we have the ideas organized in the first stage, we will begin to structure the paragraphs as follows: The opening or introduction paragraph presents the text's topic. The body paragraphs present one idea per paragraph or one aspect of the general topic with the supporting information. The last ending paragraph shows strong summative statements to have readers asking for more.

## **Revising**

It means evaluating the text's content and making sure that writing represents the idea and intention established in the planning stage. This stage can implicate moderate or major changes such as adding or deleting a paragraph, phrasing the main point in other direction, expanding on an important idea, reorganizing content, and so forth (Horkoff, 2015). In some cases, independently of type of writing, revising can take as much time as drafting. Global revision (text-paragraph) involves looking for issues like cohesion and the overall progression of the paper. If the paper has paragraphs that do not flow into each other; the topic changes abruptly only to return to a previous thought later, they are problems of cohesion (Horkoff, 2015). To overcome that, it is necessary to either consider altering the order of the paragraphs and/or revising the author's writing either by adding to existing paragraphs or creating new ones that explain the change in topic (Helala & Aboubou, 2020). It is preferable to keep all like thoughts together and to arrange your paragraphs in such a way that the argument builds, rather than laying everything out with equal weight. Local revision (sentence-word) involves looking for clarity in sentences, ensuring coherence with your ideas. Suitable connectors present the logical relations between text segments (cause-effect, general-detail, compare-contrast, chronological order) (Kumar, 2020). The greatest asset to avoiding and fixing local issues is to use varied sentence structure (uniting two consecutive short sentences or dividing a long compound-complex sentence into two shorter ones). The writer also should avoid using the same words repeatedly. Repeating



the same sentence structure can make your paper feel mechanical and make an interesting topic feel boring.

## **Editing**

The final stage refers to assessing the text for language and technicalities rather than content. It is fundamental to check any grammar, spelling, or punctuation errors that writers slipped through the cracks during the revising stage or were introduced in the revisions. Use a variety of language constructions (comparative structures, relative clauses, conditional sentences, not too much of the passive voice) to make the text more precise (Ito, et al., 2019). A dictionary can help to check spelling. Notably, reading aloud can catch errors in grammar and punctuation. It is an uncomplicated way to prevent the loss of points over simple mistakes. Once this stage is complete, the text is ready to share with others.

### **2.2.7 Cohesive devices in writing**

Cohesion is one of the fundamental elements of texture defined as non-structured resources for discourse to hold the text together and give the text a meaning (Horkoff, 2015). The most common way to organize writing is through cohesive devices. When words, concepts, and descriptions come together clearly, the writing is coherent easy to read. Cohesive devices enable a text to preserve consistency and connectedness throughout a passage. In other words, cohesion means that the elements of the text function together smoothly and naturally.

Halliday and Hassan (1976) divided cohesive devices into two broad categories: grammatical and lexical. Grammatical cohesion includes reference, substitution, ellipsis, and conjunctions, while lexical cohesion involves vocabulary ties, such as repetition, synonymy, and hyponymy.

## **Grammatical cohesion**

### **Reference**

There are participants in a text which are related to each other. An element cannot be semantically identified, unless it is referred to another element in the text (Ayodele, et al., 2021). Bahaziq (2016) mentions pronouns, articles, demonstratives, and comparatives as referring devices to refer to items in linguistic or situational texts (p.113). One example is: Rodrigo did *his* task alone. *He* spent three hours doing *it*. In this case, reference used to identify the participants and elements through text. This cohesive relation allows remember of follow the participants in the composition.

### **Substitution**

It occurs when an element is replaced by another item in the text to prevent repetition. According to Bahaziq (2016) substitution lies in the relation between words, whereas reference between meanings. There are three types of substitution: nominal (This car is old. I will buy a new one), verbal (I challenge you to win the game before I do!), and clausal (A: Do you think the teacher is going to be absent tomorrow? B: No. I don't think so) (p.113).

### **Ellipsis**

It is the omission of a word or part of sentence, but it can be understood by the reader because already stated or expressed (Abu-Ayyash, 2019). For example: This isn't her brother's car. It is her own. It means that the word, which omitted, is swapped by other elements that have relation with the topic.

### **Conjunction**

They are linking devices between sentences or clauses in a text. Ayodele, et al. (2021) define conjunction to how the writer /speaker creates and expresses logical relationships between the parts of a text. Conjunctions are divided into four types,

namely additive (are, and, likewise, furthermore, in addition, etc.), adversative (but, however, in contrast, whereas, etc.), causal (so, thus, therefore, because, etc.), and temporal (finally, then, soon, at the same time, etc.) (Bahaziq, 2016). They structure the text in a logical and meaningful way for the reader or listener.

### **Lexical cohesion**

It refers to how the writer or speaker uses lexical elements such as nouns, verbs, adjectives, adverbs, and event sequences (clauses) to relate the text consistently to its area. This type of cohesive device discusses about the variety of words or vocabulary correlated in the text (Nindya & Widiati, 2020). Instead of grammatical and semantic connections, lexical works with words used related to the previous one. Lexical cohesion is divided into two broad categories: taxonomic lexical relations and expectancy relations. Taxonomic lexical relations occur where one lexical item relates to another through either class/sub-class (e.g., rodent/mouse) or part/whole (e.g., tail/mouse) relations. Words can be connected taxonomically either through classification (also called meronymy) or composition. On the other hand, Expectancy relations occur where there is a predictable relation between an action or a process (verb) and either the doer of that process or the participant effected by it (e.g., hand/take, ride/bicycle, teach/school, doctor/operate, etc.) (Ayodele, et al., 2021)

### **2.2.8 Effective EFL writing.**

Writing is an extremely versatile tool used to accomplish a variety of goals. It provides a mechanism to maintain personal links with family, friends, and colleagues when we can't be with them in person. We use writing to share information, tell stories, create imaginary worlds, explore who we are, combat loneliness, and chronicle our experiences. Writing can even make us feel better since writing about our feelings and experiences can benefit us psychologically and physiologically (Vire & Santillán, 2021). Writing is an indispensable tool for learning and communicating. We use writing to collect, preserve and transmit information. Just as important, writing about

what we are learning helps us understand and remember it better. The permanence of writing makes the ideas we are studying readily available for review and evaluation, its explicit nature encourages making connections between these ideas, and its active nature encourages the exploration of unexamined assumptions (Kadmiry, 2021).

Writing is a social activity that involves an implicit or explicit dialogue between the writer and the reader. It also takes place in a larger context where the purposes and meaning of writing are determined by cultural, social, and historical factors. For example, written discourse differs considerably between a group of friends who tweet to trap others compared to the types of academic text students are expected to write in school. However, writing is more than a social activity, as it requires the application of a variety of cognitive and affective processes. It is a self-sustaining, goal-directed cognitive activity that requires skillful management of the writing environment; the limitations imposed by the subject of writing; the intentions of the writer(s); and the processes, knowledge, and skills involved in composition (Meletiadou, 2021).

Writers must juggle and master a wide variety of skills, knowledge, and processes, including subject matter and genre knowledge; strategies for planning, writing, revising, editing, and publishing texts; as well as the skills necessary to elaborate and transcribe ideas into sentences that convey the meaning intended by the author. With the continuous development of new forms of composition that can include visual and auditory information, this process has become even more demanding. Consistent with the conceptualizations above, two basic approaches have dominated much of the discussion of how writing develops (Chen, 2022)

### **2.2.9 Cognitive strategies to develop writing.**

Cognitive Activation develops when learners are challenged, confronted with conflicts, asked to think, and explain clearly on their learning, and realize connections between new and previous content. Teacher learning promotes the quality of educational practices. The more familiar the teachers are with CA strategies, the better they will be able to decide which method of instruction to adopt. As acknowledged in the literature (Pérez, 2021; Rapanta & Macagno, 2019), possession of teaching

strategies can have far-reaching implications for the development of learners. In fact, the role of higher education is teaching young people how to think critically, i.e., how to identify, assess, and organize evidence based on reliable sources, emerges as a need.

Research suggests that there is a positive relationship between using appropriate strategies and writing competence (Dong, et al., 2020). In strategies -based instruction (SBI), students learn how to develop remedies for all stages of writing (Kumar, 2020). SBI is aimed at converting students into independent and autonomous learners. Effective teaches use cognitive strategies allow learners to process, store, and transform different types of knowledge. For example; giving time to students to process information to find better solutions for a question, encouraging active processing strategies such as reviewing notes after the class, seeking clarification about what learners do not understand, drawing up a summary from a lecture, promoting bottom -up and top -down thinking, or enhancing collaboration are some examples of cognitively activating strategies in the teaching process (Kew & Tasir, 2021). In this vein, cognitive strategies are behaviors, thoughts, or actions that are used by the individual in the process of learning to organize and store their knowledge and skills for future use.

Cognitive strategies, enable students to process, transform, and create information using the language effectively and engaging actively to achieve complex tasks. According to Sethuraman and Radhakrishnan (2020), cognitive strategies refer to organizing information, reading out loud, analyzing, and summarizing, and can also include the use of a dictionary. Díaz, et al. (2017) add that cognitive and metacognitive strategies work together while the subject is performing a task. The difference between both strategies is that the cognitive strategies are used to support development in learning; and the metacognitive strategies, to monitor and control learning. These strategies encourage students to think more profoundly and associate or link new information to the previously acquired information. Establishing connections among mathematical facts, procedures, and notions is claimed to culminate in improved learning and a more profound understanding of the concepts in question.

Planning, translating, and reviewing are cognitive strategies clearly associated to the writing process. Activities such as instruction on text structure, summarization, and

self-regulation have proven to be successful in improving writing quality (Sreena & Iankumaran, 2018). While writing, it is required to follow the processes of planning, translating, and reviewing (Alberteris, et al., 2021). In addition, they should take account the external influences such as topic, audience, text produced, and the internal elements like experience in writing skills and background knowledge (Dong, et al., 2020). The mentioned practices including goal setting, organizing information, evaluating, and adaptive revisions are self-regulatory and cognitive monitoring.

The cognitive apprenticeship and the socio-cognitive model encourage learning by first observing and then doing. In the model by Schunk and Zimmerman (1997) cited by (Wischgoll, 2016), the four phases for the development of writing skills are described from the learner's perspective: First, the learner observes the model (observation); second, the learner emulates the model's behavior (emulation); third, the learner internalizes emulated skills (self-control); and lastly, transfer tasks (self-regulation). During CA strategies, learners are encouraged to engage in higher -level thinking such as concept formation, concept connection, visualization, idea generation, problem -solving, questioning, analytical thinking, practical thinking/application, and synthesizing/creative thinking, thereby developing an elaborated knowledge base.

#### **2.2.10 Overcoming writing problems**

It is very common that EFL learners struggle in writing. These problems need strategic writing techniques to be solved. Students with writing problems are not very thoughtful or are not going to a specific plan. They approach writing as if it involves a single process - content generation. Paradoxically, their papers are poor in terms of content, vocabulary, organization, conventions, and purpose (Bhowmik, 2021). Strategic writers are those who can use writing strategies in different writing situations or those who are able to change writing strategies from theoretical part into practical one (Alberteris, et al., 2021). Writing is one of the most important skills in teaching English as a foreign language and it will never become obsolete in general education. To master writing techniques, students need to be aware of writing as a process and as a product as well.

Most students are not aware that a good writing is not just language elements, but also content and coherence and cohesion in their ideas. Some students feel demotivated

even before they start to write. Teacher may help to overcome these problems when they stop putting the focus on the linguistics elements only. Moreover, students need to perceive writing as a means of meaningful communication (Setyowati & Sukmawan, 2016). This means that writers have purposes for their writing and adjust their writing to each purpose and for each writing task. Having said that, writing teachers should evaluate students' composition, organization besides language elements.

The goal of all writing instruction is to help students become expert writers so that they can achieve independence autonomy in their writing. Learning to use writing strategies effectively is essential for constructing meaning in students' writing and as a trial to change students' passive attitudes towards writing into a positive one. Social cognitive theory emphasizes in 3 main elements which are observational learning, imitation, and modelling. Teachers should recognize the importance of constant writing in EFL teaching to identify areas of weaknesses (Helala & Aboubou, 2020). In the study of Ayodele, et al. (2021), they recommended students should write at least an hour in a day in the process of writing, planning, revising, authoring, or publishing texts. Another point is emailing their writings to their teacher for feedback (Díaz, et al., 2017). The teacher can bring some of the samples to the next class to show different errors and suggestions for correcting these errors with writing instructions and autonomous practice. Finally, group work can be very helpful to internalize newly learned material and work independently.

Other problem that students face in EFL writing tasks is they do not know how to start writing or what topic. Some studies demonstrated EFL learners used limited number of ideas, and some of them, irrelevant ideas (Helala & Aboubou, 2020; Selvaraj & Aziz, 2019). Teachers should put more emphasis on the pre-writing stage to help especially low-level students to generate ideas through brainstorming, readings, films, or even pictures about the topic. These planning activities assist the students to discover, collect, and organize their ideas. According to Setyowati and Sukmawan, (2016), outlining strategies are beneficial to improve the student's ability in writing. On the other hand, to solve how to start writing, it is necessary they learn how to open their compositions by using hook strategies such as using questions, anecdote, definitions or general background information, description, facts/statistics, and

quotations. Regarding topic selection, the writing teacher can suggest topics according to students' interest or personal life and experience.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Description of the diagnostic phase**

The main objective of this diagnostic test was to determine the linguistic level of the 51 students selected for this study. The phase began with the selection of the test that would be administered to these participants. The researcher analyzed several online and paper tests for this purpose. Considering the criteria for validity and reliability, the researcher chose a test from the book *Target Cambridge English* by Bess Badrfield (2014), published by Richmond Publishing. This diagnostic test was based on the First



Certification Exam (FCE), which is an exam proposed by Cambridge Language Assessment. Students certify their level of proficiency depending on the score obtained. Through this test, students must demonstrate that they can:

- Use English in a range of situations with native or non-native speakers.
- Understand written texts such as letters, newspaper articles and fiction.
- Pick up factual detail and identify opinions and attitudes from longer reading.
- Follow instructions and ask and answer questions appropriately.
- Express opinion and offer advice.

The format of the diagnostic test is described below:

**Table 1.**

*Description of the diagnostic test*

<b>Skill</b>	<b>Part</b>	<b>Number of questions</b>	<b>Points</b>	<b>Task type</b>
Reading and use of English (75 minutes)	Part 1 (R)	8 (each answer, 1 point)	8 points	Multiple-choice Cloze
	Part 2 (U)	8 (each answer, 1 point)	8 points	Open cloze
	Part 3 (U)	8 (each answer, 1 point)	8 points	Word formation
	Part 4 (U)	6 (each answer, 2 points)	12 points	Key word formation
	Part 5 (R)	6 (each answer, 2 points)	12 points	Multiple choice
	Part 6 (R)	6 (each answer, 2 points)	12 points	Gapped text
	Part 7 (R)	10 (each answer, 1 point)	10 points	Multiple matching
Writing (80 minutes)	Part 1	1 (each answer, 20 points)	20 points	Compulsory task
	Part 2	1 (each answer, 20 points)	20 points	Choice of three tasks

*Note.* The diagnostic test consisted of 54 questions and examined three components: Reading, use of English and writing because they were related to this study.

The tasks of this test included: Multiple-choice, closed, and open questions, word formation, key word formation, multiple choice, gapped text, multiple matching, a compulsory task, and a choice of three tasks. Listening and speaking skills were not taken into consideration for this test. The duration of this exam was 155 minutes: Reading and use of English, 75 minutes; and Writing, 80 minutes (Table 1). The test was administered on June 4, 2022, in laboratory 4 that belonged to the Faculty of Social Communication. This laboratory had air conditioning, 60 desks, and 65 computers for students and teachers. The rating scale is presented below:

**Table 2.**

*Test evaluation scale*

<b>Skill</b>	<b>Items</b>	<b>Points</b>	<b>Minimum score to get B2 in this skill</b>
Reading	30 items	42 points	24 points
Use of English	22 items	28 points	18 points
Writing	2 items	40 points	24 points

*Note.* Table 2 describes the evaluation criteria and minimum scores to certify level B2. Below are the results obtained from the diagnostic test:

**Table 3.**

*Summary of results*

<b>N</b>	<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Level</b>
51	16%	16%	16%	B2
	6%	6%	6%	B1
	33%	27%	19%	A2
	45%	60%	59%	A1

*Note.* The diagnostic test analysis served to identify the linguistic level of the 51 students selected for this study.

According to the results, for reading, 16% of the sample obtained level B2. Only 6% of participants evidenced level B1. On the other hand, 33% of students certified level A2. A higher percentage, 45% only evidenced level A1 in this skill. For use of English, 16% of the sample obtained level B2. Only 6% of participants evidenced level B1. 27% of the students obtained level A2. And as in the previous category, a high percentage of 60% evidenced level A1. Finally, for writing, 16% of the sample obtained level B2 while 6% of the participants evidenced level B1. 19% of the students showed level A2 and another 59% only obtained level A1. This information also served to characterize the sample and design the intervention plan (Table 3).

### **3.2. Description of the intervention**

The 51 students who participated in this research process attended English classes every Saturday from June 4 to September 24, 2022. The hours were from 11:00 a.m. to 15:00 p.m., under the online teaching modality. For this reason, the intervention officially began on Saturday, June 11, with a description of the investigative process and its objectives. The development of the first online forum (pretest) was carried out on June 18. The presentation of the last online forum (posttest) was on Saturday, September 10 of the same year. The intervention officially ended with the publication

of the results on September 17, 2022. The topics of the forums were taken from the textbook: *Personal Best B1+* by Burton (2022) since the stipulated planning and objectives set at the beginning of the semester had to be met. The topics addressed during the intervention were: Styles of communication and body language, cool people, my worst and the best experience, my bad experience; customs and culture, Life in my city; and describing a movie.

### **The pretest phase.**

Students posted the first forum (pretest) on June 18, 2022. This was a task that integrated two skills: Reading and writing. It was based on the topic: Styles of communication and body language. First, students had to access a web page that contained information on: Communication, Types of Communication, Forms of Communication, Verbal Communication, Nonverbal Communication, Written Communication, Communicating in Difficult Situations, and Emotional Awareness (The Conover Company, 2022). After analyzing this online text, they had to summarize the information to respond to a forum based on this question: Have you ever experienced a problem of miscommunication? Write a paragraph talking about this experience and use the information from the article “Understanding Communication” to show a possible solution.

The first forum was scored holistically, using a rubric with following the criteria: Format and organization (2 points), content and structure (2 points), grammar (1.5 points), vocabulary (1.5 points), fluency (1.5 points), and spelling (1.5 points). The rating scale had these scores: Excellent (10 – 9 points), good (8 points), fair (7 points), needs improvement (6- 1 points). The rubric was adapted from the studies: "Lexical and grammatical cohesion in the students' essay writing as the English productive skills" by Ampa and Basri (2019) and “The effects of using rubrics and face-to-face feedback in teaching writing skill in higher education” by Mahmoudi and Buğra (2020). The rubric validation process is explained below.

### **The treatment phase.**

The treatment phase took place from June 25 to September 3, 2022 (two hours per class). Using the communicative approach in combination with explicit instruction

strategies, students in the treatment group analyzed and put into practice information on cohesive devices to develop EFL writing. The summary of the intervention plan is described in table one below:

**Table 4.**

*Summary of the intervention plan*

Months	Days				
June	4	11	18	25	
	Beginning of the semester 2022 Planning of the research process Diagnostic test	Description of the research process, objectives, and instruments to the authorities and students	First online forum (pretest) “Styles of communication and body language”	Intervention Feedback based on the first forum. Defining cohesion, how to create cohesion in writing, addressing cohesive devices, and its types	
July	2	9	16	23	30
	Second online forum “Cool people”	Intervention Feedback based on the second forum. Strategies to improve cohesion	Third online forum “My worst and the best experience”	Intervention Feedback based on the third forum, coherence and key terms & phrases, synonyms, pronouns, transitional words, sentence patterns	Fourth online forum “My bad experience”
August	6	13	20	27	
	Intervention Feedback based on the fourth forum. Grammatical cohesion is based on structural content	Fifth online forum “Customs and culture”	Intervention Feedback based on the fifth online forum and Lexical cohesion is based on lexical content and background knowledge	Sixth online forum “Life in my city”	
September	3	10	17	24	
	Intervention Feedback based on the sixth forum. How to avoid overuse of cohesive devices	Seventh online forum (posttest) “Describing a movie”	Feedback based on the last forum. Closure of the research process Acknowledgments Processing of results	End of the semester	

*Note.* This plan was created by the author: Moreno, Karina (2022)

The researcher offered feedback on the first forum. She also addressed the goals of the class, the criteria and scale of the rubric. She also encouraged her students to read the writing assignments carefully to understand the topics and tasks they had to develop during the intervention. Next, the participants analyzed and discussed the definition of cohesion, how to create cohesion in writing, cohesion devices, and their types. The class explanation was supported with information from the following websites: “IELTS Cohesive Devices (Pell, 2022)”; “Types of Cohesive Devices (Campos,

2022)”; “Coherence (O'Regan, 2022)”. Next, the students identified the topic of the second forum: “Cool people.” They had to describe someone, close to their social environment, who was considered ‘cool.’ They had to offer reasons for the selection and explain the characteristics that made this person ‘cool.’ Before posting, they offered their opinions through group brainstorming. After gathering preliminary information on the topic, they wrote the first draft individually. The publication of this second forum was on July 2, 2022.

In the second intervention session, the teacher offered feedback on the previous forum while addressing strategies to improve cohesion when writing. The explanation was supported by the websites: “How Coherence in Writing Facilitates Manuscript Acceptance” (Enago Academy, 2021); “Cohesion and Coherence” (Smith, 2022). Immediately, the students identified the third opinion forum: My worst and the best experience. Here, they had to write a narrative paragraph about something funny or embarrassing that has happened to them in the past. First, they addressed the issue personally. Then, they shared their experiences aloud to get feedback from their peers. The researcher supervised the feedback process and offered additional ideas.

The third intervention session began with the feedback from the third forum and with the introduction of the topics: Coherence: Key terms and phrases, synonyms, pronouns, transition words, and sentence patterns. This session was also supported with information from the websites: Cohesion: Improve writing & speaking: (RMIT University, 2019); How to Write a Coherent Essay. After the controlled practice, the students were introduced to the fourth opinion forum: My bad experience. This time the students had to choose between one of these experiences: Something they bought, a blind date, a new restaurant, a party, or a vacation that did not turn out the way they expected. After the brainstorming process and the selection of an event, they had to write a forum using narrative sentences, time links, comparisons, and predictions to make their story more interesting. After posting, students had to offer comments to other classmates.

After offering feedback from the previous forum, the fourth session focused on grammatical cohesion based on structural content and its types: Namely substitution,

references, ellipsis, and conjunction. The explanation was supported with information from the website: Cohesion Exercise: Combining and Connecting Sentences (Nordquist, 2021). At the end of the session, the researcher socialized the fifth opinion forum: Customs and culture. This time the students had to explain first if they took their vacations abroad or in Ecuador. Afterward, they had to share if they learned about the customs and culture of the place they visited. They also had to make a comparison with the customs of our environment.

The fifth intervention session began with feedback from the previous forum. Then, the researcher addressed lexical cohesion based on lexical content and prior knowledge. A series of online exercises were used to reinforce this topic: The IELTS Coherence and Cohesion Practice Activity (Cornelius, 2020). For this occasion, the topic of the forum was: Life in my city. Here the students would explain how to improve life in Guayaquil indicating new laws or regulations to comply with. In addition, they had to analyze the pros and cons of these new laws and their effects on society. Considering the feedback provided in the previous stage, the students reviewed what they had produced to continue improving their writing.

In the last intervention session, the students analyzed how to avoid excessive use of cohesive devices with the support of the website: How to Use Cohesive Devices Correctly (Wills, 2018). The last opinion forum was also introduced: Describing a movie (post-test). In this stage, the students refined their texts, made the necessary changes or modifications to be ready for the final evaluation. They edited their drafts considering aspects such as grammar, spelling, punctuation, sentence structure, and the use of cohesive devices. Once the students were satisfied with their drafts, they were invited to formatively evaluate each other's texts using the suggested rubric. The research supervised this formative assessment process and provided support to the students when necessary.

### **The posttest phase.**

The final stage of the intervention closed with the publication of the last forum on September 10, 2022. Here, all the students had to put into practice the knowledge acquired during the treatment phase to carry out this assignment: Describing a movie you have seen recently, Provide enough information in case there are people interested

in watching this movie. Indicate when the film took place. You must briefly describe the plot or story of the film. Mention the actors in the plot, its director, and the scriptwriters. Finally, explain in detail what you liked the most about the film and what was the least attractive about the film. Use at least 300-400 words in your forum. This last forum (posttest) was also evaluated holistically, using the same rubric with following the criteria: Format and organization (2 points), content and structure (2 points), grammar (1.5 points), vocabulary (1.5 points), fluency (1.5 points), and spelling (1.5 points). The rating scale had these scores: Excellent (10 – 9 points), good (8 points), fair (7 points), needs improvement (6- 1 points). On September 17, 2022, the researcher offered feedback for the last forum, submitted the formative and summative grades to all her students, acknowledged the effort of the group, and closed the research process. The semester ended with the final exam on September 24, 2022.

### **3.3 Location**

This research was carried out in the College of Advertising and Marketing which belongs to Universidad de Guayaquil. The English subject was taught only virtually.

### **3.4 Equipment and materials**

To ensure compliance with the objectives of this research work, the author used the following equipment and materials described below:

**Hardware:** Laptop, mouse, flash drive

**Software:** Word, Excel, Grammarly, Oxford Online dictionary, OneDrive.

**Textbook:** Personal Best by Jim Scrivener

**Rubric:** For the evaluation of the forums

**Equipment for synchronous teaching:** Zoom. This cloud-based video communications application allows teachers to set up virtual video and audio conferences, webinars, live chats, screen sharing, and other collaboration capabilities (Nuraziza, Oktaviani, & Mulya Sari, 2021; Loayza, 2022).

### **3.5 Type of research**

According to its purpose, this was applied research of a technological nature. Applied research seeks to generate knowledge from the direct identification of the

problems of society (Norton, 2009). Depending on the depth of the object of study, this research was descriptive because it described the population, situation, or phenomenon around which its study was centered (Creswell, 2014). According to the collected data, this was quantitative research because the researcher used mathematical and statistical analysis tools to describe, explain, and predict phenomena using numerical data (Seltman, 2018). According to the manipulation of the variables, this was a quasi-experimental design because it was intended to study the impact of a treatment where the participants were not selected based on random criteria (Bacon-Shone, 2022). According to their inferences, this was also a deductive investigation since it focused on studying reality and verifying or refuting the premise to be verified (Little, 2013). According to its temporality, this was a longitudinal investigation since it was characterized by observing a group of participants during a set time to identify the changes that occurred (Muijs, 2004).

### **3.6 Research design**

#### **3.6.1 Quasi-experimental design**

This was a study characterized by the fact that the 51 participants were not randomly selected. Instead, the researcher used the following selection criteria: 1) Students enrolled in the College of Advertising and Marketing. 2) Participants who studied English during the researcher's schedule. 3) Students from the same semester. 4) Students whose age ranged from 20 and 24 years old. 5) Students with time to participate in the study. 6) Students with prior knowledge of the English language, 7) Students of the same level B1. This design made it possible to observe the behavior of these individuals, measure the target variable and collect qualitative and quantitative data (Sampieri, Collado, & Lucio, 2014).

#### **3.6.2 Pretest-posttest design**

This design involved taking measurements before and after participating in some treatment (Bacon-Shone, 2022).

#### **Pretest.**

It is an initial measurement of the level of the subjects before the application of the treatment (Bhushan & Alok, 2017). Below is the pretest in detail:



**Artifact.** The pretest consisted of a 400-word online forum that integrated reading and writing whose topic was ‘communication styles and body language.’

**Date of publication.** The first forum was published on June 18, 2022.

**Evaluator.** The person in charge of evaluating the first forum was the researcher of this study.

**Processing of the results.** Data from the pretest was entered into an Excel spreadsheet and then transferred to the SPSS program to generate descriptive and inferential statistics to answer the research questions of this study.

### **Posttest.**

It is the final measurement of the level of the subjects after the application of the treatment (Bhushan & Alok, 2017). Below is the posttest in detail:

**Artifact.** The posttest consisted of a 400-word online forum that integrated reading and writing whose topic was ‘describing a movie you have seen recently.’

**Date of publication.** The last forum was published on September 10, 2022.

**Evaluator.** The person in charge of evaluating the last forum was the researcher of this study.

**Processing of the results.** Data from the posttest was also entered into an Excel spreadsheet and then transferred to the SPSS program to generate descriptive and inferential statistics to answer the research questions of this study.

## **3.7 Hypothesis and research questions**

### **3.7.1 Hypothesis**

The hypothesis is a summary of the researcher's prediction about the study findings, which may or may not be supported by the results (Little, 2013). Two hypotheses were proposed in this study:

- **Null hypothesis (H0):** It is a condition in which we assume that there is no difference between the observed value and the expected value of the data: The online forum did not improve students' EFL writing.
- **Alternative hypothesis (H1):** It is a condition where we accept any considerable change in the population after the analysis: The online forum significantly improved students' EFL writing, significantly.

### 3.7.2 Research questions

Three research questions were addressed in this study, which are described below:

1. To what extent was the students' EFL writing improved after the intervention?
2. Was the difference between the means statistically significant?
3. What specific aspect of EFL writing was significantly improved after the intervention?

### 3.8. Sample

The sample is a representative part of a population where its elements share common or similar characteristics (Davies, 2022). The type of sampling for this study was intentional or non-probabilistic because the 51 participants were chosen by the researcher under the following criteria: 1) Students enrolled in the College of Advertising and Marketing. 2) Participants who studied English during the researcher's schedule. 3) Students from the same semester. 4) Students whose age ranged from 20 and 24 years old. 5) Students with time to participate in the study. 6) Students with prior knowledge of the English language.

#### 3.8.1 Characteristics of the sample

A summary of the sample is presented in the following table:

**Table 5.**

*Summary of the sample*

<b>Participants</b>	<b>Sample</b>	<b>Percentage</b>
Males	17	33%
Females	34	67%
<b>TOTAL</b>	<b>51</b>	<b>100%</b>

*Note.* A total of 51 participants, 17 men and 34 women, enrolled in the seventh semester, participated in this study.

The students' ages ranged between 20 and 24 years old. Most of them (73%) worked in private companies. The rest of them (27%) only study and receive support from their parents. For these participants, the study of the English language is compulsory because in their profession they must be able to read books, magazines, and documents that are usually written in this language. Besides, they must apply communication strategies to advertise the attributes and benefits of goods and services, use audiovisual

tools to persuade the target audience about a product or service, and solve problems that arise in any field of communication. A minority percentage, 16% evidenced to have level B2 in readings, use of English and writing. Another 6% obtained level B1 in the same skills. The other students belonged to level A1 and A2.

### **3.9. Data collection**

Research techniques are a set of methodological and systematic procedures whose objective is to guarantee the operability of the investigative process (Sampieri, Collado, & Lucio, 2014). Considering the sources from which the information for this work was obtained, the following techniques are described below:

#### **3.9.1 Documentary technique.**

The use of this technique allowed the collection of information from various primary sources, such as books, scientific articles, and thesis (Flick, 2020).

#### **3.9.2 Field techniques.**

This technique allowed direct observation of the object of study in its context, to extract as much information as possible about where the phenomenon was occurring (Manson, 2002).

#### **3.9.3 Experimental technique.**

This technique involved various procedures and experimental tasks that allowed obtaining data that would later be analyzed and interpreted to test the hypothesis (Davies, 2022).

### **3.10 Research Instruments**

Based on the selected techniques to collect data, the following instruments are described below:

#### **3.10.1 The experiment (pretest-posttest).**

This process was previously explained in the intervention and in the research design. It consisted of carrying out a series of activities that promoted written discussion in online forums based on topics of the general interest taken from the book *Personal Best B1+* by Burton (2022). The rubric to evaluate writing in the forums was adapted from the studies: “Lexical and grammatical cohesions in the students’ essay writing as

the English productive skills” by Ampa and Basri (2019) and “The effects of using rubrics and face-to-face feedback in teaching writing skill in higher education” by Mahmoudi and Buğra (2020).

### 3.10.2 The Rubric.

The rubric was designed after reviewing the studies: “Lexical and grammatical cohesion in student essay writing as productive skills in English” by Ampa and Basri (2019) and “The effects of the use of rubrics and face-to-face feedback in teaching Writing Skills in Higher Education” by Mahmoudi and Buğra (2020). The final adaptation was made from a Cambridge English Assessment rubric used by official examiners to assess the writing of students who are preparing for the Cambridge English B1 exam (Cambridge Assessment English, 2020). This instrument was grouped into six constructions: Format and organization (2 points); Content and structure (2 points); Grammar (1.5 points); Language and vocabulary (1.5 points); Fluency (1.5 points); Spelling (1.5 points). The sum of all these constructs was 10 points in total. The interpretation of the scores is also presented here: Excellent (10 – 9); Good (8); Fair (7); Needs Improvement (6 – 1).

Because this instrument would be used to assess EFL students' writing in online forums, two experts validated the rubric. These experts had a master's degree in English language teaching and curriculum. One of them is also a PhD candidate in language and linguistics, with 23 years of experience in the field of teaching and research and works in three higher level institutions. These experts reviewed the adaptation of this rubric to examine the clarity, consistency, relevance, and precision of the constructs, descriptors, and scale. After this content review, the researcher used this instrument to evaluate an online forum of a group of 28 students who were not part of the study. The results of the pilot test are presented below:

**Table 6.**

*Results of the pilot test*

<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
28	1.00	8.75	6.26	1.76

*Note.* The results described above (Table 3), showed an atypical result of 1, because there was a student who did not publish his forum.

The maximum score in this group was 8.75. The mean was 6.26. The descriptors of the 'language and vocabulary' constructs were adjusted before their administration to the group of the experiment.

### **3.11 Data processing and statistical analysis**

Data from this study were processed quantitatively. Raw data obtained from the pretest-posttest and the survey were coded in an Excel spreadsheet and then transferred to the SPSS program to analyze them quantitatively and generate descriptive and inferential statistics. Descriptive statistics summarized a set of data obtained quantitatively to have a global view of the information (Sampieri, Collado, & Lucio, 2014). Inferential statistics included the paired t-test, a statistical procedure in which each subject was measured twice to determine if the difference between the means was statistically significant (Bacon-Shone, 2022). The percent confidence interval for this test was 95%. The level of significance was ( $\alpha = .05$ ). The t-test data was also used to calculate the effect size ( $d = \text{Mean} / \text{Standard Deviation}$ ), a statistical concept that quantitatively measured the difference between the two groups (Bhushan & Alok, 2017). Cohen proposed that a value of  $d = 0.2$  would be considered a 'small' effect, a value of  $d = 0.5$  a 'medium' effect, and a value of  $d = 0.8$  a 'large' effect (Bacon-Shone, 2022).

### **3.12 Response or results of the variables**

#### **3.12.1 Independent variable (Online forum).**

An online forum is a place where users post messages to discuss or share ideas on a specific topic (McNamara & Brown, 2021). Contributions, comments, questions, and answers in a forum contribute to the development of writing skills (CITAR). The independent variable, the online forum was not measured because it is an established active learning strategy that does not depend on the other variable.

#### **3.12.2 Dependent variable (EFL writing)**

EFL writing involves a process made up of five categories: content, organization, vocabulary, grammar, and mechanics and is a means to express ideas,

opinions, and thoughts (Bhowmik, 2021). This was the variable that was analyzed and measured by administering a pretest-posttest.

## CHAPTER IV

### RESULTS AND DISCUSSION

The results of this study will be presented in the order of the three research questions: 1. To what extent was the students' EFL writing improved after the intervention? 2. Was the difference between the means statistically significant? 3. What specific aspect of EFL writing was significantly improved after the intervention? In this section, the author also verified the hypotheses of this study.

#### Research question 1

To what extent was the students' EFL writing improved after the intervention? To answer this question, the researcher took two measurements: At the beginning of the study (pretest), and at the end of the study (posttest).

#### Pretest

Data for the pretest was obtained from the evaluation of the first online forum 'understanding communication.' The researcher used a rubric with the following criteria: Format and organization (2 points); content and structure (2 points); grammar (1.5 points); language and vocabulary (1.5 points); fluency (1.5 points); and spelling (1.5 points). The sum of these values was 10. Initial results are described in table 5:

**Table 7.**

*Summary of pretest data*

<b>Pretest</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
	51	4	9.00	6.74	1.32

*Note.* Table 5 shows the summary of the descriptive statistics from the pretest.

With 51 valid cases, the maximum result was 9.00 and the minimum was 4. The mean was  $M=6.74$ ;  $SD=1.32$ . This result showed that the writing of the students in the online forums was not organized. There were no evidence of words or phrases showing relationship between paragraphs of the text. Vocabulary related to the B1 level was poor or non-existent. There was repetition of words throughout the text. The sentences

and the details did not fit together. The writing also contained numerous spelling and grammar errors that interfere with comprehension.

### **Posttest**

Data for the posttest was obtained from the evaluation of a final online forum whose topic was: ‘Describing a movie you had recently seen.’ The researcher used the same rubric and criteria: Format and organization (2 points); content and structure (2 points); grammar (1.5 points); language and vocabulary (1.5 points); fluency (1.5 points); and spelling (1.5 points). The sum of these values was 10. Results are described in table 6:

**Table 8.**

*Summary of posttest data*

<b>Posttest</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
	51	6.00	10	8.60	1.01

*Note.* Table 6 shows the descriptive statistics taken from the posttest.

With 51 valid cases, the maximum result was 10 and the minimum was 6. The mean value was  $M=8.60$ ,  $SD=1.01$ . These new results evidenced that writing in online forums was now organized with an introduction, body paragraphs, and conclusion. Although in some cases topic sentences and supporting details were unclear. The answers covered almost all parts of the questions. Evidence of words or phrases that showed the relationship between paragraphs was also found. However, the progression of ideas and transitions was still limited. The writing also had a moderate variety of everyday vocabulary related to the B1. There were also some synonyms, collocations, and antonyms to avoid the repetition of words. The sentences, ideas, and other details fit together with some fluidity and clarity, this time. However, there was still evidence of basic errors in the structure, but this situation did not affect the comprehension of the text.

These results coincide with the data obtained in Saudi Arabia by Kumar (2020). Even though most of the participants enjoyed writing, they still had problems with the construction of arguments. They were not yet completely correct and fair. Gava and Dalla (2018) found that the essays written by their Argentinian students who had



participated in online forums included previously discussed information, which shows that the generated online dialogue was useful to carry out the essay writing tasks. Helala and Aboubou (2020) indicated that Algerian students struggled with language use, vocabulary, mechanics, organization, L1 interference, and content. All these researchers recommended more opportunities for these students to improve their writing.

To determine the extent to which the students' EFL writing improved after the intervention, the researcher ran a new analysis to obtain the difference between the pretest and posttest means. Results are described in table 7:

**Table 9.**

*Description of the difference between the means*

N	Pretest		Posttest		Difference between the means	
	M	SD	M	SD	MD	SD
51	6.74	1.32	8.60	1.01	-1.85	1.29

*Note.* With 51 valid data, both in the pretest and the posttest, the difference between the means was  $MD=-1.85$ .

The standard deviation, an average of the individual deviations of each observation with respect to the mean of a distribution, was  $SD=1.29$ . The increase at the end of the intervention was 18.6%.

## Research question 2

Was the difference between the means statistically significant? After identifying the difference between the means ( $MD=-1.85$ ,  $SD=1.29$ ) and an increase of 18.6%, the researcher run a paired t-test, considering these criteria:  $p < 0.05$  = statistically significant;  $p > 0.05$  = not statistically significant. Results are described below:

**Table 10.**

*Summary of the paired t-test results*

	MD	SD	Std Error mean	95% confidence interval of the difference		t	df	Sig (2-tailed)
				Lower	Upper			
Pair 1								

Pretest	-	1.2910	0.18078	-2.2180	-1.4918	10.26	50	.000
Posttest	1.8549					03		
t								

*Note.* The mean of the pretest minus the mean of the posttest was equal to -1.8549.

The standard deviation was 1.2910. The standard error of difference was = 0.180. The confidence interval of this difference was 95%: From -2.2180 to -1.4918. The value of t-score was equal to  $t = 10.2603$ , the test statistic follows the t-distribution with 50 degrees of freedom. The two-tailed p-value was less than 0.0001. By conventional criteria, this difference is considered to be '*extremely statistically significant.*' This decision was made at a significance level:  $\alpha = 0.05$  (Table 8). It is concluded that the difference between the means was statistically significant at  $p < 0.05$ . Regarding the size effect, Cohen's  $d = (8.6 - 6.74) / 1.175266 = 1.582621$ , large effect.

### Research question 3

What specific aspect of EFL writing was significantly improved after the intervention? To answer this question, the researcher analyzed each construct of the rubric taking these values into account.: Format and organization (2 points); content and structure (2 points); grammar (1.5 points); language and vocabulary (1.5 points); fluency (1.5 points); and spelling (1.5 points). The sum of these values was 10. Results are presented below:

**Table 11.**

*Analysis of the rubric in detail (pretest)*

N	Criteria	Min	Max	Mean	SD
51	Format and organization	0.50	1.50	1.14	0.29
	Content and structure	0.50	1.70	1.16	0.29
	Grammar	0.70	1.50	1.11	0.24
	Language and vocabulary	0.30	1.50	1.18	0.32
	Fluency	0.40	1.50	1.12	0.29
	Spelling	0.40	1.50	1.01	0.19

*Note.* Based on the values of each construct, the criteria that stood out for their low performance were 'spelling' (M=1.01, SD=0.19); 'grammar' (M=1.11, SD=0.24); and fluency (M=1.12, SD=0.29).

Students from this context wrote in English with a bad spelling. They were unable to structure sentences to create strong arguments. There were problems to generate,

develop, and organize ideas in the forums. In some cases, there was also difficulty responding with creativity and critical thinking. The researcher also had to open the forum several times since they argued that they did not have enough time because of their other assignments and work. low performance was also observed in 'format and organization' ( $M=1.14$ ,  $SD=0.29$ ); 'content and structure' ( $M=1.16$ ,  $SD=0.29$ ), and 'language and vocabulary' ( $M=1.18$ ,  $SD=0.32$ ). The writing was not organized. There were no introductions, body paragraphs, and conclusions. There was no evidence of words or phrases showing a relationship between paragraphs. There was no evidence of grammatical cohesion based on structural content. The sentences and details did not fit in the paragraphs in some cases. The writing was not consistent.

After the intervention, widely described in Chapter III, a change in the writing of the students was evidenced. The difference between the two measurements reported an increase of 18.6%. The results in detail are presented below:

**Table 12.**

*Analysis of the rubric in detail (posttest)*

<b>N</b>	<b>Criteria</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
51	Format and organization	1.00	2.00	1.60	0.21
	Content and structure	1.20	2.00	1.69	0.22
	Grammar	1.00	1.60	1.39	0.18
	Language and vocabulary	0.60	1.60	1.38	0.19
	Fluency	0.70	1.50	1.33	0.20
	Spelling	0.50	1.50	1.18	0.22

*Note.* Based on the values of each construct, the criteria that stood out after the intervention for their remarkable performance were 'content and structure' ( $M=1.69$ ;  $SD=0.22$ ) and 'format and organization' ( $M=1.60$ ;  $SD=0.21$ ).

The writing on the forums was somewhat organized. The answers covered almost all parts of the question. There were words or phrases that showed relationships between paragraphs. The constructs grammar ( $M=1.39$ ;  $SD=0.18$ ), language and vocabulary ( $M=1.38$ ;  $SD=0.19$ ), and fluency ( $M=1.33$ ;  $SD=0.20$ ) were also positively affected as there was evidence of grammatical cohesion based on the structural content. There was a moderate variety of simple and complex grammatical forms. There was also evidence of lexical cohesion based on the lexical content and the use of some synonyms,

collocations to avoid repetition of words. However, in the spelling construct ( $M=1.18$ ;  $SD=0.221$ ), which also reported an increase, if compared to the initial measure, ( $M=1.01$ ,  $SD=0.19$ ) there was still evidence of basic errors in the structure, such as omission of the third person singular, use of verbs in the wrong tense, incorrect use of subject and object pronouns, omission of articles, and use of false friends. Therefore, the aspects of EFL writing that significantly improved after the intervention were those related to ‘content and writing’ followed by ‘format and organization’ (Table 10).

The improvement in the grammatical and lexical cohesion of written productions reported in this work coincided with those reported by Akmal (2017) in Indonesia. This researcher used online discussion forums to determine the development of writing skills from the perspectives: Content, organization, vocabulary, syntax, mechanics, and styles. The texts contained more precise ideas, new word combinations, and better syntax and grammatical cohesion related to tenses. However, some students made mistakes in the use of the passive voice and conjunctions. Alsamadani (2018) in Saudi Arabia used blogs to develop writing skills in EFL classes. The results showed considerable improvement in developed thoughts, in-depth discussion, and rich ideas. The group was also motivated and improved various components of writing, such as content development, language mechanics, style, voice, and word choice. Jamalai and Krish (2021) in their study with Malaysian students also reported linguistic benefits in terms of the development of syntactic structure, wordlists, pronunciation, spelling and grammar checking, and use of appropriate words in context and parts of speech.

### **Verification of the hypothesis**

- **Null hypothesis (H0):** It is a condition in which we assume that there is no difference between the observed value and the expected value of the data: The online forum did not improve students' EFL writing.
- **Alternative hypothesis (H1):** It is a condition where we accept any considerable change in the population after the analysis: The online forum significantly improved students' EFL writing, significantly. The researcher verified the hypothesis of this study following these parameters:

**Table 13.**

*Criteria for the verification of the hypothesis*

<b>P-value</b>	<b>Decision</b>
> 0.05	The result is not statistically significant. The null hypothesis is not rejected
< 0.05	The result is statistically significant. The null hypothesis is rejected.

**Decision**

Since the difference between the means ( $MD=-1.85$ ,  $SD=1.29$ ) was statistically significant, two-tailed p-value less than 0.0001, by conventional criteria, there was enough evidence to reject the null hypothesis and accept the alternative hypothesis. It can be considered that the treatment worked. This decision was made at significance level  $\alpha = 0.05$ .

**CHAPTER V**  
**CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY,**  
**AND APPENDIXES**

**5.1. Conclusions**

Even though online forums are a valuable tool for learning since they promote student participation, establish spaces for communication, generate learning through the contribution of others, provide answers to questions or doubts, in this work research they were only used as a means for the development of adequate written expression. Based on the analysis and interpretation of the pretest and posttest, and after implementing an intervention process that addressed issues related to cohesion, how to create cohesion in writing, cohesion devices and their types, strategies to improve cohesion, and coherence , key terms and phrases, synonyms, pronouns, transition words, sentence patterns, grammatical cohesion, lexical cohesion and, above all, how to avoid the excessive use of cohesive devices, the researcher establishes the following conclusions and recommendations:

The first statistical analysis carried out made it possible to determine the extent to which writing improved. With 51 valid data, the difference between the means of the pretest ( $M=6.74$ ,  $SD=1.32$ ) and the posttest ( $M=8.60$ ,  $SD=1.01$ ) was  $MD=-1.85$ ,  $SD=1.29$ . The increase at the end of the intervention was 18.6%. This means that the application of the cohesive elements allowed the writing in the forums to be more organized with an introduction, body paragraphs, and conclusion. The answers covered almost all parts of the questions. Evidence of words or phrases that showed the relationship between paragraphs was also found. The writing also had a moderate range of everyday vocabulary related to B1. There was also the use of synonyms, collocations, and antonyms to avoid the repetition of words. The sentences, ideas, and other details fit together with a certain fluidity and clarity.

In the second statistical analysis, the researcher identified that the difference between the means was statistically significant. The two-tailed p-value was less than  $<0.0001$ . By conventional criteria, this difference is considered "extremely statistically significant." This decision was made at a significance level  $\alpha = 0.05$ . This means that

the result or effect did not occur due to chance or pure coincidence. There was statistical evidence that there was a difference. There were aspects of EFL writing that improved significantly after the intervention, such as 'content and structure' ( $M=1.69$ ;  $SD=0.22$ ) related to the use of words or phrases that showed the relationship between paragraphs or sections. of the text and the format and organization ( $M=1.60$ ;  $SD=0.21$ ) related to the presence of an introduction, body paragraphs, and a conclusion.

In the third statistical analysis, the researcher verified the hypothesis of the study and the results obtained made it possible to reject the null hypothesis in favor of the alternative hypothesis because the difference between the means ( $MD=-1.85$ ,  $SD=1.29$ ) was statistically significant, a two-tailed  $p$ -value less than  $0.0001$ . It can be considered that the treatment worked. This decision was made at the significance level  $\alpha = 0.05$ , size effect,  $d = 1.582621$  (large effect).

Online forums made the development of writing skills more productive and focused on improving specific aspects, such as format and organization, content and structure, grammar, language and vocabulary, and fluency of EFL writing. However, this study faced the following limitations: The participants were not randomly chosen. The researcher worked with 51 seventh semester students who were assigned to their workload at the beginning of the semester. The researcher could not work with a control group because the second group consisted of 28 students enrolled in the first semester and they all were A1. The class schedule was only on Saturdays, which limited the intervention to only 14 sessions in total. The students were only able to apply the knowledge acquired in seven opinion forums. The students' perceptions related to the use of the forums, or the development of writing skills were not explored due to limitations with the time. There were no qualitative data analyzes exploring student perceptions or attitudes. There was one aspect of the writing, spelling, that still presented problems, such as the omission of the third person singular, the use of some irregular verbs in the wrong form, the incorrect use of the subject and object pronouns, the omission of articles and use of false friends. On the other hand, since online forums contributed to the development of written skills from a specific perspective, it would be important to consider their application for the development and improvement of punctuation, argumentation, interaction, or peer feedback.

The knowledge acquired by the beneficiaries of this work could be applied in a real context because they will be future advertising professionals and the correct use of cohesion devices will help their clients to understand the texts and sentences correctly. The results of this research could have implications in the field of teaching and learning of the English language and contribute to the literature and discussion on the use of online forums as a means to improve written skills and to communicate efficiently in digital contexts with significant arguments and in a coherent way, emerges as a social need, and to raise the training of professionals, mainly those of the marketing and advertising career. It is possible to conclude that the use of online forums favored the development of written skills in English.

## **5.2. Recommendations**

Considering the results and the limitations identified in this study, the researcher recommends addressing the following aspects in future research:

Because this study used an intentional and small sample, made up of students from a single course, it is important that future researchers consider a control group with participants selected, randomly. Due to the limited time of this intervention, only fourteen sessions because the students only received classes on Saturdays, in future research a longer time should be considered so that the students can put into practice what they have learned in more communicative situations.

Since the students were only able to apply the knowledge acquired in seven online forums, the researcher recommends more activities of this type to practice writing and improve spelling and punctuation. Because this was a quantitative study, the researcher recommends that future research address the qualitative part to understand the perceptions of the students towards this type of work.

Because the spelling in the forum still had basic errors, such as the omission of the third person singular, the use of some irregular verbs in the wrong form, incorrect use of subject and object pronouns, omission of articles, and the use of false friends, the researcher recommends placing more emphasis on this aspect in future interventions



since good spelling and coherent writing are important aspects of personal training and professional work.

## **CHAPTER VI**

### **PROPOSAL**

#### **6.1. Informative data**

**Topic:** “Guide for the correct use of cohesive devices in English”

**Name of the Institution:** Universidad de Guayaquil – Advertising and Marketing career

**Beneficiaries:** 51 Students from eighth semester

**Location:** Guayaquil - Ecuador

**Estimated time for the execution:** 14 weeks.

**The person in charge:** Lcda. Karina Moreno Rodríguez

#### **6.2. Description**

##### **6.2.1 Background of the Proposal**

This proposal surges from a quasi-experimental study on the incidence of the use of forums to develop EFL writing aimed at students of the Advertising and Marketing career at a university located in Guayaquil, Ecuador.

As previous studies suggest, for most of students, writing in a foreign language is a very difficult and challenging task. In fact, to write it is necessary to follow steps and use linguistic strategies that some students ignore. To start, they must be very clear for what purpose they are writing. For example: inform, entertain, show some position or opinion regarding a topic, etc. (Bhowmik, 2021). Then, they must identify main and supporting ideas. With these details, they will be able to identify the thesis and the main ideas that will guide them to a correct presentation structure for their writings. Finally, they must review and edit their written productions to ensure that the product is complete, meets the communicative objective, and is free of typing, grammatical,

and punctuation errors (Sedita, 2020). That is why EFL writing is one of the most important skills of language teaching.

New technologies such as Web 2.0 have allowed instant communication throughout the world through the Internet. Online communication allows you to participate and comment on different daily aspects in real time. These features offered by online communications is what has motivated teachers to use them to promote participation, critical thinking, and collaborative work. In the case of this proposal, the author has used the use of online forums so that students learn the language while using it to meet the curricular objectives of the course.

First, online discussion forums provide authenticity in writing and thus serve as a significant supplement to the writing curriculum. Students can practice different aspects such as stages of writing, types of genres and cohesive devices as practice for more complex tasks such as essays. By writing about everyday issues, they integrate independent learning experiences with opportunities for interaction and collaboration (Jacobi, 2017). This requires considerable self-direction, motivation, and initiative on the part of the learners.

Second, online forums offer opportunities to learn from each other, specifically for groups of students. The use of online forum facilitates collaborative learning because they can share their ideas and opinions to produce better quality writing compared to doing the tasks independently (Cerrudo & Ferreyra, 2015). Therefore, students participate in on-going discussions emphasizing learner-centered instruction and encourage students to give constructive feedback and suggestions (Peddibhotla & Jani, 2019).

Third, online forums promote autonomous learning through asynchronous tasks. This means teachers and learners can interact with one another beyond the four walls and specified time. In this way, students take responsibility for their own practice of the target language, especially those who feel safer writing their contributions instead of expressing them verbally.

Lastly, the role of the teacher is crucial because they must be able to stimulate and sustain discussion to help learners build a sense of community learning online (Benitez et al., 2016). According to de Lima, et al. (2019), the teacher's presence throughout the interaction ensured that the discussion promotes a positive learning environment. Therefore, the role of the facilitator is creating guidelines that encourage collaboration and knowledge building through dialogue and references of other student postings.

### **6.2.2 Justification**

This paper presents the use of online forums to develop EFL writing for B1 level students. The purpose is for students to be able to produce writing using cohesive devices and with an adequate structure. This also means that they can read and analyze texts by other authors and their peers through critical thinking.

The educational interest of this study arises from the low performance in writing activities in which they can make use of their points of view that come from beliefs, ways of learning and their experiences. In general, students manifest difficulties when presenting their ideas in writing in a clear, cohesive and organized manner. This deficiency occurs because students have trouble organizing their ideas.

That is why, through online forums, it is intended to incorporate written skills together with didactic proposals that promote the use of the language through a communicative medium for discussion and argumentation purposes. It must be recognized that we live in a digital age where most important information, news and communications are presented through digital channels and platforms (Moles, 2019). Therefore, human beings are consuming and producing writing every day.

This study has social relevance since the use of virtual forums facilitates interaction between people from different social classes, providing added value to the teaching-learning process while learning a foreign language. Generally, university students come to classrooms with various learning and communication experiences with different types of digital technology (Abu-Ayyash, 2019). In this type of asynchronous

tools, the student benefits because they receive feedback globally, they can work at their own learning pace, so there is inclusion and collaborative work.

Among the practical implications, the geographical autonomy of students residing in areas far from their study centers is highlighted and that due to COVID 19 their continuation in higher education has decreased. The forums provide temporary autonomy without the need for fixed hours, also improves access to direct sources of information; communication between teachers and students and individualize teaching according to their personal peculiarities and own needs (Rinekso & Muslim, 2020). When the whole class share their views towards a particular idea or thought, people think and react regarding point of views, social alertness, and sense of belongings in a specific community.

The information obtained from this research work will serve to contribute to the constructivist theory, which focuses on the importance of social interaction on learning. Vygotsky's theories maintained that people actively construct knowledge by collecting information from the environment to build meaning (Vygotsky, 1978). On the other hand, students are quite shy to participate in speaking classes. In this way, it is sought that they can use an output skill in a communicative function that is to argue ideas and comment on that of others. The cognitive strategies (such as discussion, role-playing), are all considered as design variables to the success of students' interaction in asynchronous online discussions (Kamal , 2019). According to Moles (2019), while they write more, they will be more connected with each other and more encouraged to participate, which leads to the improvement of their language skills.

### **6.3 Objectives**

#### **General objective**

To develop English academic writing skills using online forums in a group of students of Advertising and Marketing program in a Public University, Guayaquil, Ecuador.

#### **Specific Objectives**

- To select the appropriate topics and writing subskills for English teaching.
- To incorporate the use of online forums in the English writing class to help students to improve their writing skills.

- To evaluate the effectiveness of using the online forums in the English writing class to improve students 'writing skills.

#### **6.4 Feasibility analysis:**

The implementation of the current proposal is considered feasible based on the following arguments:

**Technical:** The person in charge is an English teacher with 20 years of experience in secondary and higher education. In addition, she has the following certifications TKT (Teaching Knowledge Test), TEFL (Teaching English as a Foreign language) and FCE (First certification of English). In addition, she has a solid foundation in the use of virtual platforms.

**Administrative:** The authorities of the University of Guayaquil, Ecuador approved the implementation of this proposal because it was considered that it would benefit the academic performance of the students, and the written ability in the foreign language.

**Economic:** No economic resources were required from the authorities or from the students to implement the proposal and analyze the results of the intervention. The researcher compensates any cost required for the elaboration and application of this proposal.

#### **6.4 Proposal fundamentals**

##### **6.4.1 Theoretical foundations**

**Teaching guide:** It is developed with the purpose of supporting teachers and student learning through the components: Explicit conceptual goals with proposed activities, knowledge, and support to understand and implement teaching plans, pedagogical content knowledge (Unesco International Institute of Educational Planning, 2022). It is very useful to teachers who does not have enough pre-service training and practice.

**Writing skill:** According to (Kamal , 2019), this skill is a mental process in which it is necessary to join thoughts and ideas before writing. That means that we

manage concepts, phrases and turn them into sentences that in turn become coherent texts.

**Writing Issues among EFL students:** One of the biggest challenges that students face is a lack of English proficiency to complete the assigned writing task. This lack of proficiency has to do with students having vocabulary, grammar, and the ability to structure good sentences (Selvaraj & Aziz, 2019). On the other hand, some students also feel lost since writing requires to use many cognitive and linguistic approaches that students are unsure about (Cornelius, 2020). Another common issue is the “lack of certain skill such as proper use of grammar, conventions, punctuation, capitalization, and spelling.”

**Theories of Teaching Writing:** Theories are essential for the teachers to understand the theories in teaching writing to implement research-based practices better. (Selvaraj & Aziz, 2019).

Hodges (2017) pointed out four focal theories in teaching writing.

- **Cognitive Process theory of Writing:** To write, learners need to use the mental process such as brainstorming, planning, and organizing.
- **Sociocultural theory of Writing:** This theory was created by Vygotsky which giving importance to motivation, affect, and social influences as components of writing (Vygotsky, 1978). According to him, socializing or interaction is critical in developing the mental action or process to acquire knowledge. Therefore, in EFL writing learning, students need collaborate with other learners and scaffold knowledge with the assistance of teachers.
- **Social cognitive theory and self-efficacy in writing:** Some cognitive, behavioral, personal, and environmental factors influence students' motivation and determination to learn. According to Selvaraj and Aziz (2019), this theory highlights 3 elements such as: observational learning, imitation, and modelling.

On the other hand, self-efficacy describes to writer's confidence in accomplishing a writing task given and able to accept any challenges. In

other words, students always develop their perception by looking at their past experiences. Therefore, they will choose a task where they have high self-efficacy and evade task with low efficacy.

- **Ecological Theory:** This theory proposed by Cooper points out that students interact with each other to create systems that mean that all students or the product of writing regulate and are regulated by the writing of other students in their own environment. This means that writing has flexible characteristics that evolve through the influence of other partners. Although the structures and contents may be defined at a given moment, they continually evolve in real time.

#### **6.4.2 Methodological foundations.**

The literature review indicates that well-structured online discussion forums can provide students with vast practice in writing. According to Aderibigbe (2021) students are benefited with intellectual exchange, getting new ideas and refining old ones and community membership. As most of the schools, teachers, and students have internet access, it seems to be feasible to implement teaching proposal that includes this tool to enhance the students writing skills.

The use of online forums is not limited in the synchronous time, they can be used outside the class. In fact, some students feel more comfortable writing and participating at their own learning pace and level of English. This shows a change in the way that the writing skill is traditionally taught, since with this guide it is proposed to integrate the use of virtual forums as a support for the development of the skill in which they must make use of writing sub-skills such as : planning, arranging, editing, revising which emerge from this cognitive writing process.

The activities proposed in this teaching guide will promote the development of the writing skills using online forums. The activities contained in this guide include exercises to develop awareness, create cohesion in writing, cohesion devices and their types, strategies to improve cohesion, and coherence, key terms and phrases, synonyms, pronouns, transition words, sentence patterns, grammatical cohesion, and lexical cohesion.

The teaching guide is divided into three sections:

- **The Activation stage**, in which the teacher carries out activities with the purpose of awakening previous knowledge and presenting the topic in an implicit way.
- **The connection stage**, in which the students read a text, watch videos to connect the previous knowledge with new content and vocabulary. They also learn and practice subskills of writing, cognitive and linguistic competences.
- **The affirmation stage**, in which the students' writing skills are evidenced and evaluated after participating in the forums.

### **6.5 Proposal development:**

With the implementation of the proposal, students are expected to improve their English writing skills. The activities proposed in each lesson are focused on the improvement of specific skills such as format and organization, content and structure, grammar, vocabulary, fluency, and spelling. The proposal will be implemented at the Advertising and Marketing career of University of Guayaquil, Ecuador.

Before the implementation It was applied a diagnostic test to determine the linguistic level of the 51 students selected for this study. The phase began with the selection of the test that would be administered to these participants. This diagnostic test was based on the First Certification Exam (FCE), which is an exam proposed by Cambridge Language Assessment. Students certify their level of proficiency depending on the score obtained.

A pre-test and a post-test were applied before and after the implementation of the proposal:

1. The pre-test was applied on June 18 and it was the development of the first online forum (pretest)
2. During the next twelve weeks, students were developing different activities fostering the use of format and organization, content and structure, grammar, vocabulary, fluency, and spelling. The topics addressed during the intervention were:



Styles of communication and body language, cool people, my worst and the best experience, my bad experience; customs and culture, Life in my city; and describing a movie.

3. The post-test was applied on September 10 of the same year.

### 6.6 Operational model

<b>Phases</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>
<b>Planning</b>	To select topics and identify writing subskills	Students read and analyze syllabus	Syllabus, lesson plans, computer, internet
<b>Application</b>	To incorporate the use of online forums in the English writing class to help students to improve their writing skills.	To train the use of the online forums, then the students write narrative and descriptive texts about different topics discussed in the class.	The teaching guide, computer, internet
<b>Evaluation</b>	To evaluate the effectiveness of using the online forums in the English writing class to improve students 'writing skills.	To apply a post-test to prove the effectiveness of the use of online forums to teach EFL writing	The teaching guide, computer, internet

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## APPENDIX 1

**STUDY: ONLINE FORUM TO DEVELOP EFL WRITING**

**AUTHOR: KARINA ISABEL MORENO RODRÍGUEZ**

### RUBRIC TO EVALUATE WRITING IN THE ONLINE FORUM

Criteria	Excellent 10 - 9	Good 8	Fair 7	Needs Improvement 6 - 1
<b>Format and organization (2 points)</b>	The writing in the online forum is well organized, with an introduction and body paragraphs with supporting details. The conclusion summarizes all the points. There is a clear and logical progression of ideas in the forum. The answer in the online forum covers all parts of the question with interesting information.	The writing in the online forum is somewhat organized, having an introduction and body paragraphs, but missing topic sentences and supporting details. The conclusion summarizes some relevant points. The answer covers nearly all parts of the question	The writing in the online forum is poorly organized. The introduction is not clear. There is only one paragraph without topic sentences and supporting details. The conclusion encompasses other ideas. The answer does not cover all parts of the question.	The writing in the online forum is <u>not</u> organized. There is no introduction, body, and conclusion paragraphs. There is no clear progression of ideas. The answer <u>does not cover</u> all parts of the question.
<b>Content and structure (2 points)</b>	The writing in the online forum captures the audience's attention. There is evidence of words or phrases in the forum that show the relationship between paragraphs or sections of the text	The writing in the online forum almost grabs the attention of the audience. There is limited evidence of words or phrases showing the relationship between paragraphs	The writing in the online forum does not get much attention from the audience. Words or phrases that show the relationship between paragraphs or sections of the text are not very frequent	There is <u>no</u> evidence of words or phrases that show a relationship between paragraphs or sections of the text in the online forum
<b>Grammar (1.5 points)</b>	There is evidence of grammatical cohesion based on the structural content in the forum: There is a clear and logical progression of ideas in the forum. There is evidence of proper transitions and conjunctions in forum	There is limited evidence of grammatical cohesion based on structural content in the online forum. Progression of ideas and transitions is also limited	Grammatical cohesion based on structural content is poor in the online forum. Some logical progression of ideas in some parts of the forum, but not others. A few transitions, but not throughout the whole writing.	There is no evidence of grammatical cohesion based on structural content in the online forum
<b>Language and vocabulary (1.5 points)</b>	There is a variety of everyday vocabulary related to level B1 in the forum. There is also a variety of simple and complex grammatical forms with a good degree of control. There is evidence of lexical cohesion based on lexical content. There is use of synonyms, antonyms, and collocations in the forum	There is a moderate variety of everyday vocabulary related to level B1 in the online forum. Uses a moderate variety of simple and complex grammatical forms with some control. The evidence of lexical cohesion based on lexical content and prior knowledge is limited: Some synonyms, collocations, and antonyms are identified in the text to avoid repetition of words	The use of everyday vocabulary related to the B1 level is limited in the online forum. The use of simple and complex grammatical forms is also limited. The evidence of lexical cohesion based on lexical content and prior knowledge is poor. There are almost no collocations, synonyms, or antonyms in the text. There is a repetition of words	The use of everyday vocabulary related to level B1 is poor or nonexistent in the online forum. The use of simple and complex grammatical forms is poor or absent. There is no evidence of lexical cohesion based on lexical content and background knowledge. There is a repetition of words throughout the text
<b>Fluency (1.5 points)</b>	Sentences, ideas, and details fit together smoothly and clearly in the online forum. Readers can easily follow the text and the writing is coherent in the online forum.	Sentences, ideas, and other details fit together with some fluency and clarity. The reader can follow the text and the writing although some limitations are evident	Sentences, ideas details fit poorly. There is not much clarity in the text. Readers may have difficulty following the text. The writing is inconsistent.	Sentences, ideas and details <u>do not</u> fit together. Readers <u>cannot</u> follow the text. The writing is not coherent.
<b>Spelling (1.5 points)</b>	The writing in the online forum is essentially error-free in terms of spelling.	There is evidence of basic errors in the structure, but this situation does not affect the comprehension of the text in the online forum.	There is evidence of errors in sentence structure, that considerably affect the understanding of the text in the online forum	The writing in the online forum contains numerous errors in spelling and grammar which interfere with comprehension

**Adapted from the studies:** Lexical and Grammatical Cohesions in the Students' Essay Writing as the English Productive skills by Tenri and Basri (2019); The effects of using rubrics and face to face feedback in teaching writing skill in higher education by Mahmoudi and Buğra (2020); Assessing writing for Cambridge English Qualifications: A guide for teachers 2020)

## APPENDIX 2

### UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

#### FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “RÚBRICA PARA EVALUAR LA ESCRITURA EN LOS FOROS” PERTENECIENTE A LA INVESTIGACIÓN: “ONLINE FORUM TO DEVELOP EFL WRITING”

**Objetivo:** Revisar la validez de contenido de los descriptores de la rúbrica que servirá para recolectar datos cuantitativos para este estudio

**Autor:** Karina Isabel Moreno Rodríguez

**Instrucciones:** Señale con un visto (✓), según la validación para cada criterio:

**Escala de valoración:** 1D- DEFICIENTE; 2R- REGULAR; 3B- BUENO; 4O – ÓPTIMO

CONSTRUCTOS	DESCRITORES	Pertinencia de los constructos y sus descriptores con los objetivos de la investigación				Pertinencia de los constructos y sus descriptores con las variables del estudio				Calidad técnica y representatividad de los constructos y sus descriptores				Redacción y lenguaje de los constructos y sus descriptores		
		1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B
FORMAT AND ORGANIZATION	The writing in the online forum is well organized, with an introduction and body paragraphs with supporting details. The conclusion summarizes all the points. There is a clear and logical progression of ideas in the forum. The answer in the online forum covers all parts of the question with interesting information				✓				✓				✓			
	The writing in the online forum captures the audience's attention. There is evidence of words or phrases in the forum that show the relationship between paragraphs or sections of the text				✓				✓				✓			
CONTENT AND STRUCTURE	There is evidence of grammatical cohesion based on the structural content in the forum: There is a clear and logical progression of ideas in the forum. There is evidence of proper transitions and conjunctions in forum				✓				✓				✓			
GRAMMAR	There is a variety of everyday vocabulary related to level B1 in the forum. There is also a variety of simple and complex				✓				✓				✓			
LANGUAGE AND VOCABULARY																

	grammatical forms with a good degree of control. There is evidence of lexical cohesion based on lexical content. There is use of synonyms, antonyms, and collocations in the forum			
<b>FLUENCY</b>	Sentences, ideas, and details fit together smoothly and clearly in the online forum. Readers can easily follow the text and the writing is coherent in the online forum.	✓	✓	✓
<b>SPELLING</b>	The writing in the online forum is essentially error-free in terms of spelling	✓	✓	✓

**Observaciones:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**De manera integral, el instrumento es:**

<b>APLICABLE</b>	<b>CORREGIBLE</b>	<b>REGULAR</b>	<b>DEFICIENTE</b>	<b>NO APLICABLE</b>
100%	75%	50%	25%	0%
X				

Realizado por:



Lic. Karina Isabel Moreno Rodríguez

**Ced. Ident. 0917344038**

Validado por:



MSc. Rodrigo Antonio Guerrero

**Ced. Ident. 0910135557**

Segura

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO**  
**“RÚBRICA PARA EVALUAR LA ESCRITURA EN LOS FOROS”**  
**PERTENECIENTE A LA INVESTIGACIÓN: “ONLINE FORUM TO DEVELOP**  
**EFL WRITING”**

**Objetivo:** Revisar la validez de contenido de los descriptores de la rúbrica que servirá para recolectar datos cuantitativos para este estudio

**Autor:** Karina Isabel Moreno Rodríguez

**Instrucciones:** Señale con un visto (✓), según la validación para cada criterio:

**Escala de valoración:** 1D- DEFICIENTE; 2R- REGULAR; 3B- BUENO; 4O – ÓPTIMO

CONSTRUCTOS	DESCRPTORES	Pertinencia de los constructos y sus descriptores con los objetivos de la investigación				Pertinencia de los constructos y sus descriptores con las variables del estudio				Calidad técnica y representatividad de los constructos y sus descriptores				Redacción y lenguaje de los constructos y sus descriptores		
		1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B
FORMAT AND ORGANIZATION	The writing in the online forum is well organized, with an introduction and body paragraphs with supporting details. The conclusion summarizes all the points. There is a clear and logical progression of ideas in the forum. The answer in the online forum covers all parts of the question with interesting information				✓				✓				✓			
	The writing in the online forum captures the audience's attention. There is evidence of words or phrases in the forum that show the relationship between paragraphs or sections of the text				✓				✓				✓			
CONTENT AND STRUCTURE	There is evidence of grammatical cohesion based on the structural content in the forum: There is a clear and logical progression of ideas in the forum. There is evidence of proper transitions and conjunctions in forum				✓				✓			✓				
GRAMMAR	There is a variety of everyday vocabulary related to level B1 in the forum. There is also a variety of simple and complex grammatical forms with a good degree of				✓				✓			✓				
LANGUAGE AND VOCABULARY																

	control. There is evidence of lexical cohesion based on lexical content. There is use of synonyms, antonyms, and collocations in the forum			
<b>FLUENCY</b>	Sentences, ideas, and details fit together smoothly and clearly in the online forum. Readers can easily follow the text and the writing is coherent in the online forum.	✓	✓	✓
<b>SPELLING</b>	The writing in the online forum is essentially error-free in terms of spelling	✓	✓	✓

**Observaciones:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**De manera integral, el instrumento es:**

<b>APLICABLE</b>	<b>CORREGIBLE</b>	<b>REGULAR</b>	<b>DEFICIENTE</b>	<b>NO APLICABLE</b>
100%	75%	50%	25%	0%
X				

Realizado por:



Lic. Karina Isabel Moreno Rodríguez  
**Ced. Ident. 0917344038**

Validado por:



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**APPENDIX 3  
INTERVENTION PLAN**

# **ONLINE**



# **TO DEVELOP EFL WRITING**

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## **INTERVENTION PLAN**

**Beginning of the semester:** June 1, 2022, 2023

**End of the semester:** September 23, 2022

**Group:** English VII parallel 7 - PUB-S-NO-7-7 MOD ENG (Online)

**Number of students:** 51 students

**Class schedule:** Saturdays from 11:00 a.m. – 3:00 p.m.

**English book:** Personal Best B1+ / Richmond

**Date:** 18/06/2022

### **STYLES OF COMMUNICATION AND BODY LANGUAGE**

**OBJECTIVE:** At the end of this unit, students will develop skills regarding different styles of communication. In addition, students will be able to produce a narrative composition and interesting in terms of blogs.

#### **Activation:**

- Students answer the following questions:
  - What parts of the body you use when you communicate with people?
  - How does the body language help us when we communicate with people?
- Students do a quiz to identify their own style of communication. Then, they comment by chat or orally if they agree or not.

#### **Connection**

- Students study vocabulary about body language and communication.
- Students read a text to find out information about the three main communication styles: visual, audio, and kinesthetic.

- They study present forms and practice listening and responding to their partners in conversations.
- Students discuss in class, read texts, listen to audios about body language, sense verbs with adjectives, nouns, and clauses. They also talk about communication, and styles of communication.
- Grammar: Identify simple present and present progressive forms, practice the use of grammar forms “as if”, “like” and “as though” in the context of communication styles.

**Affirmation:**

- Students watch a video about “How Long It Takes to Change Your Life?” to list five things she does. Students should use the vocabulary and grammar forms explained in this class.
- Write on a forum about this information: <https://www.conovercompany.com/types-of-communication/#sec7> to answer the question: Have you ever experienced a problem of miscommunication? Write a paragraph talking about this experience and use the information from the article to show a possible solution.

## STYLES OF COMMUNICATION AND BODY LANGUAGE

**UNIT 1: YOUR UNIQUE STYLE**

**LESSON AIM:** At the end of this unit, students will develop skills regarding different styles of communication. In addition, students will be able to produce a narrative composition and interesting in terms of blogs

### Slide 1

### What's your communication style?

<p><b>1</b> If you try to hide something from someone, ...</p> <ul style="list-style-type: none"> <li>a your voice changes.</li> <li>b you don't make eye contact.</li> <li>c your body language changes.</li> </ul>	<p><b>2</b> When you're angry, you tend to ...</p> <ul style="list-style-type: none"> <li>a raise your voice.</li> <li>b imagine a response in your head.</li> <li>c physically show you're angry, e.g., slam the door.</li> </ul>	<p><b>3</b> If you want to get someone's attention, you ...</p> <ul style="list-style-type: none"> <li>a say his/her name.</li> <li>b look at the person.</li> <li>c tap him/her on the shoulder.</li> </ul>
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### Slide 2

**Grammar** present forms; *like, as if, and as though*

<p><b>Simple present with action or state verbs:</b>  <i>The sun (always) sets in the west.</i>  <i>I think I know the answer.</i>  <i>It definitely sounds/looks/feels weird.</i></p> <p><b>Present continuous with action verbs:</b>  <i>Look outside. The sun's setting (right now).</i>  <i>I'm thinking of going to London</i>  <i>She's always criticizing me!</i></p> <p><b>Look!</b> We can also use <i>like</i> before a clause, but only in informal speech:  <i>It looks like Mary's not coming to the party.</i> (= informal conversation)  <b>As though</b> is a little more formal than <i>as if</i>.  <i>It sounds as if/as though John's health is improving.</i> (= neutral/formal speech and writing)</p>	<p><b>Sense verbs with adjectives, nouns, and clauses:</b>  <i>It looks strange.</i> (adjective)  <i>It sounds like a nightmare!</i> (noun)  <i>It feels as if I've been here before.</i> (clause)  <i>It sounds as though you need help.</i> (clause)</p>
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### Slide 3

## TASK:

- WRITE ON A FORUM ABOUT THIS INFORMATION: <https://www.conovercompany.com/types-of-communication/#sec7>
- Have you ever experienced a problem of miscommunication?
- Write a paragraph talking about this experience and use the information from the article to show a possible solution.
- Example:
  - When I'm grading my students' written production, I have an amount of homework and a big number of students, so I try to summarize their performance in a few words. For example, when I give feedback to someone who has done a good job, the words: "good job" or "excellent" are good enough. However, to give feedback to students who did not do a good job, the words "keep working", "check your spelling and mechanics", can create demotivation and resentment because they feel that I only focus on the errors. In order to avoid situations of miscommunication, it is necessary that "Consider our audience: Sometimes you might want to change your communication style or how you communicate, depending on who you are talking with. In this case, students need teachers acknowledge as the things they did well as the mistakes.

## Slide 4

## **INTERVENTION #1**

Date: 26/06/2022

**OBJECTIVE:** To explore the four lexical categories that improve cohesion and cohesion devices in writing

### **Activation:**

- Students read a text about Being Bilingual to identify nouns, verbs, adjectives, and adverbs for a sentence make sense.

### **Connection:**

- The teacher explains the 4 main types of sentences that are present in a text: Statements, questions, commands, exclamations.
- Students check the definition of cohesion and how to create cohesion in writing, addressing cohesive devices, and its types.
- Students read the text and identify grammar cohesion and lexical cohesion.
- Teacher provides feedback on learners' writing, illustrating where they have used cohesive devices correctly and identifying areas where they could have included them to join short sentences.

### **Affirmation:**

- Students repeat the activity of writing using the cohesive devices and lexical cohesion.

## INTERVENTION CLASS #1

### DEFINING COHESION

Cohesion is a term in linguistics that refers to how the structure and content of a sentence or text is linked together to create meaning.

Cohesion needs to be achieved in a sentence, within a paragraph and across paragraphs for a text to make sense.

#### Slide 5

Cohesion is important as:

It teaches you how to order and structure sentences and paragraphs

It means related ideas are kept together and flow logically from one to another

It helps to express their ideas in a way that the reader will clearly understand

#### Slide 6

There are 4 main types of sentences that you can choose from:



Statements - convey information



Questions - ask something and usually end with a question mark



Commands - give instructions or tell you to do something



Exclamations - usually begin with 'What' or 'How,' include a verb and can end with an exclamation mark

#### Slide 7

## What are cohesive devices?

- Cohesive devices are techniques that can be used to help create cohesion. Some examples of these are:
- **Adverbials**
- Expressing place, time or manner, adverbials can help create cohesion in or across paragraphs. Take a look at this example:
- **Without adverbials:**
- "Tim left home. He realised he had forgotten his homework."
- **With adverbials:**
- "Tim left home early in the morning. Later that day, he realised he had forgotten his homework."

Slide 8



## THE COOL FACTOR

**Date:** 04/07/2022

**OBJECTIVE:** To identify attitude in texts using compound adjectives

### **Activation:**

- Students read characteristics about a famous star. After that, they guess who the text refers to.
- Students watch three photos of famous actors to find out who is open -minded, world-famous, forward-thinking.

### **Connection:**

- Students study compound adjectives and watch a video about Albany, the social media influencer” who is a nominee for a “Cooltube” award for “being cool”.
- Students use the compound adjectives to give their own definition of “being cool.”
- Teacher explains how to write a reflective text.
- Students work in groups and write about “Luisito Comunica” a Mexican. youtuber.

### **Affirmation:**

- Students Write a reflective text about someone who is cool and explain why.

## THE COOL FACTOR



### 1B THE COOL FACTOR

- She is an Israeli-born American actress. With an extensive career in film since her teenage years, she has starred in various blockbusters and independent films, for which she has received multiple accolades, including an Academy Award, a British Academy Film Award, and two Golden Globe Awards.
- She and her family first lived in Washington, D.C., but relocated to Connecticut in 1988 and then moved to Long Island in 1990. Her native language is Hebrew. While living on Long Island, she attended a Jewish elementary school. She studied ballet and modern dance at the American Theater Dance Workshop, and regularly attended the Usdan Center for the Creative and Performing Arts. Describing her early life, she has said that she was "different from the other kids. I was more ambitious. I knew what I liked and what I wanted, and I worked very hard. I was a very serious kid."
- When she was ten years old, a Revlon agent spotted her at a pizza restaurant and asked her to become a child model. She turned down the offer but used the opportunity to get an acting agent.



### Slide 9

- 1 1.4 Put the words in the box in the correct categories. Listen and check.

far-reaching forward-thinking highly respected life-changing middle-aged  
open-minded record-breaking slow-moving time-consuming well-educated

adjective/adverb + present participle	adjective/adverb/noun + past/participle	noun + adjective/present participle
good-looking	old-fashioned	world-famous
forward-thinking	self-centered	Life-changing
Far-reaching	Highly respected	Record-breaking
Slow-moving	Middle-aged	Time-consuming
	Open-minded	
	Well-educated	

### Slide 10

**Skill identifying attitude**

You can often identify a speaker's attitude by listening to how certain or fixed his/her opinions are. Some clues include:

- words or expressions showing more or less certainty:  
*Definitely not! I have no doubt that ... , I tend to think ... , In a way, I think ...*
- modal verbs or adverbs expressing probability:  
*It might be ... , This is probably the most important ...*
- tone of voice and style:  
A rising, louder tone may show the speaker feels strongly. A moderate tone and "filler" words like *uh, I mean or you know* may show uncertainty.

## Slide 11

Luisito  
comunica  
“youtuber”

1. **Introductory paragraph:** Nowadays we can appreciate a variety of latinoamericans who are succeeding worldwide. Luisito Comunica is a Mexican youtuber who has a channel where he posts videos about different topics which are very interesting. They have millions of views and subscribers. He won a cccc award because of their videos about tourism, mexican culture and controversial topics as the drug dealing.
2. **First body paragraph:** Tourism: wonderful places.....  
Example: when we came to Ecuador
3. **Second body paragraph:** Mexican culture: mexican dishes, he introduces humble people who sell Street food in cccc.
4. **Third body paragraph:** controversial topics:
5. **Concluding paragraph:**

## Slide 12

## INTERVENTION # 2

**Date:**09/07/2022

**OBJECTIVE:** To use cohesion devices in their narrative texts

### **Activation:**

- Students work on a worksheet to select appropriate nouns, verbs, adjectives and adverbs in order for a sentence to make sense.

### **Connection:**

- The teacher explains what ellipsis repetition, transitional signal, reference words and pronouns are, and how these cohesive devices improve writing.
- The teacher shows an example of the last task to highlight the mistakes in their writing.
- Students study the strategies to improve cohesion.

### **Affirmation:**

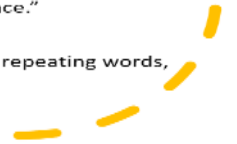
- Students repeat the activity on the forum focusing only on 1 point in each paragraph to enhance clarity.
- Write a reflective essay using the cohesive devices and complex Sentences with appropriate use of punctuations.

## INTERVENTION CLASS 2



Ellipsis is another cohesive device that can improve the flow of a sentence. Ellipsis refers to the removal of superfluous words, as the meaning can be inferred from the preceding clause. For example:

- **Without ellipsis:**
  - "If James listens to music, he will have to dance to the music."
- **With ellipsis:**
  - "If James listens to music, he will have to dance."
- In this case, the sentence with ellipsis avoids repeating words, but still makes sense.



### Slide 13



Repetition can also be used as a cohesive device to highlight or emphasise important information.

For example:

- "Peter was running late. He had promised not to be late this time. If only he could get to places on time!"
- In this example, the repetition of the adjective/adverb 'late' helps create a sense of urgency across the sentences.

### Slide 14



## Pronouns

- Using pronouns in a sentence allows you to refer back to a noun without having to repeat it. For example:
- **Without pronoun:**
  - "Billy listened to music while sitting in Billy's car."
- **With pronoun:**
  - "Billy listened to music while sitting in his car."
- In this example, using a pronoun helps the sentence flow more smoothly, while still making sense.



### Slide 15

## Repeated words/ideas

- One way to achieve cohesion is to repeat words, or to repeat ideas using different words (synonyms). Study the following example. Repeated words (or synonyms) are shown in bold.
- ***Cohesion** is an important feature of academic **writing**. It can help ensure that your **writing coheres** or 'sticks together', which will make it easier for the reader to follow the main ideas in your **essay or report**. You can achieve good **cohesion** by paying attention to five **important features**. The first of these is repeated words. The second **key feature** is reference words. The third one is transition signals. The fourth is substitution. The final **important aspect** is ellipsis.*

Slide 16

## **GREAT EXPECTATIONS**

**Date:** 16/07/2022

**OBJECTIVE:** To use narrative tenses to tell a story.

**Activation:**

- Students read two stories about people with high expectations who are disappointed.

**Connection**

- They study vocabulary about expectations and complete a paragraph with the correct form of the word.
- Students order the events of the story.
- Students learn how to use narrative tenses (Simple past, past continuous, past perfect, and past perfect continuous) to tell a story.
- They practice talking about a place, person that surprised them.

**Affirmation:**

- Write a narrative text about something funny or embarrassing that happened to you.

## GREAT EXPECTATIONS

# 8C GREAT EXPECTATIONS

**1 A** Match the two parts to make complete sentences.

- |  |                                     |
|--|-------------------------------------|
| 1 If you don't succeed at first,       | a- lower your expectations.         |
| 2 You never get a second chance        | b- failing at something.            |
| 3 If you want to avoid disappointment, | c- try again until you do.          |
| 4 It is impossible to live without     | d- to make a good first impression. |

**B** In pairs, discuss whether or not you agree with the statements, and give a reason.

### Slide 17

**1** **1.8** What do sentences 1–10 mean? Choose the correct option, a or b. Listen and check.

- 1 I **can't wait** to meet her. I won't **get a second chance**.  
 a I'm really looking forward to meeting her.  
 b I might meet her one day, but not now.
- 2 I was **hoping for** something better.  
 a I was pleased.  
 b I wasn't pleased.
- 3 His performance really **impressed** me.  
 a I thought it was very good.  
 b I didn't think it was very good.
- 4 She **made a good first impression on** me.  
 a Before I got to know her well, I liked her.  
 b After I got to know her well, I liked her.

### Slide 18

**2** **1.9** Notice the forms of the nouns and verbs. Complete the chart with words from exercise 1. Listen and check.

verb	noun
disappoint	disappointment
fail	failure
succeed	success
expect	expectation
impress	impression

### Slide 19



3 Complete the review with the correct form of the words in the box.

impress expect wait succeed hope disappoint fail

Commercially speaking, the band's last album was a big <sup>1</sup> success, as it sold millions of copies. But, to me, it was a huge <sup>2</sup> disappointment and <sup>3</sup> failed to meet my <sup>4</sup> expectations. This time, though, I'm <sup>5</sup> hoping for something much better, and I think the new album will be great. I just heard the first single from the album on the radio, and it made a good first <sup>6</sup> impression on me. I can't <sup>7</sup> wait to hear the whole album, which comes out next month.

Slide 20

2 A Read the comments on a forum about people's disappointing experiences. Who feels more negative about his/her experience?

HOME FORUM NEWS SIGN IN

### NOT WHAT I EXPECTED!

REPLY SHARE

Yesterday my girlfriend and I had lunch at the new Raspberry Garden restaurant, the place to be. We'd read the reviews and according to 10 out of 10 critics it offered "delicious food," "great service," and had "stylish décor." It sounded too good to be true, but we'd been looking forward to going there for months, so we gave it a try. Well, the place was really cool, but the food was nothing special. The servers were polite and got our orders right, but they rarely smiled or made eye contact. At times, I actually felt as if they were looking down on us. Maybe they didn't think we were cool enough for the place. We went back there a second time, but nothing had changed. Do I recommend the place? No, not really. It failed to impress me, to be honest.

Paul, Boston, Massachusetts Like Follow

When Alex and I finally went out on a date, we'd been texting for weeks. We'd only met on Instagram, and, for a while, it seemed as if we were meant for each other: same interests, tastes, and sense of humor. I really liked his online style, but the real Alex turned out to be completely different. When he saw me, his very first question was, "Hi, can we take a selfie?" and then it got worse and worse. He kept talking about expensive designer clothes and the latest celebrity gossip, and he never stayed with any topic for more than ten seconds. He kept posting online while I was talking to him – it was as if I wasn't there! Can you believe the guy? It was a real disappointment since I'd expected a lot more.

Brenda, Dallas, Texas Like Follow

Slide 21

B Read the text again. Order the events for each story.

Story 1:

- a  2 Paul and his girlfriend went to the restaurant.
- b  3 They ate at the restaurant for a second time.
- c  1 They read the restaurant reviews.

Story 2:

- a  2 They met face to face.
- b  1 Brenda and Alex spent weeks texting each other.
- c  3 Brenda was surprised by Alex's behavior.

3

3 Choose the correct options to complete the sentences. Check your answers in the text in exercise 2A.

- 1 We looked / 'd been looking forward to going there for months, so we gave it a try.
- 2 At times, I actually felt as if they were looking / had looked down on us.
- 3 We went back there a second time, but nothing had changed / had been changing.
- 4 When Alex and I finally went out on a date, we texted / 'd been texting for weeks.
- 5 He kept posting online while I was talking / had talked to him.

Slide 22



## Grammar narrative tenses

### Simple past:

*I **parked** the car and **walked** into the restaurant.  
I **wrote** to her every day for several months.  
We **didn't enjoy** our vacation much.*

### Past continuous:

*The phone rang while I **was taking** a shower.  
She spent ages talking to her friend while we  
**were waiting** for our food.*

**Look!** The past continuous and past perfect continuous usually aren't used with state verbs:  
*I'd **had** my car for five years when I sold it. NOT ~~I'd been having~~*

### Past perfect:

*The place we went to looked familiar. It felt as if  
I'd **been** there before.  
When I arrived, they **had** already **started**.*

### Past perfect continuous:

*I was tired because I'd **been working** hard.  
It **had been snowing** for days.*

## Slide 23

# WRITING TASK

### Personal Best

Using narrative tenses, write a paragraph about something funny or embarrassing that happened to you.

## Slide 24

### **INTERVENTION# 3**

**Date:** 23/07/2022

**OBJECTIVE:** To use coherence and key terms & phrases to write a text

#### **Activation:**

- Student read a story to identify main idea and supporting details.

#### **Connection**

- Students locate the topic sentence and reflect on the importance of topic sentences and clincher sentences.
- Students read their own paragraphs to select which is the topic sentence and the supporting ideas.
- Teacher explains the definition of coherence and chronological order of ideas in a text.
- Students' complete paragraphs with the correct transitional words and phrases

#### **Affirmation:**

- Structure the last forum following the correct order of ideas and use of synonyms, pronouns, transitional words, sentence patterns to turn out in a coherent text.

## INTERVENTION # 3

### Cohesion vs. coherence

- The words 'cohesion' and 'coherence' are often used together with a similar meaning, which relates to how a text joins together to make a unified whole.
- Although they are similar, they are not the same. Cohesion relates to the micro level of the text, i.e. the words and sentences and how they join together.
- Coherence, in contrast, relates to the organisation and connection of ideas and whether they can be understood by the reader, and as such is concerned with the macro level features of a text, such as topic sentences, thesis statement, the summary in the concluding paragraph (dealt with in the essay structure section), and other 'bigger' features including headings such as those used in reports.



### Slide 25

#### Coherence can be improved by:



- Using an outline before writing (or a reverse outline, which is an outline written after the writing is finished),
- To check that the ideas are logical and well organised. Asking a peer to check the writing to see if it makes sense, i.e.
- Peer feedback, is another way to help improve coherence in your writing.

### Slide 26

Below is an example essay. It is the one used in the **persuasion essay** section. Click on the different areas (in the shaded boxes to the right) to highlight the different cohesive aspects in this essay, i.e. repeated words/ideas, reference words, transition signals, substitution and ellipsis.

**Title:** Consider whether human activity has made the world a better place.

History shows that human beings have come a long way from where they started. They have developed new technologies which means that everybody can enjoy luxuries they never previously imagined. However, the technologies that are temporarily making this world a better place to live could well prove to be an ultimate disaster due to, among other things, the creation of nuclear weapons, increasing pollution, and loss of animal species.

The biggest threat to the earth caused by modern human activity comes from the creation of nuclear weapons. Although it cannot be denied that countries have to defend themselves, the kind of weapons that some of them currently possess are far in excess of what is needed for defence. If these weapons were used, they could lead to the destruction of the entire planet.

Repeated  
words/ideas

Reference  
words

Transition  
signals

### Slide 27

### Checklist

Below is a checklist for essay cohesion and coherence. Use it to check your own writing, or get a peer (another student) to help you.

Item	OK?	Comment
There is good use of <b>repeated words/ideas</b> (including synonyms).		
There is good use of <b>reference words</b> (e.g. 'it', 'this', 'these').		
There is good use of <b>transition signals</b> (e.g. 'for example', 'in contrast').		
<b>Substitution</b> is used, where appropriate.		
<b>Ellipsis</b> is used, if necessary.		
Other aspects of cohesion are used appropriately, i.e. <b>shell nouns</b> (e.g. 'effect', 'trend') and <b>thematic development</b> .		
There is good <b>coherence</b> via the thesis statement, topic sentences and summary.		

Slide 28

## MY BAD PURCHASE

**Date:** 30/07/2022

**OBJECTIVE:** To make narratives more interesting using time linkers, transitional words, and synonyms.

### **Activation:**

- Teacher tells students about something she bought by mistake. Students are encouraged to ask for details about what happened and whether they think is a mistake.
- Students discuss about things that they regretted buying because they were so expensive, or they didn't need them.

### **Connection**

- Students focus on the photo of a blog about a bad purchase. They describe the dog and the situation.
- Match the heading with the main idea of the paragraph.
- Students find examples of narratives tenses, and which is the purpose of each of them in the text.
- Students identify synonyms, pronouns, transitional words, sentence patterns, predictions comparisons, direct speech, and narrative tenses.
- Students study time linkers.

### **Affirmation:**

- **MY BAD EXPERIENCE:** Choose one from these experiences: something you bought, a blind date, a new restaurant, a party, or a vacation, that didn't turn out as you had expected. Make notes about the event. Then, write a forum using

your notes to help you. Include different narrative sentences and time linkers.  
Using comparisons, predictions, and direct speech to make your story more  
interesting. Comment to your partner.

## MY BAD PURCHASE

2 Read the blog post about Donald and his dog, Buster. In what ways was Buster a good purchase and a bad purchase? What do you think happened next?


Home
About
Blog
Contact

### What was I thinking?

Posted 3:45pm

1 I still remember my 30th birthday. It seems like only yesterday. I'd been invited to my sister's place for lunch, and I was walking by a pet shop, when I saw the cutest little dog watching me from the window. **In the beginning**, I wasn't sure as I was very busy at work. Then I looked at him and started to wonder if a pet might fit my lifestyle. After all, I often take a walk in the park after work. As soon as he saw me, he gave me a look that seemed to say, "Please take me home!" We should never have made eye contact.

2 After lunch, I walked back to the pet shop, and, **before long**, that little dog, which felt like a tiny black and white teddy bear, was in my arms. "He's affectionate and full of energy," the salesclerk assured me. I'd been thinking



4 Unfortunately, Buster seemed to get worse with every passing day. He ran around the apartment,

### Slide 29

✂

Skill

making a narrative interesting

When writing a narrative, make your story more interesting by including:

- predictions or comments about the future: *I had no idea what the next few months would be like.*
- interesting comparisons: ... *that little dog, which felt like a tiny black and white teddy bear ...*
- examples of direct speech: *"He's affectionate and full of energy," the salesclerk assured me.*
- a variety of narrative tenses, e.g., simple past, past continuous, past perfect, past perfect continuous.

5 A Read the Skill box. Match strategies 1–3 below with their purpose a–c. Which strategy is each underlined sentence in paragraph 3?

- |   |   |
|---|---|
| <p>1 provide a comparison</p> <p>2 make a prediction</p> <p>3 use direct speech</p> | <p>a to give someone a "voice"</p> <p>b to help the reader visualize your descriptions</p> <p>c to create suspense for the next paragraph</p> |
|---|---|

### Slide 30

🔗

Text builder

time linkers

We use time linkers like *at first*, *in no time*, and *after a while* to say how much time has passed between different past actions:

<p><b>1 at the start</b></p> <p><i>At first</i>, Donald wasn't sure he should buy a dog.</p>	<p><b>2 after a short time</b></p> <p>He held Buster in his arms and, <i>in no time</i>, changed his mind.</p>	<p><b>3 some time later</b></p> <p><i>After a while</i>, Donald regretted his decision.</p>
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6 Read the Text builder. Which meaning (1, 2, or 3) do the **bold** linkers in the blog post have?

At the start	After a short time	Some time later
At first, in the beginning	As time went on, in no time, in matter of hours	Before long, eventually,

### Slide 31

## Forum

8 A **PREPARE** Choose an experience below that didn't turn out as you had expected. Make notes about the main events.

- something you bought
a blind date
a new restaurant
a party
a vacation

B **PRACTICE** Write a blog post, using your notes to help you. Include different narrative tenses and time linkers. Use comparisons, predictions, and direct speech to make your story more interesting.

C **PERSONAL BEST** Exchange your blog post with your partner. Do your stories have anything in common?



**Slide 32**

## INTERVENTION #4

**Date:**06/08/2022

**OBJECTIVE:** To explore the four grammatical categories that improve cohesion in narrative texts

### **Activation:**

- Students underline verb tenses in the text “Ice cream university”. After that, they scan the text to identify synonyms.

### **Connection**

- Teacher explains the last two strategies of Grammar cohesion: conjunction and tense agreement.
- Students practice reading and saying conjunctions through BINGO GAME. In small groups, each student is given a laminated bingo card with nine conjunctions on it.  
Students create new sentences using conjunctions from the bingo card.
- Students read different texts to identify common text structures, such as: description, cause, and effect, compare, problem and solution, and sequence.

### **Affirmation:**

- Students will use the cohesive devices and write an essay using the learned in class: common text structures, such as: description, cause, and effect, compare, problem and solution, and sequence.

## INTERVENTION CLASS #4

### Grammarcohesión:Conjunctions

- The use of accurate coordinate and subordinate conjunctions (such as 'and', 'so', 'because' and 'while') and conjunctive adverbs (like 'however' and 'therefore') in your writing. Not only are conjunctions very useful on a grammatical level for joining together words, phrases, clauses and sentences, but each conjunction contains lexical meaning that further indicates and specifies relationships between ideas.

#### Slide 33

### WRITING AN OPINION ESSAY

- To write a successful opinion essay, make sure to follow these stages:
  - pre-writing,
  - writing and
  - proofreading.

#### Slide 34

### PARTS OF AN OPINION ESSAY

- Your opinion essay should have:
  - an introduction (INTRODUCE THE TOPIC),
  - main body (DETAILS)
  - and conclusion( SUMMARIZE)



#### Slide 35

### Text builder giving opinions

We use a variety of phrases to give our opinions:

*I (don't) think/believe (that) ...*    *I'm worried/delighted (that) ...*    *... is a good/bad idea.*

*In my opinion/view, ...*    *Personally, ...*    *I would(n't) say (that) ...*

**8** *Individual* Read the Text builder. In pairs, give your opinions about ideas 1–5. Explain your ideas.

- 1 I think / don't think public transportation should be free for everyone because ...
- 2 Children playing computer games is a good / bad idea because ...
- 3 In my opinion, learning English is / isn't very difficult because ...
- 4 Personally, I watch / don't watch too much TV because ...
- 5 I would / wouldn't say that we eat less healthily than our parents because ...

#### Slide 36

## The adoption

- **What question should I answer in this assignment?**
- **If I agree to let people adopt a child**
- **What are those things my audience want to know?**
- **reasons**
- **What main points should be conveyed in my essay?**
- **HOWEVER, MOTHERHOOD COMES TO YOU, IT'S A MIRACLE. MOTHER'S INSTINT.....**
- **ADOPTION IS NOT ABOUT FINDING CHILDREN TO FAMILIES; IT'S FINDING FAMILIES TO CHILDREN. HUMANITY, RATES**
- **GIVING OPPORTUNITIES TO CHILDREN TO SUCCEES. RIGHTS..FAMOUS PEOPLE STEVE JOBS, NELSON MANDELA, ELEONOR ROOSVELT,**
- **RIGHTS...**

Slide 37

## CULTURE VULTURES

**Date:** 13/08/2022

**OBJECTIVE:** To use adjectives and nouns to write descriptive texts in the context of Culture.

### **Activation:**

- Students answer the following question: What paintings or posters do you have on your walls at home?

### **Connection**

- Students read a text about three types of art: painting, sculptures and murals and comment what are the most famous art in their city.
- Students scan the text looking for adjectives. Then students put the adjective forms in the box in the correct column of suffixes.
- Teacher explains how to make adjectives adding suffixes. Students complete a text with the correct adjective.
- Teacher explains about question patterns and complete exercises using “wh-questions”, “tag questions”, negative questions, indirect questions.

### **Affirmation:**

- Students will use the adjectives and suffixes to write on a forum about What is your ideal partner like.

## CULTURE AND CULTURES

2 Read the text. In pairs, share one interesting fact you learned about each piece of art.

### Raccoon (2015) by Artur Bordalo (Bordalo II)

Bordalo's *Trash Animals* series gives a whole new meaning to the word "garbage." Old tires, **useless** appliances, and discarded items combine to create larger-than-life **colorful** 3D murals like *Raccoon*. Born in Lisbon in 1987, Bordalo is helping the city's recycling effort and increasing social awareness. He is an environmentally conscious young artist.



### The Kiss (1908) by Gustav Klimt

Austrian painter Klimt rebelled against the traditional art of the time, and while his subject matter was **controversial**, his works created **considerable** excitement in the art world. *The Kiss*, one of Klimt's most **famous** and memorable paintings, is known for its highly decorative style. In his "golden phase," Klimt used the effective technique of gold leafing (applying very thin sheets of gold) to make his paintings shine.

### Fearless Girl (2017) by Kristen Visbal

Visbal's *Fearless Girl* strikes a confident pose in downtown New York. Placed in front of *Charging Bull* (sculpted by Arturo Di Modica), the girl seems to challenge the powerful bull, even though this was not Visbal's intention. Di Modica feels the new sculpture detracts from the bull as a symbol of prosperity and strength, instead making it look **aggressive**.



## Slide 38

1 2.1 Put the adjective forms of the words in the box in the correct column. Listen and check.

ambition (n) end (n) attract (v) memory (n) home (n) adventure (n)  
option (n) break (n) power (n) faith (n) impress (v) accident (n)

-able	-al	-ful	-ive	-ous	-less
desirable	controversial	colorful	aggressive	cautious	harmless
reasonable	conventional	cheerful	decisive	ridiculous	painless
washable	optional	dreadful	effective		useless
memorable		painful	attractive	ambitious	endless
	accidental	powerful	impressive	adventurous	homeless
breakable					
		faithful			

## Slide 39

## WHAT'S YOUR IDEAL PARTNER LIKE?

**Amy27** My ideal partner is <sup>1</sup>a **adventurous** likes to try new things, visit exotic places, do extreme sports – that sort of thing. I tend to be a <sup>2</sup>**cautious** person, who plans everything carefully and avoids taking risks, so I need someone who's the opposite of me. Perhaps I should date a skydiving instructor – that way I'd have some <sup>3</sup>**memorable** experiences I'd never forget!

**LauraZ** Tough question, but, above all, he should be <sup>4</sup>**cheerful** and positive. You know, someone who makes me laugh and <sup>5</sup>**who's** fun to be around. Oh, and being <sup>6</sup>**faithful** is important, too, of course. I don't want my boyfriend to go out with anyone else! I also like people who are <sup>7</sup>**decisive** and know what they want.

**Adam3X** I want her to surprise me from time to time – I'm tired of people with <sup>8</sup>**conventional** attitudes, values, and tastes. I also like people who can make me think. You know, I enjoy discussing <sup>9</sup>**controversial** topics, and I like it when my partner and I disagree on things. Oh, and I hope we meet by accident. I don't want to find love on a dating app.

**Jas82** I've been married for eleven years, and my husband and I have a great relationship. He has most of the qualities I find <sup>10</sup>**desirable** in a partner: He's fair and <sup>11</sup>**reasonable** always makes logical decisions. And he wants to be successful, which is great.

**Micky44** My ideal partner? Easy – my wife, Gloria. I really admire her. She's a very talented artist, with an <sup>12</sup>**impressive** body of work for a young person. Her paintings are <sup>13</sup>**colorful**. Surprisingly, she's not <sup>14</sup>**ambitious**, but she's been <sup>15</sup>**very** successful for someone her age.

## Slide 40

**6** Look at 1–6 in exercise 5B again and answer the questions below. Then read the Grammar box.

Which ones:

- a ask about the subject of a sentence? \_\_\_\_\_ c are negative questions? \_\_\_\_\_  
b include a tag question? \_\_\_\_\_ d ask a question indirectly? \_\_\_\_\_



**Grammar question patterns**

**wh- subject and object questions:**

*Who gave you this present?  
Who did you give the book to?*

**Negative questions:**

*Doesn't the bus come every 20 minutes?  
Why didn't you call me?*

**Look!** When forming questions, check the correct use (or not) of auxiliary verbs:  
*Could you tell me where the bus stops? NOT where does the bus stop?  
You live upstairs, don't you?*

**Tag questions:**

*You haven't heard from James, have you?  
Ann wants to go out tonight, doesn't she?*

**Indirect questions:**

*Do you have any idea where Tom is?  
Could you tell me if the museum is open today?*

**Slide 41**

## INTERVENTION # 5

**Date:**20/08/2022

**OBJECTIVE:** To use of reference, substitution and collocation form a cohesive text that flows easily.

### **Activation:**

- Students identify references in some brief texts.

### Connection

- Teacher explains the importance of use references, substitution, and collocations in paragraphs. After that, they identify them in a long text.
- Teacher gives feedback based on the fifth forum and ask students to improve their texts with the help of partners.

### **Affirmation:**

- Students will use collocations, reference, and substitution to answer the following question:
  - Do you go on abroad on vacation or stay in Ecuador?
  - When you go on vacation do you find out about customs and culture of the country you are visiting?
  - Which countries do you think have similar o different customs from our own?



## INTERVENTION CLASS #5

### Identify reference in the following text

**A glass beaker** was filled with saline solution and heated for ten minutes. **The beaker** was then cooled in ice water for two minutes. Being made of glass, **such beakers** are at risk of cracking when being moved between extreme temperatures. **This beaker**, however, survived intact.

#### Slide 42

**A)** Air pollution may be one of the most significant factors affecting human health today. **The fact that air pollution is affecting health** is particularly important in developing countries such as China and India where industry is a key part of the economy and where regulations are less strict. Research conducted into **China and India** has shown a 60% increase in air pollutants in the last decade alone (Smith, 2021), particularly particulate matter PM2.5 and PM10. **The 60% increase in air pollutants** correlates with an escalation in reports of lung cancer, asthma and general anxiety (Jones, 2019). If governments do not respond to **the air pollution crisis** soon then it is predicted that negative health effects in addition to **lung cancer, asthma and anxiety** are also likely to climb.

**B)** Air pollution may be one of the most significant factors affecting human health today. **This** is particularly important in developing countries such as China and India where industry is a key part of the economy and where regulations are less strict. Research conducted into **these countries** has shown a 60% increase in air pollutants in the last decade alone (Smith, 2021), particularly particulate matter PM2.5 and PM10. **This increase** correlates with an escalation in reports of **lung cancer, asthma and general anxiety** (Jones, 2019). If governments do not respond to **this issue** soon then it is predicted that negative health effects other than **those mentioned** are also likely to climb.

Hi, I'm D  
language

#### Slide 43

### Substitution

The scientist finished the test in under sixty two hours. **It was** a complete success.

The government should never have raised the tax threshold, but they **did**.

While air pollution is increasing globally, **the same** can be said for toxicity in the oceans.

Since **doing so** is dangerous, driving without a license is illegal across the global.

#### Slide 44

### Collocations

**Verb-Noun Collocations Practice Exercise**

Collocations are word combinations that sound natural to a native speaker. In the exercises below, fill in the blanks with a verb that forms a collocation with the noun in green. You will need to conjugate the verbs, and in some cases, you may need to use a phrasal verb (eg. "fill out"/"take off"/etc.). Note that this exercise contains common verb-noun collocations for general English.

1. I have to run out of the house for a minute. Do you think you could \_\_\_\_\_ an eye on my kids for 5-10 minutes?

2. I thank you \_\_\_\_\_ a million for your number two.

3. When I was a kid, I always \_\_\_\_\_ my homework as soon as I got home from school.

#### Slide 45

**Exercise 1: Cohesion.**

**Reference**

Identify the referents in the following texts.

**Exercise a**

Every organization, as soon as it gets to any size (perhaps 1,000 people), begins to feel a need to systematize its management of human assets. Perhaps the pay scales have got very out of line, with apparently similar-level jobs paying very different amounts; perhaps there is a feeling that there are a lot of unutilized skills in the organization that other departments could utilize if they were aware that they existed. Perhaps individuals have complained that they don't know where they stand or what their future is; perhaps the unions have requested standardized benefits and procedures. Whatever the historical origins, some kind of central organization, normally named a personnel department, is formed to put some system into the haphazardly. The systems that they adopt are often modelled on the world of production, because that is the world with the best potential for order and system.

**Exercise b**

We all tend to complain about our memories. Despite the elegance of the human memory system, it is not infallible, and we have to learn to live with its fallibility. It seems to be readily made more susceptible to complaints of a false memory, and it is equally readily more susceptible to those a real lapse or 'a false memory'. Then it all seems it is stupidity or insensitivity. But how much do we know about our own memory? Obviously we need to remember our memory lapses in order to know just how bad our memories are. Indeed one of the most amusing patients I have ever treated was a lady suffering from Korsakoff's syndrome, memory loss following chronic alcoholism. The test involved presenting her with lists of words, after which she would comment with surprise on her inability to recall the words, saying: 'I pride myself on my memory! She supposed to have forgotten just how bad her memory was.'

Slide 46

## TOPIC: LIFE IN MY CITY

**Date:**27/08/2022

**OBJECTIVE:** To express contrast and purpose and lexical cohesion in texts.

### **Activation:**

- Students answer the following questions:
  - Do you live in a city, town, or a village?
  - Do you like where you live?
  - What are the good and bad things about it?

### **Connection**

- Students read a text about San Francisco and match the headings in the box with the paragraphs.
- Students watch a video about customs around the world  
<https://www.youtube.com/watch?v=vO6N0ha22Mk>
- Students read a text about rules, customs and behavior in the U.S. and other countries.
- They study vocabulary about urban places and problems.
- Students study how to express advice, recommendations, and obligation.

### **Affirmation:**

- Write an opinion text about how you would improve life in your city, what new customs or laws you would introduce.

## LIFE IN MY CITY

- 2 Read Ana and Piotr's stories about their trips to the U.S. Which local custom or rule didn't they know about? Are these the same or different where you are from?



### Ana's story:

My boyfriend Raúl and I were on vacation in New York last year, and the first evening we were there, we went out for dinner at a nice restaurant, down by the harbor. The meal was delicious, and I wanted to leave a generous tip. I left a tip in cash – about 10%, which is more than I would leave at home in Madrid. But I was shocked when the waiter told me it wasn't enough. <sup>1</sup>He explained that in New York the tip ought to be 20%. He even told us that it was an important part of his salary! Raúl said quietly, <sup>2</sup>"You'd better give him 20% – it's what you're supposed to do here." So I left the tip he wanted, and we left in a hurry. We really hadn't expected dinner to cost that much, and when we got to the taxi stand, we realized we didn't have any money left for a taxi back. It was all kind of embarrassing, but I learned a lesson about New York for my next trip.



### Piotr's story:

I was on a business trip in the Washington D.C. area and was staying at a hotel in a fairly central business district. I arrived one rainy Monday morning. The sky was dark gray (I wondered if it was smog), and I was just about to cross the street to get to the hotel when a man in a suit said, "You can't cross here." I ignored him – it didn't seem dangerous. In fact, the traffic was moving slowly because of the congestion. But just as I stepped off the sidewalk he suddenly yelled, "Sir, stop! You're not allowed to cross here." Imagine my surprise when he pulled out his police badge! I had no idea that the guy was a police officer, and I wasn't aware that in many U.S. cities <sup>3</sup>you have to cross the street at a crosswalk – jaywalking is forbidden. The officer gave me an \$80 fine, which I was really annoyed about, as a colleague told me later that these rules are rarely enforced. Not a great start to my week!

### Slide 47

- 3 Find words in the stories that match definitions 1–5.

- |                                    |                    |   |            |
|------------------------------------|--------------------|---|------------|
| 1 a place to keep boats and ships  | —harbor—           | 4 a type of weather that affects cities | rainy      |
| 2 a place where you can get a taxi | —Taxi stand        | 5 when roads are blocked by cars        | congestion |
| 3 a commercial area in a city      | —Business district |   |            |

### Slide 48

**Grammar** advice, expectation, and obligation

<p><b>Advice:</b> You <i>should/ought to</i> take a pill for your headache. <i>I'd take a pill (if I were you).</i></p> <p><b>Strong advice/warning:</b> You'd <i>better</i> buy your plane ticket right away. You'd <i>better not</i> make noise!</p> <p><b>Expectation:</b> You're <i>supposed to</i> leave the waiter a tip.</p> <p><b>Look!</b> We can use <i>prohibited</i> or <i>forbidden</i> to talk about rules in more formal or written English: <i>Driving while using your cell phone is strictly prohibited/forbidden.</i></p>	<p><b>Personal obligation:</b> <i>I should/ought to</i> visit my grandparents this weekend.</p> <p><b>External obligation/rules:</b> You <i>can</i> park over there. You <i>can't</i> cross the street here. You <i>have to/must</i> cross at the crosswalk. You're <i>allowed to</i> vote at the age of 18. You're <i>not allowed to</i> turn left here.</p>
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### Slide 49

- 2 Complete the sentences with the words in the box. Use the correct form. Add any words you need.

allowed to (not) have to better not ought to can't supposed to forbidden have to

- 1 You're ~~better not~~ supposed to be late or your father will be very angry.
- 2 You ~~are supposed to~~ ought to put your password in to get into your account if you can't access it without it.
- 3 The use of barbecue grills inside the apartment is forbidden.
- 4 I totally forgot I have to be in a meeting later this afternoon. Maybe someone else can go.
- 5 Good news! They've changed the rules on calculators. Now we are allowed to use them on the economics exam.
- 6 You can't play ball near the windows. You might break one!
- 7 We really ought to introduce Sam to our group. He's new here.
- 8 We don't have to get up early tomorrow. It's a holiday!

### Slide 50

## Classwork/ forum

**Personal Best**

Write ten real or imaginary rules or customs that the people living in your house should follow.

**Slide 51**

## INTERVENTION #6

Date:03/09/2022

**OBJECTIVE:** To use cohesive devices to express purpose and contrast in opinion texts.

### Activation:

- Students read the questions and explain the meaning of the phrasal verbs:
  - Who is your favorite musician?
  - Is there any musician you really look up to?
  - Have you come across any groups or albums lately that you really like?
  - Would you be able to do without music? / How would you feel without it?
  - Have you ever tried to get tickets for a concert that had sold out? / What was it?

### Connection

- Students read a text “The secret of success” and underline the linkers they find.
- Students match two parts of the sentences from the text.
- Students identify by context which linking words express contrast and purpose.
  - Which one means the same than although/
  - Which one can be replaced by to?
  - Which grammatical forms can follow despite and spite of.
- Teacher explains cohesive devices and use of linkers to express contrast and purpose.
- Teacher gives feedback based on the sixth forum and explain how to avoid overuse of cohesive devices in writing.

**Affirmation:**

- Students work in pairs to share texts and give peer feedback and correct the use of cohesive devices.

## INTERVENTION CLASS #6

### The secret of success

**Taylor Swift and Ed Sheeran have a very special friendship and often sing together. They may come from very different backgrounds, but both have had a similar path to success.**

Swift, who grew up on a family farm in Pennsylvania, had two passions: writing and music. In spite of the fact that her writing talent was noticed very early (she won a national poetry contest and even wrote an unpublished novel), Swift really wanted to be a singer. How did she achieve her goal to become the Taylor Swift we know today?

To put it simply, Swift had determination. In 2004, she talked her family into moving to Nashville so she could be part of the country music scene. (Despite having a grandmother who was a well-known opera singer, Swift preferred country music.) She wrote and performed non-stop and, before long, her concerts started to sell out – the minute tickets went on sale. Those who know her say her secret is an ability to visualize her lyrics before she writes a song. Maybe all that writing as a child paid off in the end!

Superficially, Ed Sheeran could not have been more different. He was a shy child who stuttered when he spoke, so he would repeat the lyrics of an old Eminem album hundreds of times. In spite of his shyness, Sheeran moved to London at 16 in order to become a professional musician. In the beginning, it was hard to figure out how to make a living, and even though he was playing over 300 live shows a year, he often had to sleep on the Underground, the London subway system. Sheeran never gave up, though, and he released his first album in 2011. Two years later, everything changed when he went on a world tour supporting Taylor Swift. So what was his secret? According to Sheeran, he played music instead of video games when he was growing up. Incredible tales like Swift's or Sheeran's are an inspiration to us all!



### Slide 52

**A** Match the two parts to make sentences from the text.

- |   |   |
|---|---|
| 1 <b>In spite of</b> the fact that her writing talent was noticed very early, | a Sheeran moved to London at 16.                |
| 2 She talked her family into moving to Nashville <b>so</b>                    | b she could be part of the country music scene. |
| 3 <b>Despite</b> having a grandmother who was a well-known opera singer,      | c he often had to sleep on the Underground.     |
| 4 <b>In spite of</b> his shyness,   | d Swift really wanted to be a singer.           |
| 5 Sheeran moved to London at 16 <b>in order to</b>                            | e become a professional musician.               |
| 6 <b>Even though</b> he was playing over 300 live shows a year,               | f Swift preferred country music.                |

### Slide 53

**B** Look at the sentences in exercise 3A again and answer the questions. Then read the Grammar box.

- 1 Which of the linking words in **bold** express contrast and which express purpose?
- 2 Which one means the same as *although*?
- 3 Which one can be replaced by *to*?
- 4 Which three grammatical forms can follow *despite* and *in spite of*?

1.- Contrast: despite, spite of, eventhough  
Purpose: In order to, so

- 2.- Eventhough
- 3.- in order to
- 4.- gerunds (ing) , the fact of, nouns

### Slide 54

M

Grammar

using linkers (1)

**Expressing contrast:**

*Despite taking lessons/all the lessons, I still can't play the guitar.*

*In spite of the fact that I've taken lessons, I still can't play the guitar.*

*Even though/Although I listen to a lot of jazz, I prefer rock music.*

*I listen to a lot of jazz. However, I prefer rock music.*

**Expressing purpose:**

*I listen to music in order to feel more relaxed.*

*I listen to music to feel more relaxed.*

*I upgraded my phone so (that) I could stream music.*

**Look!** We can also end a sentence with *though*:  
*I listen to a lot of jazz. I prefer rock music, though.*

### Slide 55





## Slide 56

### Cohesive devices

- Writing is most frequently organised using cohesive devices. They are also known as linking words or connectors. Linking words are a great way to join your ideas and make your sentences and paragraphs much more logical.
- **Types of Cohesive Devices**
- **Pronoun** Referring back to a person or object already named without having to repeat it. **Example:** Jim closely followed **his** wife.
- **Prepositions** Show relationships between noun and rest of the sentence. **Example:** Alex will come home from vacation **on** Saturday.
- **Conjunctions:** words like **or, and, but, so** are used within the sentence to join sentences and phrases. **Example:** Petra doesn't like broccoli, **but**ter **and** beans **and** olives.

## CLASS: IT'S DEFINITELY WORTH SEEING

**Date:**10/09/2022

**OBJECTIVE:** To make recommendations and describe a movie.

### **Activation:**

- Students look at the posters and say which movie looks the most interesting.
- Students watch three videos to describe the movies using the adjectives in the box.
- <https://www.youtube.com/watch?v=BpdDN9d9Jio>
- <https://www.youtube.com/watch?v=8RBNHdG35WY>
- <https://www.youtube.com/watch?v=SVCHSiRWjJM>

### **Connection**

- Watch a video and fill the missing words of the text.
- Students learn and practice useful phrases to make recommendations.
- Students learn how to describe a movie.

### **Affirmation:**

- Students will put into practice their knowledge about cohesion, cohesive devices, and transitional words. Describe a movie that you have seen recently. Provide enough information in case there are people interested in watching this movie. Indicate when the film took place. Describe the genre of the movie, its special effects, the plot of the story, the actors, its director. Explain in detail what you liked the most about the film and what was the least attractive about the film. Use at least 400 words or more in your forum. After posting your forum, read another classmate's post and indicate if you would like to see that movie.

## TOPIC: IT'S DEFINITELY WORTH SEEING

### 2D IT'S DEFINITELY WORTH SEEING

**1 A** Look at the posters. Which movie looks the most interesting?

**a**



**b**



**c**




**B** In pairs, discuss which movie to see. Use some of the adjectives in the box.

cheerful controversial conventional harmless impressive memorable painless powerful

**A** What do you think this one's about?  
**B** Let's see. I think ...

### Slide 57

**B**  2.11 Watch or listen again. Match sentences 1–7 in exercise 2A with the correct movies a–d. One sentence refers to two movies.

a *A Quiet Place* 1                      b *Paranormal Activity* 1  
 c *Burn After Reading* 2 3 4      d *Mamma Mia! Here We Go Again* 5,6,7

### Slide 58

## MAKING RECOMMENDATIONS

 **Conversation builder**    making recommendations

<p><b>Making recommendations:</b></p> <p><i>If you like comedies, you're going to love this one.</i></p> <p><i>It's both entertaining and serious at the same time.</i></p> <p><i>This documentary is definitely worth seeing.</i></p> <p><i>It's one of the best things I've seen in a long time.</i></p>	<p><b>Responding to recommendations:</b></p> <p><i>I'm not big on romances.</i></p> <p><i>I'm (not) in the mood for a comedy.</i></p> <p><i>I'm (not) crazy about/really into documentaries.</i></p> <p><i>I (don't) feel like watching that movie today.</i></p>
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### Slide 59

## WRITING TASK

- In this forum, students will put into practice their knowledge about cohesion, cohesive devices, and transitional words. Describe a movie that you have seen recently. Provide enough information in case there are people interested in watching this movie. Indicate when the film took place. Describe the genre of the movie, its special effects, the plot of the story, the actors, its director. Explain in detail what you liked the most about the film and what was the least attractive about the film. Use at least 400 words or more in your forum. After posting your forum, read another classmate's post and indicate if you would like to see that movie.

Slide 60

## FORUM 1 “STYLES OF COMMUNICATION AND BODY LANGUAGE”

I have communication problems with my partner, sometimes when I usually tell her that I will go out with friends or something like that, she just gets angry and doesn't say anything, on my part I try to talk to her and make her understand that going out with friends is not there is nothing wrong with it, I make him understand that trust is a fundamental part of any relationship.

### Evidence #1

3 years ago I lived in an apartment shared with 4 other people. The apartment was too small for so many people and there was not much privacy. One day, I was sitting at the dining room table with one of my classmates, when his sister arrived. After greeting her, I went to my room and left them alone so they could talk quietly, but she got angry because she thought I had not been interested in her visit, then I told her that my intention was not to disturb them, but for her it was a sign of disinterest.

### Evidence # 2

Distancing themselves because of having a different perspective

This is when we decide to distance ourselves from someone because core values are not aligned, political views are inconsistent, or you simply grow in different directions. If these are not red flag-dealbreakers, the green light moves the friendship into a deeper, more committed friendship.

At this point, the relationship upgrades to a tighter friendship through the triad of communication, trust, and respect, and the cycle continues as you share life experiences.

My storyline

When I decided to make my decision to go and study the career I wanted while my other two friends from high school chose to study the same career at the same university. So they had to understand that my desire was to study something I liked, but I wasn't abandoning them.

### Evidence # 3

I have communication problems because I tend to get distracted by anything.

For example once my mother sent me to do some shopping for the house repeated several times that I did not forget to buy detergent and on the way to buy I met a friend I started to talk to her I was distracted and arriving at the store I bought the other things but I completely forgot to buy the soap, but that's why now I write down everything they tell me so I don't forget.

### Evidence # 4

## FORUM #1 “STYLES OF COMMUNICATION AND BODY LANGUAGE”

I always go to my friends' parties and I get to know new people with whom I get to establish a friendship, but there is a point in which they start talking about topics like religion, politics, etc, on which we don't always agree. Also I think about the confidence they have in order to express their emotions and opinions on these issues, this confidence helps them not to be afraid of being judged or criticized, so I started working on it. I try to be open to the views and opinions of others, so this helps me to show the respect they deserve, managing to have a comfortable environment without arguments, or making anyone feel uncomfortable or out of place, maybe it is important for me to believe in religion or support certain laws and others no, but that doesn't mean that opinions that are different from mine are less important or incorrect, thanks to that I have come to understand and socialize much better.

### Evidence # 5

When I was in college I had to do an internship in a company, one day my boss told me that it was important to get a copy of some documents to start filling them out, she told me that those documents were in "the green round table", so I decided to go to the office to get a copy of them. After that, I came back to give her the documents and she reacted in the way I least expected, she was astonished realizing that it was not what she had asked for, it turns out that she had actually said "wine colored round table", but she said it with a very low tone of voice and I could not understand correctly.

I believe that to avoid this type of miscommunication, it is important to speak clearly: speak loud enough for others to hear and enunciate your words. Focus on sounding out each syllable so that the person you're talking to can understand you easily. Also, the mistake that many people make is not asking questions when they don't understand something and this can lead to doing what they didn't ask you to do.

### Evidence #6

mis is more evident in the workplace, when the bosses for issues of reports at the end of the month, tend to stress when the inconveniences such as; lack of communication, little empathy, abuse, even inadequate tone of voice, execution jobs. When I have experienced it, it has been a very unpleasant experience, because no worker expects a reasonable way, I always expect a good deal, because if I show my good manners, it is to receive the same, is there when more eloquent before talking, be empathetic, think about the treatment they would not like to receive and that think about the words they will say. As a worker or subordinate it is up to us to tolerate against our will the hierarchies that are managed in every company, because if you have a high office, will not have influence before

types of behaviors, be it work or student, we must encourage the primordial that is verbal communication; nonverbal awareness: written communication or expressive. handle an appropriate tone of voice. meditate on the words to be

### Evidence #7

I have a best friend with whom I often have communication problems, sometimes with other friends as well.

At the beginning of last semester (7th semester) while we were having a conversation in a group of friends, talking about getting together one day, going out to clear our minds and have a fun time, it turns out that my friend did not want to go, because of this I asked her why? she didn't give me an answer at that moment, as the conversation went on we were getting annoyed with each other and because of this I said things in a very strong tone, due to the anger I didn't think before talking this ended up making my best friend angry, we fought and we didn't talk to each other for more than a month.

This misunderstanding would be: **Respond appropriately.** Responding appropriately requires you to think before you speak, because when you respond automatically you run the risk of saying something you don't mean and you may offend the other person.

## Evidence #8

## FORUM #2 “THE COOL FACTOR”

### 1. Do you follow any YouTubers? What do they talk about?

Yes, I follow the channel called Yohomegirl but her real name is Natalie.

Se has a peruvian and american descent, but lives en Seoul, Korea, She Works as a primary school teacher.

Her videos are about fashion, his daily life and travels.

I like her videos because it is cheerful, creative outfit are always used and videos are very colorful.

She looks very authentic and friendly.

### 2. Would you ever start your own channel? What would it be about?

Yes, I would like to have a channel where I can upload videos of my trips.

/

## Evidence# 9

### 1. Do you follow any YouTubers? What do they talk about?

I FOLLOW THE ADNMX ON TIKTOK, WHICH IS A FUN CHANNEL IN WHICH THEY ARE IN CHARGE OF GIVING MONEY TO PEOPLE, EITHER ADULTS OR CHILDREN, IN EXCHANGE FOR THEM DOING ACTIVITIES THAT THEY ASK OF THEM, WHICH ARE VERY FUNNY.

### 2. Would you ever start your own channel? What would it be about?

I THINK THAT IF AT ANY MOMENT IN MY LIFE I WANT TO OPEN A CHANNEL ON YOUTUBE OR TIKTOK, IT WOULD BE ABOUT SOCIAL RESEARCH, LETTING THE WORLD KNOW SOCIAL PROBLEMS THAT WE EXPERIENCE DAY BY DAY AND WHICH WE COMPLETELY IGNORE AND DON'T FOCUS ON WORKING ON THAT , SINCE IT IS MY CAREER AS A SOCIOLOGIST IN TRAINING

## Evidence # 10

Answer the following questions

### 1. Do you follow any YouTubers? What do they talk about?

One of the best-known youtubers is Rafael Lopez, he is well known since he has a degree in geography and history and every week he has new videos dedicated to the theory of art and aesthetics where he has more than 30,000 subscribers.

### 2. Would you ever start your own channel? What would it be about

Well, if I opened my YouTube channel, I would love to talk about controversial issues that occur at a national and international level and so people would give their opinion regarding the topic that is being discussed

## Evidence #11



## INTERVENTION FORUM # 2

### Answer the following questions

#### 1. Do you follow any YouTubers? What do they talk about?

I follow the well-known actor, businessman, American politician, was Governor of California, on his YouTube channel talks about issues related to politics, about his physical exercises, I like about the advice that the actor promotes, to achieve goals and dreams, to omit what others tell you. He is one of the actors I admire to this day for his perseverance throughout his career.

#### 2. Would you ever start your own channel? What would it be about?

Yes, I would start a channel on You Tube to promote an enterprise that I already have time, which is about the sale of bracelet, necklaces and other articles made with stones, I only have the page on Facebook, but I think this channel of You Tube would capture the attention of more people, since it is a medium that is very consumed by society.

## Evidence #12

### Do you follow any YouTubers? What do they talk about?

Yes, I follow a youtuber called "Danna Alquati" her content is about series and movie reviews. She is known by film lovers for her analysis of various productions of the moment. I really like her content because she has no filter and she is able to say what no one dares to say about the entertainment industry.

### Would you ever start your own channel? What would it be about?

Yes, I would like my content to be about crime, horror stories and unsolved cases because when I have to do research on a topic before creating a script, I would have no problem doing a lot of research because these are topics that I find very interesting and can grab my attention very quickly.

## Evidence #13

### 1. Do you follow any YouTubers? What do they talk about?

Yes, I follow some youtubers, their channels are about challenges, fashion, travel or video vlogs of their daily life, currently I watch a lot the channel of Los Polinesios, in which they are 3 Mexican brothers who record videos of their travels where they narrate the experiences in that place and also about the situations that happen in their current life.

### 2. Would you ever start your own channel? What would it be about?

Yes, at some point I thought about opening a channel with my sister, since we had the idea of making videos about makeup where she would do my makeup. Actually if I dared to open one nowadays it would be about family, personal or friends trips because I like the idea of recording moments so that they don't just stay in the memory.

## Evidence #14

1. Do you follow any YouTubers? What do they talk about?

I follow KalathrasLolweapon, he is also a youtuber and his main content focuses on anime, on his channel he sees the anime that are premiering this season, but he always expresses himself as a show man, he not only watches the anime, he is ingenious in what What does he say, since he can go around the bush with a topic and it's funny, also it could be said that its content is bizarre and for those of us who have spent a lot of time on his channel, they will understand it.

He also plays videogames in the most difficult and entertaining way possible, in addition to telling the craziest anecdotes about him, just to exemplify how he stopped a train as a child, or what his first day in Japan was like.

2. Would you ever start your own channel? What would it be about?

And I have a youtube channel, what I uploaded was only focused on video game gameplays, but I left it because it didn't give results, besides that I wasn't one of those who edited their videos, and I only did direct ones that were reuploaded to youtube in where I did not comment almost nothing, so I left it.

## Evidence #15

### Describe someone you think is cool and explain why

Since I was a kid, I watched many movies of her and then started looking information, Jennifer Lawrence; I was fascinated by her personality. In this short essay I am going to explain what makes her the coolest person I know.

She's not afraid to simply be herself, she's just naturally funny and impressed not by her talent she's also quick-witted because she graduated from high-school two year early with a 3.9 GPA. Additionally, she puts a lot of effort on what she does, acting, her performances demonstrate a depth that few of her age have. She understands the weight of the honor despite winning many awards, she represents the word attitude and being grateful and she's also giving back to those less fortunate.

To conclude, I think Jennifer Lawrence is cool because of the determination of working hard and the way of being grateful for the things that have happened to her, is what I aspire to be as a person, also how I treat people and feel to demonstrate who I am naturally.

### Source

Murray, L. (2022). Jennifer Lawrence. En *Encyclopedia Britannica*.

## Evidence #16

### Cool people

#### German Garmendia

One of the most recognized content creators in recent years, or one could say since the last decade. German Garmendia is a Chilean passionate about music. He formed a group called Feeling Every Sunset, but in the end, it did not turn out as he expected. In 2011 he created his YouTube channel in which he talks about topics inspired by his daily life.

In his first YouTube channel, called hellosoygerman, he talked about the common things that happen in daily life. He made his videos in a fun and striking way that, from my point of view, was very funny, and I always wait for a new video, but a few years ago, he stopped doing it for health reasons because it took him several hours to make a video.

He has a secondary channel, currently his most active channel called Juega german, in which he dedicated to producing videos based on trending games or giving details of viral videos, that are at the moment.

His great success and his ability to move between different creative fields has given him the opportunity to take his first steps as a writer, launching his advice book #ChupaElPerro. He also became a fiction writer with his novel "Say Hello" a story about friendship and love.

The Chilean has shown that he can go from being on camera to make his videos to being an editor of his new books, he is also a person who helps others, and he demonstrated it in a 2021 telethon. This is how German Garmendia shows himself in their youtube channel.

**Evidence #17**

## FORUM #3: GREAT EXPECTATIONS

Well, last night, there was a misunderstanding, but a soft one, the truth is that those things only make me realize that he really cares about all of this, after the misunderstanding, I was a little annoyed, until he said he was sorry. bad and that he didn't like the idea of going to sleep being like this, weird media...

Anyway, from before we had agreed that he would accompany me today to do some things, it is worth mentioning that we also saw each other yesterday, we went to eat ice cream, but it was because he could, nothing planned, today yes.

So around 10 I left my house, we met, he accompanied me to do my things, first we went to eat encebollado.

Then you withdraw some things that I had to go see, then the deposit of the money for the trip, then he told me that to go to a mall, he did a solo job. We went to the city mall, and while there he told me that we are going to the movies, we saw the one about puss in boots, that movie is beautiful, tjj, it has everything... we laughed a lot, and it was also very moving, it was nostalgic for me because well I remembered when I saw Shreck a lot, it was great and so, holding hands, or caressing me, hugging, and I love that they make me mad, then we went out and he took me to eat ice cream, so everything was beautiful, He took pictures with me, and we laughed at a lot of stupid things we said... I really liked today.

### Evidence #18

I grew up in the 1990s, we didn't have a landline, just a black and white tv, one car for the family, no air conditioners or microwaves, my first cell phone, was in school, I got and Nokia Which was my dad's. It was not that easy at the beginning to convince my parents for the first mobile phone because at that time phones were not that necessary and my parents felt that the mobile phone will distract me from my studies, I was begging him kind of throwing fit to owe this phone. When I was 15, I bought a Samsung. I paid double the amount of it with my first salary. They were both old ones. I still remember paying tones of games. Chatting on messenger, it's was a great phone, and beautiful experience. Will never be able to forget it Nowadays I can't function without my phone, but I can survive, just a bit of a strain in everyday life, but without my computer I cannot survive. At all. This is where I work and I do all my homework, and do all my studying and It's like living just a normal day but without my own device.

thanks teacher.

### Evidence #19

When I travel I like to go out a lot. I like to visit several places in one day, that's why I get up very early. I go to museums, markets, etc. Generally the trips that I have gone have been with my sister. And also a couple of times I have traveled alone. On one occasion I traveled with my best friend. He invited me, I assumed that the experience was going to be incredible. He brought some friends that I didn't know. I didn't feel so comfortable with them. They were going to flirt with girls. On the other hand, I had planned to visit the city since we were going to a city that I had not visited before. He preferred to go out, try typical food. But we stayed on a farm and ate normal food. On that farm there was a pool that we couldn't enter because there was no water. They had a kind of party. I felt like we traveled several hours to a faraway place for nothing. I think I had high expectations and they didn't. Well, at least it was a moment that I got to share with my friend and I got to know him a lot better. That teaches me that next time I have to plan the details of the trip better.

### Evidence #20

A couple of years ago when I just came to live in Guayaquil for my studies, my boyfriend and I decided to go to a new restaurant but before that we had to go to get money from the bank, we went and when we left we took the wrong bus and We realized when we were already on the outskirts of Guayaquil, that is to say, we got lost so we decided to get off to try to catch the correct bus but since it was in time for festivities, everything was full and the bus shifts had already ended and to make the situation worse it started to rain.

After about 2 hours we found a taxi and returned home but we were already completely wet, we didn't make it to the restaurant, so we decided to order a McDonalds and have dinner, since our plans had been ruined. In the end we ended up laughing at all the bad times we had, although we were a little scared but in the end nothing bad happened, we lost the whole afternoon, but we knew how to fix the situation even though we knew almost nothing about Guayaquil because we are from the store, but It was a funny story.

## **Evidence #21**

### **INTERVENTION FORUM #3**

Throughout my life I have been through several funny situations that have made me feel ashamed, but the one that I consider most embarrassing so far is the following:

To put them in context, I worked selling phones on credit and in cash and once I had to go to a client who lived in Posorja in a place with little traffic since its streets are in very poor condition, my means of transportation to make the payments . It was a motorcycle, due to the event of going to my client's house, the motorcycle turned off going down a hill, I proceeded to try to start the motorcycle in second gear, the hill was very steep, it should be noted that it was in rainy times and therefore the streets were slippery, in my attempt to start the motorcycle right in the middle of a hill my brakes failed and I fell next to a puddle of mud.

## **Evidence # 22**

### **MY EMBARRASING MOMENT.**

I was in the third year of high school, at that time we were doing seismic drills and I had to help younger students to leave the school in case there was an earthquake, we were given as respective classroom and we had to rehearse where we had to guide the students and very well in practice, I emphasize that I was assigned to the classroom on the top floor and I had to climb stairs in a spiral.

When they told us that we had the drill and they were going to sound the alarm, we were all prepared.

The alarm sounded and we all left in order to the classroom that we had to go, and here my embarrassing moment happened when I went up the first stairs I slipped and I had to climb like a dog and when I wanted to turn around I measured the space wrong and I fell again, but every strong women that I am I wanted to continue climbing like an expert until I reached the classroom, obviously my knees and hands hurt, I heard mocking from my colleagues, but hey hey! the most important thing, Yes we got the children out fast.

## **Evidence #23**

It happened in one of the first semesters of the degree, it was a Sunday and my girlfriend and I had decided to go see a movie at the cinema. Everything was going very well, too good to be good, the day was cool so it was not a problem when traveling by bus that day, there was not much line to buy the tickets, we chose the perfect seats, I took my backpack and we filled it with food that we bought in the supermarket, there were several promotions that we liked, so we filled our backpack without spending much.

When the time to see the movie finally approached, we made the line that is normally done to enter the movie theaters, which to my surprise was quite a bit since when we bought the tickets there wasn't much of a line. We got in line, there were about 40 people ahead of us.

At one of those moments they call my cell phone and I answer, I was a classmate from the university, they tell me that they were writing to me in the group that did not answer, and I told them that I had turned off the data so as not to have distractions, and then it tells me that please read WhatsApp, when I open WhatsApp the phone is filled with messages from the WhatsApp group that we had for a subject, the problem was that the teacher of that subject had sent a homework assignment for that same day as a group and a group had to be formed. The classmates were upset because this homework would take more than a day to do because it was very difficult and long, they tried to communicate with the teacher so that he would give more time for the delivery, but he did not respond.

At that moment I got worried because I was at the movies and I couldn't do that duty, I told my girlfriend everything and she told me to try to ask who wanted to add me to their group, but everyone told me either that their group was full or that They couldn't add me. Nervous thinking about what to do while I kept writing to more colleagues, out of the corner of my eye I see that the movie line is advancing, so I take my girlfriend's hand and walk with her, when we approach the girl who looks at the tickets I tell my girlfriend, please look in my wallet for the tickets, but when I turn to her... I see that the person next to me holding hands was not my girlfriend but an older woman, which made me very nervous and my face turned she turned very red, you can imagine. My girlfriend who was behind me started laughing and I was more embarrassed, everyone around me started laughing, the worst thing I knew

## **Evidence #24**

## FORUM #4 MY BAD EXPERIENCE

When I was 18 years old I graduated from high school and with the money raised from the event I decided to buy an iPhone. Through the facebook social network marketplace, I contacted a man who was selling an iPhone 6, we arranged to meet at a shopping center, I refurbished the cell phone and everything worked fine at that time, I paid him and returned home. That same day at night, I checked the phone and had no access to the signal, that is to say that the iPhone was like an iPod, so I immediately contacted the seller and to my good luck if he answered my messages and we stayed to see each other again, We had it checked and it worked again, but after two days the signal was lost again, but this time the seller did not answer me and I felt cheated, so I reported it on the marketplace so that someone else avoids being scammed by this same person. It really was an experience that I would not wish on anyone, buying used cell phones and people we do not know is risky, since we cannot confirm if what we bought really works well, it may be the case that at the moment it works But then something starts to go wrong.

### Evidence #25

#### Something I bought

I remember that on one occasion I had collected money, because I had worked a few months, it was the first time I was going to buy a pair of shoes with the fruit of my work, then I asked a cousin who has more experience in shopping that he recommended me, he recommended me an Instagram account from here in Guayaquil, I had just made a purchase recently there, he told me that they sell good quality shoes and at a good price, when I started to review their catalog, I found a model that I loved for its color and design, then I started to see the comments stating anything weird, because it was my first purchase and I did not want to waste my money on something of poor quality, it seemed all good on the page, then I proceeded to write to ask if they still had those shoes and in my size, but also to quote, The good thing is that they told me that if they had my size and color, the price they gave me was also very reasonable, I asked them if they were original and they told me yes, but I did not pay much attention to the recommendation of my cousin and the comments I saw, I decided to buy them, then we did the business by WhatsApp, I deposited and they made my shipment home.

In a matter of hours, I got the order, because I had made the purchase in the morning and it was home delivery, then when they arrived, I checked them, they were very nice, also my size was fine. After a week I had a meeting with some friends, they saw my shoes and asked me, where did you buy them, how much did they cost, I answered them.

Then a friend who knows more about original shoes, he thought the price of the model of shoes was a little cheap, then my friend asked me if I could check the shoe, to see if they were original, after reviewing them he realized that they were not original and had paid too much, because it was an imitation, so the imitation of original shoes cost much less, I had paid almost triple what they cost, and if that was not enough, after several months those shoes were damaged and my cousin's shoes were damaged too. For me it was a disappointment to buy shoes in online pages, and from there I prefer to go to physical stores.



### evidence #26

One day I prepared a party for my husband's birthday, I bought a cake and I asked my mom to make a meal, she was very happy and excited but in the end when I got home with my husband to show him what I had prepared for him, for some reason my mom was angry and bad-tempered, because as soon as we arrived she received us badly, then for that reason I argued with my husband and we fought, I got upset and fought with my mom, we all went out fighting and angry, nothing went well of what I planned since we went home fighting, with the cake and the whole meal... it was a bad birthday for my husband and a bad day for me, because in addition to that, since we came in broke, he forgot to make sure the car, and at dawn they opened his car and stole a suitcase that he had left in there with clothes and shoes that he had bought to change for the special occasion, they also took a bottle of his favorite whiskey that he had bought to toast that occasion special action, nothing really turned out as we expected! It was a bad birthday, but then we get ready and make up for that bad day together by doing something out of everything we had planned to do.

### Evidence #27

#### **Unexpected situations on my birthday**

A year ago my friends organized a trip for my birthday, at the same time it is a holiday in Guayaquil so everyone travels with family or friends, my trip was to the beaches of Salina, from the beginning I thought it was Bad idea because all the places would be full but we still left, that day we traveled by bus very early, the day before I had worked so I had not slept well, so I slept the whole trip, we arrived at the hotel and we stayed all Normal, the room is very clean compared to other times that I have had a very bad experience staying near the sea.

At night we went out to the place where we would celebrate my birthday, they took us to the part where it was reserved, but there was no decoration or a cake, maybe we would stay there until the place closes at approximately 4:00 a.m. but at 1:00 a.m. I use so much courage that I was able to go to the hotel to sleep, my birthday was not as my friends and I thought, if we had celebrated it better at home than going on a trip.

### **Evidence #28**



## INTERVENTION # 4

### SHOULD UNIVERSITIES BE FREE FOR EVERYONE?

Education is a fundamental human right, and should be accessible to all people regardless of their economic situation. Moreover, free education is a way of guaranteeing access to education for all, which contributes to the reduction of social inequality and is a key factor for the economic development of a country.

First of all, one of the main advantages of providing free education to the population is that it allows low-income people to access education, which should not only focus on being free, but also on its quality. This means that those who do not have the financial means to afford universities or fee-paying colleges and schools will have the opportunity to obtain a university degree that will allow them to access better job opportunities.

Also, free education contributes greatly to the fight to reduce social inequalities. This is because it allows all people, no matter what social group they fit into, to have access to a decent education that will provide them with the necessary tools to improve their quality of life and that of their loved ones.

Finally, free universities for all also contribute to improving a country's economy. This is because people with higher education are more likely to have a better job with higher salaries and even these same people can be the ones who generate employment moving much more and better the economy of a country.

In conclusion, free universities for all are a higher education proposal that has many benefits, such as access to quality education for people with low incomes, reduction of social inequality and improvement of a country's economy.

## Evidence #29

Essay Title: Should people who live in cities be allowed to have pets?

I strongly believe that people who live in cities should be allowed to have pets. This is because owning a pet provides numerous benefits, including companionship, stress relief, and improved physical health.

Firstly, pets offer companionship and help reduce feelings of loneliness, which is especially important for people living in cities. In a busy and often impersonal environment, pets can provide a sense of emotional support and comfort. For example, a study published in the International Journal of Workplace Health Management found that pet owners had significantly lower levels of perceived stress and higher levels of job satisfaction compared to non-pet owners.

Secondly, pets can also help reduce stress levels. City dwellers often experience high levels of stress due to the fast-paced and demanding nature of their environment. Pets have been shown to help lower stress levels by providing a calming presence and a positive distraction. In fact, a study published in the International Journal of Workplace Health Management found that simply interacting with a dog for just a few minutes can significantly lower stress levels.

Lastly, owning a pet can also improve physical health. City living often means less opportunities for exercise and fresh air, but pet ownership can encourage people to get out and be active. For example, a study published in the Journal of Physical Activity and Health found that dog owners were more likely to meet recommended levels of physical activity compared to non-dog owners.

In conclusion, allowing people who live in cities to have pets is beneficial for both the individuals and their pets. Pets offer companionship, stress relief, and improved physical health, which are all crucial in a busy and demanding city environment. Therefore, I strongly support the idea that people who live in cities should be allowed to have pets.

### **Evidence #30**

## FORUM #5

My ideal partner is a man who is ambitious, eager to succeed in life, aggressive to face problems and determined to take risks that are good for life and relationship. In his physique I consider that he should be attractive, adventurous, faithful, reasonable, who treats me in a special way, respectful, affectionate, caring, who does not care about people's opinions, who is dedicated to doing good, who wants to start a family, who loves silver and have a vegetable garden in our house. Who is hardworking and has dreams of creating an enterprise that grows nationally and internationally.

### Evidence #31

My ideal person would be someone who has the same tastes and hobbies that I have, I would have to play videogames and be an open mind in them so that I can cover as many genres and styles of games as possible, in addition to that I would also have to loving anime in general and not judging for having a simple or repetitive plot is only to enjoy a series, then the aspects of mentality would come where logic should prevail in the argumentation of any aspect, not forgetting that it must have loving qualities and that it should be show affective interest at all times, musical tastes should coincide most of the time and clothing should be between expressive but without moving away from dark tones, resembling a cyberpunk style.

### Evidence #32

My ideal partner has to be **faithful**, that is very important, and that he breaks the **conventional** barrier to create new traditions, she must be **adventurous** to have **memorable** memories of the places we visited together, with an **attractive** and **impressive** body like that of a model, who likes to talk about **controversial** issues of celebrities and their lives, finally, she has to be **cheerful** and write our **endless** story together.

### Evidence# 33

My ideal partner has to be reasonable, with whom I can have many conversations on different topics. She also has to be cheerful, to help others without asking for anything in return and finally she has to be ambitious, who wants to improve herself more every day and knows that I will be there to help her and prosper together.

### Evidence #34

## **INTERVENTION# 5**

Personally speaking, I prefer staying in Ecuador because there are many places that I love visiting such as Baños, Cuenca, and even Galapagos Islands. On the other hand, If I have the opportunity to travel abroad, I find out about the customs, traditions, and regulations of the country. For example, I used to watch videos about tourist places and people that have visited the place and tell their experiences. I really believe that omitting important information could make me have a bad experience or go to jail.

Obviously, If I visit places like Colombia, Venezuela, Peru or Argentina there will not be any problem because they have the same customs as Ecuadorians and we share almost the same gastronomy.

## **Evidence #35**

## FORUM # 4: LIFE IN THE CITY

- Ecuadorians have to stop smoking in public spaces.
- Ecuadorians have to collect the needs of pets.
- Ecuadorians have to separate waste depending on the material it is made of.
- Ecuadorians have to use public transportation to improve the environment.
- Ecuadorians have to receive an adequate education, not only that theories are taught, but that they are taught with practices, coexistence and teamwork.
- Pets must be transported on planes in a suitable space, not with luggage, plus they must go with a guide who accompanies them on the trip.

### Evidence #36

1. Implement a card that approves having a child.
2. Carry out annual reviews in families with children, evaluating the income and emotional states that are present in that family.
3. If two people have a child before passing the test to get their license, they must do work provided by the state to comply with their fine.
4. You must pass a specialized test to have access to the internet.
5. People who infringe the law minimally will be forced to receive psychological rehabilitation directing their physical effort to the protection of the population in general.

### Evidence #37

## **INTERVENTION# 6**

I believe that the city has many things to improve, but even if it is not a law or a custom, it would be good to implement a new sewage system to eliminate flooding in the rainy season in Guayaquil. I would also like to implement a different way of waste management so that it stops being one of the dirtiest cities in the country and finally I would change the constitution to request more requirements for the management of public office. I would change the laws for animal abuse so that there are no more dog or cat kennels. Finally, I would have a public ordinance that obliges each family to plant at least two trees.

### **Evidence #38**

Encouraging Sustainable Transportation: Introduce incentives for using environmentally friendly modes of transportation such as cycling, walking, or using public transportation.

Promoting Clean Energy: Implement policies to increase the use of renewable energy sources such as solar, wind, and geothermal energy.

Improving Access to Education and Job Training: Create opportunities for lifelong learning and career development, particularly for underrepresented groups such as low-income individuals, women, and people of color.

Encouraging Healthy Living: Promote healthy living by making it easier for people to access healthy food options and opportunities for physical activity.

Supporting the Arts and Culture: Foster a vibrant cultural scene by providing funding and support for local artists, musicians, and cultural organizations.

### **Evidence #39**

1. Ecuadorians should choose different ways to get around your city. For example: Walk, bike, skateboard, scooter, take public transit, as many times a week as you can.
2. Ecuadorians have to be more polite with the nature because there are too mucho garbage on the street every day.
3. Ecuadorians should consume more national products, because there are varieties of products but many fail to reach the market because they do not receive the necessary consumption.
4. Ecuadorians should invest more time and money in learning languages.
5. Ecuadorians should be more responsible with their pets and not allow their excessive reproduction if they cannot take care of them.

### **Evidence #40**

To change things in my city, I would propose many important laws to improve security, cleanliness and good living, for example, people who are caught stealing with an armed hand will be punished, those who commit a minor crime will be made to pay with social work, cleaning the estuaries and so on, and to those who throw garbage without consideration in any area, make them pay with social work cleaning dirty areas of Guayaquil, to raise awareness.

**Evidence #50**

## FORUM #7 MAKING RECOMMENDATIONS

### BRIDGE OF SPIES (2015)

The film Bridge Of Spies is an American-German historical thriller directed by Steven Spielberg. This one stars Tom Hanks as James Donovan, Mark Rylance as Abel Rudolf and Austin Stowell as Gary Powers. The film won one Oscar for Best Actor (Tom Hanks). It was filmed on New York and it based on the 1960 U-2 incident during the cold war. James Donovan is an insurance lawyer who has to defend Abel Rudolf, a Soviet spy who has been arrested. At the same time, James must negotiate the release of Gary Powers, an American pilot who was caught by the Soviet while he was overflying their border with his U-2 spy plane. That is why the film is based on that incident. James should try to do an Exchange with Abel just to save his compatriot. The scene I like the most is the exchange. It is one of the most tense scenes I have ever seen and I strongly recommend it because everybody should appreciate the tough moments people had to live through in that period of time.

### Evidence #51

It is one of the best movies I've seen and it is because it leaves you a great teaching, its name is CODA, signs of the heart, it is about a family in which all are deaf mute, except for a girl whose name is Ruby, she helps her family a lot to communicate with others and run the business they have, however she will go through a difficult situation that is to follow her dreams of singing or fulfill what she feels are her obligations to her family. She goes through different difficult situations in which in one way or another reflects the difficulty that her family has, but in one way or another they try to show her that they are for her, the scene that moved me the most and made me cry was when her parents went to see her sing because as they are deaf and dumb they did not know what their daughter was doing and even felt uncomfortable until the daughter began to use sign language and sing so that her parents would understand the lyrics of the song.

### Evidence #52

If you like comedies, you should see Three More Weddings, you will love it, it is very funny, it is perfect for a night of laughter, alone or in company. But if you want to see a documentary I recommend you to see The Dilemma of the Networks, it explores this life of ours under the dictatorship of Twitter, Instagram and company, and its self-destructive tendencies, it is worth seeing, another documentary that will leave you fascinated is Tell me who I am, Ed Perkins presents us with the story of Alex Lewis, a young man who lost his memory at the age of 18 and trusted the version of his life that his twin brother Marcus transmitted to him, you will be amazed as fascinating as it is.

### Evidence #53

Wounded Hearts a film directed by Elizabeth Allen, the film is about Cassie (Sofia Carson) who is a girl who works in a bar and her dream is to become a singer and Luke (Nicholas Galitzine) a young man who is about to embark for the military service. But a chance meeting at Cassie's bar changes the course of their lives, the young people have a marriage of convenience, since the young woman has diabetes but does not have the resources to treat her illness, and agrees to marry Luke who will win with the marriage. A little more and it will cover the girl's health insurance.

While they are separated, the couple maintains constant communication to avoid arousing suspicion and little by little they begin to get to know each other and fall in love.

I recommend this film because it shows that we do not decide our destiny, because things happen as God plans and if we have any difficulty in our lives, God does not abandon us and always gives us a sign.

### Evidence #54



## INTERVENTION #7

Misery is one of the most traditional Stephen King movies but one that is worth watching. It tells the story of the writer Paul Sheldon, who has an accident in a remote place, full of snow, and resignedly waits for death to come his way. However, when he comes to, he realizes that he has been rescued by a former nurse named Annie. Paul cannot move due to multiple injuries caused by the accident. When Annie introduces herself, she lets him know how honored she is to meet him in person and take care of him since she is his number one fan and has read all his romantic stories, mainly "Misery."

Immediately, Paul is relieved to be alive and tells her that he is writing the sequel to the story. Annie proposes to take care of him until he finishes his work. She only makes an "apparently insignificant" request. This is, he let her be the first person to read his draft of the Misery ending. Paul considers Annie's request a small thing, for all that she is doing for him. If it weren't for her, he would be dead. It should be noted that due to the storm, it is not possible to go to a hospital or the nearest police center. Paul is convinced that Annie is an angel sent by God himself. Paul couldn't have been more wrong.

When he finished writing the draft, Annie walked away to be the first to read the end of such a work, only to find out that Paul had killed the protagonist of the story. Here begins the ordeal of Paul. A writer who wrote to live, now he must write to SURVIVE!!!. Annie does not forgive him and intends to avenge the fictional character Misery Chastain. In this way, she begins a process of slow torture, full of blood and panic that makes the viewer unable to move away from the seat for even a minute.

This 1990 horror film by Rob Reiner, where he played Paul Sheldon, alongside Oscar winner Kathy Bates in her memorable character as Annie Wilkes, was praised by critics and is remembered as one of Stephen King's best films.

Among the things, I liked the most about the story was the turn that events took. I mean, at first, I thought it was a sweet fan story with her favorite writer. Suddenly in a matter of minutes, the plot became so suspenseful that I felt anxious and felt bad for the writer. She prayed that she would be found out and someone would come to Paul's aid. On the other hand, I think it was a censored film since the performances were very violent and bloody and had psychotic creativity. For example, the scene that impressed me the most was when she breaks his legs with a giant construction hammer.

## Evidence #55

The story occurs mainly in an unnamed port city somewhere near the Caribbean Sea and the Magdalena River in Colombia. While the city remains unnamed throughout the novel, descriptions and names of places suggest it is based on an amalgam of Cartagena and the nearby city of Barranquilla. The fictional city is divided into such sections as "The District of the Viceroy" and "The Arcade of the Scribes." The novel takes place approximately between 1880 and the early 1930s. The city's "steamy and sleepy streets, rat-infested sewers, old slave quarter, decaying colonial architecture, and multifarious inhabitants" are mentioned variously in the text and mingle in the lives of the characters.

The main characters of the novel are Florentino Ariza and Fermina Daza. Florentino and Fermina fall in love in their youth. A secret relationship blossoms between the two with the help of Fermina's Aunt Escolástica. They exchange love letters. But once Fermina's father, Lorenzo Daza, finds out about the two, he forces his daughter to stop seeing Florentino immediately. When she refuses, he and his daughter move in with his deceased wife's family in another city. Regardless of the distance, Fermina and Florentino continue to communicate via telegraph. Upon her return, Fermina realizes that her relationship with Florentino was nothing but a dream since they are practically strangers; she breaks off her engagement to Florentino and returns all his letters.

A young and accomplished national hero, Dr. Juvenal Urbino, meets Fermina and begins to court her. Despite her initial dislike of Urbino, Fermina gives in to her father's persuasion and the security and wealth Urbino offers, and they wed. Urbino is a physician devoted to science, modernity, and "order and progress". He is committed to the eradication of cholera and to the promotion of public works. He is a rational man whose life is organized precisely and who greatly values his importance and reputation in society. He is a herald of progress and modernization.

Even after Fermina's engagement and marriage, Florentino swore to stay faithful and wait for her; but his promiscuity gets the better of him and he has hundreds of affairs. Even with all the women he is with, he makes sure that Fermina will never find out. Meanwhile, Fermina and Urbino grow old together, going through happy years and unhappy ones and experiencing all the reality of marriage. Urbino proves in the end not to have been an entirely faithful husband, confessing one affair to Fermina many years into their marriage. Though the novel seems to suggest that Urbino's love for Fermina was never as spiritually chaste as Florentino's was, it also complicates Florentino's devotion by cataloging his many trysts as well as a few potentially genuine loves.

## Evidence #56

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## APPENDIX 4 DIAGNOSTIC TEST

### Reading and use of English (75 minutes)

#### Part 1 Multiple choice cloze

**6** Complete the exam task.

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.

**Celebrity gossip**

Newspapers, magazines and websites are absolutely (0) PACKED with photos of the stars - often unflattering ones of them in embarrassing situations, or looking (1) ..... after a long night out. Celebrities, (2) ..... the badly-behaved ones, regularly get more media coverage than many politicians. It seems we're (3) ..... by scandal, eager to know who is going out with whom, whose marriage has just fallen apart, and who's been having problems. Thanks to the public's (4) ..... for gossip, 'exclusive' shots of stars like Britney Spears and Cristiano Ronaldo can fetch a paparazzo \$500,000 each!

Celebrities complain that money-hungry reporters and photographers follow them everywhere they go, often (5) ..... great personal distress. In response, celebrity hunters argue that famous people shouldn't be so (6) ..... Instead, they should accept their loss of privacy as the (7) ..... of wealth and success. But have things gone too far? Do we really have a 'right' to read about stars having a mental breakdown, or to see pictures of them looking devastated after they've (8) ..... up with their husband or wife? There seems to be a fine line between curiosity and cruelty.

0	A tight	B crowded	C busy	<u>D packed</u>
1	A terrific	B terrified	C terrible	D terrorised
2	A peculiarly	B especially	C remarkably	D occasionally
3	A interested	B keen	C fascinated	D fond
4	A hunger	B wish	C love	D want
5	A making	B causing	C beginning	D resulting
6	A hard-working	B badly-behaved	C cold-hearted	D thin-skinned
7	A value	B price	C worth	D charge
8	A divided	B cut	C torn	D split

1. **TERRIFIED**
2. **PECULIARLY**
3. **KEEN**
4. **HUNGER**
5. **RESULTING**
6. **BADLY-BEHAVED**
7. **PRICE**
8. **TORN**

## Part 2 Open cloze

Complete the exam task.

For questions 1-8, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS**.

---

**The unluckiest inventor?**

Thomas Midgley (1889–1944) is (0) *POSSIBLY* the world's unluckiest inventor. He was incredibly (1) ..... in his day, patenting over a hundred different ideas and receiving (2) ..... awards and medals. However, several of his inventions proved to be highly dangerous. It has been suggested that Thomas Midgley is responsible for more (3) ..... damage than any other person!

One of Thomas Midgley's most significant inventions was leaded petrol, which turned out to produce poisonous fumes which cause permanent, (4) ..... damage to people's health. He also patented a chlorinated fluorocarbon (CFC), which contributed significantly to the (5) ..... of the ozone layer. Midgley's inventiveness also ultimately cost him his life. After a bad attack of polio left him with the (6) ..... to walk without help, he invented a system of harnesses to support himself. Tragically, one day he became entangled in the harnesses, which resulted in his (7) ..... .

Thomas Midgley was an extremely unlucky inventor, whose best ideas (8) ..... proved to have terrible consequences.

**POSSIBLE  
SUCCEED  
NUMBER  
ENVIRONMENT**

**REVERSE  
DESTROY**

**ABLE  
DIE**

**FORTUNATE**

1. **SUCCESSFUL**
2. **NUMBERS**
3. **ENVIRONMENTAL**

4. REVERSELY
5. ABILITY
6. DEATH
7. FORTUNATELY

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.

### Love and relationships

In the past, the first stages (0) ..... <sup>OF</sup> ..... love were often described as 'lovesickness', and many people used (1) ..... believe that love was a kind of madness! However, there could be a rational, scientific explanation for the intense feelings we experience when we fall (2) ..... love. Studies suggest that, when we are beginning a relationship, our brains produce a hormone called dopamine, which causes us to feel great joy and excitement. But watch out: this doesn't last! (3) ..... about a year, levels of the hormone recede, and we return to our usual emotional levels.

So (4) ..... don't all relationships fall apart at that point? Luckily, it seems that a year is just enough time for couples to find out how well they get (5) ..... with their partners, and how much they enjoy (6) ..... other's company. As a result, new bonds of love, affection and friendship are created which can last a lifetime. According to May Wilks, who has been happily married to Jack (7) ..... seventy-eight years, 'true love takes a lot of work. When we were first dating, Jack bought me flowers every week, and he (8) ..... walk me home every evening after work. He's just as kind and loving today. Now I'm 106, Jack still tells me every day how beautiful I am and how I couldn't be any happier.'

### PART 3 Word formation

1. TO
2. IN
3. IN
4. ABOVE
5. WELL
6. THE
7. FOR
8. TAKE

## PART 4 Key word formation

For questions **1-6**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Write **only** the missing words **IN CAPITAL LETTERS**.

- |          |  |              |
|----------|--|--------------|
| <b>0</b> | I wish I'd worked harder at school.<br>I <u>REGRET NOT WORKING</u> harder at school.   | <b>REGRE</b> |
| <b>1</b> | It was a mistake not to tell my fans the truth.<br>I wish ..... my fans.   | <b>LIED</b>  |
| <b>2</b> | I regret failing to take action sooner.<br>If ..... action sooner.   | <b>TAKEN</b> |
| <b>3</b> | People applauding me isn't something I'm familiar with.<br>I ..... applauded.  | <b>USED</b>  |
| <b>4</b> | Letting my doubts get the better of me was a bad idea.<br>..... my doubts get the better of me.  | <b>SHOUL</b> |
| <b>5</b> | My current success is a result of believing in myself in the past.<br>If I hadn't believed in myself in the past, I ..... today.   | <b>SUCCE</b> |
| <b>6</b> | At first, I found it difficult to work for long hours, but eventually I became accustomed to it.<br>I eventually ..... for long hours, although I found it difficult at first. | <b>GOT</b>   |

- 1. I WISH I DIDN'T LIE TO MY FANS**
- 2. I WILL TAKE ACTION SOONER**
- 3. I DIDEN'T USE TO BE APPLAUDED**
- 4. I SHOULDN'T LET MY DOUBTS GET THE BETTER OF ME**
- 5. I WOULD BE SUCCESSFUL TODAY**
- 6. I EVENTUALLY GOT TIRED FOR LONG HOURS, ALTHROUGH I FOUND IT DIFFICULT AT FIRST**

## Part 5 Multiple choice

**3** For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the article.

- 1 What is the writer's main point in the first paragraph?
  - A Addiction to gaming is a common problem.
  - B The press exaggerates the negative side of gaming.
  - C Gaming is as harmful as smoking.
  - D Gaming seriously affects students' performance at school.
- 2 What does Helen mean by 'geek' in line 22?
  - A someone who is obsessed by technology to an embarrassing degree
  - B someone who is not very experienced at using technology
  - C someone who is praised and admired for their technological expertise
  - D someone who is not interested in technology
- 3 When her boyfriend first subscribed to *EverQuest*, Helen
  - A did not say anything about the game.
  - B found playing the game boring.
  - C told him that the game was childish.
  - D became enthusiastic about the game.
- 4 What does 'this' refer to in line 44?
  - A damaging the computer
  - B allowing Tom to play games
  - C feeling upset and annoyed
  - D arguing with Tom
- 5 What does Helen say she likes about *EverQuest* now?
  - A It allows her to do whatever she likes.
  - B It is full of realistic characters.
  - C It is almost as good as real life.
  - D It allows everyone to play as equals.

1. D
2. C
3. C
4. D
5. A
6. B
7. D
8. C

- 6 Why does Helen think that people are more into gaming than other hobbies?
  - A It doesn't require much intelligence.
  - B It is too time-consuming.
  - C It is not a traditional hobby.
  - D It does not offer many benefits.
- 7 The writer thinks some institutions are using computer games at work in order to
  - A employ greater numbers of young people.
  - B make employees more intelligent.
  - C help employees to solve problems.
  - D help employees to feel calmer and more relaxed.
- 8 What do we learn about the writer's opinion of computer games from reading this article?
  - A They do not have any negative consequences.
  - B They have been unfairly criticised.
  - C They can be enjoyed by everyone.
  - D They are superior to most other hobbies.



**Part 6 Gapped text**

When I arrive at her office, Professor Mead is watching a Japanese comedy while making lots of notes. **0** At first this seems a slightly strange thing to do. But Prof. Mead soon reassures me with an explanation. 'I'm not just watching for entertainment - this is part of my work! By investigating the things which bring us enjoyment, I can learn more about what cheers us up, or brings us down. I'm on a mission to uncover the secrets of happiness!'

Happiness is a topic that has fired the popular imagination, as demonstrated by the growing market for personal development books, each promising to bring bliss and fulfilment to our lives.

**1** According to Prof. Mead, depression is still a more fashionable topic in university departments.

'Strangely, I think there's a certain glamour attached to misery, which is associated with poets and musicians.

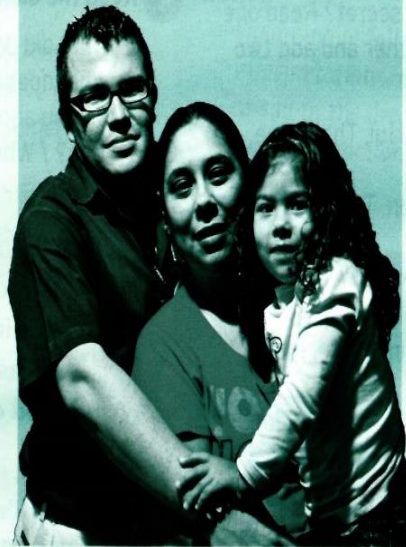
**2** This drives me mad, especially when people expect me to have a passion for kittens and rainbows!'

I observe that her office is very plain and businesslike. 'That's quite deliberate! I want to encourage people to take my subject more seriously, because in my eyes it is hugely important. Happiness offers us an impressive array of benefits. For instance, it boosts your confidence, which in turn can help you achieve greater success. **3** This means it's almost as essential for your health as exercise and a balanced diet!'

Prof. Mead believes there are three levels of happiness. At the bottom,

## The secret of happiness

Professor **Clarissa Mead** teaches and writes on the subject of happiness.



there's pleasure, which is the feeling we get from having fun. However, this type of enjoyment has its downside.

**4** So when it passes, we can feel flat. That's why some people become thrill-seekers, addicted to pleasure. Not all happiness is good for us! The next level is the feeling of intense joy, such as that experienced by lottery winners or newly dating couples. We often wrongly assume that if only we were wealthy, famous or in

love then we could be joyful forever. However, it seems we are surprisingly bad at predicting what will bring us long-term happiness. In fact, studies have shown that only one year after realising these dreams, our sense of well-being will have returned to previous levels.

For Prof. Mead, the best and most sustainable form of happiness is contentment, a basic satisfaction with our lives as a whole. So how do we become content? **5** However it seems to consist of certain key ingredients, including living in a pleasant environment and having the freedom to pursue our interests and ambitions. Good relationships with other people are even more significant - it seems it's harder to be happy alone!

Close-knit families and communities are both highly valued in Costa Rica, which recently came top in the Happy Planet Index. The Happy Planet Index rates countries in terms of sustainable well-being. The project found that Costa Ricans have the highest life satisfaction in the world and high life expectancy yet are among the lowest resource consumers on the planet. Despite being a so-called 'developing' country, most of the members of this beautiful and friendly nation enjoyed a very high quality of life. **6** 'Living in a place we love surrounded by people we care about may not seem as exciting as becoming a millionaire, but it's much more likely to make us happy. Luckily, it's much more achievable too!'



**5** Seven sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A Nevertheless, it takes time and effort for people to improve their basic level of happiness.
- B What's more, there is evidence that it can even extend your life by up to nine years.
- C It can seem profound, whereas happiness is often unfairly linked to superficiality.
- D Well, it seems that the exact recipe for this varies from person to person.
- E Unfortunately, it isn't a very profound emotion, and it doesn't usually last for long.
- F But despite this general interest, happiness is still a little-discussed topic in academic circles.
- G Prof. Mead thinks that the rest of us should be inspired by this example.

- 1. 4
- 2. 6
- 3. 3
- 4. 1
- 5. 2
- 6. 5

**Part 7 Multiple matching**

- 1. C
- 2. C
- 3. A
- 4. D
- 5. B
- 6. A
- 7. B
- 8. D
- 9. C
- 10. D
- 11. A
- 12. A
- 13. D
- 14. B
- 15. C

**3** Read the article about four people who tried an unusual diet for a week again. For questions 1-15, choose from the people (A-D). The people may be chosen more than once.

Which person:

- 1 ate with other people?
- 2 was ordered to end their diet early?
- 3 has changed their eating habits as a result of the experiment?
- 4 is usually very active?
- 5 did not enjoy a food they had previously liked?
- 6 spent a lot of time eating?
- 7 ate in an unusual position?
- 8 enjoyed doing other activities while eating?
- 9 was looking forward to trying the diet?
- 10 respects the philosophy behind the diet?
- 11 had to stop doing an activity they enjoyed?
- 12 felt guilty about something?
- 13 mentions learning something that they found upsetting?
- 14 thought that the diet had a positive effect on their health?
- 15 was reassured by the example set by someone else?

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## Writing Compulsory task

### Exam practice

You have had a class discussion about what makes a holiday special. Your teacher has asked you to write an essay for homework.

You will see the essay title and some notes you have written below. Now write your essay using all your notes and giving reasons for your point of view.

#### HOMEWORK

Essay title

*What makes a holiday special is not where you go but who you spend it with*

Notes

Things to write about

- 1 Places can be important
- 2 Doing things with other people
- 3 Your own idea

Write **140-190** words.

### *Live experiences on the holidays*

holidays are important moments of life, because it is the moment where the daily obligations are left aside and it is time to enjoy, that in my vacation are the best, it is very important the company, much more than where you go what makes them great is with people who go, on some occasions I have dated all my cousins and those times are the best, since they are very fun and they like to party, so every day of the holiday a new holiday, I like to spend time with them as they make me very happy and I love them very much.

I have also had vacations together with friends from school and those I can also put them among the best, since they are very cheerful and I appreciate them very much, he loves to have fun and with them they are assured laughter for all the time that we are together.

**Every vacation I have had, I like to have lived experiences that end up teaching you many things about life, appreciating the moments with people you love, enjoying life, having fun is very good for health.**

## Writing part 2

### Ready to write!

You have had a class discussion about city and country life. Your teacher has asked you to write an essay for homework.

You will see the essay title and some notes you have written below. Now write your essay using all your notes and giving reasons for your point of view.

#### HOMEWORK

Essay title: *Living in a city is better than living in the countryside*

#### Notes

Things to write about

- 1 Shopping
- 2 Transport
- 3 Your own idea

Write **140-190** words.

#### ***Reasons why living in the city is better.***

Living in the city is somewhat better, as there are more options to study and work, to mobilize and many more options.

Living in a big city has many advantages, but also its drawbacks. Population density, noise, long commutes, lack of green spaces, pollution, are some of the factors that make living in a city can lead to an.

If we have the option of living in the city brings us a lot of benefits such as: Access to public services of education, health and culture, there is greater access to the various facilities of these services. If you are a restless person and you really like to be up to date on cultural and leisure trends, in the big cities you will find many options such as cinemas, museums, exhibitions, events and concerts of all kinds. The large cities are home to the vast majority of the headquarters of large firms and training schools, so there are many more opportunities for professional development, so if you consider that professional projection is the engine of your life the city is your best choice.

**We must also emphasize that in the city social life is carried on a more active level since meeting many people is a little easier to talk and make friends.**