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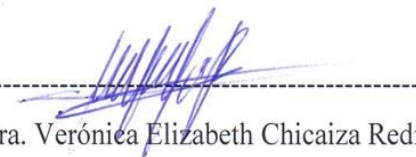
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DEDICATORY

This research is dedicated to God Almighty. All glory to God Father, God Son and God Spirit forever and ever.

To my parents, my true support and the ones who have encouraged me to be who I am now.

To all my family, their love has been key to achieving my dreams.

Karina

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ABSTRACT

This research work's objective was to analyze the impact of blogs on the development of writing skills in the English language. The participants were 67 students belonging to the third year of Baccalaureate from “Rodríguez Albornoz” High School. The methodology used had a quantitative approach, with a quasi-experimental design since two groups were the study subject; one control and one experimental. In addition, a pre-test was applied to determine the level of competence in writing skills of both groups. It was assessed by means of a rubric that contained five writing sub-skills such as content & creativity, organization, punctuation & spelling, language and style. In the same way, the intervention was performed, in which the use of blogs was incorporated with the experimental group for eight weeks. Therefore, each week the students who took part in the experiment had to publish a blog with the assigned topic. Furthermore, there was one week in which the students were introduced on the use of blogs, their creation and the writing process as well as the structure of articles. Likewise, before the publication of each blog, various activities were carried out for the students to become familiar with the topic; such as, brainstorming, reading articles, taking notes about videos or conversations,

discussions, summaries, etc. In addition, guiding questions were provided so that students can write their blog without any difficulty. Subsequently, the post-test was applied for both groups. The data obtained in the pre and post-test were analyzed through T-student. The pre-test results revealed that the students in the control and experimental groups had a low level of writing skills. However, after the intervention with blogs; the students in the experimental group showed a remarkable improvement in the development of written skills. Therefore, the impact of blogging on students' writing ability was demonstrated.

Keywords: blogs, writing skills, impact, content, creativity, organization, punctuation, spelling, language, style.

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RESUMEN EJECUTIVO

El objetivo del presente trabajo investigativo fue analizar el impacto de los blogs en el desarrollo de la destreza escrita del idioma inglés. Las participantes fueron 67 estudiantes pertenecientes a los terceros años de Bachillerato de la Unidad Educativa Rodríguez Albornoz. La metodología utilizada tuvo un enfoque cuantitativo, con un diseño cuasiexperimental ya que dividió a los sujetos de estudio en dos grupos; uno de control y otro experimental. Además, se aplicó un pre-test para saber el nivel de competencia en la destreza escrita de ambos grupos. El cual fue valorado mediante una rúbrica que contenía cinco subdestrezas de la escritura tales como contenido & creatividad, organización, puntuación & ortografía, lenguaje y estilo. Adicionalmente, se realizó la intervención; en la cual se incorporó el uso de blogs con el grupo experimental durante 8 semanas. Por lo que, cada semana las estudiantes debían publicar un blog con el tema asignado. Así mismo, antes de la publicación de cada blog se llevó a cabo diversas actividades para que las estudiantes se familiaricen con el tema; tales como, lluvia de ideas, lectura de artículos y tomar notas acerca de videos o conversaciones, etc. Además, se facilitó preguntas guía para que las estudiantes puedan redactar su blog sin dificultad. Posteriormente, se aplicó

el post-test para ambos grupos. Los datos obtenidos en el pre- y post- test fueron analizados a través de la prueba t de Student. Los resultados del pre-test revelaron que las estudiantes de los grupos de control y experimental tenían un nivel bajo en su destreza de escritura. Sin embargo, luego de la intervención con blogs; las estudiantes del grupo experimental mostraron una mejora notable en el desarrollo de la destreza escrita. Por lo que se demostró el impacto del uso de blogs en la habilidad de la escritura de las estudiantes.

Descriptor: blogs, destreza escrita, impacto, contenido, creatividad, organización, puntuación, ortografía, lenguaje, estilo.

CHAPTER I

PROBLEM STATEMENT

1.1 Introduction

The current project is addressed to expose the impact of using blogs in the writing skill development. Nowadays, the use of ICTs in education has become essential as it supports the teaching- learning process. Moreover, students feel really motivated when these tools are introduced in the class as they are familiar with technology. Thus, they do not like to work with the traditional pen-and-paper but when they are asked to use ICTs to write a text, they are more participatory and willing to learn. In this way, it is clear that traditional methodologies do not work anymore and do not help the students to develop their skills effectively as they feel bored and half-hearted about it. This affirmation can be supported by Sandolo (2017) who carried out research about the relationship between technology and writing in the classroom. The results of his article showed that his students did not show any interest in writing and it was difficult for them to put ideas on paper. However, when he incorporated technology through Facebook and blogging, his students started to engage in their writing tasks. It was easier for them to edit and correct ideas.

Furthermore, they started to check their compositions before the teacher scored them and were engaged in all the writing tasks the teacher assigned. Equally, the same situation is happening with students of Third Year of BGU at “Rodríguez Albornoz” High School whose writing skills are not being developed in the right way. Therefore, the use of blogs to improve the writing skill is a need. Students can think critically, share their ideas and enhance their written production through blogging. Moreover, some of the benefits of blogs are mentioned by Fithriani et al (2019), who explain that the use of blogs promotes higher interaction between students. In addition, as pupils are aware their blogs will be read by others, they write carefully the message they want to convey. As a result, they do not write just for the teacher and get a score but they think about their audience.

Additionally, this project applied a quantitative approach as data that was collected from the evaluations given to students. In the same way, this research was descriptive and correlational due to its scope. It employed a quasi- experiment design with the use of different activities for the experimental and control group. The experiment lasted eight weeks with three sessions per week, in which students were trained to use blogs and had to compose an article on the topics given each week. Moreover, students were able to write paragraphs by following a writing process that included: prewriting, drafting, revising, editing and publishing. The researcher scored the article through a rubric with some aspects of writing such as content & creativity, organization, punctuation & spelling, language and style. Thus, pre- and post-test were used to analyze the data and they were examined through a T-test.

On the other hand, the structure of this project begins with the first chapter that provides a short explanation of the topic; then, it is justified and objectives are stated. After that, the second chapter shows the previous investigative research that has been done on this topic. The third chapter refers to the methodology used as well as the location, materials, equipment, type of investigation, population and the collection plan that was executed with the information obtained. The fourth chapter shows the results and discussion, and the last chapter states the conclusions and recommendations.

1.2 Justification

The current research approaches the use of blogs for writing skill development. Nowadays, technology is essential in many fields such as work, entertainment, family and even more for educational purposes. Therefore, it has become a necessity to introduce ICTs in the EFL classroom since many teachers use traditional methodology that sometimes does not arouse students' interest. Thus, students are not learning and they are not developing their skills in a good way. Furthermore, the use of innovative

technological tools to help students learn is a matter that concerns teachers and students to make the learning process more effective and meaningful. According to Ahmadi (2018) the use of ICTs brings huge advantages in language learning as students can learn at their own pace. Moreover, students have high levels of motivation to acquire their writing skills effectively.

Additionally, this project starts with the reality of a change that is progressively brewing. Therefore, this research is based on the need that it is essential to open the doors of the educational centers to new methodologies to reinforce the learning process. Moreover, it is focused on the need to train committed young people who participate and modify their environment. In short, to combine educational and social spheres. In this way, pupils are going to learn the use of blogs to improve their writing skills. As sometimes, they do not follow a writing process and have a lack of knowledge on how to write any type of text with the correct structure; blogs are a useful tool to help students to enhance this skill that is one of the weaknesses in high school. In this way, Harris & Rea (2019) say that blogs help students to write in a reflective way and they can share their own knowledge.

The methodology used is based on collaboration, participation, and the practical implications that offer the foundations to use blogs in order to improve students' writing skills. Thus, it is very helpful for second language acquisition. In this way, Sani (2017) states that blogs are virtual spaces that provide several contents in the form of text that can be complemented with videos, images, audios or links. Besides, some of the advantages of using blogs involve flexibility and convenience for both teachers and learners. It also provides an environment of collaboration and motivation. Students show interest in different topics, they share opinions and give their own. The use of blogs is suitable for all learning styles and preferences. According to Ifinedo (2017) students have positive attitudes towards the use of technologies that include blogs due to their practicability and easiness.

Besides, since the use of technological tools influences the acquisition of writing skills,

students can have extra practice and complement their understanding of the English language. Furthermore, students from Third Year BGU at “Rodríguez Albornoz” high school benefit from this, they feel more motivated; and as a result, they are willing to learn more. Therefore, this way of teaching through technology influences students as citizens of the 21st century, attending to the demands of an effective Second Language Acquisition. Additionally, access to the place as well as the human and technological resources of investigation are available, so the project can be executed without any trouble.

1.3 Objectives

1.3.1 General

- To analyze the impact of the use of blogs in the writing skill development.

1.3.2 Specific

- To identify how the use of blogs helps to develop the writing skill.
- To determine the subskills of writing that are developed through the use of blogs.
- To establish the level of written development competence before and after using blogs.

CHAPTER II

INVESTIGATIVE BACKGROUND

There are a number of studies about the impact of blogs and the writing skill development. Some of them are as follows.

In the research work by Alsubaie & Madini (2018) about the influence of blogging on writing performance, it is described the main objective is to examine the efficacy of blogs as a supportive tool to improve the written competence; especially, in vocabulary. The participants of the study were 20 female students from King Abdelaziz University. Moreover, it was used as an experimental design with a quantitative approach. The methods to gather information were the use of pre- and post-tests with 50-word test sections as well as blog posts. The tests helped to assess the participants' proficiency in writing after seven weeks of treatment. In addition, a t-test was applied to analyze all data statistically. As a result, it was found out that blogs as extra tools not only help students to enhance their writing skill but they also promote fluency, coherence, vocabulary mastery and critical thinking development. Furthermore, the use of a process-oriented method that has to be with drafting, translating and revising supports the writing skill development when using blogs.

Another research conducted by Mabuan (2018) about the use of blogs to teach writing for 58 university students in the Philippines, had as main objective to establish the learners' perspectives and advantages of blogging as a platform of writing. It was applied a qualitative design, the treatment lasted five weeks with two sessions of 1.5 hours per week. A survey was conducted before the implementation of the Blog project in order to collect information about their technical knowledge. After that, students were asked to post two blogs each week according to the topics given by teachers. Finally, they focused on discussion about their opinions, advantages and disadvantages of the project. It helped to

approve the answers in the surveys, so all data was studied by using a Thematic Analysis Method. In this way, surveys and blog posts were used to collect information for the study. It was revealed that blogging motivated students to express themselves in a freeway, so they could write their feelings and opinions. They agreed that it was a valuable technological tool to learn English, specially to enhance writing skills as they can connect and collaborate with each other at the moment of commenting on each other's posts. Additionally, despite not having rules for structure, style or number of words; students showed enthusiasm and creativity as they included photos, videos and were interested in doing a work of quality by taking into account the use of correct grammar and suitable vocabulary for their audience.

Fithriani et al. (2019) studied the implementation of online blogs in the EFL writing classroom to find out students' insights. This research was aimed to find out students' perceptions of the benefits of blogging for their written competence and to contribute with more resources to English teachers who want to introduce blogs for their classes. There were 30 participants from the Stage college in Indonesia who took a class called "Creative writing". In this way, qualitative research was conducted; students started their classes by being addressed on how to create an account in Blogger, how to post and give comments. They had to write six journals and answer six other classmates' posts. After that, learners were asked to respond to a questionnaire that was analyzed in order to choose the questions for the final interview. The information obtained in the questionnaire and interview was studied by means of coding: pre, initial and final as well as a Thematic content analysis. The results pointed out that learners showed a positive attitude towards blogging. It was very useful for getting more fluency in writing and gaining consciousness for the audience they are writing to. In addition, students reported that as they were writing regularly, it was very easy to find a topic for the blog which didn't happen before when they spent a lot of time thinking about it. Moreover, to visit their classmates' posts gave them some ideas to write on their own and also improved their ideas to be understood by others. Therefore, it was recommended to incorporate blogs in the EFL class to promote writing skill development.

Based on the previous research, it is noticeable that the use of blogs brings multiple benefits not only for writing but also for critical thinking development, creativity, vocabulary and expression. Additionally, it also allows students to set discussions about what they wrote on their blogs. They also have more ideas to write their own posts when they visit their classmates' blogs. Thus, they are aware of what they had to improve or add to their blogs in order to make them more appealing and understandable for their audience. Students also improve their grammar as they want others to understand what they are conveying. Furthermore, blogging is a matter of motivation as learners like to work with technology, they show lots of encouragement and commitment to do their assignments in this innovative tool. Comparing these three articles, it can be realized that each one shares a common result concerning writing upgrades. At the same time, these studies display several benefits for English language development such as abstract thought, problem solving, syntax, semantics and discourse.

Akdag & Özkan (2017) also conducted research on the improvement of writing by using blogging. The aim of this study was to discover if the use of blogs had an influence on learners' written competence or not. The participants were 14 students from ninth grade of Anatolian High School in Turkey. This study had a qualitative research design, the information was gathered by using blogs, observation and interview. In this manner, a writing assignment was provided to know the students' proficiency in writing. It was assessed through Informal Assessment of Paragraph. Then, students were asked to create their blogs and write two free topics each week for six months. The teacher used to provide feedback constantly by adding a comment on the post. In the end, the teacher gave a final task to students in order to check their progress compared to other students who didn't carry out the experiment. In addition, semi-structured interviews were addressed twice a month. Thus, all the information obtained was examined by utilizing an open thematic analysis. The results of the study were positive but also there were few negative aspects. Students could create more complex sentences with appropriate linking words and increased their lexicon, so it was proved that blogs are useful in order to develop accuracy in writing. Moreover, blogging enhanced reading skills as students had to read before writing something and they increased their sense of responsibility and autonomy as they

were in charge of their own learning. Finally, some of them reflected on their blogs their daily learning in classes which contributed to the language curriculum.

In the research by Fauzan (2018) about upgrading writing skills by using blogs. The main objective of this study was to use blogs to increase writing skills; significantly, for illustration essays. The participants were 20 students from the University of Palangka, Indonesia. Moreover, the methodology used was a CAR Classroom Action Research design. Thus, two cycles were implemented. In the first week of the first cycle, students had to use bloggers to develop their illustration essays. After that, in the second week they had to read and provide feedback to each other's blog posts; and finally; in the third week students had to read and improve their blogs based on their partners' comments. Then, in the second cycle learners were asked to write their essays and comment or suggest their partners' work.

The information was gathered by using an observation checklist to get data about blogging applications. It also used field notes to register information about the advantages and disadvantages of the strategy. Finally, the blog was utilized in order to check students' products with a rubric to assess their progress. As a result, learners showed an upgrade in their writing skills as they were exposed to meaningful media. Furthermore, learners noticed that many people would read their posts, so they did their best and presented significant material in their posts. They were motivated to work with digital tools rather than traditional activities in the paper. It was also very positive to receive feedback from their classmates as they could improve their work.

In the study conducted by Spanou & Zafiri (2019) about Writing and Reading instruction for YL through blog's implementation. This research was aimed to analyze if students were capable of managing blogs effectively in a collaborative environment and their usefulness to enhance reading and writing skills. The participants were a group of B1 learners from a private institute of languages in Greece. A qualitative research design was conducted, two groups of students took part in the study. The experimental group who had blog-based lessons and the control group used the coursebook to be taught. In this way,

the experimental group had to write posts after watching videos, images or reading a text. Then, they had to share ideas and comment on each other's posts. This treatment took eight sessions. Furthermore, pre- and post-tests were given to the two groups to examine the use of CALL as well as pre- and post- semi structured interviews to analyze learners' attitudes towards the use of blogs. The data were analyzed in terms of the results of post-test results, questionnaire for the interviews and observation. The results of the study showed that young learners managed technology but they were not familiar with blogs. Thus, at the beginning they were nervous about using this tool but with time they became used to it. Students were enthusiastic about expressing their opinions and collaborating with their partners by writing on their blogs. Therefore, blogging was proved to be useful in order to improve learners' literacy skills.

The previous research shows how sometimes students show resistance to the use of technological tools that are not very familiar for them. However, when they start using the tools, they feel more confident and get used to them. On the other hand, students discover that writing in blogs is more comfortable and more useful than writing in a traditional paper. Moreover, they like the interactivity that blogs offer as they can collaborate with each other and provide feedback. It helps them improve their compositions, so they comprehend that making mistakes is good and part of their learning process. Furthermore, blogs help students to be responsible for their own learning and enhance their accuracy in writing. Therefore, comparing the three previous articles, it can be noticed that blogs are good not only for writing but also for reading. Learners become researchers as they have to look for information, analyze it and take some ideas for their own posts.

In the research conducted by Dizon & Thanyawatpokin (2018) about comparing the influence of web 2.0 tools like Facebook and blogs on the writing skill and interaction for L2 learners. The objective of this investigation was to compare the effects of Facebook and blogs on interaction as well as the written competence; especially, in fluency, lexis and syntax. The participants were 23 students from a Japanese University. The methodology was based on a mixed method with a quasi-experimental design. Students were divided in two groups, 14 for Facebook and 9 for blogs. Thus, each group during ten

weeks had to do a free-writing task per week in their corresponding tools. They were given some topics and a short prompt in order that they can write freely. After that, they had to comment on at least two of their peers' posts. In this way, surveys were used to measure learners' opinions about blogs and Facebook. Pre- and post-tests with nonparametric statistics were also given to demonstrate any relevant upgrade in students' writing skills. As a result, blogs were more effective than Facebook to do writing tasks as students had more positive views and considered that they interacted in a better way and didn't have distractions. Moreover, blogs provided a more academic environment to enhance their writing skills. However, both Facebook and blogs were effective to develop writing fluency and syntactic complexity but none of them helped to gain lexical expansion.

Alsamadani (2017) in his research about the efficacy of online blogs for individual and group writing, had as main objective to examine the usefulness of blogs to develop students' written competence. The participants were 40 undergraduate learners from the Saudi university. The research had a qualitative approach design and the data was analyzed in terms of cohesion, coherence, content and social interaction. Thus, the experiment was carried out in 14 weeks in which students used blogs to write individually and in groups about a topic of their preference. Moreover, a rubric for writing assessment was used to check students' writing with and without blogs. They were asked to write before and after using blogs in order to assess the use of these tools. Pre- test and posts tests were employed individually and in groups to compare the information. The results of the research showed that blogs are revolutionary tools not only for students but also for teachers that contribute to the improvement of writing skills. Blogging helped students to participate and interact more between each other; at the time that they enhanced their writing skills; especially in content, mechanics and style. The study recommended the introduction of blogs in the writing classes and school curricula as well as the incorporation of materials to teach writing based on blogging.

The current study by Arifeen & Billah (2018) about learner's views on collaborative writing by means of blogging, had as aim to show the effects of blogging in Academic writing. The participants of the study were 75 learners from the Bangladesh University.

Qualitative and quantitative approaches were used to gather and examine data as well as factor analysis and statistics. In this way, students wrote during 17 weeks their assignments, they also had to make comments on their partners' posts and revise their own blogs based on the feedback they received. Thus, learners had blogs as virtual portfolios for their writing tasks. The instruments employed were a pre- and post-test that met a criterion based on content, arrangement, lexis, language and mechanics. A survey to assess learners' settlement was also implemented at the end of the study. The findings revealed that learners increased their participation, they were more motivated to discuss and share effectively. Furthermore, it was shown that collaboration allowed them to achieve higher fluency and grammar improvement as they gave and received feedback from their peers. Therefore, the author recommended the integration of online blogging to assist teaching and learning as an effective activity for ESL instruction.

According to the previous research, blogs are presented as cutting-edge tools that are necessary to be incorporated in the school program. Thus, it is necessary to start including all the material needed when introducing blogs to the EFL class. Some of the aspects in favor of this tool include increased participation in students and active learning by sharing and expressing opinions in partners' posts. In addition, learners present more fluency in writing, they improve the content they post as well as the grammar they use. Comparing these articles, it is clear that blogs sometimes can be used involving social media like Facebook. However, there is not much evidence that this social network supports students to enhance their written competence. Instead, it can represent a distraction for students as they are not in an academic context and sometimes, they use more informal language or expressions to communicate. Therefore, it is remarkable to point out the use of appropriate tools for blogging that offer a complete scholar environment to avoid interference while learning.

In the research conducted by Sulisty et al. (2019) about Blog-Assisted Language Learning to enhance students' writing skills, it was aimed to examine the influence of BALL in the written competence and to find out useful information to implement it in the EFL class. The participants were 30 university students from Indonesia. This investigation

used a Collaborative Classroom Action Research during one semester in 16 classes of 100 minutes each one. It was done in 7 phases in which students were introduced to blogs, discussed about a topic, composed a post and they were given feedback by their peers in order to revise the posts and publish a final product. It was assessed through a rubric with three main aspects: complexity, accuracy and fluency. The instruments employed were field notes, a questionnaire for an interview and a writing test applied at the end of the treatment. The results exhibited that students enhanced their writing skills through BALL together with process writing. They were more engaged in the class as they collaborated and cooperated more between each other. Thus, the class was student-centered since students worked hard to produce good essays as they knew their partners were meant to read their posts. Therefore, this environment allowed students to give their best and they were motivated to improve their written competence.

Another study by Fathi et al. (2019) about the influence of blog instruction on writing, had an aim to examine the repercussions of a blog course on learners' writing motivation, self-control and self-effectiveness. The participants were 46 B.A. learners from the Azad University in Iran. An explanatory sequential design was used in order to gather quantitative information; and then, qualitative information was collected. The data was analyzed with ANCOVA and thematic data. The treatment lasted 16 weeks with the control group having traditional classes and the experimental group with classes assisted by blogs. Furthermore, the instruments employed were three scales: Second Language Writing Motivation Scale, Writing Self-Efficacy Scale and Writing Self-Regulation. It was also used as a questionnaire for an interview to investigate the comprehension of blog instruction class among students.

As a result, learners from the experiment group showed higher motivation than students from the control group. They displayed good perspectives about blogging, they worked hard to develop the best content in their posts and used the blog-mediated course as an opportunity to practice and improve their writing performance. In addition, they were more self-regulated as they were more responsible and independent to post their blogs by reflecting deeply on what they were writing. However, the self-efficacy of students

decreased as they sometimes felt anxious about having other students read their posts and were fearful of being evaluated by others.

In the article by (Prebakarran & Md Khir, 2017) about blogging to enhance the written competence through collaboration in undergraduate students, the aim was to analyze the way collaborative blogs support the improvement of students' writing performance. The participants were 15 students from the Faculty of Education, Malaya University in Malaysia. It was employed as a qualitative research method, consisting of two phases. First, data were gathered through interviews and observation of students' experiences. Then, it was analyzed based on the results of the blog implementation. In the end, data was examined via descriptive statistics of the blog posts and responses. A quantitative design to study the information obtained in the charts and tables was also used. Moreover, the treatment consisted of 7 weeks in which students were asked to compose their writings according to the question that was posed each week. In all the experiment, students were provided with feedback from classmates and the lecturer, who also assessed the posts with criteria related to lexis, arrangement, grammar and content. The instruments used were the blog posts before and after and the semi-structured questionnaires for the interviews. The results showed that blogging has a remarkable influence on students' writing performance. In addition, students improved in the quality of content, the vocabulary they used, the accuracy of grammar and the sentence structure of their essays. Furthermore, students applied some methods and strategies to reduce fear about their writing skills, so they felt more confident about themselves. Finally, creativity was a plus that students got from blogging; especially, when collaborating among classmates.

Considering the previous articles, it is evident that content is the key point when using blog instruction for writing improvement. Students become independent and try to produce a quality composition so that their fellow classmates can deliver positive feedback. They engage in the production of their posts and work hard to enhance their writing skills. At this point, students are self-motivated as well as reflexive and committed to checking every single mistake or the structure of their paragraphs before blogging. Comparing these research articles, it is important to notice that not in all cases students

feel confident. Sometimes, they feel afraid or nervous about judgment as their peers have to read their posts. Thus, in these conditions it is essential to set strategies and methods to help students reduce anxiety. It is good to point out that making mistakes is just normal and part of the learning process.

In the study conducted by (Hernandez et al., 2017) about blog-assisted feedback to enhance students' writing abilities, the aim was to investigate the use of blogs as innovative tools to facilitate the acquisition of academic writing and perceptions in college students. The participants were 11 college students in the Southern Institution, Philippines. The research employed a hybrid approach to collect qualitative and quantitative data. Students were familiarized with blogging and peer-feedback before the experiment; then, they were asked to write persuasive essays considering six stages: drafting, writing, feedbacking, reviewing, correcting and publishing. The researcher checked students' blogs by using the criteria of writing and components of errors. In addition, a questionnaire was employed to show the students' perceptions towards writing that was validated through an interview. Finally, a blog survey was also utilized to recognize students' previous knowledge of blogs. Findings demonstrated that initially students had negative perceptions about academic writing as it was hard and boring. However, with blog-assisted feedback they were encouraged and their attitudes were more favorable since they interacted with peers and their interest was arisen with this new tool. At the same time, they improved their writing abilities in terms of lexis, grammar, arrangement of sentences, etc. Thus, blog-assisted feedback was suggested to expedite some parts of the writing process such as checking, correcting and feedbacking.

The article by Farheza (2017) about weblogs to improve the written competence, was aimed to find out if weblogs enhance the writing performance of students or not. The participants were 23 students from the second-grade writing class of Kuala University. It employed a pre-experimental research and the information was analyzed using a statistical formula and a t-test. The experiment lasted three meetings in which students were set to a discussion; then, they brainstormed some ideas about recount texts; and finally, they had to write their own recount texts based on the topic of the day. The final product had to be

corrected and published according to classmates' and teacher's feedback. For gathering the information, the author used a pre-test in which students wrote a recount paragraph about their holiday in 70 words and they were also asked to compose another recount paragraph about their memorable day as a post-test after the treatment. The results proved that there was a relevant upgrade on students' written competence after the use of weblogs. There was also a significant development of some aspects of writing such as structure, syntax and content. Thus, the researcher recommended the use of blogs to get significant results in students' writing skills based on the multiple benefits it offers and suggested weblogs to writing instruction as good media.

In the study conducted by Azquiyah (2018) about weblogs for writing skills instruction, the aim was to investigate the influence of blogs in the writing development referring to analytical exposition texts. The participants of this study were 21 learners belonging to Jakarta High school, Indonesia. This study used quantitative research with a pre-experimental design as there was little control of minor variables. The information was collected by using observation to analyze the teaching and learning process with blog usage. Moreover, tests were the instruments employed to write analytical exposition texts. Thus, the class had a treatment and a test before and after it. The researcher asked students to write a 100-text in Microsoft word about the advantages of the internet; and after the treatment, learners had to write another exposition text about natural disasters in a blog in order to assess their progress. The results of the tests were examined by means of an analytic scale. The two tests were also compared by using t-test statistics. To conclude, the results from the post-test were higher than the pre-tests. Therefore, there was a significant upgrade in the writing of analytical exposition texts of learners using blogs. Besides. It was very positive the use of blog instruction for the writing skill as it favored the teaching and learning progress. Thus, the author suggested the use of media (blogs) to improve their written competence as well as their creativity and interactivity.

In the article by (Arini, 2020) about using blogs or slides to upgrade learners' writing abilities with basis in their reasoning skills, the aim was to discover if blogs or slides are more effective to enhance the written competence. The participants were 54 university

students from Surakarta Institute in Indonesia. This research was qualitative and the experiment lasted eight meetings. It had two stages in which 29 students from the experiment group were trained to use blogs and 25 students from the control group used slides. The data was gathered from the pre-test in which students had to write an academic essay; and finally, after the treatment they were asked to compose another essay using the media they were taught. It also used Two-Way ANOVA Technique. The findings showed that blogs are more useful to improve students' writing abilities than slides. The results of the statistical tests displayed that learners trained with blogs got a score of 82.92 while the ones trained with slides got 71.59. There was also a close relationship between students with upper reasoning skills and their writing skills when using blogs. The results of the tests showed that learners with high reasoning skills scored 80.73 as an average while the ones with poor reasoning skills had an average of 72.54 points. In addition, students who had lower reasoning skills and used blogs showed enhanced writing abilities than the ones who used slides. Thus, students improved their grades in writing, showed higher levels of motivation and had good perspectives about using technology in the classroom. The author also recommended introducing media with the correct techniques and strategies. This encourages students to write their blogs and be ready to get feedback from other people not only their peers.

Referring to the articles above, it is observable that there is a significant upgrade in students' writing skills when using blog instruction; particularly, in syntax, lexis and grammar. Furthermore, it is essential to remark that it is accomplished by following a writing process. Thus, it is vital in order to produce good compositions as students can plan what they are going to write, they can order ideas and arrange them to do their work. Learners can also check, correct and edit their blogs according to the teacher or peers' suggestions. In this way, a process approach is needed when attempting to improve writing as it also affects in a positive way the vocabulary students use as well as the grammar and the structure of sentences. Furthermore, comparing these research works; it can be realized that the use of blogs is more effective than using slides for writing improvement. It is because reasoning skills are highly related with writing but work better according to the media used. In this case, blogs are more involved in the use of high reasoning skills, so

they favor writing development. However, low reasoning skills are not an obstacle to develop writing. Blogging helps to enhance the written competence even in these cases, not maximizing the skills but helping them to progress.

In the research by Kohsamut & Sucaromana (2017) about blogging to favor the writing skill improvement in high school students, the aim was to analyze the efficacy of using blogs for the writing ability and explore learners' views on it. The participants were 50 high school learners from Thailand. This study had a qualitative and quantitative research. Thus, quantitative information was gathered by means of a pre- and post-test to assess students' progress and successfulness in their writing of paragraphs. In the same way, the qualitative information was gathered through an interview in order to examine learners' views after they used blogs to write their paragraphs. The treatment was carried out in six phases in which learners received directions to do their tasks about a given topic; they had to give and receive feedback from classmates and teachers. After that, the teacher chose any of their students' writing to comment with the whole class. It allowed students to correct their paragraphs based on the feedback provided to be finally checked using a rubric. Therefore, the instruments used were pre- and post-tests as well as lesson plan and rubrics. The findings revealed that learners got significant scores on writing after using blogs than before. The students' achievement score showed that the average score in the post-test was 15.46 while the average score in the pre-test was 7.92. Moreover, learners had positive attitudes towards using blogs as they were engaged and cooperated more with each other. Furthermore, learners increased their ability to compose paragraphs as well as the accuracy and organization of them. Thus, the author recommended to incorporate blogs at any level in order that students can enhance their paragraph written competence.

In another article by Mansouri (2019) about learners' views on writing upgrade via weblogs, the main aim was to find out weblogs efficacy in writing as well as Algerian students' perceptions on this tool. The participants were 15 university students from Algeria. The methodology used consisted of a triangulated approach with quantitative and qualitative design. Students were trained with the use of blogs during two months, in which they had to compose narrative essays, receive, give feedback and edit their work

according to the corrections they received. The work was assessed through a rubric. In addition, students were interviewed in order to get information about their attitudes on blogs to enhance their writing skill. Moreover, the instruments used were pre- and post-questionnaires. The results showed that learners had positive perceptions on the use of blogs as they interacted, gave opinions, shared experiences and checked their own progress. Students stated that before the implementation of blogs they didn't have opportunities to practice their writing abilities. However, after using blogs they were encouraged to write outside the class. They also felt motivated to compose on their blogs as they collaborated with each other, so it increased their attention and productivity on the work they produced. Therefore, the researcher recommended the incorporation of blogs in the EFL classroom as innovative teaching strategies; specially, for the writing class. He also suggested policymakers the introduction of these tools in the educational context.

In the research conducted by Muhtia & Draji (2017) about integrating blogs in the writing class, the main aim was to enhance learners' writing performance by using blogs in the writing class. The participants were 23 undergraduate learners from a public university in Indonesia. This study applied action research with qualitative and quantitative approaches. The activity concerning with blogs was carried out in two cycles of three weeks each one. Students were required to write their posts in a freewrite about any topic of their interest. They had to use the process approach in which they had to organize, draft, check and publish. They also had to get involved in their partners' posts, so they reflected and discussed what their peers wrote. After that, according to the feedback they had to edit their work and republish their posts. The instruments used were pre- and post-tests at the beginning and the end of each cycle. They were measured through an analytical scoring profile with aspects like vocabulary, mechanics and arrangement. There was also used a questionnaire for the interviews. The findings revealed that blogging together with a process approach helped to improve the written competence in students. Moreover, the use of blogs supported students' autonomous work as they were learning even after class. Therefore, the author recommended introducing blogs as useful technological tools to improve the teaching and learning process of English.

In the research conducted by Lee (2017) about students' views on the usefulness of using blogs for L2 writing, the aim was to study the influence of blogging in the writing ability of students as well as their perceptions on it. The participants were 48 students from University of New Hampshire, USA. The researcher employed a quantitative and qualitative design. In this way, students were asked to write two blog posts each week based on the topic they were assigned. The researcher divided the class into six groups and delivered different topics for each group; then, they were assigned with other small groups to read and comment on their peers' entries. The facilitator also guided learners during the process and was reminding them to provide feedback to each other. He gave students a list of common mistakes in order to make the correction process. The instrument used was the questionnaire to conduct a survey in which learners responded about blog efficacy in writing and feedback. Additionally, there was another final survey to collect information about learners' views on this type of online writing through blogging. Findings revealed that learners had positive perceptions of blogging as they were encouraged to be in charge of their own learning, so they felt interested in the construction of new knowledge together with their partners. Moreover, feedback allowed them to self-monitor their work and improve their writings, so they produced good accurate content. The support of the facilitator was also fundamental. Therefore, blogs helped students to increase creativity with the content they produced and they were more aware about language forms. Teachers had to take advantage of the several benefits that blogs offered in order to integrate them in the EFL classroom to increase students' writing skills and foment collaboration in the virtual learning class.

Based on the previous research, it is clear that all authors recommend the incorporation of blog instruction as a powerful tool to enhance not only writing skills but also the English language in general. It is also evident the assertive perceptions learners have on blogs. In spite of being reluctant at the beginning, learners understand that this tool has been productive. They agree that it serves to practice their written competence even when they are outside the classroom. Moreover, they are continually checking their posts to see the comments they have; so, they are encouraged and feel responsible for their own

knowledge construction. Students realize that it is a cooperative and collaborative work as they are the center of the learning process. Comparing these research works; it can be concluded that English language learning itself was benefited through the use of this tool as the students' scores improved significantly.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The current research was held at “Rodríguez Alborno” High School. This is a private institution located in Ambato, Tungurahua. The participants were 67 female students of Third Year of BGU “A” and “B”. There was a control group of 34 students and an experimental group of 33 students. The learners have received English classes since preschool, so they have an intermediate English level.

3.2 Materials and Equipment

The equipment and material required for this investigation were:

- Computers
- Cellphones
- Electronic
- Blogs
- Zoom platform

3.3 Research Method

3.3.1 Approach

This research has a quantitative approach as it gathers and analyzes data from different sources. It also implies the use of technological tools, statistics and math to get results. In addition, these results are presented with percentages and figures to study the research

problem. According to Apuke (2017) quantitative research explains phenomena by collecting information in numerical form.

3.3.2 Method

Additionally, the research method used in this research is bibliographical because it has used a systematic process of collection, selection, evaluation and analysis of material. It could be virtual or physical that serves as a theoretical source for the present investigation. According to Huber et al. (2017), this kind of research is characterized by the employment of secondary data as the information source to provide a wide vision of a determined issue.

Moreover, this investigation has a field research as the data was extracted directly from the reality through the use of collection techniques to find an answer to the research problem. According to Thomas & Snow (2018), in field research the author is in contact with the participants to collect, observe and analyze information. In this case, the students from “Rodríguez Albornoz” High School.

3.3.3 Research level

Furthermore, this research is exploratory, quasi-experimental and correlational. It is exploratory due to the problem found in the diagnosis and it is intended to explain the characteristics of the issue. In addition, the data was gathered in order to find solutions through the objectives and support the research with different articles to acquire more valuable information useful for the present investigation.

In the same way, there was conducted a quasi-experimental design with a control and an experimental group. Both groups were part of the study; the control group wasn't intervened and the experimental group was the subject of the treatment. It was done in

order to check if the objectives established were met and prove that blogs enhance writing skill development. According to (Rogers, 2020), a quasi-experimental design studies the connection between both variables independent and dependent.

Moreover, this research is correlational as it displays the extent of the relationship between the blog's use and the development of the written ability. According to Curtis et al (2017), correlational research is important because it evaluates two or more features and estimates the correlation between them.

3.4 Hypothesis – Research Question – Idea to defend

The current study was performed at “Rodríguez Albornoz” High School with students of Third Year of BGU. It lasted two months. It was applied a SPSS statistical software and a T-student to verify the hypothesis.

Independent variable:

Blogs

Dependent variable:

Writing skill development

Hypothesis approach:

Null hypothesis H0: The use of blogs does not have an impact on the writing skill in students of Third Year of BGU at “Rodríguez Albornoz” High School.

Alternative hypothesis H1: The use of blogs does have an impact on the writing skill in students of Third Year of BGU at “Rodríguez Albornoz” High School.

3.5 Population or sample

This research work was carried out at “Rodríguez Albornoz” High School with a total

population of 67 students. They belong to the Third Year of BGU. The control group consisted of 34 students and the experimental group had 33 students. In addition, considering the small population size, it was not required to calculate the sample.

Table N° 1 Population

Courses	Groups	Number	Percentage
Third Year of BGU “A”	Experimental	33	49%
Third Year of BGU “B”	Control	34	51%
Total		67	100%

Source: Rodríguez Albornoz “High School”

Prepared by: Gallegos, K. (2020)

3.6 Data collection:

- **Techniques:**

The researcher employed the testing technique through pre-and post- test directed to students to gather data about their writing abilities.

- **Instruments:**

- **Pre-test and post test**

Pre- and post-test designed by the researcher were used together with a rubric. These instruments were validated by three teachers who are experts in the area. (Annex 1) The objective of the test was to determine students’ level in writing. In addition, the tests contained one question to write an article about a topic that students choose. It lasted 45 minutes.

- **Rubric:**

The rubric was validated by the same three teachers experts in the area who checked the pre- and post-test. It was elaborated in order to assess the pre-and post-tests. It was based on five criteria: Content & creativity, organization, punctuation & spelling, language and style. Each one of these aspects were scored over 4 points with a total score of 20 points. (Annex 1)

Consequently, these instruments were used to gather data about the students’ written performance. This research was addressed to 67 students from “Rodríguez Albornoz” High School. In addition, there was an intervention during eight weeks that consisted of 24 sessions of 45 minutes each. Thus, students had to write one blog entry per week. After that, the post-test was administered to check students’ progress in their writing skills.

Table N° 2 Data collection plan

Basic questions	Reason
What is the purpose?	To accomplish the research objectives
Who is the target group?	67 students from “Rodríguez Albornoz” High School.
What are the aspects?	Blogs and the writing skill
Who is the researcher?	Karina Gallegos
When?	June-November 2020
Where?	At Rodríguez Albornoz” High School.
How many times?	Pre-test (once) Post-test (once)
Which are the data collection techniques?	Testing

Which are the instruments?	Pre-test and post-test
What situation in?	English classes

Source: Data collection

Prepared by: Gallegos, K. (2020)

3.7 Data processing and Analysis

First, the information was collected and analyzed, Then, it was codified by scoring the tests quantitatively according to the rubric used to assess them. Descriptive statistics and bar charts were used in order to make easier the explanation of the data collection. Thus, it was used frequency distribution tables and bar graphs to get a more detailed description of the gathered data. Moreover, central tendency and measures of dispersion like mean and standard deviation were employed to make a precise description of the data. The IBM SPSS Statistical Software was used to perform this procedure.

Then, the data about the control and the experimental group was analyzed to find out the variances within them. The average score of each group after the treatment was studied as well as the differences between them in order to verify the hypothesis. Therefore, it was done by applying the Student's t-test.

3.8 Response variables or Results

Some steps were carried out in order to analyze the data obtained in this research, after reviewing the literature about blogs and writing skill development.

First, the pre-test was taken by students of both groups control and experimental in order to know their level of writing skills before the incorporation of blogs in the experiment. It was done to gather data and contribute to the research results. It also helped the teacher to know the students' proficiency in writing. Moreover, the intervention was held with 33 students of Third Year of BGU "A", ages 16-17 from Rodríguez Albornoz High

School through the Zoom platform. Students were receiving online classes due to the pandemic situation of Covid-19. Thus, all students have internet access and technological devices to connect to the classes. This research was carried out according to the students' level that is B1 in reference to the Common European Framework.

Furthermore, students received 3 hours of English classes per week, each one of 45 minutes. The topics for each blog were taken from unit 1 in the book they are using and from extra resources like videos. The book is called "Uncover"; it is composed of 5 units with five lessons each. The topic from unit 1 was about the internet and social networks; the advantages and disadvantages of the internet as well as the measures to be safe online. The extra material was chosen based on personal topics that can be interesting for students such as holidays, personal goals, hobbies, etc.

Moreover, unit 1 was adapted taking into account the constructivism theories that according to Moze (2017) learning is an active process that each person modifies according to the previous experiences he/she has had. In this way, in his social constructivist theory, Vygotsky (1978) stated that as humans are social, they learn with the help of other people, from one another. Another theory used is called "Connectivism" by Siemens & Downes (2004) that states that learning happens through the connections inside networks. Thus, technology helps learners to acquire knowledge, connect and interact with each other. Based on this, students elaborated their blog according to their previous knowledge on the topic and integrating the new one. In addition, when they comment on their peer's posts, it contributes to interact and learn from each other.

Additionally, the blog was used as a technological resource taking into account that TICs assist and facilitate the teaching-learning process. Thus, blogs promote interaction between students because they can exchange ideas and improve their writing skills, as they practice not only with their blog posts but also with each comment they give to their partners. In this way, students were asked to write one blog post per week by using blogger.com. The teacher provided a blog post as a model for students at the beginning

and they were elaborating their blogs according to the topic given for the teacher each week. The topic of the last blog students developed was free. In addition, each student had to write one comment for three different partners. On the other hand, at the beginning of the experiment, students reviewed the writing process that has to be with planning, drafting, revising and editing. Moreover, the structure of paragraphs (introduction, body and conclusion) was also checked. It is important to remark that students were reinforcing knowledge on it because they were previously instructed on the writing process and structure of articles. In this way, the activities each week were the following:

Table N° 3 Blogs activities and topics

Week/Topic	Description of the activities
Week 1: My personal goals	<p>-Students were introduced to the use of blogs; they were asked to create their accounts in blogger.com, wixer.com or google sites with the teacher’s help. Then, they explored all the features blogs offer.</p> <p>- Teacher reviewed with students the writing process by using some videos and slides. They also recalled the structure of articles.</p> <p>-After that, the teacher provided some questions as a guide for students to start writing their first article about their personal goals and she also showed students a blog as a model for them.</p> <p>Some of the questions were:</p> <ul style="list-style-type: none"> ● What is the main objective you want to reach in life? ● What do you want to study in the future?

	<ul style="list-style-type: none"> ● What job would you like to have? ● What type of person do you want to be? ● What about your relationships with family and friends? <p>-Then, they had to read their classmates' posts and comment on them.</p> <p>-Teacher provided feedback and students improved their blogs based on it.</p>
<p>Week 2: My favorite social network</p>	<p>-Students read an article about social networks in their book, answered some comprehension questions and discussed it in class about it.</p> <ul style="list-style-type: none"> ● After that, the teacher asked students to write an article about their favorite social network by following the writing process. She provided students some guiding questions: <ul style="list-style-type: none"> ● What's the name of your favorite social network? ● Why is it your favorite one? ● What are the things you like about it? <p>She also encouraged students to use pictures and videos. After that, they had to comment on their classmate's posts. The teacher provided feedback. Students improved their blogs.</p>

<p>Week 3: My hobbies</p>	<p>-The teacher presented a video with a conversation about hobbies and asked students to take notes on the vocabulary and expressions used.</p> <p>-After that, they were asked to write some ideas about their hobbies in the chat box of zoom based on their notes.</p> <p>Then, they were asked to write their blog about hobbies and the teacher provided some guiding questions:</p> <ul style="list-style-type: none"> ● What are your favorite hobbies? ● How many times a week do you spend on your hobbies? ● Would you like to learn a new hobby? ● Can your hobby produce money? <p>Then, students had to comment on their partners' posts. Teacher provided feedback and students corrected their posts based on it.</p>
<p>Week 4: Online safety</p>	<p>-Teacher made students listen to an audio from their book about online safety. She asked students to write down some of the tips they could hear to be safe online. Then, they had to share with their partners.</p> <p>-After that, the teacher asked students to search on the internet for more tips to be safe online and use them to write their blog. Students wrote comments on their partners' blogs and received feedback from the teacher to correct their mistakes.</p>

<p>Week 5: My favourite holiday</p>	<p>-The teacher asked students to complete a KWL chart about holidays around the world. Then, students shared in pairs the information from their charts.</p> <p>-The teacher presented a video about holidays and made students choose one in order to start writing their blogs. The teacher also provided some questions to help students develop their blogs.</p> <ul style="list-style-type: none"> ● What is my favorite holiday? ● When is it? ● What is it about? ● What are the activities that I usually do on that day? <p>Students wrote on their partners' blogs. The teacher provided feedback, and students improved their blog entries based on it.</p>
<p>Week 6: Is internet good or bad?</p>	<p>The teacher asked students to read the article they had in their book about the advantages and disadvantages of the internet. Then, they had to underline the main ideas and share them with the class.</p> <p>After that, students wrote their own ideas about why the internet is good or bad.</p> <p>Then, using their ideas they wrote their blogs. They also have to base their article on the questions provided by the teacher. the</p>

	<ul style="list-style-type: none"> ● What are the advantages of the internet? ● What are the disadvantages? ● How do you think life would be without the internet? ● For you, is the internet good or bad?
<p>Week 7: My favorite room</p>	<p>-The teacher showed students some flashcards about rooms in the house. Then, she asked students to choose their favorite one and write down the objects that it has. After that, they have to explain why they chose that room and take notes in order to write their blog.</p> <p>-Students had to use the guiding questions to write their blogs:</p> <ul style="list-style-type: none"> -What is your favorite room and why? -What objects does it have? -What do you do there? <p>-Students also wrote comments on their partners' blogs and edited their blog posts based on the teacher's feedback.</p>
<p>Week 8: Free topic</p>	<p>-Students were asked to write about any topic of their interest and comment on their peers' blogs. The teacher provides feedback.</p>

Source: Direct Research

Prepared by: Gallegos, K. (2020)

At the end of the experiment, the post-test was taken by students in order to check their progress in writing skills after using blogs for eight weeks. The control group who did not have any intervention took the same test. The tests were assessed through the rubric that contained five sub skills of writing such as content & creativity, organization, punctuation & spelling, language and style. In this way, according to Muhammed (2017) content refers to the capacity to compose significant and comprehensive information, so the target audience can understand clearly without trouble. Meanwhile, creativity refers to the originality of a text which conveys the author's imagination. In addition, organization has to be with the flow of ideas, the sequence of concepts to be presented in a writing. Furthermore, according to Eunson (2020) punctuation and spelling are essential as every piece of writing need accuracy, the poor spelling and punctuation can lead to a poor communication and a misunderstanding of a message. Thus, conventions of writing are important to help readers follow the flow of a text. In the same way, the language used to concern to vocabulary and grammar is vital in order to communicate clearly. Recognize words and use them correctly can help to enrich a writing composition. Furthermore, using the appropriate tenses makes the writing tidy and fluent. Besides, according to Almas (2019) the style in writing that refers to the voice and tone of an author is very useful in order to express an idea. Thus, the level of formality, the personal style and words used have to be used according to the text's purpose and audience.

CHAPTER IV

RESULTS AND DISCUSSION

The results were studied according to the objectives of the research.: 1: To identify how the use of blogs helps to develop the writing skill. 2: To determine the subskills of writing that are developed through the use of blogs. 3: To establish the level of written development competence before and after using blogs.

The following table shows the pre- and post-test results for the control and experimental group. The control group scored 11, 41 in the pre-test and 12,18 in the post test. It doesn't show a significant improvement. Meanwhile, the media of the pre-test from the experimental group was 11,27 but after the intervention it increased to 16,00. Therefore, the score of the post-test was higher than the score of the pre-test in the experimental group. Thus, it is clear that there was an improvement in students' writing skills with the use of blogs for the experimental group.

Table N° 4 Control and Experimental Group Results

Control Group				Experimental Group			
N°	Pre-test	Post-test	Differences	N°	Pre-test	Post-test	Differences
1	15	17	2	1	10	16	6
2	10	8	-2	2	13	16	3
3	6	8	2	3	10	14	4
4	9	9	0	4	8	13	5
5	12	10	-2	5	11	14	3
6	11	13	2	6	6	12	6
7	10	11	1	7	11	11	0
8	17	15	-2	8	12	14	2

9	11	12	1	9	11	13	2
10	13	12	-1	10	14	16	2
11	12	14	2	11	13	14	1
12	11	11	0	12	14	14	0
13	5	7	2	13	12	16	4
14	11	11	0	14	11	19	8
15	12	12	0	15	13	15	2
16	11	13	2	16	12	17	5
17	14	16	2	17	10	15	5
18	15	15	0	18	11	16	5
19	10	12	2	19	10	17	7
20	13	13	0	20	16	20	4
21	10	9	-1	21	11	17	6
22	9	11	2	22	13	20	7
23	11	11	0	23	12	15	3
24	12	14	2	24	11	17	6
25	13	16	3	25	9	17	8
26	12	10	-2	26	12	16	4
27	14	13	-1	27	11	16	5
28	12	12	0	28	10	17	7
29	11	12	1	29	15	20	5
30	13	15	2	30	10	18	8
31	12	14	2	31	7	16	9
32	10	14	4	32	10	17	7
33	11	13	2	33	13	20	7
34	10	11	1				
\bar{X}	11,41	12,18	0,76	\bar{X}	11,27	16,00	4,73

Source: Data collection from pre-and post-test

Prepared by: Gallegos, K. (2020)

The previous data was employed to verify the hypothesis using the t-student test and the statistical software IBM SPSS to demonstrate that the introduction of blogs had an impact on students' written ability. Therefore, blogs helped students to develop their writing skills.

As a result, it was found out that blogs are useful tools that allow students to practice their writing skills. It was proved each week that students produced their blog posts. At the beginning, they had a lot of mistakes, the information was not so relevant, the grammar and the vocabulary were not appropriate. However, with the time as students become aware their posts would be read by their partners; students started improving the content, checking the mistakes and employing appropriate language according to the topic and the audience it was directed to. Moreover, since the teacher provided feedback to each blog students were aware of the things they had to improve. Students also felt encouraged and motivated because they could interact with their partners and write comments on their blog entries. Therefore, they had the opportunity to write in their blog each week and the improvement was gradual and significant.

Data interpretation

The research collected data based on 5 sub skills of writing: Content & Creativity, Organization, Spelling and Punctuation, Language & Style. The students that took part in the study were divided in two groups: the control and the experimental. The control has 34 students and the experimental 33. In this way, the pre- and post-test were administered for both with the following results.

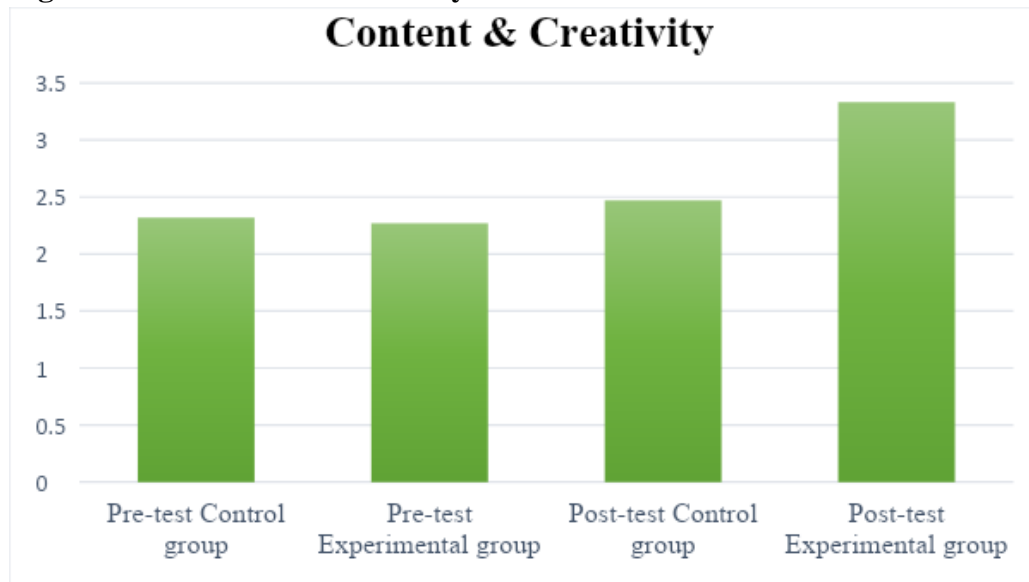
Table N° 5 Content & creativity

Content & Creativity	Mean
Pre-test Control group	2,32
Pre-test Experimental group	2,27
Post-test Control group	2,47
Post-test Experimental group	3,33

Source: Direct Research

Prepared by: Gallegos, K. (2020)

Figure N° 1 Content & Creativity



Source: Direct Research

Prepared by: Gallegos, K. (2020)

Analysis: The score for every criterion is over 4; thus, the graph above shows that the average score for the pre-test in the control group was 2.32, while the average score for the experimental group was 2.27. It shows that both groups had almost similar averages regarding content & creativity in the pre-test. In the same way, the average for the post-test in the control group was 2.47, while in the experimental group was 3.33. Therefore, it shows that there was not a significant increase in the control group; however, the experimental group had an increase of 1.06 after the treatment.

Interpretation: Both groups had an increase in content & creativity. Nevertheless, the improvement of the control group was slight compared to the experimental group that showed a superior upgrade. Moreover, students were using blogs and writing posts each week, so they learned to write meaningful information in a creative way. They were instructed each week on different topics and had guiding questions in order to develop the content of each blog. In addition, students used videos and images to make their websites more appealing.

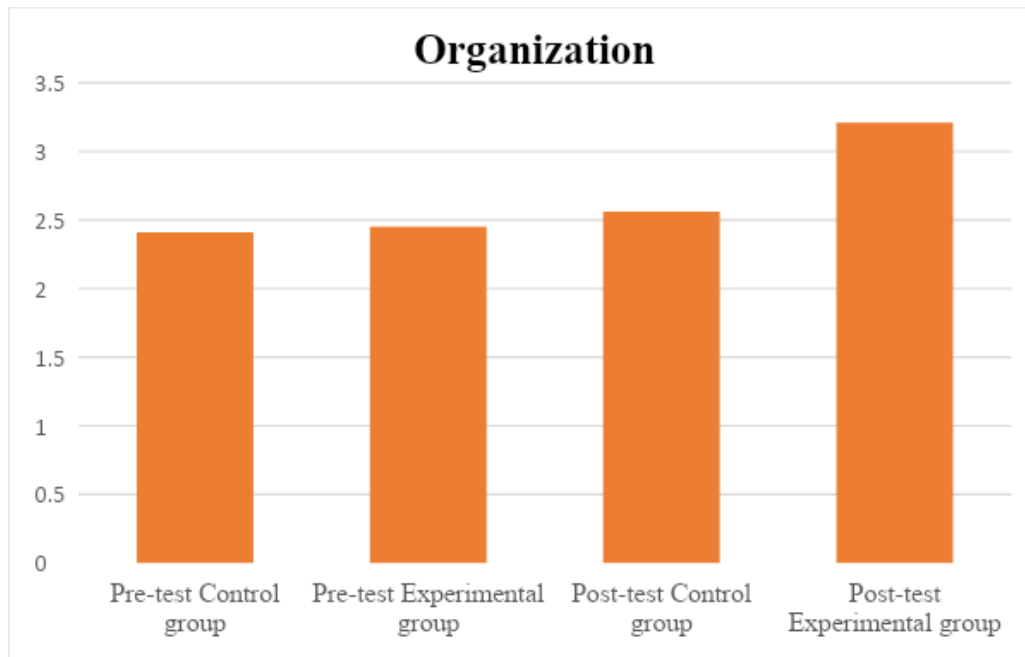
Table N° 6 Organization

Organization	Score
Pre-test Control group	2,41
Pre-test Experimental group	2,45
Post-test Control group	2,56
Post-test Experimental group	3,21

Source: Direct Research

Prepared by: Gallegos, K. (2020)

Figure N° 2 Organization



Source: Direct Research

Prepared by: Gallegos, K. (2020)

Analysis: The previous graphic displays that the average score for the pre-test in the control group was 2.41, meanwhile the average score for the experimental group was 2.45. Thus, both groups had almost the same average referring to organization in the pre-test. Similarly, the average for the post-test in the control group was 2.56, while in the experimental group was 3.21. Consequently, it displays that there was a little increase in the control group; however, the experimental group had a higher upgrade of 0.76 after the application of blogs.

Interpretation: According to the results, both groups demonstrated an increase in organization. Nonetheless, the experimental group presented a greater improvement in this sub-skill as this group used blogs continuously to compose articles and students enhanced their abilities to plan and structure their writings in a good way. In addition, at the beginning of the experiment students reinforced their knowledge in the structure of articles, so they elaborated their writing with an intro, a body and a conclusion.

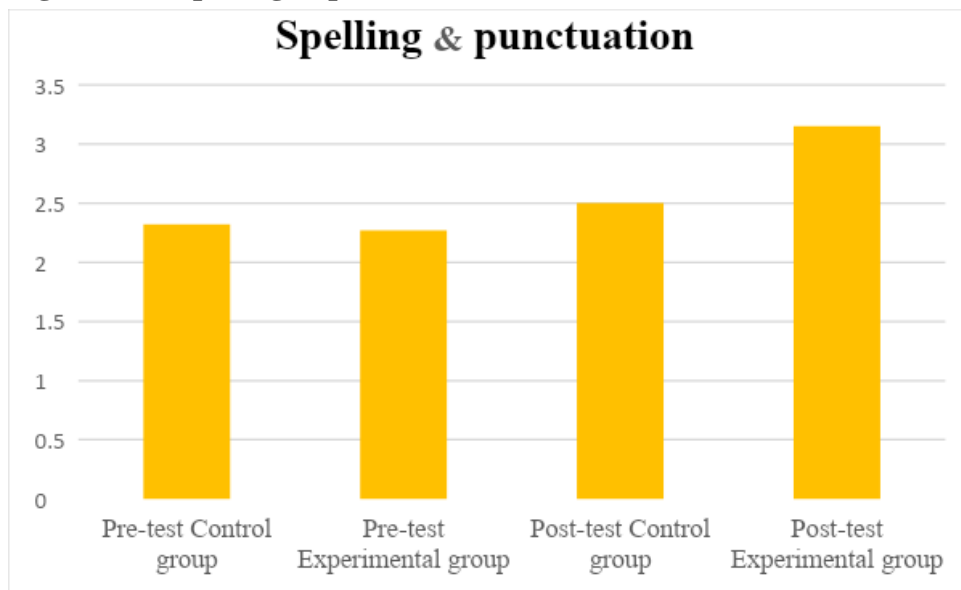
Table N° 7 Spelling & punctuation

Spelling & punctuation	Score
Pre-test Control group	2,32
Pre-test Experimental group	2,27
Post-test Control group	2,5
Post-test Experimental group	3,15

Source: Data collection

Prepared by: Gallegos, K. (2020)

Figure N° 3 Spelling & punctuation



Source: Direct Research

Prepared by: Gallegos, K. (2020)

Analysis: The graphic above shows that the average score for the pre-test in the control group was 2.32, meanwhile the average score for the experimental group was 2.27. In this way, the control group got a better score compared to the experimental group in the pre-test. However, it was not a significant difference. Furthermore, the average for the post- test in the control group was 2.5, while in the experimental group was 3.15. Therefore, it displays that there was a little increase in the control group. Nonetheless the experimental group had a higher improvement with 0.88 after the use of blogs.

Interpretation: Based on the results, the experimental group showed a better improvement regarding spelling & punctuation than the control group. The application of blogs during 8 weeks allowed students to practice the appropriate use of marks such as commas, periods, colon, etc. as well as the correct order and formation of words. In addition, the teacher was constantly checking and providing feedback to the blog posts in order that students can notice their mistakes and correct them.

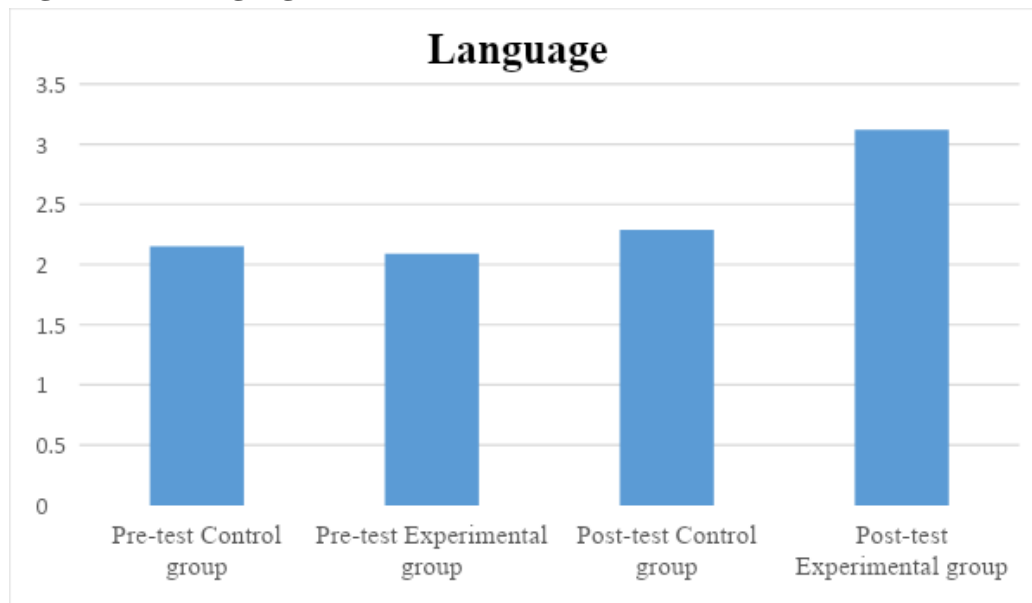
Table N° 8 Language

Language	Score
Pre-test Control group	2,15
Pre-test Experimental group	2,09
Post-test Control group	2,29
Post-test Experimental group	3,12

Source: Data collection

Prepared by: Gallegos, K. (2020)

Figure N° 4 Language



Source: Direct Research

Prepared by: Gallegos, K. (2020)

Analysis: The previous graph displays that the average score for the pre-test in the control group was 2.15, while the average score for the experimental group was 2.09. Thus, the control group got a better score regarding language compared to the experimental group in the pre-test. Nonetheless, the difference was slight. Additionally, the average for the post-test in the control group was 2.29, meanwhile in the experimental group was 3.12. Consequently, it shows that there was a little improvement in the control group; however, the experimental group had a superior improvement of 1.03 after the treatment that involved blogs.

Interpretation: According to the results, both groups improved their performance in language. Nevertheless, the experimental group displayed a superior upgrade of 1.03 while the control group had just a small increase in the score. Moreover, the use of blogs enhanced the use of correct grammar and proper vocabulary. At the beginning, students from the experimental group used basic vocabulary and the tenses used were incorrect but after the treatment they employed more complex vocabulary and the appropriate grammar tenses. It was achieved through the input provided before students wrote their blogs. They checked some previous information and wrote down expressions that could

be useful to compose their articles.

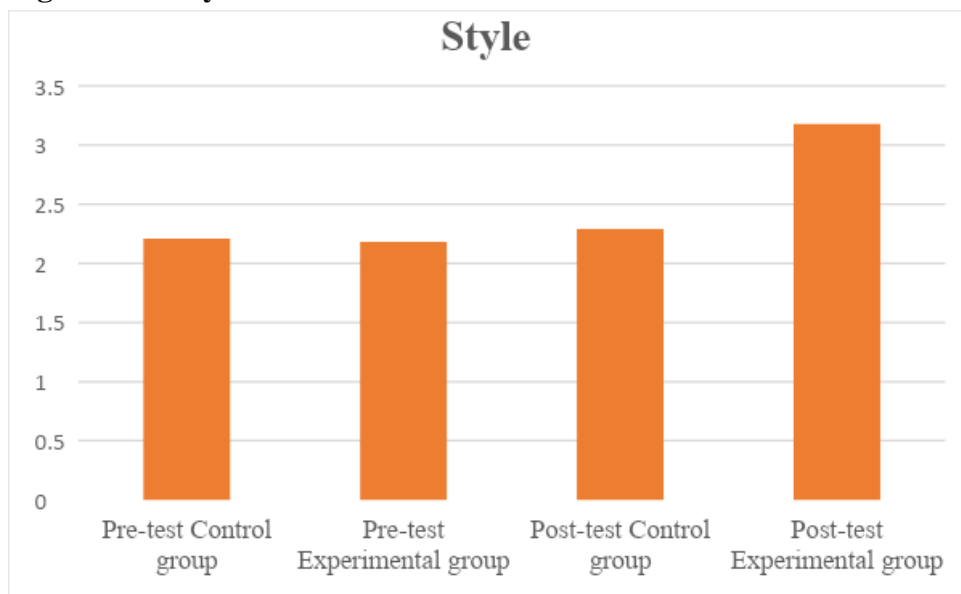
Table N° 9 Style

Style	Score
Pre-test Control group	2,21
Pre-test Experimental group	2,18
Post-test Control group	2,29
Post-test Experimental group	3,18

Source: Data collection

Prepared by: Gallegos, K. (2020)

Figure N° 5 Style



Source: Direct Research

Prepared by: Gallegos, K. (2020)

Analysis: The graphic above shows that the average score for the pre-test in the control group was 2.21, meanwhile the average score for the experimental group was 2.18. In this way, the control group got a better score compared to the experimental group in the pre-test. However, it was not a significant difference. Furthermore, the average for the post- test in the control group was 2.29, while in the experimental group was 3.18. Therefore, it displays that there was a little increase in the control group. Nonetheless, the experimental group had a higher improvement of 1 point after the use of blogs.

Interpretation: Based on the results, the experimental group showed a better improvement regarding style than the control group. The treatment based on the use of blogs helped students from the experimental group to improve the way they express the message in a written way. They made their articles more understandable and suitable for the audience they were writing for. Moreover, during the application students learned to write their articles in an interesting way for others who read their blog posts. Students were really attentive to their peers' comments and wanted to present a work of quality.

Data collection and calculation of statistics

Table N° 10 Control and experimental group pre-test results

Control group Pre-test							Experimental group Pre-test						
N°	Content and creativity	Organization	Punctuation and spelling	Language	Style	Total	N°	Content and creativity	Organization	Punctuation and spelling	Language	Style	Total
1	3	3	3	3	3	15	1	2	2	2	2	2	10
2	2	3	2	1	2	10	2	2	3	3	3	2	13
3	2	1	1	1	1	6	3	2	2	3	1	2	10
4	2	2	1	2	2	9	4	2	1	1	2	2	8
5	3	2	2	2	3	12	5	2	2	3	2	2	11
6	2	3	2	2	2	11	6	2	1	1	1	1	6
7	2	2	2	2	2	10	7	2	2	3	2	2	11
8	4	4	3	3	3	17	8	2	3	3	2	2	12
9	3	2	3	2	1	11	9	2	3	2	2	2	11
10	3	3	2	2	3	13	10	3	3	3	2	3	14
11	2	3	2	2	3	12	11	3	3	2	2	3	13
12	2	3	2	2	2	11	12	3	3	2	3	3	14

13	1	1	1	1	1	5	13	2	2	3	3	2	12
14	2	2	3	2	2	11	14	2	3	2	2	2	11
15	2	3	3	2	2	12	15	3	3	2	2	3	13
16	2	3	2	2	2	11	16	2	2	3	3	2	12
17	3	3	3	2	3	14	17	2	2	2	2	2	10
18	3	3	3	3	3	15	18	2	2	3	2	2	11
19	2	2	2	2	2	10	19	2	2	2	2	2	10
20	2	3	3	3	2	13	20	3	4	3	3	3	16
21	2	2	3	1	2	10	21	3	2	3	2	1	11
22	2	1	2	2	2	9	22	3	3	2	2	3	13
23	2	2	3	2	2	11	23	2	3	2	2	3	12
24	3	2	2	3	2	12	24	2	3	2	2	2	11
25	2	3	3	3	2	13	25	2	2	1	2	2	9
26	3	2	2	2	3	12	26	3	2	2	2	3	12
27	3	3	2	3	3	14	27	2	3	2	2	2	11
28	2	2	3	3	2	12	28	2	2	2	2	2	10
29	2	3	2	2	2	11	29	3	3	3	3	3	15
30	3	3	2	2	3	13	30	2	3	2	1	2	10
31	2	2	3	3	2	12	31	2	2	1	1	1	7
32	2	2	2	2	2	10	32	2	2	2	2	2	10
33	2	2	3	2	2	11	33	2	3	3	3	2	13
34	2	2	2	2	2	10							
\bar{X}	2,32	2,41	2,32	2,15	2,21	11,41	\bar{X}	2,27	2,45	2,27	2,09	2,18	11,27

Source: Data collection

Prepared by: Gallegos, K. (2020)

Table N° 11 Control and experimental group pre-test results

Control group Post-test							Experimental group Post-test						
N°	Content and creativity	Organization	Punctuation and spelling	Language	Style	Total	N°	Content and creativity	Organization	Punctuation and spelling	Language	Style	Total
1	4	4	3	3	3	17	1	4	3	3	3	3	16
2	2	1	2	1	2	8	2	4	3	3	3	3	16
3	2	2	1	2	1	8	3	3	2	3	3	3	14
4	2	2	1	2	2	9	4	3	3	2	3	2	13
5	2	2	2	2	2	10	5	3	3	3	2	3	14
6	3	3	2	2	3	13	6	2	3	3	2	2	12
7	2	2	2	1	2	11	7	2	3	2	2	2	11
8	3	3	3	3	3	15	8	3	3	3	3	2	14
9	3	2	3	2	2	12	9	2	2	3	3	3	13
10	3	2	2	2	3	12	10	3	3	3	4	3	16
11	2	3	3	3	3	14	11	3	3	2	3	3	14
12	2	3	2	2	2	11	12	3	2	2	3	4	14
13	2	2	1	1	1	7	13	4	3	3	3	3	16
14	2	2	3	2	2	11	14	4	4	4	3	4	19
15	2	3	3	2	2	12	15	3	4	2	3	3	15
16	2	3	3	3	2	13	16	4	3	4	3	3	17
17	3	3	4	3	3	16	17	3	3	3	3	3	15
18	3	3	3	3	3	15	18	3	3	4	3	3	16
19	3	3	2	2	2	12	19	4	3	3	4	3	17
20	2	3	3	3	2	13	20	4	4	4	4	4	20
21	2	2	2	1	2	9	21	3	4	4	3	3	17
22	2	2	2	3	2	11	22	4	4	4	4	4	20

23	2	2	3	2	2	11	23	3	3	3	3	3	15
24	3	3	3	3	2	14	24	3	3	4	3	4	17
25	4	3	3	3	3	16	25	3	3	4	4	3	17
26	2	2	2	2	2	10	26	4	3	3	2	4	16
27	2	3	2	3	3	13	27	3	4	3	3	3	16
28	2	2	3	3	2	12	28	4	4	3	2	4	17
29	2	3	3	2	2	12	29	4	4	4	4	4	20
30	3	3	3	3	3	15	30	4	4	3	3	4	18
31	3	3	3	3	2	14	31	3	3	3	4	3	16
32	3	3	3	2	3	14	32	4	3	3	4	3	17
33	3	2	3	2	3	13	33	4	4	4	4	4	20
34	2	3	2	2	2	11							
\bar{X}	2,47	2,56	2,50	2,29	2,29	12,18	\bar{X}	3,33	3,21	3,15	3,12	3,18	16,0

Source: Data collection

Prepared by: Gallegos, K. (2020)

The results showed that the level of written competence in students before and after using blogs was enhanced. In this way, the control group who did not have any intervention had a mean score of 11.41 in the pre-test and 12.18 in the post-test. It does not show any significant improvement. In contrast, the experimental group had a mean score of 11.27 in the pre-test, but after the intervention the score was 16,00. Thus, this group had an upgrade of almost 5 points after the application of blogs. In other words, it is evident that the use of this technological tool facilitated the attainment of writing skills. Therefore, the level of students' written competence displayed a relevant progress.

Hypothesis verification

For the verification of this research, a control group with 34 students and an experimental group with 33 students intervened. It was aimed to determine if the use of blogs has an impact on students' writing skills or not. In addition, the statistical helped to contrast the

pre- and post-test results.

A rubric was used in order to assess the tests, it was scored over 20. The criteria used for the rubric had to be with 5 writing subskills: content & creativity, organization, spelling & punctuation, language and style; each one over 4 points. For the hypothesis verification, it was employed the T-test, the null and alternative hypothesis as follows:

Hypothesis statement:

Null hypothesis H0: The use of blogs does not have an impact on the writing skill in students of Third Year of BGU at “Rodríguez Albornoz” High School.

Alternative hypothesis H1: The use of blogs does have an impact on the writing skill in students of Third Year of BGU at “Rodríguez Albornoz” High School.

Mathematical model:

Student’s T-test statistical model is the following:

$$H_0: A = B$$

$$H_1: A \neq B$$

Where:

A = Mean in the experimental group

B = Mean in the control group

The formula is:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

t = t-student

\bar{x}_d = differences average in the sample

S_d = Standard deviation

n = number of students

Specification of the regions of acceptance and rejection

Significance level

C = 95% of confidence level

α = 0.05

Degrees of freedom

df = n-1

Control group:

df = 34-1

df = 33

Experimental group:

df = 33-1

df = 32

T-student results

Table N° 12 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Control Group	Pre-test	11,4118	34	2,32402	,39857
	Post-test				
Experimental Group	Pre-test	12,1765	34	2,41800	,41468
	Post-test	11,2727	33	2,11058	,36740
Experimental Group		16,0000	33	2,27761	,39648

Source: Data collection

Prepared by: Gallegos, K. (2020)

Table N° 13 Paired Samples Correlations

		N	Correlation	Sig.
Control Group	Pre-test & Post-test	34	,785	,000
Experimental Group	Pre-test & Post-test	33	,410	,018

Source: Data collection

Prepared by: Gallegos, K. (2020)

Table N° 14 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control group	Pre-test -	,76	1,558	,2672	1,308	,2210	2,862	33	,007
	Post-test	471	14	2	37	4			
Experimental group	Pre-test -	-					11,370	32	8.96x10 ⁻¹³
	Post-test	4,72727	2,38842	,41577	5,57417	3,88038			

Source: Data collection

Prepared by: Gallegos, K. (2020)

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Control group: $t = \frac{0,76471}{0,26722}$

$$t = 2,862$$

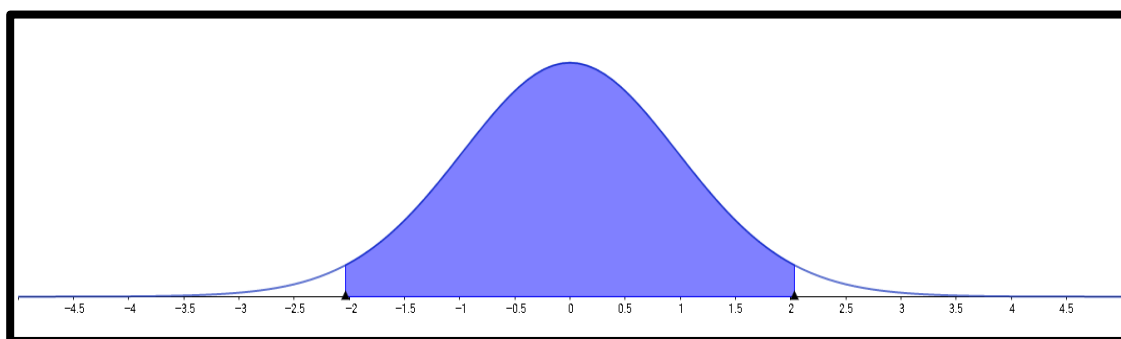
Experimental Group: $t = \frac{4,72727}{,41577}$

$$t = 11,370$$

Final decision

The p value 8.96×10^{-13} is lower than $\alpha = 0.05$. Similarly, the t-student is 11,370. It is upper than the critical value 2,03693334. Thus, the null hypothesis is rejected and the alternative is accepted: The use of blogs has an impact on the writing skill in students of Third Year of BGU at “Rodríguez Albornoz” High School.

Figure N° 6 T-student test Distribution



Source: Direct Research

Prepared by: Gallegos, K. (2020)

Discussion

The results obtained in this research about the use of blogs and the writing skill development were beneficial. Regarding objective N° 1 To identify how the use of blogs helps to develop the writing skill; the results prove that blogs had a positive impact on students writing skills. Moreover, the treatment applied with the assistance of the teacher was key to support students' learning. It was evident the improvement and it could be noticed in the blogs that students produced each week, they were getting better with the teacher's feedback and the peers' comments they received. Therefore, it is supported by Yeh et al., (2019) in their study about peer-feedback through the use of blogs who assure that learners displayed meaningful advancements in the development of their blogs with the feedback they got from their teacher and partners, so they showed great improvement in organization as well as grammar and vocabulary use. In addition, the results of this

research can be contrasted with the article by Alsubaie & Madini (2018) who state that blogs as extra tools allow learners to enhance their writing performance, they help students to have a great impact not only in their fluency but also in the competence of constructing texts with coherence. Moreover, the use of blogs is positive for young people who are in a digital era surrounded by technology. Therefore, these authors support the results obtained in this research.

Considering objective N ° 2: To determine the subskills of writing that are developed through the use of blogs. The present study took into account the different benefits that blogs offer to develop the writing sub skills that not only help to compose texts effectively but also, they allow students to write content of quality with an appropriate style. It is contrasted with Alsamadani (2017); in their research about effectiveness of blogging for writings, he states that blogs are feasible tools that allow professors and students to create an atmosphere of collaboration and at the same time develop the micro and macro writing skills in students. Students can improve their writing abilities and compose particular tasks in a better way. Additionally, according to Mohammed (2020) in his article about Edu blogs to enhance writing unity, he asked students to check every time the ideas inside each paragraph and in all the essays, so they can make sure everything is connected with the appropriate linking words. Besides, the clear instructions about the use of strong verbs and nouns to express meaning allowed students to create unity and organization skills. In this case, in the current research not only the clear instructions but also the use of the rubric helped students to meet the criteria required for the blogs. Thus, each time they try to hand-in better blog entries to reach the parameters of the rubric. In this way, students had a clear idea of what to do with the help of the teacher's instructions and the feedback provided.

According to objective N ° 3: To establish the level of written development competence before and after using blogs. Mabuan (2018) mentions in his research about blogging in ESL writing that students show enthusiasm when using blogs to write, so they keep on improving each time they do a blog entry. Therefore, their proficiency in writing went

upward and it was shown every week they posted an article. At the beginning they had just (17.46%) as the mean score of the pretest but after the intervention the mean was (67, 16.03%). Thus, it supports the present research that showed an improvement of almost 5 points in students' writing skills from the experimental. Additionally, Kim, Na-Young (2018) supports these findings as in his research about voice and text blogging, he found out that students score 69.74 in the pre-test but after the treatment they got 77.18, so they had a meaningful upgrade in terms of text blogging group. The pretest mean score was 69.74 and it increased significantly to 77.18. Compared with the control group, the experimental group performed greater and the average difference was of 5.71.

Implications

Students acknowledged the several advantages that blogs offer to improve their writing skills during the research as they could measure their own advancements each week; and, at the end of the intervention with the post-test. Moreover, at the beginning they had just their teacher as an audience but with time they got interested in producing useful content for the people that were meant to read their blogs. It was not only their teacher but also classmates and possibly other people who visited their website. Therefore, students learned to discuss, develop critical thinking and participate actively. Furthermore, blogs were a space to improve their writing as teacher provided feedback and peers commented on it, so they started to organize better their ideas, look for the appropriate vocabulary, grammar and style in order to express the message they wanted. Thus, learners were aware of this and showed more enthusiasm to produce better blogs compared to the initial ones. Similarly, they shared engaging topics and interesting ideas, which make the content meaningful and original. Additionally, learners checked their ideas in order to make them more effective for readers and discussed their opinions with peers. Besides, the use of technology allowed students to leave aside traditional ways of writing like pen-and-paper. They learned more innovative ways to write and become motivated learners who increased their interaction and awareness of writing meaningfully. Therefore, students changed their writing practices by using blogs.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY AND ANNEXES

5.1 Conclusions

The following conclusions were drawn after conducting this research:

- The use of blogs favors writing skills development as they are tools that allow students to exchange ideas and enhance peer interaction. Blogs help students to practice their writing skills as they were able to express their ideas, reflections and comments in a written way. The use of blogs encouraged students to organize their ideas in a better way as well as using the appropriate vocabulary and grammar structures to present a writing of quality.
- In addition, it is determined the positive impact of blogs to develop writing skills in students of Third Year of BGU at Rodríguez Albornoz High School. The data from the pre- and post-test in the experimental group displayed the improvement through the use of blogs compared to the control group that did not have a significant upgrade. As a conclusion, the null hypothesis was rejected and the alternative one was accepted.
- Learners developed the following writing sub skills through the use of blogs. They were: content & creativity, organization, punctuation & spelling, language, and style. Students wrote content of quality with the appropriate grammar and vocabulary. They displayed originality in their blogs as they became aware their partners and teachers were reading their posts. Thus, they tried to hand-in it in a creative way with images and videos. At the same time, they wrote engaging topics with interesting ideas that allow other students to comment and ask questions.

- The level of written competence was established. It was measured by applying a pre-and post-test. The mean of learner's level of written competence was 11.41 in the control group and 11.27 in the experimental over 20 points, before the experiment. It shows that both groups had a low writing performance. However, the results of the post-test after the intervention showed a great improvement in the experimental group with a mean of 16 points and 12.18 for the control group who did not have a significant upgrade. Therefore, the results show that students from the experimental group had a relevant upgrade in their writing skills of almost 5 points. The confidence interval of the results was 95%.
- Feedback played an important role in order to enhance students' writing skills. Moreover, as students received feedback from the teacher, they started to organize better their ideas in a coherent way taking into account the structure of articles with an introduction, body and conclusion.

5.2 Recommendations

The recommendations are stated according to the previous results and the conclusions:

- To incorporate blogs as extra tools in order to improve students' writing skills. It will give students the opportunity to practice their written competence in an innovative way and leave aside the traditional pen-and-paper. Thus, motivation and interaction among peers will increase.
- To use blogs as they have a positive impact on students' writing skills. Blogs allow students to enhance their written abilities; and therefore, their grades. They also make students interact and become more cooperative between each other as they have to comment on their partners' posts.

- To use blogs in order to focus on the development of writing sub skills. Since the implementation of this tool enhances students' content & creativity, organization, punctuation & spelling as well as language and style. By employing blogs to write articles students can increase their interaction, become aware of their audience who read their posts, feel motivated to improve their writing and check mistakes to present a good product. As a result, writing becomes more enjoyable and less traditional for learners.
- To introduce the use of blogs in classes as they are useful tools to improve the level of written competence. It was evidenced that the use of technology has a positive impact on students' writing skills when used with interesting and engaging topics that allows an active learning process.
- To provide feedback while learners work with blogs as it is useful for students to know what to improve and do a better work. This is necessary as students know exactly their mistakes and they do not repeat them again. Therefore, they enhance their written abilities.

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Writing Rubric

Writing Aspects (Sub-skills)	4	3	2	1	Score
Content and creativity	The student writes at least 5 or more significant details and it displays originality.	The student writes 3 or 4 significant details and it displays originality.	The student writes 2 significant details and it displays lack of originality.	The student writes 1 significant detail about and it doesn't display originality.	/4
Organization	The student composes a paragraph with a clear introduction, body and conclusion.	The student composes a paragraph with an introduction, body and conclusion.	The student composes a paragraph with an introduction that is not so clear as well as the body and conclusion.	The student composes a paragraph that lacks an introduction, body and conclusion.	/4
Punctuation and spelling	The student doesn't make any punctuation mistake and there are no spelling errors.	The student makes 2 or 3 punctuation mistakes and has no more than 3 spelling errors.	The student makes 5 or 6 punctuation mistakes and has no more than 6 spelling errors.	The student makes 7 or more punctuation mistakes and has more than 7 spelling errors.	/4
Language	The student employs a wide range of vocabulary and doesn't have grammar mistakes.	The student employs a wide range of vocabulary and has 2 or 3 grammar mistakes.	The student employs a basic vocabulary and has 5 or 6 grammar mistakes.	The student employs a limited vocabulary range and has 7 or more grammar mistakes.	/4
Style	The student conveys the message effectively. It is highly suitable and interesting for audience.	The student conveys the message effectively. It is suitable and interesting for audience.	The student conveys the message roughly. It is somehow suitable and interesting for audience.	The student conveys the message poorly. It is a not suitable and interesting for audience.	/4
Total					/20

Source: Direct Research

Prepared by: Gallegos, K. (2020)

Annex 2. Pre/post test Validation



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

**POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador**

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "WRITING PRE/POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

BLOGS AND THE WRITING SKILL DEVELOPMENT

AUTORA: KARINA XIMENA GALLEGOS GALLEGOS

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓

Observaciones:

Karina Gallegos

Realizado por:
Lic. Karina Gallegos
CJ: 1805236864

Lina Sanchez

Validado por:
Mg. Lina Sanchez
CJ: 180333879-5



UNIVERSIDAD TÉCNICA DE AMBATO
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 PERTENECIENTE A LA INVESTIGACIÓN:

BLOGS AND THE WRITING SKILL DEVELOPMENT

AUTORA: KARINA XIMENA GALLEGOS GALLEGOS

Señale mediante un ✓, según la validación para cada pregunta:

PARÁMETROS PREGUNTAS	2R- REGULAR				3B- BUENO				4O- ÓPTIMO							
	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓

Observaciones:

Karina Gallegos

Realizado por:

Lic. Karina Gallegos

CI: 1805236864

Diego Cajas
Validado por:

Mg. Diego Cajas Phd.

CI: 1715484877

Source: Direct Research
 Prepared by: Gallegos, K. (2020)



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BLOGS AND THE WRITING SKILL DEVELOPMENT

AUTORA: KARINA XIMENA GALLEGOS GALLEGOS

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓

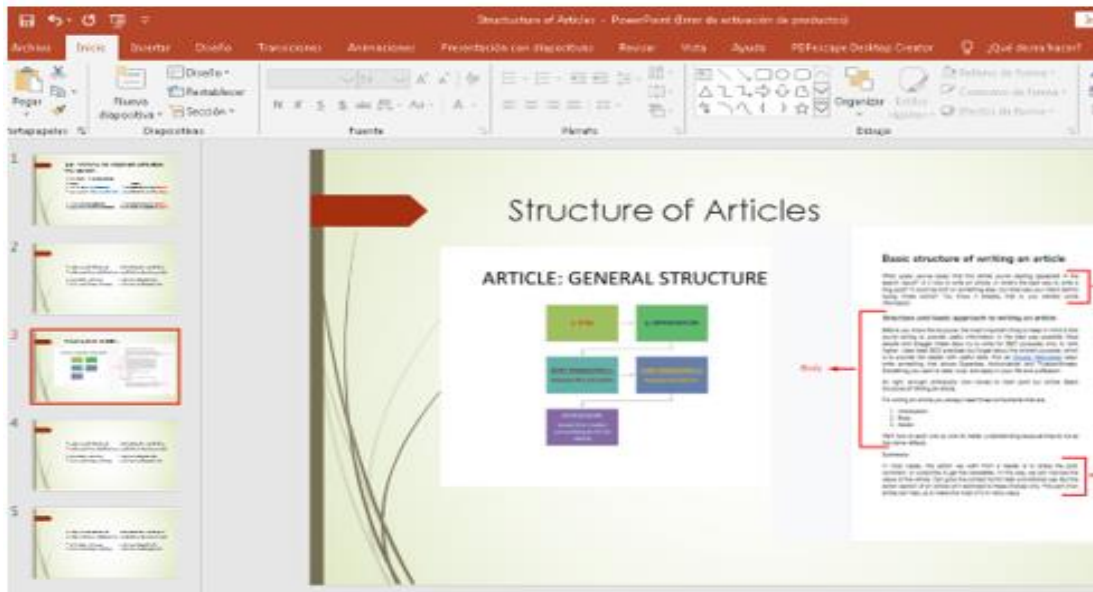
Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados, la calidad técnica y representatividad son óptimas al igual que la redacción y el lenguaje de las preguntas.

Realizado por:
Lic. Karina Gallegos
CI: 1805236864

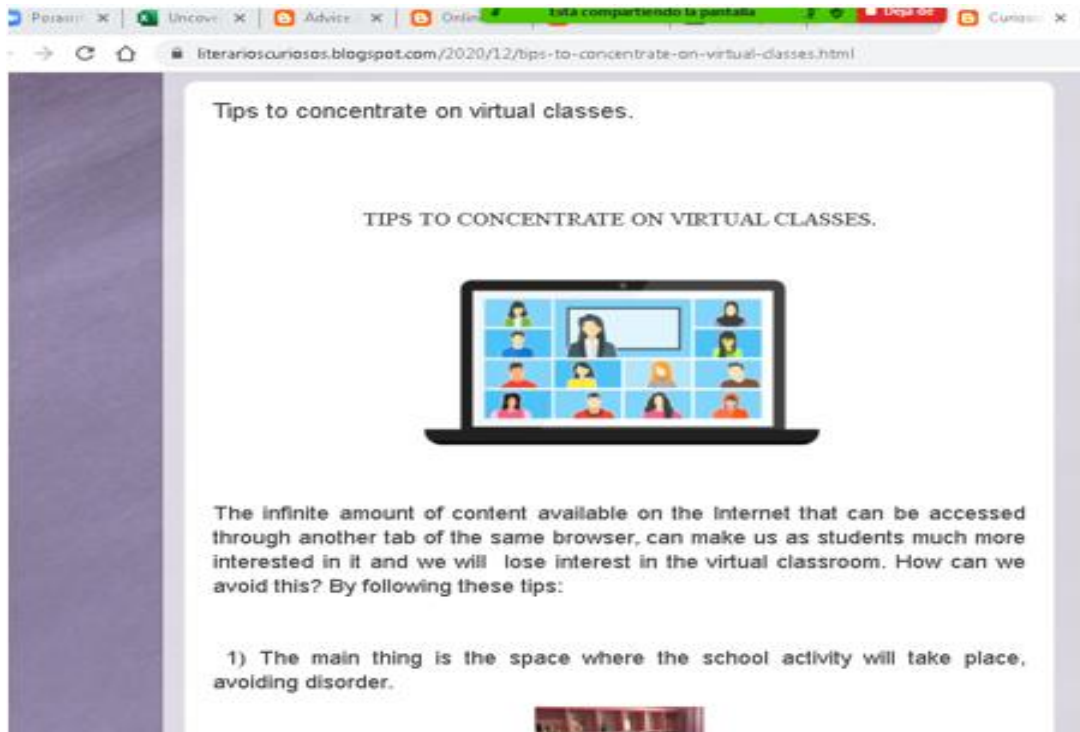
Validado por:
Mg. Edgar Encalada
CI: 0501824171

Source: Direct Research
Prepared by: Gallegos, K. (2020)

Annex 3. Zoom classes



Source: Direct Research
Created by: Gallegos, K. (2020)



Source: Direct Research
Created by: Gallegos, K. (2020)

Unit 6 - Difficult Decisions

HOW TO BE SAFE ONLINE!

It's easy to fully embrace online, and many teenagers suffer from this. So here are some tips to make sure it doesn't happen to you! Follow our essential advice.

- Don't post contact information (address, email, cell phone number) online.
- Check your privacy settings on social networking sites. Make sure you know how to keep your personal information private.
- Don't share your online passwords, not even with your best friends.
- Be suspicious or cautious if someone bothers you. The same rule goes for you.
- You should block any users who send you nasty messages, even if they're your friends.
- Think carefully about posting photos of yourself online. Once your picture is online, anyone can download, share, or even change it.
- Don't guess cyberbullying or keep it secret. You should ALWAYS tell someone.

Reading to write: An advice article

8. Look at the picture and read the article. What is it about?

Focus on: CONTENT

When you write an article to help people solve a problem, you can include this information:

- a title
- the problem you will give advice about
- who the problem affects
- a question that the article will try to answer
- a list of short, clear pieces of advice.

Writing: An advice article

PLAN

Think of a problem that you think might affect your classmates, friends, or people in your town. Use the guidelines in the Focus on Content box, and make a list of six pieces of advice you would give to solve the problem.

WRITE

Write your article. Use your notes and the advice you've given above to help you. Write about 120 words.

CHECK

Can you say "yes" to these questions?

- Is the information from the Content...

Listening: Listen to the recording. Use the imperative to give advice in writing. Affirmative: base form.

Source: Direct Research
Created by: Gallegos, K. (2020)

Learn English Conversation Unit 11 Hobbies

Learn English Conversation Unit 11 Hobbies

A continuación

REPRODUCCIÓN AUTOMÁTICA

Source: Direct Research
Prepared by: Gallegos, K. (2020)

Annex 4 . Lesson plan



UNIDAD EDUCATIVA “RODRÍGUEZ ALBORNOZ”

LESSON PLAN

Institution Name:	“Rodríguez Albornoz” High School		
Teacher’s name:	Lic. Karina Gallegos	Date:	September 1st, 2020
Area:	EFL	School year:	2020-2021
Subject:	English	Time:	2 months
Grade/Course:	3rd BGU	Paralell:	A
Evangelizing Aspect:	“I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you”. (Psalm 32:8)		
Didactic Unit:	1		
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED	LEARNING ACTIVITIES	RESOURCES	EVALUATION INDICATORS
EFL 5.4.6. Produce blog posts describing personal experiences and feelings. EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.	Week 1 -Students are introduced about the use of blogs; they are asked to create their accounts in blogger.com, googlesites.com or wisite.com with the teacher’s help. Then, they explore all the features blogs offer.	*Uncover book Combo B with online workbook and online practice 2. *Teacher's edition practice 2. *Class audio CDs practice 1. *Video DVD practice 2. *Presentation Plus DVD-ROM starter. *Youtube videos *PPT *Blog websites	*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"

	<p>- Teacher reviews with students the writing process by using some videos and slides. They also recall the structure of articles.</p> <p>-After that, the teacher provides some questions as a guide for students to start writing their first article about their personal goals and she also shows to students a blog as a model for them.</p> <p>Some of the questions are:</p> <ul style="list-style-type: none"> ● What is the main objective you want to reach in life? ● What do you want to study in the future? ● What job would you like to have? ● What type of person do you want to be? ● What about your relationships with family and friends? 	<p>*Zoom platform</p> <p>MATERIALS: Computer, writing materials, CD player, DVD player.</p>	
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	<p>-Then, they had to read their classmates' posts and comment on them.</p> <p>-Teacher provided feedback and students improved their blogs based on it.</p>		<p>*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>
<p>EFL 5.4.6. Produce blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>Week 2</p> <p>-Students read an article about social networks on their book, answer some comprehension questions and discuss in class about it.</p> <ul style="list-style-type: none"> ● -After that, the teacher asks students to write an article about their favorite social network by following the writing process. She provides students some guiding questions: ● What's the name of your favorite social network? ● Why is it your favorite one? 	<p>*Uncover book Combo B with online workbook and online practice 2.</p> <p>*Teacher's edition practice 2.</p> <p>*Class audio CDs practice 1.</p> <p>*Video DVD practice 2.</p> <p>*Presentation Plus DVD-ROM starter.</p> <p>*Youtube videos</p> <p>*PPT</p> <p>*Blog websites</p> <p>MATERIALS:</p> <p>Computer, writing materials, CD player, DVD player.</p>	

	<ul style="list-style-type: none"> ● What are the things you like about it? <p>She also encouraged students to use pictures and videos. After that, they had to comment on their classmate's posts. Teacher provided feedback. Students improved their blogs.</p>		<p>*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>
<p>EFL 5.4.6. Produce blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>Week 3</p> <p>-The teacher presents a video with a conversation about hobbies and asks students to take notes on the vocabulary and expressions used.</p> <p>-After that, they are asked to write some ideas about their hobbies in the chat box of zoom based on their notes.</p> <p>Then, they have to write their blog about hobbies and the teacher provides some guiding questions:</p> <ul style="list-style-type: none"> ● What are your favorite hobbies? ● How many times a 	<p>*Uncover book Combo B with online workbook and online practice 2.</p> <p>*Teacher's edition practice 2.</p> <p>*Class audio CDs practice 1.</p> <p>*Video DVD practice 2.</p> <p>*Presentation Plus DVD-ROM starter.</p> <p>*Youtube videos</p> <p>*PPT</p> <p>*Blog websites</p> <p>MATERIALS:</p> <p>Computer, writing materials, CD player, DVD player.</p>	<p>*I.EFL.5.13.1. Learners can produce</p>

	<p>week do you spend on your hobbies?</p> <ul style="list-style-type: none"> ● Would you like to learn a new hobby? ● Can your hobby produce money? <p>Then, students had to comment on their partners' posts. Teacher provided feedback and students correct their posts based on it.</p>		<p>emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>
<p>EFL 5.4.6. Produce blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>Week 4</p> <p>-Teacher makes students listen to an audio from their book about online safety. She asks students to write down some of the tips they could hear to be safe online. Then, they have to share with their partners.</p> <p>-After that, the teacher asks students to search on the internet more tips to be safe online and use them to write their blog. Students write comments on their partners'</p>	<p>*Uncover book Combo B with online workbook and online practice 2. *Teacher's edition practice 2. *Class audio CDs practice 1. *Video DVD practice 2. *Presentation Plus DVD-ROM starter. *Youtube videos *PPT *Blog websites MATERIALS: Computer, writing materials, CD player, DVD player.</p>	<p>*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>

	blogs and receive feedback from the teacher to correct their mistakes.		
<p>EFL 5.4.6. Produce blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>Week 5</p> <p>-The teacher asks students to complete a KWL chart about holidays around the world. Then, students share in pairs the information from their charts.</p> <p>-The teacher presents a video about holidays and made students choose one in order to start writing their blogs. The teacher also provides some questions to help students develop their blogs.</p> <ul style="list-style-type: none"> ● What is my favorite holiday? ● When is it? ● What is it about? ● What are the activities that I usually do in that day? <p>Students write on their</p>	<p>*Uncover book Combo B with online workbook and online practice 2.</p> <p>*Teacher's edition practice 2.</p> <p>*Class audio CDs practice 1.</p> <p>*Video DVD practice 2.</p> <p>*Presentation Plus DVD-ROM starter.</p> <p>*Youtube videos</p> <p>*PPT</p> <p>*Blog websites</p> <p>MATERIALS:</p> <p>Computer, writing materials, CD player, DVD player.</p>	<p>*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>

	<p>partners' blogs. The teacher provided feedback, and students improved their blog entries based on it.</p>		
<p>EFL 5.4.6. Produce blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>The teacher asks students to read the article they have on their book about the advantages and disadvantages of internet. Then, they have to underline the main ideas and share with the class.</p> <p>After that, students write their own ideas about why internet is good or bad.</p> <p>Then, using their ideas they have to write their blogs. They also have to base their article on the questions provided by the teacher.</p> <ul style="list-style-type: none"> ● What are the advantages of internet? ● What are the disadvantages? ● How do you think life would be without internet? 	<p>*Uncover book Combo B with online workbook and online practice 2. *Teacher's edition practice 2. *Class audio CDs practice 1. *Video DVD practice 2. *Presentation Plus DVD-ROM starter. *Youtube videos *PPT *Blog websites</p> <p>MATERIALS: Computer, writing materials, CD player, DVD player.</p>	<p>*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>



	<ul style="list-style-type: none"> ● For you, internet is good or bad? 		
<p>EFL 5.4.6. Produce blog posts describing personal experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>-The teacher shows students some flashcards about rooms in the house. Then, she asks students to choose their favorite one and write down the objects that it has. After that, they have to explain why they chose that room and take notes in order to write their blog.</p> <p>-Students have to use the guiding questions to write their blogs:</p> <p>-What is your favorite room and why?</p> <p>-What objects does it have?</p> <p>-What do you do there?</p> <p>-Students also wrote comments on their partners' blogs and edit their blog posts based on the teacher's feedback.</p>	<p>*Uncover book Combo B with online workbook and online practice 2.</p> <p>*Teacher's edition practice 2.</p> <p>*Class audio CDs practice 1.</p> <p>*Video DVD practice 2.</p> <p>*Presentation Plus DVD-ROM starter.</p> <p>*Youtube videos</p> <p>*PPT</p> <p>*Blog websites</p> <p>MATERIALS: Computer, writing materials, CD player, DVD player.</p>	<p>*I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)"</p>
EFL 5.4.6. Produce blog posts describing personal	-Students are asked to write		

<p>experiences and feelings.</p> <p>EFL 5.4.9. Use a variety of print and electronic forms for writing to others or for writing for self, applying the conventions and subskills of writing.</p>	<p>about any topic of their interest and comment on their peers' blogs. The teacher provides feedback.</p>		
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Source: Lesson Plan
Prepared by: Gallegos, K. (2020)

Annex 5. Samples of blogs developed by students


STRESS DURING COVID-19 CONFINEMENT?



The coronavirus has burst into our lives generating stress, anxiety, some episodes of compulsive shopping and a long confinement. So how do I make sure I'm okay during this time? It is time to stand up to this and prevent it from affecting our mood. Follow our essential advice :



1. Do not become obsessed with the subject much less with information that comes from unverified sources.
2. You should take advantage of the time and do any activity that you would like to do.
3. Keep a Schedule for all your daily activities to avoid accumulation of stress.
4. Don't isolate yourself, make sure you stay in touch with your friends and family.
5. Think about your physical and emotional stability and exercise every day to combat stress and anxiety.
6. Avoid paranoia and keep your mind busy.



As a conclusion, the fact that we cannot leave our homes, because of the Covid-19 that is causing damage worldwide, cannot prevent us from doing different activities to deal with stress in a healthy way. It is time to stand up to this virus and prevent it from affecting our mental health.

Retrieved from: <https://sites.google.com/view/versoaverso/how-to-deal-with-stress-during-covid-19-confinement>

How to avoid hacking in our social networks?



Most of our life, social networks are very crowded and we publish personal and private information very frequently, but we do not take into account that this can lead to other people knowing our personal information and that is why they can enter our accounts unauthorized and steal our information. What we normally know as piracy. Set privacy in social biographies, if it is public it should be set private. The following tips are to prevent information theft:

- Do not open messages from strangers, as it may lead to hacking.
- Don't leave social media accounts open.
- Do not access public wi-fi networks.
- Use complicated and known passwords.

As a conclusion, social networks are used to share everything we want, we must be careful with the information that is

Retrieved from: <https://helenmanobanda8.wixsite.com/inghe>

How to safe online

Noviembre 8, 2020

<https://www.youtube.com/watch?v=S-FEsZYZOIE>

Social networks are becoming a way of life for millions of people. Specially, when it comes to sharing information, doing business or simply talking with our friends and family.



Moreover, it is not new news that the world is not aware of the importance and consequences that social networks bring. Here are some recommendations for this:

1. Use secure passwords, do not use proper or fictitious names. Create a unique password and try to mix different characters.

Unknown 9 de noviembre de 2020, 4:40
 We have to be responsible with the things that we do and nowadays social networks are too important so we need to take care. It's important also to ask if the title of the blog is correct because I think the verb "to be" is missing.
 RESPONDER

Estefany 9 de noviembre de 2020, 4:45
 This information is very relevant nowadays nobody takes into account the dangers of the networks, very good information, congratulations.
 RESPONDER

Karen Michelle 9 de noviembre de 2020, 4:52
 The information is very interesting and the advice in the same way, but you could add more information, images or videos since it is a bit short.
 RESPONDER

Luzmary Rivera 9 de noviembre de 2020, 4:58
 I like the design of your blog and the information is very good and complete
 RESPONDER

Angela Chango 9 de noviembre de 2020, 4:59
 I think it is an interesting topic, and the information provided here is very outstanding.
 RESPONDER

Retrieved from: <https://literariocuriosos.blogspot.com/2020/12/tips-to-concentrate-on-virtual-classes.html>

Annex 6. Sample modelled by the teacher on how to start working on a blog

Advantages and Disadvantages of Technology into English Class



The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improves language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners

ADVANTAGES	DISADVANTAGES
1. Improved communication	1.- Distraction for students

Retrieved from: <https://technology-into-english-class.blogspot.com/2020/05/advantages-and-disadvantages-of.html>

Annex 8. Student's t Critical Value

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333

Source: Direct Research
 Prepared by: Gallegos, K. (2020)

Annex 9. Commitment Letter

CARTA DE COMPROMISO

Ambato, 2 de mayo de 2020


Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, Sor Laura Judith Caicedo Ramos en mi calidad de Rectora de la Unidad Educativa "Rodríguez Alborno", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "BLOGS AND THE WRITING SKILL DEVELOPMENT" propuesto por la estudiante Karina Ximena Gallegos Gallegos, portadora de la Cédula de Ciudadanía, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Sor MSc. Laura Judith Caicedo Ramos
1703315992
No teléfono convencional
0990682342
judit_575@hotmail.com

Source: Letter of Commitment
Prepared by: Gallegos, K. (2020)

Annex 10. Urkund Analysis

URKUND		
Document Information		
Analyzed document	Tesis corregida1.docx (D91305643)	
Submitted	1/7/2021 10:20:00 PM	
Submitted by		
Submitter email	karina.gnr23@gmail.com	
Similarity	2%	
Analysis address	ve.chicaiza.uta@analysis.orkund.com	
Sources included in the report		
W	URL: https://repositorio.uta.edu.ec/bitstream/123456789/30436/1/Yuquilema%20Marcela.pdf Fetched: 1/16/2020 1:25:26 PM	4
SA	Trabajo de titulación. Urk Segarra, Karina.docx Document Trabajo de titulación. Urk Segarra, Karina.docx (D69336653)	1
W	URL: https://theses.ncl.ac.uk/jspui/bitstream/10443/1836/1/Al-Besher%2012.pdf Fetched: 11/8/2019 9:38:55 AM	1
SA	UNIVERSIDAD TECNICA DE AMBATO / TESIS BELQUIS ALBAN B..docx Document TESIS BELQUIS ALBAN B..docx (D91171767) Submitted by: bsab1991@hotmail.com Receiver: eg.encialada.uta@analysis.orkund.com	1
SA	R.Nilavu.pdf Document R.Nilavu.pdf (D74548332)	3