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FECHA: *Veinte y seis de enero de dos mil veinte y tres*

RESUMEN EJECUTIVO

The present investigation has been carried out with the objective of analyzing and determining the usefulness of the use of virtual tool PADLET to strengthen the development of writing skill in English in the students of level A1 of the ESPOCH (ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO). Padlet is a digital communication tool used to carry out tasks in the classroom with academic benefits. Padlet is a free multimedia wall that allows us to interact in real time between the students and the teacher and that facilitates the active participation of the students. In this research, a pre-test and post-test were given to an experimental group of 40 students in the 3rd semesters "A" and "B" in the Administration School at ESPOCH. The hypothesis in this research work was verified: that the use of the virtual resource Padlet improves the writing skills of English A1 students. As writing is a measurable variable, the t-Student test was applied in order to verify the general hypothesis as a starting point for this research work. The direct beneficiaries of this research work were 80 students (40 experimental group and 40 control group) who belong to the 3rd semesters "A" and "B" in Administration School at ESPOCH and also the teachers that are part of the Administration School at ESPOCH; and at the same time the Polytechnic community. Into the objectives of this research work, it was shown that the effectiveness of the Padlet tool allowed to improve the writing ability in order to identify, analyze and implement methodological strategies to promote the

development within the writing ability in A1 English students. in the School of Administration of the ESPOCH with the 3rd parallel semesters "A" and "B". Finally, based on the results and the information collected through the statistical data and tools that allowed measuring and determining the need to work with Padlet; It was concluded that this freely accessible technological tool within English language teaching-learning significantly improves the development of writing.

KEYWORDS: *HERRAMIENTAS DIGITALES, PADLET, DESTREZA ESCRITA, PRE-TEST, POST – TEST.*

CHAPTER I

THE RESEARCH PROBLEM

1. Introduction

English language learning involves the four fundamental language skills for speaking and understanding a language. These four skills are listening, reading, speaking and writing. Writing is an interesting, extremely useful, essential and integral creative process for learning a foreign language. Writing involves several components such as: proper word choice, use of grammar, syntax, mechanics, and organizing appropriate ideas in a coherent and cohesive manner (Bou, 2015; S. Yulianti et al., 2019).

Education has gradually pushed into a new era: the world of digital education. Various online teaching and learning activities are being developed to provide meaningful learning experiences (Hidalgo Ruiz, 2021). For example, different virtual tools have started used to teach writing a second language in a more assertiveway. Unlike other communicative skills, writing is more difficult to teach due to its intricate intersectionality; therefore, students require hands-on guidance and feedback from teachers to improve their writing process (Selvarasu et al., 2021).

Virtual tools such as Padlet, which allow the interaction of all classroom participants through dialogue walls, enrich the learning experience and provide an opportunity for students to move from superficial to deeper levels of writing(Méndez & Concheiro, 2018). Shallow learning characterized by a learner's focus on completing only the minimum content necessary to meet assessment requirements. In contrast, deep learning is based on how they look for connections between concepts and contextualize meaning (D. Zhang, 2009). Padlet as a learning tool is a way to document learning and gather information for self-analysisand reflection, which will help students foster the habit of studying from surface todeep.

Given the advantages of these virtual tools, this research aims to address the topic; USE OF PADLET VIRTUAL TOOL TO DEVELOP WRITING SKILL IN A1 ENGLISH LEARNERS). Its main purpose is to determine the effectiveness of the

Padlet tool in the development of writing skills, which considered one of the most difficult to acquire in learning a foreign language. Therefore, the project has structured as follows:

- **Chapter I:** The research problem covered through a brief introduction, justification and general and specific objectives.
- **Chapter II:** It provides the scientific basis of the research through the research background.
- **Chapter III:** It explains the methodology followed to achieve each of the objectives, the collection and treatment of data and their analysis, as well as the type of instruments used, the hypotheses, and the population and sample.
- **Chapter IV:** Includes the results obtained after the statistical analyses applied.
- **Chapter V:** The conclusions and recommendations are presented after the results obtained.
- **Chapter VI:** The proposal is shown as an alternative solution to the identified problem.

1.2 Justification

Today's society demands the formation of competitive professionals, so it is necessary to orient students from their first years of schooling on the grammar, pronunciation, fluency and vocabulary of the English language.

The advances are related to the technological area, and although this transformation of educational tools began more than a decade ago, for many its use is still not fully exploited, and its usefulness is unknown (Mamani, 2019). The research based on the constant changes in the educational system, gradually leaving the traditional methods that for years governed the educational structure. It also based on the problems that students have because the traditional methods used in many occasions limit the fluency of the oral language in English.

The importance of this research focuses on the benefits of the Padlet tool as a didactic strategy to improve the written skills of English A1 students at ESPOCH in the city of

Riobamba, in order to establish a playful and interactive environment, through innovative proposals that help to enhance the motivation for learning a foreign language. In this way, the need to include modern approaches to learning, which help to optimize planning in the didactic structures of English, becomes evident. It is a matter of resorting to the use of technological tools to give students the opportunity to be critical and expressive participants.

This research is feasible because it has the support of the authorities of the institution, since technology in the academic field presented as an innovative and constructive topic to improve the teaching and learning processes for the benefit of English A1 students of ESPOCH in the city of Riobamba. We also have the consent of the parents and the interest of the students, who are committed to collaborate in the collection of data that will help determine the efficiency of the Padlet tool as a teaching strategy that contributes to the development of writing in English, inside and outside the classroom in an understandable way.

1.3 Objectives

1.3.1 General Objective

To determine the effectiveness of the Padlet tool as a strategy to improve the writing skills of English A1 students at ESPOCH in the city of Riobamba.

1.3.2 Specific objectives

- To identify teachers' strategies to develop A1 writing skills at ESPOCH in the city of Riobamba.
- To diagnose the development of English A1 students' writing skills through a questionnaire.
- To design methodological strategies using the virtual resource Padlet to promote the development of writing skills in English A1 students at ESPOCH in the city of Riobamba.

CHAPTER II

RESEARCH BACKGROUND

The constant development of technologies brings with it a great apogee of digital tools that allow the management of information and communication with the use of the internet and that have a wide range of applications (Espinosa & Cartagena, 2021). Education is a fundamental pillar for the development of society, since it is responsible for properly training the inhabitants with social and cultural codes (PeñaRodríguez & Otálora Porras, 2018) therefore, taking advantage of digital tools in this area of vital importance for society is one of the main objectives that this study has.

Currently, learning a second language, usually English has become a requirement to prevail in the working life and opens the door to several opportunities in the future (Potter, 2018). In order to favor this learning process, a number of digital tools have taken advantage. However, the real efficiency of the application of these tools depends on the teacher, as well as the students, since these resources do not work by themselves, but need a guide or facilitator for proper use, and it is also necessary the interest of each student to make the most of their potential (Martínez & Pérez, 2020).

The impact of various digital tools on English language learning has been analyzed. For example, the study by Rodríguez & Cajamarca et al., (2020) suggests that digital tools can increase the interest of students in learning this language. The quasi-experimental study conducted in Cañar at the Unidad Educativa Particular "La Providencia". It analyzed the effect of the use of virtual platforms to optimize the development of basic skills for learning a language (reading, writing, listening and speaking); concluding that this teaching-learning strategy allows students to analyze and acquire content in a simpler way, because it awakens interest and they are more motivated to get involved in learning English.

Similarly, the study by Belda (2020), developed at the University of Alicante shows that the use of digital tools allows better interaction between students and teachers, and opens the way to daily feedback, which significantly motivates second language learning. This research was conducted with people over 50 years old during a period of 3

years, and although the motivation and interest gained to acquire the skills in the new language depended on each student, the overall results were quite significant to conclude the success of the use of Information and Communication Technologies (ICT) in the case study.

These references show that the use of digital tools for learning a language is a very effective methodology and has a wide range of application, from children to adults; therefore, this serves as a basis for this research, where through the use of "Padlet" is intended to develop writing skills in A1 level students of English.

2.1 Independent variable

2.1.1 Padlet virtual tool Virtual tools

Digital tools refer to software or platforms, Internet, multimedia equipment, satellite technologies, etc., which can be used on computers or electronic devices such as phones or tablets and are available for various uses (Salaam & Mehmood, 2021). These tools have been leveraged mainly for communication and entertainment, as well as in healthcare and education (Shaw et al., 2018; Ufuophu-Biri & Ijeh, 2021).

Digitalization in communication and entertainment has become a widespread phenomenon around the world, which has led to broader cultural investments in digital platforms as spaces for global public life and international connection (Elkins, 2019; Ufuophu-Biri & Ijeh, 2021). With respect to healthcare, digital tools have shown potential to improve diagnostic outcomes, reduce costs, and improve patient experiences; however, their reach is still limited (Shaw et al., 2018).

In reference to education, digitalization has shown enormous benefits for the acquisition and integration of knowledge, since the student is more motivated and organizes information in the visual and auditory channels of the cognitive structures, which facilitates learning (Amhag et al., 2019; Hillmayr et al., 2020). This represents an argument that drives the present study, because the inclusion of strategies that facilitate learning is of worldwide interest and constitute scientific contributions that

serve as a basis for the generation of new studies focused on the educational system.

2.1.2 Virtual tools in education

In recent decades, technological tools have become a key element in the classroom, because these tools used daily by students; therefore, their inclusion as teaching learning strategies have innovated and enriched the education system (Marte & Espinal, 2017).

Educational institutions have found it necessary to invest in technological tools to train and develop in their students the appropriate competencies within the educational environment (Navarrete & Mendieta, 2018). In view of the great reception of these tools within the educational environment, the current study seeks to include a digital resource for learning within a higher education institution in the province of Chimborazo.

This transformation that the educational model has undergone requires that teachers as actors of education take significant roles within the teaching-learning process, since they become guides who, through technology, establish relationships between the contents and the student to facilitate the capture of these. It is of vital importance that the instruments used are reviewed and validated so that they have a relevant use in the embedded education system (Poveda & Pineda et al., 2020).

The use of these innovative methodologies prepares students for the realities of the workplace, as well as for changes in the economic and social spheres. In addition, while it may be a complex process to integrate these tools into schools, the reward will be creative professionals who master various skills. In order for there to be visible impacts in education, it is important to expand research on technologies to be applied in the educational field (Espinosa & Cartagena, 2021). This supports the current research, since it intended to make use of a virtual platform to contribute to the learning of a foreign language.

2.1.3 Virtual tools for language learning

Globalization has made the learning of foreign languages of vital importance, going

from being a privilege to a necessity (Chávez & Zambrano et al., 2017). English is the one that has adopted as the "language of globalization", so each time the number of speakers of this language increases. Autonomous and personalized teaching is the key to effective learning of a new language; these advantages are provided by digital tools (Cango & Bravo, 2020). In view of these attractive properties for the educational environment, we intend to integrate a virtual tool for the development of writing skills in English at ESPOCH.

Digital resources that focus on language teaching have their own content depending on the focus and level handled. They are strongly competitive alternatives to traditional teaching strategies, since, in addition to contributing to distance education, they allow for more efficient time management, promote entertainment and motivation for language learning and contribute to the interaction between teachers and students (Martinez & Pérez, 2020).

Language learning requires the development of oral, written, listening and reading skills, and the method that shows the best results is the use of didactic tools and ICTs. This is because technological tools promote collaborative learning and facilitate the integration and immersion of students, who increasingly make use of the technological means available, which facilitates the use of virtual tools to teach a new language (Diaz, 2018). There is a wide range of virtual tools that facilitate the teaching of the English language such as games, digital platforms, and design tools, among others.

- **Digital platforms:** provide virtual environments where all kinds of files and resources can share to facilitate learning. Thanks to the fact that they allow content organization, they are widely used to learn English; among the most used are music platforms, YouTube channels such as VOA Learning English and BBC Learning English, podcasts and collaborative platforms such as Padlet or interactive stories such as Memrise (Fitria, 2021; Méndez-Santos & Concheiro, 2018).
- **Games:** the use of these tools called gamification; this strategy allows the student to become involved in language learning in a much more meaningful way. These include tools such as Kahoot, Minecraft Adventures in English,

Geotastic, among others (Balouchi & Samad, 2020; Rodríguez & Cajamarca, 2020).

- **Design tools:** these resources provide a dynamic and proactive environment for teaching English. Tools such as Canva, which allow the creation of visual resources, or Witheboard, which allows interaction with a whiteboard to facilitate content in the classroom, can be used (Christiana & Khoirul, 2021).

2.2 Dependent variable

2.2.1 Writing Skills.

2.2.1.1 Communication skills in language learning

Duwila & Khusaini, (2019) considers that there are four skills that must necessarily be developed in language lessons; these are reading, speaking, writing and listening. These four skills are divided into two groups: receptive skills, which include reading and listening; and productive skills, which include speaking and writing.

- Reading is a foundational skill that will enable the development of other language skills. Through reading, students acquire knowledge and lessons that will allow them to apply the new language.
- Listening allows understanding and obtaining information from conversations, reports or other means of oral communication. This act involves cognitive, affective and behavioral processes.
- Speaking allows to convey ideas orally, requires fluency and concordance, which, like writing, are more complex to achieve. This interactive process of constructing meaning also involves producing, receiving and processing information.
- Writing has as an important ally the creativity of the students and the sense of logic accompanied by grammar for the development of texts that allow them to communicate. It uses a system of graphic symbols to convey meanings and compose a text (Ampa & Quraisy, 2018; Kholmurodova, 2021).

2.2.2 English Writing

Writing skill often considered the product of learning English. This refers to the act of expressing ideas through a series of words that make up paragraphs (Duwila & Khusaini, 2019). Mastering this skill is a challenging process, as it requires understanding and knowledge of vocabulary, sentence structure, and coherence in each paragraph using this foreign language (Aryuntini et al., 2018).

Writing indirectly aids language learning because while writing, students use eyes, hands, and the ability to think together (Aryuntini et al., 2018). The goal of writing is to develop critical thinking in order to express what being thought and turn this into a well-structured sentence. Because of its complexity, it is also often a difficult skill to teach (D. B. Yulianti, 2018). In this context, the present project emphasizes the teaching learning of writing in English, a skill that takes a lot of effort to acquire.

2.2.3 The complexities of writing in English

Turning ideas into text relies on some cognitive resources, such as attention, working memory, and the mechanics of writing (handwriting or typing). For English language learners, working memory is particularly relevant, as writing is a very complex and laborious cognitive task. Learners have to match ideas, content, language rules (spelling, grammar, etc.), genre, reader, skills motor skills (holding the pen or keyboard use), etc. simultaneously while writing (Abdul & Rahman, 2018).

Working memory limited, a strong focus on one of these aspects will result in a lesser focus on other aspects. This part is where the real difficulty of writing in English lies, because students cannot have an automated understanding of English spelling and grammar, it will cause much of their working memory to focus on these aspects, leaving others such as concentration on form or content in the background (Abdul & Rahman, 2018; D. B. Yulianti, 2018).

2.2.4 Levels of writing ability

Within the writing ability, four levels allow evaluating the degree of experience and ability that English learners present:

Level 1

- The student is able to write simple texts, and can argue in an acceptable way.
- Is able adequately formulate sentences to be used in essays.
- Sources not systematically disclosed.
- It shows a link between reading, self-management and writing to result in a well-structured text.

Level 2

- Is able to write a solid story line, based on a clear question, in an acceptable amount of time.
- He is able to argue correctly and each written section shows an acceptable structure.
- Most sources revealed and the importance of listing sources understood.
- It shows great attention to design and solid editing.

Level 3

- The writer is capable of writing publishable texts, based on clear questions or hypotheses.
- Product sophistication and content are key (all phases receive equal attention) All sources systematically disclosed.
- Has a high command of writing in English (as the lingua franca of science).

Level 4

- Writing applicable texts for specific audiences. The impact of writing is key (all phases are important, but often in a much shorter period).
- It is not always necessary to disclose sources (e.g., to protect an 'inside' source). The writer understands very well the need for the utmost integrity and solid writing skills (ACTFL, 2021; Süğümlü et al., 2019).

2.2.5 Strategies for improving writing skills

Writing not only understanding of grammar and rhetoric, but also of concepts and valuations (Aryuntini et al., 2018); therefore, the search for appropriate pedagogies for teaching has become a topic of current interest. Grammatical problems, mechanics, sentence structure and diction problems; are the main actors of disinterest and lack of motivation to learn to write in English (D. B. Yulianti, 2018).

Currently, three teaching strategies can be described: traditional ones, which based on face-to-face learning, technological ones, which based on the use of digital resources to teach English writing, and the combination of both within a collaborative environment, which shows the best results (Albiladi & Alshareef, 2019). Because the combination of teaching strategies proves highly efficient, it is chosen to include a virtual tool within the traditional environment, in order to develop correct writing skills at ESPOCH.

The incorporation of innovative and interactive practices has led to better learning of a foreign language (Balula et al., 2019). However, it is necessary that the teaching of the new language take place in stages. In the first stage, the mother tongue is used to relate structure and grammar; here they begin to develop reading and writing in English. Then comes a stage in which the audio-lingual approach transformed to achieve an adequate pronunciation and relationship of concepts. Finally, students are encouraged to actively participate in classroom teaching because they already possess the cognitive competencies to identify potential rules in all kinds of linguistic materials (Zhou, 2018).

English writing has been taught by introducing example and model sentences, then guidance given for understanding the structure and students expected to be able to

write paragraphs following the example pattern. This rigid teaching style greatly limits students, so student-centered models have chosen rather than teacher-centered models (Zhou, 2018).

The collaborative blended approach aims to use virtual tools for collaborative writing activities. Because technological resources are widely used in the general population, it is easier and more accessible to create and share texts; therefore, it promotes active and much more efficient communication than traditional means (face-to-face, paper based collaborative writing, etc.) (Zhang & Zou, 2021). Since young people are highly related to technological tools, the results provided by the present study on the use of virtual strategies will be of great scientific interest.

In this new model, students have much more freedom to create different learning environments and express their own ideas; this constitutes prewriting, which followed by drafting, revising and editing; which allows understanding mistakes and gaining confidence to write (Zhou, 2018). Padlet, being a platform that allows creating walls, will allow developing this learning model to achieve greater efficiency in teaching writing.

2.2.6 Teacher's role

Many useful methodologies have developed for teaching English; however, everything depends on the teacher, since he/she is the one who makes the decisions to direct each lesson in the classroom. Therefore, when a person wants to be a teacher, he/she has to prepare himself/herself to be a teacher, both mentally, physically also in terms of knowledge. To teach writing in English, the teacher has a vital role, with traditional and virtual strategies, must achieve a method of writing, based on processes where students review the drafts with the help of comments by their peers or the teacher, to understand the structures of grammar and written diction (Balula et al., 2019; Naibaho, 2019).

2.2.7 Digital competencies for teachers

Digital competencies focus on the skills, knowledge and attitudes that a person possesses to be functional in a digital environment. It is necessary for teachers to possess these competencies in order to develop a blended model of language teaching (Quintana & Muñoz, 2019). Characteristics generally needed include:

- Knowledge of technological tools, including the use of computers and technological applications;
- Integration of ICT in the curriculum, for the selection and design of technological resources and integration of ICT in the classroom environment;
- Use of ICT, both in the personal - professional sphere for planning, and creation of educational material, as well as with students, promoting the use of ICT (Quintana & Muñoz, 2019).

CHAPTER III

METHODOLOGY

3.1 Location

The study was conducted during the year 2022 with students of the 3rd semester of the School of Administration of the Escuela Superior Politécnica del Chimborazo (ESPOCH), during the second quarter (March-July). The Escuela Politécnica del Chimborazo, located in the province of Riobamba, is a public education institution supported by the Ecuadorian government and offers an English language-learning program to its students. Cambridge University Press materials are the basic teaching resources. The study groups consisted of 40 students from different socioeconomic backgrounds and language proficiency levels, were studying at level 1A according to Common European Framework of Reference for Languages.

3.2 Materials and equipment

- Computer
- Printing machine
- Cell phone
- Internet

Materials

- A4 sheets
- Spheres
- Notebooks

Human Resources

- Researcher
- Project manager or tutor

3.3 Type of research

The present research was quantitative, since the purpose was to identify the different factors such as low self-esteem, the teacher-student relationship, the influence of external factors, and how they influence the learning of a second language; this analyzed among the students of the Escuela Superior Politécnica del Chimborazo. Likewise, it investigated if these factors make the difference between a positive and satisfactory learning process or if they are triggers to hinder, frustrate and make the teaching and learning process a total failure and do not allow the student to develop linguistically.

This research was descriptive in nature, because an analytical design of survey or questionnaire type adopted, and use was made of qualitative techniques for the knowledge and evaluation of the emotions experienced during online learning. For Bryman & Bell (2017), this type of design usually applied to the evaluation of educational innovations to detect the factors that condition their implementation and to describe and know how they work in practice (Hernández & Fernandez, 2019). In this study, the chosen design made it possible to know and assess the emotions experienced during the performance of learning activities and tasks in the EFL environment and to observe the construction of the GLE on a day-to-day basis.

The type of research was exploratory - descriptive. Recall that qualitative methods address the depths of an individual and seek to understand from the perspective of the subject. They deal with self-knowledge, the way of appropriating the world, knowledge, etc. through interpretation. The language proper to this method is the first person - the self - and the validity tests of this quadrant were truthfulness, sincerity and honesty.

3.4 Hypothesis

English A1 students who use the Padlet virtual resource will improve their writing skills than English A1 students who do not use the Padlet virtual resource.

3.5 Population or sample

The present research was conducted by the College of Administration to ESPOCH with the 3rd semesters, parallel "A" and "B" who are between 19 and 22 years old.

Table 1. Population

Group	Men	Women	Total
Control	21	19	40
Experimental	25	15	40

Source: Secretary of State

Prepared by: Researcher

3.6 Collection of information

Several methodological tools used to obtain the desired information. The first based on a series of observations with individuals from the chosen group. Similarly, there are standardized protocols for conducting the relevant observations that ensure a more objective result. The techniques and instruments used detailed in the ANNEXES section, these validated, to highlight the level of reliability and validity and form of application.

3.7 Data processing and statistical analysis

Data analysis was performed based on numerical and statistical comparisons analysis; this was essential for decision-making. Effective analysis of quantitative data allowed keeping this research on the right track to test the effect of virtual strategies on young adult learners and make the best decisions regarding this topic. Measures of central tendency and descriptive statistical tools applied to organize represent and analyze the data using the statistical tool SPSS and EXCEL.

3.8 Response variables or results

Table 2. Independent variable: Padlet virtual tool

PADLET TOOL	DIMENSIONS	INDICATORS	ELEMENTS	INSTRUMENTS
<p>Padlet is a free application that allows several people to contribute and collaborate on a didactic wall. Thanks to the immediacy with which the content presented, it gives a sense of real interaction; in addition, the creator can move and delete comments in case they are inappropriate and enrich the publications with links, photos and videos. It is a very intuitive and easy to use tool, and it is a multisupport application. It can be used on phones, computers or tablets.</p>	<ul style="list-style-type: none"> • Gratuity • Feeling of real interaction • Collaborative learning • Easy to use • Multisupport 	<p>Cash disbursement</p> <p>Ease of communication</p> <p>Collaboration on walls</p> <p>Site domain</p> <p>Accessibility on all equipment</p>	<p>Have they invested money to be able to use the virtual tool?</p> <p>Does the use of technological tools facilitate communication with respect to personal interaction?</p> <p>Are real-time comments from classmates and the teacher useful?</p> <p>Are students able to comment and interact freely with other members of the course?</p> <p>Have students been able to use the Padlet tool on any device without any problem?</p>	<p>Test</p>

Prepared by: Researcher

Table 3. Dependent variable: Writing ability

WRITING SKILLS	DIMENSIONS	INDICATORS	ELEMENTS	INSTRUM
<p>Writing is a complex metacognitive activity, relying on an individual's knowledge, strategies, and ability to coordinate multiple processes. Important within the writing process are: (1) vocabulary and grammar knowledge, (2) ability to produce and elaborate texts, (3) Processes to energize and motivate participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals.</p>	<ul style="list-style-type: none"> • Knowledge for writing • Text production • Motivation • Understanding writing objectives 	<p>Grammar Vocabulary</p> <p>Planning Revision Editing</p> <p>Writing behavior Number of comments on the wall</p> <p>Coherence</p>	<p>Do students have a basic knowledge of grammar to be able to make appropriate sentences?</p> <p>Are students able to use a varied vocabulary?</p> <p>Do students express what they think through writing?</p> <p>Have the comments on the wall reviewed before posting?</p> <p>Are there corrections for peer or student corrections?</p> <p>The comments are freely expressed?</p> <p>How many comments does each student display on the wall?</p>	<p>Tes</p>

Prepared by: Researcher

CHAPTER IV RESULTS AND DISCUSSION

4.1 Analysis and discussion of the results

4.1.1 Pre-test and post-test results

Both the experimental and control groups were part of the research. The first control group consisted of 21 males and 19 females, while the experimental group consisted of a total of 40 students. These two groups correspond to 3rd semester students, parallel "A" and "B" who are between 19 and 22 years old. The same pre-test was applied to them to evaluate their writing skills, basically, their comprehension skills as well as their ability to understand the meaning of new words.

4.1.2 Hypothesis verification

To determine whether the use of the Padlet virtual resource improves the writing skills of English A1 students of the ESPOCH School of Management with 3rd semester students, parallel "A" and "B", the writing pre-test was administered before and after the intervention, which consisted of different differentiated writing activities based on content, process, product and evaluation. The development of writing skills was the measured variable, a numerical scale was used, so the paired samples Student's t-test was applied to verify the hypothesis. The starting point was the identification of the null hypothesis and the alternative hypothesis, as follows:

4.1.3 Hypothesis approach

Null Hypothesis H₀: The use of the Padlet virtual resource does not improve the writing skills of English A1 learners

Alternative Hypothesis H₁: The use of the virtual resource Padlet improves the writing skills of English A1 students.

4.1.4 Variables

Independent variable: Padlet virtual tool

Dependent variable: Writing ability

4.1.5 Description of the population

To carry out this research, the researcher worked with an experimental group of 40 A1 level students from the Language Center - Polytechnic School of Chimborazo. For this purpose, the instruments defined in the previous point were used.

4.1.6 Mathematical model

Statistical test observed for two sided (two tailed):

H0: $\mu_1 = \mu_2$

H1: $\mu_1 \neq \mu_2$

Where: μ_1 = media experimental group in the pre-test. μ_2 = media experimental group in the post-test.

The formula is the next:

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

Where:

t = Student t-test from the data.

x = Differences average in the sample.

n = Pre-test and post-test data number (40 data). Sd = Standard deviation of the differences.

4.2 Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student's t -test with $(n-1)$ degrees of freedom.

4.2.1 Decision making

If the 'p' value or level of bilateral significance (α) is smaller than or equal to a (0, 05), the null hypothesis (H_0) will be rejected and the alternative hypothesis (H_1) will be accepted. It is the same as if the Student t value is on the null hypothesis rejected area in the Student t -test distribution the alternative hypothesis (H_1) will be accepted.

4.2.2 Selection of the level of significance

To verify the hypothesis, the following level of significance was used: $\alpha = 0, 05$. When it is a Student t -distribution for two tailed, the significance level has to be divided by 2. Then $\alpha/2 = 0,025$.

4.2.3 Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where: n = average of first and second measurement (40 data).

$$df = \text{degrees of freedom} \quad df = 40 - 1$$

$$df = 39$$

According to the selected level of significance ($\alpha/2 = 0,025$) and the degrees of freedom ($df = 39$), Student t is 2, 0301 (see Annex 1).

4.3 Data collection and calculation of statistics

The results of the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

Table 4. Data collection experimental group.

Experimentalgrou			
No.	Pre- test/10	Post- test/10	Differences
1	8,0	7,0	1,0
2	6,7	7,5	-0,8
3	7,5	7,7	-0,2
4	6,5	7,4	-0,9
5	7,8	8,2	-0,4
6	6,9	7,9	-1,0
7	8,1	8	0,1
8	8,0	7,0	1,0
9	6,7	7,5	-0,8
10	7,5	7,7	-0,2
11	6,5	7,4	-0,9
12	7,8	8,2	-0,4
13	6,9	7,9	-1,0
14	8,1	8,6	-0,5
15	8,0	7,0	1,0
16	6,7	7,5	-0,8
17	7,5	7,7	-0,2
19	6,5	7,4	-0,9
20	7,8	8,2	-0,4

Experimental group			
No.	Pre-test/10	Post-test/10	Differences
21	6,9	7,9	-1,0
22	8,1	8,4	-0,3
23	8,0	7,0	1,0
24	6,7	7,5	-0,8
25	7,5	7,7	-0,2
26	6,5	7,4	-0,9
27	7,8	8,2	-0,4
28	6,9	7,9	-1,0
29	8,1	8,4	-0,3
30	7,5	7,7	-0,2
31	6,5	7,4	-0,9
32	7,8	8,2	-0,4
33	7,4	7,9	-0,5
34	7,6	8,5	-0,9
35	8,3	7,0	1,3
36	6,7	7,5	-0,8
37	7,5	7,7	-0,2
38	7,6	7,4	0,2
39	7,8	8,2	-0,4
40	6,9	7,9	-1,0

Source: Test applied to students.

Elaborated by: Researcher

4.3.1 Student T-test results

Through the use of statistical software, the following results were obtained:

Table 5. Paired sample statistics – Experimental group.

Paired sample statistics					
		Mean	N	Standard deviation	Standard error of mean
Par 1	Pre-test Total	7,4	40	0,58	0.0917
	Post-test Total	7,7	40	0,44	0.0695
	Differences	-0,4	40	0,63	0.0996

Source: Test applied to students.

Elaborated by: Researcher

Then:

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

$$\frac{-0,4}{\frac{0,63}{\sqrt{40}}}$$

$$t = -0,4$$

$$\frac{0,63}{\sqrt{40}}$$

$$t = -4.015$$

$$t = -4.015$$

These results are corroborated by statistical software, as it is presented in the following table:

Table 6. Student t test to paired sample statistics.

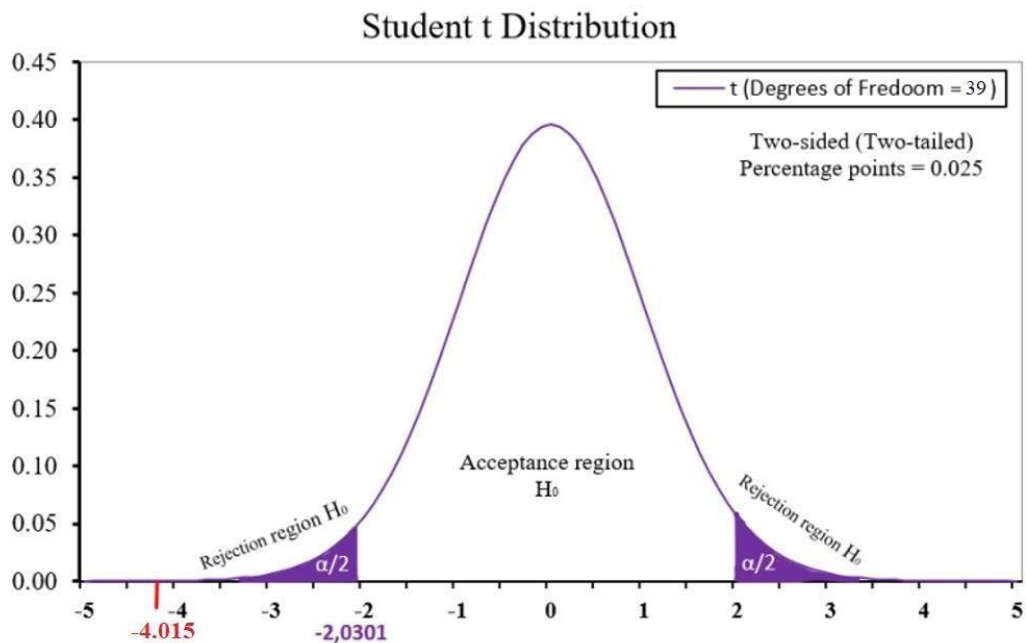
Paired sample statistics									
		Paired Differences			95% of difference interval of confidence		t	Df	Sig. Bilateral
		Mean	Standard deviation	Standard error of the mean	Lower	Upper			
Par 1	Pre-test total Post-test	-0,4	0,6	0.0996			-4.015	39	

Source: Test applied to students.

Elaborated by: Researcher

4.4 Final decision

With 39 degrees of freedom and with 0, 05 of level of significance (α), p-value = 0,000166 which is lower than $\alpha = 0, 05$. Similarly, calculated Student t is -4,015 which is lower than -2, 0301 from the Student t-test distribution table (see Annex 1). Therefore, it is in the rejection region. It means that, the null hypothesis is rejected and the alternative is accepted, therefore: "The use of the virtual resource Padlet improves the writing skills of English A1 students". The distribution of the Student's t-test for the experimental group is presented as follows:



Graphic 1. Student t test distribution.

Source: Test applied to students.

Elaborated by: Researcher

4.5 Control group analysis

To determine if the results are the same without the intervention of Differentiated Instruction, the post-test was also applied to the control group, 40 students of English level A1 of the Language Center - Polytechnic School of Chimborazo in the same conditions as the experimental group.

4.6 Selection of the level of significance

To verify the hypothesis, the following level of significance was used: $\alpha = 0.05$. When it is a Student's t-test distribution for two tailed, the significance level has to be divided by 2. Then $\alpha/2 = 0,025$.

4.6.1 Degrees of freedom

The formula to determine the degrees of freedom is the next: $df = n - 1$

Where: n = average of first and second measurement (40 data). df = degrees of freedom $df = 40 - 1$

$df = 39$

According to the selected level of significance ($\alpha/2 = 0,025$) and the degrees of freedom ($df = 39$), Student t is 2,0301 (see Annex 1).

4.6.2 Data collection and calculation of statistics

Table 7. Data collection control group.

Control Group			
No.	Pre-test/10	Post-test/10	Differences
1	4,0	8,5	-4,5
2	7	6,6	0,4
3	7,5	6,2	1,3
4	7	7,1	-0,1
5	7,8	7,5	0,3
6	7,3	7,9	-0,6
7	8,1	8	0,1
8	8,0	7,0	1,0
9	6,7	6,9	-0,2
10	7,5	7,2	0,3
11	6,5	6	0,5
12	7,8	6,7	1,1
13	6,9	5,5	1,4
14	6,4	5,5	0,9
15	5,0	8,3	-3,3
16	6,7	6	0,7
17	7,5	7,7	-0,2
19	6,5	7,4	-0,9

20	7,8	8,2	-0,4
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Control Group			
No.	Pre-test/10	Post-test/10	Differences
21	6,9	6,6	0,3
22	8,1	6,4	1,7
23	8,0	5,6	2,4
24	6,7	5,5	1,2
25	7,5	7,7	-0,2
26	6,5	6,8	-0,3
27	7,8	7,4	0,4
28	6,9	6	0,9
29	8,1	7,5	0,6
30	7,5	6,4	1,1
31	6,5	6,2	0,3
32	7,8	8,2	-0,4
33	7,4	6,7	0,7
34	7,6	7,3	0,3
35	6,0	4,0	2,0
36	6,7	6,1	0,6
37	7,5	7,7	-0,2
38	7,6	7,1	0,5
39	7,8	7,1	0,7

Source: Test applied to students.

Elaborated by: Researcher

4.6.3 Student T-test results

Through the use of statistical software, the following results were obtained:

Table 8. Paired sample statistics – Control group.

Paired sample statistics					
		Mean	N	Standard deviation	Standarderror of mean
Par 1	Pre-test Total	7,1	40	0,83	0.1312
	Post-test Total	6,8	40	0,94	0.1486
	Differences	0,3	40	1,20	0.1897

Source: Test applied to students.

Elaborated by: ResearcherThen:

These results are corroborated by statistical software, as it is presented in the following table:

Table 9. Student t test to paired sample statistics.

Paired sample statistics									
		Paired Differences							
		Mean	Standard deviation	Standard error of the mean	95% confidence interval of the difference		t	Df	Sig. Bilateral
					Lower	Upper			
Par 1	Pre-test total	0,3	1,20	0,1897			1,85	39	
	Post-test								

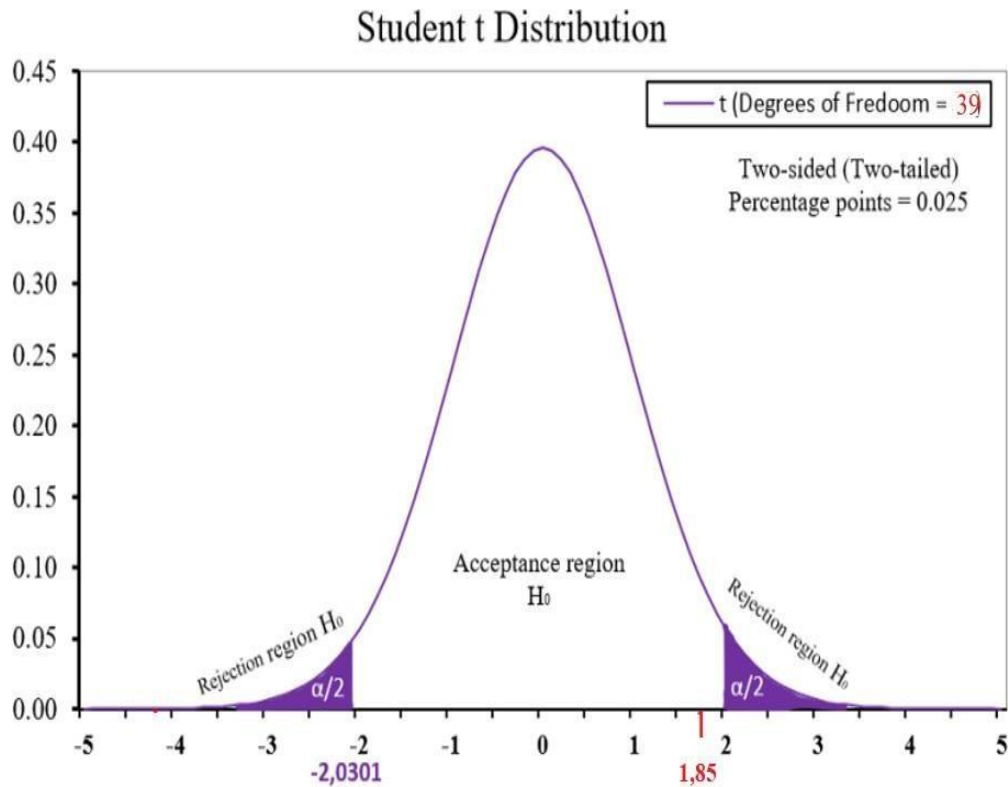
Source: Test applied to students.

Elaborated by: Researcher

4.6.4 Final decision

With 39 degrees of freedom and with 0, 05 of level of significance, p-value = 0,612 which is upper than $\alpha = 0, 05$. Similarly, calculated Student t is 1, 85 which is upper than -2, 0369 from the Student's t-test distribution table. Therefore, it is in the region of acceptance. It means that the null hypothesis is accepted for the Control Group, which states that "The results show that there is no difference between the pre-test and post-test in the control group of the A1 level students of the Language Center of the Polytechnic School of Chimborazo".

The Student's t- distribution for this group is presented as follows:



Graphic 2. Student t test distribution.

Source: Test applied to students.

Elaborated by: Researcher

4.7 Results of final teacher's interview

The analysis of the information has been completed once the theoretical saturation has been reached, that is, when the program shows that the categories offer no differences or distinctions important conceptual and, therefore, significant or new information ceases to appear relations. Since the nature of the measure used in the investigation is of a qualitative

To begin the presentation of the results obtained, the information related to the study of the similarity of the speeches of the professionals interviewed, since this parameter reinforces the validity and consistency of the research instrument, as well as that of the results

What are the biggest challenges to achieve the proper development of writingskills in students?

The staff interviewed comment that one of the main challenges they have had is that most teachers agree on the scarce presence of practical learning and the outdated content, since they affirm that they studied the subjects in a traditional way, with excess of master classes and syllabi that are not very didactically oriented

The main learning problem in the use of the expression of ideas in the English language in students is related to the lack of knowledge of verbs and time auxiliaries in relation to the contextualization of the use of an everyday vocabulary in different settings. Frequent that a foreigner is in a foreign country.

Approximately, for how long do you carry out projects that allow you to practice the writing skill of the English language?

For several years, various projects have been inserted to practice the writing skills of students, since the English corresponds to one of the languages that is used worldwide not only as a native tongue but also as a foreign language. However, there are certain countries, like Ecuador, where studying this tongue does not conclude in a successful way. The current study aims to investigate the relationship between the methodologies to teach English as a foreign language

What resources do you use with students to practice writing skills?

In short, the methodological strategies must use a didactic, varied and participatory for the student, which is important to provide different teaching styles of innovative way that stimulates the senses achieving better results in the training center. On the other hand, the educational process must consider the different forms of learn, taking into account that each individual has differentiated and unique abilities, as well promote the study of multiple intelligences to improve academic practice

What activities do you usually do in class to develop students' writing skills?

The teaching method changes in the classroom from being participatory to an interactive model with the use of a technology involved, this in my opinion makes it difficult to evaluate the results because it is asynchronous with the resolution of problems in everyday contexts, In other words, they can have help from third parties and it is not possible to obtain a real answer from the student's knowledge

4.8 The findings

- First, the need for Internet connectivity for Padlet to function properly. As it was developed in a public institution, some difficulties arose, such as the school's poor Internet connection. Thus, some classes had to be cancelled, shortening the time foreseen for the implementation.
- Second, the results of this study cannot be generalized to a larger population. However, working with small groups could be useful for individual guidance and feedback.
- From the interview applied to the teachers it could be revealed that most of the English A1 level students do not work with adequate instruments to improve written skills in the classrooms, and the contents they study in many of the cases are not updated.
- Finally, based on the results and the information gathered from the teachers, it was determined that there is a need to work with technological tools that help the teacher in teaching English and the students in the development of writing skills.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Therefore, the knowledge of the importance of the use of technologies in the pedagogical aspect that facilitate the learning of English, was a complete success through the acceptance of the legal representatives and the authorities of the educational unit in order to interweave participation of the boys and girls with the acquired representation of the abilities and skills.
- Regarding the conceptions and knowledge about the learning process of the reading and writing and their didactics by the teachers interviewed, it should be noted that conform more to traditional language teaching model than to the requirements of the current communicative and functional approaches required by the curricula based on skills. This is reflected both in the planning processes, lacking in systematicity and of the application of progression criteria based on contributions from research, such as in the activities carried out in the classroom and in the evaluation.
- The results from descriptive statistics showed a significant improvement in learners writing skills between the pre and the post-test. Before the implementation, the pre-test and pre-survey revealed students did not have any idea about the writing process and the stages involved in it. They were not used to writing drafts of their written tasks and rarely showed their work to someone before they submitted it.
- The post-survey showed that these conditions changed positively. Students were aware of the importance of writing through a process of several stages that is not linear, so they can go back, review and edit their work as much as needed, just as professional writers do.
- Padlet was a very useful tool for pre-writing activities, especially. Making lists, uploading pictures, commenting, and even giving likes to the posts, provided students the opportunity to express themselves without fear or apprehension. Moreover, collaborative writing in Padlet motivated and promoted students participation.
- Finally, the proposal and development of the interactive guide in the performance of correct writing was established as acceptable in the proposal

and in the stakeholder surveys of the group.

5.2 Recommendations

- Further studies should explore more deeply students' insights about engagement in writing activities in collaborative settings. Personal interviews might help future researchers to get deeper understanding of students' perspectives towards the implementation of the writing process and language learning.
- It is recommended to have a control group to compare the results and increase the reliability of the effects of the implementation.
- Finally, Padlet's platform can be useful for teaching a variety of language components. Future researchers should explore its use for the improvement of other English language skills, like reading, speaking, and listening, as well as to enhance self and peer feedback.

CHAPTER VI

THE PROPOSAL

TOPIC: An interactive guide for descriptive writing

6.1 Informative data

Name of institution: Language center – ESPOCH

Location:

Beneficiaries: A1 English students and teachers at Language Center

Estimated time for the execution:

People in charge: Researcher

Cost:

6.2 Introduction

This research study aimed at improving English language learners' writing skills through collaborative writing facilitated by Padlet. The intervention involved five weeks of practicing the stages of the writing process. Forty high school students participated in the study.

They had an A1 level of proficiency and faced challenges at writing complete and consistent paragraphs. The researcher carried out a pretest-posttest layout to measure students' writing improvement. Pre and post surveys were applied to collect the perspectives of students towards the innovation.

The findings revealed that following the writing process helped learners improve the quality of their writing pieces and the collaborative use of Padlet contributed to increase their levels of confidence and motivation in writing activities. The study has implications for language teachers and learners since it can bring positive considerations about the importance of following a writing process in a collaborative manner to help students improve the quality of their writings.

6.3 Background of the proposal

The research has highlighted the importance of implementing Differentiated Instruction as a new teaching approach due to the great benefits for all learners. allows teachers encounter students' needs and foster their learning taking into consideration their learning styles, needs and interests. It has been proved during the experimental intervention that this group of students were much more interested in reading, struggling group revealed that they not just enjoyed writing, but they also learned to articulate from small phonics to develop their writing comprehension at a literal level.

Students from the experimental group worked in varied modalities. For instance, they felt comfortable when reading in pairs, small groups, or even solo practice reading. Learners' multiple intelligences were taken into consideration for the during and post reading activities. In fact, students were the ones who applied the suggested reading skills, or they were able to develop their own reading skills.

6.4 Justification

Descriptive writing in the English language is one that is responsible for developing a detailed description approach of processes, things or events in a daily situation, students of the level a1 of the ESPOCH present needs to be satisfied in the written expression with use of grammar rules and contractions associated with everyday events.

The importance of knowing that this type of writing is used to acquire skills in the use of adjectives, also allows specifying and specifying each grammatical expression with its respective context in the case of the use of adjectives that can be confusing, this is the case of "loose" which in means free, lose or unadjusted, but it can be used as a verb and changes to loose depending on the argument in which it is used.

Consequently, the methodological structure of the proposal is oriented to the natural approach, where the student generates a construction of knowledge by appropriating the foreign language in such a way that it is used in everyday contexts as if it were another

tongue.

In addition, the practical importance is established with the use of cognitive pedagogy of an academic language, that is, it satisfies the student's study needs; for this, the use of written exercises with great value in the interdisciplinary learning procedure is established.

Finally, the novelty that this proposal shows is the incorporation of educational technologies to achieve an assimilation and articulation of knowledge both in expression and in writing with the least degree of spelling and semantic errors, the application of online programs such as PADLET, which is a free portal, easily accessible to the student, will incorporate descriptive writing exercises of everyday situations with a degree of difficulty according to the maturity.

6.5 Objectives

6.5.1 General

Develop an interactive guide in PADLET for descriptive writing aimed at level A1 of the ESPOCH

6.5.2 Specific Objectives

- Collect secondary information on the importance of the use of ICT in the development of descriptive writing in the English language.
- Select daily activities that are motivating for the acquisition of skills in the development of descriptive writing in the English language.
- Prepare an interactive guide with exercises on the PADLET online platform.

6.6 Feasibility of its Application

This study has its feasibility oriented to the response of intrinsic facts about how and what is its limitation to be applied, in this way, the report is in favor of the ease of technical, financial and at the same time human work:

- **Technical Feasibility:** it is possible to have access to an elaboration of a platform that facilitates the development of students in the acquisition of skills through exercises and interactive guide by PADLET.
- **Financial Feasibility:** the financing of the preparation of the proposal is autonomous or self-managed so as not to have a signaling to a participant of the finances of costs and expenses in the presentation of the product for free.
- **Human Feasibility:** the interveners in the realization of the proposal are the conglomerates associated with the collection of information, such as teachers, students and directors of the educational institution.

6.7 Theoretical foundation

Given this, a new interaction proposal can be established in the learning of the English language after early childhood in a correlation of acquisition and generation of new schemes from a naturalistic, cognitive and constructivist perspective.

As the author expresses Palacios (2020) he says that:

This form expresses the achievement of the language explicitly and implicitly. In the first, learning a second language is a process like the one that children develop when learning their mother tongue. In the other, learning is informal and natural. Second language theory is approached where children acquire it while adults learn it. From this, what the author describes is that, as the years go by, the interest of a cognitive type in the use of the naturalistic approach of consent of the English language in descriptive writing stands out, thus other methodological proposals were born because of the advances in didactics, linguistics, psychology, and other disciplines.

The first is through knowledge such as the native language, from early childhood and the second is the acquisition of it as a knowledge acquired throughout development or growth. From this perspective, the level of maturity is correlated with the operational stage with the successive phases of learning. It is thus described, a starting point in the student, this is mentioned in the curriculum as a learning object; approaching different methods from a worldview, the way of interpreting the world, in pedagogy, the most

appropriate being the one that contextualizes the approaches that guide the nature and learning of the language.

6.8 Andragogic Aspect

From a pedagogical and at the same time anagogical vision of the management of technologies by teachers to later be used by students in the acquisition of skills in the management of applications and interactive guides related to the correct interpretation of the use of adjectives, verbs and grammar aids in the English language are shown as a specification that is clearly representative of the modernization and updating of pedagogy.

6.9 Psychological Aspect

In this section, the teacher is shown as a means of elaboration, selection, and distribution of teaching resources according to the capacities of the students to achieve the desired goals; In other words, the educator generates the access door for the learner in the accessibility and understanding of the foreign language, starting from naturalism as such towards constructivism through cognitivist in the descriptive writing of texts.

In the words of the authors Vasquez, Castillo, Parra and Loachamin (2020) they say: Students learn a language by using it, therefore we need to provide them with the ability to use the English language in different circumstances to ensure successful learning. All situations in the classroom are good alternatives for them to learn and teachers should take advantage of them. That is, in what the authors mention, the psychological quality of the proposal is validated by being an intervention in the face of the academic requirements of students in overcoming contextual educational standards, as well as the use of constructive and naturalistic methodologies associated with link between the previous and the new is enough to model the response in the descriptive expression through texts of everyday situations that may arise before the student.

6.10 Sociological Aspect

time on constructivism and the acquisition of descriptive writing skills of the foreign language.

Graphic 3. Interactive descriptive English learning guide

Authors: Introduction to the Guide

It is well known that there is still no exclusive correlation between an aspect of knowledge and a specific learning object, it is true that the foreign language contributes in a more relevant way to the development of some of the capacities expressed in the general objectives of the area. The instrumental nature of the English language means that any type of subject can be addressed in class.

6.13 Content of the Proposal

The content of the study work with applications of evaluative type and contribution to students is to the medium PADLET that are defined as a group of four columns of 5 explanations each column on the proper use of grammar in the English language and despite that a series of exercises with assessable answers by the teacher was held to their institutional e-mail to correct, validate or provide feedback on errors in students.

6.13.1 Activities

Activity 1 Describing people



Graphic 4. Describing people

Authors: Introduction to the Guide

There's a new student in the class and you want to describe her or him to your mother. To do this, write a short descriptive paragraph.

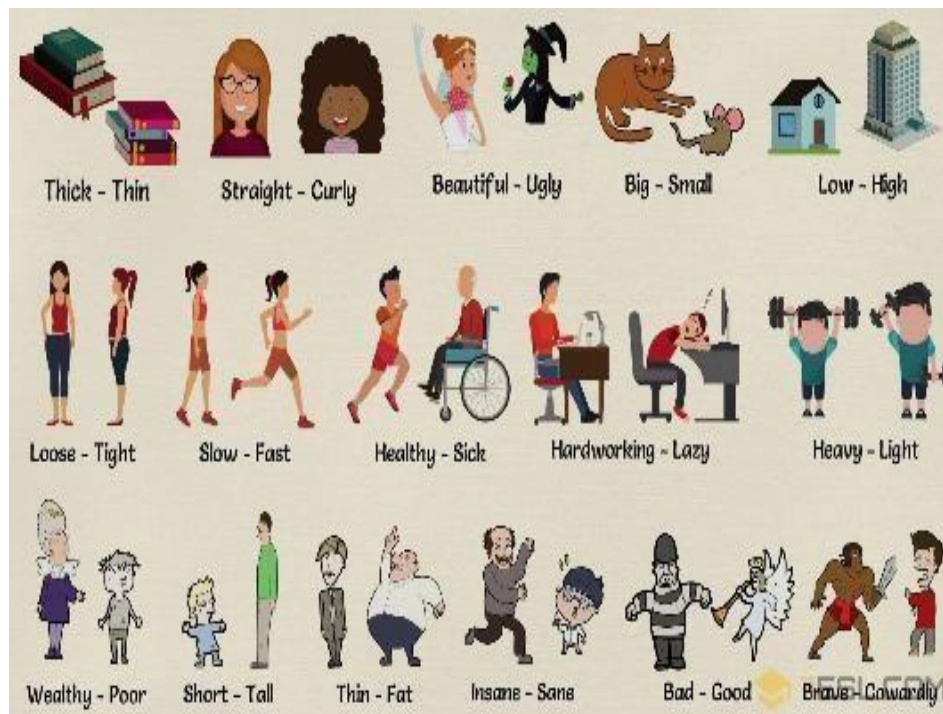
1. Read the following sections of a paragraph. Which section do you think is first, which is second, and which is third? Write the numbers 1, 2, 3 in the circles next to each section.

_____ To conclude, for all these reasons and more, my mom is the best
 _____ My mom is an interesting woman, and she's beautiful inside and out.

_____ My mom's name is Carmen and she's 37 years old. She is from Quito, but now she lives in Cuenca with me and my brothers. She is a tall and thin woman. Her hair is long and brown. She's very creative and funny. I love her smile and the way she helps people with their problems. My mom works at a hospital, she is a great nurse.

Activity 2

Write the opposite of these descriptive adjectives



Graphic 5. Write the opposite of these descriptive adjectives

Authors: Introduction to the Guide

Big		Quiet	
Fat		Good	

Short		Funny	
Old		Happy	

Activity 3

Used the paragraph

WHAT IS A PARAGRAPH?

A paragraph is a block of sentences within a larger piece of writing, this piece of writing could be fictional, an essay, an article or any other piece of written text. Most commonly, a paragraph will be used to discuss a particular theme within the writing, for example, if a piece of writing is talking about animals, the author might use different paragraphs in order to discuss each individual animal to be talked about.

WHAT IS A PARAGRAPH USED FOR?

As we have discovered, the paragraph is used within a larger body of writing to separate ideas and themes, but there are many ways in which the paragraph functions.

- Each paragraph within the writing is used to discuss a specific thought or idea. Mixing ideas and thoughts within a paragraph should not be done and if a new idea needs to be discussed, a new paragraph should be started.
- A paragraph within a book will usually begin with an indentation to signal the start of the new paragraph.
- When writing non-fiction works, a body paragraph is one which appears anywhere between the introduction and the

Graphic 6. Used the paragraph
Authors: Introduction to the Guide

Time to make your profile for the web. Remember to use a descriptive paragraph.

Look at the examples on page 21 to help you. (40-50 words)

Instruction

Detail 1

Detail 2

Conclusion

Activity 4

Grammar-vocabulary



Graphic 7. Grammar-vocabulary
Authors: Introduction to the Guide

Discovering Our Origins

When we listen to the word “marimba,” a nice and happy dance comes to our minds, and we immediately think of people from Esmeraldas, on the northern coast of Ecuador. But did you know that...

- Its origin was in Colombia?
- There is evidence of its existence since the XVII century?
- Marimba is also the name of the instrument made of “Guadua” sugar cane, used for making music?

Use descriptive adjectives to talk about the place you write about. i.e. Esmeraldas province has incredible

Activity 5

You are a tour guide



Graphic 8. You are a tour guide
Authors: Introduction to the Guide

You are a tour guide. Recommend a place to visit on vacation. Be as descriptive as possible. Read the following text and answer the questions below.

Carmen lives in a big city right in front of a busy street. From her window, she watches how dangerous it is for some pedestrians, especially young kids' and the elderly, to cross the street. One reason is that some drivers don't respect the traffic signals. For example, they don't go slower when there is a yellow light, they go faster, and some drivers don't even stop at a red light. Another reason is that many pedestrians don't use the cross walk to cross the streets. Carmen feels very sad about all the accidents she sees very frequently, and she would love to teach people Traffic Education when she grows up.

Is Carmen happy to live in a big city? Why? Why not?

According to Carmen, who is most at risk when crossing the avenue?

Do people in Carmen's city have Traffic Education? Support your answer.

Activity 6 Read

Rosie's Family My family is not very big. I have one baby brother and no sisters. We live with our parents, my grandma and our dog Flocky. My mother is 38 years old. She is a very kind and happy woman. She is short, a little fat, and she has long hair. She works at a supermarket. My father is 42. He is a very funny and honest man. He works as a mechanic with my uncle Carlos, his younger brother. My younger brother is sweet so I love playing with him.

My grandma is only 59 years old. She's a really good cook and her chocolate cake is the best in the world. Her hair is grey and short. Flocky is our pet dog. He's small and noisy. Finally, I am Rosie. I'm 14 years old. I'm short and thin. I am a bit quiet, but friendly.

Answer de following questions.

How many sisters does Rosie have?

How old is Rosie's grandmother?

Who is Carlos? •

Describe Rosie physically.

What does Carlos do as a job?

6.13.2 Methodology

Based on the purpose of this action research, to improve students' writing skills by implementing the writing process through Padlet, this study was carried out with qualitative and quantitative methods. It is quantitative since the data collection measured the improvement in students' writings and collaboration using Padlet. Additionally, it is qualitative due to the interpretation of data based on observation about how students collaborated using the tool.

6.13.3 Participants

The study involved a convenient sample students (females and males) from a public University ESPOCH in a zone of Riobamba. The participants were students assigned to the researcher and were chosen from two other classes considering the number and the availability of students in an A1 level of English. The participants have been studying English as a foreign language for several years; however, they show a lack of confidence and motivation when asked to speak or write in the target language.

6.13.4 Operating model of the proposal

Table 10. Operating model of the proposal

Phases	Objectives	Activities	Resources	People Responsible
Planning	To state the objective of the proposal and give the information of the educational institution	Make the first approach to the authorities of the institution	Activities	Researcher
Socialization	To present the Padlet writing skills strategies to the teacher and introduce them to the concept and techniques	To explain the method Padlet	Activities	Researcher
Application	To execute the strategies recommended in the Padlet	To give students visual strategies to developed writing	Activities	Researcher
Evaluation	To evaluate the effectiveness of the Padlet in skill	Posttest	Activities	Researcher

	writing			
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Elaborated by: Researcher

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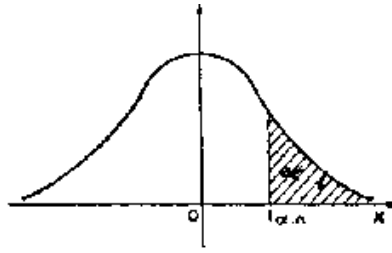
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ANNEX

ANNEX 1: Student t Distribution



$\alpha/2$ gf	0,40	0,30	0,20	0,10	0,050	0,025	0,010	0,005	0,001	0,0005
1	0,325	0,727	1,376	3,078	6,314	12,71	31,82	63,66	318,3	636,6
2	0,289	0,617	1,061	1,886	2,920	4,303	6,965	9,925	22,33	31,60
3	0,277	0,584	0,978	1,638	2,353	3,182	4,541	5,841	10,22	12,94
4	0,271	0,569	0,941	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	0,267	0,559	0,920	1,476	2,015	2,571	3,365	4,032	5,893	6,859
6	0,265	0,553	0,906	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	0,263	0,549	0,896	1,415	1,895	2,365	2,998	3,499	4,785	5,405
8	0,262	0,546	0,889	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	0,261	0,543	0,883	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	0,260	0,542	0,879	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	0,260	0,540	0,876	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	0,259	0,539	0,873	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	0,259	0,538	0,870	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	0,258	0,537	0,868	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	0,258	0,536	0,866	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	0,258	0,535	0,863	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	0,257	0,534	0,863	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	0,257	0,534	0,862	1,330	1,734	2,101	2,552	2,878	3,611	3,922
19	0,257	0,533	0,861	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	0,257	0,533	0,860	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	0,257	0,532	0,859	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	0,256	0,532	0,858	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	0,256	0,532	0,858	1,319	1,714	2,069	2,500	2,807	3,485	3,767
24	0,256	0,531	0,857	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	0,256	0,531	0,856	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	0,256	0,531	0,856	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	0,256	0,531	0,855	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	0,256	0,530	0,855	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	0,256	0,530	0,854	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	0,256	0,530	0,854	1,310	1,697	2,042	2,457	2,750	3,385	3,646
40	0,255	0,529	0,851	1,303	1,648	2,021	2,423	2,704	3,307	3,551
50	0,255	0,528	0,849	1,298	1,676	2,009	2,403	2,678	3,262	3,495
60	0,254	0,527	0,848	1,296	1,671	2,000	2,390	2,660	3,232	3,460
80	0,254	0,527	0,846	1,292	1,664	1,990	2,374	2,639	3,195	3,415
100	0,254	0,526	0,845	1,290	1,660	1,984	2,365	2,626	3,174	3,389
200	0,254	0,525	0,843	1,286	1,653	1,972	2,345	2,601	3,131	3,339
500	0,253	0,525	0,842	1,283	1,648	1,965	2,334	2,586	3,106	3,310
∞	0,253	0,524	0,842	1,282	1,645	1,960	2,326	2,576	3,090	3,291

ANNEX 2: ENTREVISTA

OBJETIVO: El propósito de la siguiente entrevista es determinar los inconvenientes o dificultades que muestran los estudiantes en el desarrollo de la destreza de escritura. La información obtenida será de gran ayuda para el desarrollo de la investigación, por favor sea lo más sincero posible. La entrevista es completamente anónima y consta de 5 preguntas dirigidas a docentes de inglés.

ENTREVISTA A DOCENTE

- 1. ¿Cuáles son los mayores retos para lograr el desarrollo adecuado de la destreza de escritura en los estudiantes?**
- 2. Aproximadamente, ¿Durante cuánto tiempo realiza proyectos que permitan practicar la destreza de escritura del idioma inglés?**
- 3. ¿Qué recursos utiliza con los alumnos para la práctica de la destreza de escritura?**
- 4. ¿Qué actividades usualmente realiza en las clases para el desarrollo de la destreza de escritura de los estudiantes?**
- 5. ¿Desearía conocer y aplicar nuevas estrategias de aprendizaje cooperativo para el desarrollo de la destreza de escritura de textos descriptivos? Si o No ¿Por qué?**

ANNEX 3: PRE SURVEY

Objetivo Determinar el nivel actual de la destreza escrita de los estudiantes de inglés A1 en la ESPOCH (Escuela Superior Politécnica De Chimborazo).

Instrucción: Leer cada pregunta y seleccione la respuesta según su perspectiva u opinión.

1. ¿Actualmente, cómo califica su destreza de escritura en inglés?

- Bajo
- Aceptable
- Muy Bueno

2. ¿Maneja su docente de inglés adecuadamente las actividades para un buen desarrollo de la destreza de escritura en inglés?

- SI
- NO

3.- ¿Realiza su maestro de inglés actividades previas para luego escribir textos cortos y simples por sí solo?

- SI
- NO

4.- Cuando escribe texto simples y cortos en inglés que generalmente hace?

- Modifica un poco el texto original-sample
- Utiliza Google translator
- Extrae frases, estructuras gramáticas y vocabulario del texto original-sample

5.- ¿Utiliza su maestro de inglés alguna herramienta virtual para desarrollar la destreza de escritura del idioma inglés?

- SI
- NO

6.- ¿Recibe usted comentarios – retroalimentación en tiempo real de compañeros o de su maestro de inglés cuando escribe o redacta un párrafo?

- SIEMPRE
- A VECES
- NUNCA

7.- ¿Interactúa usted libremente con los compañeros al momento de escribir en inglés?

- SIEMPRE
- A VECES
- NUNCA

8.- ¿Tiene usted el conocimiento básico de cómo escribir oraciones y párrafos a un nivel A1- PRINCIPIANTE?

- SI
- NO

9.- ¿Utiliza usted un vocabulario variado al momento de escribir párrafos o descripciones en inglés?

- SIEMPRE
- A VECES
- NUNCA

10.- ¿Existen correcciones realizadas por su compañero o maestro en su párrafo o descripción en inglés?

- SIEMPRE
- A VECES
- NUNCA

GRACIAS POR SU PARTICIPACION

ANNEX 4: EXIT SURVEY

Objetivo: Comprender el grado de impacto que ha tenido el uso de la herramienta virtual Padlet para el desarrollo de la destreza escrita en el idioma inglés en el nivel A1 en ESPOCH (Escuela Superior Politécnica De Chimborazo)

Instrucción: Leer cada pregunta y seleccione la respuesta según su perspectiva u opinión.

2. **¿Cómo califica las actividades a realizar con la herramienta Padlet al momento de escribir párrafos, oraciones, descripciones en inglés?**
 - Adecuada
 - Inadecuada
 - Excelente
3. **¿Cuándo utilizaba la herramienta Padlet en actividades de escritura cómo se sentía?**
 - Nervioso
 - Confundido
 - Motivado
4. **¿Le gustaría continuar utilizando la herramienta virtual Padlet para desarrollar su destreza de escritura?**
 - Si
 - No
5. **¿Considera que después del periodo de aplicación de la herramienta Padlet la su destreza de escritura han mejorado?**
 - Si
 - No
6. **¿Ahora cómo te sientes al momento de escribir párrafos o descripciones en inglés luego de haber utilizado la herramienta Padlet?**
 - Más desmotivado
 - Más frustrado
 - Más seguro
7. **¿La herramienta Padlet le ayudó a mejorar el rendimiento académico en el área del inglés?**
 - Si
 - No
8. **¿Maneja su maestro adecuadamente las actividades de Padlet para lograr el desarrollo de la escritura en inglés?**
 - Si
 - No

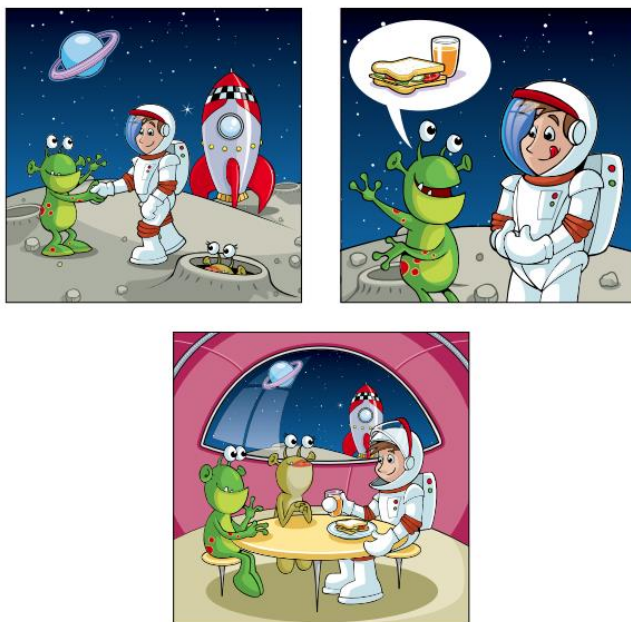
GRACIAS POR SU PARTICIPACION

ANNEX 5: PRE TEST

Objetivo: Determinar el nivel actual de la destreza de escritura de los estudiantes de inglés nivel A1 en la ESPOCH (Escuela Superior Politécnica De Chimborazo).

Instruction: Look at the three pictures. **Write** about this story. Use the starting sentence below

Write 20 or more words. (10 points)



Cambridge Assessment English A2 Flyers Reading and Writing

An astronaut flew into space and.....

Student´s name: _____

SUBSCALE	MARK	COMENTARY	
Fluency	1 2 3 4 5		
Content	1 2 3 4 5		
Language	1 2 3 4 5		
Organization	1 2 3 4 5		

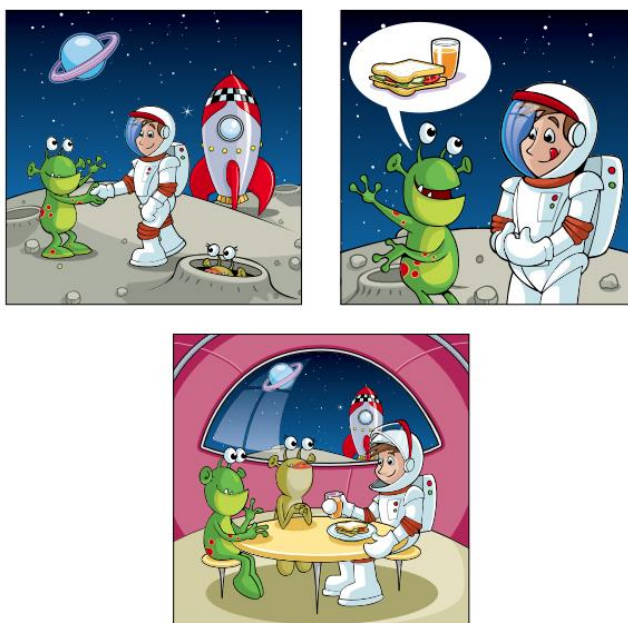
TOTAL /20			
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ANNEX 6: POST TEST

Objetivo: Determinar el nivel actual de la destreza de escritura de los estudiantes de inglés nivel A1 en la ESPOCH (Escuela Superior Politécnica De Chimborazo).

Instruction: Look at the three pictures. **Write** about this story. Use the starting sentence below

Write 20 or more words. (10 points)



Cambridge Assessment English A2 Flyers Reading and Writing

An astronaut flew into space and.....

Student's name: _____

SUBSCALE	MARK	COMENTARY	
Fluency	1 2 3 4 5		
Content	1 2 3 4 5		
Language	1 2 3 4 5		

Organization	1	2	3	4		
	5					
TOTAL /20						

ANNEX 7: PHOTOGRAPHS





