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Theme: Automated Evaluation to Explore Writing Skills

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I, Lcda Mg. Lorena Fernanda Parra Gaviláñez , holder of the I.D No. 1803103520 , in my capacity as supervisor of the Research dissertation on the topic:" AUTOMATED EVALUATION TO EXPLORE WRITING SKILLS " investigated by Miss. Espinosa Herrera Verónica Alejandra with I.D No. 0550305007 , confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled " AUTOMATED EVALUATION TO EXPLORE WRITING SKILLS " is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God for giving me resilience and the most beautiful gift my family, my parents and sister for always being there for me and remaining a clear example of humility and perseverance. Best wishes for them.

Verónica.

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Firstly, I thank God for helping me to demonstrate that I am worthy in every aspect of my life, my parents who have been excellent guides demonstrating their unconditional love independently of the circumstances. To my little sister for motivating me to pursue my dreams and being my confident. Finally, to my teachers, for being passionate for their profession and exert their role beyond imparting knowledge, but also giving life lessons.

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ABSTRACT

Writing is a complex skill to develop; therefore, the integration of technological software should be considered to obtain its maximum benefits. The purpose of this research is to analyze the impact of automated evaluation in terms of developing students' writing performance. For instance, this investigative work was based on a quantitative approach and pre- experimental design. Hence, 36 undergraduate students from the third semester belonging to the major Pedagogía de los Idiomas Nacionales y Extranjeros were encouraged to use Virtual Writing Tutor during six interventions that were destined to teach three genres of email, article, and story and generate one composition per day to obtain feedback from the AWE system. Additionally, a pre-test and post-test based on the B1 Preliminary Writing Section were implemented to corroborate students' improvement, they comprised 3 parts email, article, and story writing and were graded according to the criteria provided by Cambridge content, communicative, achievement, organization and language which were scored over five individually. To examine the results of the pre and post-test statistics were implemented; thus, the Wilcoxon rank test was implemented to accept or reject the alternative hypothesis. The results revealed that automated evaluation positively impacts students' writing skills since students have a significant improvement in each aspect evaluated. Specially, students exhibited a notable improvement in email writing where most of them got a perfect grade. Overall, students showed a great improvement since there was a difference according to the pre and post-test of each genre. For instance, regarding email writing there was a difference of 5, 12 points, article writing presented a difference of 3,66, and story writing exhibited a difference of 3.66 points.

Key words: Automated writing evaluation, writing skill, instant feedback, technological tools, Computer Assisted Language Learning.

RESUMEN

La escritura es una habilidad compleja de desarrollar, por lo que debe considerarse la integración de software tecnológicos para obtener sus máximos beneficios. El propósito de esta investigación es analizar el impacto de la evaluación automatizada en términos del desarrollo del desempeño en escritura de los estudiantes. Para ello, este trabajo de investigación se basó en un enfoque cuantitativo y en un diseño pre-experimental. Así, 36 estudiantes de tercer semestre pertenecientes a la carrera Pedagogía de los Idiomas Nacionales y Extranjeros fueron motivados a utilizar el Tutor Virtual de Escritura durante seis intervenciones destinadas a enseñar tres géneros correo electrónico, artículo y cuento y a generar una composición por día con el fin de obtener retroalimentación del sistema. Adicionalmente, se implementó un pre-test y un post-test basados en la Sección de Escritura Preliminar B1 para corroborar la mejora de los estudiantes, los mismos constaron de 3 partes email, artículo e historia y fueron calificados de acuerdo a los criterios proporcionados por Cambridge contenido, logro comunicativo, organización y lenguaje los cuales fueron calificados sobre cinco. Para examinar los resultados de la prueba previa y posterior se aplicaron estadísticas; así, se aplicó la prueba de rangos de Wilcoxon. Los resultados revelaron que la evaluación automatizada influye positivamente en las habilidades de escritura de los estudiantes, ya que éstos presentan una mejora significativa en cada uno de los aspectos evaluados. En especial, los alumnos mostraron una notable mejora en la redacción de correos electrónicos, donde la mayoría obtuvo una calificación perfecta. En general, los alumnos mostraron una gran mejora, ya que hubo una diferencia según la prueba previa y posterior de cada género. Por ejemplo, en cuanto a la redacción de correos electrónicos hubo una diferencia de 5,12 puntos, la redacción de artículos presentó una diferencia de 3,66 y la redacción de cuentos exhibió una diferencia de 3,66 puntos.

Palabras clave: Evaluación automatizada de la escritura, habilidad de escritura, retroalimentación instantánea, herramientas tecnológicas, Aprendizaje de Lenguas Asistido por Ordenador

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

Nowadays, in a globalized and competitive world, it is indispensable to dominate the English language since it is a powerful tool to progress academically and socially. Hence, it is essential to develop the macro skills English comprises to master it. Of the four skills that exist, writing is the one that is often left out because of the challenges it represents. Writing is one of the most vital skills, but also one of the most arduous abilities to learn for academic success (Suvin, 2020). Writing is cataloged as a complex skill around the world since it involves rigorous language understanding. For instance, writing difficulties are more likely to emerge because of the lack of knowledge of vocabulary, tenses, and so on. However, it could happen because of poor teaching practices and access to technology.

In Ecuador, most EFL (English as a Foreign Language) learners experience difficulties performing different writing tasks. Peña (2019), in her research work about the development of linguistic competencies, expressed that EFL learners were aware of the flaws they have corresponding to their writing skills since teachers do not instruct how to write diverse compositions according to their format; subsequently, they have troubles regarding cohesion and organization of their ideas. According to the National Curriculum English Guidelines, at the end of high school, students will have a B1 level according to CEFR, which means that students will be able to write a well-structured longer text. However, that fact does not represent a realistic panorama.

This research implies a careful and intensive analysis of specific bibliographic and literary resources associated with the two variables under study from previous years. Hence, several articles, journals, and theses from reliable databases were meticulously selected to support this work. Thus, the following papers represent how automated writing evaluation influences EFL students' writing development. Additionally, they supply a

roadmap of how this research should be conducted since their foundations support the formulation of objectives and the development of the theoretical framework.

Firstly, a study aimed to analyze the influence of AWE tools on the writing process development of EFL undergraduate students was conducted. This study emerged due to the necessity to improve writing skills by adopting modern computer systems. Therefore, it sought to explore students' perceptions when exposed to AWE programs such as Grammarly and Grammarly as well as their writing progression. This study implied using quantitative research since it comprised the usage and manipulation of numerical data. Additionally, an experimental research design was implemented. Therefore, 28 students in the English teacher program of the third semester were selected. The researchers employ three instruments. First, a standardized Pearson (Versant) test was used to conduct the pre-test and post-test, and the results obtained were analyzed employing a paired-sample t-test. Second, writing scores were taken from AWE tools which were implemented over eight weeks. Finally, a questionnaire was created to recognize students' attitudes toward AWE tools, its reliability was guaranteed using Cronbach's alpha results. The results confirmed a significant writing improvement when using Grammarly and Grammarly by comparing the results gathered from the pre-test and post-test. Furthermore, they demonstrate that the attitudes toward these computer programs were satisfactory because students categorized them as tools that facilitate autonomous work. However, they emphasized the importance of teacher guidance during the AWE implementation process (Parra & Calero, 2019).

An investigation intended to analyze the effects of AWE tools on pupils' peers and self-editing was developed to address the needs of further studies referring to the contrast between self and peer's edition using a new system as an assistant to develop writing performance. The research involved a quasi-experimental design involving two experimental and two control groups. Therefore, a pre-test and post-test and treatments using WRITER software were employed with 44 EFL students belonging to 8 level from two departments of English of Najran and Bisha universities. The researchers employ three different instruments to collect data: one question test including cause-effect essay writing, an open-ended questionnaire containing questions regarding their editing

experiences and the employment of an editing program, and retrospective questions to identify students' experience when editing. It is worth mentioning that the results gathered from the pre-test and post-test were examined using SPSS and to compare the results of peer and self-editing control and experimental groups Mann-Whitney test was applied. Additionally, qualitative data corresponding to the questionnaire and retrospective notes were analyzed using TCA, a method that involved the transcription of content and the creation of codes. The main results of this study showed that the AWE software improves writing quality because it provides pupils with effective feedback accompanied by clear explanations and examples. Additionally, it was evidenced that students possess positive opinions about using AWE software since it allowed them to discover and recognize their errors. The research concluded that AWE tools exert a significant role in improving students' final written product (Al-Inbari & Al-Wasy, 2022).

A research focused on students' perceptions of using Automated Writing Evaluation was developed to verify how an AWE tool named ProWritingAid (PWA) worked in terms of supplementing students with enriching suggestions. This research attempted to provide a better understanding of how teacher feedback combined with AWE tools can maximize students' writing improvement since there were few studies focused on it. The paper was based on a qualitative approach since it involves recollecting students' points of view and perspectives. Additionally, this research relies on a descriptive level. Therefore, a semi-structured interview was used as the main instrument for gathering data. The participants of this research were six students from the major of Informatics Engineering who were enrolling in a writing course. They were chosen randomly from among 33 students. However, there was a variation in students' score ranges; three had high scores (90-100), while the others possessed low scores (70-60). ProwritingAid was implemented for five weeks, then the interview was carried out and instantly transcribed. In this case, the authors used QDA, therefore; the transcriptions were coded and then carefully categorized depending on the repeated patterns encountered. It must be noted that the most pertinent quotes were discussed. In conclusion, the opinions denoted that AWE tools made the class more effective and were helpful for students in terms of correcting mistakes related to vocabulary, grammar, punctuation, and spelling. Moreover,

pupils argue that AWE allows teachers to use time more effectively by saving it and helps them to gain confidence when presenting and submitting their compositions. Concerning high and low-achievement students, it was evidenced that high-achievement students prefer to use the AWE in their first draft because undetected errors can be later explained by the teacher. On the other hand, students who have low achievement tend to use AWE more than once because they need more revision (Ariyanto et al., 2021).

An investigative work demonstrated how the employment of Grammarly influences writing instruction. The purpose of this study was to examine the effects of AWE on simplifying pupils' writing teaching seeking the improvement of writing performance. This study emerged because there is a need to leave apart traditional methods and adopt technology as a key driver to evolve teaching. This research work involved an experimental study including 20 students from the English Department of English Language and Literature of the Chinese and Culture University located in Taipei. A test before and after the treatment was applied to verify the validity of Grammarly, therefore; the data obtained was analyzed using a Statistical Analysis System. This implied that students used Grammarly as an assistance tool for two months in classes and students were asked to submit their original writing and the one corrected by Grammarly. The results obtained from this study were enriching since it was proved that Grammarly improved students writing performance. However, it was recognized that it is not a solution for writing instruction facilitation since it cannot identify inconsistencies in terms of content since is not equipped to detect irrelevant content that could not be linked with the topic. Certain things cannot be fully corrected by Grammarly. That is why the teacher's role is significant in writing instruction (Huang, 2020).

An investigation focused on the linguistic mistakes or problems EFL students make that can be discovered through Grammarly was developed in order to establish the essentiality of corrective feedback. This research deals with the problem related to students' massive weaknesses in writing since they have a detrimental effect on writing quality. Therefore, it attempted to recognize the type and frequency of linguistic problems when performing different assignments. This research employed an ex post facto design. Thus, 54 students between the age range of 18 to 19 years were chosen as the sample.

They were taking an Academic Writing Course and were informed about the research aim. Consequently, six weeks of meetings were destined to teach academic writing, and then students performed certain activities that involved carefully analyzing certain books and then writing a composition. These writing samples were collected and lately uploaded in Grammarly to evidence the errors made by students. The encountered errors were carefully analyzed and categorized using the Statistical Package of Social Sciences. Thus, the authors produced six categories: grammar, punctuation, spelling, sentence structure, style, and vocabulary enhancement. There were several errors identified by the AWE software, such as missing prepositions: incorrect verb forms, comma misused, misspelled words, and so on. As a result, it was determined that Grammarly was effective in detecting and correcting errors, especially those related to determiners (Tambunan et al., 2022).

A research presented how Automated Writing Evaluation can influence learners writing accuracy and how its usage affects students' attitudes toward it. This study was carried out to support previous inconclusive studies. It relies on a quasi-experimental design since 50 female students of intermediate level enrolled at a language institute in Isfahan were chosen as a sample and randomly divided into a control group and an Experimental Group consisting of 25. It is worth mentioning that all the groups were constituted before the administration of the placement test Oxford Quick Placement Test (OQPT) to ensure that all learners possess intermediate levels. This investigation used three instruments to collect data. Firstly, a writing composition test as a pre-test and a post-test to verify students' written accuracy advancement. Secondly, a 25-item questionnaire was to know students' attitudes toward AWE. It must be noted that the questionnaire was previously pilot-tested and measured using Cronbach's Alpha. Thirdly, an interview to better comprehend perceptions about AWE tools. The EG (Experimental Group) was taught using AWE software serving as formative and summative assessment and the CG using the conventional method. In order to analyze the quantitative data, the authors employed SPSS software. The findings discovered in this research were that the usage of AWE promotes writing accuracy. In terms of attitudes toward it, it was possible to determine that AWE software was positively perceived since it fostered independent

learning and self-confidence by providing immediate corrective feedback (Asfa & Rezvani, 2023).

An investigative work focused on the corrective feedback provided by AWE software was elaborated to analyze the effect of the corrective feedback provided by Grammarly AI-powered writing assistant on students' writing performance. This study arises because of the necessity of new research related to the implications of AWE tools and their benefits in terms of galvanizing writing accuracy. This study involves a quasi-experimental design since 64 female university students belonging to the first level of the English Language and Literature Department from Prince Sattam bin Abdulaziz University were divided into experimental and control groups. A test was taken to establish homogeneity and then a pre-test. Additionally, a treatment was applied for fourteen weeks. In order to assess students, the author created two writing tasks related to different topics. These tasks were uploaded in blackboard LMS and then printed to proceed with a careful manual review carried out by the researcher and a university professor. Moreover, they used the premium version of Grammarly to assess students' compositions. The results obtained were analyzed using t-test and proved that Grammarly allowed students to reduce their errors considerably because it was evident that experimental participants were significantly better than the control group in terms of the results shown in the post-test. Grammarly, provided students with consistent feedback and suggestions. Therefore, as a recommendation, the author stated that integrating AWE tools such as Grammarly in writing instruction is pivotal (Sanosi, 2022).

An investigation with emphasis on AWE tools and Spherical Video-based Virtual Reality was elaborated in order to establish their influence on improving students' writing quality. This research attempted to solve problems related to the lack of real-life contextual experiences since they could make ideas' production difficult. Therefore, it suggested the incorporation of SVVR technology and AWE to support writing quality, and motivation, and avoid writing anxiety. This research followed a quasi-experimental design which included 76 students from a university majoring in English as participants. The experimental group was constituted of 37 students, whereas the control group was constituted of 39 students. Therefore, the experimental group was exposed to SVVR,

which refers to 360-degree content presentation, and AWE for four weeks and performed different activities related to specific topics. It is pertinent to note that SVVR acted as an input by supplying a concrete experience of the writing topic and AWE as the output, reflecting students' production, and evaluating it. Hence, they took a pre-test and post-test and filled in learning motivation, writing self-efficacy, and English writing anxiety post-questionnaires that were verified using Cronbach's Alpha. The results obtained from the pre-test and pos-test were analyzed using ANCOVA and to carry out the qualitative analysis, Atlas.ti.22.1.4 software was adopted. The research concluded that the integration of SVVR and AWE improved writing composition since it provided students with vivid experiences that could produce innovative ideas. Consequently, they were interested in learning and creating an original product. Additionally, it suggested that integrating the AWE and SVVR approaches is needed to write effectively and reduce anxiety (Wang et al., 2022).

A research that studied the efficiency of automated writing evaluation in encouraging undergraduate students' writing skills via a literature review was created to identify the potential and problems of AWE tools to be considered in future studies. This research tried to expose the pedagogical value of AWE tools since the existence of related studies is limited. Therefore, an analytical synthesis was executed considering eleven articles from the previous five years directly related to the variables under study. The researchers scrutinized numerous documents from electronic databases, such as ProQuest, Taylor and Francis, and more; subsequently, 655 studies were excluded following certain criteria that allowed the authors to select the most qualified papers. Therefore, four different themes were coded considering the content encountered in the articles selected. In this research, several aspects were explored, such as the accuracy of the feedback given by AWE tools to detect errors and the perceptions toward this software. The research concluded that AWE tools had four maximum potentials: automated diagnostic feedback, immediate feedback, its capacity to improve students' writing accuracy, and its role in the internalization of knowledge (Geng & Razali, 2022).

Finally, a study was developed to analyze the implications of AWE feedback on writing quality using a systematic literature review methodology. The academics review

exhaustively different studies from 2005 to 2020 focused on the addressed variables recurring to three databases JSTOR, S SSCI, AND ERIC applying a multiple key word combination to find the most consistent articles. Additionally, to choose the best eligible articles, inclusion and exclusion criteria were used. For instance, the authors verified if the articles were peer-reviewed, if they were focused on English writing improvement if they emphasize the usage of AWE feedback, and if they were centered on electronic feedback. Therefore, 22 papers were analyzed and carefully summarized. This study concluded that AWE feedback helped students reduce their errors and improved the quality of their compositions by giving immediate feedback and scores that will motivate them to make their best effort when completing writing tasks. Lastly, the study recommended that AWE feedback should be constantly employed (Fan & Ma, 2022).

The articles exhibited in this investigative work allowed the author to have a better understanding of the variables under study, which are automated evaluation and writing skills. Thus, they provided the author with different enriching concepts and conclusions to comprehend their relationship. The articles were taken from scientific journals and most of them implement well-known AWE systems to improve writing such as Grammarly and ProWritingAid, tools that have been addressed by many authors to prove their effectiveness. Therefore, this research is focused on an AWE tool known as Virtual Writing Tutor (VWT) a relatively innovative system that provides instant feedback.

Theoretical framework

After an in-depth analysis of the variables under study, certain specific key terms have been meticulously identified for greater insight. Hence, macro, and micro analysis was developed (see annex 1). This section explains the different concepts related to the dependent and independent variable by adding definitions sustained by numerous authors to inspire reliability. Therefore, an interrelationship can be established among the terminology presented.

Independent variable: Automated Evaluation

Educational Technology (EdTech)

Educational technology refers to those new-era advancements that seek to improve the human learning process by integrating pedagogies and technologies conjectures (Ahmad Al-Sharikh et al., 2021; Dron, 2022 Sana, 2022; Stošić, 2015). Hence, it represents the perfect combination of the principles of science and pedagogy. Educational technology is an excellent reference to how Education has progressed over the years to enhance and promote meaningful knowledge by bringing authenticity and interactivity into classroom (Al Njadat et al., 2021; Nushi & Momeni, 2020).

On the other hand, Manciaracina (2021), defined educational technology as circumstances that involve implementing specific devices to create enriching educational experiences. Edtech could be perceived as the usage of smartphones, laptops, interactive whiteboards, and several types of equipment. Also, it encompasses the implementation of software, hardware, and Web 2.0 for educational purposes (Bahadur Rana, 2017; Edet Itighise & Chinyeaka Wordu, 2018; Martin, 2020). Additionally, integrating technological tools in Education is part of 21st-century learning, which advocates that technology is essential to encourage authentic learning by creating an adaptable learning environment (Costley, 2014; Istenic, 2010; Keser et al., 2011). Consequently, Edtech could be viewed as the medium that allowed the flourishing of Education.

Educational technology is the deliberate and successful employment of technology to assist or promote learning, performance, and academic instruction (Johnson et al., 2016 ; Tuma, 2021). For that reason, Edtech maximizes students' learning experiences by providing them with different tools that ensure communication and knowledge acquisition and distribution.

Benefits of educational technology

Nowadays, revolutionary changes are needed in Education because of technological growth; consequently, a new paradigm of education is required (Aslan & Reigeluth, 2013). Hence, the imperativeness of educational technology is crucial since

it comprises many benefits. Biswas (2019) contends that the principal advantage Edtech portrays is how it revolutionizes traditional teaching and offers new opportunities to obtain lifelong learning. Fundamentally, Edtech has the power to transform Education and how it is perceived. Technology has provided students with innumerable opportunities to acquire meaningful knowledge by allowing them to expand information and interact with others through different communication routes (Abukhattala, 2016; Brückner, 2015). Cabaleiro-Cerviño and Vera (2020) expressed that integrating technology into Education makes it more dynamic and stimulating. Technology has the power to reform Education as a whole. Therefore, technology empowers teachers to expand their vision about how their classes should be structured or prepared by providing them with different tools that could generate a rich context for study, maximize interaction and engage in real-world activities (Granić, 2022; Erdem et al., 2019). All those benefits technology offers are extensively described above.

Edtech and the development of 21st-century skills

It's worth mentioning that Edtech enables pupils to possess or develop 21st-century skills which aim to equip individuals with competencies and values that will be significant in their future by giving students qualified lives (Erdem et al., 2019 Partnership for 21st Century Skills, 2010) The 21st Century skills enable pupils to succeed in every domain of formal schooling; they are also required for individuals to evolve and prosper in a constantly shifting environment (Ohio Department of Education, 2007). Those skills include questioning, criticizing, solving problems, and so on. For a more in-depth analysis of the 21st-century competencies, the Ministry of Education of Singapore (2022), created a framework corresponding to 21st-century competencies and student outcomes divided into core values, social-emotional competencies, and competencies for a globalized world.

Core values include the beliefs, attitudes, and actions essential to succeed as a human being described above.

- Respect: Inculcating respect in students requires promoting a sense of self-worth and recognizing the value of others. Basically, it requires highlighting the importance of collective contributions and promoting empathy, kindness, and

love toward people around them. Therefore, students appreciate diversity and interpersonal relations.

- **Responsibility:** Students learn how to be responsible when they are aware of their duties and how significant their contributions are. Additionally, responsibility arises when students comprehend that everyone has a role in society; thus, everyone must contribute with their knowledge to create or reinvent society.
- **Resilience:** Students exhibit resilience when they demonstrate their ability to overcome certain circumstances or obstacles by showing emotional fortitude and the ability to face adversity. It refers to the ability to get ahead despite everything and to know that there is always a light at the end of the tunnel.
- **Integrity:** Students show integrity when they have strong moral principles and values. Therefore, they can bravely defend what is correct. Integrity includes fighting against injustice as well as taking responsibility for mistakes.
- **Care:** Students demonstrate respect when they practice multiple values related to kindness and empathy. Additionally, consideration is exhibited when students are willing to help their community and those around them.

All these core values are put into practice and promoted when working with technology since it can create a collaborative context in which students have to work in groups or teams. Technology fosters greater interaction among students. For instance, students collaborate to develop projects or to learn from one another by evaluating their colleagues' work creating an effect of social spirit (Keser et al., 2011; Cyril & Lazarov, 2018)

Moreover, 21st-century skills include socio-emotional competencies essential to creating positive relations among people. They enclosed self-awareness, self-management, responsible decision, social awareness, and relationship management (Ministry of Education Singapore, 2022). Edtech involves teamwork and collaboration among peers; thus, it helps students create different interaction patterns. Learners can

rehearse cooperative practice abilities by getting involved with a wide range of online tasks (Padmanabhan, 2020).

The Ministry of Education of Singapore (2022) exposed the competencies necessary for a globalized world. It illustrates the following competencies: cultural skills, critical thinking, problem-fixing, communication, and partnership. Essential thinking abilities may be successfully cultivated in a technologically advanced setting (Ramaila & Molwele, 2022). Henceforth, many technological tools are available to strengthen these skills, such as discussion forums, wikis, blogs, WebQuest, and more, allowing students to express their opinions and perceptions.

Edtech and learner's motivation

It is essential to emphasize that every learner is an entirely different world. This means that there exist certain variations in their ways of learning. Therefore, there may be visual, auditory, or kinesthetic learners within the Education. In this case, technology allows students to process knowledge according to their requirements and standards and to exert a self-monitoring role (Abukhattala, 2016b; Harris et al., 2016). It provides students with a suitable way to update their knowledge quickly (flexibly). Learners now have more tools at their disposal and greater control over what, when, where, and even how they study (Ayari et al., 2012; Reinders et al., 2022). Hence, Edtech could be considered a tool that motivates students to acquire and create knowledge making them fervent and enthusiastic about their learning process (Bester & Brand, 2013; Muhammad, 2022).

Educational technology implications

The use of Edtech requires teachers to be more prepared and well-trained in using different technological tools to support learning. They should be proficient in the effective use of technology; thus, training is strictly needed. Gao et al. (2019), suggested three key content that should be considered when developing training programs.

Table 1

Edtech training: Content areas

| Edtech Training: Content Areas | |
|---|---|
| Content Areas | Description |
| Knowledge of multiple technological tools | It refers to the technical knowledge teacher must dominate to deal with hardware and software usage. |
| Technology-supported pedagogical knowledge | It encompasses the skills teachers must master to create and design material to enrich their educational methodology or philosophy. |
| Knowledge about technology associated with classroom management. | It includes learning about students' attitudes toward technology usage by giving them some tips to deal with situations related to the inappropriate use of technology. |

Note. Adapted from “Categorization of Educational Technologies as Related to Pedagogical Practices”, by P. Gao, A. Nagel, H. Biedermann, 2019, IntechOpen.

Computer Assisted Language Learning (CALL)

According to Hubbard (2021), CALL will be used broadly to refer to any undertaking involving computers and related technology of any kind. Moreover, it refers to the usage of a wide range of technologies in unimaginable ways. For instance, Computer Assisted Language alludes to the usage of computer apps to learn a language (Beatty, 2010; Reinders & White, 2010; Ratnaningsih et al., 2019; Torut, 1999). Unquestionably, it requires different programs to strengthen language skills by practicing and having fun.

Computer Assisted Language Learning also could be related to exploiting technological resources in favor of meaningful language learning by providing access to authentic tasks (Machmud & Basalama, 2017). Moreover, it could relate to learning theories such as behaviorism. Han (2020) established that CALL is strongly associated with Behaviorism because multiple technologies could supply stimulus, receive responses, and give instantaneous feedback CALL focuses mostly on autonomous learning, where students could be given the opportunity to plan their learning and study without the

guidance of professors. Therefore, it allows students to work autonomously by trying out different exercises (Enayati & Gilakjani, 2020; Fotos & Browne, 2004 ;Habbash, 2020).

Additionally, CALL has been defined as a medium since it helps students establish communication among themselves using the target language. CALL's strength is its capacity to create a setting in which learners working alone or in groups may engage with learning materials and reference materials (Gallego, 2007). Therefore, it creates spaces where learning can flourish because of active participation. That kind of space often includes forums, blogs, and social media, essentially designed to promote interaction and critical thinking skills by expressing opinions and respecting others' views.

Another perspective of CALL places it as a simulation since it provides students with tools that contextualize learning to be more involved in the learning process (Yang, 2010). For instance, 360-degree panorama images could be used to create rich context, augmented reality interfaces, or even games (Schafer & Kaufman, 2018). Therefore, students will be immersed in a real-world context and act as if they were there.

Benefits of Computer-Assisted Language Learning

Motivation

Many advantages could appear when implementing CALL. Sometimes, language classes tend to be repetitive and monotonous, and CALL implementation could be a fantastic way to promote students' learning acquisition (Chaudhary & Devi, 2019; Hani, 2014). Wang (2021) expresses that CALL allows students to learn in a less stressed environment, encourages them to be interested in learning by taking part actively in different activities, and fosters creativity. Thus, the teacher will be an assessor, a promoter, and an organizer.

Promotion of interaction

CALL promotes interactions since it allows students to work cooperatively. Pupils may work cooperatively and actively involved in various games or interactive activities that make learning fun (Nguyen, 2020). Therefore, students can collaborate using their knowledge and pursue a common goal. This means that the usage of technology provide students with unique experiences were they can express their ideas and thoughts.

Improvement of language skills

Language comprises four language skills (listening, reading, speaking, and writing). These skills must be entirely dominated to learn a language successfully. Thus, CALL is an excellent tool for improving these skills since it offers software that could help students practice their skills and check their English Level.

Listening: CALL provides students with accessible material such as videos, podcasts, audiobooks, dialogues, conversations, and so on. This material will help students strengthen their skills and constantly learn the target language (Nurhikma, 2018). Additionally, CALL could provide students with plenty of didactic resources and activities to train their listening skills by repeating it.

Reading: There is available material online, such as magazines, reading, blogs, and more. Additionally, different software provides students with reading sources and questions related to them to test their reading skills (Beatty, 2010). Basically, there exist multiple material available on the internet to improve reading, students can choose among a great variety of genres according to their preference.

Speaking: Some apps which use microphones as mediums to record voices can be used to mimic certain phrases or sentences. Another possibility is employing interactive videos where learners can mimic their favorite characters or the most memorable expressions (Abdallah, 2011). Additionally, Discussions and lectures using technological devices can help enhance English speaking abilities (Ratnaningsih et al., 2019).

Writing: Word processing tools are the most widely used software to correct or check mistakes. This type of tool offers students a great way to be aware of and correct their errors. Detailed error-checking can provide learners with significant assistance in the feedback they get, pointing them toward further practice or advancing them to the next level. (Fotos & Browne, 2004; Ghashghaei et al., 2020). Additionally, there exist tools that facilitate collaborative writing, such as Wikis and Google Docs (Abdallah, 2021).

Automated Writing Evaluation (AWE)

Automated evaluation in writing refers to the practical use of technology to evaluate and score a writing composition (Hockly, 2019; Warschauer & Grimes, 2008). It gives a consistent response since it comprises Automatic Written Corrective Feedback and an Automated Essay Scoring algorithm (Mayfield et al., 2018; Wilson & Andrada, 2015). Therefore, it incorporates various tools that facilitate the correct development of writing skills by providing students with explicit or implicit feedback. Henceforth, it allows students to notice their errors and correct them (Chen & Cheng, 2008a). Geng and Razali (2022) expressed that automated writing evaluation "offers multiple opportunities for learners to engage in revising their written pieces, which boosts their internalization of grammar knowledge and writing knowledge" (p.54). Thus, AWE could be a magnificent instrument to explode students' writing skills.

AWE software could be perceived as technology-based tools that are used to support writing teaching by supplying automated instant feedback that could be qualitative (comments) and quantitative (scores). According to Ghashghaei et al. (2020), AWE tools combine linguistics principles with computer science. For that reason, it intends to reduce writing errors and improve students writing by giving explicit or implicit feedback depending on the app's philosophy. AWE tools could be perceived as an assessment tool because of the corrective feedback provided; however, their functions go beyond since it comprises editing features that cataloged it as an assistant tool (Chen & Cheng, 2008b)

Advantages of automated writing evaluation.

Efficient scores and feedback

Nowadays, AWE systems are employed because they are reliable. They provide adequate feedback by justifying why some words or phrases are categorized as errors. Therefore, they are characterized by detailed feedback that can be understandable by teachers and students. It was acknowledged that AWE efficiently examines students' word choice, tone, grammar, and plagiarism (Asfa & Rezvani, 2023). It is worth mentioning that AWE software is more objective and consistent (Li et al., 2015).

Learner's autonomy

AWE tools allow students to be more autonomous since they will be aware of their progress just by having access to the system (Wang, 2013; Zhang & Hyland, 2018). This

enables students to write freely without hesitations and have the opportunity to check their writing ability. Hence, students will be able to make their judgments and start to work on their flaws.

Time saver

Correcting numerous compositions and writings is time-consuming for teachers since they can use that time for other educational purposes, such as planning or designing activities. Hence, AWE tools are a great option for objectively assessing writing compositions and will save teachers time by providing immediate feedback, reducing grading, and facilitating classroom management (Warschauer & Grimes, 2008; Wilson & Roscoe , 2020). Additionally, Students spend less time searching for unfamiliar phrases or discussing with more experienced classmates about corrective comments (Bailey & Lee, 2020).

Learner's accuracy

Unquestionably, the prolonged usage of AWE systems produces improvements in writing quality across consecutive drafts. Fundamentally, it delivers a rich amount of writing practice opportunities through specific diagnostic mistake feedback as well as comprehensive guidance on grammar, spelling, sentence structure, and word use (Chen & Cheng, 2008b ;Erdal, 2019).

Student's attitudes

Much research exhibits how students perceive AWE tools; most considered that students were satisfied with the corrective feedback provided by allowing them to be more autonomous and confident about their writing process. For instance, Parra and Calero (2019) stated that learners hold positive attitudes when being exposed to AWE tools since it encourages better-written text. Moreover, Huang (2020), argued that AWE systems are well-received by students because they allowed them to rectify their mistakes instantly. Conversely, Wang et al. (2022) stated the importance of employing AWE tools; however, they expressed that it should be integrated with other technological programs such as SSVR to contextualize scenarios; consequently, learner attitudes could be greater.

Free automated writing evaluation software

A wide range of Automated Writing Evaluations Systems exist on the Internet; however, some of them are not accessible to teachers and students due to their expensive

costs. For that reason, the Internet offers a variety of free version AWE tools with the same features as the ones that require payment. This is an excellent advantage for the scholar community since they can have unlimited access to the AWE tools described below.

Grammarly

Grammarly is an AWE tool based on AI-powered suggestions created by an American-based Ukrainian company. Therefore, it helps students improve their writing by correcting their compositions and considering the errors that could be generated when writing. Grammarly promotes itself as the most complete online grammar checker available (Bailey & Lee, 2019). Grammarly categorizes errors considering six aspects spelling, grammar, style, punctuation, tone, and vocabulary enhancement (Fahmi & Rachmijati, 2021). Something marvelous about this tool is that it provides exact feedback by explaining the errors they have made; therefore, users can reflect on their learning. It is important to mention that Grammarly also could be linked with Microsoft Word; therefore, it can be installed in Word as an extension and will continuously give writing suggestions while producing a composition. Grammarly is useful because it offers corrections and other checks that overcome numerous constraints on language in academic writing requirements and the outside academic world (Perdana et al., 2021). Grammarly is qualified to promote writing accuracy since it allowed students to progress in grammar proficiency (Hasan, 2022; Karyuatry & Rizqan, 2018; Miranty et al., 2021).

Additionally, it is important to consider that Grammarly could extend students' knowledge. Using Grammarly, students may recollect grammatical stuff such as punctuation, article, pattern, and so on (Fitriana & Nurazni, 2022). Overall, Grammarly is a proofreading tool that could generate improvement in students writing by giving concrete feedback by clarifying where the error is placed and why it is marked as it.

Hemingway Editor

It is a free online editing tool that analyzes written compositions for readability (McNulty, 2023; Curran, 2017). This means that it checks how understandable a piece of writing is or measures how easy it is to read. This app examines four fundamental writing issues adverbs, passive voice, complicated words, and long sentences. Something

important to clarify is that this tool tends to ignore grammatical and spelling errors because it aims to make compositions more understandable by being functional. The Hemingway App encourages strong and straightforward writing. This writing application aids authors in creating concise material. The application supports the development of writing skills to generate qualified content for readers by comprising editing software that supplements and fixes pupils' most prevalent errors (Chairil Imran, 2022; Menéndez et al., 2022). It deals with four basic principles of writing. Penni (2020) suggests that the following principles are the ones related to improving writing quality.

1. **Simplicity:** It refers to the act of choosing proper words to supply a direct message. Therefore, it is essential to contemplate quality instead of quantity. To accomplish this, pupils should avoid the usage of redundant words.
2. **Clarity:** It deals with the expression of concrete and logical ideas. Thus, it refers to creating logical connections between concepts to be fully understood.
3. **Elegance:** It refers to following certain style principles by organizing ideas accurately. Therefore, writing compositions should be carefully planned.
4. **Evocativeness:** Allocates to the act of making writing memorable or stimulating. Therefore, readers could have a great visualization of what writers try to express.

Hemingway's editor assists students by helping them achieve those principles. Hence it tags disruptive adverbs with blue, passive voice with green, words that could be easily replaced with synonyms with purple, complex sentences with yellow, and too complex sentences with red.

ProWritingAid

It is an AWE tool based on AI that assists users in their writing compositions by including editing features (Nasution & Fatimah, 2018; Perdana et al., 2019). It evaluates multiple features of users' writing, going from quick fixes to advance fixes. PWA gives you a score considering the errors presented in composition, such as grammar, passive voice, spelling, punctuation, and so on. It must be noted that PWA provides users with a complete analysis of their strengths as writers and highlights what needs improvement; therefore, it gives clear feedback and provides examples. Additionally, this tool could be adapted to Microsoft desktop apps and Chrome extensions. Ariyanto et al. (2021)

developed an investigation employing PWA in their treatment to know students' attitudes towards it; they revealed that PWA makes the class more effective, constructs confidence, and shows students' needs. Additionally, it provides teachers with information about the most common errors that could be discussed later. Nasution and Fatimah (2018) identified the errors that are commonly encountered by ProWritingAid which comprises 16 errors.

Virtual Writing Tutor

It is an AWE tool created by Bokomaru Publications. This tool could be described as a complete system since it comprises different important options when writing different compositions and developing proofreading skills (Al Badi et al., 2020). Firstly, it possesses an option known as improving writing destined to reformulate and correct compositions, allowing users to improve their writing by marking the errors encountered and how they could be solved (Walker, 2023). Additionally, Writing Tutor assists students in avoiding the abuse of clichés and overused language, which might make their writing monotonous (Al Badi et al., 2020). Secondly, it exhibits an option entitled Check grammar specifically destined to check grammatical errors. In this case, the app explains why it is considered an error and displays a suggestion. Thirdly, it includes an option that helps teachers detect the usage of AI or GPT to avoid academic dishonesty. Fourthly, it embraces a section where students can check their current English level and indicates the vocabulary that belongs to every English level to consider which words are more advanced than others.

Figure 1

Virtual Writing Tutor specifications



Note: Screenshot taken from Virtual Writing Tutor

VWT is a tool that has not been studied profoundly; however, it provides users with complete feedback and enriching bits of advice that could be considered to do

superior writing. Additionally, it has pieces of advice according to the user's interest. For instance, if users want to make their writing more academic, it displays a video to explain how to achieve that goal.

Moreover, Virtual Writing Tutor could be considered a great tool since its system can identify multiple errors and provide users with rich suggestions to improve their compositions. The table exhibited below shows the errors that can be encountered by VTW. Those errors have been divided into five key categories grammar, spelling, punctuation, capitalization, and choice of words.

Table 2

Errors identified by Virtual Writing Tutor

| Errors Identified by Virtual Writing Tutor | |
|--|---|
| <p>1. Grammar: A set of guidelines that let learners structure their sentences.</p> | <p>Modal auxiliary error: Errors related to the usage of can, could, may, might, shall, should, will, would, must, and ought to.</p> <p>Example: <i>I can <u>to</u> dance this music.</i></p> <p>Feedback: “To” cannot be used with the modal auxiliary “can”.</p> |
| | <p>Gerund error: Errors in the use of gerunds (verb + ing)</p> <p>Example: <i>He finished <u>to watch</u> the movie.</i></p> <p>Feedback: A gerund is needed instead of an infinitive.</p> |
| | <p>Verb tense error: This entails the use of a verb tense that is inappropriate for the sentence or wider context.</p> <p>Example: <i>She <u>was cook</u> a cake</i></p> <p>Feedback: Conjugate the verb correctly.</p> |
| | <p>Infinitive error: Errors in the use of infinitives.</p> <p>Example: <i>They like <u>to swimming</u>.</i></p> |

| | |
|--|---|
| | <p>Feedback: “Like” is followed by an infinitive.</p> <p>Verb agreement error: It occurs when a sentence's subject and verb don't have the same number.</p> <p>Example: <i>They <u>is</u> trying to do their maximum effort.</i></p> <p>Feedback: Use “are” with the third person subject.</p> <p>Incorrect/ Missing article: Error in the use of articles a, an, and the.</p> <p>Example: <i>I buy <u>elephant</u> to my daughter.</i></p> <p>Feedback: An article is missing before the uncountable noun</p> <p>Incorrect prepositions: Error in the use of prepositions.</p> <p>Example: <i>She will <u>arrive to</u> 4 pm.</i></p> <p>Feedback: Use “at” for a specific point.</p> |
| <p>2. Spelling: Letter’s order in order to form a word.</p> | <p>Possible typo: A small error that occurs when typing.</p> <p>Example: <i>She is concerned <u>abot</u> the notice.</i></p> <p>Suggestion: About</p> <p>Contraction error: When the apostrophe is missing.</p> <p>Example: <i>She <u>isnt</u> happy with the situation.</i></p> <p>Suggestion: <i>isn't</i></p> |
| <p>3. Punctuation: The system of symbols employed to clearly demarcate written phrases and sentence fragments and convey their meaning.</p> | <p>Incorrect punctuation: When punctuation is employed but incorrectly.</p> <p>Example: <i><u>Therefore</u>; he needs help.</i></p> <p>Feedback: A comma should be place after a linking word.</p> |

| | |
|---|--|
| | <p>Missing punctuation: When punctuation is missing</p> <p>Example: <i>I try to do my best. <u>However</u>, I get a bad grade.</i></p> <p>Feedback: A comma should be place after a linking word.</p> |
| | <p>Fragment: Is an incomplete sentence.</p> <p>Example: <i><u>As</u> the rain fall in the dark night.</i></p> <p>Feedback: Maybe the sentence is incomplete.</p> |
| <p>4. Capitalization: Using capital, or upper-case, letters.</p> | <p>Capitalize letter:</p> <p>Example: <i><u>she</u> doesn't like potatoes.</i></p> <p>Suggestion: She</p> |
| <p>5. Choice of words: It refers to the proper usage of vocabulary</p> <p>a. according to the context.</p> | <p>Incorrect word form: When the right word is chosen but the wrong form is employed</p> <p>Example: <i>The pastor a <u>determine</u> man.</i></p> <p>Feedback: Do you mean “determined”</p> <hr/> <p>Slang error: When a slang is used in formal writing.</p> <p>Example: <i><u>Anyways</u></i></p> <p>Feedback: Do you mean “anyway”</p> <hr/> <p>Wordiness error: When a sentence contains redundant expressions.</p> <p>Example: <i>Although I am afraid <u>but</u> I will do it.</i></p> <p>Feedback: Although and but have the same meaning. Remove “but” and keep the word “although”.</p> |

Note. Information taken from Virtual Writing Tutor

Dependent Variable: Writing Skills

Language skills

Brown (2004) defined language skills as the actions of speaking, listening, reading, and writing done by all language users. Language skills are basically related to those essential abilities that allow people to convey ideas accurately, thus, they demonstrate the correct usage of the language system (Aydođan & Akbarov, 2014 ; Vernier et al., 2008). According to Sharma and Puri (2020), "to develop complete communication capability, mastering the four language skills of listening, speaking, reading, and writing are profoundly important for effective exchanges of information and idea" (p.3). Consequently, the four language skills should be interconnected to ensure effective communication. Four skills of language support each other in every way. Moreover, Hinkel (2006) mentioned that in order to communicate meaningfully, people use their incremental language skills not independently but in connection with one another.

Language skills are divided into receptive skills and productive skills. Listening and reading correspond to receptive skills that deal with spoken or written language comprehension, whereas writing and speaking belong to productive skills referring to producing understandable language. When talking about learning and teaching, it's essential to consider that it is vital to integrate both skills, such as in everyday situations; therefore, language development will be more likely to flourish. For instance, teachers can implement a diversity of activities involving telephone conversations, dialogue writing, and more to contextualize knowledge (Sheela & Simon, 2021).

Productive skills

Harmer (2007) expressed that speaking and writing are considered productive skills since they require students to actively produce language. Thus, it refers to production language to express ideas. Majeed and Ilankumaran (2022) state that this type of skill "means transference of knowledge either in spoken or in written form." (p.77). They are known as productive skills because they require you to produce language precisely instead of just understanding it; thus, it generates sounds when speaking and signs when writing (Husain, 2015). Hence, receptive skills are more challenging to develop because they include those aspects of the language such as vocabulary, knowledge of grammar, accuracy, and so on. Even if productive skills seem to be challenging to

develop, it is important to note that they are based on receptive skills since they are the ones that provide students with rich content. Therefore, skills are interrelated.

Improvement of productive skills

Speaking

English language learning requires students to communicate effectively using the target language. Therefore, practice is compulsory when intending to improve this skill. Majeed and Ilankumaran (2022) Stated some tips to promote speaking development.

- **Recording voice:** Students can record their voices, analyze their pronunciation, and reflect on their learning.
- **Learn chunks:** Chunks are words that often occur together. They comprise common expressions that cannot be translated in isolation. Therefore, the comprehension of chunks leads to better communication in English.
- **Watch series:** Students could listen to different expressions that appear in series or movies and practice their pronunciation.

Writing

Writing is considered a difficult skill to develop since it involves many considerations related to accuracy and effectively communicating ideas. Therefore, practice is the best way to overcome this skill. Majeed and Ilankumaran (2022) listed some advice to improve writing compositions.

- **Outline Preparation:** This refers to the act of organizing ideas by considering the writing format. Therefore, students should think about ideas and arguments to clearly understand what they intend to express.
- **Practicing reading:** Students should read as much as possible to store vocabulary and expressions that could be used in writing compositions by enriching lexical knowledge.
- **Making writing a routine activity:** Practicing writing every day is essential. Thus, improvement will be evident day by day.

Writing skill

Harmer (2004) stated that writing is a way to generate words, express feelings, and make assumptions. Emphasizing that writing involves the production of written forms to express ideas. Writing is a productive skill. It involves conveying a message in a written form through symbols or letters to record ideas (Anjayani & Hum, 2016 ;Markström, 2019). Rahma (2020) pointed out that writing is "known as a dynamic process which way of transforming thoughts through writing" (p.5). We need to understand that writing skills are the most challenging skill to develop since it requires the comprehension of vocabulary, grammatical structures, how to join sentences, and how to organize ideas effectively. Therefore, writing is not an isolated skill, it deals with vocabulary and grammatical rules (Bambang et al., 2018). Writing skill is at the highest position of the hierarchy and emerges gradually once the first three skills have been learned or gained (Gautam, 2019). Writing has become a necessary skill to dominate since it is required both academically and occupationally. According to Dragomir and Niculescu (2020), proficient writing involves discovery, planning, developing ideas, creativity, and revision" (p.202). Therefore, writing follows various stages to generate a well-organized and flawless composition.

Writing is considered an advanced skill that involves the act of thinking and composing. According to Spratt et al. (2011), writing involves conveying a message using signs. However, writing is more complex than just using symbols since it requires a deeper understanding of layout and text types. The visual characters must be ordered in accordance with certain standards to produce words, and words in turn form sentences, and sentences, in turn, build paragraphs and essays (Rao, 2019).

The psycholinguist Lenneberg (1967) made an association between writing and swimming since they are culturally specific learned behaviors. This means that learning how to swim requires certain conditions such as having someone to teach us how to do that and having a body of water available. Similarly, to learn how to write since it is necessary to be exposed to a literary society as well as have someone who can teach us. It should be noted that most people are exposed to different conditions that's why they could be excellent writers or poor writers.

Writing sub-skills

Writing also involves subskills that are associated with accuracy. This means that it is completely related to performing things correctly without mistakes. The correctly forming and joining letters, writing legibly, punctuating correctly, using correct layouts, proper vocabulary, writing subskills include forming and joining letters correctly, writing legibly, punctuating correctly, using correct layouts, proper vocabulary use, employing grammar correctly, and effectively joining paragraphs (Spratt et al., 2011). Likewise, Spratt et al. (2011), stated that writing subskills are interrelated with conveying ideas. This requires the writer to use proper registers and functions and concretely organize their thoughts.

- **Forming and joining letters:** It refers to the physical act of forming letters correctly.
- **Writing legibly:** It alludes to the creation of a composition that is easy to read.
- **Punctuating correctly:** This requires the right usage of symbols and marks to organize clauses. In this case, commas, exclamation marks, question marks, full stops, and so on.
- **Use correct Layouts:** This alludes to the correct organization of compositions depending on their purpose because of the existence of different formats.
- **Use proper vocabulary:** This refers to the correct usage of vocabulary according to the topic. This involves the usage of synonyms to avoid repetitiveness.
- **Use grammar correctly:** It denotes the correct combination of words and groups of words. Additionality alludes to the right arrangement of words into patterns.
- **Join paragraphs correctly:** It refers to the correct presentation of information by adding conjunctions. Fundamentally, conjunctions help writers to connect and combine their ideas.
- **Use proper register:** It refers to writing according to the level of formality.
- **Use proper functions:** It refers to the correct usage of expressions and vocabulary according to what is intended to communicate.

On the other hand, (Elsaid Mohammed & Nur, 2018) specified the following criteria as writing sub-skills.

- **Writing grammatically correct:** It refers to the act of writing sentences or paragraphs that strictly follows grammatical rules.
- **Linking sentences:** It refers to the usage of connectors to join clauses together or expand sentences.
- **Spelling:** It refers to the correct organization of letters to form a word.
- **Punctuation:** It refers to the usage of signs to make meaning clear.
- **Style:** It refers to how the writer expresses their ideas.

Moreover, Paskal et al. (2015) mentioned that writing subskills are content, organization, vocabulary, grammar, and mechanics.

- **Content:** It refers to the usage of the correct layout and the correct development of ideas.
- **Organization:** It alludes to the coherence, or logical arrangement, of the content.
- **Vocabulary:** It refers to the wide usage of words in order to enrich the composition. In this case, nouns, verbs, adjectives, and adverbs should be used effectively.
- **Grammar:** It refers to the correct usage of grammatical rules in order to obtain well-structured sentences.
- **Mechanics:** It refers to the correct spelling, punctuation, and capitalization.

Writing Traits: 6 + 1 Traits of Writing

Moreover, Culham (2003) exposed a set of components (skills) to ensure writing quality. These seven traits comprise ideas, organization, word choice, sentence fluency, voice, conventions, and presentation (Qoura & Zahran, 2018). This writing model provides teachers with an idea for describing the components of proficient writing and provides a unified language for writing assessment since it describes the qualities of skillful writing (Emrah Ekmekçi, 2018; Kalsum, 2020).

Description of 6 + 1 Traits of Writing

- **Ideas:** Ideas are referred to as the heart and soul of proficient writing. Therefore, it is important to maintain the idea by adding arguments and using details.
- **Organization:** It refers to how the writing piece is displayed or exhibited. The format will depend on the writing purpose.
- **Word Choice:** It comprises the usage of proper and varied words to create a sense of readability and clarity. Thus, it requires the usage of dynamic or descriptive terms that can maintain readers' attention.
- **Sentence Fluency:** It deals with how ideas are represented within sentences. Hence, sentences should be logically connected.
- **Voice:** It exhibits the author's personality. For instance, the writer may add certain feelings that will show the predisposition to work in the composition.
- **Conventions:** It appears in the editing process. It encompasses grammar, spelling, and capitalization.
- **Presentation:** It refers to how the composition is presented in terms of readability and layout.

Advantages of 6 + 1 Traits of Writing

It helps learners check their writing by providing them with the components they should possess (Coe et al., 2012 ;Weiler, 2013). In this case, they could revise if their ideas are clearly supported by evidence, if they are organizing their paragraphs according to the format if they are reflecting their personality, if they have chosen the best words to exhibit their ideas, and if they have used the correct conjunction to link their sentences. Moreover, it allows learners to edit their writing by checking if everything is accurate in terms of grammar, punctuation, capitalization, and so on. The purpose of this method is that students learn to write like genuine writers and utilize equivalent language, resulting in six traits (Kalsum, 2020).

Common Problems in Writing Instruction

It is important to clarify that Writing is conceived as the most difficult skill to develop because it involves complex aspects (Mohammad et al., 2018; Sarwat et al., 2021). Therefore, many obstacles should be overcome to fully develop this skill. There exist several factors that contribute to students' writing problems:

- **Translation:** This occurs because learners tend to translate a native language sentence into the target language equivalent, transforming every single word. (Allen & Valette, 1994; Norrish, 1987).
- **Lack of motivation:** This occurs when learners are not interested at all in learning a language or think they are not capable of overcoming writing skill requirements (Nurhardiyanti et al., 2021; Sheeba et al., 2018)
- **Lack of knowledge of vocabulary and grammar:** This happens when students do not possess previous knowledge about grammar and vocabulary (Hasan Taha Mohamed, 2022). It is important to note that an extensive vocabulary repertoire is meaningful when exposing ideas.
- **Lack of exposure to reading materials:** When reading is not a constant practice, flaws in writing could be evidenced since prior knowledge does not exist (Fareed et al., 2016).

Strategies to Teach Writing Skills

Scaffolding

Scaffolding is perceived as the synonym of Zone Proximal Development a theory postulated by the Russian psychologist Vygotsky. Vygotsky (1978) defined ZPD as the area between what a student can accomplish on their own and what they can accomplish with adult supervision or in cooperation with more experienced peers. Even though Vygotsky haven't mentioned scaffolding in his papers it is clearly associated with it since it consists on different activities offered by an instructor, or more competent peer, to help the learner while he or she is steered through the zone of proximal development. When talking about its repercussion in writing, it helps students move from teacher-assisted tasks to more independent tasks by providing the necessary steps to understand the writing

process by relying on hints, examples, and models (Mincemoyer, 2016). Additionally, scaffolding is a highly effective method for students who struggle with English writing skills (Vonna et al., 2015). Moreover, one of the most important advantages of scaffolding is that it gives students active participation in the learning process since the student is not just a passive listener. However, several people argue that this method is difficult to apply since it can only be applied in controlled situations and in a classical way (Kamal & Faraj, 2015).

Technology integration

Teaching methods have changed hand in hand with technological advancements. Therefore, its integration is essential when talking about the development of language skills. Concerning writing, technology helps students to write without hesitation; therefore, they can be focused on the content instead of their errors by using grammar checkers and AWE systems. In this case, that kind of system gives immediate alerts when identifying mistakes (Kashinath, 2020). Additionally, the existence of Wikis and Blogs allows students to participate actively in different writing tasks by expressing their opinions and perspectives; thus, contributing to students' motivation and social interaction (Sandolo, 2010).

Writing approaches

Process approach

The process approach was firstly introduced by Donald Graves, this approach is commonly used in the school system. Graves (1983) established 5 stages which are pre-writing, drafting, editing, and publishing. Process Approach includes plenty of stages that should be followed to complete concrete work. Additionally, it is characterized by being focused on the process rather than the product (Sun & Feng, 2009; Vázquez-Acuña, 2018). By implementing this approach, teachers focus on organization and grammatical accuracy. Another critical point mentioned is that this approach enables students to work autonomously. Within this approach, teachers act as facilitators and provide students with the opportunity to share their compositions (Din et al., 2021).

Table 3*Stages: Process Approach*

| Stages of Process Approach | | |
|-----------------------------------|--|--|
| Stages | Description | Strategies |
| 1. Pre-writing | In this stage, students are asked to generate ideas to create a roadmap of what they want to make. Therefore, students can brainstorm and select the most accurate opinions. This stage includes: <ul style="list-style-type: none"> • Contemplation of ideas • Judging Ideas • Constructing ideas | <ul style="list-style-type: none"> • Brainstorming • Listing • Graphic organizers (mind map, charts) • Drawing |
| 2. Writing | This stage requires students to create their first draft. At this point, errors should be ignored. | <ul style="list-style-type: none"> • Organize ideas into structured paragraphs. |
| 3. Revising | In this stage, pupils must look at their draft and verify if everything is correct. Feedback is essential in this stage since students can base their corrections on it. | <ul style="list-style-type: none"> • Peer editing • Self-assessment |
| 4. Editing | This stage allows students to proofread and check accuracy. | <ul style="list-style-type: none"> • Editing Checklist • Rubrics |
| 5. Publishing | This refers to the final stage when pupils have realized that everything is well-structured and it's time to present it. | <ul style="list-style-type: none"> • Reading aloud • Presenting to the whole class • Web Publishing |

Note. Adapted from “The Effect of Using Process Approach on Students’ Writing of Descriptive Text”, by Q. Amalia, Z. Anasy, R. Dewi, 2020, European Alliance for Innovation. (Amalia et al., 2020)

Product approach

The product approach emphasizes on writing assignments where students copy, replicate, and modify models provided by teachers (Nunan, 2001). Therefore, it consists of providing students with a model of a response in order to make them to have a clear idea of what they are going to compose by providing them with an accurate example of a composition; consequently, it is an approach focused on the final product. Basically, it pays attention to the usage of appropriate vocabulary and cohesion and how sentences are joined together to make sense (Kalipa, 2014). The sample texts motivate students to employ the same structure and format in diverse contexts (Neupane, 2017).

Table 4

Stages: Product approach

| Product Approach | |
|---|--|
| 1. Building the context | Students get involved into the topic. Therefore, they could understand why a specific text will be examined. |
| 2. Modelling and deconstructing the text | Students are introduced to the text model. Therefore, they could analyze their features. |
| 3. Joint construction of the text | Students organize their thoughts to model the structure. |
| 4. Independent construction of the text | Students perform a writing task using what they have previously learned. |

Note. Adapted from “Communicative Language Teaching of Today”, by J. Richards, 2006, Cambridge University Press

Genre approach

Genre approach was firstly introduced by Halliday (1978) alluding to the theory known as Systemic Functional Linguistics is a theoretical approach that explores how social settings and linguistic features relate to one another. Therefore, the learners are given a lot of information and exposure to the target genre so they could see how the aim of the genre text is expressed through the text organization and linguistic aspects. In this case, it is focused on the development of certain genres or textual forms where teachers try to ensure students understanding and reproduction of a genre. Hyland (2003) established that genre approach consists of three steps (1) Modeling a text, (2) Joint construction of a text (3) independent construction of a text.

Table 5

Stages: Genre approach

| | |
|--|---|
| 1. Modeling a text | Students analyze the text model based on its structure |
| 2. Joint construction of a text | Students generate ideas about how their text will be constructed considering grammatical structures, vocabulary, and expressions. |
| 3. Independent construction of a text | Students create their composition understanding the characteristics of a specific genre. |

Note. Adapted from “Second Language Writing”, by K. Hyland, 2003, Cambridge Language Education

GENERAL OBJECTIVE

- To analyze the impact of automated evaluation on the development of learners’ writing skills.

SPECIFIC OBJECTIVES

- To identify the automated evaluation tools for writing purposes.
- To implement automated evaluation to improve writing.

- To determine the effectiveness of automated evaluation in students' writing skill development.

1.1.1 Fulfillment of the objectives

To begin with, the first objective was fulfilled since the researcher identified the best AWE systems and provided them with a description by carrying out an exhaustive examination of papers and research from different sources. In this case, the researcher included the following automated systems on the theoretical framework: Grammarly, Hemingway Editor, ProWritingAid, and Virtual Writing Tutor. Additionally, the researcher described each tool by explaining their significance in terms of improving writing and the aspects they assessed by providing instant feedback or scores.

Secondly, to accomplish the second objective the researcher implemented Virtual Writing Tutor into the six interventions that sought to improve email, article and story writing. Therefore, six lessons focused on the usage of VTW were created. During the interventions students had to create a composition and then paste it into the system in order to check the given feedback which means that students produce 6 compositions. During the implementation of VWT students were aware of their mistakes because VWT provide them with instant feedback explaining why some words are marked as errors.

Finally, the last one was achieved by employing the pre-test and post-test from the writing section of the PET exam which comprised email, article and story writing. They were evaluated using the rubric provided by Cambridge that included four criteria: content, language achievement, organization and language. Then, the results obtained were carefully analyzed and compared to determine if there was a positive impact after the treatments. Additionally, the Wilcoxon was applied in order to reject or accept the alternative hypothesis.

CHAPTER II

METHODOLOGY

2.1 Materials

The development of this research required the employment of different resources. For instance, human and economic resources were used as well as materials. Human resources comprised students from third semesters who were the participant and the direct beneficiaries of this research and the research tutor who was the teacher in charge of verifying and guiding the research process. Economic resources involved the money devoted to carrying out the research in this case the researcher printed different resources and created some of them manually. Finally, materials such as laptops, mobiles, and projectors were used since the research was focused on technology integration.

2.2 Methods

2.2.1 Research approach

Quantitative Approach

This research relies on the quantitative approach. The Quantitative approach is aimed at providing researchers with a compilation of statistical data to corroborate the validity of a hypothesis. According to Apuke (2017), the quantitative approach “involves the utilization and analysis of numerical data using specific statistical techniques” (p.41). Hence, this investigation will use statistical data to measure the effectiveness of the automated evaluation in a group of students by analyzing the numerical results obtained from the pre-test and post-test. The analysis of the data that will be collected will help the researcher to conclude by providing consistent and reliable results. Additionally, Mohajan (2020) pointed out that “in quantitative research statistical, mathematical or computational techniques are applied to obtain the accurate results” (p.3). For that reason, this research embraced numerical data that was represented in graphs, percentages, and statistics. Fundamentally, this research is quantitative since the effect of the AWE system on writing skills will be measured using numerical data. Therefore, the conclusions were obtained by the exhaustive analysis of reports provided by tabulation and graphs.

2.2.3 Type or Level of Research

Exploratory Research

The objective of exploratory research is to get new perspectives into a phenomenon; it is used when there are little or no previous studies to which information may be referred (Akhtar, 2016). Hence, this research was exploratory since few authors have addressed writing problematics using AI technology which suggests an innovative way to deal with writing composition deficiencies. Moreover, most research are focused on Grammarly since it is considered a promising tool; however, the exploration of another tool is necessary to provide teachers with more instruments to ensure knowledge. This investigation intended to analyze the features of Virtual Writing Tutor an AWE system that has not been studied in deeply.

Correlational Research

Correlational designs are techniques in quantitative research in which researchers employ correlational analysis to determine the degree of relation between two or more variables (Creswell, 2012). The present research was correlational since it intended to portray or establish a relationship between the two variables under study automated evaluation and writing skills. Therefore, it measured automated evaluation influence on writing skills.

2.2.4 Research design

Pre experimental

A pre-experimental study design examines the influence of an independent variable that is anticipated to cause a change in one or more dependent groups. There is no control group in this sort of experimental research design (Silcocks, 2009; Zubair, 2022). Thus, a pre-experimental design was employed in this investigative work since it could demonstrate the efficacy of automated evaluation by implementing a pre-test before the treatment and then a post-test to verify if there is any improvement in students' writing skills. Firstly, a pre-test was employed to test students' writing composition abilities. Secondly, a treatment was implemented since students were familiarized with Virtual Writing Tutor during their lessons. Therefore, 6 interventions of 60 minutes will be

applied. Finally, a post-test was applied to confirm the stated hypothesis. There was no control group since the intervention would be for just one group. In this case, students enrolled in the writing course of the third semester from the major Pedagogía de los Idiomas Nacionales y Extranjeros.

2.2.5 Techniques/tools

This research will be carried out by employing an experiment using a pre-test and a post-test taken from a standardized test from Cambridge known as PET (Preliminary English Test), this test comprises four segments reading, writing, listening, and speaking. The reading section evaluates students' understanding of the main points from different texts and encompasses six parts consisting of 32 questions. Part 1 holds multiple choice questions that require students to identify the main message of the passage, part 2 comprises matching questions that ask students to match the people according to their descriptions, and part 3 involves multiple choice questions that need candidates to read passages for a detailed comprehension, part 4 included gapped text questions where the candidate read long passages with specific deleted sentences, part 5 involves multiple choice cloze that requires students to choose the correct words to complete a test, and part 6 contains open cloze questions that require students to complete gaps. The overall section lasts 45 minutes.

The writing section assesses pupils' correct usage of vocabulary and grammar and contains two parts consisting of two questions. Part 1 asks students to reply to an email by writing 100 words and part 2 requires students to choose between writing an article or a story in 100 words. In this case, the overall section lasts 45 minutes; thus 22 minutes could be destined for each part.

The listening section evaluates students' comprehension of spoken material such as announcements and discussion and includes 4 parts consisting of 25. Part 1 includes multiple choice questions that require students to identify key information of short audios, part 2 contains multiple choice questions that require candidates to identify the main idea, part 3 involves gap fill questions where students must complete six gaps, and

part 4 comprises multiple choice questions that require students to listen to an interview and identify opinions. The overall section lasts 30 minutes.

Finally, the speaking section assesses pupils' ability to speak accurately by asking questions and embraces 4 parts. Part 1 comprises an interview where students have to answer some personal information, part 2 consists of an interview where candidates have to describe a photograph, part 3 includes a discussion where candidates need to give suggestions and negotiate an agreement, and part 4 involves a general conversation about different topics. The overall section lasts 12 minutes.

Considering that this research evaluates writing performance. The researcher chose the writing section to constitute the pre and post-test (see annex 2). This test provided the researcher with the information needed to prove if there is an improvement in writing skills when applying automated evaluation. The test evaluates three writing genres: email, article, and story. Firstly, email writing required candidates to reply to an email focusing on four key points by demonstrating their ability to handle language functions. Secondly, the article asked students to organize their writing according to its layout. Thirdly, the story requested pupils to create a composition using a sentence provided as its opening. The writing section was evaluated using an assessment scale containing four criteria: content, communicative achievement, organization, and language (see annex 3).

Content refers to the accurate accomplishment of the task's requirements. Communicative achievement deals with conventions of the communicative task; thus, it tests if the candidate's writing was appropriate according to the task considering such aspects as genre, format, register, and functions. Organization involves the logical compositions' arrangement by verifying the usage of linking words and cohesive devices. Lastly, language comprises grammar accuracy as well as a range of vocabulary according to the context given. It is worth mentioning that the pre-test and post-test last 90 minutes, attributing 30 minutes to each composition.

2.2.6 Data collection procedure

To launch into the data collection, the researcher introduced herself, gave a brief explanation about the project, and provided the instructions pupils must follow to complete the pre-test. Then the pre-test was distributed for its development, and it was clearly stated that each part lasts 30 minutes. It must be noted that the researcher explained each part sequentially according to the three parts presented in the test and set up a chronometer to promote time awareness. Therefore, each explanation occurs every 30 minutes.

Then six days were destined for the interventions which comprised six lessons intended to improve e-mail, article, and story writing using automated evaluation. A genre-based approach was used to support the researcher's lesson planning by employing 5 stages to elaborate the lesson plan. It comprised the following aspects context building, modeling, and deconstructing the text, Joint construction of the text, independent construction text, and feedback and error correction using VWT. Indisputably, six days were divided to improve each genre. Hence two days were employed to teach how to write and reply to an e-mail, two days to instruct the procedure of how to write an article, and two days to explain how to write and story.

The first lesson lasted 2 hours. In this case, it was intended to introduce an e-mail writing format and VTW tutor. The objective was to reply to an e-mail using the correct format. For that reason, the teacher explained the different elements when replying to an email emphasizing the answer to certain key points that required students to use a wide range of functions. In addition, the researcher introduced VWT explaining how it should be used in order to obtain composition feedback, writing level, and writing improvement. The teacher used a OneDrive folder in order to obtain evidence from the feedback previously given by VWT. For instance, students took screenshots from the system and uploaded them into the folder. Moreover, the teacher asked students to fill in a table related to VWT linguistic features, they had to fill in the table using the previous data given by the system and identify the kind of error.

The second lesson lasted two hours. It was expected to explain different linking words and expressions that could be introduced in email writing using a model or example of a well-structured email. For instance, the researcher exhibited the importance of using linking words within their compositions and exposed multiple linking words according to their function such as adding comments, contrasting ideas, exemplifying, and so on. Moreover, expressions used in email writing were presented emphasizing their importance in conveying different messages such as giving comments, suggesting ideas, offering help, and more. The teacher provided students with a prompt and asked students to write and email using the expressions and linking words already presented. At the end, students uploaded their writing in VWT took a screenshot of the results, filled in the table about VWT linguistic features, and uploaded all that information into the OneDrive folder.

The third lesson lasted 1 hour. It aimed to describe the format of article writing. In this case, the researcher presented a model in order to analyze how each part of article writing is arranged and elucidated the importance of each component of article writing that involved title, introduction, body, and conclusion. Additionally, the researcher explained how each step should be developed following certain steps to answer a prompt. The researcher provided students with a prompt and asked students to develop a composition taking into account the format previously presented. Once students finished, the teacher required students to upload their writing in VWT and fill in the table about VWT linguistic features. Finally, the teacher asked students to upload that information into the OneDrive folder.

The fourth lesson lasted 1 hour. Its objective was to introduce expressions that could be used in each article component. For instance, the researcher presented a model and asked students to identify some expressions that could be used in the article. Therefore, the researcher exhibited different expressions according to different functions that article writing requires, such as involving the reader, giving opinions, making recommendations, etc. Then, students wrote an article using a prompt provided by the researcher. Finally, students upload their results and the table regarding the linguistic features of VWT into the OneDrive folder.

The fifth lesson lasted 1 hour and was destined to introduce story writing. Therefore, the researcher exhibited a model and ask students to analyze it and try to deduce the format. Then the researcher explained how a story is constituted explaining how each story component should be developed. In this case, the researcher elucidated that story comprises four parts title, exposition, action, and resolution giving clear examples of how each part should be addressed. Later, the researcher asked students to answer a prompt and create their story considering the format already given. Subsequently, students wrote their compositions and upload their results as well as the table in the OneDrive folder.

The sixth lesson lasted 1 hour. It aimed to explain the expressions and tenses used in story writing. For instance, the researcher explained that certain expressions could be used in a story to catch readers' attention by increasing suspense and interest. Additionally, the researcher pointed out that a story should be written using different tenses, such as past simple, past progressive, and past perfect in order to make the story more attractive. Therefore, students were asked to write a story taking into account the recommendations already given. Students wrote their stories and uploaded their evidence in the OneDrive folder.

Finally, students took the post-test regarding the B1 Preliminary writing section based on the correct development of an email, article, and story. For instance, students demonstrated what they have learned in the previous lessons. The researcher gave students 90 minutes to complete it and set up a chronometer in order to develop each part sequentially.

2.2.7 Population

This research was carried out at Universidad Técnica de Ambato where the participants were 36 students from the third semester enrolled in the writing subject from the major of Pedagogía de los Idioma Nacionales y Extranjeros (PINE). Sampling is the procedure of choosing an appropriately representative group of people from the target population (Majid, 2018). Therefore, the sample was chosen in a non-probabilistic mode since it was considered to include participants who were enrolled in Writing I, it was supposed that they already possess knowledge about writing conventions. Moreover,

students from Writing I were chosen because of the benefits VWT may offer them in terms of improving their writing and providing them with a tool that could correct their mistakes by giving effective feedback. Therefore, they would be able to recognize their mistakes, correct them and be aware of their weaknesses and strengths when writing compositions.

Table 6

Population

| Population | Number of students | Percentage |
|-------------------|---------------------------|-------------------|
| Female | 26 | 72,22% |
| Male | 10 | 27,78% |
| Total | 36 | 100 % |

Note. Information taken from students from the third semester at Universidad Técnica de Ambato.

2.3 Hypothesis

- **H0:** The use of automated evaluation does not have a positive impact on the development of learners' writing skills.
- **H1:** The use of automated evaluation has a positive impact on the development of learners' writing skills.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter exhibits the analysis and interpretation of the data gathered from the pre-test and post-test that were implemented to 36 students enrolled in the WRITING I course at Universidad Técnica de Ambato. For instance, the information was presented in tables according to the parts involved in the B1 Preliminary writing section which are email, article and story considering that each part was evaluated using the four criteria content, communicative achievement, organization, and language. Subsequently, the results obtained were cautiously analyzed and compared.

Therefore, the hypothesis was verified by implementing statistic tests. First of all, descriptive statistics were applied in order to know the average of the results obtained in the pre-test and post-test taking into account the parts it comprises. Secondly, inferential statistics was applied using a test of normality to determine if there was a normal distribution of the data obtained and verify if it was possible to work with Kolmogorov Smirnov or Shapiro-Wilk. Therefore, Shapiro Wilk was chosen because the population comprised a small group of 36 students. Overall, the normality test helped the researcher to select the appropriate statistical tests to obtain accurate and relevant results.

Lastly, a non-parametrical test was implemented in order to accept or reject the hypothesis already established. This stated that if the p-value is less than 0,05 the null hypothesis should be automatically rejected and assume that there is enough data to support the alternative theory. Therefore, these results obtained may suggest that the treatment or intervention applied had a significant impact on the four variables evaluated.

3.1.1 Pre -test results

Table 7

Pre-test results

| Writing Section Parts | Content | Communicative Achievement | Organization | Language | Score/ 20 | Score / 10 |
|------------------------------|----------------|----------------------------------|---------------------|-----------------|------------------|-------------------|
| Part 1: Email | 2,94 | 3,22 | 3,02 | 2,86 | 12,04 | 6,02 |
| Part 2: Article | 2,95 | 2,94 | 2,86 | 2,81 | 11,56 | 5,78 |
| Part 3: Story | 2,69 | 3,03 | 2,92 | 2,75 | 11,39 | 5,69 |

Note. This table displays the general results obtained from the pre-test taking into account the three parts.

Analysis and interpretation

According to the pre-test results, the writing section Part 1 (email) obtained an average score of 12.04 out of 20. In this criterion, communicative achievement was the best-scored criterion with 3.22 out of 5, followed by the organizational criterion with 3.02 out of 5. Language was the lowest scoring criterion with an average score of 2.86 out of 5. This indicates that students possessed multiple flaws regarding the choice of proper vocabulary, grammatical structures, and spelling. On the other hand, the results suggest that students have used some conventions to attract readers attention in their email compositions.

In the writing section Part 2 (article), the participants also obtained an average score of 11.56 out of 20. The content criterion was the best scored with an average score of 2.95 out of 5, while the language criterion was the worst scored with an average score of 2.81 out of 5. This elucidates that student presented multiple problems in vocabulary usage, grammatical forms, and spelling. Whereas students exhibit satisfactory performance in terms of content since they follow the instructions presented in the prompt by including most of the requirements.

Finally, for the writing section Part 3 (story), the participants obtained an average score of 11.39 out of 20. The communicative competence criterion was the best-scored criterion with an average of 3.03 out of 5, followed by the organization criterion with 2.92 out of 5. The content criterion received an average score of 2.69 out of 5, while linguistic competence received the lowest score with an average of 2.75 out of 5.

Overall, participants in the pre-test demonstrated average writing skills in all three sections assessed. The results suggest that participants have a greater command of content and organization but may need to improve their language skills for more effective communication.

3.1.2 Post-test results

Table 8

Post-test results

| Writing Section Parts | Content | Communicative Achievement | Organization | Language | Score/ 20 | Score / 10 |
|----------------------------------|----------------|----------------------------------|---------------------|-----------------|------------------|-------------------|
| Part 1: Email | 4,44 | 4,36 | 4,39 | 3,97 | 17,16 | 8,58 |
| Part 2: Article | 3,78 | 3,94 | 3,97 | 3,86 | 15,55 | 7,78 |
| Part 3: Story | 3,92 | 3,83 | 4,00 | 3,75 | 15,5 | 7,75 |

Note. This table exhibits the general results obtained from the post-test taking into account the three parts.

Analysis and interpretation

Regarding the post-test results, in the first writing part corresponding to email writing the average was 17.16 out of 20. For instance, the content was the best-scored criterion with 4,44 out of 5 followed by organization with 4,39 out of 5, the lowest score obtained was from the language criterion which corresponded to 3,97. In this task, students scored very close to perfect in terms of content, communicative achievement, and organization, although the language score was a bit lower. Overall, it can be said that students did an outstanding job in this section.

In part 2, where students were asked to write an article the scores were lower compared to Part 1. Students scored an average of just over 15.5 out of 20, indicating that there were certain areas in need of improvement. While they managed to score high in organization with 3,97 and communicative achievement with 3,97, the score in content and language was inferior with 3,86 and 3,78. This suggests that students did a marvelous job in terms of adding a variety of linking words and cohesive devices in their composition and using the correct format as well as expressing functions. However, students could improve their ability to follow instructions and use proper grammatical structures and complex vocabulary.

In the third part, students had to write a story and obtained scores similar to the second part. Its average score was 15, 5 out of 20. Hence, the organization obtained the highest score with 4 out of 5 followed by content with 3,92. Whereas, the communicative achievement and language criteria were the lowest with 3,83 and 3,75. Although students improved their rating in content and organization compared to the article section, they still need to improve in the use of language. The results suggest that students need to work on their ability to use language effectively in storytelling.

In conclusion, the lowest scores were obtained in the article and story sections, while the email section stood out for scoring high overall. The results obtained per each criterion by the students in the writing section indicate that their performance is excellent in some areas, but they need to improve in other areas. The emphasis on organization and communicative achievement is evident, but they need to work on content and language to achieve higher scores. The results indicate that students should pay attention to language development and the structure of their writing.

3.1.3 Comparative results pre-test and post-test

Table 9

Comparative results pre-test and post-test

| Writing Section | Criteria | Pre-test | Post-test | Difference |
|------------------------|-----------------|-----------------|------------------|-------------------|
| Parts | | results | results | |
| Part 1: Email | Content | 2,94 | 4,44 | 1,5 |

| | | | | |
|------------------------|----------------------------------|--------------|--------------|-------------|
| | Communicative Achievement | 3,22 | 4,36 | 1,14 |
| | Organization | 3,02 | 4,39 | 1,37 |
| | Language | 2,86 | 3,91 | 1,05 |
| Total | | 12,04 | 17,16 | 5,12 |
| Part 2: Article | Content | 2,95 | 3,78 | 0,83 |
| | Communicative Achievement | 2,94 | 3,94 | 1 |
| | Organization | 2,86 | 3,97 | 1,11 |
| | Language | 2,81 | 3,86 | 1,05 |
| Total | | 11,56 | 15,55 | 3,99 |
| Part 3: Story | Content | 2,69 | 3,92 | 1,23 |
| | Communicative Achievement | 3,03 | 3,83 | 0,80 |
| | Organization | 2,92 | 4,00 | 1,08 |
| | Language | 2,75 | 3,75 | 1 |
| Total | | 11,39 | 15,5 | 3,66 |

Note. This table shows the comparison between the two scores obtained from the pre-test and post -test

In the first section regarding email, it can be noted that, in general, the post-test scores are significantly higher than the pre-test scores in every aspect since there was a difference of 5,12 points between the total averages. Particularly in the email section, the scores on each criterion have improved significantly. For instance, the communicative achievement score has improved leading to a difference of 1,5 points, indicating that students are improving in their ability to use conventions in their composition by considering the format, register, and function it comprises. It is worth mentioning that organization and content have improved significantly on the post-test compared to the pre-test since there was a difference of 1, 37, and 1,14 compared with the previous results from

the pre-test. Additionally, there was a low but significant difference of 1,05 in language. Therefore, each criterion presented an improvement in different ranges.

In the second section of the exam (Part 2: Article), the overall score on the post-test is higher than that of the pre-test since there was a difference of 3,99 points. However, the improvement in scores is not as significant as in the email section. In this case, organization criteria show a better improvement with 1,05 of difference suggesting that students started using effectively cohesive devices and linking words. On the other hand, the criteria that were less developed were content with a difference of 0,83 implying that students need to work on paying attention to the instructions presented in the prompt and its format.

The third part of the exam (Part 3: story) also shows significant improvement in post-test results compared to the pre-test. Hence, the most significant difference was evidenced in the content criteria with a difference of 1,23 followed by an organization with a difference of 1,11. On the other hand, the less visible changes were represented by language with a difference of 1 point and communicative achievement with a difference of 0,80. In this section, students scored higher on every criterion, especially in story organization and content. Despite the improvement, students need to work on effective use of language in writing and correct implementation of conventions considering the format according to the genre and style.

Considering the difference between the pre-test and post-test corresponding to each part. It can be concluded the post-test score is significantly higher than that of the pre-test. This suggests that students have improved their writing skills after the interventions. Although the improvement is significant, students still need to work on the effective use of language in writing, especially in the article section.

3.2 Verification of the hypothesis

Having a phase of experimentation and interventions in a determined time within the research, the researcher proceeded with the verification of the hypothesis, for this process the Wilcoxon statistic was taken into account as the most adequate to verify the whether to accept or reject the alternative hypothesis.

Within the research two hypothesis were established as follows:

Null hypothesis

- **H0:** The use of automated evaluation does not have a positive impact on the development of learners' writing skills.

Alternative hypothesis

- **H1:** The use of automated evaluation has a positive impact on the development of learners' writing skills.

Table 10

Test of Normality

| | Tests of Normality | | | | | |
|--------------------|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| writing_I_po st | ,098 | 36 | ,200* | ,976 | 36 | ,022 |
| email_post | ,198 | 36 | ,001 | ,898 | 36 | ,003 |
| article_post | ,158 | 36 | ,023 | ,954 | 36 | ,036 |
| story_post | ,133 | 36 | ,107 | ,920 | 36 | ,013 |

Note. This table presents the test of normality

For this research, the normality test was applied in order to determine if the data sample fits a normal distribution. The normal distribution is known for its symmetrical shape and central peak and is fundamental in statistical analysis and the application of inferential methods. In terms of verifying the normality of the sample in this research, assumptions and statistical techniques that are based on this distribution, such as hypothesis testing and regression analysis, can be used.

For this experimentation, which involved a population of 36 students, the Shapiro-Wilk test, which compares the values observed in the sample with the expected values under the hypothesis of normality, is considered appropriate. In this case, since the

observed values conform sufficiently well to the normal distribution, the normality hypothesis is accepted; otherwise, it is rejected.

Having values in the Sig, (p-value) less than 0.05 are considered acceptable values for normality, which is corroborated by the calculation of the Wilcoxon statistic.

Table 11

Related-sample Wilcoxon signed rank

| | | Ranks | | |
|-----------------------------------|----------------|-----------------|-----------|--------------|
| | | N | Mean Rank | Sum of ranks |
| writing_I_post - writing_I_pre | Negative Ranks | 1 ^a | 1,00 | 1,00 |
| | Positive Ranks | 35 ^b | 19,00 | 665,00 |
| | Ties | 0 ^c | | |
| | Total | 36 | | |
| email_post - email_pre | Negative Ranks | 0 ^d | ,00 | ,00 |
| | Positive Ranks | 35 ^e | 18,00 | 630,00 |
| | Ties | 1 ^f | | |
| | Total | 36 | | |
| article_post - article_pre | Negative Ranks | 1 ^g | 1,50 | 1,50 |
| | Positive Ranks | 35 ^h | 18,99 | 664,50 |
| | Ties | 0 ⁱ | | |
| | Total | 36 | | |
| story_post - story_pre | Negative Ranks | 1 ^j | 1,50 | 1,50 |
| | Positive Ranks | 34 ^k | 18,49 | 628,50 |
| | Ties | 1 ^l | | |
| | Total | 36 | | |

Note. This table shows the related-sample Wilcoxon signed rank

Analysis and Interpretation

The table shows that the entire population consisting of 36 students have been intervened, where it is evident that there is 1 negative rank in the general writing activities and article writing; 35 positive ranks where the post test scores are better than the pre-test, or tie values; in the email activity there are 35 positive values where the students, after having carried out the experimentation, surpassed the pretest values; and a tie value where the experimentation did not alter the student's grade. Whereas, in story writing there was

1 negative value and 34 positive values in the difference of scores, indicating that on average the post-intervention score was higher than the pre-intervention score. Therefore, it is concluded that the experimentation carried out and the proposed interventions gave positive results in the entire study population.

Table 12

Test Statistics

| Test Statistics | | | | |
|------------------------|---|---------------------------|-------------------------------|---------------------------|
| | writing_I_po st - writing_I_pr e | email_post - email_pre | article_post - article_pre | story_post - story_pre |
| Z | -5,219 ^b | -5,169 ^b | -5,223 ^b | -5,149 ^b |
| Asymp. Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 |

Note. This table exhibits the test statistics to rejects or accept the alternative hypothesis

Analysis and Interpretation

Finally, the statistical test shows that having a calculated P value lower than the standard P value of 0.05, automatically rejects the null hypothesis H0: “The use of automated evaluation does not have a positive impact on the development of learner's writing skill”. and accepts the alternative hypothesis H1 which is “The use of automated evaluation has a positive impact in the development of learner's writing skill”; concluding that this type of strategy used in the classroom allows students to significantly improve their writing skill.

3.3 Discussion

This research examined the impact of automated evaluation on the development of writing skills. Additionally, it aimed to determine its effectiveness as a medium to improve students' writing performance by giving instant feedback. Hence, Virtual Writing Tutor was implemented in order to verify if there was an improvement before and after its usage. The results obtained are discussed as follows:

Firstly, the data indicates that after implementing Virtual Writing Tutor, students' writing performance was intensified considering the results gathered from the pre-test and post-test. Therefore, the results revealed that AWE systems could be magnificent tools in terms of improving writing skills, providing instant feedback, and helping instruction since students exhibited fewer errors in the post-test. Previous studies have stated that AWE tools support students writing performance development by allowing them to be aware of their mistakes giving them the opportunity to reformulate their errors and understand them considering the feedback previously given by the system (Parra & Calero, 2019). Automated evaluation tools impact both learning and teaching since they allow teachers to create personalized lessons based on their students' necessities and encourage learners to be more confident about their compositions before handing out their final product (Huang, 2020). AWE tools support and enhance self-regulated learning where students are monitoring their learning looking for self-improvement (Qassemzadeh & Soleimani, 2016).

Secondly, Virtual Writing Tutor provided students with significant explicit feedback that led students to improve their grammar, spelling, punctuation, capitalization, and choice of words; subsequently, they had a big progression in terms of accuracy. These results match with recent studies indicating that instant feedback allows students to internalize their knowledge to avoid mistakes that could prejudice their writing quality (Geng & Razali, 2022). AWE systems have a significant effect on students' specially when considering such factors as grammar, vocabulary, and mechanics (Huang, 2020). Like (Sanosi, 2022) described its pivotal to integrate AWE tools in writing instruction

for the long term since it allows students to develop writing accuracy by allowing them to correct minor and complex errors.

All in all, the results of this research corroborated that the AWE program Virtual Writing Tutor promotes students' writing skills by providing them with instant feedback that could be useful in terms of giving students the chance to reflect on the errors they have been committing; thus, it gave students the autonomy to correct their mistakes without teacher's feedback. However, it is important to point out that teachers' guidance is essential when integrating AWE tools since they compensate for their limitations. Emphasizing that AWE tools are great resources to complement the class but they could never replace teachers' feedback since it comprises the act of clarifying doubts and suggesting things that go beyond the aspect that could be analyzed by AWE systems such as organization and content.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research was carried out to analyze the effects of automated evaluation on students' writing performance. Therefore, after a cautious analysis of bibliographic and numerical data, it can be concluded that:

- Grammarly an AI-powered suggestion tool was identified since it evaluates six aspects spelling, grammar, style, punctuation, tone, and vocabulary enhancement (Fahmi & Rachmijati, 2021). Additionally, it can be linked with Microsoft Office in order to obtain more benefits. Another tool is Hemingway Editor, an automated tool that is merely based on writing improvement in terms of readability since it aims to make the text more understandable (McNulty, 2023; Curran, 2017). On the other hand, ProWritingAid cataloged as a tool that assesses 16 language features and assists writers by providing editing functions (Nasution & Fatimah, 2018)¹. Finally, Virtual Writing Tutor an AWE tool that comprises different options that seek to improve writing quality. In this case, it includes such options as improved writing, check score, check level, and so on.
- Automated evaluation was implemented to improve students' writing skills using a pre-experimental design. According to Zubair (2022) in a pre-experimental study design, the effect of an independent variable that is expected to impact one or more dependent groups is examined. Hence, Virtual Writing Tutor was chosen as the tool to be implemented during the six interventions where students had to write one composition per day and pasted it into VWT to visualize the feedback provided by the tool.
- The integration of Virtual Writing Tutor was effective in terms of developing students writing skills because students had a significant progression in each writing criterion. Cheng and Cheng (2008) expressed that AWE tools improve students' accuracy. This statement is valid since the post-test results showed that

students did an excellent job composing their writing since they were aware of the mistakes they have made previously. There was a difference of 5,12 points in email writing, a difference of 3,99 in article writing, and a difference of 3,66 in story writing which denotes that the interventions gave positive notable results.

4.2 Recommendations

After carrying out this study it is essential to mention the following recommendations:

- There are a variety of AWE tools that could be used according to the students' needs. However, teachers should consider using Virtual Writing Tutor since it gives consistent and concise feedback. Additionally, it comprises multiple options related to writing improvement, grammar accuracy, and the detection of artificial intelligence. Therefore, Virtual Writing Tutor could be used to complement writing instruction to improve writing quality and raise learners' autonomy.
- It is important to integrate automated writing evaluation into writing instruction since the development of writing skills requires accuracy and that aspect is merely developed by giving correct feedback that could be provided by different automated evaluation tools that are available on the Internet. Therefore, teachers should consider implementing AWE tools in class to maximize learning experiences as well as writing development.
- AWE tools indeed provide students with accurate and instant feedback that could enhance autonomy and awareness regarding certain mistakes. Therefore, they should be used just as a complement that enrich instructions due to teachers' feedback cannot be entirely replaced by technological resources especially when applying writing activities in the classroom.

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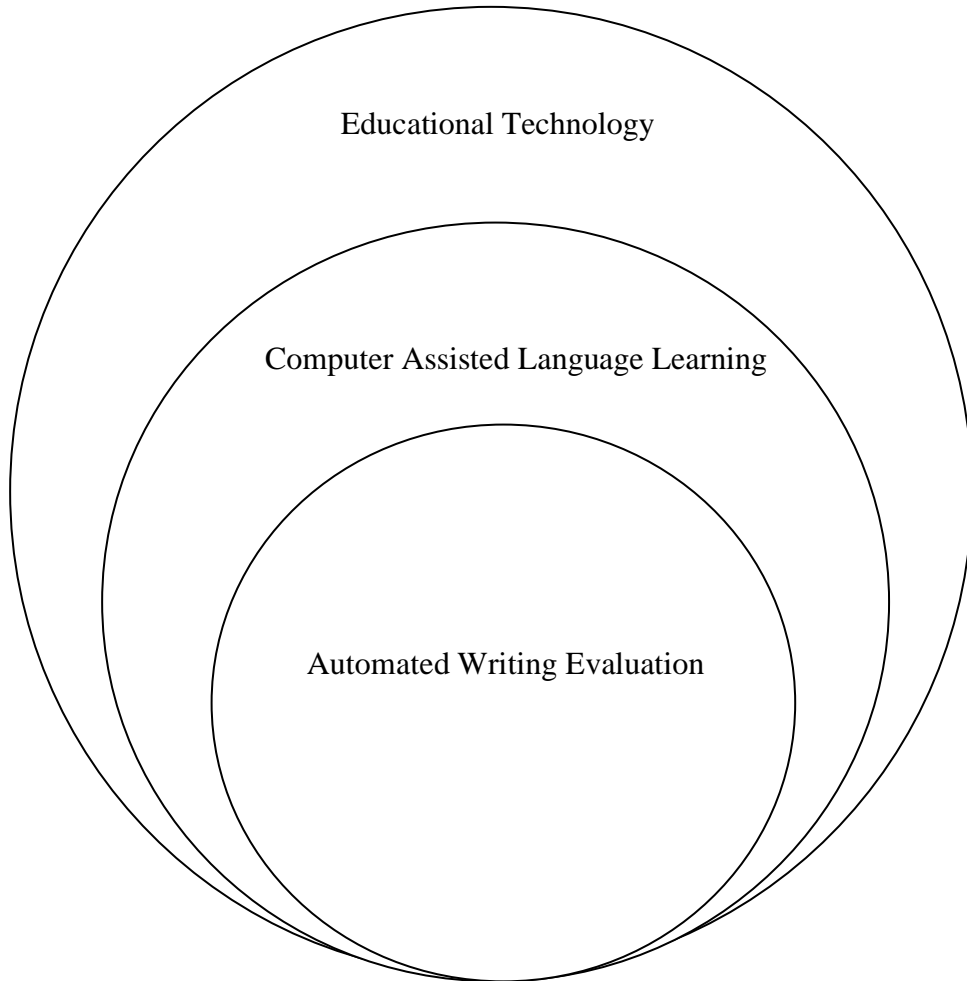
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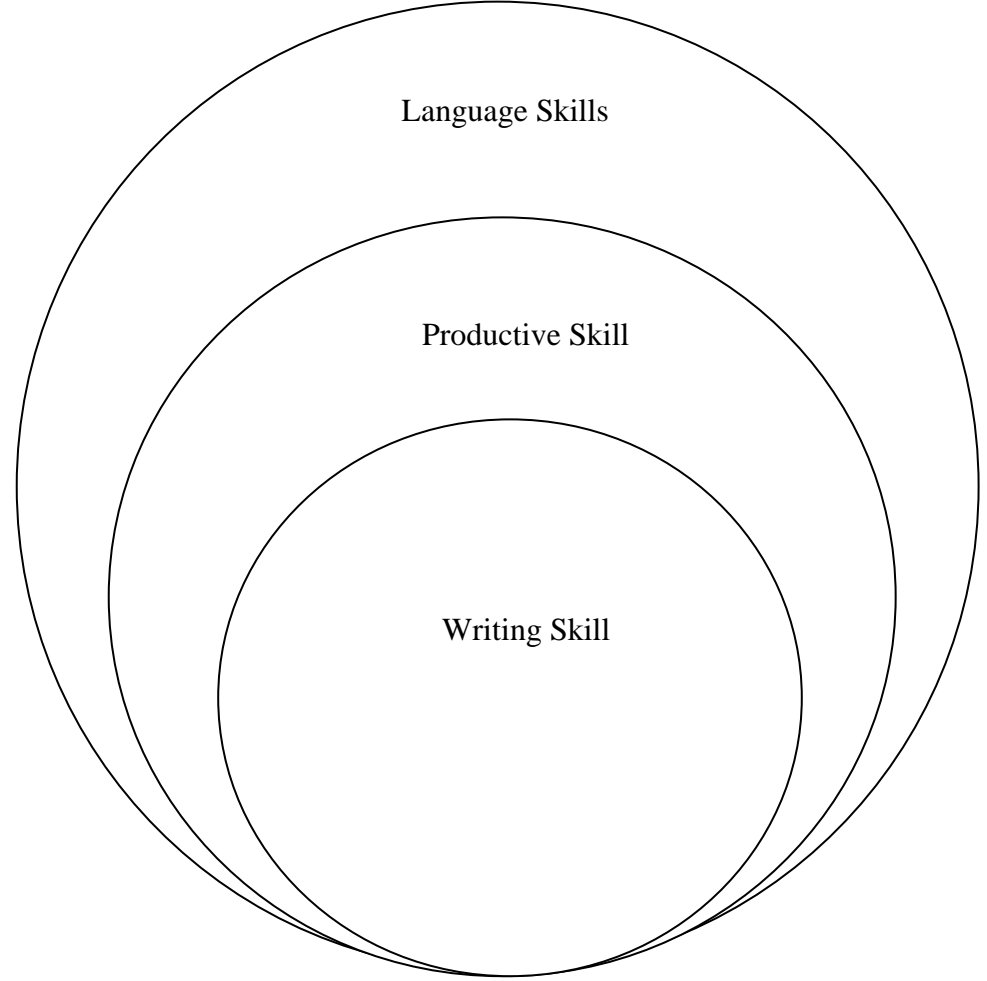
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ANNEXES

Annex 1: Key Categories



Independent Variable



Dependent Variable

Annex 3: Rubric for the Pre and Post-test

| B1 | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----|--|--|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas | Text is generally well-organized and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 4 | Performance shares features of Bands 3 and 5 | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 2 | Performance shares features of Bands 1 and 3. | | | |
| 1 | Relevance and misinterpretation of task may be present. Target reader is minimally informed. | Produces text that communicates simple ideas in simple ways. | Text is connected using basic, high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| 0 | Content is totally irrelevant. Target reader is not informed | | | |

Note. Writing Assessment Subscales. Taken from UCLES, 2020

Annex 4: Lesson Plans

LESSON PLAN: WRITING

| | | | | |
|---|---|--|------------------------------|--------------------------|
| Center Name: | Universidad Técnica de Ambato | | Date: | 19/ 01/ 2023 |
| Teacher: | Verónica Espinosa | | Lesson #: | 1 |
| Time: | 2 hours | | Level: | PINE 3 rd “A” |
| Methodology: Inquiry-Based Learning (5E Model Lesson) | | | | |
| Topic: E-mail composition: Introduction | | | | |
| Class profile / Number and level of learners | 41 students at the intermediate (B1) level. Age: 18-20 years old. | | | |
| Timetable fit | Students already know some writing formats. | | | |
| Main aim | At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Write an e-mail using the correct format and language. | | | |
| Subsidiary Aims | <ul style="list-style-type: none"> • Recognize the main elements of an e-mail. • Identify vocabulary related to e-mail writing. • Explain how an e-mail is structured. | | | |
| Assumptions | Students already possess little knowledge of e-mail formats. | | | |
| Anticipated problems | Students may find it difficult to remember the elements of an e-mail. | | | |
| Possible Solutions | The teacher will provide students with an infographic highlighting the main elements of an e-mail. | | | |
| Procedure | Stage aims. | Aids, material, and equipment | Interactions patterns | Timing |
| <p>The teacher divides students into 6 groups.</p> <p>The teacher displays some expressions that are used in e-mail writing and students must identify their functions.</p> <p><i>Ex. Hi Sebastián - Greeting</i></p> | <p>Engage: To introduce the topic.</p> | <p>PowerPoint</p> <p>https://docs.google.com/presentation/d/1XSruMDBI7VvJ8x6bzRbFUICr4onrFnd0/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> | Group work | 15 minutes |

| | | | | |
|--|--|--|--|-------------------|
| <p>They exhibit their answers on a paper board. The first group that raises its board wins.</p> <p>The teacher asks students if those expressions are related to a genre of writing. Therefore, students guess what the topic is going to be about.</p> | | <p>Paper Board.</p> | | |
| <p>The teacher asks students to work in groups of six.</p> <p>Every group is given a question and they should answer it by relying on diverse sources.</p> <p>Student's findings are written in Jamboard</p> | <p>Explore: To allow students to find their information.</p> | <p>Wheel of Names</p> <p>https://wheelofnames.com/fea-q43</p> <p>Jamboard</p> <p>https://jamboard.google.com/d/1P2Fiu9ZjMBCsUPZHpGNXcnqzoDOtEcm9RSIGEF2Sk/viwer</p> | <p>Groupwork</p> | <p>20 minutes</p> |
| <p>The teacher asks students to explain what they have written in Jamboard.</p> <p>The teacher explains what they have researched in detail.</p> <p>The teacher provides students with a disorganized e-mail that should be organized according to its format.</p> | <p>Explain: To give students the opportunity to explain what they have learned.</p> | <p>Jamboard</p> <p>PPT presentation</p> <p>https://docs.google.com/presentation/d/1zOaB95j1W3_yVPOY47uv6YRUAAAnQkG6i/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> <p>Worksheet</p> <p>https://docs.google.com/document/d/1cp9nP5UIBZ3I-O9uAzwhHc_6yIEVeeUl/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> | <p>Group-work</p> <p>Teacher-whole class</p> <p>Group work</p> | <p>30 minutes</p> |
| <p>The teacher asks students to reply to an e-mail.</p> | <p>Elaborate: To provide students the</p> | <p>PPT presentation</p> | | <p>40 minutes</p> |

| | | | | |
|---|---|--|------------------------|-------------------|
| <p>The teacher provides students with a prompt.</p> | <p>chance to put into practice their knowledge.</p> | <p>https://docs.google.com/presentation/d/1zOaB95j1W3_yVPOY47uv6YRUAAAnQkG6i/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> | | |
| <p>The teacher introduces VWT to their students and explains how it should be use in order to detect errors.</p> <p>The teacher asks students to upload their writing in Virtual Writing Tutor and take a screenshot of the results obtained.</p> | <p>Evaluate: To allow students to evaluate their writing compositions using Feedback & Error Correction/Virtual Writing tutor.</p> | <p>VWT (Virtual Writing Tutor)</p> <p>https://virtualwritingtutor.com/</p> | <p>Individual Work</p> | <p>15 minutes</p> |
| <p>The teacher requests students to complete a file regarding the errors that have been identified by Virtual Writing Tutor and correct them.</p> | <p>Homework: To give students further practice.</p> | <p>One Drive Folder</p> <p>WRITING I</p> | <p>Individual</p> | |

ANNEXES



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Improve Writing




Your text: Hi Peter, **thanks a lot** for writing back. **My friend** Francesco **has another plan** visiting you! It is my first camp. I would **like** to capture villains with Spiderman and Peter. **Since** you know Spiderman, he must be your friend. **Besides**, it would be great to meet **you**. **For** you **to** help **me** **capture** villains in the camp. **Also**, I'm going with friends from college, so we can be a support group and capture **them**. Finally, thank you for giving me the **opportunity** to be a hero of the camp and of the city. Once we capture **them**, we can make a delicious hamburger with french fries **to** celebrate our victory! See you later! Peter

Feedback: Hi Peter, **thanks you a lot** for writing back. **My friend** Francesco, visiting **the camp** looking forward to you! **This will be** is my first camp. I **like** would to capture villains with Spiderman **and** **to** help Peter you know Spiderman, he must be your friend, would be great to meet you **and** **help you** help villains **capture** in the camp. I'm **going with** **some** friends from college, so we can be a support group and capture **them** together. Finally, thank you for giving me the **opportunity** to be a hero of the camp and of the city. Once we capture **them**, we can make a delicious hamburger with french fries to celebrate our victory! See you later! Peter

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Word count: 110
Paragraph count: 5
Error count: 3
Error density: 3%

1. You wrote: ... I would like to capture villains with **Spiderman** and Peter. Peter you know Spiderman, he...

Feedback: Possible spelling mistake found
Error type: Possible Typo
Suggestion: Epidermal, Sideman, Epidemia

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2. You wrote: ...th Spiderman and Peter, Peter you know **Spiderman**, he must be your friend. Besides, it w...

Feedback: Possible spelling mistake found
Error type: Possible Typo
Suggestion: Epidermal, Sideman, Epidemia

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3. You wrote: ...erman, he must be your friend. Besides, **i** would be great to meet you. For you to ...

Feedback: This sentence does not start with an uppercase letter
Error type: Capitalization
Suggestion: I

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LESSON PLAN: WRITING

| | | | | |
|--|--|---|------------------------------|--------------------------|
| Center Name: | Universidad Técnica de Ambato | | Date: | 24/ 05/ 2023 |
| Teacher: | Verónica Espinosa | | Lesson #: | 2 |
| Time: | 2 hours | | Level: | PINE 3 rd “A” |
| Methodology: Genre- Based Approach | | | | |
| Topic: E-mail composition | | | | |
| Class profile / Number and level of learners | 41 students at the intermediate (B1) level. Age: 18-20 years old. | | | |
| Timetable fit | Students already know the format of an e-mail | | | |
| Main aim | At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Write a well-structured and cohesive e-mail | | | |
| Subsidiary Aims | <ul style="list-style-type: none"> • Implement a variety of linking words in their composition. • Use a wide range of vocabulary about e-mail writing • Analyze an e-mail by identifying its key content. | | | |
| Assumptions | Students already possess knowledge of e-mail formats and the expressions used within them. | | | |
| Anticipated problems | Students may find it difficult to respond to the key content of an e-mail- | | | |
| Possible Solutions | The teacher will provide students with a table of vocabulary used according to what they want to express (functions) | | | |
| Procedure | Stage aims. | Aids, material, and equipment | Interactions patterns | Timing |
| <p>Unscramble Game:</p> <p>The teacher exhibits different unscramble expressions used in e-mail writing.</p> <p>Students order the letters and form an expression.</p> <p>The teacher asks different questions in order to review</p> | <p>Context Building / Lead in: To introduce the topic.</p> | <p>Quizalize</p> <p>https://app.quizalize.com/view/quiz/email-expressions-45088d2a-201d-4efa-8b79-62665a6deb37</p> | <p>Groupwork</p> | <p>20 minutes</p> |

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| students' knowledge about email writing | | | | |
| <p>The teacher provides students with the prompt and the sample of what they are going to do.</p> <p>Students analyze the model and identify the different expressions used in an email.</p> | <p>Modeling and deconstructing the text - Analysis of the model text: To provide students with model of what they are going to produce.</p> | <p>Canva Presentation</p> <p>https://www.canva.com/design/DAFjG2ZtAuc/jWLObh9I5v3py_Tf7pbxjw/edit?utm_content=DAFjG2ZtAuc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> | Groupwork | 30 minutes |
| <p>The teacher asks students to focus on the different transitional words presented in the text</p> <p>The teacher explains in detail the different linking words that can be used in email writing. Additionally, explain different expressions according to their functions.</p> | <p>Joint construction of the text - Useful input: To provide students with the information they need to perform the activity.</p> | <p>Cardboard</p> <p>Markers</p> <p>PPT presentation</p> <p>https://docs.google.com/presentation/d/1I76IlkUVRaTTzygUHLfKJsZcwROUObfS/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> | | 10 minutes |
| <p>Brainstorming</p> <p>Students generate different ideas about each key point that should be replied.</p> | <p>Independent construction text -Planning/Preparation: To give students the opportunity to generate ideas.</p> | <p>Worksheet</p> <p>https://www.liveworksheets.com/bv3441363iu</p> | Individual | 20minutes |
| <p>The teacher asks students to write their compositions using their notes and provides support.</p> | <p>Independent construction text -Writing: To give students the</p> | <p>Canva Presentation</p> <p>https://www.canva.com/design/DAFjG2ZtAuc/jWLObh9I5v3py_Tf7pbxjw/edit?utm_content=</p> | Individual | 20 minutes |

| | | | | |
|--|---|---|------------|------------|
| | opportunity to write an email using the ideas already generated. | DAFjG2ZtAuc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton | | |
| <p>The teacher asks students to upload their writing in Virtual Writing Tutor and take a screenshot of the results obtained.</p> <p>The teacher requests students to complete a file regarding the errors that have been identified by Virtual Writing Tutor and correct them.</p> | <p>Feedback & Error Correction : To allow students to evaluate their writing compositions using Feedback & Error Correction/Virtual Writing tutor.</p> | <p>VWT (Virtual Writing Tutor)</p> <p>https://virtualwritingtutor.com/</p> <p>One Drive Folder</p> <p>WRITING I</p> | Individual | 20 minutes |

ANNEXES



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Word count: 140
Paragraph count: 5
Error count: 1
Error density: 7%

1. You wrote... I went near the Technical University of Amboise. My restaurant is big and comfortable...

Feedback: Possible spelling mistake found
Error type: Possible Typo
Suggestion: Ambois

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2. You wrote... I like. My restaurant has an appetizer, a main course, a main course, and a dessert...

Feedback: You need a definite article before the word main or an alternative to the adjective "main." Review: "the main course" or "an important course"

Error type: Article error
Suggestion: the main course, an important course

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3. You wrote... I went has an appetizer, a main course, a main course, and a dessert. I would like a...

Feedback: You need a definite article before the word main or an alternative to the adjective "main." Review: "the main course" or "an important course"

Error type: Article error
Suggestion: the main course, an important course

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4. You wrote... In my restaurant they always ask me for pizza. pizza is preferred by all the students...

Feedback: The article is missing before the noun: "a pizza", "the pizza", (ARTICLE)

Error type: Article and uncountable noun error
Suggestion: a pizza, the pizza

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These are all of the errors I could find. What would you like to do next?

Get New Grammar pages Check for plagiarism Try ProWritingAid Try Grammarly Turn off all feedback Post

Error analysis

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LESSON PLAN: WRITING

| | | | | |
|--|---|---|------------------------------|--------------------------|
| Center Name: | Universidad Técnica de Ambato | | Date: | 31/ 05/ 2023 |
| Teacher: | Verónica Espinosa | | Lesson #: | 3 |
| Time: | 1 hour | | Level: | PINE 3 rd “A” |
| Methodology: Genre-Based Approach | | | | |
| Topic: Article Writing | | | | |
| Class profile / Number and level of learners | 41 students at the intermediate (B1) level. Age: 18-20 years old. | | | |
| Timetable fit | Students already know the format of an article | | | |
| Main aim | At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Write a well-structured article using the correct format. | | | |
| Subsidiary Aims | <ul style="list-style-type: none"> • Identify the main components of an article. • Analyze how each article component is developed • Explain the requirements provided by the prompts given. | | | |
| Assumptions | Students already possess knowledge of article writing and the expressions used within them. | | | |
| Anticipated problems | Students may find it difficult to remember the format of an email | | | |
| Possible Solutions | The teacher will devote time to explaining the steps to follow article format correctly. | | | |
| Procedure | Stage aims. | Aids, material, and equipment | Interactions patterns | Timing |
| <p>Unscramble Game:</p> <p>The teacher exhibits an unscrambled game on the board.</p> <p>The teacher asks students to put the letters in order and discover what the topic is going to be about according to the words encountered.</p> | <p>Context Building / Lead-in: To introduce the topic.</p> | <p>Educaplay:</p> <p>https://www.educaplay.com/learning-resources/15099829-unscramble_game.html</p> | Teacher- Whole Class | 5 minutes |

| | | | | |
|---|--|---|-----------------------------|-------------------|
| <p>The teacher provides students with an example of an article.</p> <p>Students analyze the model and identify the parts of an article.</p> | <p>Modeling and deconstructing the text -Analysis of the model text: To provide students with a model of what they are going to produce.</p> | <p>PPT presentation</p> <p>https://docs.google.com/presentation/d/15oaB_0NIvD_LymX_rPepNMKjH_Mdy40K/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> | <p>Teacher- Whole Class</p> | <p>10 minutes</p> |
| <p>The teacher explains in detail the format of an article providing steps of how each part should be developed.</p> | <p>Joint construction of the text -Useful input: To provide students with the information they need to perform the activity (article writing)</p> | <p>PPT presentation</p> <p>https://docs.google.com/presentation/d/15oaB_0NIvD_LymX_rPepNMKjH_Mdy40K/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true</p> | <p>Teacher-Whole Class</p> | <p>10 minutes</p> |
| <p>Brainstorming</p> <p>Students generate different ideas about each question that should be answered.</p> | <p>Independent construction text - Planning/ Preparation: To give students the opportunity to generate ideas.</p> | <p>Paper</p> | <p>Individual</p> | <p>5 minutes</p> |
| <p>The teacher asks students to write their articles considering the correct structure and using the ideas they have already created.</p> | <p>Independent construction text - Writing: To give students the opportunity to write an article using the ideas already generated.</p> | <p>VWT (Virtual Writing Tutor)</p> <p>https://virtualwritingtutor.com/</p> | <p>Individual</p> | <p>20 minutes</p> |
| <p>The teacher asks students to upload their writing in Virtual Writing Tutor and take a screenshot of the results obtained.</p> | <p>Feedback & Error Correction: To allow students to evaluate their writing compositions using Feedback & Error</p> | <p>VWT (Virtual Writing Tutor)</p> <p>https://virtualwritingtutor.com/</p> | <p>Individual</p> | <p>5 minutes</p> |

| | | | | |
|---|--|---|--|--|
| <p>The teacher requests students to complete a file regarding the errors that have been identified by Virtual Writing Tutor and correct them.</p> | <p>Correction/Virtual Writing tutor.</p> | <p>One Drive Folder WRITING I</p> | | |
|---|--|---|--|--|

ANNEXES



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Error type: Contextual spelling errors
 Suggestion: watching

2. You wrote: ...ent? I can watching movies in the school and it is fantastic to be start here. I like...

Feedback: Use a comma before "ent" between two independent clauses.

Error type: Punctuation errors
 Suggestion: , and

3. You wrote: ...as are interesting and amazing, because every people always were happily. My favorite comedy...

Feedback: You have a problem with your number agreement. You have used "every" with a plural noun "people". Did you mean "every person"?

Error type: Number agreement error
 Suggestion: every person

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4. You wrote: ...ly movie is Ted. I know many people who ~~like~~ in series, for me, there is nothing bet...

Feedback: Possible spelling mistake found

Error type: Possible Typo
 Suggestion: action, option, caption, apt on

5. You wrote: ...like "Robinson Crusoe" because the big ~~big~~ of adventure stories with fascinating p...

Feedback: It looks like your verb "big" is the wrong form. Did you mean "big fan" or "I'm big faning"? (Verb Form 14)

Error type: Verb form error
 Suggestion: I big fan, I'm big faning

6. You wrote: ...in a huge screen with popcorn and etc. ~~if~~ it wasn't so expensive, I would go next...

Feedback: "if" at the beginning of a sentence usually requires a 2nd clause. Maybe a comma, question or exclamation mark is missing, or the sentence is incomplete and should be joined with the following sentence.

Error type: Fragment problem

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LESSON PLAN: WRITING

| | | | | |
|---|--|--|------------------------------|--------------------------|
| Center Name: | Universidad Técnica de Ambato | | Date: | 02/ 05/ 2023 |
| Teacher: | Verónica Espinosa | | Lesson #: | 4 |
| Time: | 1 hour | | Level: | PINE 3 rd “A” |
| Methodology: Genre-Based Approach | | | | |
| Topic: Article Writing | | | | |
| Class profile / Number and level of learners | 41 students at the intermediate (B1) level. Age: 18-20 years old. | | | |
| Timetable fit | Students already know the format of an article | | | |
| Main aim | At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Write a well-structured article using correct expressions. | | | |
| Subsidiary Aims | <ul style="list-style-type: none"> • Identify the expressions used in article writing. • Use a wide range of expressions and vocabulary related to article writing. • Explain how to enhance article writing quality. | | | |
| Assumptions | Students already possess knowledge of article writing and the expressions used within them. | | | |
| Anticipated problems | Students may find it difficult to start engaging in introductions. | | | |
| Possible Solutions | The teacher will devote time to explaining the techniques destined to start an engaging introduction. | | | |
| Procedure | Stage aims. | Aids, material, and equipment | Interactions patterns | Timing |
| <p>Game of the Goose:</p> <p>The teacher divides the class into two groups.</p> <p>The teacher exhibits a game related to expressions used in article writing and their function.</p> <p>Students must identify the functions according to the</p> | <p>Context Building / Lead-in:To introduce the topic.</p> | <p>Mobyty: https://mobyty.com/videojuego/educativo/?Id=319208</p> | Groupwork | 5 minutes |

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| expressions. The group that gets more points wins. The teacher asks students to guess what the topic is going to be about. | | | | |
| The teacher provides students with an example of an article. Students analyze the model and identify the expressions used in article writing. | Modeling and deconstructing the text -Analysis of the model text: To provide students with a model of what they are going to produce. | PPT presentation https://docs.google.com/presentation/d/15oaB_0NIvDLymX_rPepNMKjH_Mdy40K/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true | Teacher- Whole Class | 10 minutes |
| The teacher explains in detail the expressions used in article writing providing students with a wide range of expressions that could be used according to different purposes. | Joint construction of the text -Useful input: To provide students with the information they need to perform the activity (article writing) | PPT presentation https://docs.google.com/presentation/d/15oaB_0NIvDLymX_rPepNMKjH_Mdy40K/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true | Teacher-Whole Class | 10 minutes |
| Brainstorming Students generate different ideas about the topic that is going to be addressed. | Independent construction text - Planning/ Preparation: To allow students to generate ideas. | Paper | Individual | 5 minutes |
| The teacher asks students to write their articles considering the correct structure and expressions presented using the ideas they have already created. | Independent construction text - Writing: To give students the opportunity to write an article using the ideas already generated. | VWT (Virtual Writing Tutor) https://virtualwritingtutor.com/ | Individual | 20 minutes |

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| <p>The teacher asks students to upload their writing in Virtual Writing Tutor and take a screenshot of the results obtained.</p> <p>The teacher requests students to complete a file regarding the errors that have been identified by Virtual Writing Tutor and correct them.</p> | <p>Feedback & Error Correction: To allow students to evaluate their writing compositions using Feedback & Error Correction/Virtual Writing tutor.</p> | <p>VWT (Virtual Writing Tutor)</p> <p>https://virtualwritingtutor.com/</p> <p>One Drive Folder</p> <p>WRITING!</p> | <p>Individual</p> | <p>5 minutes</p> |
|--|--|---|-------------------|------------------|

ANNEXES



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2 The writer ... is going out to eat a sandwich but ... a couple of days a week ...
 Feedback: You are missing a preposition. Many prepositions are possible. However, "go out to" is "go out to" or "go out".
 Error type: Preposition missing error
 Suggestion: go to go to go to

Use Tutorial Text to Speech Report

3 The writer ... is taking ... because the book is ...
 Feedback: Use a comma before "and" between two independent clauses.
 Error type: Preposition missing
 Suggestion: and

Use Tutorial Text to Speech Report

4 The writer ... a movie ... if ...
 Feedback: Punctuate opening credits first.
 Error type: Punctuation error
 Suggestion: if ...

Use Tutorial Text to Speech Report

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5 The writer ... not. They want the ...
 Feedback: Punctuate opening credits first.
 Error type: Punctuation error
 Suggestion: not ...

Use Tutorial Text to Speech Report

6 The writer ... in the city ...
 Feedback: Punctuate opening credits first.
 Error type: Punctuation error
 Suggestion: in ...

Use Tutorial Text to Speech Report

There are 41 other tests you can try. What would you like to do next?

Get the Grammar guide Check for grammar Try Prepositions Try Conjunctions Turn on feedback Help

Enter an email

Active Windows

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LESSON PLAN: WRITING

| | | | | |
|---|--|--|------------------------------|--------------------------|
| Center Name: | Universidad Técnica de Ambato | | Date: | 07/ 06/ 2023 |
| Teacher: | Verónica Espinosa | | Lesson #: | 5 |
| Time: | 1 hour | | Level: | PINE 3 rd “A” |
| Methodology: Genre-Based Approach | | | | |
| Topic: Story Writing | | | | |
| Class profile / Number and level of learners | 41 students at the intermediate (B1) level. Age: 18-20 years old. | | | |
| Timetable fit | Students already know how to write an article. | | | |
| Main aim | At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Write a well-structured story using the correct format. | | | |
| Subsidiary Aims | <ul style="list-style-type: none"> • Identify the main elements of a story. • Analyze how each story component is correctly developed. • Examine the steps involved in story writing. | | | |
| Assumptions | Students already possess knowledge of story writing components. | | | |
| Anticipated problems | Students may find it difficult to remember the format of a story | | | |
| Possible Solutions | The teacher will devote time to explaining the steps to follow the story format correctly. | | | |
| Procedure | Stage aims. | Aids, material, and equipment | Interactions patterns | Timing |
| <p>Hangman Game:</p> <p>The teacher exhibits a hangman game about the title of some famous stories.</p> <p>The students should guess the titles using as clue certain emojis.</p> <p>At the end of the game, the teacher asks students about</p> | <p>Context Building / Lead-in: To introduce the topic.</p> | <p>LearningApps: https://learningapps.org/watch?v=pvf-fudra323</p> | Teacher- Whole Class | 5 minutes |

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| the similarities those stories share. | | | | |
| The teacher provides students with an example of a story. Students analyze the model and identify the format used in article writing. | Modeling and deconstructing the text -Analysis of the model text: To provide students with a model of what they are going to produce. | PPT presentation https://docs.google.com/presentation/d/1KpHwZPMYwUZ90s_m4lSQaxfSoK149d3p/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true | Teacher- Whole Class | 10 minutes |
| The teacher explains in detail the format used in story writing highlighting how each point should be addressed and providing detailed examples. | Joint construction of the text -Useful input: To provide students with the information they need to perform the activity (article writing) | PPT presentation https://docs.google.com/presentation/d/1KpHwZPMYwUZ90s_m4lSQaxfSoK149d3p/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true | Teacher-Whole Class | 10 minutes |
| Brainstorming Students generate different ideas about the topic that is going to be addressed. | Independent construction text - Planning/ Preparation: To allow students to generate ideas. | Laptop | Individual | 5 minutes |
| The teacher asks students to write their stories considering the correct format and following the tips given by the teacher. | Independent construction text - Writing: To give students the opportunity to write an article using the ideas already generated. | VWT (Virtual Writing Tutor) https://virtualwritingtutor.com/ | Individual | 20 minutes |
| The teacher asks students to upload their writing in Virtual Writing Tutor and take a | Feedback & Error Correction: To allow students to evaluate their writing | VWT (Virtual Writing Tutor) | Individual | 5 minutes |

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| <p>screenshot of the results obtained.</p> <p>The teacher requests students to complete a file regarding the errors that have been identified by Virtual Writing Tutor and correct them.</p> | <p>compositions using Feedback & Error Correction/Virtual Writing tutor.</p> | <p>https://virtualwritingtutor.com/</p> <p>One Drive Folder</p> <p>WRITING I</p> | | |
|--|--|---|--|--|

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Feedback Improve Writing



Your text: I let **curiosity** **stirred** the **curiosity**. It was midnight, and I was deep in my quest **to** **write** sleep. The interruption about stirred a mix of surprise, anxiety, and **curiosity** within **me**. **Late** night phone calls often carry a sense of urgency or significance, and the timing amplified my apprehension. The persistent ringing echoed through the silence of the night. I couldn't help but wonder who **I** could be calling at such an hour. The possibilities raced through my **mind**, **and** the nervousness intensified as I considered the potential implications of answering the call. Should I break my slumber and confront the mystery **to**, or would it be wiser to let it go to voicemail and deal with it in the morning? Balancing my need for rest with the possibility of important news or urgent matters left me torn. With every ring, my heart pounded a little faster, urging me to make a decision. The weight of uncertainty rested upon my shoulders as I contemplated whether to reach out and answer the phone, or to ignore it and seek solace in the **silence** of sleep. The choice was mine, but it came with the realization that my decision could alter the course of the night and potentially unravel the tranquility **to** I had been seeking.

Feedback: I let **curiosity** **stirred** the **curiosity**. It was midnight, and I was deep in my quest **to** **write** sleep. The interruption about stirred a mix of surprise, anxiety, and **curiosity** within me. Late-night phone calls often carry a sense of urgency or significance, and the timing amplified my apprehension. The persistent ringing echoed through the silence of the night. I couldn't help but wonder who could be calling at such an hour. The possibilities raced through my **mind**, **and** the nervousness intensified as I considered the potential implications of answering the call. Should I break my slumber and confront the mystery **to**, or would it be wiser to let it go to voicemail and deal with it in the morning? Balancing my need for rest with the possibility of important news or urgent matters left me torn. With every ring, my heart pounded a little faster, urging me to make a decision. The weight of uncertainty rested upon my shoulders as I contemplated whether to reach out and answer the phone, or to ignore it and seek solace in the **silence** of sleep. The choice was mine, but it came with the realization that my decision could alter the course of the night and potentially unravel the tranquility **to** I had been seeking.

Your text was 3% improved. Activar

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Essay Tools - IELTS - Pen Pals - Writing Tools - API - Lessons - Français - Membership plans Login

Feedback Error profile



Word count: 214
Paragraph count: 3
Error count: 2
Error density: 1%

1. You wrote: ...stirred a mix of surprise, anxiety, and **curiosity**, within for me. The Late-night phone call...
Feedback: Possible spelling mistake found.
Error type: Possible Typo.
Suggestion: curiosity

2. You wrote: ...not provided a title faster, urging me **to** **write** a **decision**. The weight of uncertainty rested upon it...
Feedback: Try to be less wordy. Instead of keying "to make a decision," write "to decide".
Error type: Wordiness error.
Suggestion: to decide

Undo Translate Text to Speech Repeat

Activar

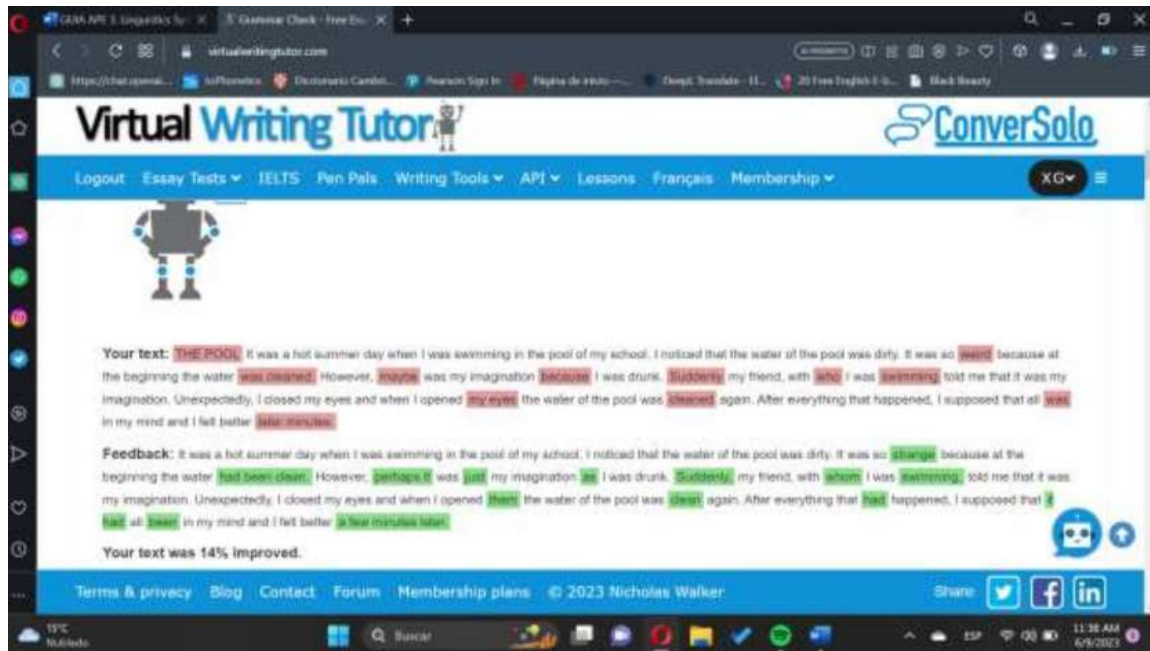
LESSON PLAN: WRITING

| | | | | |
|---|--|--|------------------------------|--------------------------|
| Center Name: | Universidad Técnica de Ambato | | Date: | 09/ 06/ 2023 |
| Teacher: | Verónica Espinosa | | Lesson #: | 6 |
| Time: | 1 hour | | Level: | PINE 3 rd “A” |
| Methodology: Genre-Based Approach | | | | |
| Topic: Story Writing | | | | |
| Class profile / Number and level of learners | 41 students at the intermediate (B1) level. Age: 18-20 years old. | | | |
| Timetable fit | Students already know the format of a story. | | | |
| Main aim | At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • Write a well-structured story using the correct format, tenses, and expressions. | | | |
| Subsidiary Aims | <ul style="list-style-type: none"> • Identify the fundamental expressions used in story writing. • Use different tenses when composing a story • Explain the significance of the usage of a variety of expressions and tenses in story writing. | | | |
| Assumptions | Students already possess knowledge of story writing expressions. | | | |
| Anticipated problems | Students may find it difficult to remember the expressions used in story writing | | | |
| Possible Solutions | The teacher will devote time to explaining the different expressions using detailed examples. | | | |
| Procedure | Stage aims. | Aids, material, and equipment | Interactions patterns | Timing |
| Odd one out Game: The teacher exhibits an odd one-out game about multiple expressions used in story writing. The students should identify the expression that does not belong to the category. | Context Building / Lead-in: To introduce the topic. | Quizalize: https://app.quizalize.com/view/quiz/story-writing-6be2bf12-a0b4-4da7-983f-6a732c889719 | Teacher- Whole Class | 5 minutes |

| | | | | |
|--|---|--|----------------------|------------|
| At the end of the game, the teacher asks students to guess what the topic is going to be about and the importance of using different expressions in writing. | | | | |
| The teacher provides students with an example of a story. Students analyze the model and identify the expressions and tenses used in story writing. | Modeling and deconstructing the text -Analysis of the model text: To provide students with a model of what they are going to produce. | PPT presentation https://docs.google.com/presentation/d/1KpHwZPMYwUZ90s_m4lSQaxfSoK149d3p/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true | Teacher- Whole Class | 10 minutes |
| The teacher explains in detail the expressions and tenses used in story writing highlighting how each expression and tense should be used sequentially according to the development of each component. | Joint construction of the text -Useful input: To provide students with the information they need to perform the activity (article writing) | PPT presentation https://docs.google.com/presentation/d/1KpHwZPMYwUZ90s_m4lSQaxfSoK149d3p/edit?usp=sharing&oid=114296990677017410901&rtpof=true&sd=true | Teacher-Whole Class | 10 minutes |
| Brainstorming Students generate different ideas about the topic that is going to be addressed. | Independent construction text - Planning/ Preparation: To allow students to generate ideas. | Laptop | Individual | 5 minutes |
| The teacher asks students to write their stories considering the correct format, expression, and tenses following the tips given by the teacher. | Independent construction text - Writing: To give students the opportunity to write an article using the ideas already generated. | VWT (Virtual Writing Tutor) https://virtualwritingtutor.com/ | Individual | 20 minutes |

| | | | | |
|--|--|--|-------------------|------------------|
| <p>The teacher asks students to upload their writing in Virtual Writing Tutor and take a screenshot of the results obtained.</p> <p>The teacher requests students to complete a file regarding the errors that have been identified by Virtual Writing Tutor and correct them.</p> | <p>Feedback & Error Correction: To allow students to evaluate their writing compositions using Feedback & Error Correction/Virtual Writing tutor.</p> | <p>VWT (Virtual Writing Tutor)</p> <p>https://virtualwritingtutor.com/</p> <p>One Drive Folder</p> <p>WRITING I</p> | <p>Individual</p> | <p>5 minutes</p> |
|--|--|--|-------------------|------------------|

ANNEXES



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Logout Essay Tests IELTS Pen Pals Writing Tools API Lessons Français Membership XG

Word count: 101
Paragraph count: 4
Error count: 2
Error density: 2%

1. You wrote: ...giving the water was cleaned. However, maybe was my imagination because I was drunk...
Feedback: You need an article with "maybe." Use "almost" or "one."
Error type: Missing article error
Suggestion: a maybe was, one study was

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Logout Essay Tests IELTS Pen Pals Writing Tools API Lessons Français Membership XG

Error density: 2%

1. You wrote: ...giving the water was cleaned. However, maybe was my imagination because I was drunk...
Feedback: You need an article with "maybe." Use "almost" or "one."
Error type: Missing article error
Suggestion: a maybe was, one study was

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2. You wrote: ...a I was drunk. Suddenly my friend, with who I was swimming told me that I was my...
Feedback: "Who" is the subject form. "Whom" is the object form. Use the object form when "who" follows a preposition. Do you mean "with whom I was?"
Error type: Relative pronoun error
Suggestion: with whom I was

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