

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

New Technologies and Writing Skills

Author: Moyano Núñez Luis Alejandro

Tutor: PhD. López Jaramillo María Gabriela

Ambato – Ecuador

2025

SUPERVISOR APPROVAL

CERTIFY:

I, PhD. López Jaramillo María Gabriela holder of the I.D No. 1802221745, in my capacity as supervisor of the Research dissertation on the topic: “New Technologies and Writing Skills” investigated by Mr. Moyano Núñez Luis Alejandro with I.D No. 1850947639, 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.



……

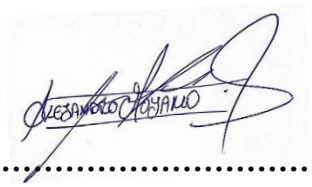
PhD. López Jaramillo María Gabriela

I.D. 1802221745

DECLARATION PAGE

I declare this undergraduate dissertation entitled "Storybooks and Reading Comprehension" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



……..

Moyano Núñez Luis Alejandro

I.D. 1850947639

AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "New Technologies and Writing Skills" which is held by Moyano Núñez Luis Alejandro undergraduate student from Carrera de Idiomas, academic period September 2024 – February 2025, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January 2025

REVISION COMMISSION

Firmado electrónicamente por:
SARAH JACQUELINE IZA PAZMIÑO

……

Mg. Iza Pazmiño Sarah Jacqueline
REVISER

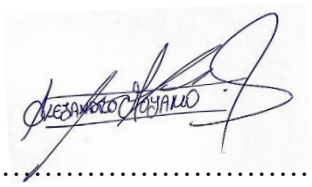
Firmado electrónicamente por:
ALBA PAULINA HERNANDEZ FREIRE

……

Mg. Hernandez Freire Alba Paulina
REVISER

COPYRIGHT REUSE

I, Moyano Núñez Luis Alejandro with I.D. No. 185094763-9, confer the rights of this undergraduate dissertation "New Technologies and Writing Skills", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



……..

Moyano Núñez Luis Alejandro

I.D. 1850947639

DEDICATION

TO:

To my parents, Luis and Marcia, whose unconditional love, sacrifices, and teachings have been my greatest motivation throughout this process. To my grandparents, for their wisdom, strength, and unwavering support, without which this achievement would not have been possible. Finally, to myself, for the persistence and determination with which I faced every challenge along this journey, proving that with effort and dedication, dreams become reality.

Alejandro.

ACKNOWLEDGEMENTS

I want to express my gratitude for completing this work to God, for being the source of my strength, hope, and wisdom at every stage of this process. I thank the professors of the "Pedagogy in National and Foreign Languages" program, who, with their dedication and commitment, have been key to my academic and personal development. A very special thanks to Mg. Sulca Guale Manuel Xavier for his constant support, for guiding me with patience, and for sharing his experience throughout the entire development of my research. I also want to thank all the people who, with their care and support, have been my motivation during difficult times.

Alejandro.

TABLE OF CONTENTS

SUPERVISOR APPROVAL ii

DECLARATION PAGE iii

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN iv

COPYRIGHT REUSE v

DEDICATION vi

ACKNOWLEDGEMENTS vii

ABSTRACT xi

Chapter I. Theoretical Framework 1

1.1 Research Background 1

Theoretical Foundation of the Variables 3

Independent Variable 3

Education Technology 3

Interaction in Digital Environments 4

Theories and Models of Use of Educational Technology 5

New Technologies 7

Dependent Variable 12

Language 12

Language Skills 13

Productive Skills 14

Writing Skills 15

Writing Strategies 17

Writing Subskills 18

1.2 Objectives 22

General Objective 22

Specific Objectives 22
Fulfillment of objectives 22
Chapter II. Methodology 23
2.1 Materials 23
2.2 Methods 23
2.2.1 Research approach: 23
2.2.2 Modality 24
2.2.3 Type of Research /Research Design 24
2.2.4Techniques and tools 24
2.2.5 Population 25
Procedure 26
Research questions 26
Chapter III. Results and Discussion 27
3.1 Analysis and discussion of the results 27
Discussion 30
CHAPTER IV 33
CONCLUSIONS AND RECOMMENDATIONS 33
4.1 Conclusions 33
4.2 Recommendations 34
References 35
Annexes 43

INDEX OF TABLES

Table 1. Population 25
Table 2. Types of new technologies 27
Table 3. Writing Sub Skills in EFL 28
Table 4. Writing Strategies 29

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "New Technologies and Writing Skills"

AUTHOR: Moyano Núñez Luis Alejandro

TUTOR: Mg. López Jaramillo María Gabriela

ABSTRACT

This study explored students' perspectives on the use of new technologies for developing writing skills in English as a Foreign Language (EFL) among 40 students from Unidad Educativa "Quisapincha," located in Ambato, Ecuador (16 males and 24 females). A descriptive, non-experimental methodology was employed, with data collected through a 20-item Likert-scale survey. The reliability of the survey was confirmed with a Cronbach' Alpha coefficient of 0.875, and the questionnaire was validated by five experts in the field, with each question achieving an acceptance score ranging from 0.80 to 1 on Aiken's V coefficient, ensuring its validity. The results showed that students frequently utilized technological tools such as Padlet, Canva, and Google Docs, valued for their collaborative and interactive features, which facilitated the organization of ideas, real-time feedback, and teamwork. Writing strategies like proofreading, labeling, and organizing ideas were the most effective in enhancing key subskills, including punctuation, coherence, and cohesion. However, students encountered challenges with tasks requiring gap-filling techniques and applying advanced grammar rules, highlighting areas for further support. Despite these difficulties, the study demonstrated the importance of cognitive and metacognitive strategies, particularly proofreading and idea organization, in overcoming obstacles and improving writing outcomes. These findings underscore the transformative potential of integrating technological tools into EFL instruction, fostering a collaborative, interactive, and student-centered environment that enhances the learning process and writing skill development.

***Key Words**: New technologies, writing subskills, writing strategies, writing skills.*

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

Este estudio exploró las perspectivas de los estudiantes sobre el uso de nuevas tecnologías para el desarrollo de habilidades de escritura en inglés como lengua extranjera (EFL) en 40 estudiantes de la Unidad Educativa "Quisapincha," ubicada en Ambato, Ecuador (16 hombres y 24 mujeres). Se empleó una metodología descriptiva no experimental, con datos recolectados a través de una encuesta de 20 ítems en escala Likert. La confiabilidad de la encuesta fue confirmada con un coeficiente Alpha de Cronbach de 0,875, y el cuestionario fue validado por cinco expertos en el área, logrando una puntuación de aceptación para cada pregunta que osciló entre 0,70 y 1 en el coeficiente V de Aiken, asegurando su validez. Los resultados mostraron que los estudiantes utilizaron frecuentemente herramientas tecnológicas como Padlet, Canva y Google Docs, valoradas por sus características colaborativas e interactivas, las cuales facilitaron la organización de ideas, la retroalimentación en tiempo real y el trabajo en equipo. Las estrategias de escritura más efectivas incluyeron la revisión de textos (proofreading), el etiquetado (labeling) y la organización de ideas, que contribuyeron significativamente al desarrollo de subhabilidades clave como la puntuación, la coherencia y la cohesión. Sin embargo, los estudiantes enfrentaron dificultades en tareas que requerían técnicas de completado de espacios (gap-filling) y la aplicación de reglas gramaticales avanzadas, destacando áreas que necesitan mayor apoyo. A pesar de estas dificultades, el estudio demostró la importancia de las estrategias cognitivas y metacognitivas, particularmente la revisión de textos y la organización de ideas, para superar obstáculos y mejorar los resultados en escritura. Estos hallazgos subrayan el potencial transformador de integrar herramientas tecnológicas en la enseñanza de EFL, promoviendo un entorno colaborativo, interactivo y centrado en el estudiante que fortalece el proceso de aprendizaje y el desarrollo de las habilidades de escritura.

Palabras clave: *Nuevas tecnologías, subhabilidades de escritura, estrategias de escritura, habilidades de escritur*

Chapter I. Theoretical Framework

1.1 Research Background

Writing is one of the most difficult skills for students to develop when learning the English language. Despite these technological advancements provide new options for more accessible learning and more efficient development of writing skills. This section of the research is going to present information gathered from various studies and investigations on how technology influences the improvement of writing skills in English.

Technology in education is understood as the integration of technological tools, especially those based on computers, into teaching and learning processes to improve educational effectiveness and reach. This inclusion allows teachers to transform traditional methodologies, promoting more interactive and personalized learning, as well as facilitating access to digital resources that enrich academic content. Rogers (2000) highlighted that educational technology also develops key 21st-century skills in students, such as digital literacy, critical thinking, and the ability to collaborate in virtual environments. The implementation of these resources makes learning more dynamic and adaptive, as teachers can incorporate multimedia resources and interactive programs that not only motivate students but also expand their learning opportunities both inside and outside the classroom.

Tony Bates (1997) described technology in education as a fundamental resource that enables the integration of advanced tools to improve accessibility, quality, and effectiveness of learning. Technology not only facilitates remote access to programs and courses, but it also transforms the traditional educational model by introducing more flexible and interactive teaching methods. Online learning platforms, the use of multimedia materials, and asynchronous communication allow students to engage with content autonomously, adapting to their own learning pace and styles. According to Bates, these technologies also promote collaborative learning, where students can interact with each other and with instructors in virtual environments, enriching the educational experience and fostering the development of key skills for an increasing digital world.

Integration of technology in education has revolutionized educational systems by promoting more flexible and personalized learning and expanding access to resources and knowledge. Timotheou et al. (2023) pointed out that tools such as smart devices, augmented and virtual reality, and artificial intelligence open new opportunities to enrich teaching and learning processes, allowing students to access content independently and develop essential

skills such as critical thinking and collaboration. Furthermore, he highlights the importance of strengthening digital capabilities in schools and reducing access gaps to achieve a more equitable and effective educational transformation.

The development of writing skills in English is essential for learning the language, as it allows students to express their ideas coherently and clearly, which is crucial in both academic and professional contexts. According to Durga and Rao (2018), writing is not only a means of communication but also reinforces the learning of other language aspects such as grammar, sentence structure, and vocabulary. Moreover, practicing writing enhances important cognitive skills such as analysis and synthesis. Writing in English is considered a complex process that involves different stages, and the process approach is effective for developing this skill. This approach includes idea generation, planning, revision, and feedback, which allows students to construct their texts in a structured way. It also helps them improve their ability to think critically and become more creative when addressing topics in English, promoting a deep understanding of the language (Durga & Rao, 2018)

Writing skills significantly influence the learning of English, as this skill is the most difficult to master for second language learners due to its complexity. Writing in English not only requires the creation and organization of ideas but also the translation of these ideas into cohesive and readable texts, helping students develop a deeper understanding of the language, as it demands precision in vocabulary usage, grammar, and sentence structures. Choudhury (2013) highlighted that, furthermore, writing fosters higher cognitive skills, such as analysis and synthesis, by involving a process of planning and organization that is less necessary in oral communication. Through process-oriented methodologies, such as staged writing (planning, drafting, revising, and editing), students can learn to write clear and organized texts. Thus, writing not only complements other language skills but also improves students' ability to communicate their ideas effectively and coherently.

The integration of technology into education has transformed teaching methods, making learning more interactive, personalized, and accessible. Advanced tools like online platforms and process-oriented approaches enhance writing skills in English by supporting grammar, vocabulary, and cognitive development. These resources enable students to construct coherent texts, fostering a deeper understanding of the language and effective communication in diverse contexts.

Theoretical Foundation of the Variables

Independent Variable

New technologies are profoundly transforming education by fostering more flexible, autonomous, and participatory learning, particularly in the aftermath of the pandemic. Larchenko and Barynikova (1964) quoted that tools such as e-books, digital platforms, and mobile devices enable students to access material from anywhere, while teachers can more effectively track student progress. Additionally, technologies like virtual reality (VR) and augmented reality (AR) are enhancing understanding and knowledge retention, especially in practical areas. Robotics and gamification have also proven to be effective methods for developing skills such as programming and entrepreneurship. Although digitalization is increasing digital literacy, challenges remain in terms of teacher training, the implementation of advanced technologies, and ethical issues related to the use of artificial intelligence in education. In summary, digital technologies offer significant opportunities to improve education, though further research is needed to ensure their optimal and ethical use

Education Technology

Educational technology is understood as the coordinated combination of pedagogical methods and resources, both physical and virtual, to facilitate learning. It is not limited to the use of technological devices but involves the active participation of teachers, students, and other actors who influence the educational process. Dron (2022) suggested that this technology has a dual nature: some parts follow fixed patterns, while others require creative adaptations depending on the context. Its impact varies and cannot always be replicated identically, as it depends on how the available tools are integrated and utilized. Ultimately, educational technology not only enhances human skills but also reflects the social and cultural dynamics of its application environment, Dron mentions that educational technology promotes active participation from all involved, such as students and teachers, who not only use these tools but also help shape their design and implementation. These technologies are humanizing and connected to specific social contexts, making it difficult to generalize their effects. Furthermore, their development builds on previous advancements, creating increasingly complex and changing educational systems. While these tools can offer useful solutions to diverse problems, they can also bring new challenges, and their use may lead to unexpected consequences. Therefore, it is important to approach the integration of technology in education with a critical and reflective attitude.

Technology provides access to a wide range of educational resources, including online courses and interactive tools, enhancing the overall learning experience.

For example, Kalyani (2024) emphasized that technology has transformed education by introducing student-centered teaching methods that promote active participation, critical thinking, and problem-solving skills. This approach encourages learners to take ownership of their education, creating a more engaging classroom environment. Integrating technology also nurtures essential skills such as digital literacy, effective communication, and teamwork, which are vital for success today. Moreover, technology enables personalized learning, adapting to the individual needs and styles of each student, which can lead to improved academic outcomes and greater satisfaction. By embracing technology, educators can create more inclusive and effective learning environments that better prepare students for the challenges of the modern world.

Similarly, Aydin (2024) highlighted that technology plays an important role for both educators and students. For teachers, it streamlines the planning and support of the learning process, enhancing their effectiveness. For students, it enriches their educational experiences and broadens their perspectives by providing new avenues for knowledge acquisition. Technology does not only enhance their learning but also allows them to explore opportunities that were previously inaccessible.

Interaction in Digital Environments

Yadav and Pavlou (2020) argued that digital technologies significantly expand educational opportunities by promoting inclusion and enhancing the quality of learning. Additionally, they highlight that these tools play a crucial role in developing digital competencies, which involve the safe, critical, and responsible use of technology from early childhood education through higher levels. Moreover, digital technologies also encourage pedagogical innovation by enabling more flexible and personalized teaching methods that blend in-person and virtual learning, better adapting to the individual needs of students (Paparo & Talbot, 2014). These technologies improve educational management systems, allowing for more efficient and precise monitoring of teaching and learning processes, ultimately contributing to the optimization of both learning quality and educational administration.

The digital environment combines education with communication, emphasizing that teaching is, at its core, a communication process (Chiappe et al., 2020). Thus, online learning

spaces, such as tech-enhanced classrooms, blended learning, e-learning, m-learning, and massive open online courses (MOOCs), offer new ways to understand and apply educational interaction both inside and outside the classroom. Interaction is key to improving educational practices, and to make the most of these tools, it is essential for teachers to adapt to both the concepts and practices brought by this technological shift in education.

Boyarinov (2021) states that digitalization represents a sustained movement in the evolution of contemporary society and the educational sector. A key aspect of this digital transformation in education is the establishment of a digital educational environment. This new framework profoundly impacts various elements of the educational process, even though the primary participants, students and educators—remain the same. This highlights the importance of adapting teaching practices and learning strategies to fully leverage the benefits of digitalization, ensuring that both educators and students can effectively navigate and thrive in this transformed environment (Boyarinov, 2021).

Models of Use of Educational Technology

Technology Acceptance Model

The Technology Acceptance Model (TAM) provides a framework for understanding the factors that drive users to adopt and utilize new technologies. Almenara et al. (2018) pointed out that this model identifies two key factors that influence acceptance: perceived usefulness, which refers to the belief that technology will enhance job performance, and perceived ease of use, meaning how simple and effortless it is to employ the tool. When users perceive higher usefulness and encounter minimal effort in learning the technology, the likelihood of adoption increases. These two elements shape users' attitudes toward the technology, ultimately determining whether they accept or reject it. As a result, TAM has become a valuable model for predicting how the characteristics of technology influence its acceptance across various contexts.

The model focuses on two key factors: perceived usefulness and perceived ease of use. Rap and Blonder (2024) argued that perceived usefulness refers to how much value users place on the technology based on the benefits they expect to obtain from using it, while perceived ease of use relates to the simplicity they anticipate when interacting with the technology. Both concepts are based on previous theories, such as the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB), which aim to explain how attitudes and beliefs influence human behavior. Over time, the model has evolved from its

initial formulation, leading to new versions such as TAM 2, which incorporates additional factors for a more comprehensive understanding, and to broader theoretical frameworks like the Unified Theory of Acceptance and Use of Technology (UTAUT), which integrates various variables to better understand technology acceptance in different contexts.

The Technology Acceptance Model (TAM) explains technology adoption by focusing on two main factors: perceived usefulness and perceived ease of use. When users see technology as beneficial and easy to use, they are more likely to adopt it. Over time, the model has expanded to include additional factors, making it a valuable tool for understanding technology acceptance in various contexts.

TPACK Model (Technological, Pedagogical and Content Knowledge)

This model emphasizes the importance of integrating technological, pedagogical, and specific content knowledge to achieve more effective teaching. Before delving into the use of Padlet, it is essential to consider how this tool aligns with the TPACK framework (Technological Pedagogical Content Knowledge) to support the learning process. Gonz and Elena (2023) mention that TPACK is a model that seeks to merge these three types of knowledge with the aim of enhancing both teaching and learning. It is based on three essential components: Content Knowledge (CK), which encompasses the specific subject matter being taught; Pedagogical Knowledge (PK), which refers to the strategies and methods of teaching; and Technological Knowledge (TK), which involves the use of appropriate technological tools. These areas are not used in isolation; rather, their interrelationship allows for the creation of a more dynamic and effective educational environment, thereby facilitating a more enriching learning experience for students.

The TPACK framework is essential in teacher training for the digital age as it integrates technology, pedagogy, and content in a cohesive and comprehensive manner. Da Silva et al. (2023) mention that this fusion goes beyond the simple sum of its individual components, transforming into a form of knowledge that enables teachers to effectively utilize technological tools in their teaching practices. It’s not about thinking of each element separately, but about integrating the three aspects simultaneously, allowing for smoother planning adapted to current educational needs. There are two main approaches within this framework: one emphasizes the importance of the subsets of knowledge, treating technology, pedagogy, and content as domains that can be developed individually; while the other offers a transformative view that sees TPACK as unified knowledge, where the three elements

combine so seamlessly that they become indivisible in educational practice. This latter approach encourages teachers to continuously reflect on how to integrate these areas into their teaching to achieve a significant impact on student learning.

The TPACK model integrates technological, pedagogical, and content knowledge to enhance teaching and learning, creating a more dynamic educational environment. The key lies in not approaching these areas of knowledge in isolation, but in their interrelation, which facilitates more effective planning adapted to current needs, allowing teachers to use technology more meaningfully in their educational practice.

New Technologies

Educational technologies encompass a wide range of digital tools and resources aimed at improving teaching and learning experience. Šupa (2018) stated that technologies promote more interactive and dynamic communication between teachers and students, creating an engaging educational environment. Examples include devices such as computers, tablets, and interactive digital whiteboards, which are commonly used in classrooms, as well as online platforms and applications that facilitate the creation of educational content, assessments, and the management of academic tasks from a distance. Additionally, educational technologies support personalized learning by adapting to individual student needs and learning styles, encouraging collaboration among students, and extending access to global educational resources. This broadens the scope of learning beyond the traditional classroom, providing opportunities for a more flexible and inclusive education. New technologies are divided into:

Assessment Tools

Maqsood et al. (2024) highlighted that assessment tools refer to a series of related measures used to determine a complex attribute of an individual or group. These tools focus on collecting and interpreting information about students' level of achievement of learning objectives. Additionally, assessment tools are used to identify students' weaknesses and strengths to provide specialized academic support, educational programming, or social services. Maqsood et al. mentioned two different types of assessment, including formative and summative assessment, informal and formal assessment, continuous and final assessment, as well as process and product assessment like

Assessment tools include various types, with formative, summative, informal, and formal tools standing out. Maqsood et al. (2024), formative tools are used to provide continuous feedback to students, such as Quizizz or Google Forms, while summative tools

focus on evaluating overall performance at the end of a course through final exams or projects. On the other hand, informal assessments consist of teacher observations or verbal feedback, while formal assessments include written exams and standardized tests, which are scheduled and evaluated following established criteria such as Google Sites.

Quizizz

Quizizz is a free and accessible platform that allows for the creation, distribution, and management of interactive quizzes for students. Lim and Yunus (2021) mentioned that by using a game-based learning approach, it fosters a fun and competitive environment, encouraging active student participation and enhancing information retention. With its real-time performance monitoring capabilities, it has become a key tool in classrooms for assessing knowledge and providing immediate feedback. Additionally, its flexibility allows teachers to customize quizzes according to the specific needs of their students, making it a valuable resource for modern teaching

Google Forms

Google Forms is a free and accessible tool for conducting online assessments, allowing for the efficient creation of forms, quizzes, and surveys. Fitria (2023) mentioned that among its advantages is its integration with Google Sheets, which facilitates data collection and analysis. It also allows setting time limits on tests and provides automatic summaries of real-time results. However, it has some limitations, such as a lack of customization options for fonts and design, the inability to use mathematical formulas, the absence of automatic email notifications, and its incapacity to be used in online discussion forums.

Google Sites

Google Sites is a free tool from Google that allows users to create websites quickly and easily. Majid et al. (2024) mentioned that in the educational context, it is used as a learning medium that offers accessibility to study materials, interactivity, and collaboration between students and teachers. Additionally, Google Sites allows for the personalization of learning and increases students' motivation and engagement, facilitating both teaching inside and outside the classroom

Collaborative Tools

Collaborative technological tools play a crucial role in cooperation between teachers and other educational stakeholders. Robutti et al. (2024) noted that these tools include digital

platforms, mobile devices, and applications specifically designed to support collaboration among teachers. In addition to facilitating communication and the exchange of resources, these technological tools evolve through interaction and collaborative use among participants. A notable example is online platforms that allow teachers to design and share educational resources, promoting both the joint creation of materials and their adaptation for different educational contexts. In this way, technology not only acts as a means of collaboration but also becomes a product that results from this joint work, enabling the scaling and improvement of teaching practices across various environments.

Anghelo et al. (2023) mentioned that collaborative tools in educational platforms are digital resources that promote interaction and teamwork between students and teachers. These resources include discussion forums like now comment, which allow students to exchange ideas and engage in debates, collaborative spaces for joint creation of documents or projects, and shared environments, such as:

Microsoft Teams

Microsoft Teams is a widely used online communication and collaboration platform in the educational field. Dakamsih and Rababah (2024) emphasized that Microsoft Teams centralize interactions, information, and applications, allowing students and instructors to communicate and share materials in real time. The platform offers tools for collaboration on writing projects, facilitating peer and teacher interaction. Microsoft Teams not only enables instant feedback but also promotes a more interactive and collaborative learning environment. Its use in language teaching has been shown to improve the content, grammar, and organization of students' written work, enhancing their overall writing performance

Google Docs

Google Docs is an online word processing application that allows multiple users to collaborate in real time. In the educational context, as mentioned by Reyna (2016), Google Docs is a promising tool for collaborative learning, as it facilitates group work without the traditional restrictions of space and time, allowing students to share and edit documents simultaneously. Additionally, it is accessible from anywhere with an internet connection, making it a useful resource for distance education and out-of-class projects.

Padlet

Padlet is a Web 2.0 tool that functions as an electronic bulletin board, allowing teachers to store and share resources such as links, images, text, and files. Waltemeyer et al.

(2021) pointed out that in the educational field, it is used both in face-to-face and online classes to facilitate student collaboration, enabling them to work together on tasks, share resources, and organize course-related content. Padlet promotes creativity and collaborative learning, serving as an effective tool to engage students and encourage interaction.

Content Creation Tools

Antón-Sancho et al. (2021) mentioned that the use of digital content creation (DCC) tools by Latin American university instructors, who consider these tools essential in the teaching and assessment processes within e-learning environments. The nearly unanimous use of tools such as Canva for graphic design and Microsoft PowerPoint for presentations. However, despite the high level of digital knowledge and skills expressed by the instructors, there is little variety in the tools used, suggesting a reliance on the most popular and accessible ones.

Canva

Canva is a web-based visual and digital application designed to create and modify different types of graphic content, such as business cards, flyers, brochures, infographics, presentations and more. Saputra et al. (2022) quoted that this tool is useful for both beginners and experts, as it provides ready-to-use templates, icons and other visual resources, making it easy to create attractive and professional content without the need for advanced graphic design skills.

Microsoft PowerPoint

Microsoft PowerPoint is a widely used tool for presentations in both educational and business contexts. It has become an essential communication technology, allowing users to create structured and visually appealing presentations, Craig and Amernic (2006) said that it is praised for its ability to enhance the presentation experience, PowerPoint has also faced criticism for focusing too much on the visual format, sometimes at the expense of meaningful content, and for potentially diminishing interaction and dialogue in educational settings

Virtual Classroom Platforms

Virtual classroom platforms are a type of educational platform designed to facilitate the teaching-learning process in an online setting. Anghelo et al. (2023) mentioned that these platforms provide a virtual environment where students can access educational materials, participate in interactive activities, collaborate with peers, and receive feedback from teachers. Key features include discussion forums, online chats, shared spaces for

collaboration, and tools for assessment and progress tracking. These platforms allow students to learn flexibly, at any time and from any location, while also enabling teachers to manage content and monitor student performance such as:

Zoom Meetings

Firman et al. (2022) mentioned that Zoom Meetings is a web-based video conferencing platform that supports remote communication and is widely used in both educational and professional contexts. Its popularity surged during the COVID-19 pandemic, as it enabled virtual face-to-face interactions and supported distance learning. Despite challenges like requiring a reliable internet connection and consuming significant data, Zoom is valued for its user-friendly interface and its ability to connect multiple participants, making it an effective tool for online education.

Microsoft Teams

Martin and Tapp (2019) indicated that Microsoft Teams is a cloud-based platform that serves as a digital hub, integrating conversations, meetings, files, and applications within Microsoft 365. Teams are organized into channels, which can be divided by specific topics or modules, facilitating collaboration and learning in an educational environment. This tool is framed within the social constructivism paradigm, promoting collaborative learning through interaction and the exchange of ideas between students and teachers.

Google Meet

Google Meet is a video conferencing application developed by Google as a successor to Hangouts and Zoom. Cedeño et al. (2020) said that Google Meet enables users to join meetings on mobile devices by entering a unique code assigned to each conference. Among its features, it integrates scheduled meetings with Google Calendar, supports high-quality video calls with up to 100 participants, and offers a 60-minute connectivity limit. Additionally, as of September 2020, it expanded its capacity to allow up to 250 participants in a single meeting

Technological tools are essential in modern education, enhancing assessment, collaboration, content creation, and virtual learning. Among them, Microsoft Teams stands out as the most advisable for teachers, as it integrates communication, real-time collaboration, and educational resources into a single platform. Additionally, tools like Quizizz and Google Forms are ideal for interactive assessments, while Canva and PowerPoint

help create engaging materials. These tools transform educational practices, enriching learning and encouraging participation.

Dependent Variable

Language

Language is considered an essential tool for developing communicative competencies. Learning a foreign language, such as English, goes beyond acquiring vocabulary and grammar; it also involves knowing how to use these elements in various communicative tasks, including listening, speaking, reading, and writing. Thus, the development of language focuses on communication, understood both as an objective and as a process.

Language is a fundamental ability that allows humans to communicate and express themselves effectively. It manifests through various systems of signs, including oral, written, and gestural forms. Oral signs refer to the use of sounds and spoken words, while written signs represent ideas through letters and visual symbols. Additionally, gestural signs encompass movements and bodily expressions that enrich verbal communication. This diversity not only facilitates the transmission of information but also aids in establishing interpersonal relationships and emotional exchange. In summary, language is an essential resource that reflects human communicative capacity and serves as a means for achieving understanding and connection in a social context.

Additionally, Lesia Viktorivna et al. (2022)emphasized that language learning can be enhanced through the integration of Artificial Intelligence (AI) in the educational realm, allowing for the simulation of authentic communicative situations. This encompasses the practice of language skills through simulation programs and interactive exercises, which support students in text production and effective comprehension of written materials. In this regard, language is defined as a dynamic and multifaceted resource that facilitates social interaction and the learning process.

The mastery of a foreign language, such as English, is essential for developing effective communicative competencies in an increasingly globalized world, as learning a language involves more than just memorizing vocabulary and grammar rules; it is about knowing how to apply that knowledge in real situations, from active listening to written production. Sun et al. (2021) mentioned that the incorporation of Artificial Intelligence tools in education has the potential to revolutionize this process by creating interactive environments that simulate authentic communicative experiences, allowing students to

practice the language more efficiently and improve their ability to write coherent texts and comprehend written information. In this way, language becomes a fundamental resource that not only facilitates social interaction but also promotes continuous and adaptive learning, preparing students to navigate a diverse and ever-changing global environment.

Language Skills

The importance of language in social competence is clear, as it is an essential component for interaction, relationship building, and socialization in childhood. Gallagher (1993) focused that through languages that children can express their thoughts, emotions, and needs, which enables them to form meaningful connections with their peers. These relationships are vital for their cognitive and emotional development, as interactions with others help develop social skills and improve their understanding of their environment. However, children with language disorders often face challenges in their social interactions, which can lead to feelings of exclusion and difficulties in integrating into groups. As children grow, their ability to understand and apply strategies for forming friendships also develops, allowing them to adapt to different social contexts and navigate the complexities of interpersonal relationships. Ultimately, language is fundamental not only for communication but also for the social and emotional development of children, influencing their capacity to create and maintain lasting friendships.

Language skills are fundamental for effective communication and can be categorized into several important areas. Husain (2015) quoted that listening comprehension is the first skill we acquire, as it involves the ability to understand what we hear, which is essential for interacting and learning in various contexts. As we progress, oral expression becomes a key skill, allowing individuals to communicate clearly and precisely, thus facilitating the transmission of ideas and emotions. Meanwhile, reading comprehension focuses on the ability to interpret written content, which is vital for both academic learning and everyday life. Lastly, writing expression provides us with the ability to draft correctly, organizing our thoughts and effectively conveying messages. Together, these skills form the foundation of human communication and are essential for personal and social development, enabling individuals to engage with their environment and build meaningful relationships with others.

Language is not only fundamental for communication but also crucial for the overall development of children, influencing their ability to form and maintain lasting relationships.

The interplay of various language skills supports their growth and adaptability in social environments, ultimately shaping their social competence and emotional well-being.

Productive Skills

Productive skills are essential capabilities that allow individuals to create language, which includes both the ability to speak and write. These competencies go beyond being mere communication tools; they are crucial for both professional and personal growth. Properly developing productive skills is fundamental as it facilitates access to high-quality jobs that offer better salaries and working conditions, positively impacting the well-being of individuals and their communities.

Moreover, strengthening relevant skills for the labor market has a significant impact on the economic growth of nations. Sreena and Ilankumaran (2018) mentioned that as the population enhances their productive skills, a more competent and effective workforce is created, contributing to increased productivity at the national level. This increase in productivity is essential for a country to remain competitive in the global arena. Therefore, it is important that investment in the development of productive skills be a priority in educational and labor policies, as it represents a key element for both individual and collective advancement.

Productive skills are essential capabilities that enable individuals to generate language, including both the ability to speak and write, and are fundamental for professional growth and productivity in the workplace. Vega-Abarzúa et al. (2024) emphasize that developing these skills is crucial, as they help improve organization, clarity in communicative intent, and the effectiveness of teamwork. Their impact goes beyond increasing economic productivity; they are also vital for personal and professional development. Fostering habits and competencies that reinforce effective communication creates a more collaborative and efficient environment, benefiting both personal and professional spheres. Therefore, investing in the improvement of productive skills is a key strategy for achieving success in any career and enhancing overall quality of life, as the ability to communicate effectively not only opens doors in the job market but also facilitates better relationships with the environment and promotes comprehensive growth.

Productive skills are vital for both individual and collective advancement, playing a crucial role in personal and professional growth. These skills enhance communication, foster effective teamwork, and contribute to economic productivity, which is essential for national

competitiveness. According to Vega-Abarzúa et al. (2024), when countries invest in the development of productive skills, they cultivate a more competent workforce that positively impacts overall well-being and quality of life. Prioritizing the enhancement of these skills in educational and labor policies is essential for creating opportunities and promoting sustainable growth in today's globalized economy.

Writing Skills

Writing skills are defined as the techniques and tools used to compose texts effectively. Campus (2024) mentioned that these competencies are essential for ensuring that messages are clear and understandable. A key component of the writing process is revision and editing, which allows for improving the structure of the text and correcting errors, resulting in a more polished and professional final product. Additionally, teamwork plays an important role in drafting documents such as reports, letters, or memorandums, as collaborating allows for the integration of diverse perspectives and enhances the content. In this way, teamwork not only facilitates the creation of more comprehensive and effective texts but also promotes communication and the exchange of ideas among team members, resulting in a more dynamic and productive writing process. In conclusion, developing effective writing skills, along with continuous practice of revision and teamwork, is essential for achieving clear and effective written communication.

Technical Writing Skills

Adjusting the language to the specific audience is a key element in technical writing skills, as it ensures clear and effective communication. Chaikovska et al. (2023) emphasized that it is essential to choose terms that are familiar and easy for the reader to understand, which not only facilitates comprehension but also ensures that the message is relevant and accessible. Additionally, using shorter words tends to result in more direct and clear language, avoiding misunderstandings that may arise from the use of technical jargon or complicated terms.

Another important aspect to consider, Chaikovska et al. (2023) highlighted that is the selection of verbs; it is advisable to avoid camouflaged verbs and instead opt for active and direct forms that enhance message clarity. Using verbs in their simplest form not only adds dynamism to the text but also helps readers follow the flow of information more easily. By implementing these strategies in technical writing, content that is both informative and clear is produced, allowing the reader to understand and effectively apply the information.

Ultimately, by adjusting the language, using familiar terms, and adopting direct structures, more effective technical communication is achieved, adequately addressing the needs of the target audience and enhancing the reading experience.

Communicative Writing

Communicative writing is an approach to teaching writing that focuses on both grammatical accuracy and rhetorical effectiveness, providing students with the opportunity to express their ideas and thoughts in a meaningful way. Instead of practicing grammatical structures through controlled exercises, this method presents students with specific situations designed to encourage the use of certain writing structures. By incorporating elements such as voice, audience, and a clear task, communicative writing promotes active participation and relevance, allowing students to see the practical applications of their writing skills. As McKay (1979) suggested, this approach emphasizes the real-world use of language, making writing both functional and engaging for students.

This approach also recognizes that writing involves multiple dimensions, including invention (topic selection), arrangement (text structure), and style (grammatical correctness and effectiveness in expression). McKay (1979) noted that its goal is to integrate all these elements so that students can develop and organize their own ideas while practicing the rhetorical and syntactic structures of English. Additionally, this method encourages students to base their writing on direct experiences and perceptions, rather than solely relying on topics provided by model essays. In this way, the writing process is enriched, making it more authentic and meaningful, which contributes to a better understanding and application of writing skills. Clarity and precision are essential in writing, as they ensure that the message is communicated in a way that the reader can easily understand. A well-crafted text avoids confusion and misunderstandings, presenting information effectively. Additionally, it is important to adapt both the style and tone of the writing according to the purpose of the message and the audience it is intended for. This involves considering the audience's level of knowledge and expectations, which helps to establish a stronger connection with them.

Moreover, the organization of content is crucial for achieving effective communication. Mahmood and Abdullah (2021) focused that structuring ideas logically and coherently not only facilitates reading but also aids the reader in following the development of the argument without difficulty. Finally, using appropriate and respectful language is essential for maintaining a professional and accessible tone, avoiding jargon or terms that

may be confusing. In summary, implementing these practices not only enhances the quality of writing but also contributes to more meaningful and effective communication in various contexts.

Writing Strategies

In the context of science learning, writing strategies are approaches and techniques that help students use writing as a tool to enhance their understanding and learning of the content. Rivard, (1994) quoted that these strategies may include activities such as note-taking, summarizing, explaining scientific phenomena, or analyzing information. Writing, in this sense, is seen to deepen understanding of concepts and connect them to prior knowledge, promoting reflection and critical thinking in students. Writing strategies divided into:

Labelling

Labelling involves using specific terms or tags that help define or classify elements, ideas, or individuals within a text. Gove (1975) indicated thar these labels simplify and clarify concepts, allowing readers to quickly recognize the roles or characteristics of the subjects described. However, it is essential to apply labeling in a balanced way, as it can influence the reader's perception of the information. An inappropriate or negative label could lead to misunderstandings or biases in the interpretation of the text.

Copying

Copying, in the context of writing, is a strategy commonly used by English as a Foreign Language students, especially those who struggle with composition. Porte (1995) mentioned that it involves precisely reproducing texts under time pressure, such as during exams. While this technique may seem like a "safe" way to capture information, students with lower performance often introduce mistakes in the copied material. These errors typically arise from linguistic interference (such as from their native language) and insufficient time to check the accuracy of the copied content.

Sentence Completion

The sentence completion technique can be used as a strategy to assess and enhance written expression and idea development. According to Holaday et al. (2000), this method, which involves completing initiated sentences, allows students to organize their thoughts and explore topics in a guided manner. Originally, sentence completion tests were developed as a projective tool to understand aspects of personality, enabling respondents to express attitudes

and emotions through their answers to unfinished sentences. In the realm of writing, this technique can help students generate coherent ideas, stimulate creativity, and tackle specific topics based on an initial framework that guides their development .

Gap-Filling

Nam (2015) pointed out that gap-filling in writing refers to an assessment technique in reading comprehension tests that requires students to deduce and select the word, phrase, or closure that best completes a space in a reading passage. This type of question helps measure students' inferencing skills, as they must interpret the text using their prior knowledge, discourse structures, and other comprehension strategies to correctly fill in the gap

Proofreading

Proofreading refers to a revision strategy that focuses on identifying and correcting errors in a draft to enhance its clarity and accuracy. Hyatt et al. (2017) argues that this technique involves checking grammar, spelling, punctuation, and the structure of ideas to ensure that the message is clear and free from formal errors. Engaging in proofreading allows writers to critically evaluate their own work, improve the flow of their ideas, and present content that is clear and professional. Additionally, it promotes self-correction skills and is essential for maintaining the quality of academic and scientific texts.

Writing Subskills

Writing subskills refer to specific components of linguistic and metacognitive knowledge that support the writing process. Schoonen, (2019) referred to these subskills include aspects such as spelling knowledge, vocabulary, syntax, and text structure, which are grouped under linguistic knowledge, as well as knowledge about the audience and writing strategies. These subskills enable the writer not only to manage the content and form of the text but also to adopt a strategic approach to perform the writing task effectively. These writing subskills are divided into two categories: Writing subskills for accuracy and Writing subskills for communication.

Writing Subskills to Accuracy

The writing subskills for accuracy encompass skills such as grammatical correction, appropriate vocabulary usage, and coherence in text structure. Morgana (2024) quoted that by integrating technology-mediated tasks, students can benefit from tools that promote greater

attention to linguistic accuracy, such as spell checkers and access to online resources for lexical consultations. These tools allow students to reflect on their language use, identify error patterns, and adjust their writing to achieve a higher level of accuracy. Moreover, this approach provides continuous and personalized feedback, facilitating autonomous learning and the improvement of writing skills. These writing subskills to accuracy are divided into:

Spelling Correctly

The concept of correct spelling refers to the ability to write words according to the established spelling conventions of a language. Treiman (2018) mentioned that learning to write correctly is important because spelling mistakes can lead to comprehension difficulties and affect the reader's impression of the author. Furthermore, knowing conventional spelling facilitates faster reading and allows the reader to focus on ideas rather than on spelling. Systematic teaching and the study of patterns in writing are necessary, as simply reading is not enough to develop adequate spelling skills.

Forming Letters Correctly

The term forming letters correctly refers to the ability to write letters by following well-defined movement patterns. Prunty and Barnett (2020) argued that forming letters properly means starting each letter from the correct point, making the strokes in the right direction, and using the exact number of movements. These skills are essential for ensuring that writing is fluid and legible. Additionally, they require a "motor program" or understanding of movement patterns, known as "allograph," which specifies the fundamental details of how each letter should be traced.

Writing Legibly

Legible writing refers to the ability to produce letters and words in a clear and understandable manner for readers. Graham et al. (2001) quoted that it is essential for teachers and evaluators to comprehend the written content without requiring additional effort, as this also influences the perception of the quality of the writing and the writer's skills. The legibility of a text depends on the clarity of letter formation, consistency in size and spacing, and proper alignment of characters.

Punctuating Correctly

Punctuation is defined as a set of symbols used to properly structure written discourse and facilitate its understanding. Thomesen (1951) highlighted that its application is based on three fundamental principles: the logical-grammatical, which links punctuation marks to the structure and content of sentences; the methodological, which adapts to the style of the text and the author's intentions, allowing variations to express emotions or emphasize ideas; and the differential, which is used to distinguish specialized forms of writing, such as abbreviations or references in academic texts

Choosing the Right Vocabulary

Choosing the right vocabulary involves selecting words for teaching based on their frequency, utility, and difficulty to enhance learning. Hew and Godfroid (2019) mentioned that frequency refers to how commonly a word appears in the language, with a preference for high-frequency words due to their importance for learners. Utility assesses the relevance of a word for the learner's needs, such as in academic contexts, while difficulty considers how challenging it is to learn a word, influenced by factors like length and complexity. These criteria aim to establish a systematic and evidence-based approach that, through objective data and teaching expertise, ensures the chosen words effectively support vocabulary learning in second language acquisition.

Using Grammar Correctly

Grammar in writing serves a dual purpose, acting both as a tool used by the writer to structure the text and as an integral part of the final product of the writing process. To write correctly, writers need to develop strong grammatical competence, which enables them to effectively apply grammatical rules and structures in their texts (Webb & Giovanelli, 2023)

Writing Subskills to Communicate

Writing subskills for communication refer to the fundamental competencies that support effective written communication. Javed et al. (2013) mentioned that these include the correct use of spelling, punctuation, and grammar, as well as the coherent organization of sentences, the appropriate selection of vocabulary, and the creation of logical and cohesive texts. Mastery of these aspects enables writers to express their ideas clearly and understandably, thereby enhancing the effectiveness of written communication. Additionally, understanding the audience and the purpose of the text helps in choosing an appropriate style,

aligned with the readers' expectations and the author's communicative intent. These writing subskills to accuracy are divided into:

Using Appropriate Style and Register

Using the right style and register means that a writer can adjust their language, tone, and level of formality based on the specific genre, audience, and purpose. Deane et al. (2008) emphasized that this includes choosing the right words, sentence structures, and rhetorical techniques that fit the social norms or professional standards of the writing context. This skill not only involves adhering to genre conventions but also effectively conveying ideas by tailoring the style to match the readers' knowledge and interest in the topic.

Organizing Ideas in a Helpful Way

Ibrahim (2015) mentioned that helpfully organizing ideas involves structuring and arranging content so it aligns logically with the writer's goals and is accessible to the audience. Effective organization often reflects the writer's capacity to prioritize ideas based on their importance, create coherent connections between concepts, and use a logical flow that enhances comprehension. This skill includes utilizing advance planning strategies such as outlining or concept mapping to reduce cognitive load during the drafting process, facilitating a coherent presentation of ideas

Joining our Words and Sentences Clearly

Joining our words and sentences involves the ability of students to transform simple sentences into more complex and fluid structures, making it easier for the reader to understand. Saddler and Asaro-Saddler (2009) indicated that this technique, known as "sentence combining," allows for the reorganization and connection of ideas so that the text reads more clearly and coherently. By using it, students can avoid fragmented or choppy sentences, improve organization, and achieve a more harmonious flow of ideas.

Coherence

Traynor et al. (2004) referred to the proper organization of sentences in a text, allowing the reader to understand the meaning of the message. It is not based solely on the words or structure of the text, but on how the reader interprets the ideas based on their prior knowledge. A text is coherent when its ideas are presented in a logical and orderly manner, making it easier for the reader to grasp the full message

Cohesion

Negeri et al. (1976) stated that cohesion refers to the ways in which texts are "stuck together," meaning how sentences are connected or linked through various linguistic and semantic ties. These ties make the text cohesive, ensuring that ideas are presented smoothly and that sentences are related to each other, thus facilitating the reader's comprehension

1.2 Objectives

General Objective

• To analyze learners perspectives on the use of new technologies to improve the writing skills.

Specific Objectives

• To identify the types of new technologies that learners use the most in EFL classes

• To recognize the writing subskills that students have improved when learning English

• To determine the kind of strategies students, use to enhance the writing skill

Fulfillment of objectives

All the proposed objectives were successfully achieved through data collection via a survey which effectively addressed the three research questions posed in this study. These questions were formulated based on the specific objectives, which are crucial for the development of the research. Furthermore, the survey consisted of 20 items divided into three dimensions and was administered using a Likert scale. The survey was conducted with high school students from the "Quisapincha" Educational Unit. Among the aspects analyzed in the survey were the types of new technologies, the strategies used to improve writing, and the associated writing subskills. Regarding new technologies, students indicated that interactive content creation tools, such as Canva, were the most used. In contrast, content creation tools with a simpler interface, like PowerPoint, were the least used.

Chapter II. Methodology

The research on new technologies and writing skills focuses on digital tools such as Padlet, which have been shown to improve collaboration and the development of writing skills in students. Studies like those by Jong and Kim Hua (2021) and Lestari (2017) highlight that the use of these platforms fosters interaction among students, facilitating the organization of ideas and improving grammar, content, and text structure.

The purpose of this descriptive research is to analyze the impact of new technologies on the development of writing skills. It aims to identify the key elements of these technologies that contribute to improving these skills, recognize effective strategies used by students, and assess their perceptions of how these tools facilitate collaboration in writing tasks.

2.1 Materials

In this research, various human and institutional resources were utilized to facilitate the collection and analysis of data. In terms of human resources, collaboration was obtained from tutors, researchers, authorities of Unidad Educativa "Quisapincha," and a group of 40 middle school students, who provided essential data for understanding the phenomenon under study. In the final stage, the data was collected using Google Forms.

2.2 Methods

2.2.1 Research approach:

Quantitative research consisted of a systematic analysis of a phenomenon through the collection and analysis of numerical data using statistical, mathematical, or computational methods. In this study, the researcher selected a specific topic to describe the phenomena under investigation. By adopting a quantitative approach, the research aimed to provide a comprehensive understanding of the subject matter based on measurable and verifiable data.

To gather relevant information, data was collected from participants, allowing for the analysis of students' perspectives using statistical techniques. This approach ensured that the entire research process was conducted objectively and impartially, reducing bias and increasing the validity of the results. By focusing on quantifiable data, the study aimed to offer valuable insights into the phenomenon, facilitating a clearer understanding of the experiences and opinions of the students.

2.2.2 Modality

Field Research

This research employed field research as data collection. Berninger, (2007) mentioned that field research refers to a research method primarily used in social sciences, which involves observing, analyzing, and collecting data directly in the natural environment where phenomena occur. This approach is characterized by immersion in the studied context, allowing researchers to capture details and understand behavior, interactions, and social dynamics in an authentic setting, without the limitations of a laboratory or controlled experimental framework.

Bibliography Research

In order to learn more about this research, it was important to review various articles such as magazines and books, which were very helpful for the review and evaluation of literature and various sources. Bibliographic research helps researchers find information about different studies, facilitating understanding and mastering the panorama within bibliographic research (Van Raan, 2025).

2.2.3 Type of Research /Research Design

Descriptive Method

Descriptive research is characterized by its focus on the observation and precise description of existing phenomena, without modifying conditions, in contrast to experimental research, which applies a treatment to evaluate its effects. Pimentel et al., (2018) quoted that this method uses tools such as surveys, interviews, tests, or observations to systematically collect data and provide a detailed description of the phenomenon under study. It is particularly useful in the educational field, where it helps to understand current situations or behaviors, providing a solid basis for analysis. Additionally, descriptive research includes modalities such as surveys, correlational and qualitative studies, as well as content analysis, employing both quantitative and qualitative approaches in data interpretation.

2.2.4Techniques and tools

The survey will be used due to its ability to collect quantifiable data from participants, allowing for a detailed analysis of students' perceptions and experiences regarding the impact of new technologies, specifically Padlet, on the development of writing skills. Surveys are an

effective tool for gathering opinions from a large group of students in a structured manner, ensuring that representative and useful data is obtained to meet the study's objectives.

The procedure for applying the survey was carried out as follows: first, the survey was created using Google Forms, which allowed for its efficient distribution to the students. The survey included a series of items designed to evaluate key aspects of students' perceptions about the use of Padlet in improving their writing skills. Students completed the survey anonymously, ensuring honest responses and minimizing potential bias.

2.2.5 Population

The present research focused on the implementation and effectiveness of new technologies as collaborative learning tools in the ninth grade at the Unidad Eduactiva "Quisapincha", a school located in the rural area of the city of Ambato. The study will involve a total of 40 students, consisting of 16 men and 24 women. Bhardwaj (2019) mentioned that Purposive sampling is a type of sampling in which the members of the sample are selected according to the purpose of the study. It is also known as deliberate or judgmental sampling. In this approach, the researcher deliberately selects participants who are considered most suitable to provide relevant information for the research objective. Considering the rich cultural context of these students, the aim of the research is to analyze how new technologies can enhance participation and improve writing skills in a digital environment. By investigating the dynamics of group collaboration and the integration of technology in the classroom, this study seeks to provide valuable insights into the educational experiences of students and the potential benefits of digital platforms for promoting active learning and communication. Ultimately, the research aims to contribute to the broader discussion on the role of technology in education, particularly in culturally diverse contexts.

Table 1. Population

Population	Participants	Percentage
Male	16	65%
Female	24	35%
Total	40	100%

Procedure

Research procedures refer to a set of systematic and ethical practices that guide the process from the development of the research idea to the planning of data analysis and the dissemination of results. Buljan (2023) quoted that these procedures are presented as logical steps designed to ensure a solid methodology, considered the foundation of responsible science. Additionally, research integrity and ethics are integral elements that influence all research activities, setting the direction of the study from its inception.

Research questions

- What are the types of new technologies that learners use the most in EFL classes?
- What are the writing subskills that students have improved when learning English?
- What kind of strategies do students use to enhance the writing skill?

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

This chapter presents the results obtained from the data analysis, aimed at answering the three research questions, which are aligned with the study's objectives. The findings derived from the applied questionnaire are presented below. The data was processed using SPSS (Statistical Package for the Social Sciences) to calculate the mean and organize the results of the open-ended questions in tables.

1. What are the types of new technologies that learners use the most in EFL classes?
2. What are the writing subskills that students have improved when learning English?
3. What kind of strategies do students use to enhance the writing skill?

Table 2. Types of new technologies

Item	Mean
I use different technological tools to complete tests or quizzes to get feedback for example Google forms. [Assessment tools]	3.75
I use interactive tools in which I play and compete with my classmates, for example Quizziz. [Assesment tools]	3.78
I use various tech tools which I can collaborate and share different links, images videos, etc. For example, Padlet [Collaborative tools]	3.88
I use different video tools to interact and share documents virtually, for example Microsoft Teams [Collaborative tools]	3.75
I use some online tools to collaborate editing documents simultaneously, for example google docs. [Collaborative tools]	3.68
I use various tools to create and modify graphic content on various presentations, infographics, flyers, etc. with, for example Canva. [Content creation tools]	4.03
I use diverse tools to create basic presentations in a structured way, for example PowerPoint. [Content creation tools]	3.45
I use many apps to have virtual meetings, for example Zoom Meetings, Google Meets, Microsoft teams. [Virtual classroom platforms]	3.90

Note: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, 5. Never are scales to measure each question. items marked with bold are the averages taken for analysis and interpretation.

Analysis and Interpretation

Research question: *What are the types of new technologies that learners use the most in EFL classes?*

The findings of this study indicate that students utilize a wider range of tools for creating and editing presentations (M=4.03). Presentation design tools are distinguished by their multifunctionality, allowing for the seamless integration of text, images, and audio, thereby enabling users to produce dynamic and interactive presentations, as well as

infographics and graphic materials like flyers. Canva, for instance, is a widely used platform for generating such content, reflecting students' preference for versatile and visually engaging design tools. Additionally, students frequently use virtual classroom platforms (M=3.90), which promote active interaction through features like screen sharing, with examples including Zoom Meetings and Microsoft Teams. In contrast, there is less interest in more traditional and less intuitive content creation tools such as Microsoft PowerPoint (M=3.45), which, while designed for presentation development, is perceived as more limited and challenging to use.

The findings indicate that students exhibit a clear preference for platforms that enable the efficient and interactive creation of presentations, such as Canva, over more traditional tools like PowerPoint, which offer limited functionality and fewer features for producing visually dynamic and engaging content. This preference is likely driven by students' inclination toward tools that combine ease of use with the ability to design aesthetically appealing and vibrant presentations, catering to modern content creation demands.

Table 3. Writing Sub Skills in EFL

Item	Mean
I organize sentences correctly when writing a text [coherence]	3.95
I use different linking words (for example: and, but and so) to connect sentences and paragraph correctly when I write [Cohesion]	3.85
I use the correct punctuation when writing a paragraph to finish, separated and emphasize ideas [Punctuation]	4.00
I use different formulas when writing a text for example, Subject + Verb + Complement [Coherence]	3.68
When I write, I organize my ideas to logically connect with the topic. [Organizing ideas in a helpful way]	3.78
When I write a paragraph, I combine sentences to make a text more understandable. [Joining our words and Sentences clearly]	3.85
I use mind maps to organize my ideas before writing. [Organizing ideas in a helpful way]	3.55

Note: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, 5. Never are scales to measure each question. items marked with bold are the averages taken for analysis and interpretation.

Analysis and Interpretation

Research question: *What are the writing subskills that students have improved when learning English?*

Students show a strong preference for applying certain subskills to improve the quality of their writing. The highest score is found in the proper use of punctuation (M=4.00), indicating that students are aware of the importance of correctly finishing, separating, and emphasizing ideas. They also value coherence (M=3.95), i.e. organizing sentences appropriately and using different linking words to connect sentences and paragraphs, which enhances the fluency of the text. Additionally, they show interest in organizing their ideas before writing, although the use of mind maps, an organizational tool, shows lower popularity (M=3.55). In general, students tend to focus on the structure and clarity of the content when writing, placing less emphasis on applying specific grammatical structure formulas.

Students prioritize key aspects of writing, such as punctuation and coherence, which reflects their focus on clarity and organization of the text. The high rating of punctuation suggests that they understand the importance of structuring ideas clearly, separating them, and emphasizing them appropriately. They also focus on coherence, aiming to connect sentences and paragraphs smoothly. However, while they recognize the importance of organizing their ideas before writing, the use of mind maps as a planning tool is not as popular, which could indicate that they prefer other organizational methods. Overall, students seem to focus more on the overall organization and fluency of their texts than on strictly applying grammatical formulas.

Table 4. Writing Strategies

Item	Mean
I use different titles, subtitles, lists, etc, to identify, or classify elements when I write [Labelling]	3.85
I copy sentences or paragraphs to improve my vocabulary and writing [Copying]	3.73
I generate meaningful ideas of a specific topic from a main theme [Sentence completion]	3.73
I select different words or phrases to complete spaces in a reading passage. [Gap-filling]	3.65
I correct and identify errors before I finish writing a paragraph to make sure if it is correct [Proofreading]	3.95

Note: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, 5. Never are scales to measure each question. Items marked with bold are the averages taken for analysis and interpretation.

Analysis and Interpretation

Research question: What kind of strategies do students use to enhance the writing skill?

The results indicate that students employ various strategies to enhance their writing skills. The most frequently utilized strategy is proofreading (M=3.95). This strategy highlights students' preference for revisiting their written paragraphs to identify and correct errors. Additionally, students demonstrate a notable interest in labelling (M=3.85). This strategy involves the identification and organization of key elements, such as titles, subtitles, and other structural components, prior to writing. This approach facilitates a more structured writing process, ensuring logical sequencing and coherence. Conversely, students exhibit comparatively lower engagement with gap-filling techniques (M=3.65). This means that students need to complete sentences or paragraphs with appropriate words. It is suggested that students find such tasks challenging, potentially due to limitations in their vocabulary repertoire, which may hinder their ability to effectively locate and integrate suitable lexical items.

According to the analysis, students prefer skills that allow them to effectively review and organize their writing. They especially value the proofreading process, as it helps them detect and correct errors. They also focus on organizing their ideas before writing, which helps maintain coherence in their texts. However, they are less interested in completing texts with specific words, as this task can be more challenging due to vocabulary limitations. This reflects a preference for working on the structure and correction of their writing.

Discussion

The three research questions presented below were designed to explore students' perspectives on new technologies, specifically, their impact on the development of writing skills.

Question 1: *What are the types of new technologies that learners use the most in EFL classes?*

After the analysis, it was found that students prefer to use content creation tools that are visually attractive, such as Canva. Saputra et al. (2022) mentioned that Canva is an application designed to create graphic content like presentations, flyers, brochures, etc. This tool provides resources like templates, icons, and various visual elements, which make it easier for students to create attractive and professional content without the need for advanced

knowledge of collaborative tools. On the other hand, students also prefer virtual classroom platforms. Anghelo et al. (2023) quoted that virtual classroom platforms provide students with an environment where they can access educational material such as online chats, shared spaces for collaboration, which allows students to have a more flexible and comfortable education.

Students show very little interest in content creation tools that are less visually appealing, such as PowerPoint. In this case, according to Craig and Amernic (2006), the tool tends to promote a one-way presentation, reducing interaction and dialogue in educational settings, which limits collaborative learning. It may also create technological dependence, as some students feel uncomfortable with the tool or prefer to avoid potential technical issues. Additionally, the time and effort required to create visually appealing presentations can demotivate students, who may opt for alternative methods that allow them to focus more on the content and direct communication.

Question 2: *What are the writing subskills that students have improved when learning English?*

Students have shown significant improvement in several key writing subskills in English, particularly in the proper use of punctuation and coherence. According to Thomesen (1951), punctuation stands out as an important area of focus, indicating that students understand the need to properly separate, emphasize, and complete their ideas using punctuation marks. This is crucial for ensuring clarity in their texts. Additionally, students value coherence. Traynor et al. (2004) mentioned that organizing sentences logically and using connectors helps link ideas and paragraphs. This focus on coherence and punctuation reflects an effort to improve the overall fluency of their writing, ensuring that ideas are presented clearly and structured.

Despite these advances in punctuation and coherence, students show less inclination towards using mind maps as a tool for organizing their ideas before writing. Although Ibrahim (2015) recognized the importance of planning before starting to write, students seem to prefer other, more familiar or intuitive methods of organization. This preference for other planning strategies reflects a more flexible approach to the writing process, prioritizing adaptation to different organizational styles. Overall, students tend to focus on aspects that enhance the structure and clarity of the text, allowing them to communicate their ideas effectively and understandably.

Question 3: *What kind of strategies do students use to enhance the writing skill?*

The results of this study indicate that students use various strategies to improve their writing skills, particularly those that allow them to review and organize their texts. The most used strategy is proofreading, which reflects students' preference for revisiting their written work to identify and correct errors. Hyatt et al. (2017) quoted that this technique is crucial for improving grammatical and spelling accuracy, and helps students refine their ideas to ensure the text is clear and coherent. Additionally, students show a significant interest in labelling, which involves identifying and organizing structural elements such as titles and subtitles before starting to write. According to Gove (1975), this technique facilitates more organized planning, ensuring that the content follows a logical flow and that the text's structure is clear.

On the other hand, students show less interest in gap-filling techniques, which involve completing sentences or paragraphs with appropriate words. This technique is more challenging for students, likely due to limitations in their lexical repertoire, which hinders their ability to select and integrate the correct words. This suggests that, while students prefer working on organizing and correcting their writing, they may need additional support to improve their vocabulary and tackle tasks that require greater lexical precision. Overall, students tend to prioritize techniques that allow them to review and structure their writing effectively, although they may still face difficulties in activities that demand more advanced lexical knowledge.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The analysis of the data shows that students frequently use specific collaborative technological tools such as Canva, Google Docs, and Padlet as support to complete activities related to writing. According to Timotheou et al. (2023), these platforms enable students to collaborate in real time, organize their ideas, and receive immediate feedback, all of which are essential for developing writing skills. The integration of these tools not only facilitates the acquisition of individual skills but also promotes a collective, dynamic, and student-centered learning experience, encouraging active participation both inside and outside the classroom Maqsood et al. (2024). Furthermore, these technologies have proven particularly effective in transforming previously challenging tasks into more accessible and engaging activities for students.

In addition, significant progress has been observed in writing subskills such as coherence, cohesion, and grammatical accuracy. The use of interactive technologies has been key to this improvement, as they allow students to practice these competencies in a personalized and adaptable manner. For example, the ability to edit texts simultaneously in Google Docs or to visualize and organize ideas in Padlet fosters a structured and effective approach to skill development. This finding underscores the importance of technological tools not merely as supportive resources but as transformative elements that enhance autonomous and collaborative learning in language education.

Finally, the most used strategy is proofreading, which indicates that students value the process of personal feedback and improving accuracy in their writing. Additionally, they show considerable interest in the structural organization of their texts, particularly in labeling key elements such as titles and subtitles, which helps ensure coherence and a logical sequence in their ideas. On the other hand, the strategy of completing sentences or paragraphs by filling in gaps is the least employed, suggesting that students find this task more challenging due to limitations in their vocabulary, making it difficult to appropriately integrate words.

4.2 Recommendations

It is essential for educational institutions to design and implement programs that effectively integrate collaborative technological tools such as Padlet and Google Docs into the teaching-learning process. Those tools, offering functionalities like simultaneous editing, idea organization, and real-time feedback, should be incorporated into specific activities aimed at strengthening writing skills. For instance, educators can design group writing tasks where students use these platforms to collaborate, review each other's texts, and make adjustments to improve aspects such as coherence and grammatical accuracy. Such integration not only maximizes the utility of these tools but also fosters an interactive and participatory learning environment.

Furthermore, it is vital for educators to design activities that intentionally address the identified key writing subskills, such as cohesion, clarity, and proper grammar usage. Those activities can combine traditional techniques with innovative approaches that fully leverage the capabilities of digital tools. For example, students may use Canva to create presentations or infographics summarizing complex ideas, allowing them to work on logically organizing information. Similarly, using Google Docs for collaborative review activities can help students identify and correct grammatical errors, thereby promoting continuous and reflective learning.

Finally, it is recommended to continue reinforcing the strategies that students already use most frequently, such as proofreading and labelling, as these strategies help improve the accuracy and organization of their texts. Additionally, it would be useful to encourage the use of the gap-filling technique, as students seem to find it more challenging due to limitations in their vocabulary. Working on expanding their lexical repertoire could help them approach tasks that involve completing sentences or paragraphs with greater ease, thus improving both the fluency and overall quality of their writing.

References

Almenara, J. C., Marín-Díaz, V., & Sampedro-Requena, B. E. (2018). Technology acceptance model in higher education. Revista de Investigacion Educativa, 36(2), 435–453. https://doi.org/10.6018/rie.36.2.292951

Anghelo Josué, Bedoya-Flores, M. C., Mosquera-Quiñonez, E. F., Mesías-Simisterra, Á. E., & Bautista-Sánchez, J. V. (2023). Educational Platforms: Digital Tools for the teaching-learning process in Education. Ibero-American Journal of Education & Society Research, 3(1), 259–263. https://doi.org/10.56183/iberoeds.v3i1.626

Antón-Sancho, Á., Vergara, D., Lamas-álvarez, V. E., & Fernández-Arias, P. (2021). Digital content creation tools: American university teachers' perception. Applied Sciences (Switzerland), 11(24). https://doi.org/10.3390/app112411649

Aydin, İ. (2024). Ethical Issues in Educational Technology. Kastamonu Eğitim Dergisi, January, 861–881. https://doi.org/10.24106/kefdergi.1426735

Berninger, V (2007). The Blackwell Companion to Organizations. The Blackwell Companion to Organizations, 497–519. https://doi.org/10.1111/b.9780631216940.2005.00026.x

Bhardwaj, P. (2019). Types of sampling in research. Journal of the Practice of Cardiovascular Sciences, 5(3), 157. https://doi.org/10.4103/jpcs.jpcs_62_19

Buljan, I. (2023). Research Procedures. Research Procedures, 31–47. https://doi.org/10.1007/978-3-031-22412-6_3

Bueno, R., Niess, M. L., Aldemir Engin, R., Ballejo, C. C., & Lieban, D. (2023). Technological pedagogical content knowledge: Exploring new perspectives. Australasian journal of educational technology, 88–105. https://doi.org/10.14742/ajet.7970

Campus, K. M. (2024). KMC Journal. 6(1), 241–259. https://doi.org/10.3126/kmcj.v6i2.68891

Cedeño-Escobar, M., Ponce-Aguilar, E., Lucas-Flores, Y. A., & Perero-Alonzo, V. E. (2020). Classroom and Google Meet, as tools to strengthen the teaching-learning

process. Polo Del Conocimiento, 5(07), 388–405. https://doi.org/10.23857/pc.v5i7.1525

Chiappe, A., Amado, N., & Leguizamón, L. (2020). Educommunication in digital environments: an interaction´s perspective inside and beyond the classroom. Innoeduca. International Journal of Technology and Educational Innovation, 6(1), 34–41. https://doi.org/10.24310/innoeduca.2020.v6i1.4959

Choudhury, A. S. (2013). Speaking, writing, and developing writing skills in English. Language in India, 13(9), 27–32. http://languageinindia.com/sep2013/anindyawritingskilldevelopmentfinal.pdf

Craig, R. J., & Amernic, J. H. (2006). PowerPoint presentation technology and the dynamics of teaching. Innovative Higher Education, 31(3), 147–160. https://doi.org/10.1007/s10755-006-9017-5

Dakamsih, N. J., & Rababah, L. M. (2024). Breaking Barriers, Elevating Performance: Microsoft Teams and the Writing Proficiency of EFL Jordanian Students. World Journal of English Language, 14(5), 493–500. https://doi.org/10.5430/wjel.v14n5p493

Deane, P., Odendahl, N., Quinlan, T., Fowles, M., Welsh, C., & Bivens-Tatum, J. (2008). Cognitive Models of Writing: Writing Proficiency As a Complex Integrated Skill. ETS Research Report Series, 2008(2), i–36. https://doi.org/10.1002/j.2333-8504.2008.tb02141.x

Lohans, K. (2024). The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills. International Journal of Scientific Research in Modern Science and Technology, 3(4), 05–10. https://doi.org/10.59828/ijsrmst.v3i4.199

Dron, J. (2022). Educational technology : what it is and how it works (Issue July 2021). https://doi.org/10.1007/s00146-021-01195-z

Durga, S. , S., & Rao, C. S. (2018). Developing Students' Writing Skills in English-A Process Approach. Journal for Research Scholars and Professionals of English Language Teaching, 2(6), 1–5. http://www.jrspelt.com

Firman, F., Alef, R., & Eric, M. (2022). Use Of Zoom Meeting Applications to Memorize the Qur'an Online. Journal International Inspire Education Technology, 1(2), 99–110. https://doi.org/10.55849/jiiet.v1i2.92

Fitria, T. N. (2023). Using Google Forms as an Online Learning Assessment Tool for Non-EFL Students. Journal of English Language Teaching, Linguistics, and Literature Studies, 3(2), 64. https://doi.org/10.30984/jeltis.v3i2.2641

Gallagher, T. M. (1993). Language Skill and the Development of Social Competence in School-Age Children. Language, Speech, and Hearing Services in Schools, 24(4), 199–205. https://doi.org/10.1044/0161-1461.2404.199

Gonz, G., & Elena, D. (2023). Guadalupe González Romero* | Dulce Elena López Sánchez**. 120–133.

Gove, W. (1975). The Labelling Perspective: An Overview. The Labelling of Deviance: Evaluating a Perspective, January 1975, 3–20. https://www.researchgate.net/publication/332631343_The_Labelling_Perspective_An_Overview?enrichId=rgreq-9b3faa0a026f857c183a3a31f5d9a2c5-XXX&enrichSource=Y292ZXJQYWdlOzMzMjYzMTM0MztBUzo3NzM5MDU3MjM2ODY5MTJAMTU2MTUyNDkxMTUyMw%3D%3D&el=1_x_2

Graham, S., Weintraub, N., & Berninger, V. (2001). Which manuscript letters do primary grade children write legibly? Journal of Educational Psychology, 93(3), 488–497. https://doi.org/10.1037/0022-0663.93.3.488

Holaday, M., Smith, D. A., & Sherry, A. (2000). Sentence completion tests: A review of the literature and results of a survey of members of the Society for Personality Assessment. Journal of Personality Assessment, 74(3), 371–383. https://doi.org/10.1207/S15327752JPA7403_3

Husain, N. (2015). What is Language? English Language Language as Skill. Language and Language Skills, March, 1–11. https://www.researchgate.net/publication/274310952

Hyatt, J. P. K., Bienenstock, E. J., & Tilan, J. U. (2017). A student guide to proofreading and writing in science. Advances in Physiology Education, 41(3), 324–331. https://doi.org/10.1152/advan.00004.2017

Ibrahim, M. A. (2015). University students' English writing problems: diagnosis and remedy. International Journal of English Language Teaching, 3(3), 40–52. https://www.researchgate.net/profile/Ibrahim-Alfaki/publication/276273167_University_Students'_English_Writing_Problems_Diagnosis_and_Remedy/links/555479ae08ae6fd2d81f5850/University-Students-English-Writing-Problems-Diagnosis-and-Remedy.pdf

Javed, M., Juan, W. X., & Nazli, S. (2013). A study of students' assessment in writing skills of the english language. International Journal of Instruction, 6(2), 129–144.

Larchenko, V., & Barynikova, O. (1964). New technologies in education. Acta Psychologica, 23(C), 249–254. https://doi.org/10.1016/0001-6918(64)90121-0

Lesia Viktorivna, K., Andrii Oleksandrovych, V., Iryna Oleksandrivna, K., & Nadia Oleksandrivna, K. (2022). Artificial Intelligence in Language Learning: What Are We Afraid of. Arab World English Journal, 8, 262–273. https://doi.org/10.24093/awej/call8.18

Lim, T. M., & Yunus, M. M. (2021). Teachers' perception towards the use of Quizizz in the teaching and learning of English: A systematic review. Sustainability (Switzerland), 13(11). https://doi.org/10.3390/su13116436

Mahmood, A. F., & Abdullah, A. S. (2021). The written communicative language , its effect and its impact on the development of modern social media The written communicative language , its effect and its impact on the development of modern social media. May.

Majid, T., Muhammadun, M., & Parepare, I. (2024). Usage Gogle Sites Improving Islamic Religious Education Learning Outcomes. Journal of Islamic Studies and Society, 5(1), 72–83. https://doi.org/https://doi.org/10.35905/aliftah.v4i2

Maqsood, M., Othman, A., Ilyas, M., Sabir, R. M., Urooj, I., Zahra, T., Abdullah, O. M., & Butt, H. H. (2024). Assessment and evaluation in education 5.0. Preconceptions of Policies, Strategies, and Challenges in Education 5.0, July, 235–248. https://doi.org/10.4018/979-8-3693-3041-8.ch013

Martin, L., & Tapp, D. (2019). Teaching with Teams: An introduction to teaching an undergraduate law module using Microsoft Teams [Enseñar con equipos: una

introducción a la enseñanza de un módulo de derecho de pregrado con Microsoft Teams]. Innovative Practice in Higher Education Journal, 3(3), 58–66.

Morgana, V. (2024). Fostering English speaking and writing subskills for the Cambridge B2 First through technology-mediated tasks. ReCALL, 36, 119–134. https://doi.org/10.1017/S0958344023000277

Nam, Y.-K. (2015). Korean EFL Students' Strategy Use in Gap-Filling Inference Items. English Teaching, 70(4), 81–107. https://doi.org/10.15858/engtea.70.4.201512.81

Negeri, U. I., Makassar, A., & Nur, N. A. (1976). ANALYZING STUDENTS' DIFFICULTIES IN MAINTAINING THEIR COHERENCE AND COHESION IN WRITING PROCESS Ratu Nur Faradhibah. 1(183), 183–194. https://doi.org/https://doi.org/10.24252/Eternal.V32.2017.A7

Paparo, S., & Talbot, B. (2014). Meanings of participation in virtual choirs and implications for teacher education. Paper Presented at The National Association for Music Education Biennial Conference, 269–286.

Pimentel, C. L., Bø, H., & Stein-smith, K. (2018). Journal of Language Teaching and Research. Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D, 9(1), 197–204. https://doi.org/http://dx.doi.org/10.17507/jltr.0901.25

Porte, G. K. (1995). Writing wrongs : copying as a strategy for underachieving EFL writers. 49(April), 144–151.

Prunty, M., & Barnett, A. L. (2020). Accuracy and Consistency of Letter Formation in Children With Developmental Coordination Disorder. Journal of Learning Disabilities, 53(2), 120–130. https://doi.org/10.1177/0022219419892851

Rap, S., & Blonder, R. (2024). Technology Acceptance When Teaching Climate Change. Journal of Science Education and Technology, May. https://doi.org/10.1007/s10956-024-10125-9

Reyna, J. (2016). Google Docs in Higher Education Google Docs in Higher Education Settings : A Preliminary Report. December. https://doi.org/10.4018/978-1-4666-1936-4.ch008

Rivard, L. O. P. (1994). A review of writing to learn in science: Implications for practice and research. Journal of Research in Science Teaching, 31(9), 969–983. https://doi.org/10.1002/tea.3660310910

Robutti, O., Trouche, L., Cusi, A., Psycharis, G., Kumar, R., & Pynes, D. (2024). Tools and Resources Used/Designed for Teacher Collaboration and Resulting from Teacher Collaboration. In New ICMI Study Series: Vol. Part F2945. https://doi.org/10.1007/978-3-031-56488-8_5

Rogers Patricia. (2000). Barriers to adopting emerging technologies in education. Journal of Educational Computing Research, 22(4), 455–472. https://doi.org/10.2190/4UJE-B6VW-A30N-MCE5

Saddler, B., & Asaro-Saddler, K. (2009). Writing Better Sentences: Sentence-Combining Instruction in the Classroom. Preventing School Failure: Alternative Education for Children and Youth, 54(3), 159–163. https://doi.org/10.1080/10459880903495851

Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. Scientechno: Journal of Science and Technology, 1(1), 46–57. https://doi.org/10.55849/scientechno.v1i1.4

Schoonen, R. (2019). Are reading and writing building on the same skills ? The relationship between reading and writing in L1 and EFL. Reading and Writing, 32(3), 511–535. https://doi.org/10.1007/s11145-018-9874-1

Sreena, S., & Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. International Journal of Engineering & Technology, 7, 669–673. https://doi.org/https://doi.org/10.14419/ijet.v7i4.36.24220

Stella, H., & Godfroid, A. (2019). Choosing Words to Teach: A Novel Method for Vocabulary Selection and Its Practical Application. TESOL Quarterly, 53(2), 348–371. https://doi.org/10.1002/tesq.483

Sun, Q., Zhang, L. J., & Carter, S. (2021). Investigating Students' Metacognitive Experiences: Insights From the English as a Foreign Language Learners' Writing Metacognitive Experiences Questionnaire (EFLLWMEQ). Frontiers in Psychology, 12(August), 1–15. https://doi.org/10.3389/fpsyg.2021.744842

Šupa, M. (2018). What is new technology and what technology is new? Definitions of emerging technology in policy documents and global corporate communication. Informacijos Mokslai, 83, 101–120. https://doi.org/10.15388/IM.2018.83.7

THOMSEN, T. C. (1951). The importance of using. Industrial Lubrication and Tribology, 3(3), 16–33. https://doi.org/10.1108/eb052098

Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. In Education and Information Technologies (Vol. 28, Issue 6). Springer US. https://doi.org/10.1007/s10639-022-11431-8

Tony Bates, A. W. (1997). The impact of technological change on open and distance learning. Distance Education, 18(1), 93–109. https://doi.org/10.1080/0158791970180108

Traynor, M., Duke University, Poudel, A. P., Davies, D., Jaworski, A., Coupland, N., Gee, J. P., Neher, J. O., Traynor, M., Urmila, S. B., Mukrimaa, S. S., Nurdyansyah, Fahyuni, E. F., YULIA CITRA, A., Schulz, N. D., د, غسان., Taniredja, T., Faridli, E. Miftah., Harmianto, S., … Owen, M. (2004). Academic writing : Coherence and Cohesion in Paragraph. Journal of Linguistics, 21(2), 241–245. https://egyankosh.ac.in/bitstream/123456789/20932/1/Unit-3.pdf%0Ahttp://twp.duke.edu/uploads/media_items/cohesion-coherence.original.pdf

Treiman, R. (2018). Teaching and Learning Spelling. Child Development Perspectives, 12(4), 235–239. https://doi.org/10.1111/cdep.12292

Waltemeyer, S., Hembree, J. R., & Hammond, H. G. (2021). Padlet: the Multipurpose Web 2.0 Tool. Journal of Instructional Research, 10(2013), 93–99. https://doi.org/https://files.eric.ed.gov/fulltext/EJ1314149.pdf

Webb, J., & Giovanelli, M. (2023). Grammar for writing. Essential Grammar, 1(May), 95–199. https://doi.org/10.4324/9781003175261-9

Yadav, M. S., & Pavlou, P. A. (2020). Technology-enabled interactions in digital environments:a conceptual foundation for current and future research. Journal of the Academy of Marketing Science, 48(1), 132–136. https://doi.org/10.1007/s11747-019-00712-3

Annexes

Annex 1

CARTA DE COMPROMISO

Ambato, 14 de agosto de 2024

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Mariela Elizabeth Altamirano, en mi calidad de rectora de la Unidad Educativa "Quisapincha", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "New Technologies and the Writing skill"
propuesto por el estudiante Moyano Núñez Luis Alejandro, portador de la Cédula de Ciudadanía, 1850947639 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIDAD EDUCATIVA QUISAPINCHA
RECTORADO

Mg. Mariela Altamirano
Rectora Unidad Educativa "Quisapincha"

Annex 2

Cronbach's Alpha validation

Estadísticas de fiabilidad

Alfa de Cronbach	N de elementos
.875	20

Note: Reliability statistics with Cronbach's Alpha of 20 items with Likert scale.

Annex 3

Survey

Survey upon request

Annex 4

Specialist's validation

Validated by: Mg. Verbella Escalante	ID: 1802917250	Date: 11/06/2024
Signature:	Email: ma.escolante7@gmail.com	
Place of work: "UTA"	Academic degree; Magister	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: My. Edgar Encalada	ID: 050182471 1	Date: Nov 6th, 2024
Signature:	Email: eg.encalada@uta.edu.ec	
Place of work: UTA-PINE-	Academic degree; Magister in Applied Linguistics	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Xavier Sulca	ID: 1802447548	Date: 19-11-2024
Signature:	Email: manuelxsulcag@uta.edu.ec	
Place of work: UTA	Academic degree; Magister.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Dr. Hayorie Chumbo	ID: 1802696458	Date: 13/11/2024
Signature:	Email: elsamchumboc@uta.edu.ec	
Place of work: UTA	Academic degree; PhD.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Dorys Cumbe	ID: 1803694569	Date: Nov. 13/2024
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work: UTA	Academic degree; Master in TEFL	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Annex 5

Aiken

		J1	J2	J3	J4	J5	Media	DE	V Aiken	Interpretación de la V
ITEM 1	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 2	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 3	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 4	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 5	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 6	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 7	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 8	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 9	Relevancia	1	4	4	4	4	3.4	1.34	0.80	Valido
	Pertinencia	1	4	4	4	4	3.4	1.34	0.80	Valido
	Claridad	1	4	4	4	4	3.4	1.34	0.80	Valido
ITEM 10	Relevancia	2	4	4	4	4	3.6	0.89	0.87	Valido
	Pertinencia	2	4	4	4	4	3.6	0.89	0.87	Valido
	Claridad	2	4	4	4	4	3.6	0.89	0.87	Valido
ITEM 11	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 12	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 13	Relevancia	1	4	4	4	4	3.4	1.34	0.80	Valido
	Pertinencia	1	4	4	4	4	3.4	1.34	0.80	Valido
	Claridad	1	4	4	4	4	3.4	1.34	0.80	Valido
ITEM 14	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 15	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 16	Relevancia	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido

ITEM 17	*Relevancia*	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 18	*Relevancia*	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido
ITEM 19	*Relevancia*	2	4	4	4	4	3.6	0.89	0.87	Valido
	Pertinencia	2	4	4	4	4	3.6	0.89	0.87	Valido
	Claridad	2	4	4	4	4	3.6	0.89	0.87	Valido
ITEM 20	*Relevancia*	4	4	4	4	4	4	0.00	1.00	Valido
	Pertinencia	4	4	4	4	4	4	0.00	1.00	Valido
	Claridad	4	4	4	4	4	4	0.00	1.00	Valido

Annex 6



turnitin Page 2 of 38 - Integrity Overview Submission ID trn:oid:::1:3114396957

6% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Match Groups

- 45 Not Cited or Quoted 4%
  Matches with neither in-text citation nor quotation marks
- 10 Missing Quotations 1%
  Matches that are still very similar to source material
- 1 Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

- 5% Internet sources
- 1% Publications
- 2% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Moyano Alejandro

FULL PAPER_AMOYANO

Quick Submit
Quick Submit
Centro de Idiomas

MARIA GABRIELA LOPEZ JARAMILLO

Document Details

Submission ID
trn:oid:::1:3114396957

Submission Date
Dec 13, 2024, 5:35 PM GMT-5

Download Date
Dec 13, 2024, 5:39 PM GMT-5

File Name
new_technologies_and_writing_skills_1.pdf

File Size
485.1 KB

34 Pages
11,262 Words
67,110 Characters