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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: Canva Application and Writing Skills

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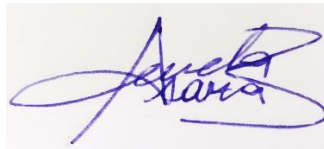
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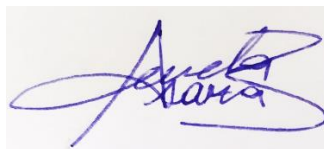
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DEDICATION

TO:

Me for never giving up in spite of the adversities and for believing that with effort and determination dreams can come true.

To my beloved grandparents, who despite the fact that they are no longer present, their teachings and everlasting love will always be the guiding light on my path.

Abi Anaela

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Abi Anaela

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THEME: Canva Application and Writing Skills

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ABSTRACT

Learning and Knowledge Technologies (LKT) tools have significantly transformed the way new languages are taught and learned today, providing innovative opportunities to foster active learning and the construction of practical knowledge. Within this context, the following research aimed to determine the effectiveness of Canva application on writing skills of students from Pedagogía de los Idiomas Nacionales y Extranjeros major, Universidad Técnica de Ambato. For this purpose, the methodology included a diagnostic and satisfaction survey, in addition to a pre experimental design with a quantitative approach, where the Cambridge Preliminary English Test (PET), writing section, corresponding to level B1, was applied as an instrument to collect pre- and post-test data; taking into account that the evaluations were divided into 2 parts (e-mail and article or story), evaluating each part with a rubric based on four writing criteria, content, communicative achievement, organization, and language. Similarly, 7 interventions focused on the Cognitive Academic Language Learning Approach (CALLA) were implemented to help students develop their writing skills with Canva application. The Shapiro-Wilk normality test was selected to analyze data normal distribution. For that reason, it was necessary to use a t-test to demonstrate the correlation between the pre-test and post-test results. After the t-test was performed, a p value of $< 0,001$ was observed, that is less than 0,05, which led to accept the alternative hypothesis. In conclusion, students had a significant performance in the development of their writing skills with the use of Canva application, emphasizing that they wrote texts in a more organized and coherent manner, using synonyms, complex grammatical structures, and selecting a wide variety of connectors.

Key words: Learning and Knowledge Technologies, Canva application, writing skills, active learning, writing criteria.

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RESUMEN

Las herramientas TAC (Tecnologías del Aprendizaje y el Conocimiento) han transformado radicalmente la forma en la que se enseñan y aprenden idiomas en la actualidad, brindando oportunidades innovadoras para fomentar el aprendizaje activo y la construcción de conocimientos prácticos. En este contexto, la siguiente investigación tuvo como objetivo determinar la efectividad de la aplicación Canva en las habilidades de escritura en 28 estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Para ello, la metodología incluyó una encuesta de diagnóstico y satisfacción, además de un diseño pre experimental con enfoque cuantitativo, donde se aplicó como instrumento para recolectar los datos de pre y posttest el Cambridge Preliminary English Test (PET), sección de escritura, correspondiente al nivel B1. Las evaluaciones se dividieron en 2 partes (correo electrónico, artículo o cuento), y cada parte fue evaluada con una rúbrica basada en 4 criterios de escritura, contenido, logro comunicativo, organización y lenguaje. De la misma manera, se implementaron 7 intervenciones centradas en el Enfoque Cognitivo de Aprendizaje Académico del Lenguaje (CALLA) para ayudar a los estudiantes a desarrollar sus habilidades de escritura con la aplicación Canva. La prueba de normalidad de Shapiro-Wilk fue aplicada para analizar la distribución normal de los datos, por lo cual, fue necesario utilizar una prueba t para demostrar la correlación entre los resultados del pretest y la posttest. Luego de realizar la prueba t, se observó un valor $p < 0,001$, es decir, inferior a 0,05, lo que llevó a aceptar la hipótesis alternativa. En conclusión, los estudiantes tuvieron un rendimiento significativo en el desarrollo de sus habilidades de escritura con el uso de la aplicación Canva, recalcando que escribieron textos de manera más organizada y coherente, usando sinónimos, estructuras gramaticales complejas, y usando una amplia variedad de conectores

Palabras clave: Tecnologías del Aprendizaje y el Conocimiento (TAC), aprendizaje activo, aplicación Canva, habilidades de escritura, criterios de escritura.

Chapter I.- Theoretical framework

1.1 Investigative background

The present section of the research work focuses on describing earlier studies carried out in order to investigate how well Canva works for improving writing abilities. These results validate the ongoing investigation in order to have a clearer idea of its effectiveness.

In a study conducted by Eka et al. (2023), the main goal was to find out how students felt about using the Canva app to practice writing, especially regarding an explanation text. 432 students from 12 classes at SMA Negeri 11 Semarang's eleventh grade during the academic year 2022–2023 were the subject of the study. The study gathered information on students' opinions of Canva as a tool for developing writing skills through the use of a 10-item questionnaire and a qualitative research methodology. The findings demonstrated that students were able to develop their writing skills with the help of the Canva application, which proved to be a useful tool. It was particularly well-liked for being easy to use and available on computers and smartphones, emphasizing how convenient and efficient it was at improving students' writing skills.

Jumami (2021) contributed to the field with an article emphasizing on examining the effects of Canva usage on students' creative writing skills, this study explores the ways in which Canva mediates students' creative writing engagement. The research used a qualitative methodology, collecting and analyzing data from State High School 9 Tarbiyah Islamiyah in Bogor's second grade using Case Study 2.0 methodology. The findings of the study showed that students had a favorable opinion of Canva when it came to creative writing through the use of questionnaires and interviews as research tools. Students reported that the application made writing more pleasurable, interesting, and motivating, which improved their comprehension and increased their fluency in learning English.

Masturoh et al. (2023) carried out an investigation in order to explore the impact of Canva usage on enhancing students' writing skills, particularly in the realm of procedural texts. The study adopted a one-group pretest-posttest pre-experimental design by employing a mixed-methods approach that integrated both quantitative and qualitative methodologies. The sample for the study included a single class consisting of thirty-six students. Data collection involved administering two rounds of testing to the participants: a pre-test conducted before the

implementation of Canva and a post-test administered after its integration. The findings revealed a significant improvement in the writing performance of the group utilizing Canva as a learning tool compared to their performance before its introduction.

Priyatna et al. (2023) conducted a research whose main aim was to examine how college students perceive the effectiveness of Canva, a graphic design tool, in supporting their English Writing Class. The study, which was done as a qualitative investigation, involved sixteen students from a private college. The authors used a descriptive method; for that reason, a questionnaire was used for data collection, and then qualitative analysis techniques were applied. Subsequently, the acquired outcomes were compared with theoretical and empirical samples to provide an exhaustive scrutiny and discourse. The results showed that students had a generally positive opinion of Canva's suitability, usefulness, and accessibility for improving English writing skills. A sizable majority (86.4%) expressed this opinion. Nonetheless, issues surfaced with students' preparedness to make good use of Canva's features during the writing process. These results highlight how important it is to become proficient with Canva's features in order to take full advantage of its potential to enhance students' writing skills.

Another study proposed by Febriansyah et al. (2023) aimed to use Canva application to improve students' writing abilities and determine whether or not using it increases student engagement. Seventh-grade pupils at SMP Muhammadiyah 2 Bandar Lampung were the subject of the study. The Classroom Action Research (CAR) approach was used to analyze the quantitative and qualitative data. Mean statistical formulas were used to process quantitative data, and descriptive interpretation was applied to qualitative data. The findings showed that student engagement had improved, as seen by the mean scores for learning activities increasing from Cycle 1 to Cycle 2. In addition, there was a noticeable improvement in the writing test results from Cycle 1 to Cycle 2, with a 15-point advancement. Therefore, it can be said that the Canva application successfully raises student engagement and develops writing abilities.

Fauziyah et al. (2022) decided to investigate students' perceptions at MTs Sabilunnajah Prambon school, and evaluate the efficacy of "Canva for Education." A pre-experimental design with a one-group pre- and post-test was applied, the treatment was given to a sample of 48 ninth-grade students chosen by purposive sampling, one week apart, following the pre-test and prior to the post-test. Tests and a questionnaire were among the tools used to collect data. According to the findings, "Canva for Education" was effective in improving students' procedural text writing abilities. In order to assess the validity and reliability of the pre and

post-tests results as well as the outcomes of observations using a Likert Scale, the researcher employed SPSS version 26 for data analysis. Moreover, in order to prevent misunderstandings during the observation technique, the investigator provided students using Indonesian with a questionnaire on a scale from 1 (Strongly Disagree) to 4 (Strongly agree). After that, SPSS 26 was used to examine the questionnaire results. Additionally, the Cronbach's Alpha statistical test revealed a value greater than 0.5, indicating reliability. From the Cronbach's Alpha value, it was possible to conclude that students' opinions about using 'Canva for Education' to write procedure text were trustworthy. In conclusion, students who used 'Canva for Education' reported improvements in their writing abilities and a passion for learning.

Candra et al. (2022) conducted a research which aimed to investigate students' perspectives on the use of Canva application in a creative writing course and its potential impact on their creative writing development, particularly in the context of distance learning, for that a descriptive quantitative research approach was applied. Data were gathered from students enrolled in the Creative Writing course at the ELESF of Lambung Mangkurat University who worked with Canva during their classes. The study involved a sample of 46 students and employed questionnaire surveys, applying a five-point Likert scale with 24 questions, along with interviews conducted with approximately three representative students from the ELESF program. Results revealed that students generally viewed Canva positively in their Creative Writing classes, finding it intuitive and conducive to expressing their creativity effectively. They reported feeling more inspired, motivated, and self-assured in their writing performance. However, students also noted drawbacks, such as the time-consuming nature of Canva usage and the necessity of a stable internet connection for smooth operation during content exporting.

The main objective of an investigation performed by Utami and Djamdjuri (2021), was to investigate how students feel about using Canva in their writing classes. The study used questionnaires and interviews to gather data from ten Senior High School Bingin Teluk students using a qualitative descriptive methodology. The results implied that the participants benefited from using Canva in writing classes. In particular, it was observed that Canva increased students' motivation, enhanced their writing abilities, and offered helpful support during the writing process. Students did, however, encounter some difficulties with Canva, including the need for a premium account in order to access certain features and the extra time needed for program design. Canva was thought to be a useful tool for enhancing writing instruction in the classroom in spite of these challenges.

Larasati et al. (2022) completed a study in order to explore how educators use Canva for teaching creative writing and to assess students' perceptions of Canva as a learning tool for writing using a qualitative case study design. Information was gathered using a variety of techniques, such as watching how Canva is used in the classroom and interviewing and surveying students to get their opinions. One English teacher and eighteen eighth-graders participated. While questionnaire responses were analyzed using Likert Scale measurement, observations and interviews were transcribed, coded, and interpreted. The teacher used a constructivist approach, according to the results, to incorporate Canva into writing lessons. Students found that using Canva can be motivating and helpful for improving their comprehension of digital media, according to both questionnaires and interviews.

Hadi et al. (2021) carried out a research whose main goal was to evaluate the efficacy of incorporating Canva application to improve students' writing abilities. Pre- and post-test assessments were part of the quantitative pre-experimental research design used in this study, which was conducted at Mts Al-Islamiyah, Ciledug. The main means of assessment were written exams. One Grade IX-1 class was chosen for the study after using random sampling techniques and the t-test was used to analyze the data. According to the results, the writing test scores of the students improved from 64.73 in the pre-test to 70.83 in the post-test. Moreover, the alternative hypothesis was accepted and the null hypothesis was rejected because the computed t-value was higher than the critical t-value at the 5% significance level. The study concluded that using the Canva application can help students to improve their writing is a useful strategy.

1.1.1 Independent variable

Information and Communication Technologies (ICT)

Information and Communication Technologies (ICTs) encompass a broad range of tools and systems that facilitate the management, exchange, and access to information through electronic devices such as computers, smartphones, and networks (Ratheeswari, 2018). The concept of ICT evolved from Information Technology (IT), first introduced by Leavitt and Whisler in 1958, and has since become a cornerstone of modern society.

ICTs have revolutionized various aspects of human life, particularly in education. They enable the collection of vast amounts of valuable data from diverse sources, driven by the growth of the Internet, which has significantly enhanced accessibility, productivity, and process standards (Aceto et al., 2018). In the educational context, ICTs refer to technological

methods or tools that support both teachers and students during the teaching and learning process (Cueva & Inga, 2022). For students, ICTs assist in developing technological skills, fostering independence, increasing motivation, and providing access to a wide range of information. For teachers, they offer facilities to reinforce lessons and encourage communication with students.

The impact of ICTs on education is multifaceted. They support the development of technological competencies by enabling innovation, autonomy, interactivity between teachers and students, accessibility to authentic content, and the development of new teaching-learning processes (Hernandez et al., 2017). ICTs are regarded as a student-centered approach that offers real-world experiences, improves cognitive functions, provides feedback, and increases interest in learning (Goh & Sigala, 2020). Moreover, they have produced modern learning resources such as online presentation support, lesson design, self-education, virtual tutoring, and control tests (Minamatov & Nasirdinova, 2022).

The evolution of ICTs has been historically significant, expanding and augmenting human capabilities. The early 21st century saw a proliferation of portable devices offering universal wireless communication and computing power. This development has enabled social units to communicate at any time and from any place, supported by a distributed information power grid controlling material resources.

Moreover, in the context of a knowledge-driven society, ICTs' impact is greatly shaped by the Internet and the Web (Stosic et al., 2020). The successful integration of ICT in education relies heavily on teacher preparation, which is crucial for both prosperity and competitiveness (Al-Rahmi et al., 2020). ICTs have transformed learning by providing access to extensive knowledge and learning resources, including online platforms, digital libraries, and interactive content. Furthermore, the connectivism learning theory established that learning occurs by connecting specialized nodes or information sources (Siemens, 2004). This theory emphasized the importance of building networks of connections and communities of shared knowledge in the ICT-driven educational landscape (Rajendran et al., 2023).

Finally, the continuous evolution of ICT continues to shape society profoundly, with emerging technologies like artificial intelligence, blockchain, and the Internet of Things (IoT) poised to further revolutionize information access, processing, and utilization (Schwab, 2017).

Learning and Knowledge Technologies (LKT's) tools

Learning and knowledge technologies (LKT) are currently playing a major role in the advancement of education by looking for fresh approaches to incorporate into the classroom. The process of comprehensive academic training provides an enhancement to the pedagogical value because of technological advancement and its integration into education. Digital didactics are used by educators to foster more interaction in the classroom and promote better learning (Pérez-Zúñiga et al. 2018).

As stated by Valarezo and Santos (2019), the use of Learning and Knowledge Technologies as didactic tools for learning makes possible knowledge management and focuses on the formative use of technologies that guarantee knowledge comprehension. However, the training modalities and methodological proposals are still lacking to transform these technological tools into actual learning and knowledge resources.

Díaz and Márquez (2020) suggested three theoretical elements to support LKT strategies: the application of the LKT strategy to critical thinking and problem-based learning; competency-based instruction to support LKT consolidation; and knowledge construction in the teaching-learning process. The results of the study indicated that LKT tools are strategies that support knowledge creation through processes that center on interpretation, justification, analysis, and problem-solving.

Learning and Knowledge Technologies were created as a result of the ICT technological revolution, which are now linked to knowledge management in several educational contexts and have altered how people relate to and access information for pedagogical purposes. The use of flexible digital didactic content offers benefits and promotes increasingly meaningful learning in which the models used in education have changed by encouraging the use of technologies in the teaching-learning process (Pérez-Zúñiga et al., 2018).

Moreover, Girón (2021) mentioned that the term Learning and Knowledge Technologies, refers to the technologies found in digital learning environments, which can be enhanced through various activities that facilitate the better use of information and communication technologies, and enable the acquisition of new knowledge. Teachers can use these technologies to achieve meaningful learning through the use of materials and resources in their instruction, which is supported by technology in academic training.

Additionally, Pérez-Zúñiga et al. (2018) mentioned that LKTs are an essential part of learning personalization, since they can diversify active, inclusive, and interactive methodologies and allow students select the resources they believe are most relevant to their own learning process. Examples of these resources include blogs, e-books, i-pens, social networks, virtual whiteboards, projectors, computers, digital games used in the classroom, web conferencing, didactic material for the network, wikispace, gamification, web 2.0, and curriculum personalization that is heavily reliant on technology and simulators.

According to Gallo-Ramirez et al. (2020), in the teaching and learning process utilizing the LKT, it is essential to educate students from their emotions in order to accomplish a complex understanding of reality. As a result, this process is the basis of ICT, particularly LKT in terms of digital platforms, virtual learning environments, and educational software.

Learning and Knowledge Technologies (LKT) are specifically defined as didactic classroom tools that improve teaching and learning by allowing teachers and students to access pedagogical applications for acquiring new knowledge from anywhere, fostering autonomy and independence in managing the learning process (Lozano, 2011). They serve as alternative, attractive, and enriching didactic materials for consolidating knowledge (Flores, 2020). Examples of these tools are Canva, Genially, PowToon, Emaze, PowerPoint, YouTube, Zoom, Symbaloo, and Prezi.

According to Lozano (2011) and Cabero (2015), LKT is a method of utilizing information and communication technologies (ICT) as a formative tool to enhance teaching and learning. To acquire knowledge and learn in a meaningful way, both students and teachers investigate didactic uses of technology in the classroom. These uses involve formal educational instances like mind maps, concept maps, and case studies, among others, which support the teaching work. These tools both improve the appeal of the course material and make learning easier. In this instance, virtuality serves as both a dynamic and significant tool that can be adapted to the individual needs of each learner and a technological instrument.

According to Lozano (2011), those who discuss LKT assert that the ICT model is overly computer-based, instrumentalist, and uninspired for the needs of modern teachers and students, even though they can learn how to use it. However, this could not be further from the truth, as factors like globalization, the pandemic, process modernization, and other factors have confirmed the value of technology as a helpful tool in society, finance, education, and other fields in general.

The application of LKT in the classroom involves several important aspects. The term “facilitation based on LKTs” describes the activities that an instructor designs to help students learn by presenting material, assigning tasks, and using a variety of instructional strategies that are backed by LKT tools. As a result, Rojas-Carrasco et al. (2023) stated that tutors go from being executors to facilitators of teaching processes so that students play a leading role in their education, and this is achieved by being committed to education and adjusting the contents to current educational needs, considering the limitations of some educational centers and students. Similarly, pedagogy should be focused on collaborative and cooperative work to generate reflective learning that allows students to create their own knowledge while maintaining interest in consolidating and absorbing the information delivered.

Evaluation based on LKTs involves evaluating the direction and outcomes of the teaching process using data that ensures meaningful and relevant education for students and society. According to Brown (2019) and Ismail et al. (2022), assessment is an ongoing, customized process that uses a variety of approaches and procedures to monitor students' development. Summative assessment measures knowledge gained after an instructional period, whereas formative assessment takes place during learning by assessing performance and offering feedback for improvement.

Young people need to feel at ease and excited about using these technologies for LKT to be used in the classroom. Technology can help students develop competencies like autonomous learning and metacognitive strategies, which are directly related to academic achievement, even though they may occasionally use it more for leisure than for academic purposes (Francesc, 2014). Moreover, according to Santiago et al. (2013), incorporating LKT means helping educators make use of pedagogical technologies, like multimedia materials, that make it easier for students to learn new information in the classroom.

In the educational setting, several LKT tools are used for instruction and evaluation, including Wordwall for educational games, Nearpod for interactive presentations, YouTube for educational videos, Padlet for collaborative multimedia presentations, Canva for graphic design, and PowerPoint for slide creation. Moreover, Kahoot and Quizizz for online assessments, and Google Forms for questionnaires are helpful resources that can enhance classroom assessment (Ruiz, 2019). Finally, these tools, programs, and resources are transforming education because of their user-friendly interface, adaptability, and accessibility, which makes them invaluable in the field of education (Brown, 2012).

In summary, it is important to note that the evolution of ICTs into LKTs is linked to knowledge management in the different forms of education, which has changed how people interact with and access information for educational purposes. The knowledge society has been approached in an even more noticeable way as a result of the impact of ICTs in education. However, by encouraging the incorporation of these technologies into the teaching-learning process, educational models have been revolutionized with the use of adaptable digital didactic materials that provide multiple advantages by encouraging deeper learning.

Web 3.0

The World Wide Web (WWW) has evolved significantly since its inception, becoming the most rapidly growing communication tool of all time. This evolution has been marked by distinct phases, each with its own characteristics and capabilities. Web 1.0, the first iteration, was primarily a read-only web, where users could access information but had limited interaction capabilities. Web 2.0 brought about a more interactive and collaborative online environment, allowing users to create and share content (Bharadiya, 2023).

The current phase, Web 3.0, also known as the Semantic Web, represents a significant leap forward in web technology. First introduced by Tim Berners-Lee, Web 3.0 envisioned a web where machines can meaningfully interpret and comprehend information by adding semantic elements to the interactive features of Web 2.0 (Berners-Lee et al., 2001). Moreover, the author explained that this goes beyond the traditional web of documents to create a web of data, where information is linked, categorized, and organized in a way that facilitates automated processing and reasoning.

Furthermore, Berners-Lee et al. (2001) pointed out that there are a variety of terms which are crucial in order to understand how the Semantic Web works. First, Ontologies are initiatives to allow data held in multiple formats to interact with each other and to more precisely define certain aspects of the data world. Second, Uniform Resource Identifiers (URIs) are defined as a specifier of an entity by identifying where it is on the Web. Third, Hypertext Markup Language (HTML) which is the language that Web pages use to encode formatting, links, and other features. Fourth, Uniform Resource Locator (URL), codes used in hyperlinks.

Web 3.0 integrates web functions where activities are similar to machines and observe data in a similar way (Rudman & Bruwer, 2016). This advancement has significant implications for education, as the Internet and websites play an important role in fostering

communication among students, providing an environment for creativity, and facilitating teaching.

When used wisely, websites can deepen understanding and support learning (Dinc, 2017). In web-based informational reading systems, websites provide domain-specific concepts through text, videos, and photographs. Teachers can use these websites to assign homework and tasks, such as reading a story and asking students to write down their thoughts or identify related facts. Furthermore, to maximize the benefits of Web 3.0 in education, it's suggested that teachers select websites that interest students. This approach allows students to engage with informational texts that align with their interests and reading levels, potentially increasing engagement and learning outcomes.

Online Collaborative tools

The increase of Information and Communication Technologies (ICT) has transformed the way people communicate and share information in recent decades. This transformation has led to the introduction of innovative collaborative tools, which, while offering new opportunities, also present potential challenges (Al-Rahmi et al., 2020). These tools, also known as Online Collaboration Tools (OCT), have emerged as essential elements in educational and professional environments, facilitating communication, idea exchange, and joint knowledge creation among students, educators, and other learning professionals (Hsu & Shiu, 2017).

One of the earliest concepts related to collaborative tools was proposed by Douglas Engelbart in the 1960s, who spoke about the concept of "intellectual tools" aimed at enhancing human capacity to collectively solve problems. Additionally, in the 1990s, Pierre Dillenbourg popularized the term "collaborative learning" in his work on cognitive and computational approaches to learning (Dillenbourg, 1999).

Online collaborative tools can be used to access knowledge from both external and internal sources, increasing the visibility and accessibility of internal expertise and the use of internal knowledge. Moreover, they can facilitate various design tasks, allowing every team member to contribute (Yu & Zhang, 2020). Also, the benefits of using these online tools are numerous, for instance, collaborative learners improve their problem-solving, creativity, and interpersonal relationship abilities (Serevina & Khofiya, 2021). On top of that, students engage in a more interactive learning experience, allowing them to investigate and learn deeper into subjects that fascinate them (Herrador-Alcaide et al., 2020).

In the learning process, students have paid close attention to online collaborative tools as they provide opportunities to discuss, exchange, and share opinions and ideas in a collaborative way. This approach allows students to develop their knowledge through involvement in cooperative activities (Vasishta et al., 2021). Consequently, more institutions are now preparing learners to study in collaborative environments where learning assignments can be completed using online collaborative technologies (Chayomcha, 2020).

Additionally, these tools can be incorporated into multiple learning styles to prepare students for the digital future. They impact students' capacity to access resources and materials, and teachers can use them when planning, organizing, and directing instruction to achieve objectives included in lesson plans (Khweiled et al., 2021). Online collaborative tools give students fast access to information and enable meaningful cooperation in online learning environments (Naik et al., 2021).

When technology is used for educational purposes, students can interactively expand their knowledge, they can use online collaborative tools to learn by exploring, sharing, and connecting with people and content in meaningful ways, encouraging new forms of communication and engagement in the classroom (Gleeson et al., 2019). These tools are particularly useful in developing writing skills, allowing students to share their thoughts more precisely (Woodrich & Fan, 2017).

The implementation of online tools in classes promotes communication and can be easily used to develop online activities (Apriyanto, 2021). To maintain the continuity of learning in the online environment, these tools are generally accessible for both teachers and students (Fajardo-Flores et al., 2021). They facilitate students' interaction in terms of discovering innovations and digital developments to use written communication (VanLeeuwen et al., 2020).

Teachers can generate innovative content by motivating students to collaborate in performing assignments, actively participating in the process, and sharing written experiences and stories (Khalili & Ostafichuk, 2020). This integration of online collaborative tools in the learning environment allows for the development of writing skills and other essential competencies.

To conclude, collaborative tools have evolved significantly, from their origins in early communication to their current role in teaching, learning, and teamwork. They have become indispensable tools in both educational and professional environments, facilitating

communication, collaboration, and knowledge sharing among individuals and groups (Hsu & Shiue, 2017).

Canva

Canva is an easy-to-use graphic design tool that operates as a drag-and-drop visual technology media platform, giving users access to a massive library of over a million images, graphics, and fonts (Canva, 2024). Canva, which is well-known for its versatility, is useful for creating visual content because it has a large library of images, photo filters, icons, shapes, and fonts. Canva's journey to success began over many years ago, during which it emerged as a global startup sensation, raising substantial funding and expanding its graphic-design software to serve over 10 million users across 179 countries and 25 languages (Castles, 2017).

In 2012, Melanie Perkins, Cliff Obrecht, and Cameron Adams founded Canva application in Sydney, Australia, which was initially known as Fusion Books. This emerged from the vision of Melanie Perkins to develop an intuitive and inclusive graphic design tool accessible to individuals of all backgrounds and skill levels (Zul, 2024). Then, despite experimenting with names like "Canvas Chef," which she now admits was less than ideal, the breakthrough came when a French engineer pointed out that "Canvas" was pronounced "Canva" in French, creating the startup's current name (Castles, 2017).

Zul (2024) stated that Canva's initial vision was to become the world's easiest design program. To achieve this, the founders introduced innovations such as a drag-and-drop interface, a vast library of templates and assets, and built-in design suggestions for beginners. Canva focused on breaking down the complexity of graphic design into simple, intuitive tools, empowering non-designers to create polished designs effortlessly. That is why Canva application allows users to craft custom items like greeting cards, invitations, photo collages, infographics, letters, articles, memos, and resumes, which corresponds with the increasing inclination toward personalized design (Canva, 2024). Users can readily tailor their designs to mirror their individuality and communicate their messages with impact by applying Canva's intuitive interface and extensive collection of templates and design components (Smaldino et al., 2015).

From its beginnings, Canva faced challenges in securing funding and finding product-market fit. However, through continuous product iteration and simplification of the user experience, Canva rapidly grew its user base, remaining committed to empowering non-designers. Moreover, Canva's growth was fueled by strategic decisions such as forming key

partnerships with companies like YouTube, Google Drive, Dropbox, and Zoom, integrating Canva's design tools into their platforms. Additionally, its freemium model, offering both a free basic version and paid premium options, drove viral growth (Zul, 2024).

Zul (2024) explained that Canva applied cloud technology for collaborative work, enabling multiple users to edit a document simultaneously from anywhere globally. This fostered instant collaboration, accelerating the design process and reducing publication time. Moreover, Canva facilitates easy integration and sharing across platforms. Users can publish designs directly to social media or download them in various formats for online and print use, catering to diverse media consumption habits. For that, Canva's impact on publishing extends to democratizing content access by offering free and paid access to stock photos, graphics, and fonts, previously limited by cost and subscriptions (Gehred, 2020). Additionally, the platform regularly updates its features to meet evolving design trends and user needs, allowing users to keep their materials current without additional software or training investments. However, Zul (2024) informed that this application streamlines workflows by consolidating design and publication processes, affecting the speed and adaptability of publishing in the media landscape.

Furthermore, integrating Canva into educational environments is consistent with several learning theories, such as visual communication, visual thinking, multimodal learning via media, persuasion design, instructional design, and even technology integration that can be used as a foundation for using the Canva application for writing development. These theories underscore the significance of visual components in aiding understanding, retention, and involvement in educational settings (Clark & Lyons, 2010). Also, by utilizing Canva's design features and assets, educators can amplify the efficacy of their teaching materials and establish immersive learning environments for students.

First and foremost, Lester (2006) proposed the Visual Communication Theory that explored how images, graphics, and other visual elements convey messages and information. Lester explained that visual communication involves the transmission of messages through visual representations, which are interpreted by viewers based on their cultural, social, and cognitive contexts. In parallel, other authors proposed three types of Visual Communication theory. First, Solso et al. (2005) proposed the Cognitive Theory of Visual Communication which stated that individuals interpret visual stimuli based on their cognitive processes, suggesting that human perception is intertwined with constant information processing and that

visual input influences thoughts and emotions. Second, in the Gestalt Theory of Visual Communication visuals are perceived as unified wholes, where the organization of elements influences interpretation. It explores how minds form complete perceptions from fragmented components and how context impacts on perception (Graham, 2008). Finally, Fahmy et al. (2014) proposed the Attitude Theory of Visual Communication, which advocates that individuals' attitudes toward a message shape their interpretation of it.

In the context of Canva, this theory is highly relevant as the platform facilitates written creation and dissemination of visual content. Canva provides users with tools to design graphics, presentations, infographics, and other visual materials, allowing them to communicate messages effectively through visual means (Fernández, 2023). By incorporating images, typography, colors, and layout, users can convey information, evoke emotions, and influence perceptions. Moreover, users can select from a wide range of templates designed for various purposes which serve as visual frameworks that guide users in structuring their messages and organizing visual elements to enhance comprehension and engagement (Gehred, 2020).

Ware (2010) declared that visual thinking theory highlights the utilization of visual representations and spatial reasoning in processing information and communicating ideas. It suggests that visuals can enhance cognitive functions like memory and problem-solving by tapping into the brain's ability to interpret visual information. Canva offers users an array of visual elements like images and icons, enabling them to engage in visual thinking processes to create impactful visual content (Zul, 2024). For instance, users can employ visual storytelling techniques in presentations by organizing content hierarchically and using colors to evoke emotions. Canva's intuitive interface supports visual experimentation, allowing users to refine their designs iteratively.

In the same way, Canva is employed in educational settings to produce teaching aids, infographics, posters, and classroom presentations. This incorporation coincides with the tenets of visual learning theory, which suggests that visual representation improves learning results by rendering information more accessible and memorable (Ware, 2010). By harnessing Canva's visual design features, educators can generate compelling and effective educational resources that accommodate various learning styles and inclinations.

Multimodal learning involves acquiring knowledge by integrating different sensory modalities like sight, sound, and touch. It acknowledges that people learn differently and that

using various ways to represent information can improve understanding, memory, and interest (Bouchey et al. 2021). Regarding Canva, multimodal learning plays a significant role in content creation and communication. It allows users to combine text, images, icons, shapes, colors, and even audiovisual elements to craft visually rich and dynamic materials. For example, when designing educational materials or presentations using Canva, users can integrate text to convey key concepts, visuals to illustrate ideas, and audio or video clips to provide additional context or explanations (Castles, 2017). Moreover, Zul (2024) suggested that Canva's customizable templates and design tools empower users to adapt their content to suit specific learning objectives and target audiences. Whether creating interactive infographics, instructional videos, or interactive presentations, Canva provides the flexibility and versatility to accommodate diverse learning preferences and enhance learning experiences.

Instructional design involves the systematic process of creating effective and engaging learning experiences. It encompasses the analysis of learning needs, the development of instructional materials, and the evaluation of learning outcomes. Instructional designers utilize various methodologies and tools to design learning experiences that are learner-centered, interactive, and conducive to knowledge retention and application (Brown & Green, 2019). This process could be considered useful in Canva as it ensures the instructional materials logically and coherently. By following instructional design best practices, designers can create materials that are easy to navigate, comprehend, and engage with, thereby maximizing learning outcomes.

Academics like Yundayani et al. (2019) highlighted Canva's potential in language classrooms, presenting it as a reliable and user-friendly source of visual content that transcends the bounds of traditional language learning. When used in the classroom, Canva supports the ideas put forth by Smaldino et al. (2015) and accomplishes a variety of goals, including making abstract concepts concrete, inspiring students, focusing their attention, reiterating material, helping students recall past knowledge, and requiring less effort to learn. Furthermore, through encouraging meaningful learning experiences and facilitating information recall through creative processes, Canva supports a student-centered approach (Yundayani et al., 2019). Since its launch in 2012, Canva has been a useful tool for a variety of educational activities, including writing skills and the presentation of teaching materials. Its simplified design features appeal to both non-designers and professionals.

For that, Yundayani et al. (2019) suggested that the use of Canva application as a technology media helps students improve the quality of their writing abilities. Also, they get to know how to apply technology to language learning. Furthermore, Andriyanti et al. (2023) stated that students' motivation can increase significantly students' writing skills through the use of Canva application. Students can effectively develop their ideas and develop their imagination. Nevertheless, English teachers should incorporate this tool into their writing lessons since it offers valuable assistance to students' writing skills. By using this application, teachers can address their students' writing difficulties more effectively. In addition, utilizing Canva in the classroom is a fun and creative way to help learners become better writers, given the fact that through this application, students are encouraged to grow in a stimulating and enjoyable instructional setting.

Based on the idea that education is an active process where learners construct knowledge through interaction and reflection (Vygotsky, 1978), Canva facilitates active learning by enabling students to create graphic designs, fostering meaningful comprehension and skill development. Some strategies could be helpful in learning language through Canva application. For example, Project-Based Learning allows students to create real-world tasks using presentations, infographics or posters providing active participation and experiential learning. Also, peer collaboration and feedback are crucial through Canva, permitting learners to improve their cognitive process and promoting knowledge construction. In the end, personalized learning provides pupils the possibility to personalize their projects through self-directed learning (Rajendran et al., 2023).

Formative assessment

Canva platform is incredibly convenient and simple to teach for any level of digital literacy because of, as mentioned before, its straightforward drag-and-drop functionality and easily customizable elements. The ease of use of the platform really sparkles when it comes to facilitating classroom collaboration. It is also compatible with Google Classroom, providing teachers and students with a central location for tasks and assignments, facilitating work sharing and formative assessment (Canva, 2024).

To begin with, feedback is a very valuable tool for teachers and fortunately, Canva application can be used even if it is remote. One more great feature of Canva's feedback system is that it allows students to ask the instructor direct questions about their work, which helps them figure out if they are headed in the right direction. Canva's official web page provides a

wide range of information about the different facilities that this tool provides in the educational field. In addition, if the teacher does not have the possibility to have a classroom in the application, assignments can still be allocated to students, as there is the possibility to download the tasks in different formats as PDF, Power Point Presentations, Images JPG/PNG, and MP4 videos (Canva, 2024).

Moreover, Canva application provides a section to create quizzes in order to evaluate learners' knowledge. It is possible to modify a quiz template within the design dashboard by utilizing the drag-and-drop functionality to incorporate graphic design elements from the content library (Canva, 2024.). Unfortunately, this quizzes won't give users the opportunity to answer the questions directly through the application. However, if the objective is to make students participate and answer on their own, Typeform is the app which allows to create fillable forms in Canva just by embedding the previously created forms onto various Canva designs, such as websites, presentations, or whiteboards through an online link.

1.1.2 Dependent variable

English language

Language, originating from medieval England, has undergone substantial changes over centuries, influenced by historical events like the Norman invasion in 1066, which introduced French vocabulary and led to the development of Middle English. In today's world, English holds a global position, serving as a common language across diverse fields such as business, education, science, and entertainment, fostering collaboration between cultures (Graddol, 2006).

According to Halliday (1978), language is a complex instrument that is essential to human communication and can be used to convey ideas, feelings, and thoughts both orally and in writing. It is essential for sharing experiences, exchanging ideas, and transferring information. Furthermore, Lieberman (2007) stated that the ability to use a structured and understandable system of communication, known as language, differentiates human beings from other living things. In the same way, Black (2019) emphasized that humans have developed the capacity to effectively communicate through a combination of verbal and non-verbal means, including words, body language, and vocal intonation, adapting their communication style to suit various everyday contexts.

In addition, language extends beyond its function of communication, serving as a fundamental component of societal structures and cultural identity. Furthermore, individual linguistic patterns often serve as indicators of social, ethnic, or regional background; this linguistic diversity facilitates the creation of various forms of cultural expression, which reflect and preserve a community's cultural legacy (Graddol, 2006).

Theories about language development and its relationship to cognition have been proposed by influential psychologists. Lev Vygotsky's theory underscored the crucial role of language in both cognitive development and creativity. According to Vygotsky, imagination evolves alongside speech, originating in social interactions and internalized through engagement with adults. He argued that imagination, rooted in prior knowledge, progresses through social play and collaboration, essential for fostering artistic and scientific creativity (Vygotsky, 1934).

In contrast, Jean Piaget proposed a close association between language development and cognitive maturation, suggesting that thought precedes and facilitates language acquisition. Piaget's concept of "egocentric speech" illustrates a child's initial self-expressive language, evolving alongside cognitive schema development (Piaget, 1923).

English language skills

English language skills refer to the set of abilities and competencies that individuals possess in order to effectively use language for communication and comprehension. These skills enclose various aspects and they are essential for successful communication in different contexts (Spratt et al., 2011). These language skills trace their origins back to the expansion of the British Empire and with the influence of the United States, English has gained global prominence, necessitating proficiency in the language for effective interaction across diverse settings (Harmer, 2007).

As explained by Graddol (2006), English has become the universal language for international communication in academic, professional and personal fields making the development of English language skills extremely important in today's global landscape. Moreover, the author described English as a "lingua franca," used by millions of people to communicate across cultural boundaries.

Furthermore, Harmer (2007) explained that English language skills are divided into receptive skills – listening and reading - which involve the ability to comprehend the language, and productive skills based on language production such as speaking and writing.

First, listening skills play a fundamental role in effective communication. They involve the ability to make sense of the meaningful sounds of language through the use of context and worldwide knowledge (Spratt et al., 2011). Additionally, listening skills are closely linked to language acquisition, as learners rely on exposure to spoken language to develop their vocabulary, grammar, and pronunciation (Rivers, 2018).

Second, speaking skills include the ability to express oneself clearly through language and nonverbal clues (Harmer, 2007). Similarly, Amberg and Vause (2012) specified that speaking skills involve the ability to express oneself fluently and coherently using oral language. Effective speaking skills encompass not only the linguistic aspects of language but also nonverbal cues such as body language and intonation. Proficient speakers can convey their ideas, opinions, and emotions clearly, adapting their language to suit different purposes, audiences, and contexts.

Third, decoding written texts requires reading comprehension, which is essential for promoting creativity and academic success. Reading skills are essential for accessing and comprehending written texts. They involve the ability to decode written words, understand sentence structures, and extract meaning from a variety of written materials. Proficient readers possess vocabulary knowledge, reading strategies, and the ability to make inferences and connections within the text (Grabe & Stoller, 2011). Reading skills are crucial for academic success, as they enable individuals to acquire knowledge, engage with different genres, and critically analyze information. Moreover, reading skills foster creativity, imagination, and empathy as individuals are exposed to diverse perspectives and experiences.

Finally, Marlina (2018) affirmed that writing abilities that involve coherent and clear expression support metacognitive awareness and critical thinking. Writing skills encompass the ability to express ideas, thoughts, and information in a written form. Effective writing skills involve organization, clarity, coherence, and grammatical accuracy, they are crucial for academic achievement, professional communication, and personal expression. Also, they promote critical thinking, creativity, and the ability to communicate complex ideas effectively (Brown, 2007).

According to Kiatkheeree (2018), the teaching process of English skills should be based on the main characteristics of real communication, providing authentic or real-life situations (Yu et al., 2021). This approach helps students develop their skills by showing a strong link between second language acquisition and the learning environment.

Moreover, English skills development emphasizes the importance of helping students discover and express their knowledge, encouraging them to use language as a tool for critical thinking and developing communicative competence (Jassim & Dzakiria, 2020). This approach supports students in accurately processing information and engaging in essential features of actual communication.

Finally, developing language skills requires a combination of instruction, practice, and exposure to authentic language use. Effective language instruction involves explicit teaching of vocabulary, grammar, and language strategies, as well as providing opportunities for meaningful communication and interaction.

Productive skills

Productive skills in language learning, encompassing speaking and writing, are essential for effective communication and self-expression (Richards & Renandya, 2002). During the process of learning a language, these abilities are inextricably linked to receptive abilities (reading and listening) because they involve transmitting information through spoken or written form, while receptive skills serve as a foundation for implementing grammar structures, vocabulary, and pronunciation (Golkova & Hubackova, 2014). Additionally, these skills are crucial for learners because they must be able to understand words and write in order to form language, allowing them to practice real-life tasks in the classroom and articulate new words to share ideas in daily communication (Nur & Sofi, 2019).

Speaking skills involve the ability to express oneself orally and engage in meaningful conversations. Effective speaking skills require mastery of vocabulary and grammar and the ability to organize thoughts, use appropriate intonation and stress, and adapt language to different social contexts (Richards & Renandya, 2002). Proficient speakers can convey ideas, engage in discussions, and participate in various social and professional settings.

Writing skills, on the other hand, refer to the ability to communicate a message through making signs on a page. Writing skills encompass various types, such as essays, reports, emails, and creative pieces, and require an understanding of audience, purpose, and writing layouts

(Spratt et al., 2011). Additionally, effective writing skills enable individuals to express their thoughts, demonstrate knowledge, and communicate effectively in academic, professional, and personal contexts. Furthermore, Sreema and Illankumaran (2018) mentioned that writing helps to grasp vocabulary and structures, developing lucid and clear points of view in written texts

To conclude, productive skills in language learning are crucial for effective communication and self-expression. Proficient speakers can engage in meaningful conversations and adapt their language to various contexts, while skilled writers can produce coherent and well-structured written texts. Instruction, practice, feedback, and the use of technology are key elements in the development of productive skills. By focusing on vocabulary, grammar, discourse patterns, and strategies for organization and expression, learners can enhance their ability to communicate effectively in both oral and written form.

Writing skills

Writing skills are crucial for both academic success and daily life communication. They allow individuals to express ideas, convey information, and communicate effectively across various contexts (Brown, 2007). As a complex cognitive activity, writing requires control of multiple variables simultaneously, including accuracy in vocabulary, grammar, and spelling, as well as the ability to communicate ideas through appropriate linguistic register and logical organization (Spratt et al., 2011).

To develop effective writing skills, students need to master several subskills, including composition proficiency, argumentative skills, and rhetorical strategies (Grimm et al., 2015). Writing also serves as a means of preserving information about beliefs, theories, and knowledge, allowing us to share them with future generations (Golkova & Hubackova, 2014). Given its complexity and importance, writing instruction should focus on practical approaches, techniques, and evaluation standards to help students express their thoughts, ideas, and feelings accurately and effectively in both academic and professional settings (Gautam, 2019).

In the digital era, writing extends beyond traditional mediums. Social media platforms, blogs, and online communities provide opportunities for students to share their writing with a wider audience, facilitate multimodal expression, receive feedback, and engage in discussions. These platforms foster a sense of purpose and audience awareness, as students write intending to reach and connect with others (Lee & Barton, 2013).

Writing subskills

As mentioned by Spratt et al. (2011), certain subskills are necessary for writing and are useful when writing in the right context. These subskills are accuracy and communication of ideas. Accuracy includes correct spelling, correct letter formation, legible writing, correct punctuation, correct use of layouts and right vocabulary choices. On the other hand, communication of ideas involves appropriate style and register, correct organization of ideas, and appropriate language functions.

Moreover, effective writing instruction should aim to develop learners' ability to write clearly and effectively and should provide opportunities for learners to engage in the writing process through a range of activities. Writing skills encompass the ability to communicate ideas, thoughts, and information through the written word. Proficient writers demonstrate grammatical accuracy, clarity of expression, coherent organization of ideas, and an awareness of the intended audience and purpose of the text. They employ a wide range of vocabulary and appropriate registers to convey meaning effectively (Hedge, 2005).

Writing styles

Additionally, Sichacá (2007) affirmed that there are two different styles of writing. The first one is informal writing, also called free or personal writing, based on communicating ideas without the necessity of following specific rules, each person has the opportunity to express thoughts using their own style. Some examples of informal writing are notes, postcards, advertisements, diaries or journals, and informal letters. The second type is formal writing. In contrast to informal writing, it is considered as a complex process used in a more professional field as it needs the use of strict vocabulary and grammar rules. Some examples could be business letters, memos, formal emails, resumés, etc.

Writing types

A writer can employ four different types of writing. These types are: narrative, descriptive, expository and persuasive. The narrative type tells a story with characters, a plot, and a setting. It can be nonfiction or fiction, and its main goals through storytelling are usually to inform, entertain, or convince the reader. E.g.: a story or a novel. Descriptive writing is focused on evoke strong mental images in the reader by applying sensory details. E.g.: naturalism texts or travel blogs. In expository writing the writer explains about a theory or hypothesis without giving personal opinion. This writing type has to be well structured in a

logical way. For instance: textbooks, informative websites or history books. Finally, persuasive writing has as main objective to convince the reader to embrace a specific perspective or behave in a particular manner. It provides arguments, and evidence to support a claim and appeals to the reader's emotions, logic, and ethics. Some examples of this writing type are: advertisements, book reviews, and newspaper articles.

As specified by Spratt et al. (2011), certain types of writing are involved in the various text types, which have different features such as layout, which refers to the way a text is put together, and register, which can be formal or informal depending on the reader.

Teaching writing

The Cognitive Academic Language Learning Approach (CALLA), proposed by Chamot and O'Malley (1986), was developed to enhance cognitive language proficiency, particularly writing, by recognizing the distinctions between academic and social language, and with the aim of accelerating "the academic achievement of English language learning (ELL) students" in the United States (Chamot & Robbins, 2007).

CALLA is based on a synthesis of cognitive and social theories, integrating academic content with explicit teaching of learning and language development strategies (Cohen, 2014). Thus, it focuses on three types of strategies:

Metacognitive: (e.g., self-planning, self-monitoring, self-evaluation)

Cognitive: (e.g., elaboration, advance organization, selective attention)

Social-affective: (e.g., peer evaluation, collaborative learning)

CALLA integrates these processes into writing instruction, creating an accurate approach to develop writing skills. This method not only teaches students how to write, but also encourages them to think critically about their writing process. As a result, learners become more aware of their learning strategies and develop into more effective writers. This comprehensive approach is particularly beneficial for English language learners, as it addresses both their language development and cognitive growth in academic writing (Delgado, 2016) .

Moreover, Chamot and O'Malley (1986) suggested a five-phase structure in order to organize the lessons based on the strategies mentioned before:

Preparation: In this phase, lesson or topic objectives are established, prior knowledge of learners is assessed, and vocabulary relevant to the topic is introduced. Here, the teacher also provides encouragement to keep students engaged.

Presentation: New information is introduced through various methods, different learning strategies are explained, and connections are drawn between students' existing knowledge and the new material.

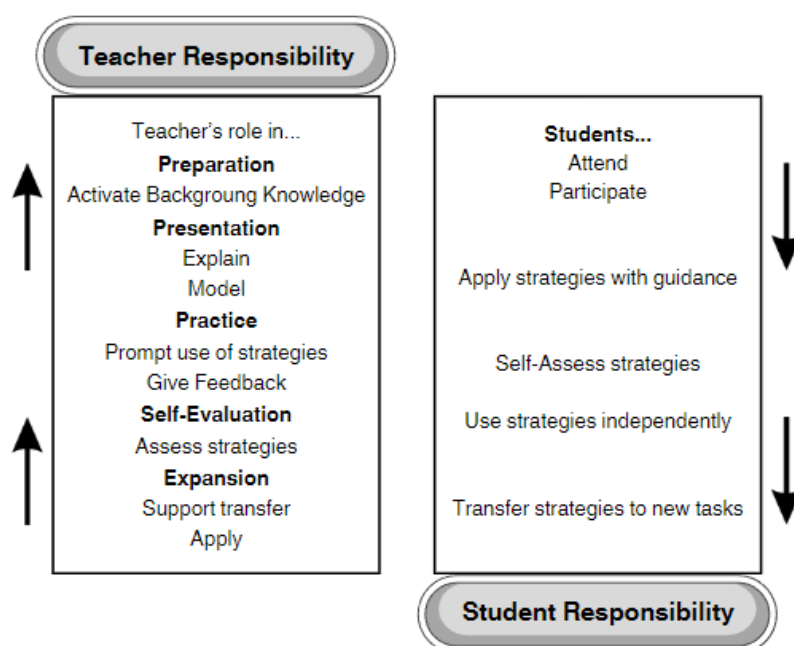
Practice: It involves engaging students in practical and collaborative activities based on research and authentic content to provide diverse learning experiences

Evaluation: It encourages students to evaluate and reflect on their own learning process and the strategies they employ.

Expansion: Students apply the newly acquired information in daily life, facilitating connections between language and content by relating it to students' first language and transferring learned strategies to other tasks.

Figure 1

CALLA model



Note. By Chamot & Robbins, 2007, the responsibilities of the teacher and students during the application of the Cognitive Academic Language Learning Approach (CALLA).

By implementing CALLA and these strategies, educators can help English language learners overcome writing challenges, enhancing both their language skills and academic performance across subjects (O'Malley & Chamot, 1994). This comprehensive approach addresses both the language and cognitive aspects of academic writing, providing students with tools to succeed in their studies and beyond. Furthermore, in the context of writing instruction, Chamot and Robbins (2007) mentioned techniques such as vocabulary building, scaffolding, and technology integration. Additionally, the authors recommended choosing appropriate writing techniques to help students organize ideas and increase motivation.

Assessing writing

In addition, as stated by Cambridge Assessment English (2020), peer assessment and feedback also play a crucial role in the writing process, allowing students to receive constructive criticism, learn from their peers, and revise their work. Similarly, developing effective writing skills is a dynamic and multifaceted process that requires deliberate instruction, ample practice, and meaningful feedback (Hedge, 2005). Moreover, Hattie and Timperley (2007) mentioned the importance of feedback in the learning process, highlighting its role in providing learners with information about their performance and comprehension. It presents a model that distinguishes between four levels of feedback: task, processing, regulatory, and self; and emphasizes the interconnectedness among them. Effective feedback assists in identifying gaps in understanding and fostering self-regulation, ultimately improving learning outcomes. However, feedback must be clear, purposeful, and aligned with learners' existing knowledge to be effective.

The Council of Europe (2001) stipulated in the Common European Framework of Reference for Languages (CEFR) that the assessment of writing proficiency in English typically involves evaluating various aspects, including the clarity of content, organization and coherence of the text, proper grammar and syntax usage, richness of vocabulary, and the ability to adapt style and tone to fit different communication contexts. The PET (Preliminary English Test), among others which encompass sections covering listening, reading, writing, and speaking.

Within the writing component of the PET, candidates are required to compose a brief email, typically addressed to a friend, family member or instructor in response to a provided scenario. This task evaluates the candidate's aptitude for clear and coherent communication, along with their proficiency in conveying ideas effectively in an informal style. Secondly,

candidates can choose between writing an article with crafting a message or note, often in reply to a given situation, which may involve making arrangements, providing directions, or expressing viewpoints, or writing a story, which provides the possibility to write freely just following a given sentence. This segment assesses the candidate's skill in producing precise and succinct written communication, utilizing language suited to the context (Cambridge Assessment English, 2020). Additionally, candidates' grammatical and lexical accuracy, as well as their ability to structure ideas logically and cohesively within the text, are also considered during evaluation. (ETS, 2022).

The criteria used to evaluate writing can change based on the context and goal of the assessment (Cambridge, 2020). Still, the following are some standard evaluation standards for writing:

Content: Evaluates the content's relevance and quality; focusing if the author sufficiently grasped and addressed the subject and if he/she offered compelling justifications and proof for their claims.

Communicative Achievement: Evaluates the caliber of the language employed. The objective is to hold the reader's interest, either by presenting the topic and subject matter in an engaging manner.

Organization: It assesses text arrangement and structure. Has the author presented his ideas in a way that is both clear and logical? Has he/she made good use of paragraphs? Has he/she made clear and logical connections between ideas?

Language: It focuses on text written language. Examinators verify if the author employed suitable words and phrases, and above all, correctly applied the various grammatical structures.

Nevertheless, Hedge (2005) considered that grammar correctness, clarity, coherence, and an understanding of target audience and goal are characteristics of proficient writers. Likewise, Clark (2003) believed that writing proficiency is closely tied to grammar skills, challenging the common notion that poor writing can be fixed through increased grammar teaching. Extensive research spanning decades consistently indicated that traditional grammar instruction had minimal to damaging effects on writing improvement.

On top of that, Cohen (2014) emphasized the need for a change in grammar teaching, urging educators to recognize the limitations of direct instruction and textbook-based exercises. Instead, the focus should be on giving students opportunities to engage with language

authentically, both through analysis of their own language and exposure to various linguistic expressions. Furthermore, the author underscored the significance of personalized instruction, acknowledging the difficulties in implementing such approaches within the confines of public-school systems. By promoting a nuanced understanding of grammar and usage and emphasizing experiential learning, educators can better equip students with the skills necessary for effective written communication.

In conclusion, writing skills are crucial for effective communication and self-expression in various contexts. The development of writing skills requires a combination of instructional practices, ample opportunities for practice, and the integration of technology which offers valuable resources and tools that support the writing process, enhancing students' ability to produce well-structured and coherent written texts. Also, educators play a vital role in guiding students through the writing process, teaching writing strategies, and providing feedback for improvement.

Objectives

General objective

To determine the effectiveness of Canva Application on writing skills in 5th semester students at Pedagogía de los Idiomas Nacionales y Extranjeros major, Universidad Técnica de Ambato.

Specific objectives

- To theoretically support the use of Canva application for writing skills development.
- To diagnose the level of writing skills through a Preliminary English Test.
- To compare pre and post-test data after the interventions using Canva application.

1.2 Fulfillment of objectives

The research provided a strong theoretical support for using Canva to develop writing skills. By reviewing finding from multiple experts, the analysis highlighted how this visual design tool effectively promotes multimodal, visual, and constructivist approaches. Moreover, it was specified that Canva's diverse layouts, formats, and text writing features used during the interventions helped to enhance students' writing abilities.

The Cambridge Preliminary English Test (PET) was used to measure the writing proficiency of fifth-semester students. It evaluated their writing skills across four criteria: content, communicative achievement, organization, and language. The pre-test results showed that learners nearly reached the B1 level, indicating that they needed improvement.

The comparison between pre and post-test data allowed to analyze the impact of Canva application. The Cognitive Academic Language Learning Approach (CALLA), was implemented during 7 classes, where students composed texts using Canva, following the writing process, giving and receiving feedback. All these procedures were useful to improve students abilities in writing.

Chapter II.- Methodology

This section made it possible to comprehend the process, strategies, and tactics used in data collection. It describes the methodology of the study, which includes the sources applied as well as the tools, instruments, techniques, and procedures employed during the investigation. In addition, it concentrates on outlining the data's configuration for future assessment.

2.1 Materials

The following study considered several kinds of resources such as financial, human, and material resources. Students from fifth semester at Universidad Técnica de Ambato represented human resources. Furthermore, financial resources like printed sheets of paper were used to carry out the research. Lastly, tangible supplies including notebooks, laptops or tablets, pencils, and cellphones were required.

2.2 Methods

2.2.1 Research approach: quantitative

This investigation was applied through a quantitative approach. Creswell (2013) stated that this methodology involves collecting and analyzing numerical data to examine the relationship between variables. This research was based on an experimental approach that involved systematic data collection and statistical analysis to assess the effectiveness of Canva application on 5th-semester students' writing skills at Pedagogía de los Idiomas Nacionales y Extranjeros major, Universidad Técnica de Ambato. For that reason, the investigation was considered quantitative since the researcher analyzed different aspects of both variables through the application of a pre-test and post-test.

2.2.2 Modality

Bibliographical research

Bibliographical research involves conducting a comprehensive search for relevant books, scholarly articles, and research papers on various topics related to reading and writing (Brown, 2007). This investigation gathered authoritative sources in order to support the research background related to both variables which are the use of Canva and writing skills. That contributed to the understanding and improvement of using technology, writing techniques, and effective communication.

Field based research

The field research was on the students from fifth semester, at Pedagogía de los Idiomas Nacionales y Extranjeros major, Universidad Técnica de Ambato, with the purpose of observing and examining the obtaining data about how the use of Canva affects their writing skills.

2.2.3 Type of research

Type of research: experimental

Experimental research involves manipulating independent variables to observe the effect on dependent variables, while controlling for confounding factors, to establish cause-and-effect relationships (Campbell & Stanley, 1963). The following study was considered experimental, as the researcher aimed to explore the relationship between individuals' usage of Canva application and their writing proficiency. By conducting controlled experiments, it could be investigated how the use of Canva influenced students' writing abilities. The study involved a single group of participants and employed a quantitative measure as pre and post-tests to assess their writing skills.

Research design

The research design was pre-experimental research that involved a single group of students. The researcher applied a pre and post-test design using the writing section of the Preliminary English Test (PET) to assess participants' writing abilities. Before the interventions, the participants' initial writing skills were evaluated through a pre-test. After the interventions which involve the use of Canva and targeted writing exercises, learners underwent a post-test to evaluate any improvements in their writing skills.

2.2.4 Techniques and tools

This research was conducted as part of the research project “Aplicación de herramientas digitales para el aprendizaje y el conocimiento (TAC) en la evaluación de aprendizajes” SFFCHE10, under the resolution No. UTA.CONIN-2023-0334-R. Therefore, three tools were used in order to gather the necessary data.

First, a diagnostic survey was applied before the interventions. The survey included 15 multiple choice questions focused on a Likert Scale with a range from “always”, “almost always”, to “sometimes”, “almost never” and “never”. This instrument was applied to 28

students of PINE program through Microsoft Forms with the objective of quantifying the level of familiarity that they have with the use of digital tools for learning and knowledge (LKT) to evaluate learning. As part of the process to validate the research instrument, five subject matter experts with extensive qualifications were recruited. After collecting previous data, a statistical analysis of Cronbach's alpha was conducted to assess the internal consistency among the instrument's items. The analysis ensured a high reliability value of 0.906, indicating strong internal consistency.

Table 1

Statistical Reliability

Cronbach's Alpha	N of Elements
,906	12

Note: The table shows the survey's value of reliability according to Cronbach's alpha.

Second, the researcher employed a pre-test and post-test. The writing section of the Preliminary English Test (PET) was administered to measure participants' writing proficiency before and after any intervention in a stipulated time of 45 minutes. PET test corresponds to B1 level of the Common European Framework of Reference for Languages (CEFR). The writing section of this test included two parts; both of them were applied to students. The first part involved writing an email and the second one was a free-choice question between writing an article or a story. Additionally, as a means to assess students written proficiency, the investigator applied a B1 standardized rubric from Cambridge. The rubric measured four parameters which consisted on content, communicative achievement, organization, and language. Each parameter was worth 5 points, giving a total of 40 points for all the writing section of the test. Consequently, in order to interpret the results, a Baremo Scale was used, using the following ranges: 0-8 very low level, 9-16 low level, 17-24 medium level, 25-32 high level, 33-40 very high level.

Third, a survey was applied based on the Technology Acceptance Model (TAM) with the purpose of determining the level of acceptance of the digital tool. This model was developed by Davis in 1989, he aimed to understand if users will accept or reject a particular information technology by drawing on the Theory of Reasoned Action and the Theory of Planned Behavior (Davis, 1989). The model consisted of 4 dimensions: Ease of Use, Perceived Usefulness,

Attitude Toward Usage, and Intention to Use. It employed a 12-question survey that utilized the Likert scale to collect responses. The levels of the scale went from “totally satisfied”, “satisfied”, “somewhat satisfied”, “dissatisfied”, to “totally dissatisfied”.

2.2.5 Procedure

The process of collecting information took a duration of four weeks. It consisted of 9 interventions of 60 minutes each one. Enclosed by these interventions, there was a total of 7 lessons focused on the use of Canva application for writing skills development. In this procedure, the class was taken as whole experimental group.

Moreover, the lesson plans used followed a CALLA (Cognitive Academic Language Learning Approach) approach, the aim of this study was to assist students in developing writing skills by emphasizing the use of technology. In addition, the interventions were centered on instructing learners on how to write emails, letters, reviews, articles, newspaper articles, and stories.

First, the instructor presented general information about the research, emphasizing on Canva application which will be used during the lessons. Also, she gave general instructions about the structure of the lessons, the pieces of writing students would use, and the topics of each of them related to the subject of Educational Psychology.

The second intervention consisted on a lesson about developmental stages and writing an email. The teacher helped students to recall main points related to developmental stages through questions and explained the steps, structure and main details for writing an email accurately. Also, she introduced Canva as an application to develop different writings. Then, the teacher provided students an example of a written email to identify the main components of it and the language used. After that, students were assigned an activity in class to write an email in Canva application. Finally, students had the opportunity to practice self and peer-assessment in order to have a feedback and improve their writings.

During the third intervention, the teacher used a paper ball with different questions about Piaget’s stages of cognitive development to help students recall the topic. After that, the teacher gave a brief explanation of it and introduced the topic of a letter. She introduced the structure, language, and tips to write an outstanding letter. Th teacher showed an example of letter to students. Then, students were asked to write an imaginary letter to Piaget in order to ask some questions to him related to the stages he proposed. At the end, students evaluated

their writing and the one of a peer. The teacher, emphasized the importance of good writing and feedback in order to achieve in the topic.

The fourth intervention consisted on recalling the topic of Social Emotional Learning as it would be used to write a review as a final practice of the lesson. First, the teacher presented a video about SEL and then explained what is a review, including its structure, elements, and examples about it. After that, the teacher assigned students a review of a document, book or video related to the topic, explaining if it was significant in the class and why they enjoyed it. Later, students were asked to practice self and peer assessment in order to analyze their mistakes.

During the fifth intervention, the teacher asked students questions and presented an image about behaviorism in order to remember the main points about the topic. The teacher presented what is an article and provided an explanation of it, including examples. Students wrote an article related to Behaviorism using Canva. After that, they applied self and peer-assessment to help them analyze their writings.

The sixth intervention was based on a newspaper article regarding the topic of the Zone of Proximal Development. Students saw an image and described it in order to recall the topic. The teacher presented details and information related to how to write a newspaper article. After that, the teacher asked students to write their own article based on the topic of ZPD.

During the seventh intervention, the teacher started introducing the topic of Multiple Intelligences. For that, she presented a video. Then, she explained how to write a story, mentioning the writing process, the key points of it and giving useful language. Finally, students had to write their own story based on the topic of Multiple Intelligences.

The eighth lesson was related to the topic of Differentiated Instruction. Consequently, the teacher presented a video related to it. After that, the teacher gave general instructions to make students recall about the writings they have been practicing during the previous interventions. At last, students were divided into three groups; each team was assigned a writing piece (email, article, and story). Students had to write according to a given question related to the main topic of Educational Psychology.

Finally, the post-test was taken. Students were given the sheets of paper with the instructions and the questions. To write their answers, they had to take out their own sheet of paper. After 45 minutes, all students had finished their tests.

2.2.6 Population

According to Shukla (2020), a well-defined population aids the researcher to choose a suitable sample size that is representative of the total population. The sample has a significant impact in the reliability of the results and the accomplishment of the study. The population selected for this research consisted of 28 students from Fifth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major at Universidad Técnica de Ambato.

Table 2

Population

Population	Participants	Percentage
Male	10	35,71%
Female	18	64,29%
Total	28	100%

2.2.7 Hypothesis

Null hypothesis

Canva Application does not have impact on fifth-semester students writing abilities.

Alternative hypothesis

Canva Application does have impact on fifth-semester students writing abilities.

Chapter III.- Results and discussion

3.1 Analysis and discussion of the results

The following chapter includes the analysis and discussion of the data gathered after the application of the first survey related to the use of digital tools for learning and knowledge (LKT), the pre-test and post-test selected from the writing section of the Cambridge Preliminary English Test (PET), and the survey based on the Technology Acceptance Model (TAM). First, in relation to the LKT survey, only 3 questions of the total were analyzed, since they are the most relevant for this research. Second, the performance of learners was evaluated through a rubric of Cambridge B1 with a score of 20 total points per part of the exam (part 1: email, part 2: article/story), distributed in 5 points for each criteria evaluated, giving a total of 40 points in the final score test.

Furthermore, the results helped to test whether the application of Canva has a positive impact on writing skills, or it does not have a positive impact on them. Consequently, a normality test was performed using the statistical program IBM Statistical Package for the Social Sciences (SPSS) to determine whether to use a non-parametric test method like Wilcoxon or a parametric test method like the t-test. The null hypothesis and the alternative hypothesis were accepted or rejected using these techniques. Finally, the survey based on TAM model was analyzed with all the questions, regarding the 4 sections in which it was divided.

3.1.1 Learning Knowledge and Technology survey analysis

Question 10

Does the use of LKT (Educaplay, WordWall, Canva, Nearpod, Padlet, Miro, Cokitos, Abc Tree, Schatch, forums, WhatsApp, blogs, chat, formative, and others) make it possible for you to learn at your own pace?

Table 3*Diagnostic survey – Question 10*

	N	%
Always	4	10,7%
Almost Always	21	75,0%
Sometimes	3	14,3%
Almost Never	0	0%
Never	0	0%

Note: Results about the usage of LKT to promote learning.

Analysis and interpretation

According to table 3, a percentage of 10,7 of respondents, representing 4 people, selected "Always"; this can probably mean that they are regularly able to learn at the pace that suits them. Furthermore, 21 people (75%) selected "Almost Always," this could indicate that students can learn at their own pace most of the time with the help of these online resources. Nevertheless, a non-negligible percentage of 14,3%, which corresponds to 3 participants, chose "Sometimes", suggesting that although these online resources can support self-paced learning, there are times when they might not completely satisfy the respondents' needs or preferences for self-paced learning. Overall, question 10 findings indicate that a sizable majority of participants believe that using a variety of online learning tools and platforms will help them learn at their own pace.

Question 15

Does the use of LKT help you improve your learning?

Table 4*Diagnostic survey – Question 15*

	N	%
Always	8	28,6%
Almost Always	17	60,7%
Sometimes	3	10,7%
Almost Never	0	0%
Never	0	0%

Note: Results related with the usage of LKTs to improve learning.

Analysis and interpretation

According to the findings showed in table 4, a percentage of 28,6 of respondents, which corresponds to 8 participants, selected the option "Always," probably indicating that LKT regularly improves their educational experience. Moreover, 17 respondents belonging the 60,7% of the total, answered "Almost Always", suggesting that using LKT almost always improves their learning. Then, the 10,7% of respondents (3 people), chose to answer "Sometimes," suggesting that although LKT usually aids in improving learning, there are situations in which it might not be as helpful or efficient for some students.

As a whole, the survey results clearly indicate that a sizable majority of respondents considered the use of LKT as extremely valuable and effective in enhancing learning. The small number of "Sometimes" replies suggested that LKT tools could be further enhanced to meet the needs and preferences of a diverse student body.

Question 16

Do LKT allow active interaction (student-student, student-teacher and teacher-student) in the teaching-learning process?

Table 5*Diagnostic survey - Question 16*

	N	%
Always	5	17,9%
Almost Always	18	64,3%
Sometimes	5	17,9%
Almost Never	0	0%
Never	0	0%

Note: Results of LKTs' impact on interactive learning.

Analysis and interpretation

According to table 5, 18 people (64,3%), selected "Almost Always," meaning that they felt actively engaged in the classroom through interaction. Additionally, 17,9% of respondents, 5 people, selected "Always" and "Sometimes", indicating that LKT enabled active interaction, but, on the other hand, the same number of people may not be fully engaged in such interactions effectively.

To conclude, question 16 findings indicate that the majority of students believe that using LKT is effective to enable active interaction and engagement among students, teachers, and other participants. Even though, some of them may not feel completely actively engaged.

3.1.2 Pre-test results

Table 6*Pre-test writing results*

Writing Criteria	Content	Communicative Achievement	Organization	Language	Total Pre-test Score
Average	7, 43	7,25	4,21	6,39	25,28

Note: Pre-test criteria for evaluation of writing skills.

Analysis and interpretation

In table 6, the criteria which had the highest average were content with 7,43 and communicative achievement with 7,25. Then, organization had the lowest average with 4,21.

Finally, language had an intermediate average with 6,39. All these criteria were averaged over 5 points for each part of the test. It means that parts 1 and 2 of the test were taken into account together, over a total of 10 points per criterion. For that, the general average of the class was 25,28 out of 40 total points averaged.

The results of the table show that students have a barely high level of writing, just for 1 point. This is because students struggled with the organization of their texts, avoiding the use of varied linking words and relative clauses. Thus, the total average of organization was the lowest, which showed that the having a cohesive text is not broadly according to the B1 level evaluated. In addition, the average of language criterion was intermediate, which means that students do not have a proper use of complex and simple sentences, synonyms, and a wide vocabulary. Finally, in the evaluation of content and communicative achievement, the means were the highest. Those values showed that students were able to understand the questions and answer them properly; using correct style and register. Therefore, the pretest indicated that students do not have or manage completely the B1 level evaluated. Thus, learners have regular writing skills.

3.1.3 Post-test results

Table 7

Post-test writing results

Writing Criteria	Content	Communicative Achievement	Organization	Language	Total Pre-test Score
Average	9,00	7,96	6,14	6,96	30,07

Note: Post-test criteria for evaluation of writing skills.

Analysis and interpretation

According to table 7, the criteria were averaged out of 5 and the overall average out of 40 points. First of all, the table shows that the highest average was content, with 9 points. Second, communicative achievement had an average of 7,96. Then, language had an intermediate average with 6,96, and the last one is organization with the lowest average of 6,14. Finally, the general average of the class was 30,06.

The results show that students have high writing skills, as they are able to answer the questions of the test correctly and coherently which correspond the highest scores of content

and communicative achievement. In addition, the ability of conveying ideas meaningfully and arrange a test combining simple and complex grammar structures helped them improve their scores moderately, reaching an intermediate average. On the other hand, the total average of organization was the lowest one, which means that students still struggle with using cohesive devices, linking words, and grammatical structures in a correct way. Nevertheless, learners demonstrated that they could produce written texts appropriately according to the B1 level, after applying Canva application, which means that they have reached an intermediate level.

3.1.4 Comparative results

Table 8

Differences between pre-test and post-test results

Writing Criteria	Pre-test	Post-test	Difference
Content	7,43	9,00	1,57
Communicative Achievement	7,25	7,96	0,71
Organization	4,21	6,14	1,93
Language	6,39	6,96	0,57
Total	25,28	30,07	4,78

Note: Difference between each of the evaluation criteria of the pre-test and post-test.

Analysis and interpretation

Based on the results in table 8, students showed significant changes in their writing skills after applying Canva application. First, content showed an improvement of 1,57 points in their average. Second, the difference between the results in communicative achievement for the pre-test and was test was of 0,71 points. Third, organization had an improvement of 1,93 points on the average. Fourth, language had a difference of 0,57 points between both evaluations. At last, in the final average was observed an improvement of 4,78 points, going from 25,28 to 30,07.

Consequently, it can be said that there was an improvement in content, communicative achievement, organization, and language. To summarize, the level of students writing skills

improved from a medium-high level in the pretest to a high level in the post-test. The development of these skills was reached after using Canva application.

3.1.5 Descriptive statistics

Table 9

Descriptive statistics of pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	28	13,00	34,00	25,2857	5,46949
POST-TEST	28	18,00	39,00	30,0714	4,79914
Valid N (listwise)	28				

Note: Results before and after the application of Canva.

Analysis and interpretation

The table above shows that the pre-test scores have a standard deviation of 5,46949 and a mean of 25,2857, ranging from 13,00 to 34,00. The post-test results demonstrate an improvement following the implementation of Canva application; the mean score increased to 30,0714, the minimum score increased to 18,00, and the maximum score increased to 39,00. In addition, the post-test scores' standard deviation dropped to 4,79914 from the pre-test scores, suggesting a closer clustering around the mean.

Thus, the higher minimum and maximum scores for the post-test, as well as the observed increase in the mean score, imply that the participants' performance improved as a result of using Canva application. The post-test scores decreased standard deviation suggests that the intervention decreased score variability, which may point to a more uniform level of comprehension or performance among the participants following the use of Canva.

3.2 Hypothesis verification

Hypothesis statement

Alternative hypothesis (H1)

Canva Application does have impact on fifth-semester students writing abilities.

Null hypothesis (H0)

Canva Application does not have impact on fifth-semester students writing abilities.

3.2.1 Test of normality

Table 10

Test of normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
PRE-TEST	,955	28	,263
POST-TEST	,973	28	,662

Note: Normality test of the results based on Shapiro-Wilk.

Analysis and interpretation

Table 10 shows the results of Shapiro-wilk normality test, which were the most suitable for this research since the sample was less than 30 students. Then, the significance values obtained were analyzed. The value of the pre-test was 0,263 which is higher than 0,05. This means that the null hypothesis was accepted. In the same way, the value of the post-test was 0,662, which is also higher than 0,05. Hence, as there was equality in the results, the null hypothesis is retained. To conclude, according to the outcomes it can be said that they are normal since the hypothesis was null. Consequently, a parametric method, specifically t-test, was used to scan the data.

3.1.7 t-test paired samples statistics

Table 11

Paired samples t-test

	Paired Differences					Significance	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	One-Sided p	Two-Sided p
Pre-Test – Post-Test	-4,7857	3,7550	,70964	-6,2417	-3,3296	<,001	<,001

Note: Parametric method (t-test) to validate the hypothesis of the research work.

Analysis and interpretation

The means of the pre- and post-test scores are compared in table 11, which displays the findings of a paired samples t-test. The average difference in scores is -4,7857, suggesting that, generally speaking, the post-test results were higher. With a standard error of the mean of 0,70964, the standard deviation of the differences is 3,7550. The mean difference, which does not include zero, spans from -6.2417 to -3.3296. The t-value is equivalent to a one-sided p-value of less than 0,001 and a two-sided p-value of less than 0,001.

The p-values of the paired samples t-test are highly significant and indicate a value lower than 0,001. Hence, as the value is less than 0,05, the alternative hypothesis was accepted, in other words, the null hypothesis was rejected. This means that the use of Canva application had a positive impact on the development of writing skills in students.

3.3 Technology Acceptance Model (TAM) survey

Table 12

Perceived ease of use

	Totally satisfied	Satisfied	Somewhat satisfied	Dissatisfied	Totally dissatisfied
Question 1	12	16	0	0	0
Question 2	10	18	0	0	0
Question 3	9	18	0	1	0
Question 4	10	17	0	1	0

Note: The table shows the results about students' perceived ease of use after using Canva application.

Analysis and interpretation

In the dimension regarding the perceived ease of use, the response options "satisfied" and "totally satisfied" are the ones more selected by students' in this section composed of 4 items, followed by the option "dissatisfied", which corresponds to 2 learners. According to this, it can be said that the majority of students are pleased with the use of the LKT tool Canva inside and outside the classroom.

Table 13*Perceived usefulness*

	Totally satisfied	Satisfied	Somewhat satisfied	Dissatisfied	Totally dissatisfied
Question 5	11	16	0	1	0
Question 6	10	14	0	4	0
Question 7	5	22	0	1	0

Note: The table shows the results about students' perceived usefulness after using Canva application.

Analysis and interpretation

The second dimension, based on the perceived usefulness, the majority of students selected the options “satisfied” and “totally satisfied”, which are the most favored alternatives in the 3 items of this dimension. Therefore, the Canva tool was very useful for the development of the contents presented in class during the interventions, its use helped to improve the understanding of writing skills topics and finally, it helped with students' learning level. However, some participants have selected the option “dissatisfied”, which implies that some students were not comfortable with the use of this application for learning the contents presented.

Table 14*Intention to use*

	Totally satisfied	Satisfied	Somewhat satisfied	Dissatisfied	Totally dissatisfied
Question 8	6	21	0	1	0
Question 9	9	18	0	1	0
Question 10	12	14	0	2	0

Note: The table shows the results about students' intention to use Canva application in future situations.

Analysis and interpretation

In the dimension on the intention of use, in the 3 questions proposed, the majority of students answered that they are “satisfied”, followed by the option “totally satisfied” with Canva application, they mentioned that in the future, they would consider exploring other topics and subjects using it. According to the data obtained, most of the students are convinced that the application was successful in increasing their level of motivation. Nevertheless, a small number of students have selected the option “dissatisfied” in the items presented, which suggests that these learners would not be willing to continue using the application.

Table 15

Attitude toward usage

	Totally satisfied	Satisfied	Somewhat satisfied	Dissatisfied	Totally dissatisfied
Question 11	11	16	0	1	0
Question 12	14	14	0	0	0

Note: The table shows the results about students’ attitude toward Canva application usage.

Analysis and interpretation

This last dimension dealt with attitude toward use, including 3 questions. The most repeated answer options are “satisfied” and “totally satisfied”. In the case of question 12, there is uniformity in the results of the answers among the options already mentioned. Therefore, it can be deduced that most of the students demonstrated a positive attitude towards the visual aspect of Canva tool, considering that they enjoyed using it because of the variety of formats offered, including colors, sizes and shapes.

Discussion of results

The study's results support and validate a number of the main arguments put forth by various authors about using Canva to improve writing abilities, including real-world applications that could be used to compare the outcomes of this research. Moreover, different aspects of the surveys applied are discussed in order to determine the acceptance of Canva application and the Technology Acceptance Model (TAM) in the learning process.

First, the diagnostic survey based on Learning and Knowledge Technologies (LKTs) with the objective of measuring the familiarity of Canva in students, was supported by results indicating that self-paced learning and active learning can take place by Canva, aligning with the links that Rajendran et al. (2023) made between Canva and theories such as constructivism and personalized learning. The design elements of the application supported the principles of Vygotsky (1978) by encouraging experiential, self-directed skill development. Finally, these results are consistent with the theories of Díaz and Márquez (2020), who suggested that LKTs are effective tools for knowledge construction and competency-based training that develop critical thinking and problem-solving abilities. Moreover, students mentioned that they find Canva helpful in allowing active interaction in the teaching-learning process. This aligns with the benefits of LKTs mentioned by Girón (2021) which are promoting meaningful learning and new knowledge acquisition through the use of digital tools and resources.

Second, the pre- and post-test results showed that Canva has a positive impact in writing skills with an improvement of 4,78 total points, for this reason, 7 lessons were applied with the Cognitive Academic Language Approach (CALLA), in which writing prompts in Canva application were given to students. In this sense, Yundayani et al. (2019) and Hadi et al. (2021) highlight that the improvement of students' writing skills can be achieved through the use of technology. Especially, Hadi and his co-writers accentuated the relevant development that was observed in their study. The students chosen to apply the tests improved severally as the writing test scores of the students improved from 64,73 in the pre-test to 70,83 in the post-test, with a 5% level of significance.

Regarding this investigation, the results of the pre-test indicated areas that required more development, like organization and varied language use, which had the lowest scores; as well as areas where students demonstrated relative strengths, like content and communicative achievement, which as mentioned by Bouchey et al. (2021) are related to multimodal learning experiences. Also, through the use of presentations and writing prompts during the interventions, Canva promoted a deeper comprehension and retention of linguistic concepts by enabling students to easily integrate text, icons, and multimedia elements. This improved their ability to communicate ideas coherently and modify their language to fit a variety of contexts, augmenting an average of 1,93 points in the organization section.

Furthermore, the way that Canva has been successfully incorporated into the writing instruction process is a main consequence of the formative assessment principles that have been

promoted the Cambridge Assessment English (2020). Students gained important insights into their performance by integrating continuous evaluation after each intervention, peer evaluation, and self-assessment throughout the lessons. This allowed them and the instructor to pinpoint areas in which they needed to improve and to participate in an ongoing cycle of learning and improvement.

Third, the findings of the Technology Acceptance Model survey also support Canva's user-friendly attributes, which Zul (2024) emphasized as fulfilling the company's goal of providing an easy-to-use graphic design platform. This helped Canva gain traction and be incorporated into writing instruction, enhancing the majority of students level of satisfaction. Canva's ability to support the development of writing skills is consistent with what stated Fernández (2023) regarding the facilitation of written creation and the dissemination of visual content to communicate messages effectively.

To conclude, many theoretical claims regarding Canva's potential as a useful educational technology tool to improve various aspects of writing development when incorporated into language pedagogy are empirically supported by the quantitative results. The research background based on theoretical foundations and empirical evidence are supported by the findings, which also build upon them.

Chapter IV.- Conclusions and recommendations

4.1 Conclusions

The literature review conducted in this study established a solid theoretical foundation for using Canva in writing instruction. The research highlighted how Canva aligns with key learning theories such as visual communication, multimodal learning, and the Cognitive Academic Language Learning Approach (CALLA); this justified the incorporation of Canva into writing instruction and lent support to its potential for improving students' writing abilities.

After applying the pre-test using the Preliminary English Test (PET) to diagnose students' writing abilities, the results showed an average score of 25,28 out of 40 points, indicating that students almost reached the B1 level of writing proficiency. Students performed better in content with 7,43 and communicative achievement with 7,25 over 10 points, demonstrating that they followed the instructions of the test correctly and their ideas were addressed properly. On the other hand, learners struggled with organization 4,21 and language use 6,39 showing that they were not able to use cohesive devices in order to reach an organized and fluent text. Moreover, students did not use synonyms and a combination of simple and complex sentences, avoiding the use of a wide range of vocabulary.

After a comparison between the pre- and post-test data it could be observed that using Canva improved students' overall B1 writing skills, given the fact that students reached a total of 30,07 over 40 points in the post-test. Through the Cognitive Academic Language Learning Approach and Canva templates, students reached more cohesive, organized and attractive texts, they communicated their ideas more effectively and they were able to use a wide variety of language in their texts. Consequently, after the use of Canva application, there was a notable improvement in writing skills of 4,78 points, going from an almost high level to a high level. Despite some weaknesses observed after taking the pre-test, all of them were reinforced during the post-test. For instance, the aspect that was better improved is organization (1,93 points) which was the lowest one in the pre-test with an average of 4,21 over 10 points which encompassed 5 points for each writing part (part 1: email, part 2: article/story). These findings proved that the alternative hypothesis was correct, which makes this instrument helpful for improving writing abilities.

4.2 Recommendations

To enhance the advantages of multimodal learning, incorporate Canva and other visual design tools more entirely into writing instruction and the English language curriculum. When teachers use this tool, students are able to work both inside and outside of the classroom, developing their creativity, strengthening their writing abilities, and increasing their motivation.

Analyze the development of writing skills with a standardized test. This type of tests allows to evaluate the strengths and weaknesses of students in order to ameliorate or reinforce different aspects. As a consequence, focus on the evaluation criteria such as content, communicative achievement, organization and language to have the possibility to analyze in which aspects students lack the most, and according to that, provide useful tasks with Canva application.

Incorporate the writing process in lesson plans through the Cognitive Academic Language Learning Approach and increase the variety of writing assignments and genres that imply the use of Canva application to help students strengthen their ability to modify language for different audiences and in a more organized way. Therefore, teach students how to use Canva's sophisticated features and how to develop their writing through a quick writing process. Additionally, provide checklists for self- and peer assessment with the purpose of improving their writing abilities, and propose to students engaging tasks to develop their creativity and motivation.

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Annexes

Annex 1: Carta de compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, marzo 04 de 2024

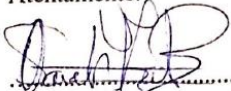
Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Jacqueline Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Canva Application and Writing Skills" propuesto por el/la estudiante Asanza Bravo Abi Anaela, portador/a de la Cédula de Ciudadanía, 0704973023 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,



Mg. Sarah Jacqueline Iza Pazmiño
Coordinadora de Carrera
0501741060
0984060528
sj.iza@uta.edu.ec



Annex 2: diagnostic survey

CUESTIONARIO DIRIGIDO A ESTUDIANTES (Pilotaje)

PROYECTO DE INVESTIGACIÓN: APLICACIÓN DE HERRAMIENTAS DIGITALES PARA EL APRENDIZAJE Y EL CONOCIMIENTO (TAC) EN LA EVALUACIÓN DE APRENDIZAJES

OBJETIVO: Diagnosticar las herramientas digitales para el aprendizaje y el conocimiento (TAC) en la evaluación de aprendizajes.

Indicaciones: Marca con una X la respuesta según tu experiencia real con las herramientas web 3.0. en el entorno educativo

A. Datos Informativos

1. Nombre de la Institución: _____

2. Sector:

Pública: ☐ Privada: ☐

3. Nivel de educación:

- Educación Inicial _____
- Educación Básica Elemental _____
- Educación Básica Media _____
- Educación Básica Superior _____
- Bachillerato General Unificado _____
- Educación Superior _____

4. Edad:

2 – 3 4 - 7 8 – 11 12 - 15 16 -19 20-23 24-27 28 o más

5. Sexo:

Hombre ☐ Mujer ☐

B. PARTE 1

6. ¿Cuáles de estas TAC (Tecnologías para el Aprendizaje y Conocimiento) utiliza su docente para el proceso de evaluación?

Quizziz _____

Kahoot _____

Liveworksheet _____

Moodle _____

Socrative _____

Google Forms _____

7. ¿Cuáles de estas herramientas TAC utiliza su docente para reforzar el aprendizaje dentro o fuera del aula de clase?

Educaplay _____

WordWall _____

Nearpod _____

Padlet _____

Miro _____

Cokitos _____

Árbol Abc _____

Schatch _____

Miro _____

Foros _____

Whatsapp _____

Blogs _____

Chat _____

Formative _____

8. ¿Qué tipo de dispositivos tecnológicos utilizas para fortalecer tu aprendizaje?

Teléfono celular _____

computadora _____

laptop _____

tablet _____

notebook _____

C. PARTE 2

Seleccione su respuesta de acuerdo a la escala

5 Siempre

4 Casi siempre

3 A veces

2 Casi nunca

1 Nunca

Item	1	2	3	4	5
9. ¿Has utilizado o tienes conocimiento sobre las TAC (Quizziz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) que tu docente utiliza para fines de evaluación?					
10. ¿ El uso de las TAC (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, y otras) te posibilita aprender a tu propio ritmo?					
11. ¿Con qué frecuencia tu docente utiliza las TAC (Quizziz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) para el proceso de evaluación?					
12. Tu profesor realiza talleres de clase aplicando herramientas TAC (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos , Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, y otras)					
13. Tu profesor considera los resultados de las prácticas realizadas con las TAC (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, y otras) como parte de las calificaciones de la asignatura?					
14. ¿Con qué frecuencia tu docente utiliza las TAC (Educaplay, WordWall, Nearpod, Padlet, Cokitos, Árbol Abc, Schatch, Miro, foros, whatsapp, blogs, chat, ¿formative) para reforzar su aprendizaje?					
15. ¿El uso de las TAC, te ayudan a mejorar el aprendizaje?					
16. ¿Las TAC permiten la interacción activa (estudiante-estudiante, estudiante-docente y docente-estudiante) en el proceso de enseñanza-aprendizaje?					
17. ¿Las TAC satisfacen tus necesidades individuales de aprendizaje?					
18. ¿Las TAC te ayudan a auto evaluar tu aprendizaje?					
19. ¿El uso de las TAC fomenta el perfeccionamiento en los procesos evaluativos?					
20. ¿El uso de las TAC estimula la motivación, la auto reflexión y la participación de los estudiantes?					

¡GRACIAS POR SU COLABORACION!

Annex 3: satisfaction survey

Preguntas		Alternativas				
		Totalmente Satisfactorio	Satisfactorio	Algo Satisfactorio	Insatisfactorio	Totalmente Satisfactorio
Facilidad de Uso						
1	¿Cuán satisfecho se encuentra con la utilización de herramienta Canva?					
2	¿El uso de esta herramienta en tu clase fue?					
3	Usar esta herramienta te resultó					
4	Desde tu punto de vista, ¿cómo valorarías la facilidad de la herramienta (Canva) que te hemos presentado?					
Utilidad Percibida						
5	La utilidad de los contenidos te pareció					
6	Con el uso de esta herramienta, me ayudó a una mejor comprensión					
7	Al utilizar esta herramienta, tu nivel de aprendizaje fue					
Intensión de Uso						
8	Al utilizar esta herramienta tu nivel de motivación fue					
9	Me gustaría volver a utilizar la herramienta tecnológica en clase, si tuviera oportunidad.					
10	¿Me gustaría usar la herramienta tecnológica para aprender otros asignaturas?					
Actitud de Uso						
11	El aspecto visual de la herramienta te pareció					
12	El formato de colores, tamaño y formas te pareció					

Annex 4: rubric to evaluate pre and post-test

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

Source: Cambridge (2020)

Annex 5: pre-test and post-test



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



PRE-TEST
POST-TEST



Cambridge Assessment
English

Preliminary English Test
(PET)

Writing Section Sample Paper

Class: Fifth Semester “A”

Name:

Date:

Instructions:

- This exam will consist of 2 parts.
- Read carefully the instructions of each section.
- Write your answers on a sheet of paper.
- Write using pencil or blue pen.
- You have 45 minutes to complete the test.

Good Luck!

Part 71

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English teacher Mrs. Lake and the notes you have made.

EMAIL

From: Mrs. Lake

Subject: End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year.

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party?

What food do you think we should have at the party?

Reply soon!

Anna Lake

Great!

Explain

Suggest ...

Tell Mrs Lake

Write your **email** to Mrs Lake using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this announcement in your school English-language magazine.

Articles wanted!

WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

Your English teacher has asked you to write a story. Your story must begin with this sentence.

Jo looked at the map and decided to go left.

Write your **story**.

Annex 6: lesson plans

LESSON PLAN N°1

LESSON PLAN N°1		
Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)
Class: Fifth Semester	N° of Students: 28	Date: April 11 th , 2024
Topic: Email		
General objective:		Specific Objectives:
By the end of the lesson, students will be able to develop their writing skills through an email about human developmental stages.		- To recall specific topics of Educational Psychology. - To use Canva application as a writing tool.
Anticipated problems: Students will be afraid the instructions are not clear enough.		
Possible solutions: Repeat the instructions through examples.		
Materials: Markers, board, laptop/tablet, notebook		
PREPARATION The teacher asks students some questions in order to recall the stages of human development. - Do you remember the stages of human development? - How many stages do we have? - Which are them? The teacher discusses the purpose and structure of effective emails, emphasizing clarity, coherence, and professionalism, and introduces Canva as a tool for creating visually appealing email templates.		TIME 5 minutes
PRESENTATION The teacher provides a brief overview of the stages of human development, focusing on key concepts. T explains the structure of an email emphasizing appropriate language functions to use and will give tips to achieve a good writing. Also, she shows examples of well-structured emails and will demonstrate how to use Canva to design visually engaging email layouts. SS receive the email written by the teacher asking them the following question:		12 minutes

Do you think the stages of human development are significant in our lives? Why? Why not? Support your answer.	
PRACTICE SS have to compose an email discussing the significance of stages of human development in people's lives . Students work on their emails individually using their laptops or tablets. The teacher monitors the classroom to provide assistance and guidance as needed.	25 minutes
SELF-EVALUATION Students are provided with a checklist for email assessment. The teacher instructs them to review their emails against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	8 minutes
EXPANSION The teacher asks students to provide constructive feedback to their peers based on the checklist criteria. The instructor discusses strategies for further expansion of their writing and design skills, such as exploring additional features of Canva or practicing different email formats. Teacher emphasizes the importance of clear communication and visual presentation in professional contexts.	10 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work: Students analyze their writings and identify their mistakes.	

Canva presentation

https://www.canva.com/design/DAGBTSNqBAQ/0XKCM9zFbZfg2naQqQBDnA/edit?utm_content=DAGBTSNqBAQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class: Email

https://www.canva.com/design/DAGBTD7Kljk/UmdSDjoHiHYpeunlpq6Rqg/edit?utm_content=DAGBTD7Kljk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Checklist for self and peer-assessment



Writing Part 1: email

Content

- ☐ Is the email to and from the right person?
- ☐ Does it address all four notes mentioned in the task?
- ☐ Does the email include all relevant information in about 100 words?

Communicative Achievement

- ☐ Is the text in the format of an email?
- ☐ Is it written in a style and tone suitable for the recipient (for example, more formal for a teacher and more informal for a friend)?
- ☐ Is the purpose of the writing clear (agreeing, disagreeing, giving an opinion, offering or explaining)?
- ☐ Does the text use appropriate language and phrases to respond to the four notes?

Organisation

- ☐ Does the text use paragraphs appropriately to organise ideas?
- ☐ Does the text use other organisational features of an email (for example, openings, closings, references to the original email)?
- ☐ Are the ideas presented in a logical order? Is the text easy to follow?
- ☐ Does the text use a variety of linking words or cohesive devices (such as *although*, *and*, *but*, *because*, *so that*, *whether etc.*, and referencing language)?
- ☐ Are the ideas balanced appropriately, with suitable attention and space given to each one?
- ☐ Is punctuation used correctly?

Language

- ☐ Does the text use a range of vocabulary?
- ☐ Does the text use a range of simple grammar accurately (such as basic tenses and simple clauses)?
- ☐ Does it use some complex grammatical structures (such as relative clauses, passives, modal forms and tense contrasts)?
- ☐ Is the spelling accurate enough for the meaning to be clear?

LESSON PLAN N°2

Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)	
Class: Fifth Semester		N° of Students: 28	Date: April 12 th , 2024
Topic: Writing a letter			
General objective:		Specific Objectives:	
By the end of the lesson, students will be able to develop their writing skills through a letter about the stages of cognitive development using Canva application.		- To recall the elements of a letter. - To apply self and peer-assessment.	
Anticipated problems: Students will be afraid the instructions are not clear enough.			
Possible solutions: Repeat the instructions through examples.			
Materials: Markers, board, laptop/tablet, notebook			TIME
PREPARATION The teacher presents an introductory activity to students in order to recall the topic of cognitive development. The teacher will throw a paper ball with different kinds of questions related to the topic mentioned above. - What are the stages of cognitive development? - What is the sensorimotor stage about? - What is the preoperational stage about? - What is the concrete operational stage about? - What is the formal operational stage about? The teacher discusses the purpose and structure of effective letters, emphasizing clarity, coherence, and professionalism, and reintroduce Canva as a tool for creating visually appealing letter templates.			6 minutes
PRESENTATION T provided a brief overview of the stage’s cognitive development, focusing on key concepts. T explains the structure of a letter emphasizing appropriate language functions to use and gives tips to achieve a good writing. Also, she shows examples of well-structured letters and demonstrates how to use Canva to design visually engaging letter layouts. The teacher proposes students to write a letter to Piaget asking questions to him and expressing their opinion about his stages.			15 minutes

PRACTICE SS have to compose a letter to Piaget as explained by the teacher. SS have to work on their letter individually using their laptops or tablets. T monitors the classroom to provide assistance and guidance as needed.	25 minutes
SELF-EVALUATION SS are provided with a checklist for letter assessment. T instructs SS to review their letters against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	7 minutes
EXPANSION The teacher asks students to provide constructive feedback to their peers based on the checklist criteria. Discuss strategies for further expansion of their writing and design skills, such as exploring additional features of Canva or practicing different letter formats. Teacher emphasizes the importance of clear communication and visual presentation in professional contexts.	7 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work: Students analyze their writings and identify their mistakes.	

Canva presentation

https://www.canva.com/design/DAGBlMZjEkc/ZHo6BBqztvP7h4BHDosuww/edit?utm_content=DAGBlMZjEkc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class: Letter

https://www.canva.com/design/DAGBlk4yet4/39xdeHb1-YN_V3fcQ-k6sw/edit?utm_content=DAGBlk4yet4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Checklist for self and peer-assessment

Content

- ☐ Is the email to and from the right person?
- ☐ Does it address all four notes mentioned in the task?
- ☐ Does the email include all relevant information in about 100 words?

Communicative Achievement

- ☐ Is the text in the format of an email?
- ☐ Is it written in a style and tone suitable for the recipient (for example, more formal for a teacher and more informal for a friend)?
- ☐ Is the purpose of the writing clear (agreeing, disagreeing, giving an opinion, offering or explaining)?
- ☐ Does the text use appropriate language and phrases to respond to the four notes?

Organisation

- ☐ Does the text use paragraphs appropriately to organise ideas?
- ☐ Does the text use other organisational features of an email (for example, openings, closings, references to the original email)?
- ☐ Are the ideas presented in a logical order? Is the text easy to follow?
- ☐ Does the text use a variety of linking words or cohesive devices (such as *although*, *and*, *but*, *because*, *so that*, *whether etc.*, and referencing language)?
- ☐ Are the ideas balanced appropriately, with suitable attention and space given to each one?
- ☐ Is punctuation used correctly?

Language

- ☐ Does the text use a range of vocabulary?
- ☐ Does the text use a range of simple grammar accurately (such as basic tenses and simple clauses)?
- ☐ Does it use some complex grammatical structures (such as relative clauses, passives, modal forms and tense contrasts)?
- ☐ Is the spelling accurate enough for the meaning to be clear?

LESSON PLAN N°3

Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)	
Class: Fifth Semester		N° of Students: 28	Date: April 25 th , 2024
Topic: Writing a review			
General objective:		Specific Objectives:	
By the end of the lesson, students will be able to develop their writing skills through a review about Social Emotional Learning using Canva application.		• To explain the structure of a review. • To apply self and peer-assessment.	
Anticipated problems: Students will be afraid the instructions are not clear enough.			
Possible solutions: Repeat the instructions through examples.			
Materials: Markers, board, laptop/tablet, notebook			TIME
PREPARATION The teacher asks students some questions in order to recall the topic of social emotional learning. - What do you remember about social emotional learning? - Which are the social-emotional skills? T discusses the purpose and structure of effective reviews, emphasizing clarity and coherence. After that, she introduces Canva as a tool for creating visually appealing review templates.			5 minutes
PRESENTATION The teacher provides a brief overview of social emotional learning, focusing on key concepts through a video. https://youtu.be/GMRkowGUhuQ?si=3xeAQeMLgJkxypz9 T gives a general conclusion about the video. T explains the structure of a review emphasizing appropriate language functions to use and gives tips to achieve a good writing. Also, she shows examples of well-structured reviews and shows how to use Canva to design visually engaging review layouts. T proposes students to write a review reacting to a text about social emotional learning			15 minutes
PRACTICE			

SS compose a review about any document, book or video mentioned in class focused on social emotional learning. SS have to work on their writings individually using their laptops or tablets. T monitors the classroom to provide assistance and guidance as needed.	22 minutes
SELF-EVALUATION SS are provided with a checklist for review assessment. T instructs SS to review their reviews against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	8 minutes
EXPANSION The teacher asks students to provide constructive feedback to their peers based on the checklist criteria. She discusses strategies for further expansion of their writing and design skills, such as exploring additional features of Canva or practicing different review formats. T emphasizes the importance of clear communication and visual presentation in professional contexts.	10 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work: Students analyze their writings and identify their mistakes.	

Canva presentation

https://www.canva.com/design/DAGBlyAUriM/4HIDLftiy5nTOFGQ0pYgeQ/edit?utm_content=DAGBlyAUriM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class: Review

https://www.canva.com/design/DAGBmB2bJuM/r1Dg239EticPv31Pp3JKpw/edit?utm_content=DAGBmB2bJuM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Checklist for self and peer-assessment

Content

- ☐ Have I covered all the key information required by the task?
- ☐ Have I written only information which is relevant to the task?
- ☐ Have I developed the basic points in the task with my own ideas?

Communicative Achievement

- ☐ Have I achieved the main purpose(s) of the text (for example, explaining, persuading, suggesting, apologising, comparing, etc.)?
- ☐ Have I communicated a balance of straightforward and more complex ideas?
- ☐ Have I used a suitable style and register (formal or informal) for the task?

Organisation

- ☐ Have I used paragraphs appropriately to organise my ideas?
- ☐ Have I used other organisational features appropriately for the genre of the text (for example, titles, headings, openings, closings, etc.)?
- ☐ Is the connection between my ideas clear and easy for the reader to follow? (For example, have I used appropriate linking words, pronouns, etc. to refer to different things within the text?)
- ☐ Are the ideas balanced appropriately, with suitable attention and space given to each one?

Language

- ☐ Have I used a wide range of vocabulary?
- ☐ Have I avoided repeating the same words and phrases?
- ☐ Have I used a range of simple and more complex grammatical structures?
- ☐ Have I correctly used any common phrases which are relevant to the specific task or topic?
- ☐ Is my use of grammar accurate?
- ☐ Is my spelling accurate?

LESSON PLAN N°4

Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)	
Class: Fifth Semester		N° of Students: 28	Date: April 26 th , 2024
Topic: Writing an article			
General objective:		Specific Objectives:	
By the end of the lesson, students will be able to develop their writing skills through an article about Behaviorism using Canva application.		- To recall the steps of writing an article. - To use vocabulary related to the behaviorist theory.	
Anticipated problems: Students will be afraid the instructions are not clear enough.			
Possible solutions: Repeat the instructions through examples.			
Materials: Markers, board, laptop/tablet, notebook			TIME
PREPARATION The teacher shows students some images in order to recall the topic of Behaviorism. The teacher discusses the purpose and structure of effective articles, emphasizing clarity, coherence, and professionalism, and introduce Canva as a tool for creating visually appealing article templates.			5 minutes
PRESENTATION T provides a brief overview of Behaviorism, focusing on key concepts. T explains the structure of an article emphasizing appropriate language functions to use and gives tips to achieve a good writing. Also, she shows examples of well-structured articles and demonstrates how to use Canva to design visually engaging article layouts. T proposes students to write an article about Behaviorism.			15 minutes
PRACTICE SS compose an article about Behaviorism. SS work on their reviews individually using their laptops or tablets. T monitors the classroom to provide assistance and guidance as needed.			22 minutes

SELF-EVALUATION SS are provided with a checklist for article assessment. T instructs SS to review their articles against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	8 minutes
EXPANSION The teacher asks students to provide constructive feedback to their peers based on the checklist criteria. T discusses strategies for further expansion of their writing and design skills, such as exploring additional features of Canva or practicing different article formats. T emphasizes the importance of clear communication and visual presentation in professional contexts.	10 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work: Students analyze their writings and identify their mistakes.	

Canva presentation

https://www.canva.com/design/DAGBmYOG3P8/i71uWqInfUoWa7fndr6kSQ/edit?utm_content=DAGBmYOG3P8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class: Article

https://www.canva.com/design/DAGBlhleCRO/C_Cc0XZ6sW-lyRF_iF05Ig/edit?utm_content=DAGBlhleCRO&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Checklist for self and peer-assessment

Writing Part 2: article

Content

- ☐ Is the article about the topic stated in the task?
- ☐ Does it answer the question(s) in the task?
- ☐ Does it include all relevant information in about 100 words?

Communicative Achievement

- ☐ Does the text use the conventions of an article (addressing the reader directly, expressing an opinion, sharing personal information)?
- ☐ Is it written in a style suitable for the magazine stated in the task (often for a school, club or website and therefore informal)?
- ☐ Is the purpose of the writing clear?

Organisation

- ☐ Does the text use paragraphs appropriately to organise the ideas?
- ☐ Does the text use other organisational features of an article (for example, a title, introduction of the topic)?
- ☐ Are the ideas presented in a logical order? Is the text easy to follow?
- ☐ Does the text use a variety of linking words or cohesive devices (such as *although*, *and*, *but*, *because*, *first of all*, *finally*, *as a result* etc., and referencing language)?
- ☐ Is punctuation used correctly?

Language

- ☐ Does the text use a range of vocabulary?
- ☐ Does the text use a range of simple grammar accurately (such as basic tenses and simple clauses)?
- ☐ Does it use some complex grammatical structures (such as relative clauses, passives, modal forms and tense contrasts)?
- ☐ Is the spelling accurate enough for the meaning to be clear?

LESSON PLAN N°5

Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)	
Class: Fifth Semester		N° of Students: 28	Date: May 1 st , 2024
Topic: Writing a newspaper article			
General objective:		Specific Objectives:	
By the end of the lesson, students will be able to develop their writing skills through a newspaper article about the Zone of Proximal Development using Canva application.		• To recognize the elements of a newspaper article. • To apply self and peer-assessment.	
Anticipated problems: Students will be afraid the instructions are not clear enough.			
Possible solutions: Repeat the instructions through examples.			
Materials: Markers, board, laptop/tablet, notebook			TIME
PREPARATION The teacher asks students some questions in order to recall the Zone of Proximal Development. - What do you remember about the Zone of Proximal Development ? - Who proposed it? The teacher discusses the purpose and structure of effective articles, emphasizing clarity, coherence, and professionalism, and introduces Canva as a tool for creating visually appealing article templates.			5 minutes
PRESENTATION T provides a brief overview of the Zone of Proximal Development, focusing on key concepts. T explains the structure of a newspaper article emphasizing appropriate language functions to use. Also, she shows examples of well-structured articles. T proposes students to write an article about the Zone of Proximal Development.			15 minutes

PRACTICE SS have to compose a newspaper article about the rise of ZPD. SS have to work on their reviews individually using their laptops or tablets. T monitors the classroom to provide assistance and guidance as needed.	22 minutes
SELF-EVALUATION SS are provided with a checklist for article assessment. T instructs them to review their articles against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	8 minutes
EXPANSION T asks students to provide constructive feedback to their peers based on the checklist criteria. She discusses strategies for further expansion of their writing and design skills, such as exploring additional features of Canva or practicing different article formats. T emphasizes the importance of clear communication and visual presentation in professional contexts.	10 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work: Students analyze their writings and identify their mistakes.	

Canva presentation

https://www.canva.com/design/DAFY1HmTxy4/2v2y83QwGvIFC5fqW_0B0g/edit?utm_content=DAFY1HmTxy4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class: Newspaper Article

https://www.canva.com/design/DAGBl4n_m-s/dUncmEgzD_bJqon-QCocdA/edit?utm_content=DAGBl4n_ms&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Checklist for self and peer-assessment

Did I...

write the name of the newspaper at the top?		☐	☐
create an interesting headline and sub-headline?		☐	☐
start with an introductory paragraph that includes the five Ws?		☐	☐
add captions to all pictures?		☐	☐
include facts about the main events?		☐	☐
write in the third person and past tense?		☐	☐
use quotes written as direct speech?		☐	☐
finish with a conclusion paragraph to explain what might happen next?		☐	☐

LESSON PLAN N°6

Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)	
Class: Fifth Semester		N° of Students: 28	Date: May 1 st , 2024
Topic: How to write a story			
General objective:		Specific Objectives:	
By the end of the lesson, students will be able to develop their writing skills through a story about Multiple Intelligences using Canva application.		- To use vocabulary words for narration. - To apply self and peer-assessment.	
Anticipated problems: Students will be afraid the instructions are not clear enough.			
Possible solutions: Repeat the instructions through examples.			
Materials: Markers, board, laptop/tablet, notebook			TIME
PREPARATION As an introductory activity, the teacher asks students to take a quiz to discover their Multiple Intelligences. https://personalitymax.com/multiple-intelligences-test/ The teacher discusses the purpose and structure of effective stories, emphasizing clarity, coherence, and creativity, and introduces Canva as a tool for creating visually appealing story templates.			6 minutes
PRESENTATION T provides a brief overview of Multiple Intelligences, focusing on key concepts showing a video. https://www.youtube.com/watch?v=s2EdujrM0vA&t=173s T explains how to write a story emphasizing narrative writing to use and will give tips to achieve a good writing. Also, she shows examples of well-structured stories and demonstrates how to use Canva to design visually engaging story formats. T proposes students to write a story about Multiple Intelligences.			15 minutes
PRACTICE			

SS have to compose a story about how Howard Gardner developed Multiple Intelligences giving a prompt sentence: <i>Howard was determined to discover something big, something that would change people's perspectives.</i> SS have to work on their stories individually using their laptops or tablets. T monitors the classroom to provide assistance and guidance as needed.	22 minutes
SELF-EVALUATION Students are provided with a checklist for story assessment. T instructs them to review their stories against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	8 minutes
EXPANSION T asks students to provide constructive feedback to their peers based on the checklist criteria. She discusses strategies for further expansion of their writing and design skills, such as exploring additional features of Canva or practicing different story formats. T emphasizes the importance of clear communication and visual presentation in professional contexts.	10 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work: Students analyze their writings and identify their mistakes.	

Canva presentation

https://www.canva.com/design/DAGBqnNYTHA/cFmfj1TUkiixl7MMKlmMSw/edit?utm_content=DAGBqnNYTHA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class: Story

https://www.canva.com/design/DAGBmWK1yhA/t7KiOqiNFomUeRi9jklzw/edit?utm_content=DAGBmWK1yhA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Checklist for self and peer-assessment

Writing Part 2: story

Content

- ☐ Does the story start with the given sentence?
- ☐ Is the content of the story related to the starting sentence?
- ☐ Is the story about 100 words?

Communicative Achievement

- ☐ Does the text use the conventions of a story (use of narrative tenses, a clear beginning, middle and end, use of direct speech)?
- ☐ Does it follow the patterns provided in the opening sentence (use of third person, for example)?

Organisation

- ☐ Does the text use paragraphs appropriately to organise ideas?
- ☐ Does the text use other organisational features of a story (a clear beginning, middle and end, language for sequencing)?
- ☐ Are the ideas presented in a logical order? Is the text easy to follow?
- ☐ Does the text use a variety of linking words or cohesive devices? (such as *although*, *and*, *but*, *because*, *in the end*, etc., and referencing language)?
- ☐ Is punctuation used correctly?

Language

- ☐ Does the text use a range of vocabulary?
- ☐ Does the text use a range of simple grammar accurately (such as basic tenses and simple clauses)?
- ☐ Does it use some complex grammatical structures (such as relative clauses, passives, modal forms and tense contrasts)?
- ☐ Is the spelling accurate enough for the meaning to be clear?

LESSON PLAN N°7

Teacher: Abi Anaela Asanza Bravo		Type of lesson: Cognitive Academic Language Learning Approach (CALLA)	
Class: Fifth Semester		N° of Students: 28	Date: April 2 nd , 2024
Topic: Writing Game			
General objective:		Specific Objectives:	
By the end of the lesson, students will be able to develop their writing skills through a game about Differentiated Instruction.		• To differentiate writing texts. • To use specific vocabulary words related to differentiation instruction.	
Anticipated problems: Students will be afraid the instructions are not clear enough.			
Possible solutions: Repeat the instructions through examples.			
Materials: Markers, board, laptop/tablet, notebook			TIME
PREPARATION The teacher shows students a video in order to recall the topic of Differentiated Instruction. https://www.youtube.com/watch?v=m8b-uNMuKA8 The teacher elicits students to participate giving information they know about Differentiated instruction.			5 minutes
PRESENTATION T provides a brief overview of Differentiated Instruction, focusing on key concepts showing a video. T will explain a game consisting in 3 groups.			10 minutes
PRACTICE SS have to compose 3 writings (email, article, story) 1 per each group. The group how has been assigned the email has to give key words related to differentiated instruction to the group in charge of the article. The article group will give key words to the story group and finally, the story group to the email group. SS have to compose their writings by adding one sentence each member of the group focusing the key words assigned. At the end they have to check and assess their own writing before giving it to the other groups to assess it. Wins the best writing piece.			27 minutes

SELF-EVALUATION SS are be provided with a checklist for story, article and email assessment. T instructs them to review their stories against the criteria provided, focusing on content relevance, coherence, language accuracy, and visual presentation.	8 minutes
EXPANSION T asks students to provide constructive feedback to their peers based on the checklist criteria. T thanks students to participate and gives final suggestions in order to succeed in writing.	10 minutes
TOTAL OF HOURS	1 HOUR
Homework/Further work	

Canva presentation

https://www.canva.com/design/DAGBqnNYTHA/cFmfj1TUkiixl7MMKlmMSw/edit?utm_content=DAGBqnNYTHA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task in class

https://www.canva.com/design/DAGBmWK1yhA/t7KiOqiNFomUeRi9jklzw/edit?utm_content=DAGBmWK1yhA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex 7: turnitin report



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Chapter 1: Theoretical Framework

1.1 Investigative Background

The present section of the research work focuses on describing earlier studies carried out around the world to investigate how well Carva works for improving writing abilities. These results validate the ongoing investigation in order to have a clearer idea of its effectiveness.

In a study conducted by Eka et al. (2023), the main goal was to find out how students felt about using the Carva app to practice writing, especially regarding an explanation test. 632 students from 12 classes of SMA Negeri 11 Semarang's eleventh grade during the academic year 2022-2023 were the subject of the study. The study gathered information on students' opinions of Carva as a tool for developing writing skills through the use of a 10-item questionnaire and a qualitative research methodology. The findings demonstrated that students were able to develop their writing skills with the help of the Carva application, which proved to be a useful tool. It was particularly well liked for being easy to use and available on computers and smartphones, emphasizing how convenient and efficient it was at improving students' writing skills.

Jermant (2021) contributed to the field with an article emphasizing on examining the effects of Carva usage on students' creative writing skills; this study explores the ways in which Carva mediates students' creative writing engagement. The research used a qualitative methodology, collecting and analyzing data from State High School 9 Tarbiyah Islamiyah in Bogor's second grade using Case Study 2.0 methodology. The findings of the study showed that students had a favorable opinion of Carva when it came to creative writing through the use of questionnaires and interviews as research tools. Students reported that the application made writing more pleasurable, interesting, and motivating, which improved their comprehension and increased their fluency in learning English.

Marwib et al. (2023) carried out an investigation in order to explore the impact of Carva usage on enhancing students' writing skills, particularly in the realm of procedural texts. The study adopted a one-group pretest-posttest pre-experimental design by employing a mixed-methods approach that integrated both quantitative and qualitative

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