



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA
COHORTE 2023

Tema: Websites and the writing skill

PORTADA

Trabajo de titulación previo a la obtención del Título de Cuarto Nivel de Magister en
Enseñanza de Inglés como Lengua Extranjera

Modalidad del Trabajo de Titulación: Proyecto de Titulación con Componentes de
Investigación Aplicada y de Desarrollo

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Ambato – Ecuador

2024

A la Unidad Académica de Titulación del Centro de **Posgrados**

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ACKNOWLEDGEMENT

I am thankful to everyone who took part in this journey and special mention to my thesis advisor Magister Ruth Infante as she guided me through this process. Her knowledge guided me to the right path to fulfill this important step in my life.

DEDICATORY

To my family.

For you I have done the impossible so
you are proud of me. Your love and
support were essential for me.

I want to thank to all my family who
were important, my mom who
supported me in every decision I took,
my grandfather who is the person I
admire the most and my little sister
who aid me in times where I struggled.

ABSTRACT

This thesis examines the impact of Websites on the development of writing skills. The general objective of the study was to analyze the effectiveness of the use of Websites in the writing skills. The specific objectives were to identify the websites which help learners to the development of the writing skill, evaluate students writing skill, and make use of websites to help students to improve the writing skill. The research was conducted at Unidad Educativa “Santo Domingo de Guzmán” in Ambato, involving 59 students from two different classes. A quasi-experimental design was implemented, where 2 groups were divided, an experimental and a control group. Both groups took part in the research as they took a pre and post-test, the experimental group had a treatment of 6 classes focused on the development the writing skill. The PET standardized test was applied, parts 1 and 2 of the written section were used to evaluate students’ writing skills. The criteria of the rubric were based on Content, Communicative achievement, Organization and Language. A paired t-test was conducted to compare the mean scores of the control group and experimental group on the pre-test and post-test measures. The findings in this research show that the integration of Websites such as Grammarly, Write & Improve with Cambridge, and Wix in the writing skills is effective and help to its development.

KEY WORDS:

Communicative Achievement, Content, Development, Grammarly, Language, Organization, Websites, Wix, Write & Improve, Writing Skill.

RESUMEN EJECUTIVO

Esta tesis examina el impacto de los sitios web en el desarrollo de habilidades de escritura. El objetivo general del estudio fue analizar la efectividad del uso de sitios web en las habilidades de escritura. Los objetivos específicos fueron identificar los sitios web que ayudan a los alumnos en el desarrollo de la habilidad de escritura, evaluar las habilidades de escritura de los estudiantes y hacer uso de los sitios web para ayudar a los estudiantes a mejorar la habilidad de escritura. La investigación se llevó a cabo en la Unidad Educativa "Santo Domingo de Guzmán" en Ambato, involucrando a 59 estudiantes de dos clases diferentes. Se implementó un diseño cuasi-experimental, donde se dividieron 2 grupos, un grupo experimental y un grupo de control. Ambos grupos participaron en la investigación, realizando un pre-test y un post-test; el grupo experimental recibió un tratamiento de 6 clases enfocadas en el desarrollo de la habilidad de escritura. Se aplicó el examen estandarizado PET, la parte escrita 1 y 2 fue para evaluar las habilidades de escritura de los estudiantes. Los criterios de la rúbrica se basan en Contenido, Logro comunicativo, Organización y Lenguaje. Se realizó una prueba "T" para comparar las puntuaciones medias del grupo de control y el grupo experimental en las medidas del pre-test y post-test. Los hallazgos de esta investigación muestran que la integración de sitios web como Grammarly, Write & Improve de Cambridge y Wix en las habilidades de escritura es efectiva y ayuda a su desarrollo.

PALABRAS CLAVE:

Contenido, Desarrollo, Grammarly, Habilidad De Escritura, Lenguaje, Logro Comunicativo, Organización, Sitios Web, Wix, Write & Improve.

CHAPTER I

THE PROBLEM OF INVESTIGATION

1.1 Introduction

Learning another language is vital as we are living a competitive world where everyone is trying to be better and in this case learning English is essential as it is seen as the Universal language. This means that now more and more people speak English and it is necessary to have knowledge and be able to master this language as in incoming days more things will be in English such as instructions for assembled objects, pieces of information in journals, even the use of technology will have more English as the original language of it. Thus, the use of these tools to learn a foreign language is indispensable if the wish of the learner is to improve in the different skills of the language.

Nowadays, to be more dynamic and updated it is necessary as teachers to find tools, approaches, techniques and methods that call students' attention. This is why learning another language can be seen as a challenge and adding new tools in the classrooms that make students feel more comfortable can be an advantage. Also, it is necessary to stop seeing technology just as a distractor and use all its features since most of these Website's goal is to help learners to have a nicer experience in the learning process and gain knowledge. Thus, with the aid of Websites there can be a better, more efficient and faster feedback of different skills such as writing which is this research main focus. The major issue is that nowadays students don't use the right tools to develop the writing skill as they think that the best way to complete any type of written assignment is using the translator and this can be a big problem as it does not help at all to improve in this skill.

1.2 Justification

Writing is an essential skill in English language as it is one productive skill which is used for communicating with others, nowadays we have to use the writing skill to chat with others in our daily life and also to deliver homework no matter if it is handwritten or typed in a device. That is why it is **important** to help students develop the writing skill by using alternative tools such as websites. The development of the writing skill should be taken into consideration by teachers so it will make easier the learning process. The research is **original** because there are not investigations on how the use of Websites help to improve in the writing skill as this is taught in a traditional way using a textbook and asking students to create sentences, paragraphs or texts. Finally, in high schools there are means to use this Websites to teach but they have not been used. In addition, there is not a deep insight from other sources and researches in the use of Websites like Grammarly, Write & improve and WIX in order to improve the writing skill. It is known that technology has given teachers lots of options to improve, but most of the time they are wasted as they focus mainly on a textbook or traditional resources that make students lose motivation and think that writing is boring. Thus, teachers must be updated and find new resources for students who nowadays are more into technology. Furthermore, online tools are not superficial activities as they engage students in the learning environment (Jahnke, 2010)

Additionally, this research has an educative **impact** as it allows students to connect writing to everyday situations. First, writing is a skill that is taught in every school to students due to its importance and Websites which are relevant in a world where every student is immerse as they spend most of their time using a technological tool, students should use them properly in order to improve their written skills. Consequently the implementation of these resources may have a positive impact on the learning process. Moreover, boredom can appear in the class and when it

refers to writing the use of pencil and paper can make the learning process monotonous (Sudrajat & Purnawarman, 2019).

Finally, the population that gains benefit on this research are students from 1st level bachillerato at Unidad Educativa “Santo Domingo de Guzmán” and also there are lot of **benefits** of using Websites for the writing skill because this caught student’s attention and they were more interested in the class where writing is used. Moreover, the use of websites can lead students to make fewer mistakes as they will identify where they had mistakes and with practice these mistakes will not be done again. Also, these websites help the school in order to use more tools that support the learning process and stop the use of traditional methods for teaching writing.

1.3 Objectives

1.3.1 General objective

To analyze the effectiveness of the use of Websites in the writing skill of 1st Bachillerato level students at Unidad Educativa “Santo Domingo de Guzmán”.

1.3.2 Specific objectives

- To identify the websites which help learners to the development of the writing skill of 1st Bachillerato level students at Unidad Educativa “Santo Domingo de Guzmán”.
- To evaluate writing skill at 1st Bachillerato level students at Unidad Educativa “Santo Domingo de Guzmán”.
- To make use of websites to help students to improve the writing skill of 1st Bachillerato level students at Unidad Educativa “Santo Domingo de Guzmán”.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative background

A study conducted by Macleod Colin, (2021) where the objective was to reduce the anxiety while speaking in English through the use of Websites in Indonesian students. The methodology was a mixed method because he conducted interviews to students and applied a questionnaire to have numerical data about students' results. The population based on 73 students from 18 Tenth Grade classes (539 boys and 34 girls aged between 14 and 18 years). The results of this research shows that the stress of students while developing the speaking skill with the use of Websites decreased and helped students to improve in this skill because in the interviews, students claimed that they felt less anxious and stressed while using language learning websites.

Another study carried out by Syakur et al., (2020) where the main objective was to improve students' skills with the use of on-line learning media websites called "Absyak" of second semester students. This author applied a mixed approach as the researcher applied for the quantitative part a test and for the qualitative part the researcher applied observation notes where the sample consisted of 30 students (22 female and 8 male students). The researcher focused on analyzing teaching and learning plans to speak through information gaps and improve students' speaking skill using those information gaps on "Absyak" website-based learning. The findings on this research shows that there is a significant improvement and increase in the speaking skill. In both cycles, first and second, were successful as students used the information gaps techniques and "Absyak" and students were able to master the learning process of it.

Another important study, Wang & Chen, (2020) investigated EFL university students' self-regulated language learning on YouTube outside of the classroom. This author applied a

qualitative approach as a semi-structured interview was applied because for the author this can help to delve into students' issues and find about why they watch Youtubers' English videos and how they benefit them, but all the interviews were made in their L1 so students can express themselves freely. The population in this study was formed by twenty university students who had a lot of experience watching YouTubers' English-teaching videos. Finally, the results showed that students increased their interest on the language by watching YouTube videos and their attraction to learn increase, meaning that students not only watch for entertainment, but for their own learning purposes.

In the following study, Bashori et al., (2021) investigated about how vocabulary deficit negatively affects students' language performance, but the use of two Automatic Speech Recognition (ASR)-based websites, I Love Indonesia (ILI) and NovoLearning (NOVO) help to improve this problem and decrease students' speaking anxiety. This author applied a quasi-experimental study with 232 secondary school students in Indonesia where they were divided into three groups: two experimental groups received ASR-based intervention (ILI, NOVO), and a control group attended regular classes. The results from the research shows that students from the two experimental groups got better results from students of the control group where both websites helped students to increase the vocabulary, reduced their level of speaking anxiety and enthused students' motivation to learn the language.

In the study conducted by Sari et al., (2021), the main objective was to improve problem solving skills through the development of the writing skill on students from Kanjuruhan University of Malang, Indonesia. The study used a quasi-experimental with 62 students on the course of Geography Natural Resource with a control and an experimental group where the experimental group used a problem-based learning model and the control group used traditional models like

reading and searching. In this study the applied instruments were essay tests and assessment rubrics for scientific writing. Finally, the results from this study showed that problem-solving methods help to the development of the writing skill. Therefore, this study suggests that developing a sense of problem solving can increase a productive skill as they improve their overall thinking and shows the importance of creating an ability on the writing skill as it is a productive skill which helps to communicate with others.

The author Tanrikulu, (2022) explored the use of collaborative digital story-telling which is connected with the writing skills production. The research used a qualitative design and conducted as action research. Also, the population used in this study were 61 students from two different classes at the Department of Turkish Education at a state university who volunteered themselves for this research. The instruments used in this study were taken from diaries, focus groups interviews and the participants had diaries to reflect their own opinion on how the implementation of digital story-telling helped to develop the writing skill and the focus group showed the researcher a wide and detailed idea on how students were learning with this method. In conclusion, the researcher was able to see that students felt comfortable with the use of Digital story-telling and it helped them to create a sense of structure while creating their writings.

Another important investigation was reported by Link et al., (2022) and this study aimed to check the impact of automated writing evaluation on teacher feedback and how students react to this feedback for their writing improvement. The study used a quantitative approach as the researcher collected numerical data from 2 different groups, experimental and control. The participants of the study were 32 undergraduate English students. The researcher used an automated writing evaluation which is a teacher-led formative writing assessment tool that gives students feedback on student's writings. Finally, the results showed that automated writing

evaluation has a positive impact to improve learning and writing skills, but the author remarks that no validation enterprise can give an exact validity as technology as any other tool can have a different result as all of this will depend on the teacher and the use of this.

In the following study (Kazemian et al., 2021) investigated a strategy for the writing skill based on metacognitive skills. The study used a quantitative approach with a quasi-experimental design and the application to a pre-test and post-test to a control and experimental group. The experimental group was treated with the metacognitive strategy and the control group had a traditional approach. The instruments used were the writing test and a critical thinking test. Finally, the results showed that the strategy of using metacognitive for the writing skill can help teachers to adjust their activities in the writing. Also, the experimental group had a significant difference in comparison to the control group as they had better average score in the tests and the experimental group also had better exposition texts.

Websites and The Writing Skill

The author (Alakrash et al., 2020) explored the effects of websites which were focused on social network to improve language skills like writing of high school students. The study used a quantitative design from 200 high school students in five international schools in Malaysia. The same way, the author used a five-question questionnaire and a survey administrated via online using google forms. The finding indicated that students had a positive attitude towards social network sites and that they had a significant improvement in the writing skills. Finally, the research indicated that the positive attitude from students allowed to have a better development of their learning process as technological tools are used and being up to date with the new technologies will permit teachers to design and apply the material for their classes in a better way.

In the study conducted by (Yousefifard & Fathi, 2021) the main objective was to investigate contribution of blog-mediated writing to develop the writing skill. The study used a quantitative method with 47 students from an Iranian private institute. The researcher divided the students randomly in a control group and an experimental group where the experimental group received classes with blogs in their writing instruction, meanwhile, the control group had traditional writing classes. The findings indicated that the use of blogs to develop the writing skill have a positive result as they become more competent in this skill. Also, the use of blogs helped to enhance the integrative and intrinsically instrumental motives for the second language and that new technologies and tools should be used to motivate students to practice the writing skill.

The authors (Sumarsih et al., 2023) explored the effect on using a website on tourism through Google Sites to develop the writing skill. The study had a mixed approach and the researcher used an ADDIE model, (Analysis, Design, development, implementation and evaluation) in order to conduct the study on eleventh grade students of tourism. Also, to gather data the researcher applied an observation sheet, documentary sheet, interviews and a questionnaire. The population selected for the study were 30 students from tourism where they had to answer and use the instruments given by the researcher. Finally, the study showed that the website used can make the writing experience better as they can work on this skill wherever they want, also, it showed that using Google sites is an innovative way to work on the writing skill.

In the following study, (Soleimani & Moqimi, 2023) evaluated two different websites that are useful for practicing and improving the writing skill which were; The Purdue Online Writing Lab and Pro Writing Aid. These websites, had sections for example writing style, the writing process, academic writing, common writing assignments, mechanics, grammar, and punctuation. The researcher developed a checklist with different items like; purpose, accuracy, currency,

usefulness authenticity, feedback and more, which helped him to compare both websites. Finally, the results showed that evaluating websites are useful as it helps both teachers and learners to choose the correct and most suitable website to practice the writing skill which is one of the most difficult skills to master in language and by choosing the correct tool to apply in the classroom the development of the learning process will be effective.

Internet

Internet is an interconnected network where devices can log into it and be able to acquire any type of information. There are a lot of resources that can be found such as; websites, e-mails, files and more. According to (Zhai et al., (2022) the new generation will rather use more internet than others because they were born with it and they have access to this tool where they can find not only leisure activities like listen to music, watch videos, play games, interact with other people, but they have access to different pages that encourage them to increase their critical thinking, explore on topics of interest, develop their own web pages and to learn more about a specific topic. Therefore, internet works not only for entertainment, but for personal growth which will improve both technology itself and society.

Similarly, it is known that most of the information is uploaded on the internet and it can be found anywhere. Hence, nowadays it is easier to find detailed and a vast information about a specific topic. Also, all this kind of information permits people to surf on the internet in search of what they desire and create a habit of searching for their needs. Being able to surf in the internet and find what is needed creates a sense of independence and the facilitator, in this case the internet lets people use it as they see fit in order for people to learn. Likewise, the attraction to find something in a single place makes the internet the perfect tool for users as they can find anything,

anytime, which bring different opportunities in different areas of study like math, science, literature, and more, that is why researchers feel delighted about this (Barno Bakhtiyarovna, 2022).

Furthermore, the whole generation Z has grown with the internet and every extension of it in their daily lives and one of the most important is in education. There are different types of tools which are used on the internet in order to learn and teach as well such as; web browsing tools, which allow teachers to upload material and have a direct interaction with students. As a result, nowadays most places use tools on the internet not only for communication, but for these academic purposes, there are different benefits of using these tools for academic purposes and with the pass of time educators can manage and use new technologies which lead to have new material and all of this is thanks to the internet and its constant evolution (Huang et al., 2022)

Likewise, there is a constant transition in all aspects as the internet is taking over everything, all the people use the internet for everything. Some people use it on their daily life in personal matters, others use it for business matters, others for educational matters and more. For this reason, people had to adapt to this new technology that is in constant evolution, even though it may seem difficult, most people are eager to learn new ways of living that facilitate their lives as with internet anyone can have access to different webpages and for this feature of the internet, its ease of use and free access have led people to use it in formal and important matters like education. (Bakirov et al., 2021) stated that people rather to use the internet and changed the way of different processes as they think it is easier and faster to use. Now people have at the reach of their hands not only their social life, but also their professional and educational life.

On the other hand, people think that the internet and new technologies are only beneficial for people and that they have facilitated our lives in every matter, but the reality is that there are not only positive aspects of these tools, as it is necessary to have a culture of internet because

without supervision and freedom to do as anyone pleases, the internet can become in a negative tool for learners as they will not use this properly. For this reason, (Eynon & Malmberg, 2021) stated that the wrong use of the internet specifically in educational matters can lead to a misunderstanding and disinformation because if a person searches something in the wrong place without having knowledge, it is possible that the information found is not accurate. It is known that there are a lot of fake news, papers and more, which lead to problems in the educational and learning process. Therefore, it is important to know when it is necessary to search about something and where as there are websites with false information.

Finally, besides all the studies about internet there is one break point that occurred and made people start using the internet and all of its tools due to the circumstances. (Jahan et al., 2021) shared that the internet is a useful tool that was over exploited in a specific period of time and where people used every day in order to work, communicate, study and live. As a safety measure almost all the world entered in a lockdown due to a virus and almost all educational institutions started to use the internet and its tools to share their classes. This was in order to continuing with the learning process and not to stay for a long period without the learning process. In this scenario the internet was seen as a lifesaver because people did not have to leave their houses in order to do their everyday tasks.

ICT Tools

ICT tools or Information and Communications Technology or Technologies is a term which refers to any type of communication, application, network and software that can work on technological devices and they have a wide use in different types of areas. (Dinh Trung et al., 2021) stated that using ICT tools help to improve the quality of something that already works and in the case of education it will help to increase the quality of education by leaving behind the

traditional ways of teaching. Also, by using ICT tools, there is a wide range of tools that can be used such as; computers, smart boards, cellphones and more which help to have a better effectiveness while learning.

Furthermore, in educational and pedagogical matters the use of technology has increased inside and outside the classroom giving birth to new types of teaching models which have been incorporated little by little in the classroom. Moreover, the ones that have more relevance in the class are ICT tools as they have revolutionized learning. That is why, with the pass of time, teaching processes have changed in a positive way, as teachers have more material and tools to apply in the classroom, starting with a computer, an intelligent board, projectors, internet and cellphones, each one of these tools have the need from users to develop digital competences, which in this case, students of this generation have mastered as they have access to them. Thus, is necessary to take advantage of this and start using ICT tools more often in educational processes (Gómez-Galán et al., 2021).

Globalization has made a great impact worldwide and this century is known as the technological era and there have been a lot of digital technologies that take part in education as tools for learning and teaching. In addition, thanks to these improvements in technology, students have evolved and know they are able to perceive and process information in a different way than before and it is not possible to take into consideration this matter as now technology is an important element in their lives. Nevertheless, all of these factors give an important result as there are new terms such as e-learning and ICT tools which help to have different type of resources and materials for learning. Also, these types of tools give students a completely different environment inside the classroom and give teachers the opportunity to create and share new material with a significant

difference. Before where teachers had only a board and chalk to share the knowledge they possessed and share it with the whole class (Samoylenko et al., 2022).

Similarly, ICT tools have been used a lot since they are easy to use and in certain way is faster to work in educational subjects with these tools, but there are few problems that can arise with the use of these tools as not all students have easy access to internet or a decent piece of technology which helps them to fulfill the teachers' requirements at the moment of implementing ICT tools. Moreover, (Liesa-Orús et al., 2020) state that the other problem that can arise is the lack of knowledge in the use of these tools, it is true that this is a digital era, but sometimes students do not have a proper training in the use of these tools. One clear example can be in a university where there is a platform and students have never used it, this problem can appear and there is not any formal training, leading students to have problems at the moment of uploading homework, downloading information or simply exploring the platform. That is why, it is necessary to adapt these kind problems and start giving students the proper instruction so students do not feel lost while using these tools and made them an ally rather than an obstacle which is not the purpose of ICT tools.

The nature of continuing growing and improving is something that leads society to create and find new methods and strategies to have an easier way of life. According to (Kaur, 2023), ICT tools are present in a daily basis, they are any type of concept and technique used by the teacher and focused on the student and their interaction, the development of their learning processes have to deal with the collaboration of all the parts in the classroom as teachers have to choose and share the best tool to apply and the students have to be willing to learn with the use of these tools. For this reason, in education these tools have stepped up and become an instrument that help students not only to learn but also to feel comfortable in the class.

Besides, teachers have nowadays at the reach of their hands lots of materials and tools that help them to improve and create better classes, leading to a better learning process where students feel comfortable and increase their level of attention during a class. Nevertheless, the use of ICT tools has to be carefully managed as they can be an ally or an enemy for teachers, for example, if materials and tools are not chosen carefully for the students' needs, they will feel afraid, therefore, it will be more difficult to teach. The integration of ICT tools has to be accurate inside and outside the classroom as these kinds of activities help to develop the student-centered perspective (Bolaji et al., 2022).

2.2 Variable: Websites

More and more platforms are developed each day on the internet as there are people who want to keep improving and making tools which are beneficial for educational purposes. In addition, companies have started to develop their own platforms in order to become a reliable source where people can search and find relevant information. In this case, there is Google Scholar which is a platform where people can find educational information which is certified and reliable as they are uploaded in other websites whose objective is to share scientific information. Furthermore, retrieval platforms are used a lot for educational purposes as they have the characteristic for users to download files and information that are useful for them, either in educational or professional matters (Finkelhor et al., 2021).

According to (Chayomchai, 2020) Websites have become essential tools for every action in different aspects of our lives such as; social, personal, and in education where it is not an exception. For this reason, it is necessary to start adapting these new technologies because as teachers they are used in a positive way the learning process will improve. Furthermore, it is known that new generations have easier access and knowledge of how to use technological devices as

they are surrounded by them, so it is better to start using them for academic purposes and leave behind the belief that technology and Internet are distractors for students who want to learn another language. It is true that students can get distracted by them, but teachers need to use them positively and in this way the process of learning will be easier.

Furthermore, advances of technology are more evident everyday as there are so many tools and Websites where students can enter and use them for a specific purpose. Also, many classrooms have evolved as they have more technology for its use in all the subjects and students feel more comfortable using them as it is normal for them to being involved with these tools. Therefore, some physical tools which were used by teachers are becoming obsolete, for example flashcards, they were used in English classes every day, but now if there is a projector in the classroom images are shown and it is easier to share them with the whole class. Therefore, most physical aids have become secondary inside the classrooms and the teacher has different ways of using them. (Wang & Chen, 2020).

Similarly, (Boulahnane & Abramova, 2019) shared in their investigation that the use of Websites makes easier the teacher's job because they can find different pages which are focused on different skills and different topics. Therefore, finding and using a suitable website is an advantage that will boost students' skills. In addition, the only limit that can arise with the use of Websites is the teacher's imagination as they can be used differently inside the classroom and with the use of it, students can become more participative during the class and enjoy a session that is different from the traditional ones that are usually with the use of a simple textbook.

Likewise, (Gómez-Parra & Espejo-Mohedano, 2020) stated in their investigation that Educational Websites are the best ones to use for teaching a language as they are reliable and normally, they are done and developed by an academic institution which their main goal is to help

students to improve in their learning process. Thus, it is better to use them as websites that are developed by single individuals can have problems in the future either for the lack of resources and probably shut their services down. Institutional and educational websites offer a long-term public service and usually have a mission and vision which lead them accomplish a purpose or objective in educational affairs. Besides, the idea that developing websites in an institution can be beneficial because in this way they can develop a website that is necessary to a specific need. In other words, knowing the root problem, developing a website in the same school can erase weaknesses and lead to a better learning process. Also, having a personalized Website can create a sense of identity (Alhabdan, 2021).

Grammarly

One educational website which aims to improve the writing skill is “Grammarly”, it is a website which can be used in different browsers like Chrome, Firefox, Safari and it has a compatibility with different operating systems such as Windows, Mac, Android and more. Besides being a useful tool for the development of the writing skill, it has a free version which fixes different types of errors such as grammar, orthography, coherence and cohesion in a text, it has a premium version focused more on academic writing. Thus, this Website is easy to use as the user only has to write, paste or upload the text of interest and check the suggestions to correct the text and have a written document without errors (Fitria, 2021).

In addition, while learning and practicing the writing skill the learner can feel overwhelmed as it is difficult to come up with all the grammar rules, vocabulary and punctuation that is necessary to have a text which is understandable and accurate for the purpose of it. This skill can become a real challenge for learners and all of this occurs because the learner may feel insecure about their work owing to a lack of grammar or vocabulary. Students nowadays can use an online grammar

checker to assist them. “Grammarly” is a program that can detect and provide comments on students’ writing errors (Pratama, 2020). Grammar checking is essential while writing a document and learning a language. Hence, it is necessary to be updated with tools that can ease the process and help learners to check their mistakes and weaknesses in order to have a better development the next time they write a paper.

In the same way, a research developed by (Zinkevich & Ledeneva, 2021) stated that the use of Grammarly will not replace the real effort of learners as it does not write from nothing and give a complete text from zero, but it is mainly an additional tool to check, review and improve the production and written texts made by the learner. It is true that for beginners who do not know anything about the language Grammarly may not seem the best option to use, but it for more advanced students and academic writing, this website can become the best tool before delivering a task. Besides, Grammarly can have good features, but as it is automatized it can have errors, that is why it should be use as a support tool and not deliver all the responsibility to this.

Write & Improve with Cambridge

Similarly, (Macleod Colin, 2021) shared that giving feedback can be difficult because different teachers can have their own criteria to grade a written activity, consequently, it is necessary to search and find a standardized way of grading these types of activities and one way to solve this problem is the use of a website which is called “Write & Improve with Cambridge”. This website is useful as it gives features that are needed in order to learn and improve in the writing skill which are; frequent checks and standardized feedback. Also, it has been developed by the Cambridge university and it is completely free. The use of this website leads to advancement in the teaching process as it gives a different way of grading and giving feedback to students who are trying to improve in this skill.

Furthermore, one of the problems that can arise not for learners, but for teachers is the scoring of writings made by students and one good option to rely on nowadays is with automated tools and feedback. This means that the writing made by students is checked and scored by a machine, in this case in the Website “Write and Improve with Cambridge” gives the student a particular and specific topic to write and ask some elements that the writing should contain and after the learner submits the answer the same Website gives the feedback with all the flaws and mistakes made by the student. Therefore, (Jiang & Yu, 2022) suggest that automated feedback has a positive impact on students as they do not have to wait days for the teacher to return their writings and it can be more accurate the feedback as the grading in writing tasks can be subjective and different depending on the teacher who grades it.

Wix

Finally, there is another Website that can be used for teaching purposes. It is “Wix” which is a website builder where anyone can use and create a blog about any topic. Also, it can become from a personal blog to a well-recognize website as it has features to be immerse in different areas and being able to create your own brand. Hence, it can be an efficient website as in this space any type of content can be added and according to the necessities of the students, the teacher can share the information and students can contact or reply about the class. This is a different way of using a website, but the creativity and innovation can lead students to gain interest in the use of this website for academic purposes.

In addition, (Dharma & Septiana, 2023) stated that the increased usage of technology has an influence on the education industry and alters student learning results. Students must be independent and have superior competences in order to participate in 21st century learning that prioritizes the use of technology. Educators, as a source of learning, must be able to use technology

in the classroom. Websites may be utilized to improve student learning outcomes by offering information and practice exercises. The learning website built with Wix is intended to provide an alternate answer to students' learning challenges. Reduced learning activities aggravate pupils' lack of independence and knowledge of particular subjects.

Moreover, Wix is not limited to simple uses or for purposes of this study to use as an alternative to practice the writing skill, but also it works in many different and creative ways. For example, students can create and make their own portfolios as they want, Wix gives the chance to students to express their ideas and facilitate their communicative skills. Also, as Wix can let students to custom their own page and Wix's creators make it available for free international usage in educational assessments such as educational blogs, scientific forums and more. Also, Wix.com is a pre-made website that allows users to contribute works in a variety of forms, including text, audio, and video files. It is really easy to use and understand. Wix.com includes several design tools (for example, templates, menus, and styles). Users may edit from anywhere using PCs or mobile devices (Dharma & Septiana, 2023).

Variable: WRITING SKILL

Language

To start with, the most important thing while learning any language is to practice it as it is crucial because if a learner does not practice regularly the language it is going to be difficult to improve in any aspect of the language. Therefore, when the learner gets immersed in the language by exposing to it frequently the results will appear shortly. One of the ways to learn faster is by exposing themselves to real situations, so in this way the learning process can be meaningful not just for the learner to improve in structural things such as grammar, vocabulary, and more, but to being able to communicate effectively in the language with other people who also speak it (Anwas et al., 2020).

Language skills

Similarly, all the skills from English should be taken in consideration as important as they need to be developed in order to be proficient in the language. Hence, real-life situations are relevant for learners as they can relate them to their own experiences and previous knowledge, which will lead to an easy language process. Also, it is necessary to understand that English is world-wide spoken and its significance around the globe is well known, so improving the language will give learners opportunities to communicate all around the world and have a good communication (Yu et al., 2021).

Additionally, it is important to remark that English as any language can have its complexity because it has its own grammar rules, expressions, exceptions and more. Thus, it is really important to practice it and in this way it will become easier. According to (Kahveci & Şentürk, 2021) there are different types of skills in English and some of them can be easier to learn than others, in this case, the writing skill is one of the most difficult skills as it is a productive skill and most of the

time the feedback received by the teacher can take a long time or either be ambiguous as every teacher has its own way to grade and perceive a text. Consequently, learning and improving in the writing skill can be seen as a real challenge for students who are learning a foreign language.

Productive skills

In any language at the moment of learning there are different skills that should be learned, and productive skills are the ability to produce or create any language while speaking and writing (Bahari & Salimi, 2021). These authors emphasize the importance in the development of these skills as they are the main way of communication with others who speak the same language. If the learner improves and masters these skills the way of communication is better as they are able to express their own ideas, opinions and feelings. In addition, productive skills are more difficult to master as learners have to practice it with frequency, for this reason it is necessary to foster and motivate learners to practice both skills so they are acquired easily.

The speaking skill is one of the most important aspects to develop while learning English as it is needed to communicate with others every day and without it, surely the communication will be more difficult. Also, speaking is not easy to learn as students are not familiarized with the different type of pronunciation and intonation of words. For this reason, teachers have to find the best way of helping students to improve in this skill (Crisianita & Mandasari, 2022). Additionally, speaking has to be mastered in order to have an effective communication, there is a lot of struggle from students because they are not used to change their dialect completely and forget all their previous knowledge from their mother tongue.

Writing Skill

Similarly, there was an author called (Donal Graves, 1983) shared that there are different stages in the writing process which should be followed in order to have a good system which are;

pre-writing, drafting, editing and publishing. Once learners start using these stages the writing process becomes easier as each stage aims at helping to have a good writing skill. First, pre-writing is the stage where the writer writes ideas about the topic and brainstorming normally occurs. Next, drafting is the stage when is necessary to choose the best ideas and start giving shape to the text. After that, editing, here the writer fixes problems from the drafting and improves the text's coherence and cohesion. Finally, publishing, is when the writer shares the final product and here it is evident that the text was part of a process.

Furthermore, there are two kinds of skills in English. The first one is the receptive skills which focus more on receiving language and try to understand what other speakers are trying to communicate. On the other hand, there are productive skills, where the speaker needs to produce something by themselves and here is where the problem arise as it is more difficult to put in practice everything that has been learned and also it is difficult to communicate with another person and try to make the message understandable. So, speakers have to be productive and try to be as accurate as possible in order to have an effective communication (Putri & Aminatun, 2021).

Moreover, writing has been a skill which has been used since the beginning of society. It is an essential way of communication, therefore, it has evolved and added different features to make users more proficient on it. Also, writing can have different types of errors for its complexity such as; spelling, grammar, style, punctuation, tone and vocabulary. All of these features have to be in harmony in order to have a good piece of written text. Therefore, in order to improve this skill, the best thing that a learner can do is to practice to become more fluent and be able to write better in different formal or informal situations. This way the communication becomes more efficient (Fahmi & Rachmijati, 2021).

Likewise, nowadays it is easier to improve the writing skill as there are many tools that can help to the development of this skill. As (Fitriana & Nurazni, 2022) state in their research, teachers need to evolve and start using different tools to teach and give feedback to students in written activities. For this reason, writing is complex as the student has to wait for the teacher's feedback and in a traditional classroom where there are more than 20 students, feedback may not be that effective, the writing skill needs to be evaluated correctly and in a range of time that let students know where their mistakes are and how they can improve for the next time they have a written activity.

Elements of writing skill

Content: The ideas and content that are expressed in a written work are referred to as content. The primary points of the written work arguments, proof, instances, and supporting details are covered in this section. A well-developed and pertinent thesis or core concept, logical information flow, and well-developed supporting points are all characteristics of strong content. Since content consists of the author's ideas and thoughts, content is the most important component of essay writing. Without it, the essay turns meaningless. For example, in the study conducted by (Oktavianti et al., 2021) explored the importance of developing content to have a better production in writing essays, the author showed the importance of using different strategies that help to improve in this element of writing skill.

Communicative achievement: The efficiency with which a writer delivers their message and fulfills their communication objectives is referred to as communicative achievement in writing. It demands the writer's ability to effectively communicate with the target audience, convey ideas, and convey information through written language. Academic assessments and language competence examinations frequently evaluate this component of writing. For instance, recent

research by (Farahian et al., 2021) examined the role of communicative achievement in written portfolios and different levels of reflection.

Organization: The term "organization" describes how concepts, details, and components are arranged inside a written work. It has to do with how a writer arranges and displays their ideas so that the reader may follow a logical and cogent path. To guarantee that the information or message is compelling, comprehensible, and easy to follow, effective organization is essential. Research made by (Asari & Maruf, 2022) studied the importance of organization in written texts and pieces of essays, where the research gave the participants random topics without a pre-determined topic or previous knowledge to check the students' strategies and how they organize their ideas.

Language: The term "language" describes the system of communication that conveys meaning via symbols like words and phrases. Writing is fundamentally based on language, and good language use is essential to communicating successfully through written text. In their study on self-regulated learning in English writing and writing competence, (Bai et al., 2021) emphasized the importance of using accurate language in writing as it will permit readers to understand and have a good communication, the use of correct language also allows to show a good level of proficiency in the language as writing is one of the most difficult skills to master in the Language.

All the research papers that were seen previously in this chapter are a compilation of investigations that focus on both variables and from the general aspects of Websites like internet, ICT tools to the most specific parts like the Websites that were used in the treatment (Grammarly, Write & Improve and Wix). In the same way, the previous papers focus on communication from

the general aspect to the specific ones like language, language skills, productive skills, writing skill and the elements of the writing skill.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

Unidad Educativa Santo Domingo de Guzmán is a school located in the city of Ambato. This educational institution is in the urban area in an upper-class neighborhood. With a total of 1400 students, this institution is giving more space to English and trying to become a bilingual school where students can attend only in the morning shift. Also, the institution's biggest area is English with a total of 20 teachers between school and high school and its main objective is to facilitate and motivate students to become proficient in the language before they attend to college.

3.2 Type of research

Quantitative research

This research has a quantitative approach because it has numerical data that was collected from the pre-test and post-test and having numerical data means that statistical methods have to be done in order to get a final result that will determine if the objective of the research is fulfilled. In addition, there was an intervention in only one group, the data should change considerably as they had a treatment which will improve their performance in the post-test and the group without any treatment should have the same or less development in the post-test.

Experimental research

Experimental researches are used so the researcher can investigate the cause and effect of a relation by having a direct manipulation on one of the variables. In this type of research, the researchers are able to design and control the conditions in order to have a result that is wished or expected. This research has a hypothesis and two variables, an independent and a dependent variable that is why it is necessary to know the relation between these two variables. First, the

independent variable is Websites and the dependent variable is Writing skill. Moreover, this research had 55 students between the experimental with 26 students and the control group with 29 students.

Field research

Field research is seen as an investigation which conducted outside a laboratory and where the researcher will find real-world situations and different types of phenomena can occur. This research can be seen as field research as the researcher had to be in a real life environment with a lot of factors that can affect either positively or negatively the development of the investigation, the institution, in this case “Unidad Educativa Santo Domingo de Guzmán” in order to collect and gather information that will be used for the data analysis and thanks to this type of research it is possible to gather and find real contexts and behaviors from the participants.

Bibliographic research

This is commonly known as literature review; this is a process where the researcher has to deal with different situations such as analyzing and synthesizing literature that is already shared by other authors. The objective of having bibliographic research is to have more knowledge and understanding from the topic that is studied as there are academic articles, papers, and books and thanks to these resources the researcher can find evidence and specific information that will help to have a better connection with the subject of study (Levy & Ellis, 2006). Additionally, this is bibliographic research as it has its bases and background from books, articles, and educational papers taken from different platforms such as Google scholar, Scielo and more.

Tools And Techniques

This research used different tools and techniques that were useful for the development of it and the collection of the data. First of all, a pre-test was applied in order to know the initial

writing level of students according to a PET examination focused in the written part and a post-test was applied at the end in order to know the final writing level of students. The test was taken from the PET examination, the part 1 and 2 from the written examination were the ones which were applied to students. Also, there were 2 groups, the first was the control group which only had the pre and post-test, and the experimental group which had the pre-test, a treatment that lasted 6 sessions and the post-test. Finally, three different Websites were used in the treatment in order to improve the writing skill which were; “Grammarly”, “Write & Improve with Cambridge” and “Wix”. Finally, the data was analyzed by Excel and SPSS in order to obtain numerical data and with this have a way of measure a final result.

Pet Test

The PET test, also known as Preliminary English Test is an exam designed by Cambridge and run by themselves which is premeditated in two varieties. The first one, is designed for learners from schools and the second one is designed for general and higher education students. This test focuses on the improvement of the 4 different language skills in English such as; Reading, Listening, Speaking and Writing. In this case the PET exam is focused for B1 level according to the CERF (Common European Framework of Reference for Languages). This test also demonstrates that the learner has reached an intermediate level in the language and its goal is to show that learners have reached a mastery level in basic English and they are proficient in basic communication related to everyday use language. (Cambridge Assessment English, 2023).

Furthermore, once learners approve this test, they have a certificate that does not expire, that means that they are recognized that they are able to use every day-use English to communicate. Besides, this exam tests all the four skills and it is structured in four different parts. To start with, part one lasts 45 minutes and tests the reading skill, it has 6 subsections with 32 questions in total.

This part has different types of questions such as; multiple choice, fill in questions, matching and writing small prompts. Next, there is the part two focused on the writing skill. This part is divided in two sections, the first one responding an e-mail and the second writing an article or story where both sections need to have a minimum of 100 words. After that, part three focuses on the listening skill. In this part, learners listen to a recording twice and have to answer questions about the same audio. Finally, part four focuses on the speaking skill, here students are paired up and need to have a conversation with one examiner, while the second examiner listens to the conversation (B1 Preliminary (PET) | Cambridge Exams | Guide to English Exams, 2023).

Similarly, for purposes of this research, the PET exam was focused mainly on the written part as it was the chosen skill to develop and improve. In this part, test takers have to read the instructions of the paper answer part one and two, they have to write in the answer sheet and they are not allowed to leave the answer in pencil, but they have to use pen as they are able to make alterations during the test if it is understandable. Also, in this section both parts have equal marks, this means that part one and two have the same score. Once they have started this section, test takers have to answer question one, which is an email and they have to reply it and use all the notes given in the task. After that, part 2 has two options, the first is to write an article answering something related to the topic and the second option asks test takers to write a story following a prompt to begin the story.

Moreover, as (Enayati & Gilakjani, 2020) state, the use of a well-known standardized test such as PET can help teachers and researchers in this case to identify all the strengths and weaknesses of students as this test offers equality for all students because giving the same to two different groups makes more real the results at the end of the research. Also, as PET has been used for a long time to know the English level in elementary knowledge about the language, it has many

and different samples where both test takers and teachers can use this material for their own purposes as it focuses on essential information and knowledge relating to the language itself. Therefore, using this test can help to the evaluation of students' knowledge which will give the teachers an overview and general idea of how proficient students are in English.

Moreover, the PET test gives students real-life situation questions where they have to use their knowledge not only in English, but also their previous knowledge and experiences gathered during the learning process. As a result, the use of this tool to measure students' knowledge is accurate, also, in the written part, both activities are related to meaningful tasks such as answering an email, where students have to reply the e-mail and give suggestions, ideas, agreement and disagreement thoughts in order to get to a final conclusion of what should be done. Next, in the second activity, they have to write a small article about a topic of interest or create a short story from a prompt given at the beginning (Sherkuziyeva et al., 2023).

3.3 Population and Sample

The population study were students from “Unidad Educativa Santo Domingo de Guzmán” which is located in Ambato city. The research included 55 students from two different classes, 1st Bachillerato “C” which was the experimental group, they received besides the pre-test and post-test the treatment which lasted 3 weeks, 8 sessions. On the other hand, 1st bachillerato “D” was the control group, they only had 2 sessions which consisted on the pre-test and post-test. The age of the students was between 14 to 15 years old.

Table 1.*Population*

Population	Experimental group	Control group	Total	Percentage
Male	7	7	14	0.25%
Female	19	22	41	0.75%
Total	26	29	55	100%

Note: The table shows the distribution of the population under study in the research

The provided information presents the population that took part in the experiment where there were two groups, an experimental group and a control group. There were 26 students in the experimental group, 7 were male and 19 females. On the other hand, there were 29 students in the control group, 7 were male and 22 females. This shows that there is a bigger presence of women in both groups.

3.4 Data collection

The data collection was made with a rubric taken from the written parts 1 and 2 from the PET test. In the control group the researcher gave the students the pre-test, explained what they needed to do and collected the tests. After that, the pre-test was graded using the rubric from the PET test which focused on; Content, Communicative Achievement, Organization and Language. The criteria of the grading were taken from the official sample answers and grading from the PET written tests. Thanks to this, the researcher had an idea of how to grade with accuracy the written tests. After that, the post-test was applied and the process was the same as the pre-test with the grading focusing on the same criteria. On the other hand, the experimental group took the same tests, but with the difference that they had 6 sessions in between with activities based on Websites that helped to develop the writing skill. Thus, in total the experimental group had 8 sessions. After collecting the data, with the tests, the researcher used the program SPSS in order to measure in a statistical way the information and was able to contrast both groups.

3.4.1 Statement of the Hypothesis

H0: The use of Websites **does not have a positive impact** on the writing skill in students of first level of bachillerato at “Unidad Educativa Santo Domingo de Guzmán”.

H1: The use of Websites **has a positive impact** on the writing skill in students of first level of bachillerato at “Unidad Educativa Santo Domingo de Guzmán”.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

The following chapter is about the information gathered during the experiment in both groups, control and experimental at “Unidad Educativa Santo Domingo de Guzmán”. First, a pre-test was applied to the control group where 29 students participated and the experimental group which was formed by 26 students. In this test, students had to complete the written test of the PET exam which has 2 parts in 60 minutes. Second, the researcher applied a treatment to the experimental group which consisted of the use of Websites to improve the writing skill, this was applied in 6 sessions where students participated and used 3 different Websites which were “Grammarly, Write & Improve with Cambridge and Wix”. Third, a pos-test was applied to both groups and in this case, it was to determine if the experimental group had an improvement in the development of the test in comparison to the control group. In the same way, both groups took the same test and had 60 minutes to complete the two parts of the written test from the PET exam.

Analysis and discussion of the result

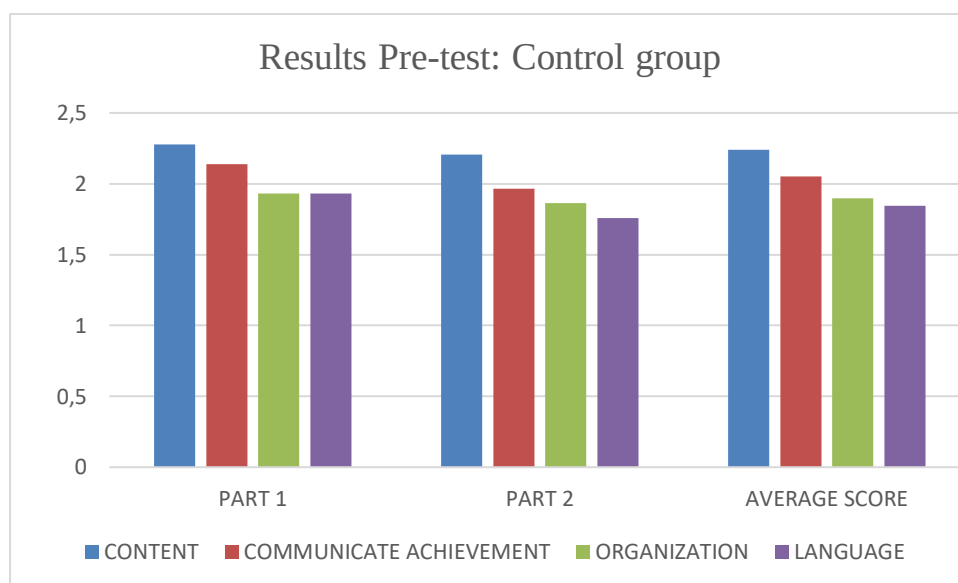
Both tests had to be checked to have numerical data and be able to tabulate all the information that helped the development of the research. The test graded 4 different subscales which were; Content, communicative achievement, organization and language. Each subscale was worth 5 points with a final score of 20 points.

Table 2 *Summary of Results of the pre-test in the control group*

	PART 1	PART 2	AVERAGE SCORE
Content	2,27	2,20	2,24
Communicate Achievement	2,13	1,96	2,05
Organization	1,90	1,86	1,89
Language	1,93	1,75	1,84

Note: This table represents the overall results obtained in the pre-test

Figure 1 *Summary of Results of the pre-test in the control group*



Note: Descriptive Statistics of the pretest in Control Group

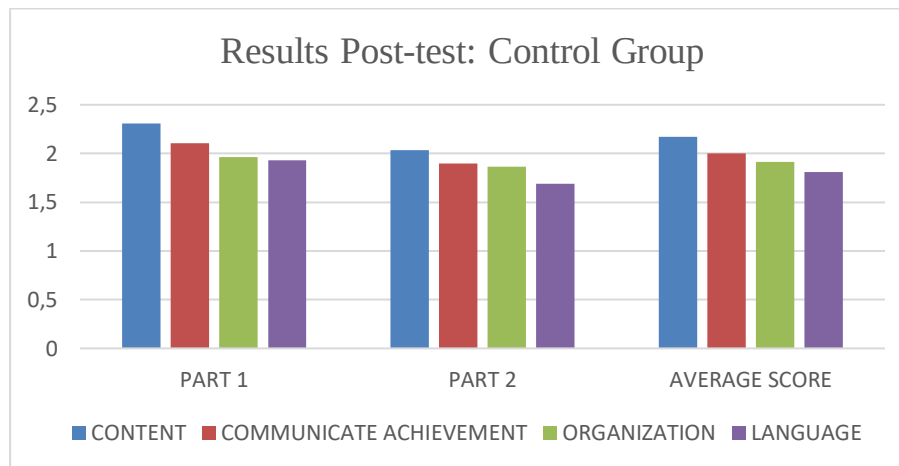
The table shows the summary of results in the pre-test in the control group where 4 different areas were taken into account; Content, Communicative achievement, Organization and Language. Also, in the first part of the PET writing test, Organization was the area where students had more problems with a score of 1,90 and content their best with a score of 2,27. Instead, in part two the lowest area was language with a score of 1,75 and content was the highest rate with a score of 2,20. The figure presented in the analysis represents the results of the pre-test from the Control group where in the highest area in both parts of the test, students succeeded in content.

Table 3 *Summary of Results of the post-test in the control group*

	PART 1	PART 2	AVERAGE SCORE
Content	2,31	2,03	2,17
Communicate Achievement	2,10	1,89	2
Organization	1,96	1,86	1,91
Language	1,93	1,68	1,81

Note: This table represents the overall results obtained in the post-test

Figure 2 *Summary of Results of the post-test in the control group*



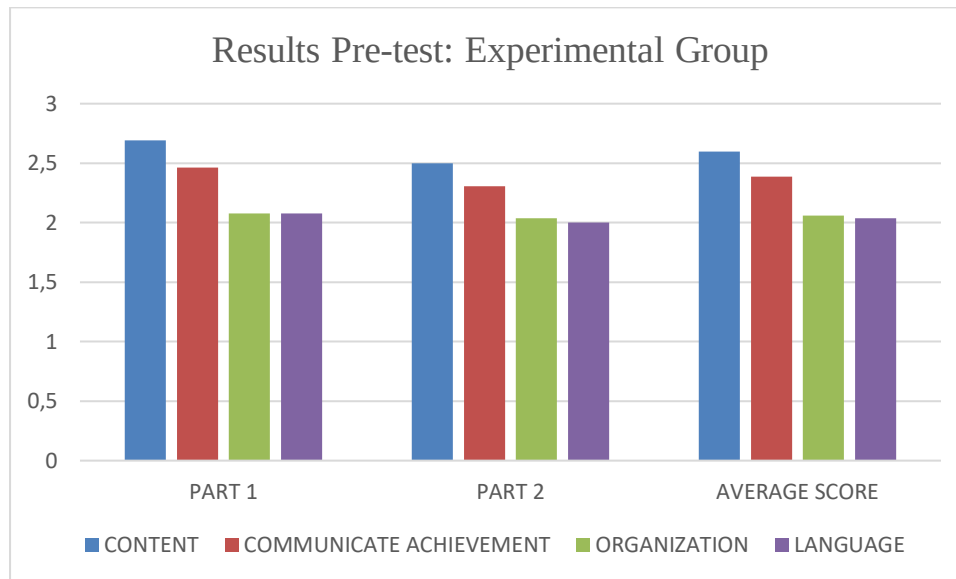
Note: Descriptive Statistics of the post-test in Control Group

The table shows the results of the post-test in the control group where students in part one had a better score in content just like in the pre-test with a score of 2,31. In the same way, the best score obtained by students in part two was content with 2,03. In contrast, the area that shows more problems for students was language with a score of 1,93 in part one and 1,68 in part two. The graphic shows the results of the post-test in the control group and how students developed in each area of the test in both parts. It is possible to observe that in part one, content is the area with the highest score, while the area with the lowest score was language.

Table 4 Summary of Results of the pre-test in the experimental group

	PART 1	PART 2	AVERAGE SCORE
Content	2,69	2,5	2,59
Communicate Achievement	2,46	2,30	2,38
Organization	2,07	2,03	2,05
Language	2,07	2	2,03

Figure 3 Summary of Results of the pre-test in the experimental group



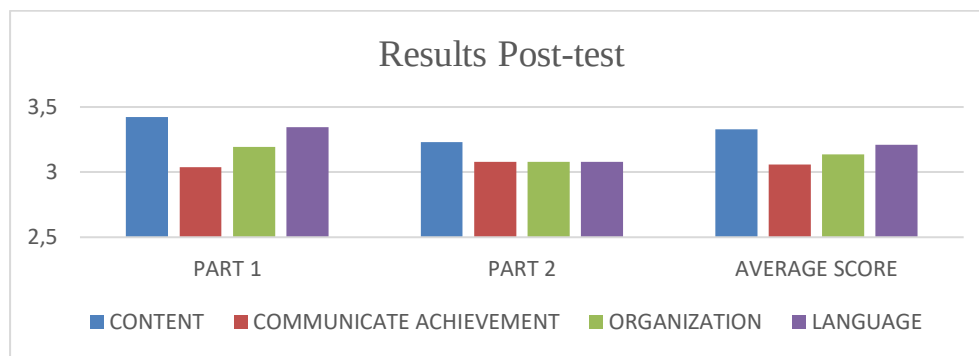
Note: Descriptive Statistics of the pretest in Experimental Group

The table shows the results of the pre-test from the control group in both parts of the PET writing test. It is possible to observe that in part one the highest score is content with 2,69 whereas the lowest was tied with organization and language with 2,07. While, in part two the highest score was content with a score of 2,5 and in part two. The table above shows the results of the pre-test in the experimental group where it is possible to see that the average score in content is the highest, followed by communicative achievement and a slight difference between organization and language.

Table 5 Summary of Results of the post-test in the experimental group

	PART 1	PART 2	AVERAGE SCORE
Content	3,42	3,23	3,32
Communicate Achievement	3,03	3,07	3,05
Organization	3,19	3,07	3,13
Language	3,34	3,07	3,21

Figure 4 Summary of Results of the post-test in the experimental group



Note: Descriptive Statistics of the post-test in Experimental Group

The table shows the results from the post-test in the experimental group, where it is possible to see that there is an evident increase in the scores from all of the areas in the test. In part 1, the highest score is 3,42 in content and the lowest is communicative achievement with a score of 3,03. Next, in part two the highest score is 3,23 in content and there is a triple tie as communicative achievement, organization and language have a score of 3,07. The graphic shows the results from the Experimental group in the post-test where there is an evident improvement from students in all the areas of the PET writing test and in the average score the highest is on content, followed by language, after that, comes organization and at the end communicative achievement.

Table 6 *Descriptive Statistics Pre-Test Control Group*

Estadísticos descriptivos					
	N	Minimum	Maximum	Media	Desv. standard
Grade pre-test 1 control group	29	6,00	12,00	8,27	1,55
Grade pre-test 2 control group	29	4,00	12,00	7,79	2,00
N valid (por lista)	29				

According to the results from the pre-test in the control group, the mean score in part one is 8,27 over 20 and in part two is 7,79 over 20 with a standard deviation of 1,55 in the pre-test part one and 2 in the pre-test part two.

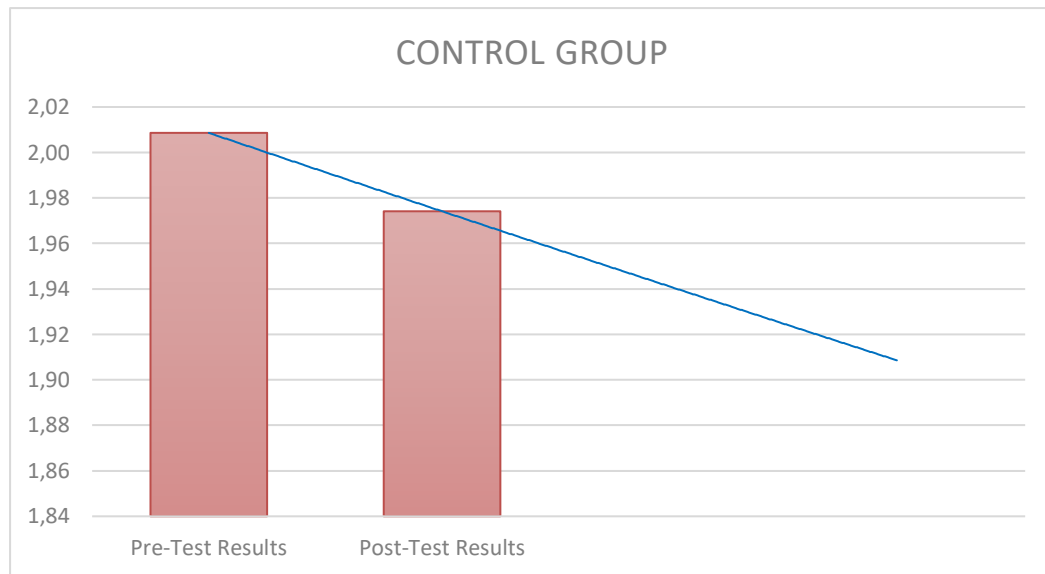
Table 7 *Descriptive Statistics Pre-Test Experimental Group*

grade pre-test 1 experimental group	26	5,00	14,00	9,23	2,48
grade pre-test 2 experimental group	26	4,00	15,00	8,76	2,83
N valid (por lista)	26				

According to the results from the post-test in the control group, the mean score in part one is 9,23 over 20 and in part two is 8,76 over 20.

Overall Results

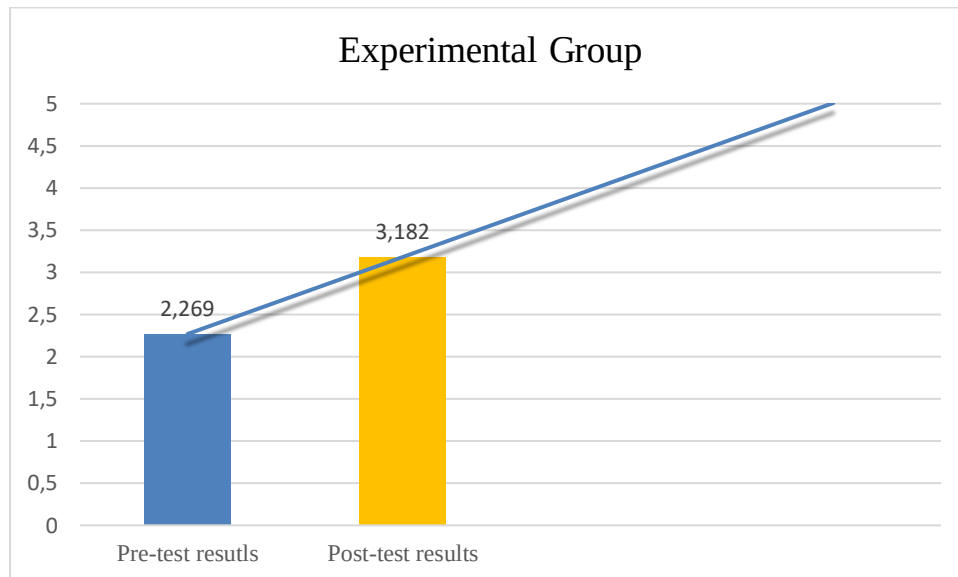
Figure 5 *Pre-test and Pos-test results control group*



The figure presented in the analysis represents the results of research in the control group which did not have any treatment, just the pre and post-test. So, it is possible to observe that there isn't any kind of impact as Websites on the Writing skill were not used. The study was about measuring students' performance with the aid of a pre-test and post-test. First, in the pre-test it is possible to see that students got a score of 2,01 and in the post-test, students did not have any kind of improvement, in fact there is a decrease with a score of 1,97. This score is useful to observe how the control group did not improve in the Writing skill.

Pre-test and Post-test results experimental group

Figure 6 *Pre-test and Pos-test results experimental group*



The figure presented in the analysis represents the results of research study that investigated the impact of Websites on the Writing skill. The study was about measuring students' performance with the aid of a pre-test and post-test. First, in the pre-test it is possible to see that students got a score of 2,26 and in the post-test, students had an improvement and their score increased to 3,18. This score shows how the use of Websites is effective to improve the Writing skill.

The score of the post-test is of 3,18 this means that there is an evident improvement from the pre-test which is of 2,26 This suggests that Websites had a positive impact on improving the different areas of writing and students' abilities to produce written texts. The difference between the scores of both tests are of 0,92 and there is a positive projection visible in the graphic. The difference observed between these two scores makes more evident that Websites are efficient and with the correct and constant use of them to practice the writing skill will help students to overcome and master this skill. It implies that the three websites; Grammarly, Write & Improve and WIX influenced positively students' performance.

Overall, from all the results obtained from the study and both experimental and control group help to prove the hypothesis that Websites help in a positive way to the development of the writing skill as it is a different and innovative tool which let students to use them anytime, anywhere and practice in a different way this productive skill. The results show how positive the incorporation of technological tools as Websites are for practicing the writing skill. Therefore, by demonstrating the effectiveness of this resources to teach writing, the study helps to the educational community to understand and observe the benefits of using Websites for the Writing skill practice and learning.

4.2 Hypothesis verification

The results from the pre-test and post-test were tabulated in the program SPSS from IBM. Where a correlation was made between the average score and mean score in order to obtain the normality analysis and the testing hypothesis. The data were collected from students of 1st level bachillerato at “Unidad Educativa Santo Domingo de Guzmán”.

Decision criteria:

If $p \geq 0.05$: The null hypothesis (H_0) is accepted.

If $p \leq 0.05$: The alternative hypothesis (H_1) is accepted.

Table 8. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Final Score Pre Test	,101	55	,000	,964	55	,029
Final Score Post Test	,102	55	,000	,955	55	,019

*. This is a lower bound of the true significance.

a. Lilliefors significance correction

Analysis and Interpretation

The table above shows the statistical data obtained from the pre-test and post-test after being submitted them through the Shapiro Wilk method. The highest results from the pre-test was 8 showing a significant improvement. On the other hand, in the table it can be seen that the pre-test had a value of 0.029 while in the post-test there is a value of 0.019 In this way it can be concluded that the Null Hypothesis (Ho) is denied, therefore, the use of Websites **have a positive impact** on the writing skill in students of first level of bachillerato at “Unidad Educativa Santo Domingo de Guzmán”.

4.3 Discussion

Making a comparison between this research focusing on the experimental group of using Websites and the Writing skill and other important studies mentioned in this research, it can be said that there was an opportunity to share or differentiate some ideas in relation to the objective of the research.

First, in a study conducted by (Macleod Colin, 2021) had a similar approach as this researcher used Websites to practice and improve a productive skill and, in the process, it was possible to observe that students started to feel less anxious. From all the students who were part of the investigation (26 out of 30) had positive insights on the Website Write & Improve. The researcher used a mixed method because besides having numerical data, the researcher applied a questionnaire to learn and know about the students' feelings and points of view. Thanks to this it was possible to know that they felt more comfortable practicing and using the language. Therefore, this finding of using Websites to improve in the language skills had a positive outcome and led students to enjoy the learning process.

Similarly, the study presented by (Syakur et al., 2020) examined the impact of using a website to improve the performance and development of a productive skill on 30 students. In this research students had an overall score of 96 over 120 and with these results it was possible to observe that they improved their ability in the writing skill. Also, the researcher used a mixed approach as it was necessary to have some observation notes to check students' improvement and development while using the Website. The researcher, developed a website called "Absyak" which was based on a learning basis. The researcher used this website in two different cycles and it was possible to observe an improvement in the productive skills and with time they mastered the use of the Website and the skills.

Furthermore, (Sari et al., 2021) wanted to show the effects of improving problem solving skills through the development of the writing skill on students of Kanjuruhan University in Indonesia, the researcher used a pre and post-test to measure students' knowledge and development of the writing skill where the students who were in the control group received traditional learning experiences while the experimental group had a problem-solving model. The research gave positive results on the final score of the post-test, as learners were able to increase their average score in 5,44 points, leading to the conclusion that they indeed had improvement in the writing skill. Hence, students who had a traditional learning did not improve, while the experimental group showed an increase in the production of the writing skill. This means that there are more ways of teaching and practice the writing skill and it is important to use different strategies to help students to think differently and get engaged while learning the language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The study has identified the websites which help learners to the development of the writing skill. Thanks to the authors and experts shared in the research it can be concluded that Grammarly website is a grammar corrector where users can write, add, copy or upload a document in order to have feedback and in this way improve their written errors. Also, Write & Improve with Cambridge is a Website that has many exercises where learners can choose their level, read the instructions of the activity and write, after this, learners have immediate feedback on the errors and features where they have to improve. Finally, with Wix Webpage anyone can create a blog and use it for different purposes, in this case, Wix was used as an educational blog where students completed different activities and had feedback on their answers. All of these Websites were crucial for the research as it permitted to fulfill the requirements and expectations for the research.
- In this research students were successfully evaluated in the writing skill and there is a lack of knowledge in these skills as students struggled to share their ideas in the answer sheets of the PET test, which focused on four different aspects of the writing skill. In both part 1 and 2 regarding in Content, Communicative achievement, Organization and Language students from the control group had a lower score than the Experimental group. Furthermore, in part 2 of the PET test just like in Part 1 students from the control group in all the tested areas; Content, Communicative achievement, Organization and Language got lower score than the Experimental group, leading to the evidence that the group who had the treatment developed even better in the post-test.

- This study has used three different websites to help students to improve the writing skill and each one of them gave students different insights and ways of not only practice, but to improve in the writing skill and with time become proficient in this productive skill which is difficult to master. For example, as it is stated in the proposal, students had different activities to complete in each one of the Websites and students from the experimental group in the post test improved a lot their skills as it was possible to observe in the scores, they increased in each one of the criteria from the PET test.

5.2 Recommendations

- The use of Websites for the development of the writing skill should be used more often as they are free and easy to use. In the same way, these websites should be shared with teachers as they can use them and adapt them in their classes in order to improve the writing skill. Therefore, each website had its impact like Grammarly, which can correct students' mistakes and show them how to use better the language while writing any type of text, Write & Improve can help students with exercises to practice as it is known that the writing skill is improved with training and receiving immediate feedback that will help students to know where their mistakes are and Wix, which is a different way of practicing the language as Blogs can be used in many ways, depending on the students' needs. Therefore, it is necessary to foster these Websites as they are a positive tool that learners can use.
- The evaluation of a productive skill is challenging both for the teacher and learners, for that reason every teacher should be able to diagnose and identify students' knowledge on the writing skill and recognize where they have more problems, as it was settled in this investigation there are 4 different aspects; content, communicative achievement, organization and language and it is necessary to focus more on these different aspects of writing, and taking

into consideration both groups, the control group which did not have the treatment and there was not any kind of improvement in the skill, it possible to consider that it is essential to practice all of this if the learner wants to be proficient in the language.

- It is recommended to employ technological resources because it is positive and it is necessary to leave behind the belief that learners use this tool mainly for distraction, but it has positive impact if they are used correctly as in a technological era it is best to be part of it and use it for the learning purposes as in the proposal was able to observe that in each lesson plan students had a different activity to complete and use the Website of turn, with this, learners were able to practice and on first hand use the websites so they can improve in their writing skill.

CHAPTER VI

PROPOSAL

6.1 Title:

Developing Writing Skills Through Websites: A Guide of Lesson Plans For 1st Level Bachillerato

6.2 Background of the proposal:

The research had the intention of knowing the writing level of 1st High school level students at Unidad Educativa “Santo Domingo de Guzmán”. Therefore, according to the results it was possible to observe that the control group which only had 2 sessions (pre-test and post-test) did not have any type of improvement. On the other hand, the experimental group who had 8 sessions in total (one pre-test, one post-test and six sessions in treatment) had a considerable improvement in their writing skill according to the rubric. Thus, it is evident that the treatment was successful as it helped students to progress in their learning process in the writing skill.

This proposal had 3 phases which were; Application of pre-test to the experimental group and control group, treatment to the experimental group and post-test to both groups.

Furthermore, there were different stages:

- Application of the pre-test to the experimental and control group.
 - Lesson plan 1
- Application of the treatment to the experimental group.
 - Lesson plan 2
 - Lesson plan 3
 - Lesson plan 4
 - Lesson plan 5

- Lesson plan 6
- Lesson plan 7
- Application of the post-test to the experimental and control group.
 - Lesson plan 8

6.3 Justification:

The following proposal is shared because it is needed to comprehend what was done during the sessions where students from the experimental and control group participated. In addition, it is important as everything is detailed in each lesson plan on how students worked in each session. For example, what was the activity in each session, the Webpages that were used and written activities performed in the classroom. The proposal is original as it mixes different websites which help students to improve in their writing skill. The proposal has impact as students can have the chance to practice one of the most difficult skills in the language in their classrooms with tools that motivate them. Finally, there are benefits of having a detailed proposal because in this way readers can have an idea on how to apply the websites mentioned in the research.

6.4 Objectives:

General

- To design lesson plans for the application of websites to develop students' writing skills

Specific

- To apply websites to develop students' writing skills.
- To evaluate the use of websites to develop students' writing skills.

6.5 Feasibility:

The feasibility of this investigation is demonstrated by its well-structured approach, which includes a clear division of participants into control and experimental groups, the use of standardized testing, and the integration of widely recognized educational tools. The research is grounded in the use of the PET test, a credible and standardized assessment, ensuring the reliability of the results. Moreover, the approval of the experiment by both the thesis tutor and the educational institution underscores its ethical and practical viability. The structured phases of pre-test, treatment, and post-test ensure that the research can systematically track improvements, thereby providing a solid basis for evaluating the impact of using websites to enhance students' writing skills.

6.6 Theoretical foundation:

, the instrument used in this experiment is the PET test, which is a standardized test that focuses on the students' proficiency in the language related to basic communication in day-to-day situations as the level of this test is B1 according to the CERF (Common European Framework of Reference for Languages). Next, for specific purposes of the research the written section was chosen in order to measure students' knowledge. Furthermore, in the experiment were two groups, the control and experimental group, the control group only took the pre-test and post-test as it was necessary to find out their English level without any treatment. On the other hand, the experimental group took the pre-test, post-test and had 6 sessions as treatment. The treatment consisted on giving tips, information and activities to improve the writing skill, all of these with the aids of Websites in order to check if students have improvement after using this tool. All of this was related to the PET written test in order to have a different and better result in the post-test and decide if Websites are tools that can help students to improve and become more proficient in the writing skill.

Websites

There are many types of websites in the internet as they are free for users and this has become a challenge as teachers and students have to decide which website is the best or can help students to improve in their learning process. First, in this research 3 different Websites were used, the first was “Grammarly” which is a webpage powered by an AI that helps users to correct mistakes related to the writing skill, the user just has to write, add text or upload a document in order to have instant feedback that will help the user to improve the text. Also, it is important to mention that there are two different features in Grammarly, the first is the Free mode which corrects only the main information about grammar, vocabulary and orthography. On the other hand, the premium mode corrects more features such as word order, selection of words and complex tenses of use.

Next, “Write & Improve with Cambridge” was used to improve the writing skill, this is an Educational Website developed by Cambridge University which has hundreds of tasks focused for different levels such as beginner, intermediate and advanced where the user has to enter to the wished task, answer the question or use the prompts to give an answer and after a short period of time, the user has instant feedback which helps the user to understand where their mistakes are and improve for the next time. This Website is completely free and there are different activities for the level that is wished to improve. In addition, there is a progress graph where users can observe their progress and check where are their strengths and weakness.

Finally, the last website that was used for the experiment is “Wix” this is a Website builder, this website lets users to create a personalized page and design it to the user’s preference, it has different type of reaches as it can be used by beginners and professionals. For this case, Wix was developed in order to give information to students about the writing skill and importance of it. Also, Wix can be used from different devices such as cellphones, tablets, computers and more.

That is why it is easy to use and different from students' perspective, the Website builder in this case was named WordCraft Wizards and students entered and send a text according to the task seen in classes.

Writing subskills

Writing is a main skill in English language and as every skill has its own level of complexity it is normal that each one of them has their own sub-skills. There are seven different categories inside the writing skill which are:

- Mechanics: Handwriting, spelling, and punctuation
- Organization: Vocabulary, Idioms
- Organization: Paragraphs, topic and support cohesion, and unit
- Syntax: Sentence structure, sentence boundaries, stylings, etc. 26
- Grammar: Rules of verbs, agreement, articles, pronouns etc.
- Contents: Relevance, clarity, originality, logic, etc.
- Writing process: Getting ideas, getting started writing drafts, revising, etc.

Lesson Plan summary

In the research to the experimental group 8 lesson plans were applied in order to find out if Websites help to the development of the writing skill, the following text will show a summary of each one of the Lesson plans and how they were developed in the classroom.

- **Lesson Plan 1:** The first lesson plan focused on measuring students' knowledge in the written skill. The instrument was given to students and explained what they needed to do in part 1 and 2 of the written test. After that, students received feedback on both parts and

information on how the test was supposed to be filled. Next, the teacher showed how they were going to work using the 3 different Websites which are; “Grammarly”, “Write & Improve with Cambridge” and “Wix”.

- **Lesson Plan 2:** This lesson plan focused on giving feedback of part 1 of the written test and started giving student different situations on how to reply an invitation, like replying an answer to a party invitation, ask students to create a dialogue between the characters involved and emphasize the importance of natural-sounding dialogue that reveals character traits and advances the story differentiating formal and informal manners to answer an e-mail. Finally, the Website “Grammarly” was used to check students mistakes and students received instant feedback thanks to the Website.
- **Lesson Plan 3:** This lesson plan focused on giving feedback of part 2 of the written test and the teacher gave students series of events related to what makes them laugh. Then, students wrote the events a random order. Also, students organized the events into a coherent and well-structured narrative. They had to focus on arranging the elements in a way that makes the story easy to follow. Finally, students wrote a short story with the previous features and used “Grammarly” to check mistakes and receive feedback.
- **Lesson Plan 4:** Here students received instructions to make another written activity. They had a list of story starters, for example: "She went to play tennis with George" or "My best friend and I won a prize of traveling by helicopter through the city". Each student selected one story starter from the list and wrote a short story that continues from the chosen story starter. Students had to focus on creativity, character development, and plot progression. Finally, students entered to “Write and Improve with Cambridge” to make the activity and receive feedback.

- **Lesson Plan 5:** In this lesson plan students received scrambled sentences related to an invitation to play tennis and a helicopter trip. Students had to organize these sentences into a coherent and well-structured paragraph. They had to consider the logical order of ideas and ensure that sentences flow smoothly from one to the next. After that they entered to “Write and Improve with Cambridge” and completed an activity.
- **Lesson Plan 6:** In this lesson students selected a prompt for the storytelling activity. For example, "A mysterious letter" or "Lost in a forest." They had to write a complete story in just five sentences. Each sentence contributed to the plot, and the story should have a clear beginning, middle, and end. Once they completed the activity, the teacher showed students how to use “Wix” and asked to upload their writing to the Website.
- **Lesson Plan 7:** Here students chose a current and controversial topic to write about, such as a social issue, technology trend, or environmental concern. Then, they had to Craft a “Tweet”: Challenge students to express their viewpoint on the chosen topic in a single tweet (280 characters or less). Finally, they sent this “Tweet” to Wix and waited for feedback.
- **Lesson Plan 8:** Finally, students received once again the PET Written test and completed it. They had to complete the test again, but the difference is that they received a treatment that helped them to improve their writing skill. After they completed the test, the teacher checked the test and gave final feedback and encouraged students to use Websites as a tool to improve the writing skill.

Lesson Plan 1

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	July 28th 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Websites and the Writing skill			
Central Focus (Enduring Understanding) A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to know their writing level with the PET test			
Content standard(s) The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
Use the PET writing test part 1 and 2 to measure students' level in the writing skill. - In part 1 students have to write an e-mail of 100 words or more answering the email and notes provided. In the e-mail candidates are assessed using four subscales: - Content - Communicative Achievement - Organization - Language. - In part 2 students have to choose between an article or a story and write about 100 words, answering the question of their choosing.			
Student Learning Objectives Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to know their writing level regarding an e-mail and story.			
Assessments The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			

To assess their understanding throughout the lesson, we will:

Formative

- Review knowledge on writing.
- Discuss topics about writing to an e-mail.

Summative

- Complete the Test
- At the end the sample answer will be shown to students so they have an idea of how they should write the e-mail and the article or story.
- At the end of the practice, students will be added stars for class participation
- When all is complete, teacher will grade the tests and show the leaderboard with students who participated the most.

Students' Prior Academic Knowledge and Assets

The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning

Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.

Academic Language and Language Supports

Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.

Students will get familiarized with the test and the way they have to complete it.

- Students will be able to observe a short paragraph as an example of how they have to complete their e-mail and story.

Instructional Strategies and Learning Tasks

A description of what students will do during the lesson that

- 1) uses clear steps that convey the use of multiple strategies, supports, and resources,
- 2) uses the writing skill to create a paragraph
- 3) lists opportunities offered for multiple modes of participation

Part 1

- Teacher will hand and explain students a test in which students have to answer.
- Students will complete part 1 and 2 of PET writing test.
- Teacher will collect the test and give feedback on it.

Part 2

- Teacher will show to the class an Educational Websites (Grammarly, Write & Improve with Cambridge) which will help students to improve in their writing skill.
- Teacher will ask students to bring for the next class the four ideas joined and make a paragraph in order to check them with the Educational Website "Grammarly".

Differentiation

Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)

Differentiation will be explained if the case is needed.

Books, texts, and other materials needed for the lesson

- <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

- <https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf>

- Grammarly: <https://app.grammarly.com/>

Writing part 1 and 2 answer sheet

[illegible][illegible]

Assessment of Writing Scale

CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised 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.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	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.

Sample answer part 1 and 2

Sample answers with examiner comments

Part 1 – Email

Candidate A

I'm very nervous for this party, to celebrate the end of the school year.

I think that the best place to do the party is the class, because in this way we can be all together. In the class we can do a lot of activities like play with the blackboard, or watch a film, or listen to music.

About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.

I'm sure the party is going to be very well, and we are going to have a very good time.

See you soon!

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task. The first point has been addressed, although the word <i>nervous</i> has been used incorrectly for this context. However, the rest of the email is positively phrased, so this can be seen as a slip. There is a preference expressed, (<i>the class</i>), and suggestions are given regarding activities, <i>play with the blackboard</i> , and food, <i>pizza, fries, chocolate, sweets</i> .
Communicative Achievement	3	The conventions of an email, such as a friendly, polite tone, and a consistent register, are used in generally appropriate ways to communicate straightforward ideas: <i>I think that; About the food; I'm sure the party is going to be very well; See you soon</i> . There is no opening salutation, but it is clearly directed towards Mrs Lake and the information is presented in a suitable format for a teacher to read.
Organisation	3	The text is connected and coherent. Paragraphs are used to good effect, each focusing on one aspect. The text is connected using linking words and some cohesive devices, such as referencing: <i>this party; because in this way; About the food; and for the sweet people</i> .
Language	3	Everyday vocabulary, suitable for the topic, is used generally appropriately: <i>the best place; together; blackboard; pizza; fries; chocolate; sweets; good time</i> . The use of <i>nervous</i> in the first sentence is slightly distracting as it does not convey the correct emotion. Simple grammatical forms are used with a good degree of control: <i>I think that the best place to do the party; we can be all together; listen to music; something like this; is going to be; we are going to have a very good time</i> . Errors are noticeable but meaning can still be determined: <i>I am very nervous for; and for the sweet people; to be very well</i> .

Part 1 – Email

Candidate B

Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task. There is a direct response to the first point, <i>I think it's a great idea</i> , and a clear preference is expressed for where the party should be held, <i>in the classroom</i> . Suggestions are made about the activities, <i>some games like domino</i> , and what food to bring, <i>pizza; coca-cola; potatoes; cake</i> .
Communicative Achievement	5	The conventions of an email, such as a friendly, enthusiastic tone, a consistent register, as well as appropriate opening and closing salutations, are used to hold the target reader's attention and to communicate straightforward ideas in response to the initial input text, <i>Dear Mrs Lake; If you want; Do you like the idea? See you</i> . Suggestions are made and supported with reasons to explain the decision taken, <i>I prefer to do the party at school ... because we've spend a lot of time there</i> .
Organisation	4	The text is generally well organised and coherent. Although there is only one paragraph, the text is connected through the use of a variety of linking words and cohesive devices, particularly referencing, which makes the text flow very naturally, <i>a party; the party; at school, in the classroom, because; there, and I think it would be better; so that; the good things that; this year; like; one of us; also; other students</i> .
Language	4	A range of everyday vocabulary, suitable for the topic, is used appropriately, <i>remember; all the good things; special; bring some games; together; pizza</i> . A range of simple and some more complex grammatical forms is used with a good degree of control, <i>we've spend a lot of time there; I think it would be better; that have made this year so special; I think we could bring ... or one of us can bring; If you want, I will buy; the girls will make a cake</i> . There are one or two errors, but they do not impede communication, <i>we've spend; one of us can bring his Play Station</i> .

Part 2 – Article

Candidate C

I love to watch comedies a lot because it makes me laugh. The comedy I love the most is the Chinese Running Man. I enjoy watching and laughing it with my family. In the show, famous actors and actresses must overcome some challenging quests, such as trading a coffee bean with someone else for something more expensive and racing in the mud to capture the flag. The storylines are very interesting and they always tickles my funny bone. Laughing out loud is great! Laughing can help us to release stress and make us feel better. It may also make us more attractive too!

Examiner comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about what the candidate finds funny, (<i>I love to watch comedies a lot</i>), and who they laugh with, <i>with my family</i> and the final point is developed quite well and introduces a wider view, <i>Laughing can help us release stress</i> .
Communicative Achievement	5	The conventions of article writing, such as sharing personal information and expressing opinions, are used to hold the target reader's attention and to communicate straightforward ideas. The topic is clearly introduced, <i>I love to watch comedies a lot because it makes me laugh</i> and there is a nice balance between how the writer feels and how laughing affects the wider public, <i>I enjoy watching and laughing it with my family; tickles my funny bone; Laughing out loud is great; make us feel better; It may also make us more attractive too</i> .
Organisation	5	The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices, particularly reference to avoid repetition, are used to connect the ideas across and within sentences, <i>because it; The comedy I love the most; it; In the show; such as; someone else for something more expensive; storylines ... and they</i> .
Language	5	A range of everyday vocabulary is used appropriately, and there are examples of less common lexis as well, <i>comedies; show; actors; actresses; overcome; challenging quests; trading; coffee bean; expensive; mud; capture the flag; storylines; tickles my funny bone; release stress; attractive</i> . A range of simple and more complex grammatical forms, particularly modal verbs, are used with a good degree of control, <i>I love the most; must overcome some challenging quests, such as trading; with someone else for something more expensive; storylines are very interesting and they always; can help us to release; It may also make us more attractive</i> . Errors do not impede communication, <i>I enjoy laughing and watching it with; they always tickles my funny bone</i> .

Part 2 – Story

Candidate E

Jo looked at the map and decided to go left. He wanted to go to the Karpats on foot. Jo liked to go to the rivers, forests and mountains on foot. He always took map with he. But one day he lost! Jo was very worried and scared. He was in the forest one week. He was could at night, he was very hot in the afternoon. He ate mushroomes and berries. But he found a way from the forest. And from that day he never came to the forest on foot. He always go to the rivers, forests and mountains on ships, by trains, by plantes. But he never go to the unknowns places on foot.

Examiner comments		
Subscale	Mark	Commentary
Content	5	The story continues from the prompt, with a beginning, middle and end, and all the content is relevant. The target reader is fully informed.
Communicative Achievement	3	The story follows the conventions of storytelling in generally appropriate ways. The simple storyline is communicated to the reader, despite errors and weak organisation.
Organisation	2	The text is connected using a limited number of linking words (<i>and; But; from that day</i>). Although the majority of sentences are short and there is limited linking across sentences, the story is coherent.
Language	3	Everyday vocabulary is used generally appropriately. There is some evidence of less common lexis appropriate to the story (<i>mushroomes and berries; found a way; unknowns places</i>). Spelling errors generally do not cause confusion, with the exception of <i>could for cold</i> and <i>plantes for planes</i> . Simple grammatical forms (mainly simple past tense) are used with a good degree of control. While errors are noticeable, the meaning can still be determined.

Lesson Plan 2

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 1st 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Writing Skill: Developing content and language			
Website: Grammarly			
Writing Skill: writing content and language.			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to know their writing level with the PET test			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Explain students what Educational Websites are. - Show students the sample answers from part 1 PET test. - Practice again test part 1. - Display The Educational Website “Grammarly” to students and explain how to use it. - Proofread the answers and apply them in the Educational Website. - Correct and give feedback to students showing them where their mistakes are. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to write an e-mail with correct content and language.			
Assessments			
The procedures to gather evidence of students’ learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
<p>To assess their understanding throughout the lesson, we will:</p> <p>Formative</p> <ul style="list-style-type: none"> - Review PET writing test part 1. - Show an example of how to write the e-mail. <p>Summative</p> <ul style="list-style-type: none"> - Dialogue Building Exercise - Write an e-mail, emulating the writing test part 1. - Correct grammar, punctuation, coherence and cohesion mistakes. - Apply the Educational Website. - Give feedback to students. 			

<p>Students' Prior Academic Knowledge and Assets</p> <p>The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning</p>
<p>Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.</p>
<p>Academic Language and Language Supports</p> <p>Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.</p>
<p>-Students will get familiarized with the Educational Website "Grammarly" and how to use it. In addition, students will be encouraged to work with "Classroom Management" which is an App that gives points or "stars" as an award for class participation.</p>
<p>Instructional Strategies and Learning Tasks</p> <p>A description of what students will do during the lesson that</p> <ol style="list-style-type: none"> 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation
<p>Part 1</p> <ul style="list-style-type: none"> - Teacher will hand students their previous e-mails from the pre-test - Students will explore and receive feedback on their e-mails. <p>Part 2</p> <ul style="list-style-type: none"> - Provide students with a simple scenario or situation, in this case replying an answer to a party invitation. Ask students to create a dialogue between the characters involved. Emphasize the importance of natural-sounding dialogue that reveals character traits and advances the story. Encourage students to use appropriate vocabulary, tone, and body language descriptions to convey meaning. After writing their dialogues, students exchange and read each other's work. Finally, discuss how effective communication through dialogue contributes to the overall content of a narrative. - Teacher will show to the class how to use the Educational Website "Grammarly" which will help students to improve in their writing skill. - Teacher will ask volunteers to write in the Educational Website "Grammarly" the dialogues and check for any grammar or orthographic mistake. - Students will use "Grammarly" to check if their e-mail has any mistake.
<p>Differentiation</p> <p>Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)</p>
<p>Differentiation will be explained if the case is needed.</p>
<p>Instructional Resources and Materials</p> <p>Books, texts, and other materials needed for the lesson</p>
<ul style="list-style-type: none"> - PET test, writing part 1 <p>https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf</p> <ul style="list-style-type: none"> - Grammarly <p>https://app.grammarly.com/</p>

Annexes Lesson Plan 2

1. Grammarly use and sample answer Part 1

The screenshot displays the Grammarly web application interface. The main text area contains a letter addressed to Mrs. Lake, discussing a party idea. The text includes several words that Grammarly has flagged for correction: "spend", "domino", "coca-cola", and "better".

Letter Text:

Dear Mrs Lake, I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea? See you!

Grammarly Suggestions:

- Correctness - Change the verb form:** "...because we've **spend** **spent** a lot of time..." (Buttons: Accept, Dismiss, ...)
- Remove the comma:** "better,"
- Capitalize word:** domino
- Change the capitalization:** coca-cola

Right Sidebar:

- Overall score:** 79
- Goals:** (Expandable)
- GrammarlyGO:** (Premium upgrade button)
- All suggestions:** (Expandable)
- Premium:** (6 days trial)
- Correctness:** (Progress bar)
- Clarity:** (Checkmark)
- Engagement:** (Checkmark)
- Get Expert Writing Help:** (Link)
- Plagiarism:** (Link)

Bottom Bar:

- 124 words
- Windows taskbar with search bar (Búsqueda) and various application icons.
- System tray showing temperature (13°C), weather (Nublado), and time (20:14, 28/08/2023).

Lesson Plan 3

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 3rd 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Writing Skill: communicative achievement and organization			
Website: Grammarly			
Writing Skill: writing content and language.			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to improve their writing level by using an Educational Website related to communicative achievement and organization.			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Explain students they will use the Educational Websites “Grammarly”. - Show students the sample answers from part 2 PET test. - Practice again test part 2. - Proofread the answers and apply them in the Educational Website. - Correct and give feedback to students showing them where their mistakes are. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to write a story or article with correct communicative achievement and organization.			
Assessments			
The procedures to gather evidence of students’ learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
<p>To assess their understanding throughout the lesson, we will:</p> <p>Formative</p> <ul style="list-style-type: none"> - Review PET writing test part 2. - Show an example of how to write the article or story. <p>Summative</p> <ul style="list-style-type: none"> - Sequential Storytelling. - Write an article or story, emulating the writing test part 2. - Correct grammar, punctuation, coherence and cohesion mistakes. - Apply the Educational Website. - Give feedback to students. 			

Students' Prior Academic Knowledge and Assets The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning			
Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.			
Academic Language and Language Supports Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.			
- Students will get use the Educational Website "Grammarly" to write PET test part 2. In addition, students will be encouraged to work with "Classroom Management" which is an App that gives points or "stars" as an award for class participation.			
Instructional Strategies and Learning Tasks A description of what students will do during the lesson that 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation			
Part 1 - Teacher will hand students their previous articles or story from the pre-test. - Students will explore and receive feedback on their article or story.			
Part 2 - Give students series of events related to what makes you laugh. The events should be in a random order. Ask students to organize the events into a coherent and well-structured narrative. They should focus on arranging the elements in a way that makes the story easy to follow. Emphasize the importance of using transition words and phrases to connect the events in a logical sequence. Finally, have students write the story based on their chosen organization and then share their narratives with the class. Discuss how different organizational choices affect the overall communicative achievement of the story. - Teacher will use the Educational Website "Grammarly" which will help students to improve in their writing skill. - Teacher will ask students to Proofread their previous article or story. - Teacher will ask volunteers to write in the Educational Website "Write and Improve with Cambridge" the sentences and check for any grammar or orthographic mistake. - Students will join their ideas and write the article or story. - Students will use "Grammarly" to check if their article or story have any mistake.			
Differentiation Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)			
Differentiation will be explained if the case is needed.			
Instructional	Resources	and	Materials
Books, texts, and other materials needed for the lesson			
- PET test, writing part 1 https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf - Grammarly https://app.grammarly.com/			

Annexes Lesson Plan 3

1. Grammarly use and sample answer Part 2

The screenshot shows the Grammarly web interface. The document is titled "Untitled document" and contains the following text: "I love to watch comedies a lot because it makes me laugh. The comedy I love the most is the Chinese Running Man. I enjoy watching and laughing it with my family. In the show, famous actors and actresses must overcome some challenging quests, such as trading a coffee bean with someone else for something more expensive and racing in the mud to capture the flag. The storylines are very interesting and they always tickles my funny bone. Laughing out loud is great! Laughing can help us to release stress and make us feel better. It may also make us more attractive too!"

The "All suggestions" panel on the right shows 3 suggestions:

- Correctness - Capitalize word: "...the most is the The Chinese Running Man..." (Accept, Dismiss, ...)
- Change preposition: "it" (Accept, Dismiss, ...)
- Change the verb form: "tickles" (Accept, Dismiss, ...)

The right sidebar shows an "Overall score" of 80, "Goals", "GrammarlyGO", "All suggestions", "Premium", "Correctness", "Clarity", "Engagement", "Get Expert Writing Help", and "Plagiarism".

The screenshot shows the Grammarly web interface. The document is titled "Untitled document" and contains the following text: "Jo looked at the map and decided to go left. He wanted to go to the Karpats on foot. Jo liked to go to the rivers, forests and mountains on foot. He always took map with he. But one day he lost! Jo was very worried and scared. He was in the forest one week. He was could at night, he was very hot in the afternoon. He ate mushrooms and berries. But he found a way from the forest. And from that day he never came to the forest on foot. He always go to the rivers, forests and mountains on ships, by trains, by plantes. But he never go to the unknowns places on foot."

The "All suggestions" panel on the right shows 11 suggestions:

- Correctness - Add a comma: "...rivers, forests, and mountains..." (Accept, Dismiss, ...)
- Add an article: "map" (Accept, Dismiss, ...)
- Change the pronoun: "he" (Accept, Dismiss, ...)
- Change preposition: "one" (Accept, Dismiss, ...)
- Correct your spelling: "could" (Accept, Dismiss, ...)
- Correct your spelling: "mushrooms" (Accept, Dismiss, ...)
- Change the verb form: "go" (Accept, Dismiss, ...)

The right sidebar shows an "Overall score" of 48, "Goals", "GrammarlyGO", "All suggestions", "Premium", "Correctness", "Clarity", "Engagement", "Get Expert Writing Help", and "Plagiarism".

Lesson Plan 4

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 7th 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Writing Skill: communicative achievement and organization			
Website: "Write and Improve with Cambridge".			
Writing Skill: Content and Communicative achievement			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to improve their writing level by using an Educational Website.			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Explain students the Educational Websites "Write and Improve with Cambridge". - Show students the sample answers from part 1 PET test. -Practice again test part 1. - Display The Educational Website "Write and Improve with Cambridge" to students and explain how to use it. - Proofread the answers and apply them in the Educational Website. - Correct and give feedback to students showing them where their mistakes are. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to write an e-mail with correct grammar, punctuation, coherence and cohesion.			
Assessments			
The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
To assess their understanding throughout the lesson, we will:			
Formative			
<ul style="list-style-type: none"> - Review PET writing test part 1. - Check the e-mails written in the previous class. 			
Summative			
<ul style="list-style-type: none"> - Creative Story Starters - Apply the Educational Website. - Give feedback to students. 			

<p>Students' Prior Academic Knowledge and Assets</p> <p>The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning</p>
<p>Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.</p>
<p>Academic Language and Language Supports</p> <p>Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.</p>
<ul style="list-style-type: none"> - Students will get familiarized with the Educational Website "Write and Improve with Cambridge" and how to use it. In addition, students will be encouraged to work with "Classroom Management" which is an App that gives points or "stars" as an award for class participation.
<p>Instructional Strategies and Learning Tasks</p> <p>A description of what students will do during the lesson that</p> <ol style="list-style-type: none"> 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation
<p>Part 1</p> <ul style="list-style-type: none"> - Teacher will hand students their previous e-mails with the corrections from "Grammarly" - Students will explore and receive feedback on their e-mails. <p>Part 2</p> <ul style="list-style-type: none"> - Provide a list of story starters, which can be a single sentence or a short paragraph. For example: "She went to play tennis with George" or "My best friend and I won a prize of traveling by helicopter through the city". Each student selects one story starter from the list. Then, Students write a short story that continues from the chosen story starter. Encourage creativity, character development, and plot progression. - Teacher will show to the class how to use the Educational Website "Write and Improve with Cambridge" which will help students to improve in their writing skill. - Teacher will ask volunteers to write in the Educational Website "Write and Improve with Cambridge" the sentences and check for any grammar or orthographic mistake. - Students will wait for the feedback given by the Educational Webpage.
<p>Differentiation</p> <p>Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)</p>
<p>Differentiation will be explained if the case is needed.</p>
<p>Instructional Resources and Materials</p> <p>Books, texts, and other materials needed for the lesson</p>
<ul style="list-style-type: none"> - PET test, writing part 1 <p>https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf</p> <ul style="list-style-type: none"> - Write and Improve with Cambridge <p>https://writeandimprove.com/workbooks#/wi-workbooks</p>

Annexes Lesson Plan 4

“Write and Improve with Cambridge” use and sample answer Part 1

The screenshot shows the 'Write & Improve with Cambridge' web application. The user is logged in as 'Carlos'. The main task is 'An email: Playing tennis'. The instructions state: 'You arranged to play tennis with your friend, George, this weekend, but now you can't. Write an email to George. In your email, you should: apologise for the change of plan, explain why you can't play, suggest another time to play. Write your email in about 100 words. Do not write your real name and surname or email address in your answer.' The interface includes a sidebar with 'W&I workbooks' (Beginner, Intermediate, Advanced, Business, Just for fun!) and a 'Test Zone' (IELTS Academic, IELTS General Training, B2 First). The right panel shows 'Task help' (Images, W&I feedback, Changes), 'Your progress' (progress graph), and 'Task timer' (Reset timer, Start timer). The bottom status bar shows the date and time as 20:57 on 28/08/2023.

The screenshot shows the 'Write & Improve with Cambridge' web application. The user is logged in as 'Carlos'. The main task is 'A story: A helicopter trip'. The instructions state: 'Your English teacher has asked you to write a story. Your story must begin with this sentence: Mary and Ben climbed into the helicopter for their exciting trip. Write your story in about 100 words. Do not write your real name and surname or email address in your answer.' The interface includes a sidebar with 'W&I workbooks' (Beginner, Intermediate, Advanced, Business, Just for fun!) and a 'Test Zone' (IELTS Academic, IELTS General Training, B2 First). The right panel shows 'Task help' (Images, W&I feedback, Changes), 'Your progress' (progress graph), and 'Task timer' (Reset timer, Start timer). The bottom status bar shows the date and time as 20:58 on 28/08/2023.

Lesson Plan 5

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 8th 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Writing Skill: communicative achievement and organization			
Website: "Write and Improve with Cambridge".			
Writing Skill: Organization and Language			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to improve their writing level by using an Educational Website.			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Explain students the Educational Websites "Write and Improve with Cambridge". - Show students the sample answers from part 1 PET test. -Practice again test part 1. - Display The Educational Website "Write and Improve with Cambridge" to students and explain how to use it. - Proofread the answers and apply them in the Educational Website. - Correct and give feedback to students showing them where their mistakes are. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to write an e-mail with correct grammar, punctuation, coherence and cohesion.			
Assessments			
The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
To assess their understanding throughout the lesson, we will:			
Formative			
<ul style="list-style-type: none"> - Review PET writing test part 1. - Check the e-mails written in the previous class. 			
Summative			
<ul style="list-style-type: none"> - Creative Story Starters - Apply the Educational Website. - Give feedback to students. 			

Students' Prior Academic Knowledge and Assets The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning
Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.
Academic Language and Language Supports Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.
- Students will get familiarized with the Educational Website "Write and Improve with Cambridge" and how to use it. In addition, students will be encouraged to work with "Classroom Management" which is an App that gives points or "stars" as an award for class participation.
Instructional Strategies and Learning Tasks A description of what students will do during the lesson that <ol style="list-style-type: none"> 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation
Part 1 - Teacher will hand students their previous e-mails with the corrections from "Grammarly" - Students will explore and receive feedback on their e-mails.
Part 2 - Provide a list of story starters, which can be a single sentence or a short paragraph. For example: "She went to play tennis with George" or "My best friend and I won a prize of traveling by helicopter through the city". Each student selects one story starter from the list. Then, Students write a short story that continues from the chosen story starter. Encourage creativity, character development, and plot progression. - Teacher will show to the class how to use the Educational Website "Write and Improve with Cambridge" which will help students to improve in their writing skill. - Teacher will ask volunteers to write in the Educational Website "Write and Improve with Cambridge" the sentences and check for any grammar or orthographic mistake. - Students will wait for the feedback given by the Educational Webpage.
Differentiation Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)
Differentiation will be explained if the case is needed.
Instructional Resources and Materials Books, texts, and other materials needed for the lesson
- PET test, writing part 1 https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf - Write and improve with Cambridge https://writeandimprove.com/workbooks#/wi-workbooks

Annexes Lesson Plan 5

“Write and Improve with Cambridge” use and sample answer Part 2

The screenshot shows the 'Write & Improve with Cambridge' website interface. The browser address bar shows the URL: writeandimprove.com/workbooks/#/wi-workbooks/e203fdd9-cb2e-459d-a36e-0b6a026cbfe6/tasks/64a12d19-d0f8-4...

Left Sidebar:

- Welcome, Carlos
Sign out
- W&I workbooks
 - W&I Beginner
 - 2 new tasks
 - W&I Intermediate
 - 1 new task
 - W&I Advanced
 - 1 new task
 - W&I Business
 - W&I just for fun!
 - 2 new tasks
- Test Zone
 - IELTS Academic
 - IELTS General Training
 - B2 First

Main Content Area:

A story: A helicopter trip

Your English teacher has asked you to write a story.

Your story must begin with this sentence:

Mary and Ben climbed into the helicopter for their exciting trip.

Write your **story** in about **100 words**.

Do not write your real name and surname or email address in your answer.

Start again **Saved**

Write your text here.

Right Sidebar:

Task help

- Images
- W&I feedback
- Changes

Your automatic feedback will appear here after we finish checking your work.

Your progress

Your progress graph will appear here after we finish checking your work.

Task timer

Click on 'Start timer' to time your writing.

Reset timer **Start timer**

Bottom Bar:

13°C Mayorm. nublado

Búsqueda

20:58 28/08/2023

Lesson Plan 6

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 10th 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Websites and the Writing Skill: Developing content, organization and Language			
Website: "WIX"			
Writing Skill: Content, Organization and Language			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to improve their writing level by using an Educational Website.			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Explain students the Educational Websites "Wix". - Show students the sample answers from part 1 PET test. - Display The Educational Website "Wix" to students and explain how to use it. - Proofread the answers and apply them in the Educational Website. - Correct and give feedback to students showing them where their mistakes are. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to write an e-mail with correct grammar, punctuation, coherence and cohesion.			
Assessments			
The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
To assess their understanding throughout the lesson, we will:			
Formative			
<ul style="list-style-type: none"> - Review PET writing test part 1. - Check the e-mails written in the previous class. 			
Summative			
<ul style="list-style-type: none"> - Five-Sentence Story Challenge - Apply the Educational Website. - Give feedback to students. 			
Students' Prior Academic Knowledge and Assets			
The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning			

Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.
Academic Language and Language Supports Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.
- Students will get familiarized with the Educational Website “Wix” and how to use it.
Instructional Strategies and Learning Tasks A description of what students will do during the lesson that <ol style="list-style-type: none"> 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation
Part 1 - Teacher will hand students their previous e-mails with the corrections from “Grammarly and Write & Improve” - Students will explore and receive feedback on their e-mails.
Part 2 - Students select a theme or a prompt for the storytelling activity. For example, "A mysterious letter" or "Lost in a forest." They have to write a complete story in just five sentences. Each sentence should contribute to the plot, and the story should have a clear beginning, middle, and end. Encourage them to use descriptive language. - Teacher will show to the class how to use the Educational Website “Wix” which will help students to improve in their writing skill. - Teacher will ask students to Proofread their previous e-mails. - Teacher will ask volunteers to write in the Educational Website “Wix” the sentences and check for any grammar or orthographic mistake. - Students will wait for the feedback given by the teacher in the Educational Webpage.
Differentiation Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)
Differentiation will be explained if the case is needed.
Instructional Resources and Materials Books, texts, and other materials needed for the lesson
- PET test, writing part 1 https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf - Wix https://carlosgsentry.wixsite.com/wordcraft-wizards

Annexes Lesson Plan 6

“Write and Improve with Cambridge” use and sample answer Part 2

Wix Unleash Your Writing Magic | Wix

carlosgentry.wixsite.com/wordcraft-wizards

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WordCraft Wizards

Unleash Your Writing Magic

Writing skills are a fundamental component of learning English, as they enable students to express their thoughts and ideas clearly and develop a deeper understanding of the language's nuances. Through writing, students practice proper grammar, expand their vocabulary, and refine their communication abilities. Moreover, writing fosters critical thinking and problem-solving skills, encouraging students to organize their thoughts logically and present coherent arguments. It also serves as a valuable tool for self-expression, creativity, and cultural exchange, making it an indispensable skill for anyone on their journey to mastering the English language.



Wix Unleash Your Writing Magic | Wix

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Subskills and importance

Grammar and Syntax:

- **Importance:** Proper grammar and sentence structure are essential for clear and effective writing. They ensure that the message is conveyed accurately and comprehensibly.

Spelling and Punctuation:

- **Importance:** Correct spelling and punctuation enhance the readability of a text and prevent misunderstandings. Errors in these areas can undermine the credibility of the writer.

Vocabulary and Word Choice:

- **Importance:** A rich vocabulary and the ability to choose the right words enable writers to convey their ideas precisely and make their writing more engaging and persuasive.

Sentence Variety:

- **Importance:** Using a variety of sentence structures (e.g., simple, compound, complex) adds rhythm and flow to writing, making it more interesting to read.



Write your e-mail

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Nombre

Email

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Lesson Plan 7

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 14th 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Websites and the Writing Skill: Developing content, organization and Language			
Website: "WIX"			
Writing Skill: Content, Communicative Achievement and Language			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to improve their writing level by using an Educational Website.			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Use the Educational Websites "Wix". - Show students the sample answers from part 2 PET test. - Display The Educational Website "Wix" to students and use it for part 2. - Proofread the answers and apply them in the Educational Website. - Correct and give feedback to students showing them where their mistakes are. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to write an e-mail with correct grammar, punctuation, coherence and cohesion.			
Assessments			
The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
To assess their understanding throughout the lesson, we will:			
Formative			
<ul style="list-style-type: none"> - Review PET writing test part 2. - Check the article or story written in the previous class. 			
Summative			
<ul style="list-style-type: none"> - Argumentative Tweet Challenge - Apply the Educational Website. - Give feedback to students. 			
Students' Prior Academic Knowledge and Assets			
The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning			
Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.			

Academic Language and Language Supports

Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.

- Students will use the Educational Website “Wix” to write PET test part 2.

Instructional Strategies and Learning Tasks

A description of what students will do during the lesson that

- 1) uses clear steps that convey the use of multiple strategies, supports, and resources,
- 2) uses the writing skill to create a paragraph
- 3) lists opportunities offered for multiple modes of participation

Part 1

- Teacher will hand students their previous articles or story from the pre-test.
- Students will explore and receive feedback on their article or story.

Part 2

- Students choose a current and controversial topic for students to write about, such as a social issue, technology trend, or environmental concern. Then, they have to Craft a Tweet: Challenge students to express their viewpoint on the chosen topic in a single tweet (280 characters or less). They must use persuasive language and make their point clear.
- Teacher will use the Educational Website “Wix” which will help students to improve in their writing skill.
- Teacher will ask students to Proofread their previous article or story.
- Teacher will ask volunteers to write in the Educational Website “Wix” the sentences and check for any grammar or orthographic mistake.
- Students will use “Wix” to check if their article or story have any mistake.

Differentiation

Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)

Differentiation will be explained if the case is needed.

Instructional Resources and Materials

Books, texts, and other materials needed for the lesson

- PET test, writing part 1

<https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf>

- Wix

<https://carlosgsentry.wixsite.com/wordcraft-wizards>

Annexes Lesson Plan 7

“Write and Improve with Cambridge” use and sample answer Part 2

Wix Unleash Your Writing Magic | Wix x

carlossentry.wixsite.com/wordcraft-wizards

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WordCraft Wizards

Unleash Your Writing Magic

Writing skills are a fundamental component of learning English, as they enable students to express their thoughts and ideas clearly and develop a deeper understanding of the language's nuances. Through writing, students practice proper grammar, expand their vocabulary, and refine their communication abilities. Moreover, writing fosters critical thinking and problem-solving skills, encouraging students to organize their thoughts logically and present coherent arguments. It also serves as a valuable tool for self-expression, creativity, and cultural exchange, making it an indispensable skill for anyone on their journey to mastering the English language.



Wix Unleash Your Writing Magic | Wix x

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Subskills and importance

Grammar and Syntax:

- **Importance:** Proper grammar and sentence structure are essential for clear and effective writing. They ensure that the message is conveyed accurately and comprehensibly.

Spelling and Punctuation:

- **Importance:** Correct spelling and punctuation enhance the readability of a text and prevent misunderstandings. Errors in these areas can undermine the credibility of the writer.

Vocabulary and Word Choice:

- **Importance:** A rich vocabulary and the ability to choose the right words enable writers to convey their ideas precisely and make their writing more engaging and persuasive.

Sentence Variety:

- **Importance:** Using a variety of sentence structures (e.g., simple, compound, complex) adds rhythm and flow to writing, making it more interesting to read.



Write your e-mail

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Phone

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Lesson Plan 8

First Name	Last Name	E-mail	Date
Carlos	Cantos	ccantos4532uta.edu.ec	August 14th 2023
Period	Year	Grade Level/Subject	Lesson Duration
1st Quimester	2023	1st BGU / English	40 minutes
Title			
Websites and the Writing Skill			
Central Focus (Enduring Understanding)			
A description of the important understanding(s) and concept(s)			
In this lesson, students will be able to improve their writing level by using an Educational Website.			
Content standard(s)			
The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills.			
<ul style="list-style-type: none"> - Use the PET writing test part 1 and 2 to measure students' level in the writing skill. - In part 1 students have to write an e-mail of 100 words or more answering the email and notes provided. <p>In the e-mail candidates are assessed using four subscales:</p> <ul style="list-style-type: none"> • Content • Communicative Achievement • Organization • Language. <ul style="list-style-type: none"> - In part 2 students have to choose between an article or a story and write about 100 words, answering the question of their choosing. 			
Student Learning Objectives			
Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment			
After this lesson, students will be able to know their writing level regarding an e-mail and story.			
Assessments			
The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)			
To assess their understanding throughout the lesson, we will:			
Formative			
<ul style="list-style-type: none"> - Review knowledge on writing. - Discuss topics about writing to an e-mail. 			
Summative			
<ul style="list-style-type: none"> - Complete the Test - Feedback 			
Students' Prior Academic Knowledge and Assets			
The students' content knowledge, skills, prior academic experiences, and personal / cultural / community assets to draw upon to support learning			
Students have been practicing the writing skill each scholar year. They know how to write sentences and express themselves giving their own ideas and they can join ideas to make a paragraph.			

Academic Language and Language Supports

Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.

- Students will fill the PET writing test
- Teacher will give final feedback of the writing test.

Instructional Strategies and Learning Tasks

A description of what students will do during the lesson that

- 1) uses clear steps that convey the use of multiple strategies, supports, and resources,
- 2) uses the writing skill to create a paragraph
- 3) lists opportunities offered for multiple modes of participation

Part 1

- Teacher will hand and explain students a test in which students have to answer.
- Students will complete part 1 and 2 of PET writing test.
- Teacher will collect the test and give feedback on it.

Part 2

- Teacher will show to the class the final product after the use of the Educational Websites (Grammarly, Write & Improve with Cambridge and Wix).

Differentiation

Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)

Differentiation will be explained if the case is needed.

Instructional Resources and Materials

Books, texts, and other materials needed for the lesson

- PET test, writing part 1 & 2
- <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>
- <https://academiafreewaylanguages.es/wp-content/uploads/2020/10/PET-schools-writing-guide.pdf>

Annexes Lesson Plan 8

1. Writing Part 1 and 2

Part 1

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	

Suggest ... (points to 'What sort of activities or games...')

Tell Mrs Lake (points to 'Reply soon!')

Great! (points to 'I'd like our class to have a party...')

Explain (points to 'What sort of activities or games...')

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

2

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**.

3

2. Writing part 1 and 2 answer sheet

[illegible]

You must write within the grey lines.

**Answer only one of the two questions for Part 2.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.**

Part 2		Question 2 ☐	Question 3 ☐

This section for use by Examiner only:

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Assessment of Writing Scale

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 organised 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 ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<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>		

CEFR level	Communicative Achievement	Organisation	Language
	<p>Demonstrates complete command of the conventions of the communicative task.</p> <p>Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p>	<p>Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.</p>	<p>Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style.</p> <p>Use of grammar is sophisticated, fully controlled and completely natural.</p> <p>Any inaccuracies occur only as slips.</p>
C2	<p>Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p>	<p>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</p>	<p>Uses a range of vocabulary, including less common lexis, effectively and precisely.</p> <p>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.</p> <p>Errors, if present, are related to less common words and structures, or occur as slips.</p>
C1	<p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.</p>	<p>Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</p>	<p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors may be present but do not impede communication.</p>
B2	<p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.</p>	<p>Text is generally well organised and coherent, using a variety of linking words and cohesive devices.</p>	<p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
B1	<p>Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.</p>	<p>Text is connected and coherent, using basic linking words and a limited number of cohesive devices.</p>	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
A2	<p>Produces text that communicates simple ideas in simple ways.</p>	<p>Text is connected using basic, high-frequency linking words.</p>	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>

3. Sample answer part 1 and 2

Sample answers with examiner comments

Part 1 – Email

Candidate A

I'm very nervous for this party, to celebrate the end of the school year.

I think that the best place to do the party is the class, because in this way we can be all together. In the class we can do a lot of activities like play with the blackboard, or watch a film, or listen to music.

About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.

I'm sure the party is going to be very well, and we are going to have a very good time.

See you soon!

Examiner comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task.
		The target reader is fully informed about all the points in the task. The first point has been addressed, although the word <i>nervous</i> has been used incorrectly for this context. However, the rest of the email is positively phrased, so this can be seen as a slip. There is a preference expressed, (<i>the class</i>), and suggestions are given regarding activities, <i>play with the blackboard</i> , and food, <i>pizza, fries, chocolate, sweets</i> .
Communicative Achievement	3	The conventions of an email, such as a friendly, polite tone, and a consistent register, are used in generally appropriate ways to communicate straightforward ideas: <i>I think that; About the food; I'm sure the party is going to be very well; See you soon</i> . There is no opening salutation, but it is clearly directed towards Mrs Lake and the information is presented in a suitable format for a teacher to read.
Organisation	3	The text is connected and coherent. Paragraphs are used to good effect, each focusing on one aspect. The text is connected using linking words and some cohesive devices, such as referencing: <i>this party; because in this way; About the food; and for the sweet people</i> .
Language	3	Everyday vocabulary, suitable for the topic, is used generally appropriately: <i>the best place; together; blackboard; pizza; fries; chocolate; sweets; good time</i> . The use of <i>nervous</i> in the first sentence is slightly distracting as it does not convey the correct emotion.
		Simple grammatical forms are used with a good degree of control: <i>I think that the best place to do the party; we can be all together; listen to music; something like this; is going to be; we are going to have a very good time</i> . Errors are noticeable but meaning can still be determined: <i>I am very nervous for; and for the sweet people; to be very well</i> .

Part 1 – Email

Candidate B

Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

Examiner comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task.
		The target reader is fully informed about all the points in the task. There is a direct response to the first point, <i>I think it's a great idea</i> , and a clear preference is expressed for where the party should be held, <i>in the classroom</i> . Suggestions are made about the activities, <i>some games like domino</i> , and what food to bring, <i>pizza; coca-cola; potatoes; cake</i> .
Communicative Achievement	5	The conventions of an email, such as a friendly, enthusiastic tone, a consistent register, as well as appropriate opening and closing salutations, are used to hold the target reader's attention and to communicate straightforward ideas in response to the initial input text, <i>Dear Mrs Lake; If you want; Do you like the idea? See you</i> . Suggestions are made and supported with reasons to explain the decision taken, <i>I prefer to do the party at school ... because we've spend a lot of time there</i> .
Organisation	4	The text is generally well organised and coherent. Although there is only one paragraph, the text is connected through the use of a variety of linking words and cohesive devices, particularly referencing, which makes the text flow very naturally, <i>a party; the party; at school, in the classroom, because; there, and I think it would be better; so that; the good things that; this year; like; one of us; also; other students</i> .
Language	4	A range of everyday vocabulary, suitable for the topic, is used appropriately, <i>remember; all the good things; special; bring some games; together; pizza</i> .
		A range of simple and some more complex grammatical forms is used with a good degree of control, <i>we've spend a lot of time there; I think it would be better; that have made this year so special; I think we could bring ... or one of us can bring; If you want, I will buy; the girls will make a cake</i> . There are one or two errors, but they do not impede communication, <i>we've spend; one of us can bring his Play Station</i> .

Part 2 – Article

Candidate C

I love to watch comedies a lot because it makes me laugh. The comedy I love the most is the Chinese Running Man. I enjoy watching and laughing it with my family. In the show, famous actors and actresses must overcome some challenging quests, such as trading a coffee bean with someone else for something more expensive and racing in the mud to capture the flag. The storylines are very interesting and they always tickles my funny bone. Laughing out loud is great! Laughing can help us to release stress and make us feel better. It may also make us more attractive too!

Examiner comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task.
		The target reader is fully informed about what the candidate finds funny, (<i>I love to watch comedies a lot</i>), and who they laugh with, <i>with my family</i> and the final point is developed quite well and introduces a wider view, <i>Laughing can help us release stress</i> .
Communicative Achievement	5	The conventions of article writing, such as sharing personal information and expressing opinions, are used to hold the target reader's attention and to communicate straightforward ideas. The topic is clearly introduced, <i>I love to watch comedies a lot because it makes me laugh</i> and there is a nice balance between how the writer feels and how laughing affects the wider public, <i>I enjoy watching and laughing it with my family; tickles my funny bone; Laughing out loud is great; make us feel better; It may also make us more attractive too</i> .
Organisation	5	The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices, particularly reference to avoid repetition, are used to connect the ideas across and within sentences, <i>because it; The comedy I love the most; it; In the show; such as; someone else for something more expensive; storylines ... and they</i> .
Language	5	A range of everyday vocabulary is used appropriately, and there are examples of less common lexis as well, <i>comedies; show; actors; actresses; overcome; challenging quests; trading; coffee bean; expensive; mud; capture the flag; storylines; tickles my funny bone; release stress; attractive</i> .
		A range of simple and more complex grammatical forms, particularly modal verbs, are used with a good degree of control, <i>I love the most; must overcome some challenging quests, such as trading; with someone else for something more expensive; storylines are very interesting and they always; can help us to release; It may also make us more attractive</i> . Errors do not impede communication, <i>I enjoy laughing and watching it with; they always tickles my funny bone</i> .

Part 2 – Story

Candidate E

Jo looked at the map and decided to go left. He wanted to go to the Karpats on foot. Jo liked to go to the rivers, forests and mountains on foot. He always took map with he. But one day he lost! Jo was very worried and scared. He was in the forest one week. He was could at night, he was very hot in the afternoon. He ate mushrooms and berries. But he found a way from the forest. And from that day he never came to the forest on foot. He always go to the rivers, forests and mountains on ships, by trains, by plantes. But he never go to the unknowns places on foot.

Examiner comments		
Subscale	Mark	Commentary
Content	5	The story continues from the prompt, with a beginning, middle and end, and all the content is relevant. The target reader is fully informed.
		The story follows the conventions of storytelling in generally appropriate ways. The simple storyline is communicated to the reader, despite errors and weak organisation.
Communicative Achievement	3	The text is connected using a limited number of linking words (<i>and; But; from that day</i>). Although the majority of sentences are short and there is limited linking across sentences, the story is coherent.
Organisation	2	Everyday vocabulary is used generally appropriately. There is some evidence of less common lexis appropriate to the story (<i>mushrooms and berries; found a way; unknowns places</i>). Spelling errors generally do not cause confusion, with the exception of <i>could</i> for <i>cold</i> and <i>plantes</i> for <i>planes</i> .
Language	3	Simple grammatical forms (mainly simple past tense) are used with a good degree of control.
		While errors are noticeable, the meaning can still be determined.

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ANNEXES

Anex 1 Authorization



**Unidad Educativa
Santo Domingo de Guzmán**

Ambato, 07 de septiembre de 2023
UESDG-004-RC-2023-2024-OF

Señor Licenciado
Carlos Gabriel Cantos Borja
DOCENTE
Presente

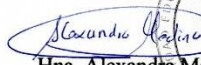
De mi consideración:

La presente tiene la finalidad de poner en su conocimiento que autorizo el desarrollo del Trabajo de Titulación bajo el Tema: "WEBSITES AND THE WRITING SKILL", propuesto por usted, previo a la obtención del título de Maestría en enseñanza del Idioma Inglés en la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

El mismo que se desarrollará dentro de la institución con los estudiantes del Primer Curso de Bachillerato General Unificado, paralelo "C", a la vez me permito recordar que la información obtenida será de uso exclusivo para su proyecto de investigación.

Particular que comunico para los fines pertinentes.

Atentamente,


Hna. Alexandra Medina
**RECTORA DE LA UNIDAD EDUCATIVA
"SANTO DOMINGO DE GUZMÁN"**

60 años siendo Luz y Verdad.

Anex 2 Writing part 1 and 2

Part 1

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

Suggest ...

Great!

Explain

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**.

Anex 3 Writing part 1 and 2 answer sheet

You must write within the grey lines.

Write your answer for Part 1 below. Do not write on the barcodes.

Question 1

This section for use by Examiner only:

C	CA	O	L



* 0010446011102 *

[illegible]

Anex 4 Lesson plan model

First Name	Last Name	Email	Date
Period	Year	Grade Level/Subject	Lesson Duration
Title			

Central Focus (Enduring Understandings)

A description of the important understandings(s) and concept(s)

Content Standard(s)

The Common Core State Standards (CCSS), Hawaii Content & Performance Standards III (HCPS III), or Next Generation Science Standards (NGSS) that align with the central focus and address essential understandings, concepts, and skills

Student Learning Objectives

Outcomes to be achieved by the students by the end of the lesson or by the end of the multi-lesson learning segment

Assessments

The procedures to gather evidence of students' learning of learning objective(s) to include formative (informal) assessments applied throughout the lesson and a summative assessment (formal) of what students learned by the end of the lesson (include any assessment tools)

Students' Prior Academic Knowledge and Assets The students' content knowledge, skills, prior academic experiences, and personal/cultural/community assets to draw upon to support learning

Academic Language and Language Supports Oral and written language that the students need to learn and use to participate and engage in the content. The planned instructional supports to help students understand, develop, and use academic language.

Instructional Strategies and Learning Tasks A description of what students will do during the lesson that 1) uses clear steps that convey the use of multiple strategies, supports, and resources, 2) uses the writing skill to create a paragraph 3) lists opportunities offered for multiple modes of participation

Differentiation Adaptations to instructional strategies, the learning environment, content, and/or assessments to meet the needs of students who require further support (e.g., ELL/MLL, struggling, accelerated, 50/IEP, etc.)

Instructional Resources and Materials Books, texts, and other materials needed for the lesson

Anex 5 Assessment of Writing Scale

CEFR level	Communicative Achievement	Organisation	Language
	<p>Demonstrates complete command of the conventions of the communicative task.</p> <p>Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p>	<p>Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.</p>	<p>Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style.</p> <p>Use of grammar is sophisticated, fully controlled and completely natural.</p> <p>Any inaccuracies occur only as slips.</p>
C2	<p>Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.</p>	<p>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</p>	<p>Uses a range of vocabulary, including less common lexis, effectively and precisely.</p> <p>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.</p> <p>Errors, if present, are related to less common words and structures, or occur as slips.</p>
C1	<p>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.</p>	<p>Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</p>	<p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors may be present but do not impede communication.</p>
B2	<p>Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.</p>	<p>Text is generally well organised and coherent, using a variety of linking words and cohesive devices.</p>	<p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
B1	<p>Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.</p>	<p>Text is connected and coherent, using basic linking words and a limited number of cohesive devices.</p>	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
A2	<p>Produces text that communicates simple ideas in simple ways.</p>	<p>Text is connected using basic, high-frequency linking words.</p>	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>

Anex 6 Sample answer part 1 and 2

Sample answers with examiner comments

Part 1 – Email

Candidate A

I'm very nervous for this party, to celebrate the end of the school year.

I think that the best place to do the party is the class, because in this way we can be all together. In the class we can do a lot of activities like play with the blackboard, or watch a film, or listen to music.

About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.

I'm sure the party is going to be very well, and we are going to have a very good time.

See you soon!

Examiner comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task. The first point has been addressed, although the word <i>nervous</i> has been used incorrectly for this context. However, the rest of the email is positively phrased, so this can be seen as a slip. There is a preference expressed, (<i>the class</i>), and suggestions are given regarding activities, <i>play with the blackboard</i> , and food, <i>pizza, fries; chocolate, sweets</i> .
Communicative Achievement	3	The conventions of an email, such as a friendly, polite tone, and a consistent register, are used in generally appropriate ways to communicate straightforward ideas: <i>I think that; About the food; I'm sure the party is going to be very well; See you soon</i> . There is no opening salutation, but it is clearly directed towards Mrs Lake and the information is presented in a suitable format for a teacher to read.
Organisation	3	The text is connected and coherent. Paragraphs are used to good effect, each focusing on one aspect. The text is connected using linking words and some cohesive devices, such as referencing: <i>this party; because in this way; About the food; and for the sweet people</i> .
Language	3	Everyday vocabulary, suitable for the topic, is used generally appropriately: <i>the best place; together; blackboard; pizza; fries; chocolate; sweets; good time</i> . The use of <i>nervous</i> in the first sentence is slightly distracting as it does not convey the correct emotion. Simple grammatical forms are used with a good degree of control: <i>I think that the best place to do the party; we can be all together; listen to music; something like this; is going to be; we are going to have a very good time</i> . Errors are noticeable but meaning can still be determined: <i>I am very nervous for; and for the sweet people; to be very well</i> .

Part 1 – Email

Candidate B

Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

Examiner comments		
Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task. There is a direct response to the first point, <i>I think it's a great idea</i> , and a clear preference is expressed for where the party should be held, <i>in the classroom</i> . Suggestions are made about the activities, <i>some games like domino</i> , and what food to bring, <i>pizza; coca-cola; potatoes; cake</i> .
Communicative Achievement	5	The conventions of an email, such as a friendly, enthusiastic tone, a consistent register, as well as appropriate opening and closing salutations, are used to hold the target reader's attention and to communicate straightforward ideas in response to the initial input text, <i>Dear Mrs Lake; If you want; Do you like the idea? See you</i> . Suggestions are made and supported with reasons to explain the decision taken, <i>I prefer to do the party at school ... because we've spend a lot of time there</i> .
Organisation	4	The text is generally well organised and coherent. Although there is only one paragraph, the text is connected through the use of a variety of linking words and cohesive devices, particularly referencing, which makes the text flow very naturally, <i>a party; the party; at school, in the classroom; because; there, and I think it would be better; so that; the good things that; this year; like; one of us; also; other students</i> .
Language	4	A range of everyday vocabulary, suitable for the topic, is used appropriately, <i>remember; all the good things; special; bring some games; together; pizza</i> . A range of simple and some more complex grammatical forms is used with a good degree of control, <i>we've spend a lot of time there; I think it would be better; that have made this year so special; I think we could bring ... or one of us can bring; If you want, I will buy; the girls will make a cake</i> . There are one or two errors, but they do not impede communication, <i>we've spend; one of us can bring his Play Station</i> .

Anex 7 Pre-test and pos-test Control group sample

	Unidad Educativa Santo Domingo de Guzmán	CÓDIGO 2023-09-01 Versión-01
	PRE-TEST CONTROL GROUP	Página 1 de 2

Name: Daviana Urina
 Date: Tuesday October 6th 2023
 Level: 1 B6U "DI"

You must write within the grey lines.

Write your answer for Part 1 below. Do not write on the barcodes.

Question 1

Mrs. Lake
 The party, I liking celebrate, DJ, many persons, and others, I prefer
 celebrate in the Charleston or the Mary Garmen, since is a place
 very pretty and marvelous, the activities what I would like to do
 dancing, sing, conversation with the friends, persons among
 others,

The food is pizza, chocolate, candies, soda, waters, maybe
 lasagna and water, not cow bet food because the party
 is the distracted.

This section for use by Examiner only:

C	CA	O	L


 * 0010446611102 *

	Unidad Educativa Santo Domingo de Guzmán	CÓDIGO 2023-09-01 Versión-01
	PRE-TEST CONTROL GROUP	Página 2 de 2

You must write within the grey lines.

Answer only one of the two questions for Part 2.
 Tick the box to show which question you have answered.
 Write your answer below. Do not write on the barcodes.

Part 2	Question 2 ☒	Question 3 ☐
---------------	--	-------------------------------------

I funny with friends, cousins, because i have faith with them.
 we go out a place, for example, the park, eat ice-cream, pizza,
 had-does, hamburger not, because i don't like, for it i like go outside
 with friends.

I creat what laugh to a lot is good, because the persons
 disfreut.

This section for use by Examiner only:

C	CA	O	L


 * 0010446611103 *

	Unidad Educativa Santo Domingo de Guzmán	CÓDIGO 2023-09-01 Versión-01
	POST-TEST CONTROL GROUP	Página 1 de 2

Name: Dayana Uribe
 Date: Friday, November 10th 2023
 Level: 1 BGV "D"

You must write within the grey lines.

Write your answer for Part 1 below. Do not write on the barcodes.

Question 1

Mr Lake

I would like to celebrate in the park because it is free environment with games. At the party I would like to celebrate with a cannon, dance DJ, with led lights, bracelets, and more, I would also like to eat pizza, hot-dogs-hamburgers, soda, candies, maybe there can be a pot of candy, jelly, cotton candy and others, the activities I would like to do with my friends and my family is playing board games, create activities.

This section for use by Examiner only:

C	CA	O	L



* 0010446611102 *

You must write within the grey lines.

Answer only one of the two questions for Part 2.
 Tick the box to show which question you have answered.
 Write your answer below. Do not write on the barcodes.

Part 2	Question 2 ☒	Question 3 ☐
---------------	---	--

I am happy with my friends and my family. / I have a lot of fun with them, spending time, go in the park, mall, and the cinema, or some nice place to visit.

I believe that laugh is good and bad, but moderately, because there are people who are uncomfortable, on the other hand it is good, because it is relaxing, laugh

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C	CA	O	L



* 0010446611103 *

Anex 8 Pre-test and pos-test Experimental group sample

	Unidad Educativa Santo Domingo de Guzmán	CÓDIGO 2023-09-01 Versión-01
	PRE-TEST EXPERIMENTAL GROUP	Página 1 de 2

Name: Karla Córdova
 Date: Tuesday, September 26th, 2023
 Level: 1 BGO "C"

You must write within the grey lines.

Write your answer for Part 1 below. Do not write on the barcodes.

Question 1

Dear Mr. Lake

I think the party for the end school year, the celebrate realized in big garden, the party realized the games, dances or food the party realized in the night, the party house a music, a dj.

This section for use by Examiner only:

C	CA	O	L



* 001044661 1102 *



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Página 2 de 2

You must write within the grey lines.

Answer only one of the two questions for Part 2.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.

Part 2

Question 2

☒

Question 3

☐

the announcement is a great idea because the
English is very important for the people because
teach a new language you teach the different
form example: games, listening or writing you
practice in class and this is a great.

This section for use by Examiner only:

C	CA	O	L



* 0010446611103 *

Name: Karla Cordova
Date: Wednesday, November 8th, 2023
Level: 1 BGV "C"

You must write within the grey lines.

Write your answer for Part 1 below. Do not write on the barcodes.

Question 1

Dear Mrs Lake

I think the party decoration is good, the colors is very interesting (pink, blue and orange), the food I would eat is hot dogs,, soda, pizza and more i believe that the party should a music, dances pool and spaces for the games, im very happy for your party,, maybe your party need a drinks, foam cannon, table game, space for video games, i hope your party should funny and interesting, thanks for tell me your ideas see you later.

This section for use by Examiner only:

C	CA	O	L



* 0010446611102

[illegible]



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POST-TEST EXPERIMENTAL GROUP

Página 2 de 2

You must write within the grey lines.

Answer only one of the two questions for Part 2.

Tick the box to show which question you have answered.

Write your answer below. Do not write on the barcodes.

Part 2

Question 2



Question 3



Wonderful learn English

The Announcement is very funny because is interesting and the images are funny, the joy in the class is contagious, I loved it low with my friends or my family, this announcement have a funny colors. I think is nice low because you enjoy with your friends or family but you low in appropriate times whether its in school, house, parks but you don't low in Unsuitable spaces maybe the people annoy and angry. In conclusion the announcement is funny and have the many colors and you low in time appropriate but is good.

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C	CA	O	L



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