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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TEMA: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH ACADEMIC
WRITING”**

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Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros**

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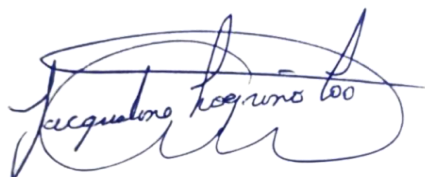
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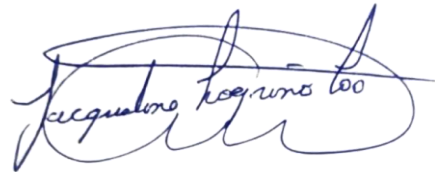
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DEDICATORY

This research work is dedicated to God, the creator of all things, a source of love and wisdom who has been my strength throughout this time. To my family, especially to my mom, for her big love and support. To all those who transcended in my life, leaving an indelible and lasting mark of their philosophy, love and humanism.

Jackie

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THEME:

“DIGITAL GRAPHIC ORGANIZERS AND ENGLISH ACADEMIC
WRITING”

AUTHOR: Licenciada Jacqueline Inés Logroño López

DIRECTED BY: Lcda. Ruth Elizabeth Infante Paredes, Magíster

RESEARCH FIELD: Teacher training and development

DATE: April 26, 2022

ABSTRACT

This research aimed to establish the effectiveness of digital graphic organizers in English academic writing. The participants of this study were 68 students of the fourth semester B1 intermediate level from the Mechanics Faculty at Escuela Superior Politécnica de Chimborazo. This study applied a qualitative and quantitative approach, and an experimental design focused on cause and effect. Therefore, it was necessary to conduct six lesson plans to accomplish the goals of the current study. The lesson plans were elaborated by the researcher and had a duration of 3 weeks, with a length of 60 minutes in each session. They were oriented to improve the structure of the written text based on the aspects of content, communicative achievement, organization, and language. The lesson plan included the following components: The grammar topic, objectives, time, materials, application activities that incorporated the use of digital graphic organizers, and the evaluation, which entailed the writing of a text to check learners' understanding which was assessed through the rubric of Cambridge. The instruments used for the data collection were: A web 3.00 tools survey to diagnose its practice in the educational field that was categorized into a Likert scale; and validated with a 0.846 Cronbach Alpha, a questionnaire to gather information about digital graphic organizers and English academic writing validated by pairs that were administered to both groups through google form to compile qualitative information, and a standardized pre and post-test that was taken from the PET writing section by Cambridge; the test considered four writing assessment subscales. To verify the hypothesis, a paired t-test was applied to determine

the efficiency of the Digital graphic organizers on English academic writing. The results showed a significant change in academic writing after using the online tools. Consequently, learners had a remarkable improvement in their English academic writing after implementing digital graphic organizers.

Keywords: Digital graphic organizers, web 3.0, academic writing, assessment subscales, content, communicative achievement, organization, language, online tools.

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AUTOR: Licenciada Jacqueline Inés Logroño López

DIRECTORA: Lcda. Ruth Elizabeth Infante Paredes, Magíster

LÍNEA DE INVESTIGACIÓN: Capacitación y Desarrollo profesional

FECHA: 26 de abril de 2022

RESUMEN EJECUTIVO

Esta investigación tuvo como objetivo establecer la efectividad de los organizadores gráficos digitales en la escritura académica en inglés. Los participantes de este estudio fueron 68 estudiantes del cuarto semestre nivel intermedio B1 de la Facultad de Mecánica de la Escuela Superior Politécnica de Chimborazo. Este estudio aplicó un enfoque cualitativo y cuantitativo, y un diseño experimental centrado en causa y efecto. Por lo tanto, fue necesario realizar seis planes de clase para lograr los objetivos del presente estudio. Los planes de clase fueron elaborados por el investigador y tuvieron una duración de 3 semanas, con un tiempo de 60 minutos en cada sesión. Estuvieron orientados a mejorar la estructura del texto escrito a partir de los aspectos de contenido, logro comunicativo, organización y lenguaje. El plan de clase incluía los siguientes componentes: el tema de gramática, los objetivos, el tiempo, los materiales, las actividades de aplicación que incorporaron el uso de organizadores gráficos digitales y la evaluación, que implicó la redacción de un texto para verificar la comprensión de los alumnos, que se evaluó a través de la rúbrica de Cambridge. Los instrumentos utilizados para la recolección de datos fueron: Una encuesta de herramientas web 3.00 para diagnosticar su práctica en el campo educativo que fue categorizada en una escala de Likert; y validado con un Cronbach Alpha de 0.846, un cuestionario para recolectar información sobre organizadores gráficos digitales y escritura académica en inglés validado por pares académicos que se administró a ambos grupos a través de google form para recopilar información cualitativa, y un pre y post test estandarizado que se tomó de

la sección de escritura PET de Cambridge; la prueba consideró cuatro subescalas de evaluación de la escritura. Para verificar la hipótesis, se aplicó una prueba t pareada para determinar la eficiencia de los organizadores gráficos digitales en la Escritura académica en inglés. Los resultados mostraron un cambio significativo en la escritura académica después de usar las herramientas en línea. En consecuencia, los estudiantes tuvieron una mejora notable en su escritura académica en inglés después de implementar los organizadores gráficos digitales.

Descriptores: Organizadores gráficos digitales, web 3.0, escritura académica, subescalas de evaluación, contenido, logro comunicativo, organización, lenguaje, herramientas online.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

This research work entitled “DIGITAL GRAPHICS ORGANIZERS AND ENGLISH ACADEMIC WRITING” has as main objective to establish the relationship between these two variables. It provides important information about the type of digital graphic organizers that are useful for academic writing and proposes those that may be effective to improve this language skill.

This study was conducted on fourth-level college students at fourth semester B1 intermediate level from Mechanics Faculty at Escuela Superior Politécnica de Chimborazo because it was identified that learners presented problems organizing sentences logically and consistently in the paragraph structure and the fact that the writing was developed in an uninteresting way. Furthermore, this study was focused on qualitative and experimental research, considering that it was applied to a specific group of students to enhance their academic writing.

A diagnostic web 3.0 survey, a questionnaire, and a pre-test and a post-test were employed in this study; the development of this study was highly motivating because it allowed the researcher to pinpoint the principal reasons for the unsatisfactory level of English academic writing. And so, applying innovative digital tools as a way for students to understand the relationship between visual representations and the sequential word order that will considerably assist learners in writing was also encouraging to realize how much the students’ writing had enhanced. In addition, this research helped to provide an overview of innovative digital ways that may be used in academic writing. It could be used as a foundation for future research.

This research work is divided into five chapters:

CHAPTER I: It presents the Research problem, introduction, justification and objectives to be reached.

CHAPTER II: It highlights the study background, taking into account earlier studies on the subject issue and theoretical support for each variable.

CHAPTER III: It outlines the methodology used in this study in terms of the basic research method, material and equipment, the population, hypothesis, data collection instruments, data processing and analysis, and response variables or results.

CHAPTER IV: It displays the analysis of the level of perception of the students concerning the web 3.0 survey and the analysis of the questionnaire conducted by the researcher and the results of the pre-and post-tests applied to them. It also shows the data interpretation of both tests and hypothesis verification. The alternative hypothesis may be accepted or the null hypothesis can be rejected through the SPSS software.

CHAPTER V: It deals with the results and recommendations made by the study objectives and research questions.

Finally, the proposal is presented in the annexes, including information on useful data, lesson plans, administration, and evaluation.

1.2 Justification

This study project was conducted to examine how digital graphic organizers enhance English academic writing. It is **relevant** because English teachers are interested in updates on new trends that can be useful in their teaching process. Thus, technology is fundamental to assist students in organizing their academic writing texts; and digital graphic organizers are innovative tools that apply all types of texts, photos, and graphics to facilitate writing development. According to Angrand and Pentury (2018), these resources are a kind of graphic design that conveys text concepts. In addition, they are informational tools that help learners construct, structure, and relate ideas and knowledge to other notions. As a result, digital graphic organizers help students understand text patterns and guide their cognition.

It is **pertinent** to perform this research since it encourages English teachers to change their minds about new technological methodologies and students to improve their writing skills through the use of online tools that will contribute to clarifying their thinking process as well as to organizing and prioritizing information. Thus, excellent English writing can open doors to virtually any future employment path that pupils desire (Ariana, 2010). Also, the investigation is **appropriate** in the social context because it allows pupils to have a big interaction with others, including those who have learning problems allowing cooperation among them.

This research will **benefit** students and teachers of Escuela Superior Politécnica de Chimborazo by the creative use of digital graphic organizers that will allow teachers to include new strategies to support the English teaching process and to the students to produce good written texts in an engaging way contributing to their academic development. This project is **original** because there are not sufficient studies about this topic at Escuela Superior Politécnica de Chimborazo.

Moreover, this investigation is **feasible** because all materials and resources have been organized and coordinated. In addition, the institution has the Microsoft team Platform that assists learners in their different virtual activities, which are currently being supported due to the pandemic. Its influence is **educational** because the study aims to solve the problem of the poor level of academic writing during the learning process.

1.3 Objectives

1.3.1 General

* To establish the relationship between the Digital Graphic Organizers and the English Academic Writing

1.3.2 Specific

* To identify the types of digital graphic organizers that are useful for academic writing

* To evaluate students' academic writing level

* To make use of digital graphic organizers for improving English academic writing.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

The current research examines the impact of digital graphic organizers to increase the academic writing through online technology that enhances the writing learning process; thus, these tools assist learners in understanding the content of a text by classifying and modelling ideas. Graphic organizers can be additionally used to teach information processing abilities, arrangement models, consistent reasoning, and interaction skills (Ellis, 2004). Learners can observe how a sentence is created and connected to others using these graphic resources which leads to the text's cohesion. Writers can use digital tools in all steps of the writing process, and eventually submit their work for publication. Hence, technology has become in an essential element of the learning process in and out of the class, allowing teachers to adapt online strategies that help students learn more effectively. Gilakjani (2017) agreed that the technique of language instruction has been changed as a result of technological advancements. This section shows prior studies related to Graphic Organizers and English academic writing.

Juniarti and Sofyan (2017) developed an investigation aimed to evaluate the effect of using Graphic Organizer on students' writing skills. This study was planned to be a quasi-experimental research. This study comprised all eleventh-grade students from SMA N1 Bengkulu Utara High School in Indonesia. Purposive sampling was used for this study, which consisted of two science courses with a total of 52 students. This study used a pre-and post-test as the research instruments. The first group was experimental and taught using a graphic organizer, while the second group was a control group guided using a traditional method. Both experimental and control groups were given a pre-test at the start of the term, treatments were performed in six meetings, and a post-test was administered at the end of the term. The t-test formula was used to assess the data. After completing the calculations, the researcher discovered that the t-test value was 5.00, the degree of freedom value was 50, and the t-table value was 3.49. Therefore, the alternative hypothesis (H1) was accepted since the t-test was higher than the t-table ($5.00 > 3.49$). Consequently, adopting a graphic organizer increased writing abilities of students in terms of content, organization, and language use.

Hidayat (2017) led an investigation whose main objective was to evaluate how students with high and low interest who were trained with the graphic organizer technique disagreed considerably with those who were taught in writing hortatory text using sentence combining technique; this study used experimental research to see if there was a connection between teaching strategy and writing ability. The participants were the eleventh-grade students of MANU Buntet Pesantren Cirebon, High School, during the 2015/2016 academic year. The population comprised 315 students, and the sample was taken from two of eight classes; the instruments used as data collection were: a pre-test and a post-test for both the experimental and control group. The results of this research showed that graphic organizer was more helpful than the sentence combining strategy. Graphic organizers also reconcile what learners already know with what they are learning, according to the author, because learners generally have greater background information.

Freire and Moreno (2017) focused their research study on the use of pre-writing organizers for the development of written production in the students of first year of bachillerato, room F of Unidad Educativa Babahoyo, whose main objective was to determine the influence of the use of pre-writing graphic organizers for the organization of ideas in the improvement of written production. Descriptive, explanatory, and purposeful research were applied to support this study; the universe population was established by a total of 240 students and three teachers all belonging to the First Year of Bachillerato, corresponding to six rooms with forty students each, the last group in Room "F" was identified with problems in writing, and it was selected, after a revision of the current score analysis performed by the Vicerrectorado of the school regarding the group which is at present. An observation guide for the teacher and students in the class, a questionnaire for learners, and an interview with the teacher were the data collection instruments used in this research project. The Application of graphic organizers in pre-writing impacted the development of written production, according to the Application and analysis of all of the previously described factors. As a result, the authors of this study have devised and proposed a set of activities that will be a helpful instrument for dealing with the educational issue.

Yavani (2018) conducted a research study in Malang, East Java, with the primary goal of improving writing skills with the use of graphic organizers. Learners could improve their writing skills with a collaborative action research (CAR) design in two cycles. The population consisted of 16 students enrolled in an English course. The following

instruments were used to collect data: a questionnaire, an observation checklist, a writing test, and field notes. The predicted success criteria were that all students received a minimum passing mark of 65, and 85% of them participated actively in the graphic organizer method implementation and perceived the implementation positively. The findings demonstrate that using a graphic organizer technique to increase pupils' writing abilities was a success. All of the students received a score between 67 and 90%. of them always demonstrated a good attitude in the process.

Maharani (2018) proposed an investigation in Indonesia with UNISSULA University undergraduate students in the second semester of the English department to improve writing on recount paragraphs through the use of graphic organizers. For this study, action research was used as the research method, which consisted of four stages: planning, activity, observation, and reflection. The population included 23 students of the same gender who presented problems in some aspects such as topic sentence, supporting sentence, and concluding sentence. On the writing test, 10 of the 23 pupils received a 75. As a result, the researcher intended to use visual organizers to assist them in enhancing their writing quality, particularly in the fundamental structure of a paragraph. Observation sheets and a written test were the instruments to collect data information. The action research also used two cycles. In conclusion, it was found that the students' writing was better than the previous one in the initial cycle. And It was verified by the percentage of pupils who had a score below the standard writing score of 75.

Regan et al. (2018) examined how using a mobile graphic organizer (MBGO) with embedded self-regulated learning strategies influenced the quantity and quality of persuasive writing in Columbia middle school students. The main goal of this study was to use MBGO to increase precise writing performance. The data collection instruments were: a checklist, a pre-test, and post-test. The population comprised Seventh graders in ten inclusive classrooms, including learners with and without disabilities. The experimental group consisted of 43 people (18 men and 25 women), with 17 Hispanics, 21 Whites, 2 African Americans, and 3 Asians. The participants' average age was 11.9 years. Twelve students in the experimental group were found to have special needs. In addition, 11 children who were unable to communicate fluently or learn effectively in English (ELLs) spoke Spanish. They spoke other languages such as Arabic, Tagalog, Indonesian, and Vietnamese, and three students struggled to write in English. The control group had 51 people (22 men and 29 women), with 20 Hispanics, 19 Whites, 5 African

Americans, and 7 Asians. The average age of participants was 12.3 years. In the control group, five students were found to have impairments. In addition, one student was classified as an ELL (English language learner from a non-English speaking background), and 14 students were identified as struggle writers.

Mora et al. (2018) guided qualitative research whose main objective was to examine how webbing graphic organizers affect the development of essential parts of argumentative writing in sixth-grade Colombian L2 English learners with A1 CEFR level (Council of Europe, 2001). Although there has been a surge in teaching argumentation at the elementary and secondary levels, it is still largely unexplored in Colombia, particularly in writing in a second language. The current study was conducted with 20 sixth-grade students (12 females and eight males) aged 10-11, in the same classroom group at a private school in Chía, Colombia, and from upper-middle socioeconomic homes. As a result, sixth graders are a substantial target population for developing argumentative writing abilities, both in terms of age and stage in the learning process. A questionnaire, a survey, a focus group, a teacher journal, and written artifacts of students were the grounded theory approach employed to collect data for this study, which was subsequently analyzed. Findings demonstrated that using graphic organizers positively impacted pre and while-writing stages, improving argumentative writing skills of learners simply by aiding strategic information preparation and argumentative linearization. These results suggest that younger students can develop complex argumentation writing skills in a second language. They have important implications for language—and content teachers in both the first and second languages.

Aguirre and Quizhpe (2018) conducted a research project aimed to determine the influence of the use of graphic organizers in the writing process using a descriptive, explanatory, and purposeful research to design a leaflet with activities oriented to the use of these tools to enhance the writing production; Participants included 40 students of the second year of the baccalaureate section "B," Accounting specialization, morning shift, of the Fiscal Education Unit Veintiocho de Mayo located in the Province of Guayas, and one teacher during the academic year 2017-2018. An observation guide to the English class, a questionnaire to the teacher, and a student survey were the techniques to collect data. According to the data analysis: 60% of pupils knew the existence of graphic organizers, and they had an idea of the use of these tools; however, most of them did not know about the use of each one of them or their classification, and they were using the

same graphic organizer for the production of written texts; thus the authors of this research study consider that the proposal to create a brochure with the graphic organizers most used will contribute efficiently to better development of written text production by students.

Dewi et al. (2018) performed an investigation aimed to find out the unique effect of the use of graphic organizers and estafet writing in the teaching of this productive ability; Quasi-Experimental research- nonequivalent control group design was applied for this study. The population for this investigation comprised eleventh-grade students at SMAN 20 Kabupaten Tangerang high school in Indonesia; the sample was 60 students of XI IPS 3 and XI IPS 4. The data collection techniques were: a test of learning outcomes that were used to determine whether or not a student understood, the initial concept and the final concept before and after they have learned, and a record of past events named documentation in the form of writing such as diaries, life stories, biographies which were collected from the first to the last meeting. The results showed: (1) The average grade of the students who were taught by using graphic organizers was 83.87 higher than before treatment (2) The average grade of the students who were taught by using estafet writing was 78.53 higher than before treatment. (3) The technique of graphic organizer had more strong significance than estafet writing, and so it is recommended to use it by senior high school.

Hafidz (2021) studied the effect of graphic organizer on the writing achievement of students in the argumentative paragraph to develop writing scores of learners. The objective of this study was to improve theoretical and practical ways of composing argumentative paragraphs. A quasi-experimental study was conducted in this research, and the instruments used to collect data were: a non-equivalent pretest-posttest group and a non-random sampling technique. The experimental group was 23 participants, and the control group of 23 students; the expert who validated the test was a senior English lecturer. The accuracy was determined using Cronbach's Alpha, and the result was 0.721. (acceptable). In conclusion, the graphic organizer technique substantially impacted students' ability to write persuasive paragraphs, particularly in terms of organization. Additionally, this method allowed them to explore their concepts freely while simultaneously and unconsciously forming some connecting words.

In conclusion, all of the previous studies have been arranged chronologically to demonstrate the usefulness of using graphic organizers to improve writing skills. It is worth noting that different materials have been employed over the years, but communication has remained at the center of this strategy. In addition, the majority of these studies suggest using graphic organizers to help students improve their writing skills. The majority of these studies shared the same demographics, sample size, age range, and English proficiency as this one. However, this investigation differs from the previous studies since, because of the pandemic circumstances, this research project was conducted in virtual form due to the pandemic situation COVID-19.

2.2 Theoretical Framework

Independent Variable: Digital Graphic Organizers

2.2.1 Web 3.0

According to Horban and Humenchuk (2021), a new generation of technological concepts has evolved as a result of the transition from a static 2.0 website page to a 3.0 website page (web 3.0), which Tim Berners-Lee first acknowledged as a semantic website (semantic web). Iliadis et al. (2020) argued that the Semantic Network has prioritized metadata to give the precise levels of contextual expressiveness required for machine-reading and other learning platforms, including Gmail, internet-based repositories, and other internet sites. As the pandemic caused the higher education system to reevaluate the means and ways of moving educational trajectories after nearly two years, this option of working on platforms is currently the most profitable. Hasan et al. (2020) showed that the future era of technological concepts employed on online sites is best applied in RDF (Resource Description Framework), progressing to internet 3.0 in university education to collect information and acquire understanding without a language problem.

Ohei and Brink (2019) explained that current web technologies have increased web application functionality and transformed data management and information discovery compared to previous ones. It is an excellent way to consider the current and anticipated effects of online growth, such as distribution models and scholars understand. According to several authors, semantically sophisticated searching can help with some of the problems surrounding digital literacy and data management. Web 3.0 and Web 2.0 technologies have significantly impacted the educational environment. Both appropriate

intelligence promotes interoperability, increase sustainability, and usher in a revolution that can provide a company a competitive edge.

2.2.2 Teaching

Teaching is considered to be both an art and a science. As an art, it emphasizes the teacher's inventive and artistic ability to create a beneficial classroom environment for pupils to learn. As a science, it provides light on the logical, technical, or procedural stages that must be followed to ensure effective goal achievement. Some educators have different perspectives on the topic of teaching. According to Coe et al. (2020), teachers should be enabled and supported to be the most significant creative professionals, and teaching should be a rewarding vocation. Good teaching is the essential factor in increasing student outcomes; as a result, the most critical role for educational leaders is to assist teachers in improving, as this is the best approach to help learners get their full potential.

Teaching is a series of events outside the classroom and is intended to help the internal learning process. The learner is not involved in the teaching (instruction). Learners are responsible for their learning, and they cannot be encouraged until the teacher is engaged. It is vital to understand the teaching-learning process, as good teachers enhance their knowledge and talents through hard effort and dedication. The teachers cannot inspire students until they motivate themselves (Sequeira, 2012).

Salandanan (2008) stated that teaching methods are fundamental. They serve as routes to achieving the desired learning goal; without a defined plan for the lesson activities, it would be difficult to carry out the teaching process. Therefore, when a teacher makes the critical decision to adopt a particular technique, various considerations must be examined, including the following: Goal to achieve: the topic to be conveyed; the characteristics of the student; the preferences of learners; the instructional situation setting; the projected level of participation; and care to be taken. In the decision -making process of a teacher, evaluating the value and effectiveness of a method is just as crucial as its practical application to achieve the desired goal.

2.2.3 Teaching English

Language teaching is influenced by opinions about the nature of language (language theories) as well as the learning conditions that lead to language acquisition (learning theories). Differences in language theories, as well as differences in learning theories, may influence the materials and methods employed in the classroom. The assumption that people learn another language as a child in their native language (L1) is different from the assumption that learning a foreign language is not the same as learning a mother tongue (Setiyadi, 2020).

According to Parvathi (2016), English is considered one of the most widely spoken native languages in the world; it is also the most commonly spoken official language in international politics. Most of the countries around the world recognize English as the official language and is regarded as an important language to learn because it is spoken on a global scale. The relevance of teaching communicative methods and functional language use has been highlighted in English as a foreign language curriculum and pedagogy.

The teacher should be adequately prepared regarding information, instruction, media, and method. Brown (2000) defined teaching as showing or supporting someone in learning how to do anything, providing guidance directing in the study of something supplying knowledge, and enabling someone to know or comprehend. To attain the purpose of teaching, teachers should carry out a process based on their experience, expertise, and material preparation. According to the previous descriptions, students are expected to be able to use English for communication. Therefore, the teacher gives learners scaffolding activities and opportunities to create contexts in which skills language exercises can improve their abilities to use English in a real-world that demands competent people in a foreign language.

2.2.4 Teaching Strategies

The study of applied linguistics, advances in teacher training techniques, and the creative approaches of classroom practitioners have all contributed to significant changes in English language teaching in recent decades (Richards, 2015). This strategy is based on learners being curious; they can be more creative when immersed in scenarios that demonstrate the complexity of a language in a safe, flexible, and dynamic setting using a

class. Hinkel (2006) identified four elements that have influenced the perspectives of policymakers and instructors on teaching English as a Second Language or as a Foreign Language more effectively. Among these concerns are listed as disagreements with methodologies. The need for bottom-up and top-down skills the recognition that language skills must be taught in context and an integrated manner is significant.

Another tendency that has emerged is the recognition that 21st-century language teaching must emphasize the components that encourage learners to continue studying and engaging in lifetime learning. This entails incorporating into the so-called 4Cs (communication, critical thinking, creativity, and cooperation) the four language skills: listening, speaking, reading, and writing (Erdoğan, 2019). These skills are focused mainly on training learners for the future. However, they are essential for university, college, job, and life, even outside educational institutions.

Soto (2020) remarked on the importance of improving student-centered approaches, which aims to overcome some of the problems inherent in more traditional forms of education by focusing on the learner rather than the teacher's input, arguing that transformation can only begin in the classroom when teachers have the pedagogical awareness and abilities to apply language teaching techniques and procedures effectively. A successful learning experience not only depends on careful planning, selecting techniques, strategies, and overall methods but also on selecting appropriate instructional material.

2.2.5 Digital Graphic Organizers

The application of graphic organizers as successful instructional tools has helped learners greatly in understanding new information. Thus, Jiang and Grabe (2007) defined these tools as a representation of the mind's thought process, providing a comprehensive understanding that words alone cannot convey. Students can benefit significantly from employing graphic organizers because they are challenged to show their creativity in the following ways: incorporating illustrations and diagrams in their writing, developing and enhancing their different styles of paper, and helping their creative process.

These strategies come in a variety of forms. They include cognitive maps, story maps, Venn diagrams, semantic maps, and conceptual maps. Graphic organizers are also known by other names in the literature, including graphics, mind maps, structured over-views,

flow charts, and network representation, to name a few (Manoli & Papadopoulou, 2012). The application of graphic organizers to enhance students' writing strengthens their thoughts and creates various text types. These strategies can also help with text pattern understanding. They assist pupils in expressing their thought processes and making it simple to recognize and identify the material.

According to Zaini et al. (2010), graphic organizers can be beneficial in supporting L2 learners in obtaining significant learning. Using these strategies, the relationships between different types of information in a text allow students to deepen their understanding of the text, which can aid in summarization. Depending on the content of the lesson and the instructional goals, there are four different types of graphic organizers: Hierarchical Organizers present primary ideas and supporting details; Comparative Organizers connect ideas that will be combined with prior knowledge; Sequential Organizers reproduce a sequence of actions or events, Diagrams that illustrate basic things and systems in the real-life situations of science and social sciences, and others like Evaluative, Relational, and Cyclical are explained and shown in table 1.

Table 1

Types of Graphic organizer

Graphic Organizer Pattern	Organizational Pattern of Text
Hierarchical	Categories and subcategories, matrix, plot, tree, pyramid
Conceptual	Description, collection, mind map, word web, concept map, comparison/contrast, concept charts, senses chart, KWL
Sequential	Time line, cause/effect, chronology, process/product, problem/solution, cycle graph, line graphs, ladder, chains
Evaluative	Agreement scales, satisfaction scales, evaluation charts (PMI chart)
Relational	Cause/effect, fishbone, target, pie chart, characteristic chart
Cyclical	Cycle graph, life cycle, repetitive events

Note. Garcia and Villegas (2003). “Engaging minds, enhancing comprehension constructing knowledge through visual representations”. *Word Association for Case Method Research and Application Conference France*. <https://files.eric.ed.gov/fulltext/ED480131.pdf>

2.2.5.1 Mind Map

A Mind map is a strategy that allows learners to summarize essential ideas as critical concepts and connect them to secondary or minor ideas. A central or screen-based thought displays branches and sub-branches connecting it to additional pictures. Students can use mind maps to help them organize their thoughts and direct their learning. It also shows a thinking process on paper that allows learners to generate ideas, visualize their thoughts, and organize them clearly and logically before writing. These strategies have proved to be a support for self-regulation of writers in writing (Talebinezhad & Negari, 2007) .

Pham (2021) described that Mind maps can be implemented in the prewriting process to help students prepare better and integrate their ideas. For example, learners can be asked to develop a mental picture to help them memorize facts during the writing process. During the prewriting stage, mind-mapping techniques could explore and generate ideas for a written topic. They are similar to the human brain, including easy-to-remember

terms. In addition, they incorporate lines, arrows, symbols, color-coding, and drawings to make the writing process more entertaining and adapted to the specific learner's learning profile.

Students can use Mind mapping to assist them in dealing with the structural and intellectual parts of paragraph writing. It can also help students organize, collect, and memorize information and knowledge essential for the writing assignment. In general, mind mapping entails writing down a key concept and connecting it to a few subordinate ideas. These secondary thoughts serve as the core for new images. As a result, mind mapping can assist pupils in conceptualizing the sentence structure. It can also encourage them to develop new ideas and support them in acquiring the appropriate second language terminology and grammatical abilities to demonstrate their concepts (Kamli, 2019).

2.2.5.2 Venn Diagram

John Venn introduced the term "Venn Diagram" in 1880 to help students understand mathematical ideas. However, today's Venn diagram is used in a variety of subjects, including physics, economics, and English. The Venn diagram is a valuable tool for comparing and contrasting things and also for analyzing similarities and contrasts in the form of circles, and the overlapping process represents likenesses. It also encourages students to participate actively and enables them to arrange their thoughts on the concepts. This is an effective strategy for improving academic performance of pupils in the classroom. Students are engaged in searching for the goal requirements concerning their prior knowledge when using the procedure, which allows them to construct ideas supported by details in a paragraph (Junaid, 2012). The Venn diagram is used to help students enroll their writing ideas.

The Venn-diagram tool would significantly aid the growth of teaching and learning writing at the school through prewriting, drafting, revising, editing, and publishing (Syafii & Miftah, 2020). The scores of students in writing report text can increase in organization, grammar, vocabulary, and mechanics. It may also encourage their desire to write, ensuring that students are not scared, compelled, or unsure in writing class. Using different visual online thinking approaches such as the Venn diagram to replace traditional teaching boosts students' confidence and willingness to study.

The report paragraph is a paper that requests accurate information, organized coherently. It examines various perspectives on a topic, providing one position and subsequently deciding on one side. The Venn diagram could explore learners' writing skills in prewriting tasks for report materials. This technique overcomes the students' challenge of identifying a topic for writing. It may also assist pupils in organizing their thoughts by assembling them neatly and reducing their propensity to collect their ideas on a sloppy draft since it addresses issues of students arranging reviews or textual citations before writing (Mustika & Adnan, 2019).

2.2.5.3 Story Map

Daqui (2007) described the Story Map as a strategy that uses schemata to aid a student's ability to build a writing text; it applies a diagram to visually represent the environment of the sequence of events and actions of tale characters, its purpose is to teach learners a mnemonic strategy for remembering the basic structure of a tale as well as the connections between the various sections. A story map is a diagram that represents all of the essential aspects of a story (cast members, surroundings, difficulties, episodes, responses, and outcomes) in the form of a diagram; as a result, any idea can include in a suitable schema or map component.

Idol designed the outline of the story map in 1987. It contains the elements of the story such as setting, duration, and location; it also includes the problem of the story, the purpose of the character, the action that the character takes to deal with the situation and achieve their purpose, and the consequence, which is where the issue is solved. Kurniawan (2013) explained that the story map assists students in noticing each section of the tale the relationships between the events and the characters; participants can also improve their comprehension by evaluating and writing a recount text using the story map technique, which requires learners to develop every dimension of their experience, from the character to the setting.

Story Map is one of the strategies that can assist the teacher in avoiding mistakes in narrative text composition. First, students learn the relationship between parts or elements of a narrative with the help of a story map, which involves the visualization of the essential elements of a story. This tool allows necessary information in narrative texts to be expressed visually. Then, following the reading process, students can use a story map

to help them gather information and organize a plot. A competent writer must pay attention to the context, organization, content, and vocabulary for the audience to understand the meaning of the sentences (Nasrah, 2018).

2.2.5.4 Hamburger graphic organizer

The hamburger organizer is a writing strategy that helps students organize their ideas into a paragraph. Each hamburger piece represents a paragraph segment. In addition, this learning tool offers a visual representation of how the information in a section interacts. According to Napitupulu (2018), this strategy visually shapes the key components, and students will learn to remember how to construct the paragraph and the importance of each element. This strategy also guides students in writing descriptive text by showing them to arrange a good section.

Dewi et al. (2018) clarified that the structure of a hamburger graphic organizer serves various purposes, such as the first component, a top bun, where students should express concepts concerning orientation. Then, the students should write their ideas regarding the events in the lettuce, meat, and tomato sections of the second, third, and fourth slices, respectively, then re-orientation in the bottom bun's last piece. Finally, the teacher should show learners the top and bottom buns, which symbolize the introduction and conclusion, and note that the meat and vegetable parts reflect the main headline's support.

This method aids pupils in organizing their thoughts into a coherent paragraph, demonstrating concept and idea organization. In addition, it shows how data is related authentically. As a prewriting method for paragraph persuasive and illustrative essays. It can use to write thesis statements for social studies papers. This graphic organizer aids the learner in following the knowledge contained within a section; the student uses their visual organizer to determine what should come first, second, and so on. It is critical to emphasize to the learner that solid organizational abilities are necessary for effective writing (Elshaer, 2018). In conclusion, graphic organizers are one of the most effective tools for improving thinking skills of students because they assist them in processing, organizing, and prioritizing new knowledge.

Dependent Variable: English Academic writing

2.2.6 English skills

Effective communication needs communication skills. The fundamental skills are listening, speaking, reading, and writing. These are referred to as language skills in two ways. The two categories of language skills are productive and receptive skills, sometimes known as active and passive skills. Speaking and writing are active, whereas listening and reading are passive skills. There can be no speaking without listening, and there can be no writing without reading (Sreena & Lankumaran, 2018). Speaking, listening, and interpreting verbal and nonverbal signals all to require studying others and modeling their actions after what they see and perceive.

Language skills are absolutely essential for learning; without them, it would be difficult to communicate or understand a subject. Thus English students learn to speak properly and listen attentively, as well as read and write clearly and concisely, allowing for adequate and effective interpersonal engagement. Learners must enhance their language skills, especially their academic English, to comprehend and make better use of their study materials, developing specific language and vocabulary pertinent to a particular topic (Aydoğan & Akbarov, 2014).

Galata (2021) remarked that one must learn four language skills to communicate in that language. The four skills that scholars use to describe how humans utilize language are: listening, speaking, reading, and writing. They first learn to listen, speak, read, and eventually write. In the same way, these are the stages to take when learning a second or foreign language. To use language to transmit thoughts, wishes, intentions, feelings, and information in a written form, a person must understand various aspects.

2.2.6.1 Receptive Skills

These Skills are described as listening and reading skills, and they are also referred to as passive Skills. They are different from the productive skills, including speaking and listening, because they develop the progress of the language learner. For example, when language learners improve their listening abilities, their speaking skills improve, and their reading skills help them enhance their writing ability. It is a complex connection between both skills, with one set of them naturally assisting the other. A feeling of perception of

sounds to interacting is present in every newborn kid. The ear is the organ that detects the tones of the language, whether it is the mother tongue or a second or foreign language later. Situations vary, and various factors might influence how well a message is received (Berrabah, 2014).

A student may be able to analyze an OK essay, but he will not be able to compose it correctly without practice. An input is necessary for a good outcome. Listening requires concentration and attention. According to Seena and Lankumaran (2018), more study is needed to improve reading. The reading of suitable materials aid in the development of these abilities. A learner is also an active listener and reader. The students can develop the most excellent receptive skills by developing their curiosity and seeking knowledge.

Osman and Kassim (2015) stated that sensory abilities enable pupils to quickly comprehend oral or written information such as texts, reports, and talks. But, productive skills are essential because they allow students to effectively interact with others, such as when giving a presentation in front of the class or writing a report. Therefore, the lesson should be structured to include phases that prepare learners for the core priority actions that assist them in producing signals because the goal of teaching productive skills is to help pupils in creating a language that makes understanding to the listener or reader, and finally, reference group or teacher-controlled feedback.

2.2.6.2 Productive skills

When learners start to study a foreign language, they are unconsciously exposed to both categories of linguistic ability. Productive skills, also known as active skills, refer to conveying information produced by a language user in either spoken or written form. Without the help of receptive skills, productive abilities would not exist. Passive knowledge, such as listening and reading, is a stepping-stone for active implementation of grammar structures, inactive vocabulary lists, and foreign language heard and repeated sounds (Golkovaa & Hubacksovab, 2014).

The term "productive skills" refers to the abilities that students apply to create their language (Harmer, 2007). For example, people use language to communicate a message either orally or in writing. Learners receive language before moving on to the next step, in which they produce language to convey their thoughts through the use of productive

abilities. The value of practical language abilities, such as speaking and writing, demonstrates language learning.

Zarate (2021) clarified that the ability to produce words in written or spoken form is mentioned as a productive skill (i.e., speaking and writing.) There is evidence of improvement in the language system of learner as the more suitable and cohesive language the speaker or writer generates. Because written and spoken communication is fundamental life skills, it is also critical to educate constructive communication skills. People may need to educate, convince, or convey ideas in the actual world.

2.3 Writing

Durga and Rao (2018) stated that writing is a very complex cognitive activity and an essential aspect of the language in which the writer must display simultaneous control of multiple factors. The possibilities of success of students may be improved if they have strong writing skills. All pupils require good writing skills to complete their school and employment requirements. The Process Approach emphasizes writing tasks that take students from concept generation to data collecting to the release of a polished text. The needs of learners, expectations, goals, learning styles, skills, and knowledge are all considered in the process approach.

Brown and Abeywickrama (2010) considered that writing ability has the following skills: micro-skills that mean learners practice detailed written patterns at the word or sentence level in the micro aspect and also explain the mechanics of writing and at the word level, for example, punctuation marks, past verbs, etc., are ideal for illustrative and demanding types of academic achievement. The macro skills include a broader range of writing topics, such as a written form of the text and communicating intention, central theme and secondary idea, literal and implied meaning writing, etc. Consequently, this is not just about a single statement but about the entire written content. Thus, the aspects contemplated within these skills are the following:

Micro skills

- * Construct English grammatical forms and syntax patterns
- * Write at a speed that is appropriate for the task
- * Generate a suitable amount of items and apply a good word order design

- * Employ accepted grammatical structures and norms

(e.g., tense, alignment, and pluralization).

- * Implement several grammatical structures to express a specific idea.

- * Use consistency devices in narrative texts

Macro skills

Brown and Abeywickrama (2010) affirmed that macro skills are required for a practical understanding of dynamic and comprehensive writing. Thus, they consider taking into account the following details:

- * Use written discourse's rhetorical structures and principles.

- * Complete the communicative functions of written documents in a way that is appropriate for their form and function

- * Communicate relationships among activities by conveying linkages and connections within them.

- * When writing, distinguish between literal and figurative meanings.

- * Transmit culturally distinct references in the written form accurately

- * Establish and employ a range of writing tasks, such as accurately analyzing the audience's understanding, using prewriting techniques, writing effectively in first copies, paraphrasing, and equivalents, asking peer and teacher comments, and rewriting based on the feedback.

Burkhari (2016) claimed that writing is a cyclic and interdependent process. This skill has two types of activities: prewriting and actual writing. Steps include prewriting, composition, revising, and editing. Prewriting is the part of the process where EFL students have too much difficulty. This early stage of writing is significant because it is at this time that main and sub-ideas and thoughts are formed. The ideas must be pertinent and well-connected. The writing process needs linguistic building blocks from which the idea's structure can be created.

2.4 Academic writing

Academic writing is a type of communication used to transmit knowledge in a particular field of study. Students will benefit from academic writing in evaluating, communicating information, thinking deeply, and concentrating on method and style. Mallia (2017) described some important aspects of academic writing, explaining that one of the most challenging things for students to achieve is the literary writing style. It can be demanding for students to balance establishing their voice and ideas while following academic writing requirements and respecting the importance of other perspectives.

2.4.1 Text structure and arrangement in writing

Different literary genres (types) serve other goals and target audiences, demanding different text structures. However, regardless of the rhetorical style or essay genre, the general text structure is the same and follows a similar pattern: an introduction, a body of writing, and finally, a conclusion. According to Mann and Thompson (1987), Rhetorical structure theory offers a set of characteristics that have been beneficial in various discourse studies. It recognizes hierarchical structure in text and specifies the functional relationships between text components, defining both the transition point of a relationship and the scope of the related items. Somewhat of selective commentary, it presents complete analyses. It is unaffected by font size and used on a wide range of text sizes.

Mallia (2017) asserted that different literary genres distinguish multiple goals and target audiences, requiring other text structures. The selection of a writer of where to begin is critical, as this first impression often determines the rest of the tone of work (and evaluation). A great beginning can offer value and attract a reader into a piece of writing. In contrast, a poor start might make a significant negative impression or even stop a reader from continuing to read; the general text structure is consistent and follows the same framework depending on the rhetorical device or essay style.

Different writing genres (forms) offer multiple goals, and target audiences demand other text structures. However, the general text structure is consistent and follows the same framework depending on the rhetorical device or essay style. The process of the organization of the text is presented in the following way:

2.4.1.1 Introduction

It contains supplemental information to provide a relevant context, reasons for topic selection and emphasis, an essay outline, and a description of the essential lexicon pertinent to the issue. Therefore, an introduction should include the following elements: (i) previous knowledge to provide insight, (ii) a reason for the selection of the topic and attention, (iii) an essay illustration, (iv) a concept of essential lexical items (terms) relevant to the topic, (v) a concise thesis statement and (vi) the purpose for completing this essay. The thesis statement and the purpose of essay are usually found near the end of the introduction is vital since it provides the reader with a clear guiding emphasis and establishes expectation. There should be one main idea to organize the essay content and have a clear view. A thesis can be found in any academic paper. It is the main point of the writing. It is the idea or assertion present in a report. So any academic writing requires it. Yurko et al. (2020) mentioned that whatever students write, they need a central element to connect it all. A thesis statement that should be exact.

2.4.1.2 The body

The structure of the body, especially the paragraphs in it, is determined by the purpose of the paragraph and text and comes into five elements: The topic sentence, three supporting sentences, and a concluding sentence. Several distinct structures can be found in a single paragraph of an essay. Descriptive reports can be organized by linked properties, progressing from broad to specific characteristics. A simple piece often has sections with some different types of structures as the sequence which contains the system on temporal, numerical, or spatial order, the description which determines the features and episodes of a specific topic; the cause and effect structure that is a type of layout that illustrates causal connections between events, and the contrast structure that describes how two or more events or viewpoints in argumentation are the same or different. The body is made up of details and proofs that try to influence the readers of the text content (Wali & Madani, 2020).

2.4.1.3 The conclusion

A strong ending can be circular, returning to the start to summarize the main points, reaffirm the main concepts, and serve as the text's last element. It may also emphasize a concluding remark that reinforces the main argument of the writer, which is stated in the thesis statement at the beginning. Finally, it is also an opportunity to assess how successfully the essay guided the key ideas of the thesis statement. The concluding step, which involves repeating the topic sentence, is an excellent way to finish a sentence. But, it is necessary to know that the concluding statement should not directly restate the primary phrase; effort should be given to reduce the complexity between the two; this can be accomplished by employing synonyms or critical words (Napitupulu & Manalu, 2018).

2.5 Marking subscales in assessment academic writing

2.5.1 Content

In academic writing, content is essentially the basis. It is the most critical part of a text since it tells the reader what the writer is saying. This means that content/ideas must be supported with solid facts and evidence, especially in an academic essay. While there may be some background or contextual material in the paper, content serves the purpose of supporting the thesis statement that is the aim of the paper, so a well-structured text must follow a logical structure. A written work must be examined on its general performance, which tells readers about the main points of the text. Mullinix (2003) stated that the content of a written work must have accurate, suitable, and effective integrated information where statements and ideas are supported and extended, and perspectives are properly studied and expressed.

Cambridge B1 preliminary test uses the assessment subscales to evaluate and grade a learner's writing. It considers that the content scale must have the specific information; according to the instruction, some of the content requirements do not need much development. However, the ideas must be supported with reasons and examples. The examiner checks to see if the writer included everything that the work required and any minor inconsistencies or mistakes in the text. It is also referred to if the writer somehow understood the instruction clearly and if the content had the required information. Thus, the band would go from 5 if the content were relevant to 0 if the student did not provide enough information about the topic (Cambridge Assessment English, 2020).

2.5.2 Communicative achievement

It is the foundation for understanding how ideas are communicated and keeping the reader's attention. The text focuses on how the **genre** is appropriate in writing; the type of text that will be produced, such as a letter, a report, a review, or an essay, which demands a distinct format and serves a different purpose. Communicative achievement must combine the right text type, the originality of the concepts, and how well the ideas are communicated. In an essay, it refers to the aptness to employ a suitable **style** and **tone** and the necessary elements for each assignment title. It is the basis for understanding how ideas are communicated and keeping the reader's attention. The text focuses on how the genre is appropriate in writing; the type of text that will be produced, such as a letter, a report, a review, or an essay, which demands a distinct format and serves a different purpose.

Cambridge examination claims that the applicant, in the communicative achievement scale, uses the conventions of the task effectively to involve the reader's interest and communicate both simple and complex ideas, it means that the text is attractive enough to hold the reader's curiosity and that the reader is quickly informed about the content of the story (Cambridge Assesment English, 2020). The distinctions among aspects of writing style are considered as follows:

2.5.2.1 Genre

Hyland (2007) considered that the concept "genre" refers to a set of creative, accepted social methods of employing language. It is founded on the premise that people of a group usually have little difficulty recognizing similarities in the texts they use frequently and can read, interpret, and possibly create them quickly based on their repeated experiences with such texts. This is partly because writing is an expectation-based activity: the chances of the reader understanding the intent of the writer are improved if the writer takes the time to anticipate what the reader would expect based on similar texts they have read previously. Genre consists of a group of writing styles that have identical conventions. Essays, reporting, books, narratives, biographies, innovative non-fictional, diaries, and scientific papers are examples of nonfiction genres. Parody, romance, drama, imagination, short stories, myth, and comedy are fiction genres (Tyson, 2020).

2.5.2.2 Tone

It uses words to express the emotions of a person on an issue. The tone in writing can convey a feeling or perspective in the same way speech can influence interpretation. It can be conventional or unstructured, enthusiastic or pessimistic, passionate or peaceful, indifferent or obsessive, serious or humorous, caustic or genuine, personal or distant, just like the verbal expression. Certain tones are usually connected with certain types of writing; academic writing is often severe and analytic, and writing style is often emotional. The tone of the script should serve the aim of the piece, and the audience participation (Tyson, 2020). "What to express," "why do I express it," "how to express it," and "whom to express it" are all mixed up in the tone of communication. As a result, the acceptable manner is transmitted in a piece of writing that is reasonable and meaningful in context. Prasad (2020) determined that "How to express it" is the primary framework for establishing tone and style in writing.

2.5.2.3 Style

The manner writers write can be defined as their writing style. It is a literary strategy that each author employs in their work. It differs from one author to the next and is determined by its syntax, word choice, and tone. It is often referred to as a "voice" that readers hear when they read a writer's work; style is the framework for the text's meaning that impacts the reader's perception of the content. Diction and tone are examples of the style. The fundamental goal is to deliver the material in a way appropriate for both learners and the purpose of the writing. The importance of constancy cannot be emphasized. People typically state five common writing styles: expository, analytical, descriptive, narrative, and persuasive; however, they are connected as approaches that are part of style but do not define it (Tyson, 2020). The style elements include **voice** and **diction**, which provide a more approachable writing style.

2.5.2.3.1 Voice

Voice is the perspective through which writers write. It is the combination of their life experiences, values, beliefs, interests, personal preferences, and other factors. Words, sentences, and paragraphs move in a specific way due to the logical combination of language, tone, point of view, and grammar. The voice of an author can be heard in two

ways: through third-person narration or the point-of-view reflected in the text, and the primary point of view expressed within the pages of the work.

This viewpoint is more concerned with the book's mood and worldview than specific elements or dialogue. However, Brundage (1993) pointed out that individual verbal vocabulary is expected to impact writing style, and even the authentic voice should influence ways of writing. Meanwhile, natural speaking styles tend to include a vocabulary that ranges from everyday colloquialisms to commonly used professional terms, and it is critical to reconsider wording to obtain a successful level of language appropriate for the purpose at hand. In suitable settings, highly informal communication can be vivid and compelling; however, speaking style can include several repetitions in practical situations, reducing concepts to the point of monotony. Voice must play a role in a precise, scholarly language that emphasizes precision, consistency, and analysis.

2.5.2.3.2 Diction

Tyson (2020) described diction as a style feature that refers to word choice or vocabulary. It aids in the communication of the tone and message of a writer. Formal, casual (common language), and traditional (particular to that same group or region) are examples of diction. The writer must be aware of both to determine that the meaning of a word (systematic or explicit definition) and context (cultural, social, or psychological links) are appropriate for a given purpose. Based on the readership and intended identity, a writer can select to use or exclude jargon (academic vocabulary specific to a subject), Slang (informal register) prevalent in spoken discussions but not in formal writing, or idioms (ideas or statements with a semi interpretation). Misconceptions, inconsistency, descriptiveness, and unneeded complexity are all things to avoid.

2.5.3 Organization

Text organization is the way how sentences are structured and organized to create a coherent and integrated body of the text. It describes how a paragraph is constructed to help readers follow and understand the information offered. Kuo (1995) suggested that words and phrases are thus chosen carefully and organized to establish cohesion and coherence through diverse lexical, grammatical, and situational relationships.

Additionally, lexical and grammatical modifications enable a writer to create the best possible pattern of information management and achieve the communicative goal of a

given discourse. The following paragraphs attempt to describe cohesion and coherence and their significance in conveying messages in the text; and grammar, which is considered a fundamental aspect to adhere rules of sentence form, punctuation, spelling, and so to get meaning to the written text.

2.5.3.1 Cohesion

Yule (2008) mentioned that cohesion refers to the interactions and relations that exist within the text. It is a type of interpersonal and interrelation of an element with either the previous or following item/s in the language; it is a part of a language system. Cohesion provides information on how the writers structure what they wish to express in the communication process. Halliday and Hasan (1976) remarked that cohesion is represented mostly through syntax and partially through vocabulary within the text. It is because there are two types of cohesion: grammatical and lexical cohesion. Grammatical cohesiveness is the cohesive bond represented by a language grammatical system, such as reference, substitution, ellipsis, and conjunction. Lexical cohesion can be accomplished in restatement using the same or conceptually connected vocabulary such as repeating, cognate, synonym, exact meaning, and collocation, and it can be realized in lexical coherence (co-occurrence of lexical items).

2.5.3.2 Coherence

A text is made up of not simply a systematic set of words but also the presence of phrases in context. In general, coherence refers to how the text terms seem to be in context. More particularly, the language context fit aids in comprehension of the interpretation or message. The adequacy of the contextual appearance of the text to make sense of the news delivered is known as coherence. Knowledge or sense elements tend to establish conceptual linkage in the coherence (Poudel & Dhankuta, 2018).

Tanskanen (2006) claimed that while coherence without cohesion is possible, a coherent text with no cohesive relationships in accurate linguistic information is unusual. He maintains that cohesion and coherence are self-contained but that they are combined to make better accessible texts. Cohesive connections in a text encourage readers to look for coherence and, as a consequent, to interpret the content. The importance of cohesion in achieving unity cannot be overstated.

2.5.3.2.1 Cohesive devices

They connect sentences in a paragraph or an essay as linking elements, according to Halliday & Hasan (1976), cohesion occurs when sentences are combined to hold the inherent meaning in the related sentences, when they are not included in an essay, the reader will struggle to understand the meaning. As a result, coherent devices are essential both to readers in deducing meaning from a paper and the author in writing an essay that is simple to understand.

Yao (2013) argued that a good understanding of cohesive devices can help students enhance their reading comprehension because it is necessary for them to recognize contexts, for example, without having to return to the passage, especially with pronouns and demonstratives. Cohesive devices are also the name for transitional words and phrases. They increase the accessibility of writing and clarify the connections between the ideas, paragraphs, and passages. Conjunctions are the most basic transition words, as they join words, phrases, or clauses simultaneously.

2.5.3.3 Grammar

Grammar is commonly thought of as a system of rules of a language, but it is also beneficial to think of it as a tool for conveying meaning. Thinking of grammar as primary rules makes people think there is a one-to-one relationship between grammar and meaning. Grammar for Academic writing is a concise examination of the essential areas of English grammar that students must know to express themselves accurately and adequately in academic writing. These include fundamental meaning differences in the verb tense sequence, the use of modal verbs to communicate stages of knowledge and engagement, and adjusting of arranging and organizing textual information to emphasize the flow of accuracy (Lynch & Anderson, 2013).

According to Fitria (2019), people cannot build a strong language without grammar, and others will not recognize the language that people produce. As a result, grammar is an essential aspect of the language that can determine whether the language is understood clearly or not. The most common source of grammar mistakes is the lack of understanding of the punctuation marks of the writer.

2.5.3.4 Punctuations Marks

Suliman et al. (2019) described that the symbols or signs used in writing to separate sentences or phrases are known as punctuations. Many punctuation marks are applied in different situations, but they all contribute to the coherence of the message. In addition, to reinforce the argument and bring the text together. As a result, when punctuation marks are missing or misused in writing and reading, the meaning is misunderstood, and the writer and reader are confused. Reading and writing are two closely associated language abilities, and punctuation is a technique, or perhaps a fundamental instrument, for good writing or reading.

If a literary text contains all of the content required, but the information is punctuated incorrectly, the reader will be confused and have trouble understanding the message. Poor punctuation marks, for example, make the text challenging and difficult for the reader if they are not correctly applied. "Clear thought is both the sign and the consequence of proper punctuation" (Truss, 2003).

2.5.4 Language

Words can be expressed in spoken or written ways (as in hearing and speaking), or they can be in print as in reading and writing. Additionally, there are two types of word knowledge: receptive and productive. Words that are identified when people listen and see are included in the receptive vocabulary. When subjects speak or write, they make up their productive vocabulary. Receptive vocabulary is often broader than productive vocabulary, and it may comprise numerous terms to which they attach some meaning, even if it is difficult to understand their complete definitions and implications or if it never uses them in the speech or writing (Hiebert & Kamil, 2005).

The formation of lexical is now an essential element of second language acquisition. Learners must understand different syntactic and semantic meanings of words in authentic English sentences, as well as employ vocabulary in context and on a regular basis. Applied linguists argue that learning vocabulary in a foreign language entails considerably more than simply memorizing individual words and creating pattern correlations (Nation, 2001) . Recognizing a word involves knowing its form, meaning, and primary usage in a receptive and productive context. Along the conventional and semantically aspects, a word is related to other words in the mental lexicon.

EFL teachers can apply various techniques and methods to help EFL students improve their vocabulary. First, word knowledge might be learned by chance, with the language being developed by involvement in communicative situations. Words can be taught in a specific order, which entails students systematically learning words to build a wide range of terms used; teachers can also encourage students to use dictionaries, thesauruses, and spelling checks, and give their pupils a vocabulary notebook in which they can record new or unfamiliar words that can be stored until they need them. Playing word games is another alternative that can be promoted. Students can learn unique, engaging, and uncommon terminology by creating and displaying interactive working walls (Al-Dersi, 2013).

Hunston et al. (1997) found that although grammar and vocabulary have long been regarded as independent aspects of language instruction, new research on word structure suggests that they can be linked to benefit the students. Patterns may be found in all words, and words, in the same way, are likely to have similarities. Therefore, grammar and vocabulary are taught more effectively when patterns are used. They can be included in any syllabus, but they are most naturally connected with a linguistic framework.

2.6 Preliminary English Test (PET)

Common European Framework is an international standard for describing language ability; it uses a six-point rating, with A1 representing beginners and C2 representing the people who have learned a language. This enables anyone involved in language training and assessment, such as instructors and students, to rapidly examine various certificates level. PET is a level B1 intermediate test, where a pupil should be able to demonstrate the function linguistically in everyday situations that need the use of language predictably. Users must be capable of speaking in English in their home country or abroad with native and non-native English speakers (Zepeda & Avilés, 2009).

The writing component is assessed in terms of these subscales: Content, Communicative Achievement, Organization, and Language; performance shares characteristics of bands of five to one. A learner could be superior in one area to another; for example, they could be good at completely responding to the question (Content) and not so good at using grammar and vocabulary appropriately (language). Consequently, evaluators give a different score to every writing for each sub-scale ranging from zero to 5. If a candidate

receives a Band 3 or higher, they have at least CEFR B1 ability. Bands 1 and 2 show that the student is still at the A2 level of performance. There are two parts to the pet writing paper: The first allows students to write several text forms. Part 1: Essay writing; and Part 2: Article, e-mail, or narrative writing with a time of 45 minutes, it is graded over 20 marks (Cambridge, 2020).

While English Language education is familiar with language categories and competency levels, the concept of compatibility between English language proficiency (ELP), principles and guidelines is an exception. Instead, it demands an understanding of different core subjects such as Content standards and management procedures (Lee, 2018).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

This research was conducted at Escuela Superior Politécnica de Chimborazo university at Mechanics faculty with Fourth level “A” intermediate level B1 as the study subjects. The university is located in Riobamba city, in lizarzaburu parish on Panamericana Sur Km 11 /2; it has belonged to the Ecuadorian Network of Universities for Research and Postgraduate studies since 2012. It is a public university with approximately 13.000 students; it has one of the biggest campuses in the country, with countless imposing buildings, several internal avenues, and extensive recreation areas that allow students from different regions of the country to access the highest standards of education through its seven faculties and five experimental stations located in the east and in Riobamba, as well as its special programs of postgraduate studies that convert this institution in one of the most import universities of the country.

Schedule of the research

The research schedule was based on the academic calendar October 2021- March 2022 through online modality due to the pandemic.

3.2 Materials and Equipment

This investigation was supported by human, technological, and material resources; thus, the population that comprises the fourth level students of Mechanics Faculty of Escuela Superior Politécnica de Chimborazo, the academic vice-principal of the institution which facilitated the research, the tutor of the investigation who supported the development of the study, and the researcher who carried out this investigative project; the technological resources such as the internet, learner’s computer, teams platform, digital graphic organizer tools, Microsoft Institutional account. And the material resources that include a diagnostic web 3.0 survey to know the perception of learners to this type of technology, a questionnaire based on digital graphic organizers, and academic writing to conduct the study, and a standardized pre and post-test based on Cambridge PET B1 intermediate level, the study analysis involved using Excel and the SPSS program to calculate the results.

3.3 Research Method

3.3.1 Qualitative and Quantitative Approach

This research was qualitative because it involved collecting data from various sources such as a diagnostic web 3.0 survey, digital graphic organizers, and academic writing survey to develop a greater understanding of research subjects, including their opinions, perspectives, and perceptions. A qualitative researcher examines, observes, analyzes, explains, evaluates, and interprets situations in their proper form. Qualitative research has the effect of providing for a more in-depth investigation. Furthermore, qualitative research is more adaptable than quantitative approach since this gives the researcher and the participants more alternatives (Goertz & Mahoney, 2012).

Quantitative research entails a detailed examination of analytics, mathematics, and numerical data processing processes. Bhattacharjee (2012) showed that the statistical and mathematical investigation of phenomena and the processing and analysis of numerical data are all part of the quantitative research approach. The data collected can also be examined statistically after exploring the views and suggestions of students to transform them into quantitative form for more similarities and examinations.

3.4 RESEARCH MODALITY

3.4.1 Field Research

In this research, the investigator collected data from fourth-level students at the Mechanics Faculty Escuela Superior Politécnica de Chimborazo in Riobamba to accurately recognize the problem and determine its causes and effects. Field research includes a wide range of methodologies for analyzing an organization's structure in its natural setting through direct observations from the perspective of a single person or group. Qualitative research, research project, direct observations, ethnography, and medical research are all terms that have been used to characterize field research approaches (Venn & Poole, 2002).

3.4.2 Experimental Research

A study of the variables was performed by observing and analyzing Digital Graphic Organizers and English academic writing. In the experimental research, two groups were considered to take part in the experiment: the control and the experimental group, which received special training for six sessions to observe changes produced after the study, thus a pre-test was taken by both groups and, later a post-test to determine if the digital graphic organizers improve or not the academic writing. Igwenagu (2016) emphasized that Experimental research focuses on cause and effect. First, the factors of interest (dependent and independent variables) are identified, and the researcher aims to evaluate the impact of variations in the independent variable on the dependent variable.

3.4.2.1 Experiment description

It was necessary to conduct six lesson plans on students from the fourth semester of Escuela Superior Politécnica de Chimborazo to accomplish the goals of the current study, which include the use of digital graphic organizers and English academic writing. The lesson plans were elaborated by the researcher and had a duration of 3 weeks, with a length of 60 minutes in each session. They were oriented to improve the structure of the written text based on the aspects of content, communicative achievement, organization, and language. The lesson plan included the following components: The grammar topic, objectives, time, materials, application activities that incorporated the use of digital graphic organizers, and the evaluation, which entailed the writing of a text to check learners' understanding which was assessed through the rubric of Cambridge.

LESSON PLAN		
Faculty:		
Place:		
Mode:		
Teacher's name:		
Date:	Time:	
Level:	Length of the first lesson:	
Type of Graphic Organizer		
Main focus of the lesson:		
Topic		
Learning outcome:		
Aim:		
Materials:		
Procedure		
Time	Activities	Materials
	Warm up activity	

Note. By Logroño. J. (2021).

3.5 LEVEL OR TYPE OF RESEARCH

3.5.1 Descriptive Research

The research was descriptive because the features of the dependent and independent variables and their causes and consequences were outlined in the Theoretical Framework. A t-test was applied to provide the statistics of this research. Additionally, descriptive research design can examine one or more variables using several quantitative and qualitative approaches. The researcher must understand the performance of students, mainly while using Digital graphic organizers, and how these online tools effectively serve their academic objectives. Descriptive research aims to characterize phenomena and their features (Nassaji, 2015).

3.6. Hypotheses

The two hypotheses that were used in this research were:

Alternative hypothesis (H₁)

Digital graphic organizers improve English academic writing in fourth-level students of Escuela Superior Politécnica de Chimborazo.

Null hypothesis (H₀)

Digital graphic organizers do not improve English academic writing in fourth-level students of Escuela Superior Politécnica de Chimborazo.

3.6.1 SIGNALING HYPHOTESIS

Independent Variable: Digital Graphic organizers

Dependent Variable: English Academic writing

3.7 Population

The population for this study included 68 students from the Mechanics Faculty at Chimborazo's Escuela Superior de Chimborazo with a B1 intermediate level. This examination was conducted in a virtual mode due to the pandemic condition.

Table 2
Population

Description	Number of students
Fourth level “A” (Experimental group)	34
Fourth level “ II” (Control group)	34
Total	68

Note. Total population of the research project belonging to the fourth English level of Escuela Superior Politécnica de Chimborazo

3.8 Data Collection

3.8.1 Procedure for data collection

A diagnostic web 3.0 survey was required to know the level of acceptance of learners about technology that was categorized into a Likert scale; and validated with a 0.846 Cronbach Alpha and a questionnaire to gather information about digital graphic organizers and English academic writing validated by pairs to know the students' criterion about these aspects. A standardized pre-test and post-test were also applied to the writing section of the PET (Preliminary English Test) with a rubric based on writing assessment subscales: Content, Communicative achievement, organization. It was administered to sixty-eight B1 intermediate students of the Escuela Superior Politécnica de Chimborazo at Mechanics Faculty. The thirty-four learners of the experimental group received six digital graphic organizer instruction sessions for three weeks. All of the meetings were held on the Microsoft Teams Platform, so the following instruments which aided the researcher in collecting and verifying the data were:

3.8.1.2 Web 3.0 diagnostic survey

Survey research methods are systematic processes in which researchers survey a selection of the general population of individuals to explain the opinions, ideas, beliefs, perspectives, actions, or attributes of the people. Survey researchers use questionnaires or interviews to obtain quantitative, numerical data, which they then numerically analyze to identify patterns in answers to questions and evaluate study questions or hypotheses (Creswell & Hirose, 2019). Thus, a diagnostic web 3.0 survey was applied to the experimental group through Microsoft forms to know the perception that students have regarding the web 3.0 tools in their learning process, the level of acceptance in the virtual education, and between other essential aspects also to know the relationship that these

type of web 3,0 tools have in the creation of digital graphic organizers. It was validated with a 0.846 Cronbach Alpha.

3.8.1.3 Questionnaire

Dalati and Gómez (2018) emphasized that a survey questionnaire is a technique used by researchers to gather data and information on the subject of study. It is a multidimensional procedure that demands critical consideration of different factors, including the original study goal and objectives. Self-administered survey questionnaires can be sent using mail, fax, computer, email, or the internet, and technology plays a vital role in examining the most relevant methodologies for survey questions. Hence, a questionnaire validated by pairs and based on digital graphic organizers and the criterion about English academic writing was administered to both groups through google form to compile qualitative information that allows the interpretation of different points of view necessary to conduct this research project. It was based on five questions related to the use of digital graphic organizers and online tools; the items were placed on a scale of: always (5), usually (4), sometimes (3), rarely (2), never (1), and excellent (5), very good (4), good (3), regular (2), bad (1) for the variable English academic writing. These data were quantified through the Likert Scale. The parameters mentioned are in the range of one to five, and all the items were polyvalent.

3.8.1.4 Pre-test

Pre-test design is a helpful assessment technique for directing a practical course evaluation and improving student learning. A pre-test assessment model aims to assess the basic understanding of the participants before beginning a course and compare this to information gained after the period (Malik & Alam, 2019). Therefore, before the treatment, both groups conducted an online pre-test using the Google Forms tool, which was a standardized PET test from the Cambridge B1 intermediate level writing section, which consisted of writing a story of 100 words in 45 minutes, with the subscales measured in terms of Content, Communicative Achievement, Organization, and Language over twenty marks with the bands ranging from 5 to 0 with the following assessment scales: 5 for outstanding performance; 4 for a version that had elements from bands 3 and 5; two for a performance that included features from bands 1 and 3; and 0 for a performance that fell below band 1.

3.8.1.5 Post – test

A post-test study design is one in which participants are given the same assessment measures before and after receiving treatment or being exposed to a condition. Then, the results are examined to see if significant changes can be assigned to the intervention or situation. For example, an enhanced learning or a favorable attitude demonstrated by higher post-test scores than pre-test scores reflect a more profound understanding or perspective regarding a post-test intervention (Stratton, 2019). Thereby, after three weeks of training, the same pre-test based on the Cambridge PET test was applied as a post-test to both groups with a limit of time of 45 minutes. The control group took an online post-test without the intervention of digital graphic organizers. The experimental group took the same online test previous to the training with these digital tools to compare learners' information and help the researcher report the findings; both tests were evaluated in the same form and based on similar writing assessment subscales.

3.9 Data processing and analysis

The researcher applied statistics tables and pies to interpret the results of the instruments. In addition, a statistical software program called Statistical Package for the Social Sciences (SPSS) with a competent statistician was also necessary to get accurate information about the relationship between variables and prove the hypothesis raised: The enhancement of English academic writing by implementing Digital graphic organizers.

The instrument survey was administered to measure the perception of students regarding the digital graphic organizer and academic writing variables, these ideas were reflected in multipurpose questions systematically structured according to the Likert scale and validated by pairs.

The pre-and post-test grades and the writing rubric criteria were used to conduct this comparative analysis. In addition, the researcher considered content, communicative achievement, organization, and language as parameters for the statistical model. Additionally, the data acquired from the diagnostic web 3.0 survey and the questionnaire were statistically examined by classifying and showing frequency percentages.

Finally, all data were evaluated to represent the variable changes described using tables and graphs. And the findings were applied to validate or refute the hypothesis using the SPSS software and the t-test statistics. The progress of students is compared after using

digital graphic organizers in English academic writing. Conclusions and recommendations are also detailed in the following chapter.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter includes the information collected during the research process in learners from Escuela Superior Politécnica de Chimborazo, belonging to the fourth intermediate B1 level from the Faculty of Mechanics. The chapter is divided into three stages.

First, the author applied the results, analysis, and discussion of the web 3.0 diagnosis survey to 34 students who chose three questions out of 25 related to technological instruments in the academic setting. The information obtained served as a reference for generating a clear understanding of implementing online strategies to improve writing ability. So, table 3 and graph one show that 15.74% of the total selected Zoom and Teams as essential components in the learning process. Additionally, the Canva platform was the second most common technological tool, totaling 14,81 %. Meanwhile, mobile phones (WhatsApp, Telegram, Viber, and so on) were identified as the third option with a 13,43% preference.

The studies also revealed that Moodle and Easle education platforms were another good technology learning option, with a 12,50% approval rating. Twenty-four students selected Microsoft forms and googled forms, with 11 % as essential sources for the learning process. And finally, 32,40 % of subjects considered another web 3.0 tools to learn. Regarding the tools that learners used to make conceptual and mental maps, table 4 and graph two indicate that 57 % applied Canva, 22% used Diagram.net, 10 % Create, and a 11% implemented other devices. And according to table 5 and graph three, 59% of scholars considered necessary the application of web 3.0 tools in learning, while 35% as very important and 6% as relatively necessary.

Second, the researcher describes the findings of a survey that emphasized the usage of digital graphic organizers and English academic writing. In effect, the purpose of the study was to establish the understanding of students of these online resources and their criteria for deciding how excellent they were at academic writing. The survey was divided into ten Likert scale questions. The students surveyed mentioned that their knowledge of graphic organizers is proportional to their level of academic writing, thus; table 6 and graph 4 show that 45,6 % of them never used graphic organizers; 30,9% rarely did it, and

20,6% sometimes; the rest of participants who represent the 3% selected the option always and often; the results also show that 51,5%, of learners rarely used mind maps in their writing process, as are offered in table 7, graph five while 25,0% sometimes applied them, 11,8% of the students never used these strategies and 11,8% did it often and always respectively. Table 10 and graph 8 show that: 39,7% of surveyed have sometimes applied online tools to create graphic organizers; 25% of students have rarely applied them, and 19,1% have often done; a percentage of 11,8 % of scholars have never used these online resources to generate graphic organizers, and just a 4,4 % have always practiced with online tools which indicate the necessary implementation of digital strategies to enhance this skill.

Regarding academic writing; table 12 and graph 10 show that 28 pupils considered that the content of their paragraph was regular, and it was represented in 41,2%; while 21 participants, who constituted 30,9% had a criterion of good, and a 26,5% as bad, a minimum percentage of 1,5% of learners had the idea that they were outstanding in the paragraph writing; what makes it necessary to improve the structure of the paragraph creatively. Organization and coherence of thoughts are also essential in developing the writing text. Table 14, graph 12 demonstrate that although 45,6 % of scholars believed that they were good in these aspects, 52,9% considered that the structure of their written texts was regular, of the bad quality of construction, just a minimum percentage of 1,5 % had a criterion of excellent.

The results of table 15, graph 13 also show that 38 2 % of students considered that they were good at using language and vocabulary in their written texts, but 29,4% believed they were regular, and 16,2% said that their texts were very good. A similar percentage also mentioned that their writing was bad. It can be noted that there are many causes for the writing of paragraphs to be deficient, one of the essential elements is vocabulary; therefore, it is crucial to encourage learners to increase the number of words and apply in proper form the language in the written texts.

Third, based on the following parameters, the author explains the pre-test and post-test findings for the writing component of the PET standardized test in detail: content, communicative achievement, organization, and language. The purpose of the author in this section is to provide transparent information about students' marks by aggregating

the final grade test of 20 in total using the Cambridge evaluation system. This chapter also contains an organized, realistic illustration of each table to help readers understand the guidelines more effectively by explaining how digital graphic organizers assisted students in reaching academic writing targets. Thus, table 18 demonstrates that the population scored 10,39 points out of 20 in the pre-test. Nevertheless, after the treatment, subjects reached 12, 24 out of 20 in the post-test, representing an increase of 1,8 points in the Cambridge grade average. Consequently, the content assessment sub-scale increased from 54,20% to 63 %; communicative achievement from 54,20% to 59,40%, organization from 42,80 to 60% and language from 57,60% to 62,40%. These data indicate that digital graphic organizers serve to improve academic writing. Although there are still aspects to work on, the data shows an improvement equivalent to an 8% in the writing score of over 20 points.

The validation of the hypothesis is presented at the end of this chapter through SPSS software and the statistical t-test. Finally, a comparison of the performance of the student is established by applying digital graphic organizers in English academic writing.

4.1 Analysis and discussion of the results

4.1.1 web 3.0 diagnosis

Web 3.0 diagnosis survey question 7: Choose the types of 3.0 tools you use to learn.

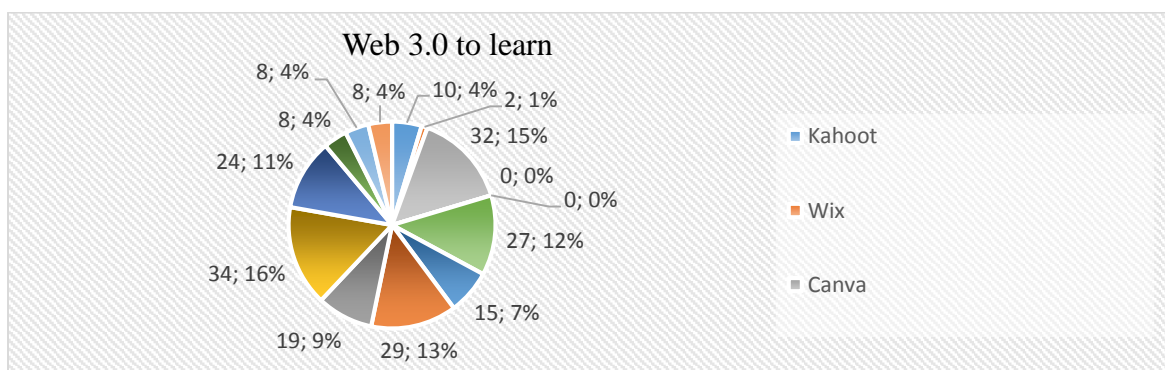
Table 3

Web 3.0 tools to learn

Web 3.0 tools	Subjects	Percentage
Kahoot	10	4,63%
Wix	2	0,93%
Canva	32	14,81%
Mural	0	0,00%
Classdojo	0	0,00%
Moodle, Easle educational platforms	27	12,50%
Personal page (Blog, mail)	15	6,94%
Mobile devices (WhatsApp, telegram, viber, etc)	29	13,43%
Social networks (Facebook, Instagram, Tik tok)	19	8,80%
Zoom, Teams	34	15,74%
Microsoft forms, google forms	24	11,11%
Miro for the building of graphic organizers	8	3,70%
Diagrams.net for making diagrams and mind maps	8	3,70%
Language tool as spelling and grammar checker	8	3,70%

Note. Results obtained from web 3.00 tools survey to diagnose its practice in the educational field that was categorized into a Likert scale; and validated with a 0.846 Cronbach Alpha.

Graph 1: Web 3.0 tools to learn



Analysis and interpretation

Table 3 demonstrates that 34 students, of 15.74 percent of the total, selected Zoom and Teams as an important component in the learning process. Moreover, the Canva platform was the second most popular technological tool, with 32 students representing 14,81 percent. Furthermore, the third alternative was mobile phones (WhatsApp, Telegram, Viber, etc.), picked by 29 students with a 13,43% who preferred this alternative; the results also indicate that Moodle, Easle education platforms are considered by 27 students as another good technological possibility tool to learn with a 12,50%. Microsoft forms and google forms were selected by 24 students with 11 % as an essential source for the learning process. Blogs, and mails are considered by 15 students as a fundamental tool for communication and represents 6,94 %; Social networks (Facebook, Instagram, Tik Tok) were accepted by 19 learners with an 8, 80%, another good platform selected for ten students with a 4,63 % was Kahoot; eight students with 3,70 % of acceptance had the opinion that the use of Miro, diagrams.net for making diagrams, and Language tool as spelling and grammar checker is another excellent form to improve their learning; finally two learners representing 0,93% selected Wix as an essential resource to learn; Mural and Clasdojo weren't considered by pupils as web 3.0 tools for their learning process.

The results showed that students prefer to use more interactive platforms, such as Zoom Teams and Canva, to receive information. According to the results above, most students know that each web 3.0 tool provides diverse functions and opportunities to acquire and reinforce information. Findings also reveal that subjects choose educational platforms such as Easle or Google forms, which allow them to appropriately mention key facts, questions, and comments in various ways depending on their educational level. Therefore, it is argued that students want to receive crucial information in class or at home by using innovative, intuitive, and unique platforms.

Web 3.0 diagnosis survey question 17: What types of tools do you use to make Conceptual and Mental maps?

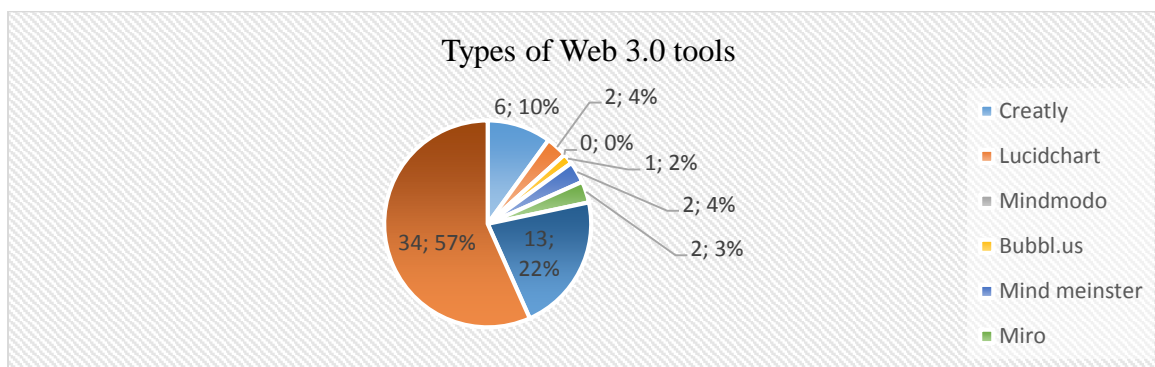
Table 4

Types of Web 3.0 tools

Web 3.0 Tool	Subjects	Percentage
Creatly	6	10%
Lucid chart	2	3%
Mindmodo	0	0%
Bubbl.us	1	2%
Mind meinster	2	3%
Miro	2	3%
Diagram.net	13	22%
Canva	34	57%

Note. Percentage results to know the kind of web 3.00 tools to make mind maps.

Graph 2: Types of Web 3.0 tools



Analysis and interpretation

Table number 4 shows the results of the web 3.0 diagnosis in which the population corresponds to 34 students state that the Canva platform is an essential tool where they can increase their learning, and corresponds to 57%, the second most selected option by 13 students was Diagram net considered by them as a good web 3.0 tool to build graphic organizers and represent 22%, Creatly is another web 3.0 diagram tool considered by six students as a good resource for their learning process and represents the 10%, Lucid chart, Mindmeinster, and Miro are also good options for their learning process. However, according to opinions shared by six students, they are equivalent to the 3%; Mindmodo was not taking into account learners because maybe they do not know about their use. It can be deduced from Table 4 and graph 2 that learners prefer to use Canva to make

Conceptual and Mental maps. Consequently, teachers should innovate their knowledge and facilitate other tools such as Miro, Diagram.net, and Creatly that support and link technology with the learning process.

Web 3.0 diagnosis survey question number 20: How important is the use of web 3.0 tools in your learning?

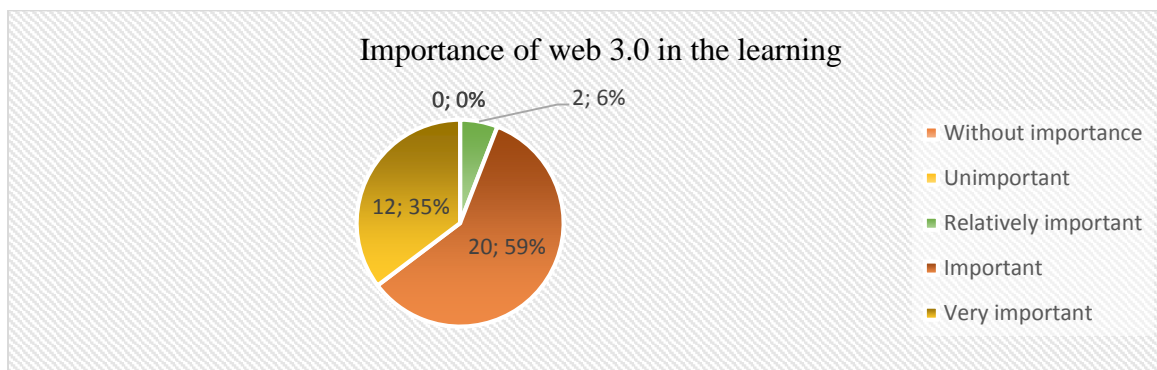
Table 5

Importance of web 3.0 tools in the learning

Web 3.0 Tool	Subjects	Percentage
Without importance	0	0%
Unimportant	0	0%
Relatively important	2	6%
Important	20	59%
Very important	12	35%
TOTAL	34	100%

Note. Percentage results to know the level of perception that students have regarding the web 3.0 tools in their learning process.

Graph 3: Importance of Web 3.0 in the learning



Analysis and interpretation

Table 5 shows the results of the web 3.0 diagnosis survey in which students had to answer the question related to the importance of the use of web 3.0 tools in their learning, so 20 students who represent the 59 % considered relevant the use of these tools for their learning; the second option more selected was rated as very important for 12 students who represent 35 %; additionally, the third option preferred by the subjects corresponded to 2 students who answered as relatively important the web 3.0 tools; As a result, most learners are satisfied with this kind of access to a wide variety of information through the internet.

4.1.2 Digital graphic organizer and English academic writing questionnaire

Digital graphic organizers and English academic writing question number 1: How often do you use graphic organizers?

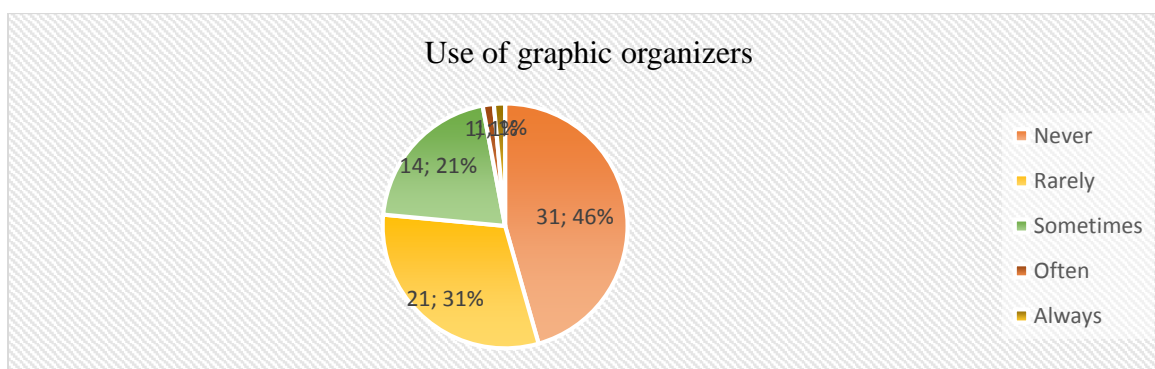
Table 6

Use of graphic organizers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	31	45,6	45,6	45,6
	Rarely	21	30,9	30,9	76,5
	Sometimes	14	20,6	20,6	97,1
	Often	1	1,5	1,5	98,5
	Always	1	1,5	1,5	100,0
	Total	68	100,0	100,0	

Note. Quantitative data obtained through a Likert scale to know the level of frequency to use graphic organizers.

Graph 4: Use of graphic organizers



Analysis and interpretation

In this question, the frequency with which the students of the Faculty of Mechanics use graphic organizers is observed, the percentage of 45.6 % is equivalent to "Never," while 30.9 % to "Rarely," "Sometimes," represents 20.6% possibly this result is because the students specialize in technical subjects and English is relatively different. "Often" and "Always" are shared in a 1.5%. Apparently, the use of organizers is present in the daily academic activities of students to a lesser extent, and this Question allows to demonstrate the possible presence of graphic organizers in the practice of writing communicative skills. To conclude, most of the students mentioned that the use of graphic organizers corresponds to never. Thus, teachers should generate writing activities that include this kind of strategy more frequently to make easy the learning process.

Digital graphic organizers and English academic writing question number 2: How often do you apply mind maps to brainstorm ideas?

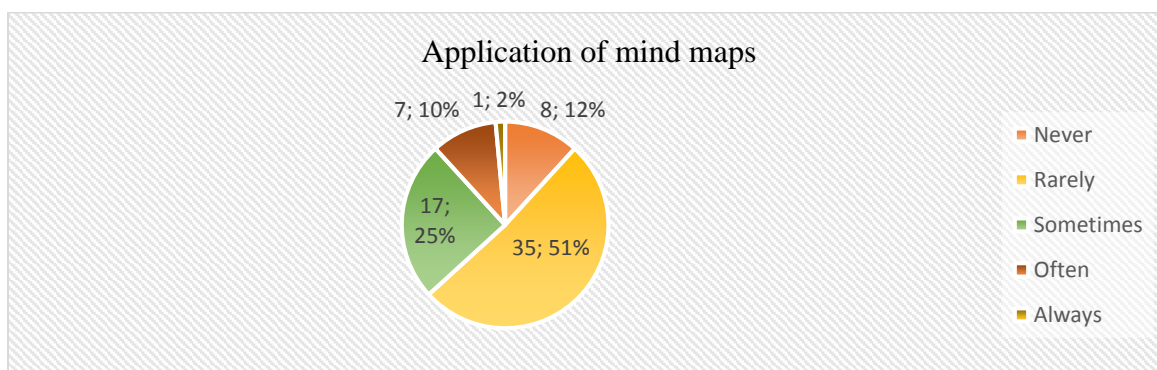
Table 7

Application of mind maps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	11,8	11,8	11,8
	Rarely	35	51,5	51,5	63,2
	Sometimes	17	25,0	25,0	88,2
	Often	7	10,3	10,3	98,5
	Always	1	1,5	1,5	100,0
Total		68	100,0	100,0	

Note. Quantitative data obtained through a Likert scale to know the opinion of students about the application of mind maps to brainstorm ideas.

Graph 5: Application of mind maps



Analysis and interpretation

In Question number 2 there is a minimum percentage of 1.4% that indicates that they always apply mind maps to obtain ideas, this is equivalent to 1 student, 10.29% mention that they apply these strategies, 11.76% mention that they never use them and 25% "sometimes" and 51.4 rarely. Thereby, most of the students do not apply mind maps most of the time; only a quarter of the population uses this kind of strategy. That is why teachers should incorporate the use of mind maps as essential tools to organize ideas and write correctly.

Digital graphic organizers and English academic writing question number 3: How often do you use graphic organizers in your English class to make easy the comprehension of your ideas?

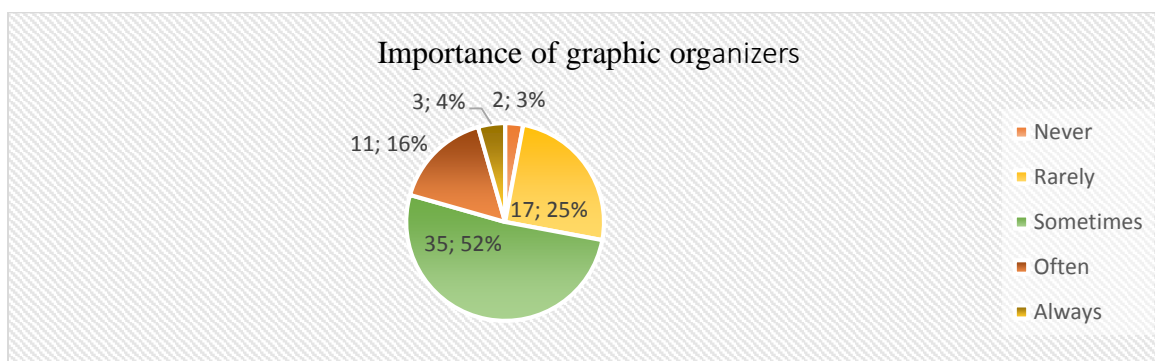
Table 8

Importance of graphic organizers

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	2,9	2,9	2,9
Rarely	17	25,0	25,0	27,9
Sometimes	35	51,5	51,5	79,4
Often	11	16,2	16,2	95,6
Always	3	4,4	4,4	100,0
Total	68	100,0	100,0	

Note. Quantitative data obtained through a Likert scale to know the frequency of the use of graphic organizers in understanding ideas.

Graph 6: Importance of graphic organizers



Analysis and interpretation

This table shows the interest of students in learning directly or indirectly aspects related to English; thus, 50% of the population to a greater or lesser extent uses graphic organizers which corresponds to “Sometimes”, however, is the frequency: “Rarely” which represents 25%, that is selected by 17 subjects; 16.2.0% chose “Often,” and means to eleven learners. “Always that is 4,4% and which correspond to 3 subjects selected this option, and finally “Never” with a 2.9 %, is an option preferred by the pupils. Consequently, according to most of the population, the use of graphic organizers is essential for developing the English language, although its use is not frequent. That is why teachers should consider including this strategy to make easy the comprehension of the ideas.

Digital graphic organizers and English academic writing question number 4: How often do you organize information of several topics into a graphic organizer

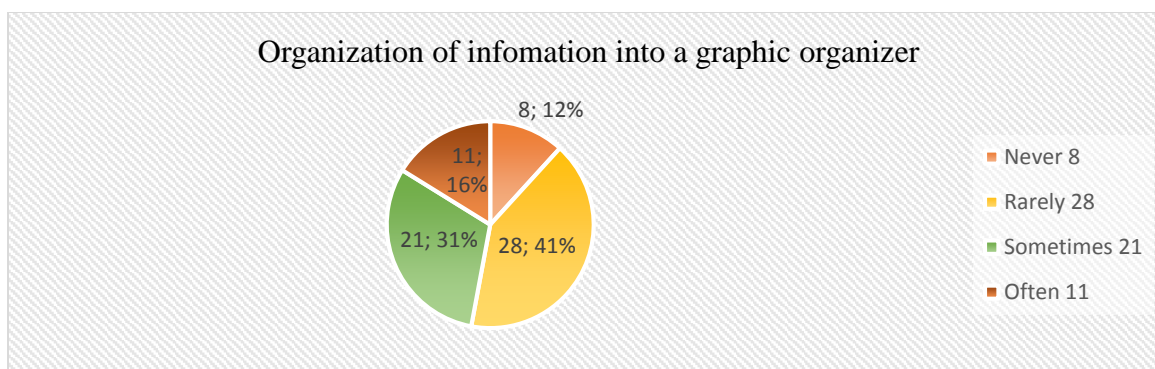
Table 9

Organization of information into a graphic organizer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	11,8	11,8	11,8
	Rarely	28	41,2	41,2	52,9
	Sometimes	21	30,9	30,9	83,8
	Often	11	16,2	16,2	100,0
	Total	68	100,0	100,0	

Note. Quantitative data obtained through a Likert scale to know the frequency of the use of graphic organizers to organize information.

Graph 7: Organization of information into a graphic organizer



Analysis and interpretation

It is evident that 11.7% of the students never organize their information with graphic organizers, while 41.2% rarely organize their data with these instruments, 30.8% sometimes do so, 16.1% consider that it is almost always necessary to use this strategy to have the information in order. Learners can use graphic organizers to organize and share their ideas experiences and solve doubts and problems in the classroom with their classmates and teachers. According to the results obtained, learners rarely use graphic organizers to organize information on several topics, which makes it necessary for the teacher to use these teaching resources that support students in structuring and ordering ideas.

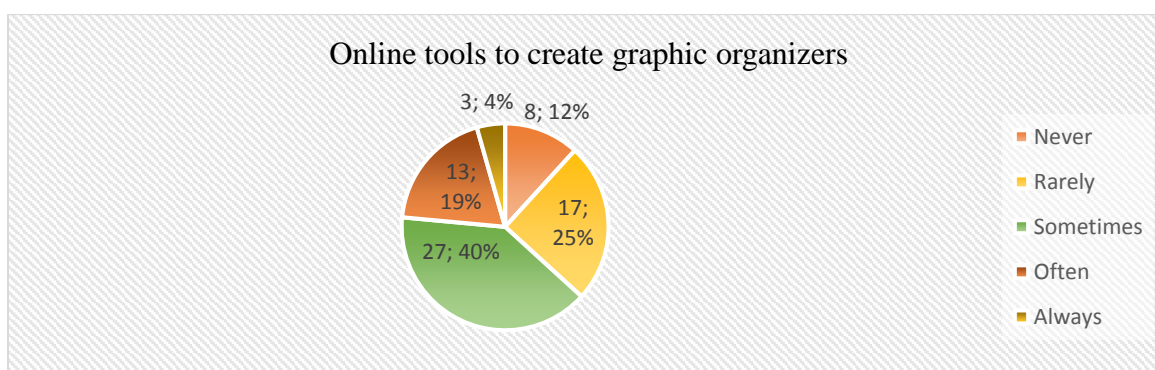
Digital graphic organizers and English academic writing question number 5: How often do you use online tools to create graphic organizers?

Table 10
Online tools to create graphic organizers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	8	11,8	11,8	11,8
Rarely	17	25,0	25,0	36,8
Sometimes	27	39,7	39,7	76,5
Often	13	19,1	19,1	95,6
Always	3	4,4	4,4	100,0
Total	68	100,0	100,0	

Note. Quantitative data obtained through a Likert scale to know the frequency of the use of online tools to create graphic organizers.

Graph 8: Online tools to create graphic organizers



Analysis and interpretation

Using online tools to create graphic organizers can be a somewhat complicated activity; the table shows that 25% of the sample states that they rarely recognize the use of online tools to create graphic organizers, 39.7% say that they only use online elements to organize ideas sometimes, 19% of students indicated that they often use online tools to order ideas, 11,8 % have never made graphic organizers, and a reduced group of students who represent 4.4% has always applied them in their academic activities. The idea of the project is to strengthen this ability; the graphic organizers' knowledge and its use could be more efficient in organizing concepts. It is essential to work on this aspect to reduce errors in writing in the English language.

Digital graphic organizers and English academic writing questionnaire question number 6: You consider that; your academic writing is....

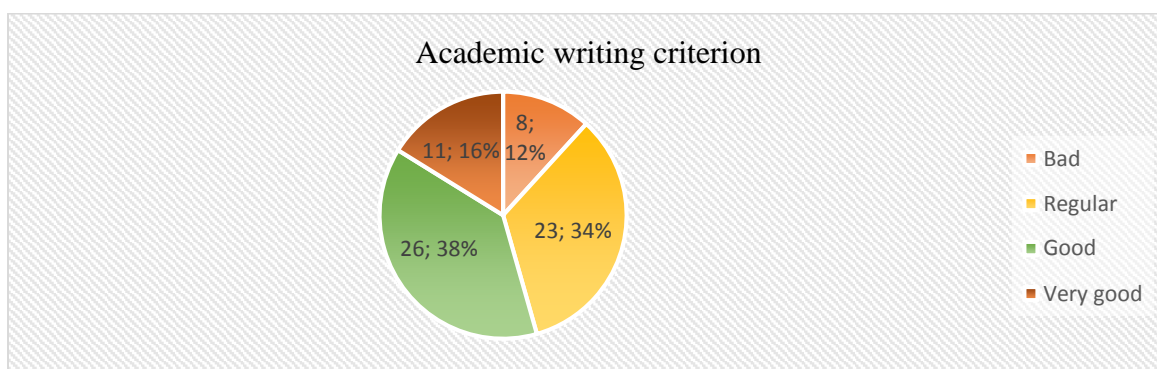
Table 11

Academic writing criterion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	8	11,8	11,8	11,8
	Regular	23	33,8	33,8	45,6
	Good	26	38,2	38,2	83,8
	Very good	11	16,2	16,2	100,0
	Total	68	100,0	100,0	

Note. Quantitative results obtained through a Likert scale to know the level of the opinion of students in their academic writing.

Graph 9: Academic writing criterion



Analysis and interpretation

In question number 6 there is a minimum percentage of 11.76% indicating that their level of academic writing in the English language is poor. This is equivalent to 8 students, 33.82% mention that they write regularly, 38.24% mention that their level of academic writing is good and 16.18% "very good".

The results demonstrate that most students do not write correctly at an academic level in the English language. Furthermore, only a third of the population considers having a good level of writing. Therefore, mastering this skill is essential, and teachers should encourage learners to apply digital graphic organizers to enhance text writing.

Digital graphic organizers and English academic writing question number 7: You consider that; the content of your paragraph is...

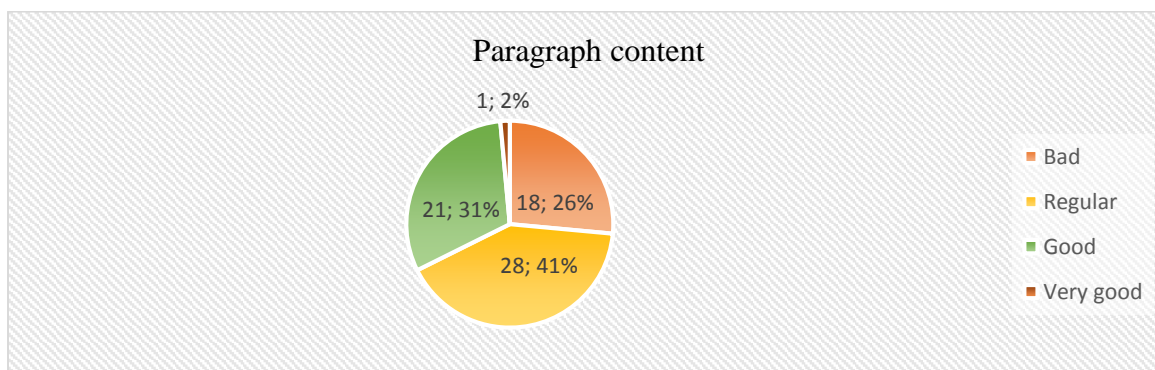
Table 12

Paragraph content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	18	26,5	26,5	26,5
	Regular	28	41,2	41,2	67,6
	Good	21	30,9	30,9	98,5
	Very good	1	1,5	1,5	100,0
	Total	68	100,0	100,0	

Note. Quantitative results obtained through a Likert scale to know the opinion of the students about their paragraph content.

Graph 10: Paragraph content



Analysis and interpretation

Developing the content in academic writing can be a somewhat complicated activity, in the table it is observed that only 1.47% of the population affirms that the content in their writing is very good, 26.47% say the content in their paragraphs is bad, 30, 88 good and finally 41.18% of the students stated that the content of their paragraphs is regular. The project intends to strengthen this sub-scale; if a student dominates grammatical aspects but the content is deficient, the writing skill would not be practical. Therefore, it is essential to work on this aspect to reduce errors in academic writing in the English language.

Digital graphic organizers and English academic writing question number 8: You consider that; the production of your text when communicating ideas is...

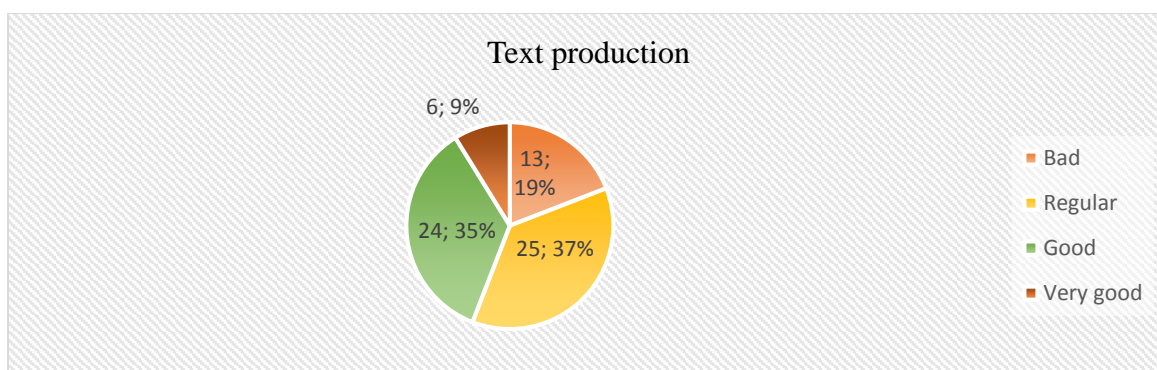
Table 13

Text production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	13	19,1	19,1	19,1
	Regular	25	36,8	36,8	55,9
	Good	24	35,3	35,3	91,2
	Very good	6	8,8	8,8	100,0
Total		68	100,0	100,0	

Note. Quantitative results obtained through a Likert scale to know the opinion of the students about their text production.

Graph 11: Text production



Analysis and interpretation

Putting theoretical knowledge into practice is the work of the students, although writing is taught in English classes, this expertise in the construction of academic texts is not evident. The data obtained indicate that the production of 19.12% of the production is bad, 36.76% regular, 35.29% good, and only 8.82% very good. Based on what was stated by the students, it is necessary to reflect on the need to work on the production of academic texts and put them into practice to improve the English language level.

Digital graphic organizers and English academic writing question number 9: You consider that; the organization and coherence of the ideas in your text is

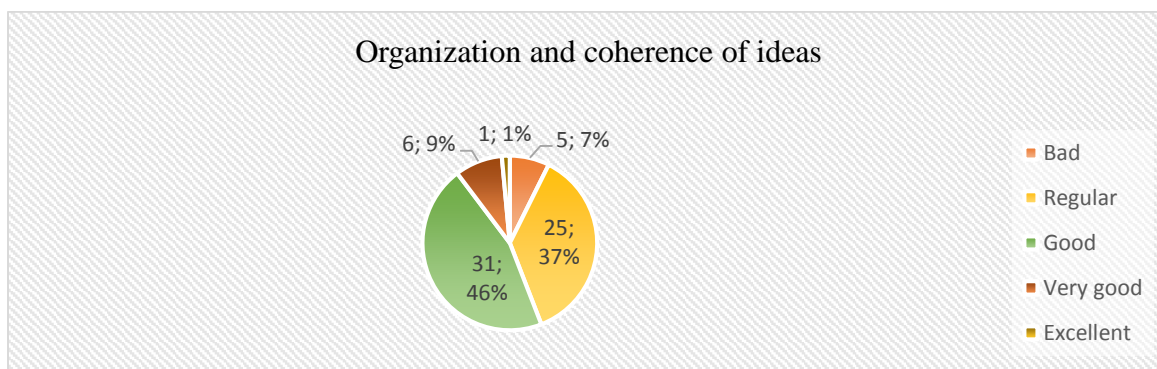
Table 14

Organization and coherence of ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	5	7,4	7,4	7,4
	Regular	25	36,8	36,8	44,1
	Good	31	45,6	45,6	89,7
	Very good	6	8,8	8,8	98,5
	Excellent	1	1,5	1,5	100,0
	Total	68	100,0	100,0	

Note. Quantitative results obtained through a Likert scale to know the opinion of the students about their text organization and coherence.

Graph 12: Organization and coherence of ideas



Analysis and interpretation

Question 9 is of fundamental importance in this study, despite not being able to address all the aspects related to the process of academic writing. It is necessary to focus on the organization stage according to what was stated by the students in the questionnaire. 45.59% of the students affirm that the organization in texts is “good”, 36.76% affirm that it is regular. A percentage of 8.82% indicates that their level is very good. 7.35% bad. Only 1.47% mention that their level is excellent. These statistical data added to those previously exposed corroborate the need to intervene to improve this item of the academic writing process.

Digital graphic organizers and English academic writing questionnaire question number 10: You consider that; the use of language and vocabulary in your text is...

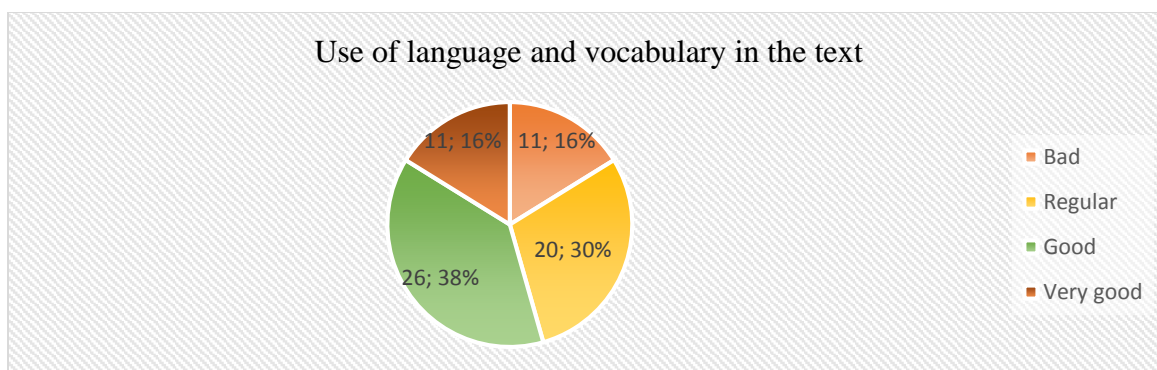
Table 15

Use of language and vocabulary in the text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	11	16,2	16,2	16,2
	Regular	20	29,4	29,4	45,6
	Good	26	38,2	38,2	83,8
	Very good	11	16,2	16,2	100,0
	Total	68	100,0	100,0	

Note. Quantitative results obtained through a Likert scale to know the opinion of the students about the use of language and vocabulary.

Graph 13: Use of language and vocabulary in the text



Analysis and interpretation

Paragraphs are the most common form of assessment by the teacher in English IV. The student's perception of their paragraphs allows them to identify the needs they have when writing this type of academic text; vocabulary is essential. In the survey, 16.18% of the students indicate that the vocabulary necessary to elaborate their paragraphs is very good, the same percentage indicates that it is bad, 29.4% affirm that their level is regular, 38.24% indicate that their level is Okay. In this item, there is no student with an excellent level. Based on what was exposed by the students and what was theorized, it can be mentioned that there are many causes for the writing of paragraphs to be deficient, one of the essential elements being vocabulary.

4.1.3 Control group: Pre- Post test results

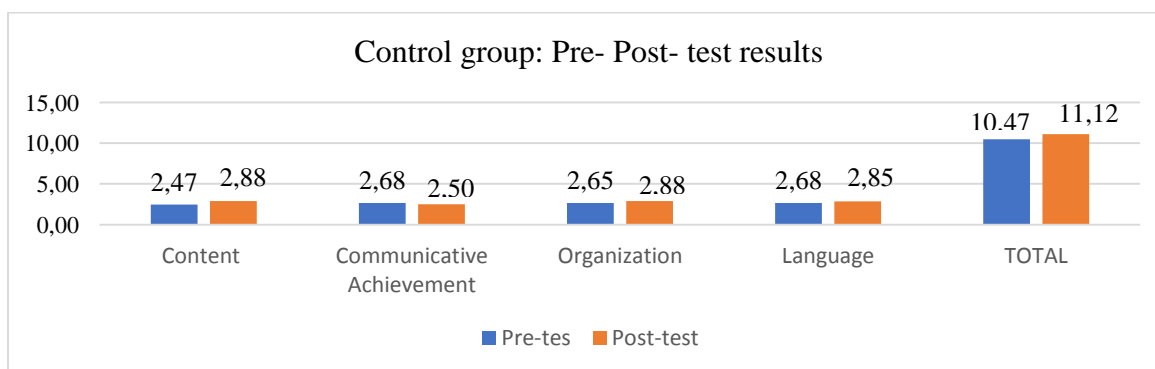
Table 16

Control group: Pre- Post- test results

Pet test subscales	Pre-test Results	Post- Test Results
Content	2,47	2,88
Communicative Achievement	2,68	2,5
Organization	2,65	2,88
Language	2,68	2,85
Total	10,48	11,11

Note. Quantitative data using SPSS statistics software to obtain results about Pre and Post test in the students of the fourth level of Escuela Superior Politécnica de Chimborazo.

Graph 14 Control group: Pre- Post- test results



Analysis and interpretation

A proven instrument was applied that consisted of a Cambridge University rubric of the PET test (Preliminary English Test), this instrument was applied several times during the semester in the subject of English IV but the first paragraph and the last one elaborated by the students of this level. The results obtained were the following:

The Control group comparative table items evaluated PET table presents a summary of the grades obtained by the students in the content item, the average grade for the course was 2.47/5 in the pre-test and 2.88 in the post-test. The improvement in rating was 0.41. In the communicative achievement item, no improvement was evidenced, on the contrary, the score dropped 0.18 in the post test. In the organization item, the improvement was 0.23 points in the average rating of the group. Finally, the language item presented an improvement of 0.17 in the group mean. There is a lightly improvement in the control group in the writing skill.

4.1.4 Experimental group: Pre- Post test results

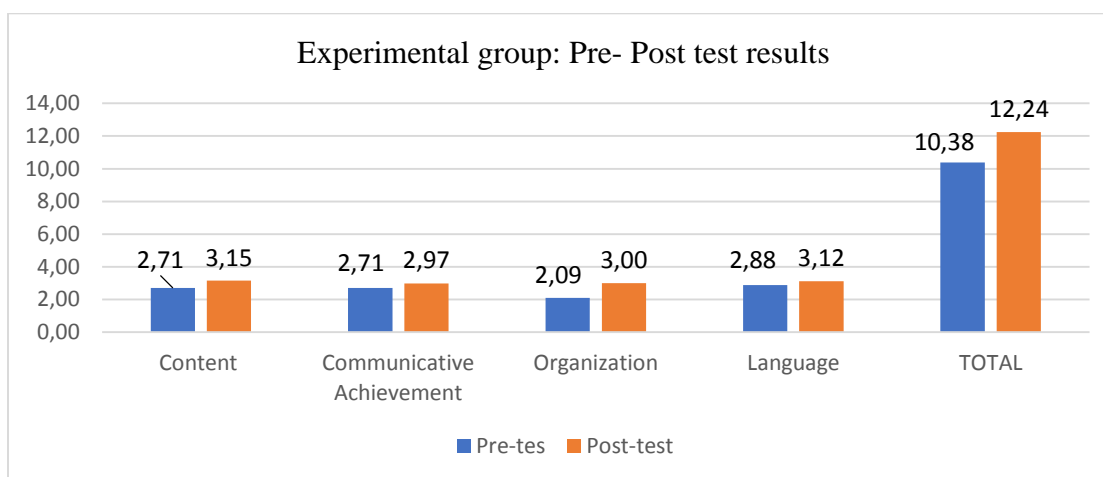
Table 17

Experimental group: Pre- Post test results

Pet test subscales	Pre-test Results	Post- Test Results
Content	2,71	3,15
Communicative Achievement	2,71	2,97
Organization	2,09	3
Language	2,88	3,12
Total	10,39	12,24

Note. Quantitative data using SPSS statistics software to obtain results about Pre and Post test in the students of the fourth level of Escuela Superior Politécnica de Chimborazo.

Graph 15 Experimental group: Pre- Post test results



Analysis and interpretation

Experimental group comparative table item evaluated PET that shows an improvement in the post -test of 1.85 in the total mean of the group. Concerning the control group, the improvement is 1.45 in the total mean of the post test. The change in the average score of the experimental group after the application of digital graphic organizers is evidenced. Unlike the control group, in the experimental group, there were good changes in all the items evaluated with the Cambridge standardized test rubric, so Content had an increase of 0.44; Communicative achievement: 0.26, Organization 0.91, and Language 0.24. As a result, it can be concluded that digital graphic organizers aided students in meeting PET-specific goals.

4.2 Pre- test and Post- test average and difference

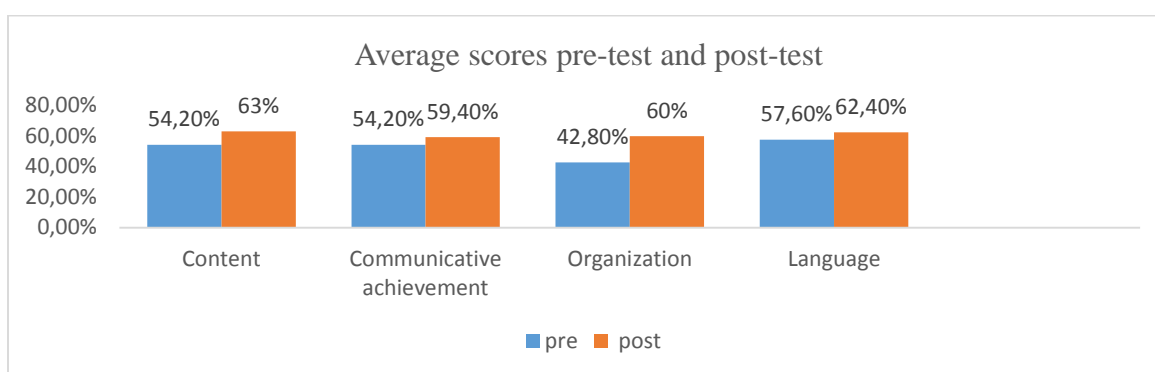
Table 18

Pre- test and Post- test average and difference

Results	Pre-test	Post-test	Difference
Average	10,39	12,24	1,85

Note. Distribution of percentages of the writing assessment subscales to know the difference before and after the test application.

Graph 16: Average score pre-test and post-test



Analysis and interpretation

Table 18 demonstrates that the Cambridge average after the treatment was positive, so the Content assessment subscale increased from 54,20 % to 63%, that represents an improvement rating of 8.8; the communicative achievement had a small progress from 54,20% to 59,40%; however, organization had a considerable increment from 42,80% to 60% that means 17,2 of rank, and finally language had an acceptable rise from 57,60 to 62.40. It can be concluded that students show competence by taking online proposes as digital graphic organizers. So web 3.0 was a primary factor in allowing students to interact through different online platforms that permitted them to enhance their English academic writing. Finally, the findings show a substantial difference in student performance when education is linked to a training improvement based on new trends and technology, implying that different innovative strategies that aid learners in the writing process must be continued.

4.3 Hypothesis verification

Because this is an experimental study, it was essential to use SPSS software to evaluate if the hypothesis reveals the expected outcomes. As a result, the Paired Sample t-test was implemented, with the average acquired during the pre-test and post-test procedures. The Paired Sample t-test is, without a doubt, decisive for approving or rejecting the alternative hypothesis that says that the use of digital graphic organizers improves English academic writing in students of the fourth semester of the Mechanics Faculty at Escuela Superior Politécnica de Chimborazo.

Table 19

Paired Samples Statistics

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	PET	10,38	34	1,859	,319
	Post test	PET	12,24	34	2,323	,398

Note. Hypothesis verification through the Paired Sample t test

Table 20

Paired Samples Correlations

			N	Correlation	Sig.
Pair 1	Pretest	PET & Posttest	PET34	,617	,000

Note. Hypothesis verification through the Paired Samples Correlation

Table 21

Paired Samples Test

		Paired Differences					t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre test PET - Post test PET	-1,853	1,877	,322	-2,508	-1,198	-5,756	,000

Note. The confidence interval for the difference of means and the p-value (0.000) less than (0.05) shows that the null hypothesis H0 is rejected, and the alternative hypothesis H1 is accepted.

Analysis and interpretation

The statistical data collected by the experimental group during the pre-test and post-test applications are shown in the tables above. Table 19, in particular, demonstrates that based on the average obtained from the Cambridge score of over 20 marks, there is a significant difference between the means and the standard deviation. Therefore, the mean of 34 subjects before the experiment was 10,38; consequently, after the investigation, the mean increased to 12,24. Moreover, the statistics information remarks that the subjects improved their grade after using Digital graphic organizers. Thus, considering the 95% confidence interval for the difference of means and the p-value, which is (0.000) less than (0.05). Therefore, it is asserted that the null hypothesis H₀ is rejected, and the alternative hypothesis H₁ is accepted, concluding that the use of Digital Graphic organizers enhances the English academic writing in the students of the fourth semester of Mechanics Faculty at Escuela Superior Politécnica de Chimborazo.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

This chapter gives the necessary conclusions and recommendations for future investigations after the appropriate analysis and discussion of results obtained and related to the treatment that involved Digital graphic organizers and English academic writing for students in the fourth semester of the Mechanics Faculty of Escuela Superior Politécnica de Chimborazo.

* The improvement of writing skills is strongly connected to digital graphic organizers. It was demonstrated that these strategies have an effective, direct, and beneficial influence on enhancing academic writing based on the verification of the alternative hypothesis. The p-value was less than 0,05, revealing that academic writing improved due to using digital graphic organizers on different online platforms.

* The application of the following digital tools as the mind map, The Venn diagram, story map, and hamburger graphic organizers contributed to enriching the writing of a text developing in learners their critical and creative thought as well as comprehension of vocabulary, organization of ideas, coherency between other essential aspects which allowed them to participate actively.

* The post-test results showed clearly that digital graphic organizers improved academic writing by 8%. According to the standardized PET rubric, there was a significant enhancement in each writing assessment subscale. Thus Content had an increment from 54, 20% to 63%; Communicative achievement increased from 54,20% to 59,40%, Organization from 42,80 to 60%, and language from 57,60% to 62,40%. However, there are still some aspects on which to work, such as vocabulary, grammar, and structure of paragraphs, that enable students to write an academic text appropriately.

* According to the writing performance of students and aimed to get learners to have an adequate development of their academic writing are advisable to incorporate digital graphic organizers of cognitive strategy as mind maps; sequential strategy as story maps, comparative strategy as The Venn diagram, and for structuring paragraphs the hamburger

graphic organizer all of these can be created using online platforms to improve their writing tasks in digital educational settings significantly.

5.2 Recommendations

Based on the data collected during the current study, as well as the positive interaction between digital graphic organizers and English academic writing, it is best suggested:

* Educators and educational authorities should encourage students to use digital graphic organizers in online learning contexts because they help them strengthen their academic writing skills. They are the most effective strategy for learners to dynamically produce short or more extensive written pieces. As a result, teachers in EFL courses are recommended to use digital graphic organizers.

* Teachers should take advantage of these technological tools, focusing on those that allow learners to understand the organizational patterns of the text better. So, digital graphic organizers engage students in the teaching-learning process because they are a valuable scaffold to support their learning.

* It is advisable to continue reinforcing aspects related to academic writing texts, including more online activities through digital graphic organizers that improve the writing paragraph associated with content, communicative achievement, organization, and language contemplated as measurable parameters in the standardized PET test.

* It is strongly recommended that teachers apply digital graphic organizers focused on cognitive, sequential, and comparative strategies to enhance students' writing skills by recognizing its web 3.0 functionalities to reduce repetition in daily learning contexts; as well as it is beneficent to integrate these online tools in different academic areas such as social sciences, art, mathematics, literature, to help students to generate ideas, and organize information in a strategic way contributing significantly in their learning process.

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Annex 1: Approval

OFICIO DE AUTORIZACIÓN



ESPOCH

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

Oficio 005.VRA.ESPOCH.2021
Septiembre 03 de 2021

Licenciada

Jacqueline Logroño López

MAESTRANTE EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA
UNIVERSIDAD TÉCNICA DE AMBATO

Presente

De mi consideración:

Reciba un cordial saludo, y en atención al Oficio No. 0749.VIP.ESPOCH.2021.SGD, firmado electrónicamente por el Dr. Pablo Vanegas Peralta, Ph D, Vicerrector de Investigación y Posgrado en el que manifiesta "debido a la importancia que tienen las investigaciones sobre el rendimiento académico de nuestros estudiantes, me permito recomendar que se entreguen las facilidades para el desarrollo de las actividades solicitadas.

En este contexto se autoriza a la Licenciada Jacqueline Logroño López, realizar el Proyecto de Investigación, con los estudiantes del área de Inglés nivel IV con el tema: Digital Graphic Organizers and English Academic writing”

Particular que comunico para los fines legales consiguientes.

Atentamente,
"Saber para Ser"

Ing. Jenny Basantes Ávalos, PhD
VICERRECTORA ACADÉMICA



Annex 2: Web 3.0 diagnosis survey

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN (2do PINE) (Copia)

PROYECTO DE INVESTIGACIÓN: "Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".
OBJETIVO: Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo
Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo.

...

DATOS INFORMATIVOS

Grupo Experimental IV "A"

Siguiente

Preguntas Respuestas 37

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN (2do PINE) (Copia)

PROYECTO DE INVESTIGACIÓN: "Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".
OBJETIVO: Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo
Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo.

Sección 1 ...

DATOS INFORMATIVOS

Grupo Experimental IV "A"


Sección 2 ...

" Digital Graphic organizers and English academic writing "

Obtained from: Microsoft Forms. (2021) <https://n9.cl/oqpeh>

Annex 3: Digital Graphic organizers and Academic Writing survey

Preguntas Respuestas Configuración



Sección 1 de 3

Survey (R1)

Dear student
I cordially request to respond to this questionnaire, which aims to obtain information about the use of graphic organizers and your academic writing. Please mark the option that reflects your criteria, taking into account the qualitative-quantitative parameters of each question.

Después de la sección 1 Ir a la siguiente sección

Preguntas Respuestas Configuración

Graphic Organizers

Descripción (opcional)

1. How often do you use graphic organizers? *

Always (5)

Usually (4)

Sometimes (3)

Rarely (2)

Never (1)

2. How often do you apply mind maps to brainstorm ideas? *

Always (5)

Usually (4)

Sometimes (3)

Obtained from: Google Forms. (2021) <https://n9.cl/51fzk>

Annex 4: Instrument Validation



UNIVERSIDAD TÉCNICA DE AMBATO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021

Avda. De Los Chasquis y Río Payamino Ambato-Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “SURVEY” PERTENECIENTE A LA INVESTIGACIÓN
 “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH ACADEMIC WRITING”

AUTOR/A: Jacqueline Logroño López

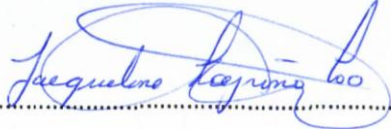
Señale mediante un ✓, según la validación para cada pregunta:

ID- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

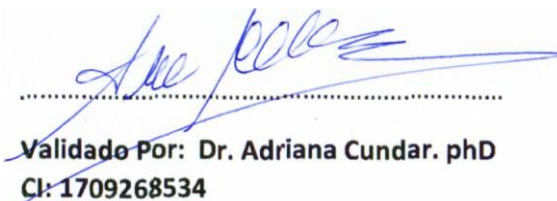
PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1. How often do you use graphic organizers?				✓				✓				✓				✓
2. How often do you apply mind maps to brainstorm ideas?				✓				✓				✓				✓
3. How often do you use graphic organizers in your English class to make easy the comprehension of your ideas?				✓				✓				✓				✓
4. How often do you organize information of several topics into a graphic organizer				✓				✓				✓				✓
5. How often do you use online tools to create graphic organizers?				✓				✓				✓				✓
6. You consider your academic writing in English is:				✓				✓				✓				✓

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
7. The content of your paragraph is:				✓				✓				✓				✓
8. The production of your text when communicating ideas is:				✓				✓				✓				✓
9. The organization and coherence of the ideas in your text is:				✓				✓				✓				✓
10. The use of language and vocabulary in your text is:				✓				✓				✓				✓

OBSERVACIONES:

.....


Realizado Por:
Lic. Jacqueline Logroño López
CI: 060185117-3

.....

Validado Por: Dr. Adriana Cundar. PhD
CI: 1709268534



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

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AUTOR/A: Jacqueline Logroño López

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PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1. How often do you use graphic organizers?				✓				✓				✓				✓
2. How often do you apply mind maps to brainstorm ideas?				✓				✓				✓				✓
3. How often do you use graphic organizers in your English class to make easy the comprehension of your ideas?				✓				✓				✓				✓
4. How often do you organize information of several topics into a graphic organizer				✓				✓				✓				✓
5. How often do you use online tools to create graphic organizers?				✓				✓				✓				✓
6. You consider your academic writing in English is:				✓				✓				✓				✓

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
7. The content of your paragraph is:				✓				✓				✓				✓
8. The production of your text when communicating ideas is:				✓				✓				✓				✓
9. The organization and coherence of the ideas in your text is:				✓				✓				✓				✓
10. The use of language and vocabulary in your text is:				✓				✓				✓				✓

OBSERVACIONES:



Realizado Por:
Lic. Jacqueline Logroño López
Cl: 060185117-3



Validado Por: Mg. Isabel Escudero
Cl: 0602698904

Annex 5: Pre- test; Post-test

Pre-Test level (T1)

ineslogrono14@gmail.com [Cambiar cuenta](#)

Se registrarán la foto y el nombre asociados con tu Cuenta de Google cuando subas archivos y envíes este formulario. Tu correo electrónico no forma parte de tu respuesta.

***Obligatorio**

Student's name *

Tu respuesta

Write a story of about 100 words. The first sentence is provided in the question: " I couldn't believe what I saw when I walked into the classroom". *

[📎 Agregar archivo](#)

Rubric

		Writing a story		
How many marks are there?		20 (maximum)		
What do candidates have to do?		To write a story, they must use the first sentence provided in the question		

B1	Content	Communicative Achievement	Organisation	Language
	All content is relevant	Uses the conventions	Text is generally	Uses a range of everyday vocabulary

Rubric

		Writing a story		
How many marks are there?		20 (maximum)		
What do candidates have to do?		To write a story, they must use the first sentence provided in the question		

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.	Performance below Band 1.		

Opción 1

Obtained from: Google Forms. (2021) <https://n9.cl/mil1k>

Annex 6: Lesson Plan

LESSON PLAN 1		
Faculty:		
Place:		
Mode:		
Teacher's name:		
Date:	Time:	
Level:	Length of the first lesson:	
Type of Graphic Organizer		
Main focus of the lesson:	Writing sub skills:	
Topic		
Learning outcome:		
Aim:		
Materials:		
Procedure		
Time	Activities	Materials
	Warm up activity	

By Logroño, J. (2021)

Annex 7: Experiment Design



DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

Autora: Lcda. Jacqueline Inés Logroño López
Tutora: Lcda. Mg. Ruth Elizabeth Infante Paredes

Ambato- Ecuador 2021

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INTRODUCTION

Sabarun (2017) stated that Graphic organizers are a set of visual schemes and resources that students use to display and organize their information and thoughts. They help them to develop their ideas, stories, personal details, and surroundings before writing.

New teaching methods include the use of technology to design digital graphic organizers. So web 3.0 offers multiple applications to learners to have access to several online platforms to create online tools which provide them the opportunity to enhance their learning process in many ways as developing cognitive abilities, highlighting concepts and vocabulary, structuring logic sequences of ideas that after will be reflected in the writing of a text with the help of font styles, color, images to motivate students to learn attractively.

Corbato (2017) suggested that most of these technologies have a lot of potential for strengthening cooperative, cognitive, and creative work, and these attractive digital tools combining with diverse materials support learners in their learning, making it more effective to change traditional methodologies into new active forms. As a result, it was essential to perform six lesson plans on students from the fourth semester of Escuela Superior Politécnica de Chimborazo to meet the goals of the current study, which include the use of digital graphic organizers and English academic writing.

GENERAL OBJECTIVE

* To propose a selection of lesson plans based on digital graphic organizers to improve English academic writing on fourth-semester students of mechanics Faculty at Escuela Superior Politécnica de Chimborazo.

SPECIFIC OBJECTIVES

- * To recommend digital graphic organizers that develop English academic writing
- * To use various lesson plan designs in English class sessions
- * To assess students' academic writing skills by using a Cambridge rubric.

SCOPE OF THE EXPERIMENT

NUMBER OF LESSON PLAN	TOPIC	OBJECTIVE	TIME	WRITING ASSESMENT SUBSCALES	ACTIVITIES
1	First Conditional	To explain the future consequence of a possibility that exists now or in the future.	1 H	* Content * Communicative Achievement	*Google document presentation * Mind map canva design * Penzu profile
2	Second Conditional	To discuss unreal or imaginary conditions	1H	* Organization * Language	*Canva presentation * Mind map Miro activity * Padlet story design
3	Paragraph structure	To structure a text into a paragraph using good punctuation and cohesive devices	1H	* Content * Organization	*Share point presentation *Sandwich graphic organizer padlet design * Paragraph penzu activity

By: Logroño, J. (2021)

4	Complex sentence	To apply vocabulary in writing complex sentences	1H	* Communicative achievement * Language	* Online vocabulary practice *Google document presentation *Word map graphic organizer. Miro activity
5	Direct and Indirect speech	To analyze the differences between Direct and Indirect speech	1H	*Content * Communicative Achievement	*Google drive presentation *Venn diagram Canva graphic organizer design * Padlet activity
6	Narrative Paragraph	To describe a story through a chronological written narration.	1H	* Organization * Language	* Canva presentation * Google document time linkers review * Story map graphic organizer activity

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DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

LESSON PLAN 1: FIRST CONDITIONAL

Autora: Licenciada Jacqueline Inés Logroño López

LESSON PLAN 1		
Faculty: Mechanics		
Place: Escuela Superior Politécnica de Chimborazo		
Mode: Online		
Teacher's name: Lic. Jacqueline Logroño López		
Date: 08/12/2021	Time: 14:00 pm - 15:00 pm	
Level: Fourth "A" B1-Intermediate	Length of the first lesson: 60 minutes	
Type of Graphic Organizer	Mind map	
Main focus of the lesson:	Writing Assessment subscales: - Content Communicative Achievement	
Topic	First Conditional	
Learning outcome:	At the end of the class students will be able to write a personal profile including first conditional in a suitable order and according to the example provided for the professor.	
Aim:	To explain the future consequence of a possibility that exists now or in the future. To determine the word order and position in the first conditional sentence To write a personal profile To assess students' writing using a rubric.	
Materials:	Quiziz, PowerPoint presentation, google docs, canva, penzu	
Procedure		
Time	Activities	Materials
10 minutes	Warm up activity Professor will ask students to access quiziz.com. They must enter the PIN code and answer 12 questions (multiple choice)	Quiziz.com
	The questions will be related to the first Conditional .	https://quizizz.com/admin/quiz/5cb4d1bc427ac6001b3990bf
5 minutes	Then, the teacher will give feedback,	

<p>20 minutes</p>	<p>mentioning the correct answers to clear any doubt.</p> <p>Exposition</p> <p>Professor will present information about Firstconditional, the structure, word order in if sentence, and examples through slides, then students will make a mind map brainstormingideas about they remember of first conditional, the link is supplied by the professor to work cooperatively using the online tool Canva.</p>	<p>https://docs.google.com/presentation/d/1wjvYIgOZKnJLyEFolEvfWc4S4dZ260ixBPmtMp20IKo/edit?usp=sharing</p> <p>https://www.canva.com/design/DAExnRyhqVM/ngOA2pAliTz03jvJjCfviQ/view?utm_content=DAExnRyhqVM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>
<p>20 minutes</p>	<p>Then, Professor will present a student profile example for an online course based in some suggested questions, and learners must write their profile based on the pattern given including at least 3 first conditional sentences,with a maximum of 160 words. To carry out this writing, the teacher will provide them a link to the online document</p>	<p>https://penzu.com/p/d27f613f</p>
<p>5 minutes</p>	<p>Assessment:</p> <p>Students must upload the writing as task to google drive (folder of activities) in a pdf document naming the document with the N. ofthe task followed by their last names and names. Students' writing will be evaluated using a rubric: (Organization/content, grammar</p>	<p>https://livespochedu-my.sharepoint.com/:f:/g/personal/jacqueline_logronio_espoch_edu_ec/EkTNVYiFPihDsvndAFNybX0Bxy_luH06wUGp89Cyf7G7cg?</p>

	and punctuation and vocabulary)	e=gvwgIF
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By Logroño, J. (2021)



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>		

Obtained from: Cambridge. (2020). Assessing writing for Cambridge English Qualifications. *A guide for teachers*. Retrieved from https://www.cambridgeenglish.org/pl/Images/603901-cer_6647_v1b_jul20_teacher-guide-for-writing_b2_first_schools_prf2.pdf

FIRST CONDITIONAL PRESENTATION (ANNEX 1)

1ST CONDITIONAL
Talk about a possible future.

We use the first conditional to talk about a situation and result in the future.

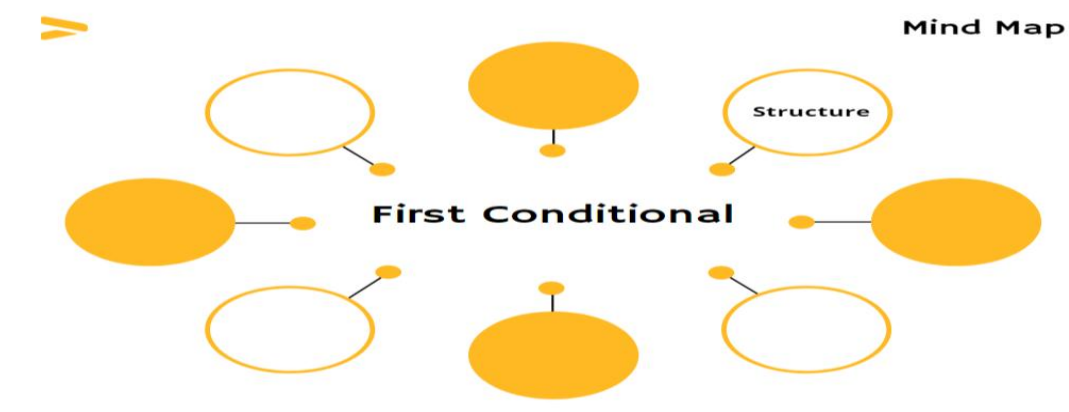
IF  **+**  **THEN**

If it is hot tomorrow, I'll go to the beach.
I'll go to the beach if it is hot tomorrow.

In a conditional sentence, there are two clauses:
IF clause and RESULT clause

Obtained from: Google Docs (2021) <https://n9.cl/a3i41>

DIGITAL MIND MAP ACTIVITY (ANNEX 2)



Obtained from: Canva (2021) <https://n9.cl/5uj4y>


STUDENT PROFILE TASK (ANNEX 3)

penzu

Sat. 12/4/2021by Jackie Logroño

Write a student profile about yourself for an online English language course. Use the same headings as the students on this page. Make notes

- * Tell about you
- * How do you feel about this course?
- * What do you do when you are not studying?



Hi, everyone. I'm Francisco and I come from Mexico. Next year, I want to do a business degree. I've already got one in sports science. I did it here in Mexico City, but it was in English and not in Spanish. I'm sure you've already guessed that I can speak Spanish as well as English. It's my first language after all. If I pass this online introduction course and an English test, then I'll get a place in a business degree program. I'm excited about being in Mexico, but studying with people in the Uk! is really cool. I work as the manager of a gym, and that's why I want to do the Business Administration degree. Some day. I'd like to own it, or one that is similar. In my free time. I watch sport. I'll watch any sport, and I'll try anything, but my favorite sport is football. I also have a girlfriend, Claudia. Luckily, she likes football too, so I can watch matches with her.

Obtained from: Penzu (2021) <https://penzu.com/public/d27f613f>

FIRST CONDITIONAL PRACTICE (ANNEX 4)


QUIZZ

Have an account?
[Iniciar sesión](#)

[Crear](#)

- Explorar
- Mi biblioteca
- Informes
- Clases
- Ajustes
- More

Buscar Biblioteca Quizz Introducir código Iniciar sesión Registrarse



First Conditional

67% precisión media · 1.1K jugadas
7th - 8th curso · English

Elena Стасюк · 2 years · 13 likes

[Iniciar una prueba en vivo](#) [Asignar tarea](#)

12 preguntas · Ocultar respuestas · Avance

1. Opción múltiple · 30 seconds

Q. If Peter _____ (come) to my place, we _____ (go) to play in the yard.

answer choices

<input type="radio"/> come / go	<input type="radio"/> come / will go
<input type="radio"/> comes / will go	<input type="radio"/> comes / goes

2. Opción múltiple · 30 seconds

Q. If Peter _____ (not come) to my place, I _____ (watch) TV.

answer choices

<input type="radio"/> not comes / will watch	<input type="radio"/> doesn't come / watches
--	--

Upgrade to **QUIZZ**
Graduate from your Basic plan

RE-OPEN EXPIRED GAMES any time you want

Students can submit their assignments even if they miss a deadline.

[Obtener super](#)

Obtained from: Quizzizz (2021) <https://quizzizz.com/admin/quiz/5cb4d1bc427ac6001b3990bf>

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EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

LESSON PLAN 2: SECOND CONDITIONAL

Autora: Licenciada Jacqueline Inés Logroño López

LESSON PLAN 2		
Faculty: Mechanics		
Place: Escuela Superior Politécnica de Chimborazo		
Mode: Online		
Teacher's name: Lic. Jacqueline Logroño López		
Date: 09/12/2021	Time: 14:00 pm - 15:00 pm	
Level: Fourth "A" B1-Intermediate	Length of the first lesson: 60 minutes	
Type of Graphic Organizer	Mind map	
Main focus of the lesson:	Writing Assessment subscales: - Organization - Language	
Topic	Second Conditional	
Learning outcome:	Students will be able to describe pictures about moral dilemmas in a written form using Second Conditional.	
Aim:	To discuss unreal or imaginary conditions To construct a story based on the writing stages To organize ideas in the text using linking words To assess students' writing using a rubric.	
Materials:	Wordwall, Canva, Miro graphic organizers, padlet,	
Procedure		
Time	Activities	Materials
10 minutes	Warm up activity Students will have access to a Word wall to play and practice second conditional; there are ten sentences, and they have to complete the ending of the same one	Wordwall https://wordwall.net/es/resource/16152564/second-conditional
5 minutes	Then, the teacher will check with the class the correct answer.	

<p>20 minutes</p>	<p>Exposition</p> <p>Professor will present information about Second conditional, the structure, word order in a sentence, and examples through a video and slides.</p> <p>Thus, students will work cooperatively answering to this question through a graphic organizer with at least 6 responses. What would you do if you found your class English test in the school bathroom?</p>	<p>https://www.canva.com/design/DAExpd5dAbo/vV2phPXCfMfDJofYIUyejg/view?utm_content=DAExpd5dAbo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>https://miro.com/app/board/uXjVOdKQs8=?invite_link_id=728142845806</p>
<p>20 minutes</p>	<p>Then, learners will choose a picture to complete the information requested, and they will write a small story where they have to put a suggestive title with a maximum of 160 words that include second conditional form, and different grammar structures. To carry out this writing, the teacher will give them the guide of phases of writing, the link is available in padlet.</p> <p>Writing stages:</p> <p>Planning:</p> <p>Brainstorm ideas and arguments in an organized way using an outline.</p> <p>Drafting</p> <p>Students will write their first draft; focusing on the content of the story using the previous outline.</p>	<p>https://padlet.com/ineslogrono14/9ztxj8mk9sxvhv7r</p>

<p>5 minutes</p>	<p>Revising</p> <p>Learners will read again the writing to correct mistakes. This means that they will be able to add necessary information to the text.</p> <p>Editing</p> <p>Students will be able to check and correct errors, correct capitalization, etc. to finish with the final text.</p> <p>Linking words</p> <p>Common linking words to connect sentences are also showed in padlet</p> <p>Assessment:</p> <p>Students must upload the writing as task to google drive (folder of activities) in a pdf document naming the document with the N. of the task N.2 followed by their last names and names. Students' writing will be evaluated using a rubric (Organization/content, grammar spelling and punctuation and vocabulary)</p>	<p>https://liveespochedu-my.sharepoint.com/:f:/g/personal/jacqueline_logronio_espoch_edu_ec/EuNMmxS35g9MoBNXLrUXowUBT0Tdt2h0GiavjS_wJ_FO2w?e=wTuAT8</p>
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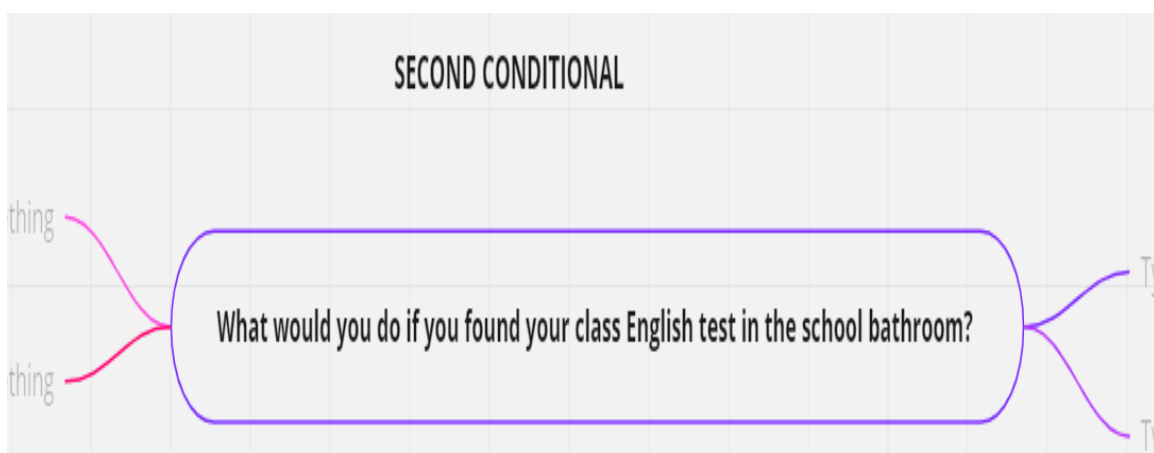
B1	Content	Communicative Achievement	Organisation	Language
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3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward 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.
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SECOND CONDITIONAL PRESENTATION (ANNEX 1)



DIGITAL MIND MAP ACTIVITY (ANNEX 2)



Obtained from: Miro (2021)
https://miro.com/app/board/uXjVOdKQSs8=?invite_link_id=728142845806

SMALL STORY PADLET TASK (ANNEX 3)

<https://padlet.com/ineslogrono14/9ztxi8mk9svhv7r>

The image shows two Padlet cards. The left card is titled 'Writing Stages' and contains a text box that says 'Remember the Sequence of Writing stages: Planning, drafting, revising and editing'. Below this is a 'SEQUENCE GRAPHIC ORGANISER' consisting of four colored boxes (green, blue, orange, red) connected by red arrows pointing right. Below the boxes is a legend for 'Signal and Transition Words' with columns for 'Start', 'Next', and 'End/long after'. The right card is titled 'STEPS OF WRITING' and features a circular diagram divided into five colored segments: PREWRITING (green), DRAFTING (pink), REVISING (yellow), PROOFREADING (orange), and PUBLISHING (blue). Each segment lists specific tasks related to that stage.

SECOND CONDITIONAL PRACTICE (ANNEX 4)

The image shows a screenshot of a digital practice interface. At the top, it says 'Cree mejores lecciones de forma más rápida' and 'Inicio Características Planes De Precios'. The main area has a dark background with the text 'Rueda del azar' and 'Second conditional' in large white font. In the center is a blue play button with the word 'INICIAR' below it. Below the play button is the text 'Finish the sentences'. At the bottom right, there are icons for volume and window management.

Obtained from: <https://wordwall.net/es/resource/16152564/second-conditional>

DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

LESSON PLAN 3: PARAGRAPH STRUCTURE

Autora: Licenciada Jacqueline Inés Logroño López

LESSON PLAN 3		
Faculty: Mechanics		
Place: Escuela Superior Politécnica de Chimborazo		
Mode: Online		
Teacher's name: Lic. Jacqueline Logroño López		
Date: 15/12/2021	Time: 14:00 pm - 15:00 pm	
Level: Fourth "A" B1-Intermediate	Length of the first lesson: 60 minutes	
Type of Graphic Organizer	Sandwich Graphic organizer	
Main focus of the lesson:	Writing Assessment subscales: Content Organization	
Topic	Paragraph structure	
Learning outcome:	Students will be able to structure a text into a paragraph using good punctuation and cohesive devices such as transition words	
Aim:	<ul style="list-style-type: none"> * To understand the use of punctuation through the practice, and how ideas and thoughts are connected by using transition words * To use a graphic organizer to recognize the key parts of a paragraph: topic sentence, supporting details and conclusion * To assess students' writing using a rubric 	
Materials:	SharePoint, google document presentation, padlet, online pages	
Procedure		
Time	Activities	Materials
12 minutes	Start- up activity Professor presents an online practice to the students about punctuation, and then she asks them, the difficulties that they could have to reinforce with other exercises the topic.	https://liveespochedu-my.sharepoint.com/:p/g/personal/jacqueline_logronio_espoch_edu_ec/EfJEaNVpn5FCtqNtJ08cTcwBnkxdhu0KVNck5DjI_z240w?e=pCqDw6

<p>12 minutes</p>	<p>Exposition</p> <p>Then, examples of transition words through slides are showed by the professor, where learners have to complete the online exercise individually.</p>	<p>https://docs.google.com/presentation/d/1X0Gr0z64xEtu8S79WNQcjd7BcQSwx6VDMC60K94YUU/edit?usp=sharing</p>
<p>20 minutes</p>	<p>Finally, the professor presents a sandwich organizer to explain the paragraph structure, so, students have to write a paragraph about a topic that they want, where they identify the topic sentence, three supporting details, and a concluding sentence with a minimum of 100-to 150 words, the link is available in padlet and learners can also check other online examples</p>	<p>https://padlet.com/ineslogrono14/delohipoipakx8vc</p> <p>http://www.uefap.com/writing/exercise/parag/paragex3.htm</p>
<p>16 minutes</p>	<p>Assessment:</p> <p>Students can use penzu to write the paragraph, and after they can download the document in pdf, and save it into the drive folder naming the document with the # of the task followed by their last names and names. Students' writing will be evaluated using a rubric (Organization/content, vocabulary, grammar and spelling or punctuation)</p>	<p>https://livespochedu-my.sharepoint.com/:f:/g/personal/jacqueline_logronio_espoch_edu_ec/EkTNVYiFPIhDsvndAFNybX0Bxy_luH06wUGp89Cyf7G7cg</p>

By Logroño, J. (2021)

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>		

Obtained from: Cambridge. (2020). Assessing writing for Cambridge English Qualifications. A guide for teachers. Retrieved from https://www.cambridgeenglish.org/pl/Images/603901-cer_6647_v1b_jul20_teacher-guide-for-writing_b2_first_schools_prf2.pdf

PARAGRAPH STRUCTURE PRESENTATION (ANNEX 1)


STRUCTURE

- A. Topic Sentence
- B. The Introduction of Evidence
- C. The Evidence
- D. Analysis
- E. Transition
- F. Repeat Steps B - D → you should have at least two piece of textual evidence to effectively support your topic sentence
- G. Concluding Sentence

Obtained from: Google Docs (2021)

<https://docs.google.com/presentation/d/1X0Gr0z64xEEtu8S79WNQcj7BcQSwx6VDmC60K94YUU/edit?usp=sharing>

TRANSITIONAL WORDS AND PHRASES REVIEW (ANNEX 2)



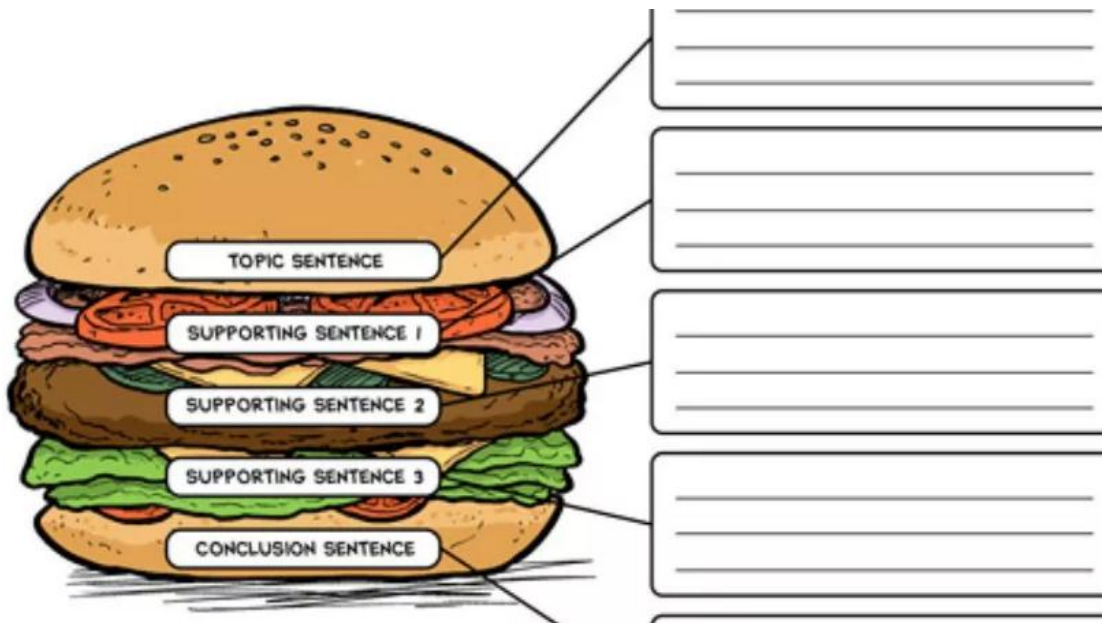
Transitional Words & Phrases

Contrast Though, however, otherwise, on the other hand, but, after all, nevertheless, yet, in contrast, at the same time
Place Here, there, nearby, beyond, below, adjacent to, neighboring on, above, wherever, opposite to
Time While, this time, after, later, earlier, even more, so far, next, once, now, until, whenever, immediately, never, always
Addition First, second, last, lastly, firstly, furthermore, moreover, even more, next, further, too, also, again, in addition
Comparison In the same way, likewise, similarly, just like, just as, as well as, resemble, equally, in common, by the same token

Obtained from: Google Presenattions (2021)

<https://docs.google.com/presentation/d/1X0Gr0z64xEEtu8S79WNQcj7BcQSwx6VDmC60K94YUU/edit?usp=sharing>

PARAGRAPH DIGITAL GRAPHIC ORGANIZER ACTIVITY (ANNEX 3)



Obtained from: Google Padlet (2021) <https://padlet.com/ineslogrono14/delohipoipakx8vc>

PARAGRAPH PRACTICE (ANNEX 4)

Writing paragraphs



exercise 3

Identify the topic sentences in the following paragraphs.

Paragraph 1

The maintenance of order in prestate societies is rooted in a commonality of material interests. The greater the amount of common interests, the less need there is for law-and-order specialists. Among band-level cultures law and order stem directly from the relations between people and the natural habitat from which subsistence is derived. All adults usually have open access to this habitat: the rivers, lakes, beaches, oceans; all the plants and animals; the soil and the subsoil. In so far as these are basic to the extraction of life-sustaining energy and materials they are communal "property."

(Marvin Harris, (1975), *Culture, people nature*, p. 356)

Paragraph 2

Though the United States has spent billions of dollars on foreign aid programs, it has captured neither the affection nor esteem of the rest of the world. In many countries today Americans are cordially disliked; in others merely tolerated. The reasons for this sad state of affairs are many and varied, and some of them are beyond the control of anything this country might do to try to correct them. But harsh as it may seem to the ordinary citizen, filled as he is with good intentions and natural generosity, much of the foreigners' animosity has been generated by the way Americans behave.

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EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

LESSON PLAN 4: COMPLEX SENTENCES

Autora: Licenciada Jacqueline Inés Logroño López

LESSON PLAN 4		
Faculty: Mechanics		
Place: Escuela Superior Politécnica de Chimborazo		
Mode: Online		
Teacher's name: Lic. Jacqueline Logroño López		
Date: 16 /12/2021	Time: 14:00 pm - 15:00 pm	
Level: Fourth "A" B1-Intermediate	Length of the first lesson: 60 minutes	
Type of Graphic Organizer	Mind Map	
Main focus of the lesson:	Writing Assessment subscales: - Communicative Achievement - Language	
Topic	Complex sentences	
Learning outcome:	Students will identify new vocabulary words, how to use them correctly in a written phrase and what they mean in the text.	
Aim:	<p>*To apply vocabulary in writing complex sentences</p> <p>*To include a vocabulary word map to increment the knowledge base of word meanings</p> <p>*To create a paragraph that includes new words and linking structures to increase cohesion in writing by connecting ideas.</p> <p>*To assess students' writing using a rubric.</p>	
Materials:	Spellingcity.com, miro, google presentation, google document, share point	
Procedure		
Time	Activities	Materials
10 minutes	Warm up activity Students get into a vocabulary online quiz to put in practice their knowledge about new words.	https://www.examenglish.com/vocabulary/b1_entertainment.htm

<p>5 minutes</p>	<p>Then, professor asks students the difficulties that they could have in the exercise, and the way to improve their comprehension.</p>	
<p>15 minutes</p>	<p>Exposition</p> <p>A vocabulary word map that includes definition, synonyms, and a drawing of the word is presented by the professor, and students have to do the exercise working in groups.</p> <p>Afterward, Professor gives information about complex sentences their structure, and online application, and learners practice the activity.</p>	<p>https://miro.com/app/board/uXjVOcSgKuU=?invite_1ink_id=646291703841</p>
<p>10 minutes</p>	<p>Students make use of linking words shown in the google document to create a paragraph that includes words from the vocabulary map related with Christmas with a maximum of 100 to 160 words</p>	<p>https://docs.google.com/presentation/d/1yGdrn97DDChDa8GFc-L6jGTCVMxN7TxZJiSsBJCslq0/edit?usp=sharing</p>
<p>20 minutes</p>	<p>Assessment:</p> <p>Learners must upload the writing as task to google drive (folder of activities) in a pdf document naming the document with the N. of the task followed by their last names and names. Students' writing will be evaluated using a rubric: (Organization/content, grammar spelling and punctuation and vocabulary)</p>	<p>https://docs.google.com/document/d/1oi99FMe25kUQDW1CRUMnEvov1nf9b94KHcCLyq2gytE/edit?usp=sharing</p>

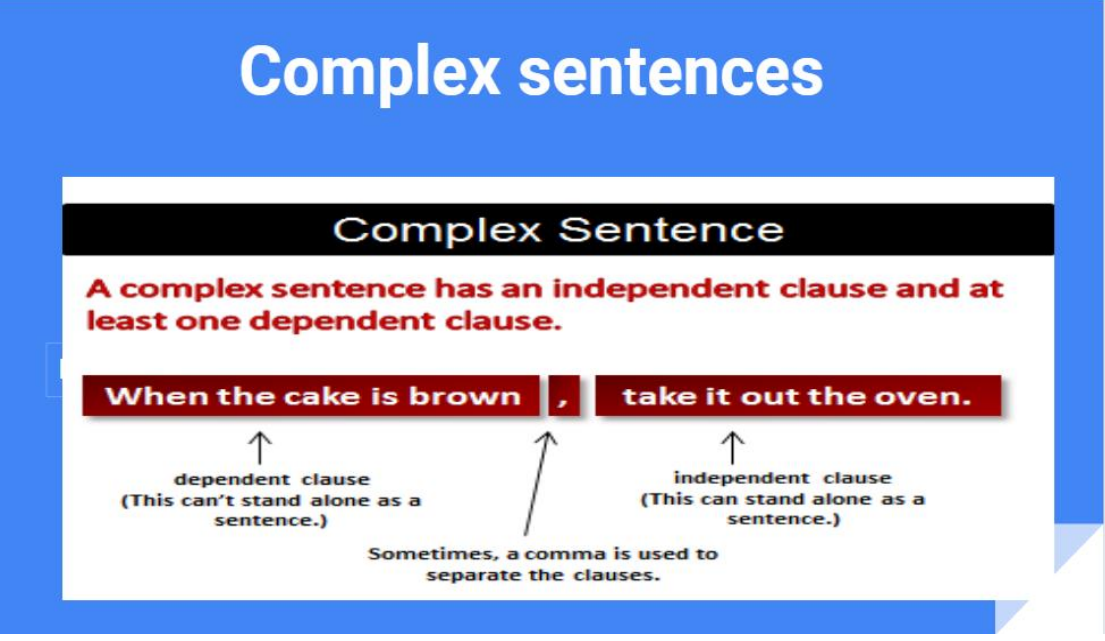
		https://liveespochedu-my.sharepoint.com/:f/g/personal/jacqueline_logronio_espochedu_ec/EhgtEgQ37TVPjDev8sxT4UEBdt-r7i_trAEmf7cxFqQeLQ?e=4TaW8O
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By Logroño, J. (2021)

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>		

Obtained from: Cambridge. (2020). Assessing writing for Cambridge English Qualifications. *A guide for teachers*. Retrieved from https://www.cambridgeenglish.org/pl/Images/603901-cer_6647_v1b_jul20_teacher-guide-for-writing_b2_first_schools_prf2.pdf

COMPLEX SENTENCES PRESENTATION (ANNEX 1)



Complex Sentence

A complex sentence has an independent clause and at least one dependent clause.

When the cake is brown , take it out the oven.

↑
dependent clause
(This can't stand alone as a sentence.)

↑
independent clause
(This can stand alone as a sentence.)

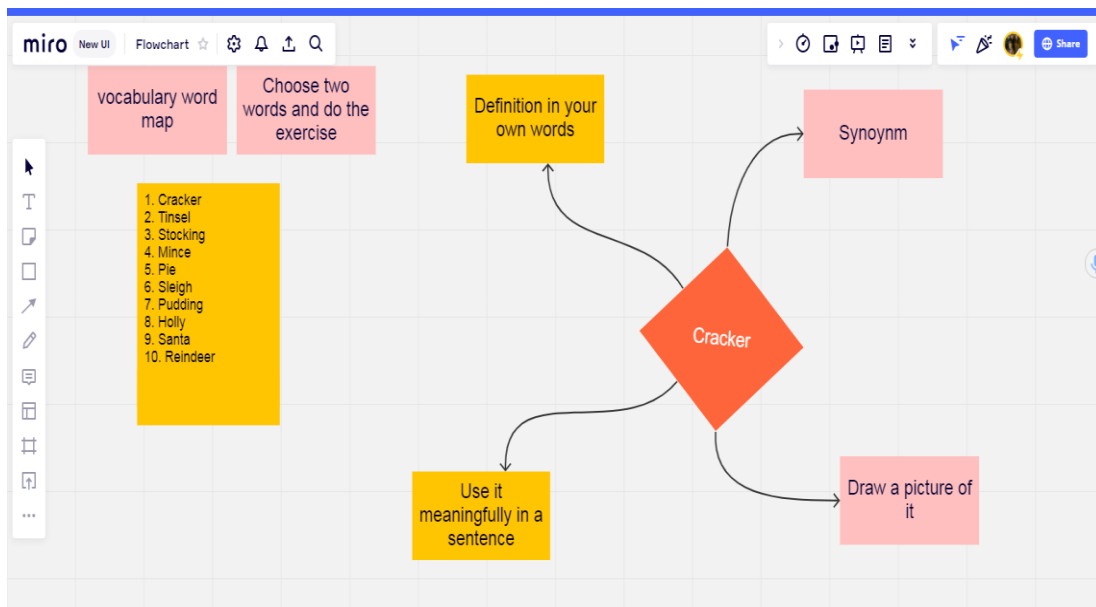
Sometimes, a comma is used to separate the clauses.

The diagram shows a blue header with the title 'Complex sentences'. Below it is a white box with a black header 'Complex Sentence'. The main text explains that a complex sentence has an independent clause and at least one dependent clause. An example sentence is provided: 'When the cake is brown , take it out the oven.' Arrows point from the text below to the corresponding parts of the sentence. The dependent clause 'When the cake is brown' is identified as one that cannot stand alone as a sentence. The independent clause 'take it out the oven.' is identified as one that can stand alone as a sentence. A note states that a comma is sometimes used to separate the clauses.

Obtained from: Google Presentation (2021)

<https://docs.google.com/presentation/d/1yGdm97DDChDa8GFc-L6jGTCVMxN7TxZJiSsBJCslq0/edit?usp=sharing>

VOCABULARY WORD DIGITAL MIND MAP ACTIVITY (ANNEX 2)



Obtained from: Miro (2021)

https://miro.com/app/board/uXjVOcSgKuU=?invite_link_id=646291703841

LINKING STRUCTURES TO CONNECT A PARAGRAPH (ANNEX 3)

Linking structures

Linking words or linking expressions (sometimes also called connecting words) are simply words and expressions that tie whole sentences, parts of sentences, phrases, or individual elements together to establish a smooth transition in a text. The term 'linking' means 'connecting' and stands for cohesion.

Since linking words are also a stylistic device for easily readable text, they appear much more often in written language than in spoken language.

Many of the linking words are **conjunctions**, **adverbs**, or **prepositions** and can be either single words or compound expressions.

Listing	Giving examples	Generalising
firstly, secondly, thirdly	for example	in general
first, furthermore, finally	for instance	generally
to begin, to conclude	as follows:	on the whole
next	that is	as a rule
Reinforcement	in this case	for the most part
also	namely	in most cases
furthermore	in other words	usually
moreover	Result/consequence	Highlighting
what is more	so	in particular
in addition	therefore	particularly
besides	as a result/consequence	especially
above all	accordingly	mainly
as well (as)	consequently	Reformulation
in the same way	because of this/that	in other words
not only ... but also	thus	rather

Obtained from: Google Document (2021)

<https://docs.google.com/document/d/1oi99FMe25kUQDW1CRUMnEvov1nf9b94KHcCLyq2gytE/edit?usp=sharing>

VOCABULARY ONLINE PRACTICE (ANNEX 4)

ACADEMIC WORD LIST

A2 VOCABULARY

B1 VOCABULARY

B2 VOCABULARY

LEVEL TEST

Free Practice Tests for learners of Engl

? Vocabulary Topic - Entertainment & Media

All the words in this vocabulary test are in the Cambridge PET word list. These are the important words you need to know to pass an English exam.

There are 15 questions in this quiz. Choose the best answer

1. a female actor

news

actress

camera

[See all words](#)

Topics

- Appliances
- Buildings
- Clothes
- Colours
- City
- Countryside

Obtained from: Vocabulary Web (2021)

https://www.examenglish.com/vocabulary/b1_entertainment.htm

DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

LESSON PLAN 5: DIRECT AND INDIRECT SPEECH

Autora: Licenciada Jacqueline Inés Logroño López

LESSON PLAN 5		
Faculty: Mechanics		
Place: Escuela Superior Politécnica de Chimborazo		
Mode: Online		
Teacher's name: Lic. Jacqueline Logroño López		
Date: 22 /12/2021	Time: 14:00 pm - 15:00 pm	
Level: Fourth "A" B1-Intermediate	Length of the first lesson: 60 minutes	
Type of Graphic Organizer	The Venn Diagram	
Main focus of the lesson:	Writing Assessment subscales: Content Communicative Achievement	
Topic	Direct and Indirect speech	
Learning outcome:	At the end of the lesson students will be able to create and write a short story including direct and indirect speech, through a proper use of discourse markers.	
Aim:	To analyze the differences between Direct and Indirect speech *To distinguish the suitable form of each discourse marker in a written text *To assess students' writing using a rubric.	
Materials:	Online games, google drive, canva, padlet, britishcouncil.org/skills/writing/intermediate-b1-writing/short-story	
Procedure		
Time	Activities	Materials
10 minutes	Warm up activity Professor asks students to play an online game about Reported Speech to choose and guess the possible answers Then, she comments with the learners about, the difficulties that they found in the	https://www.turacogames.com/games/reported-speech-grammar-game-for-esl/

<p>5 minutes</p>	<p>sentences, and gives some examples about the new topic.</p>	
<p>15 minutes</p>	<p>Exposition</p> <p>The topic about Reported Speech is presented in PowerPoint to understand the structure and the use.</p> <p>Then, the professor asks students to design a Venn diagram to make a comparison between Direct and Indirect speech.</p>	<p>https://drive.google.com/file/d/1hVU80yxdcKGM1f2Ia1XWOpW2hTXf1jBV/view?usp=sharing</p> <p>https://www.canva.com/design/DAEyFdyShUA/share/preview?token=QyJXiQGCN_apT9VLDHFA_w&role=EDITOR&utm_content=DAEyFdyShUA&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton</p>
<p>10 minutes</p>	<p>Subsequently a list of discourse markers and some tips to write correctly are included in padlet to help students in the written development of the story. So they have to check their understanding in an online practice (first, and second exercises)</p>	<p>https://padlet.com/ineslogrono14/nqni7u27my85ol14</p>
<p>20 minutes</p>	<p>At last, learners must create a short story about any topic that includes at least 4 expressions with reported speech, and these structures: Past tense, Past Continuous and Past perfect, with the</p>	<p>https://n9.cl/1dzoo</p>

	<p>corresponding discourse markers, and a minimum of 160 words.</p> <p>Assessment: Students must upload the writing as task to google drive (folder of activities) in a pdf document naming the document with the N. of the task followed by their last names and names. Students' writing will be evaluated using a rubric (Organization/content, grammar spelling and punctuation and vocabulary)</p>	<p>https://n9.cl/h8hg7</p>
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By Logroño. J. (2021).

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>		

Obtained from: Cambridge. (2020). Assessing writing for Cambridge English Qualifications. *A guide for teachers*. Retrieved from https://www.cambridgeenglish.org/pl/Images/603901-cer_6647_v1b_jul20_teacher-guide-for-writing_b2_first_schools_prf2.pdf

REPORTED SPEECH PRESENTATION (ANNEX 1)

WHAT IS REPORTED SPEECH?

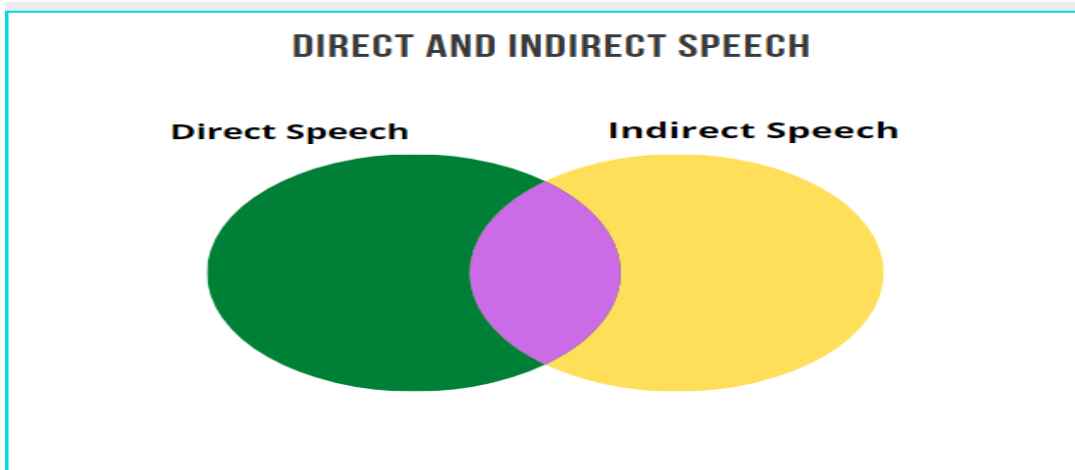
- *Reported speech* is when you tell another person what you or somebody else have said before.
- So, we can *report* in all of the different tenses we use to speak. E.g. present simple, past simple, future, etc.

In English, we find basically two forms of

Obtained from: Google Presentations (2021)

<https://drive.google.com/file/d/1hVU80yxdcKGM1f2Ia1XWOpW2hTXf1jBV/view?usp=sharing>

THE VENN DIGITAL DIAGRAM ACTIVITY (ANNEX 2)



Obtained from: Canva (2021) <https://n9.cl/6vgml>

DISCOURSE MARKERS TIPS (ANNEX 3)

Jacqueline LOGROÑO • 2me

Discourse Markers and tips for writing a good story

Hecho con asombro



Discourse markers are expressions that serve to link the different parts of the text and capture the chronological and logical chain of ideas.

Discourse markers / Connectors

Discourse markers / Connectors

This is a collection of connectors to link the different parts of the text and capture the chronological and logical chain of ideas.

I. Initial linkers

When you write a story, use:

1. Past Simple, Past Continuous, and Past Perfect.
2. Adjectives and adverbs
3. Direct Speech with reporting verbs and punctuation.
4. Discourse markers.

Obtained from: Padlet (2021) <https://padlet.com/ineslogrono14/nqni7u27my85o114>

EXERCISE TO IMPROVE WRITING SKILL (ANNEX 4)

A short story

It was Katia's 20th birthday and she was looking forward to seeing her friends. **They were meeting at Mamma Mia's**, her favourite Italian restaurant, for a **special** birthday dinner. Katia was excited and got to the restaurant at exactly 7 o'clock, the time **they had arranged** to meet. She looked around for a familiar face, but no one had arrived yet. So **she decided to wait outside** and stood **patiently** in the warm evening sunshine.

The restaurant quickly filled up with customers, but none of them were Katia's friends. **'Where are they?' she thought.** At half past seven she was still waiting, so she called her best friend Isa. **'Why doesn't she answer her phone?'** Katia asked herself. **Then** she called Jonty, Alex and Yoko, but they didn't answer either. **'What's going on?'** she wondered.

At 8 o'clock Katia went home. Her friends had forgotten her birthday and she felt lonely and miserable. She opened the front door and walked into the dark house. The living room door was closed. **'How strange,' she thought** because she always left it open. Nervously, **she opened the door.** Suddenly the lights went on and all her friends jumped up and shouted 'Surprise!' **So they hadn't forgotten** and in the end it was the best birthday ever.

When you write a story use

► Getting started
► House rules

COURSES

► Find an English course

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Simple homemade Christmas gift ideas

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► Photo caption



Obtained from: British Council (2021) <https://n9.cl/1dzoo>

DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Tema: “DIGITAL GRAPHIC ORGANIZERS AND ENGLISH
ACADEMIC WRITING”

LESSON PLAN 6: NARRATIVE PARAGRAPH

Autora: Licenciada Jacqueline Inés Logroño López

LESSON PLAN 6		
Faculty: Mechanics		
Place: Escuela Superior Politécnica de Chimborazo		
Mode: Online		
Teacher's name: Lic. Jacqueline Logroño López		
Date: 23 /12/2021	Time: 14:00 pm - 15:00 pm	
Level: Fourth "A" B1-Intermediate	Length of the first lesson: 60 minutes	
Type of Graphic Organizer	Story Map graphic organizer	
Main focus of the lesson:	Writing Assessment subscales: - Organization - Language	
Topic	Narrative Paragraph	
Learning outcome:	Students will be able to write a story using past tense and past perfect connecting ideas through linkers to understand exactly when events occurred.	
Aim:	<ul style="list-style-type: none"> * To recognize and identify past tense forms * To develop logical relationships between ideas using time linkers * To describe a story through a chronological written narration. * To assess students' writing using a rubric. 	
Materials:	Liverworksheets, canva.com, englisch-hilfen.de/en/exercises/, google documents, SharePoint.	
Procedure		
Time	Activities	Materials
10 minutes	<p>Warm up activity</p> <p>Professor asks students to complete sentences in past Tense playing Spy Game.</p>	https://es.liveworksheets.com/yz2003997tz

<p>5 minutes</p>	<p>Then, Professor checks with the class the correct past form of the verbs.</p>	
<p>20 minutes</p>	<p>Exposition</p> <p>Professor presents information about Past Perfect, its structure, examples and the difference with Simple past tense.</p> <p>Thus, students reinforce the topic through online exercises.</p>	<p>https://www.canva.com/design/DAEyMDIGZLM/DeF0Bz7lmY51NZoMO3tXsA/view?utm_content=DAEyMDIGZLM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton</p> <p>https://www.englisch-hilfen.de/en/exercises/tenses/past_perfect_simple_past.htm</p>
<p>5 minutes</p>	<p>Then, Professor makes use of a Time linkers chart in Past tense to give an example of a Narrative paragraph where students can observe the structure and the sequence that the writing has as: Topic sentence, supporting details and conclusion connected properly.</p>	<p>https://docs.google.com/document/d/1tu5NTDMur4zIXzGeSB-koIx5wVSuvOnj-wwME8Eng6o/edit?usp=sharing</p>
<p>20 minutes</p>	<p>So, learners must create and write a story about any topic with a minimum of 160 words, using a graphic organizer that can help them in the chronology of events. The information is available in this link:</p>	<p>https://www.canva.com/design/DAEyKfOYL8Y/share/preview?token=TX136a0UKgLo3VbTxIQc2w&role=EDITOR&utm_content=DAEyKfOYL8Y&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton</p>

	<p>Assessment:</p> <p>Students must upload the paragraph as task to google drive (folder of activities) in a pdf document naming the document with the N. of the task followed by their last names and names. Students' writing will be evaluated using a rubric (Organization/content, grammar spelling and punctuation and vocabulary)</p>	<p>https://n9.cl/2k27t</p>
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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>		

Obtained from: Cambridge. (2020). Assessing writing for Cambridge English Qualifications. *A guide for teachers*. Retrieved from https://www.cambridgeenglish.org/pl/Images/603901-cer_6647_v1b_jul20_teacher-guide-for-writing_b2_first_schools_prf2.pdf

PAST PERFECT PRESENTATION (ANNEX 1)



Obtained from: Canva (2021) <https://n9.cl/m6reu>

STORY DIGITAL MAP ORGANIZER ACTIVITY (ANNEX 2)



Obtained from: Canva (2021) <https://n9.cl/f80ay>

TIME LINKERS IN PAST TENSE (ANNEX 3)

LINKERS: TIME (past)

• first	<i>First, Sam woke up at six o'clock.</i>
• then	<i>Sam got up. Then, he ate breakfast. OR: Sam got up and then he ...</i>
• next	<i>Sam ate breakfast. Next, he went to work.</i>
• after	<i>OR: Sam ate breakfast and next he went to work.</i>
• after that	<i>Sam went to work after he ate breakfast.</i>
• before	<i>OR: After he ate breakfast, Sam went to work.</i>
• before that	<i>Sam ate breakfast. After that, he went to work.</i>
• finally	<i>OR: Sam ate breakfast and after that he went to work.</i>
	<i>Sam ate breakfast before he went to work.</i>
	<i>OR: Before he went to work, Sam ate breakfast.</i>
	<i>Sam went to work. Before that, he ate breakfast.</i>
	<i>Sam finished work, came home and watched TV.</i>
	<i>Finally, he went to bed. OR: He finally went to bed.</i>

NARRATIVE PARAGRAPH

Sample 3

BAD DAY

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at work, I was twenty minutes late. Soon I found out my assistant had forgotten to make copies of a report I needed at nine o'clock. I quickly had to make another plan. By five o'clock, I was looking forward to getting my paycheck. Foolish woman! When I went to pick it up, the office assistant told me that something had gone wrong with the computer. I would not be able to get my check until Tuesday.

Obtained from: Google Docs (2021) <https://docs.google.com/document/d/1tu5NTDMur4zIXzGeSB-koIx5wVSuvOnj-wwME8Eng6o/edit?usp=sharing>

PAST PERFECT AND PAST TENSE ONLINE PRACTICE (ANNEX 4)

Past Perfect and Simple Past (Statements) – Exercise

Task No. 4439
Put the verbs in brackets into the gaps in the correct tense – **Past Perfect** or **Simple Past**.
[Show example](#)

Do you need help?
[Past Perfect – Simple Past – contrasted](#)

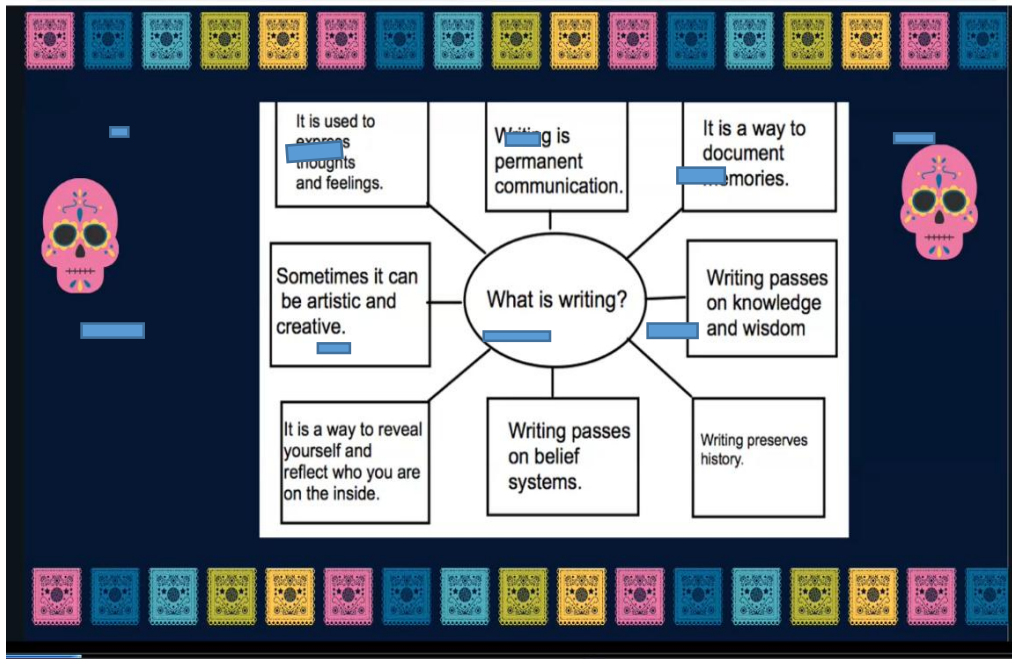
1 After Fred (to spend) his holiday in Italy he (to want) to learn Italian.

2 Jill (to phone) Dad at work before she (to leave) for her trip.

3 Susan (to turn on) the radio after she (to wash) the dishes.

Obtained from: English Hilfen (2021) https://www.englisch-hilfen.de/en/exercises/tenses/past_perfect_simple_past.htm

Annex 8: Evidences



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The slide is titled "GRAPHIC ORGANIZERS" in large, bold, yellow letters. Below the title, a paragraph defines graphic organizers as tools for visualizing knowledge and ideas. The slide is decorated with colorful floral illustrations. On the right side, there is a vertical list of participant names and profile pictures. At the bottom, there is a video player interface showing a timestamp of 11:59 and various control icons.

GRAPHIC ORGANIZERS

Graphic organizers are powerful tools that can help learners to visually represent and organize a student's knowledge or ideas. They're often used as part of the writing process to help to map out ideas, plots, character details and settings before beginning to write.

Participants listed on the right:

- REFLECTOR DA...
- CECILIA FERRA...
- ANGELINA LOPE...
- JOSÉ WASHING...
- JOSÉ WASHING...
- FREDY ALZAR...
- JOSÉ VALER HERB...
- JONATHAN BAIL...
- ESTEBAN RICARDO...
- GABRIEL ALZAR...
- KEVIN ALZAR...
- DIEGO PAUL GA...
- LEANDRO MARI...
- FRANCISCO JIM...
- ALEX BLANCO...

By Logroño, J. (2021)

Fourth "A" Mechanics

1. Make a mind map about Writing Process, and a bubble map about Academic Writing, paste your captures here, and then change the documents in PDF, this task will be opened until November 29th, so be punctual



By Logroño, J. (2021)

Fourth "A" Mechanics

1. Make a Ven Diagram with the information about cats and dogs, and then write 5 ideas about listing, clustering, questioning and then join the sentences and write a free writing with the ideas given no more than 6 lines



By Logroño, J. (2021)



Annex 9: Urkund report



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Sources included in the report

W	URL: http://repository.syekhnurjati.ac.id/2343/1/RINI%20ANDRIANI-min.pdf Fetched: 2021-09-28T21:52:42.5130000	 1
SA	Zoachina Chapter 2 PhD.docx Document Zoachina Chapter 2 PhD.docx (D54682336)	 2
