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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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Theme:

**AUTOMATED TOOLS ANALYSIS IN THE WRITTEN PRODUCTION**

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I, Lcda. Mg. Lorena Fernanda Parra Gavilánez holder of the I.D No. 1803103520, in my capacity as supervisor of the Research dissertation on the topic: “AUTOMATED TOOLS ANALYSIS IN THE WRITTEN PRODUCTION” investigated by Mr. David Santiago silva Falcon with I.D No. 1804911889, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DECLARATION PAGE

I David Santiago Silva Falcon declare this undergraduate dissertation entitled "AUTOMATED TOOLS ANALYSIS IN THE WRITTEN PRODUCTION" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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



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## **DEDICATION**

With my sincere gratitude and love, I want to dedicate my research work to God who gives me health and life to be able to continue achieving all my goals, it is also dedicated to all the people I love the most and who have supported me unconditionally, they are my parents, uncles, cousins whom I appreciate a lot, I know that without their help it wouldn't be possible.

*Santiago*

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Tema:** Automated Tools Analysis in the Written Production

**Autor:** David Santiago Silva Falcón

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**RESUMEN**

El presente trabajo de investigación tiene por objeto evaluar la implementación del Análisis Automatizado en la producción escrita de los "Estudiantes de Inglés como Lengua Extranjera" (ILE). Para llevar a cabo esta investigación fue necesario emplear un diseño Quasi-experimental, lo que quiere decir que hubo la participación de dos grupos, un grupo de control y un grupo experimental. 40 estudiantes de quinto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato participaron en esta investigación. Los 40 estudiantes fueron divididos para formar los grupos de estudio, eso quiere decir 20 estudiantes fueron parte del grupo de control y 20 estudiantes fueron parte del grupo experimental. El instrumento que se utilizó para tomar el pre-test y el post-test fue una prueba estandarizada de Cambridge (FCE examen) el cual pertenece al nivel B2. Las evaluaciones se dividieron en 4 partes (correo electrónico, artículo, reseña y ensayo), y cada parte se evaluó en 4 criterios de acuerdo a la rúbrica de Cambridge correspondiente al nivel B2 (contenido, logro comunicativo, lenguaje y organización). Asimismo, el enfoque de esta investigación fue cuantitativo porque permite recolectar, analizar y presentar los datos obtenidos de los resultados del pre-test y post-test en cuadros y gráficos, y además permite contrastar las hipótesis. Para la recolección de datos fue necesario el empleo de un T-test para demostrar la correlación entre los dos grupos de estudio la cual afirmó que el grupo experimental tuvo mejores resultados en el mejoramiento de la producción escrita. Mientras que, para evaluar la hipótesis, se empleó la prueba de Wilcoxon debido a que los resultados del análisis de normalidad indicaron que la distribución no era paramétrica. Al realizar la prueba de Wilcoxon, se observó un valor menor a 0.05, lo que llevó a aceptar la hipótesis alternativa y rechazar la hipótesis nula. Los alumnos tuvieron un desempeño significativo en la escritura de la reseña y del e-mail debido a que tuvo un contenido adecuado con el tema y una buena organización. En resumen, las herramientas automatizadas de escritura no solo ayudan a los "Estudiantes de Inglés como Lengua Extranjera" (ILE) a mejorar y desarrollar la habilidad de escribir, sino que también les ayuda a desarrollar las actitudes positivas necesarias para apoyar su desempeño en la escritura.

**Palabras clave:** herramientas automatizadas, producción escrita, Estudiantes de Inglés como Lengua Extranjera, análisis automatizado.

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**ABSTRACT**

The purpose of this research is to evaluate the implementation of the Automated Analysis in the written production of EFL learners. It was necessary to use a quasi-experimental design, which means that there was the participation of two groups, a control group and an experimental group. Forty students from fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major of Universidad Técnica de Ambato participated in this study. The 40 students were divided to form the study groups, that is, 20 students were part of the control group and 20 students were part of the experimental group. The instrument used to take the pre-test and post-test was a standardized Cambridge (FCE exam) which belongs to level B2. The evaluations were divided into 4 parts (e-mail, article, review and essay), and each part was evaluated on 4 criteria according to the Cambridge rubric corresponding to level B2 (content, communicative achievement, language and organization). Likewise, the approach of this research was quantitative because it allows collecting, analyzing and presenting the data obtained from the pre-test and post-test results in tables and graphs, and also allows contrasting the hypotheses. For data collection it was necessary to use a t-test to demonstrate the correlation between the two study groups, which affirmed that the experimental group had better results in the improvement of written production. Meanwhile, to evaluate the hypothesis, the Wilcoxon test was used because the results of the normality analysis indicated that the distribution was not parametric. When the Wilcoxon test was performed, a value of less than 0.05 was observed, which led to accepting the alternative hypothesis and rejecting the null hypothesis. The students had a significant performance in the writing of the review and e-mail because it had adequate content with the topic and good organization. In summary, automated writing tools not only help EFL learners to improve and develop writing skills, but also help them develop the positive attitudes necessary to support their writing performance.

**Keywords:** automated tools, written production, English as a Foreign Language learners (EFL), automated analysis.

## CHAPTER I. THEORETICAL FRAMEWORK

### 1.1 Research Background

English language learning has become an important strategic issue in Latin America. According to Banegas et al (2020), this region has made considerable efforts to improve English language learning through policies and programs, especially developing writing skills. However, test results indicate that writing proficiency is very low. Compulsory English language instruction in public and private educational establishments in Ecuador was established in 1992 through an agreement between the Ministry of Education and the British Council, a public cultural institute of the United Kingdom that promotes the knowledge of the English language (Villafuerte & Mosquera, 2020). Thus, the aim is to improve the linguistic competences of students from an early age so that they can develop all the skills such as writing. Nevertheless, as Cifuentes-Rojas (2019) mentioned in her research that Ecuador places in 48th out of 60 countries with a score of 46.90 out of 100 at level of English. That is the reason why many years ago, the Educational System in Ecuador designs and implements technology programs and projects to improve digital learning in most of the educational institutions at the national level, it includes the use of automated tools in order to analyze the development and improvement of the language skills for writing (Arteaga & Valdiviezo, 2020).

To support this research work, some scientific articles, thesis, journals, papers and books were considered in order to hold up “Automated tools analysis in the written production”. Hence, these articles and papers shown below provides the pertinent information related to the two variables (independent and dependent) of this investigation. This information had been helpful to explain deeply the variables, the research problem and the results, making it possible to understand how automated tools were used to analyze written production. Additionally, the following investigations are totally reliable due to they were found in verified educational websites.

In agreement with a recent study, nowadays, the main issues in English Language Teaching are the limitations for manual analysis and evaluation mainly on writing performance, but automated methods have been the solution to this problem. Petchprasert, 2021, the purpose of this study was to evaluate English as a Foreign Language (EFL) by using an automated tool known as COH-METRIX in order to indicate English-major students' writing performances. The method used in this research was quantitative in which the participants were assigned to write essays in a 4 weeks interval on two different topics over the 8 weeks period. For this study, 80 English-major students from a large university in Thailand participated. The statistical data analysis was made in basis of the number of words and five discourse components in their writing assignments. Finally, the results were positive due to the students demonstrated a good performance across their writing assignments.

Additionally, there is a close relationship between automated tools and language skills especially for writing. Therefore, in a new project based on using an automated tool to improve students' writing abilities, it was determined that the main problem is the complexity of the writing skill performed manually. Thus, the purpose was to enhance students' writing skill through the application of HEMINGWAY APP. The method applied was quantitative and the research design was pre-experimental which included a pre-test and post-test applied to 30 students from seventh grade. The data analysis showed a significant difference in the scores of the pre-test and post-test, and it was determined that students' mean pre-test score was 54.68, while their mean post-test score was 82.76, so the post-test was higher than the pre-test. At the end of the treatment, the results were positive due to the use of Hemingway App improves pupils' writing abilities (Imran, 2022).

Moreover, Parra and Calero (2019), automated tools and modern programs play an important role in the evaluation and improvement of writing skills, particularly in the Ecuadorian educational system. Therefore, in concordance with a scientific article, it was identified that the main problem is based on the necessity to implement free Automated Writing Evaluation tools in the area of education. Hence, the main aim of the study was to identify the effects of the use automated tools on the students' writing performance, so, the AWE tools used for this study was GRAMMARLY AND GRAMMARK. The methodology applied in this study was quantitative using a t-test

technique and a survey. Likewise, the research design was experimental, through the application of a pre-test and post-test to examine 28 students' improvement on the writing skill. Finally, the results were positive due to the study showed the benefits in the improvement of writing skill using Automated Writing Evaluation tools.

Nowadays, automated writing evaluation (AWE) systems have garnered a lot of attention for the effectiveness in providing feedback and automatically grading essays (Li, 2021). This study at Midwestern U.S. institution looked at how three English as a second language (ESL) instructors used the AWE system CRITERION®, created by Educational Testing Service (ETS). The writing performance data of students was then examined in light of teachers' judgments and reported applications of the CRITERION, including submission patterns, revision styles, and advancement in grammatical accuracy. The methodology used for this study was a mixed-method approach, it means qualitative and quantitative approach, where the data collection was through semi-structured interviews and the use of the Criterion Platform Scoring. The results highlighted the significance of teacher agency and cognition in ESL classrooms aided by technology. AWE system implications for teaching English writing are examined.

Based on the mediation aspect of self-regulated learning (SRL), students have varying degrees of autonomy, but little is known about how different mediation technologies affect how students perceive SRL tactics. The study aimed to investigate the effects of two technology mediation models (Icourse and Icourse+Pigai) on Chinese undergraduate EFL students' perceived self-regulated learning (SRL) strategies, academic writing performance, and lexical complexity. The study used a quasi-experimental design involving a pre- and post-intervention academic writing test, an SRL questionnaire, and one-to-one semi-structured interviews. The results showed that both Icourse and Icourse+Pigai provided significant support for the development of SRL strategies compared to the control group. Icourse+Pigai-supported SRL was more helpful for improving students' academic writing performance, while Icourse+Pigai-supported SRL did not significantly improve students' lexical complexity (Han et al., 2021).

In the new digital age, open writing texts still need to be manually corrected by teachers in order to give students useful feedback, despite the existence of numerous

systems for automatic correction. This study examined the value of an auto-correction tool in the context of language acquisition in this research. 100 students participated in this study and their texts were corrected by manual and technological review with the use of *The Language Tool (version 5.5)*. To carry out this research it was necessary to apply a qualitative method to look into the conditions that must be met for present proofreading systems to be beneficial for language learning. The results showed tool accurately records only one out of every four relevant errors (recall=.26) identified by human teachers, although many phrases that the computer judged to be incorrect sometimes were not; precision=.33 (Rüdian et al., 2022).

Wilson and Czik (2016), automated Essay Evaluation (AEE) systems are increasingly being used in the United States to support writing instruction. The AEE system helps to teachers provide higher-level feedback more effectively while increasing student motivation and writing quality. To test these claims, a quasi-experimental study was conducted. Four eighth grade English Language Arts (ELA) classes received feedback on their writing from their teachers and an AEE system called PEG Writing®, while four other ELA classes received feedback from their teachers only via GoogleDocs feedback. The study found that while teachers provided similar amounts of feedback to both groups of students, students in the PEG + teacher feedback combination condition received proportionally more feedback on higher writing skills. Additionally, teachers report that PEG helps them save one-third to one-half of the time it takes to provide feedback when they are the only source of feedback (ie, GoogleDocs).

Due to the development of educational technology, research on the Automated Assessment of Writing (AWE) scheme has become increasingly important in EFL writing education, particularly because of its potential to provide continuous, formative feedback on students' writing performance (Jingxin & Razali, 2020). However, few studies have explored the effectiveness of giving and receiving AWE feedback in improving EFL learners' writing performance on cognitive, constructive, and sociocultural aspects. This research article tried to propose an AWE program named PIGAI as a teaching paradigm for EFL teachers, which can be applied to Chinese EFL students' writing courses. This study draws on cognitive constructivist theory, particularly cognitive process writing theory, and sociocultural theory. The



methodology applied to get the data collection was qualitative through interviews and surveys to teacher and students. The results were positive because of English writing teaching had a positive impact on the writing performance of EFL students.

According to Belani (2021), automated feedback systems that support and enhance English Language Learning have increased, but it is not very common to use them in the classroom and that is the problem. Hence, the purpose of this research is to investigate the possibilities and deficiencies of automated writing evaluation (AWE) and feedback on students' writing in ESL/EFL context. The methodology applied for this research was qualitative through interviews, and quantitative through collecting the number of submissions for each written production by the use of CRITERION, this tool led to increased revisions and that automated feedback that helped the students improve their writing. The population was 4 instructors and 70 ESL students. As a result, this study showed that, Criterion can improve the quality of writing, but this tool would be effective if this were integrated and supported by human feedback.

To conclude, the use of technology has become widespread in various areas of language education. However, the application of new technologies like automated writing evaluation (AWE) tools in writing tasks appears to be lacking despite our understanding of technology in language education (Khoshnevisan, 2019). This article presented AWE tools as a means of both evaluating and instructing English language learners in writing skills. The author worked on Grammarly, an AWE tool that can aid students in refining their writing abilities. The method of study was qualitative and the data collection was analyzed through online questionnaires to explore the major perceptions of the students based on their experiences with Grammarly. 12 aged between 21 and 25, voluntarily participated in this study. Finally, the results were positive, so, Grammarly not only inspired language learners but also helped develop their writing skills.

Therefore, the current research will evaluate the effects of automated analysis in the written production of EFL learners. Thus, the beneficiaries of this study will be the students from 5<sup>th</sup> semester of PINE major at Universidad Tecnica de Ambato. To achieve the outcomes of this study will be necessary the use of an Automated Writing Evaluation tool which is Hemingway, this app allows to the students to improve their writing skill. All this process will contribute to the students to know and understand

what are the mistakes and finally they will be able to correct all of them and by the end of the process make the corresponding analysis in order to identify the benefits, advantages and shortcomings of using Hemingway and accomplish the main aim that is evaluate the students' performance in the writing production through the use of Automated tools analysis.

The previous investigative works have made significant contributions to this current study, so, they helped to cover some relevant points about this topic, but it is necessary to fill some gaps that are not detailed in the previous research, such as what are the sub-skills of writing that Hemingway app can evaluate, how to make a deep analysis of the student's writing performance through the use of the AWE tool and what strategies can be used to encourage the use of Automated Writing Evaluation tools such as Hemingway.

### **Theoretical framework**

The purpose of this chapter is to describe in detail the two variables and their key categories that will support this study (Annex 1). On the one hand, for the independent variable 'Automated Tools Analysis' the most important key categories considered were 'Technological tools' and 'Digital resources', on the other hand, for the dependent variable 'Written Production' the most important categories considered were 'Linguistic Competence' and 'Productive Skill'. The key categories were chosen according to the sub-topics that involve each variable that in the future will help to achieve the outcomes by the end of the treatment. Furthermore, it concerns several ideas that aid in comprehending the problem of this study.

### **Independent Variable**

#### **Technological Tools**

According to Kalimullina et al. (2021), technological tools are programs or computer systems used to improve the teaching and learning process at different educational levels. Moreover, these tools are to any device, software or hardware, or equipment that is designed to facilitate or enhance a specific task, process or activity through the application of technology (Clarke et al., 2001). Technological tools have transformed the way to learn and teach, providing new opportunities for collaboration, engagement, and personalized learning experiences (Cloete, 2017). Some examples of

tools that can facilitate this include educational apps, online forums and discussion boards, interactive multimedia content, and virtual simulations (Oliveira et al., 2019). Additionally, technology can help to personalize learning experiences and accommodate different learning styles, as well as enable collaboration and communication among students and between students and teachers.

### **Advantages of Technological tools**

According to Ratheeswari, (2018), technological tools are considered as ICT that can offer many advantages in education, and one of them is the ability to use technological tools that can help to stimulate and facilitate students' learning (Raja & Nagasubramani, 2018). By using multimedia resources such as interactive videos, animations, and simulations, students can be more engaged and interested in their classes (Fernández-Gutiérrez et al, 2020).

Based on Das (2019), the use of technology can help to personalize the learning experience for each student, catering to their individual learning styles and preferences. Hernandez (2017), it is important to note that the effectiveness of using ICT in education depends on how it is implemented and integrated into the curriculum. Teachers must also be trained on how to effectively use technology in the classroom and design activities that align with the learning objectives (Ottestad, 2013).

### **Digital Resources**

Digital resources are all types of material and information encoded and stored on computers or Internet servers. As Bahadirovna (2022) mentioned these resources are all types of material and information encoded and stored on computers or Internet servers. These resources meet specific learning objectives and are easily adapted to the needs and interests of learners and teachers (Churchill, 2017; Harley et al., 2006). Digital resources are especially characterized by their dynamism and interactivity and include a great variety of formats and languages, such as images, animations, videos, among others (Mucundanyi & Woodley, 2021).

### **Benefits of digital resources**

Hanson and Carlson (2005), one of the main benefits of digital resources is their flexibility and accessibility due to students can access them from anywhere with an internet connection, allowing for more personalized and independent learning.

According to Alberola et al. (2021), digital resources can also be easily updated and revised, making them more current and relevant to the students' learning needs. Another advantage of digital resources is their potential to enhance collaboration and communication among students and teachers (Clark-Wilson et al., 2020). Online platforms such as discussion forums, wikis, and video conferencing tools can facilitate interactions and feedback between learners, promoting a more active and engaging learning environment (McMartin et al., 2008).

However, it is important to note that digital resources should not be seen as a replacement for traditional teaching methods, but rather as a complement to them (Churchill, 2017). Effective use of digital resources requires careful consideration of pedagogical goals and the appropriate selection and use of technology to support these goals (Navarro et al., 2019).

### **Functional characteristics of digital resources**

- **Multimedia:** they are presented in different formats that can be reviewed whenever desired.
- **Interactive:** The continuous development of these has found a way to break the barrier of the fourth wall to create a direct interaction.
- **Accessibility:** it is not always necessary to have your own device, since if you manage your documents or presentations in the cloud, you can use any device to carry out your activities.
- **Flexibility:** they can be accessed from wherever and whenever (Muydinovich, 2022).

### **Automated Tools**

According to Daradoumis et al. (2019), automated tools refer to software or applications designed to automate certain educational processes, such as the creation, improvement, and evaluation of assignments and tests. These tools use automated algorithms and processes to perform tasks that previously required manual time and effort on the part of teachers (Zarish et al., 2019).

According to Hockly (2019), automated tools facilitate the acquisition of new knowledge, in addition, they can improve the efficiency and quality of teaching, while reducing the workload of teachers and improving the learning experience for students. In the field of education, automated tools can be used in a variety of ways to enhance teaching and learning (Isaac & Navon, 2008). Automated grading can also provide students with immediate feedback, allowing them to quickly identify areas for improvement and adjust their learning strategies accordingly (Wilson & Roscoe, 2020).

### **Benefits of automated tools**

Automated tools can help students improve their language skills such as writing and increase their understanding of the importance of the use inside the educative environment (Clark et al., 2020). Automated tools can provide many benefits in education, here are some of them:

- **Personalization of learning:** Automated tools can adapt to the needs and abilities of each student, providing a personalized learning experience that can help improve performance and understanding (Alharbi, 2023).
- **Time savings:** Automated tools can perform repetitive tasks, such as grading tests and assignments, freeing up time for teachers to focus on more creative activities and individualized student support (Clark et al., 2020).
- **Immediate feedback:** Automated tools can provide quick and detailed feedback on student performance, allowing them to identify areas for improvement and work on them more effectively (Alharbi).
- **Accessibility:** Automated tools can help ensure that educational materials are available to all students, regardless of their disabilities or physical limitations (Hockly, 2019).
- **Data analysis:** Automated tools can analyze large amounts of data and provide valuable information about student performance and the effectiveness of educational practices (Zarish et al., 2019).
- **Quality improvement:** Automated tools can help improve the quality of educational content and maintain consistency in the delivery of information (Alharbi).

## **Hemingway**

According to Pettitt (2019), Hemingway is an automated tool that facilitates the editing of texts written in English. It allows you to improve the clarity of the writing of any type of text, both academic and professional. To do so, it gives a score to the readability or comprehensibility of the text (Menéndez, 2022; Tso, 2020). To award these scores, Hemingway Editor takes into account grammatical and stylistic issues that make texts clearer. In this sense, it recommends limiting the use of adverbs and the passive voice; it proposes simpler alternatives for some expressions used in the text; and it points out sentences that are difficult or very difficult to read so that the user can shorten or divide them (Imran, 2022).

## **Benefits of Hemingway**

Hemingway is an online tool that helps writers improve the clarity and readability of their texts (Ablezgova, 2018). There are some of the benefits it can offer:

- **Improved clarity:** Hemingway App identifies complex sentences, excessive use of adverbs and unnecessary words, which helps writers improve the clarity of their text (Ablezgova, 2018; Imran, 2022).
- **Reading simplification:** Hemingway App helps writers reduce the complexity of their text, making it easier to read and understand (Sýkorová, 2017).
- **Detection of grammatical and spelling errors:** Hemingway App detects grammatical and spelling errors, which helps writers correct them before publishing their text (Tso, 2020).
- **Time Savings:** Hemingway App saves writers time by quickly identifying problem areas in their text, allowing them to focus on the areas that need more work (Alharbi, 2023 & Pettitt, 2019).
- **Clear formatting:** Hemingway App also helps writers create clear, easy-to-follow formatting in their text, which can improve the reading experience for readers (Ablezgova, 2018).

### **Writing sub-skills evaluated by Hemingway**

Benzie and Harper (2020), the sub-skills of writing that Hemingway evaluates are the ones related to accuracy such as (annex 2):

- **Grammar and spelling:** Hemingway app has the ability to use correct grammar, punctuation and spelling. It automatically detects grammatical errors in the grammatical tenses and detects if the words are correctly spelled.
- **Organization and text structure:** This AWE tool has the ability to organize thoughts and content into a coherent and logical format.
- **Vocabulary:** This AWE tool has the ability to provide words to make the text make more sense and that the ideas are correctly written.
- **Coherence and cohesion:** Hemingway app has the ability to maintain a clear and logical structure throughout the writing and use connectors so that ideas are interrelated. In addition, he has the ability to revise and improve content, including correcting errors and improving clarity and efficiency.
- **Punctuation:** This tool also helps with the correction of punctuation marks, as it helps to detect if they are used correctly or if they are in the correct position.
- **Join words and sentences:** And finally, this tool helps with the organization of sentences to structure a paragraph in a better way, giving it meaning and making it easy to read (Menéndez, 2022).

### **Automated Analysis**

According to Ullmann (2019), automated analysis refers to the use of software and algorithms to process and interpret large amounts of data quickly and accurately, without human intervention. Warschauer and Grimes (2008), automated analysis can be used to analyze student performance data, identify trends and patterns, and provide insights to teachers and students. Thus, automated analysis tools can be used to analyze student test scores and identify areas where students are having difficulties, allowing teachers to adjust their instruction and provide feedback (Graesser & McNamara, 2012).

### **Importance of Automated Analysis**

Based on Ullmann (2019), automated analysis is important due to it can be used to analyze students' engagement toward the English learning process through the use

of Automated Writing Evaluation tools, and it provides immediate information into how students are interacting with these technological resources. Analyzing student performance data allows teachers to identify areas where students need more support and adjust their teaching plan properly (Carpenter et al., 2020). Moreover, automated analysis is a valuable tool in education that can help teachers personalize student learning, identify problems early, provide immediate feedback, improve their learning and save time (Fuller et al., 2023).

### **Shortcomings of automated analysis in the written production.**

Although automated English writing analysis can be a useful tool, it also has its disadvantages (Carpenter et al., 2020). Some of the most common disadvantages include:

- **Lack of context:** Automated analysis cannot always capture the full context in which a word or phrase is used, which can lead to errors in interpretation.
- **Linguistic limitations:** Although automated analysis can handle many grammatical and spelling rules, they can have difficulty with the variety of languages, dialects and jargons that exist in the English language.
- **Lack of attention to writing quality:** Automated analysis systems focus primarily on grammar and spelling, but do not always detect problems of style or coherence that may affect the overall quality of writing.
- **Dependence on software:** while automated analysis can be a useful tool, it should not replace the writer's ability to revise and improve his or her own writing.

### **Dependent Variable**

#### **Linguistic Competence**

In accordance to Nordquist (2020), the term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. Also known as grammatical competence or I-language. Contrast with linguistic performance. Abdulrahman and Ayyash (2019), it constitutes knowledge of language, but that knowledge is tacit, implicit. This means that people do not have



conscious access to the principles and rules that govern the combination of sounds, words, and sentences; however, they do recognize when those rules and principles have been violated.

Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language (Paulston, 2019). It is distinguished from linguistic performance, which is the way a language system is used in communication. Noam Chomsky introduced this concept in his elaboration of generative grammar, where it has been widely adopted and competence is the only level of language that is studied. According Bishop (2022), Chomsky developed several theories aimed at describing how language was acquired and functioned within a culture. Linguistic competence is part of a larger theory of linguistic behavior known as universal grammar, which explains language as a natural ability with which children are born and which becomes refined as they develop. This theory lies in contrast with the idea that speech is strictly a learned behavior (Barman, 2012; Bishop (2022).

According to Bustamante (2010), linguistic competences are related to the adequate use of language, especially for writing skill and they are characterized by: (1) the adequate use of written language and structuring of content; (2) reading and writing of scientific documents in the reader's native language; and (3) reading, writing, and translation of documents to other non-native languages, particularly in the most used (e.g., English), translation may not indicate a complete proficiency of another language, but it must be good enough to allow its reading and interpretation (Matthews, 2006).

### **Components of Linguistic competence:**

1. **Grammatical competence** includes knowledge of phonology, orthography, vocabulary, word formation, and sentence formation (Bustamante, 2010).
2. **Sociolinguistic competence** includes knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle communicative functions in different sociolinguistic contexts (Bishop, 2022).
3. **Discourse competence** is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts (Barman, 2012).

4. **Strategic competence** refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices (Yufrizal, 2018).

### **Productive Skills**

Productive skills refer to the skills that enable the learners to produce language in written or spoken forms (i.e., speaking and writing.). According to Hossain (2015), speaking and writing are known as the productive skills as they both require some form of language output, while reading and listening are known as the receptive skills. Alternatively, you may also find the productive skills referred to as the active skills and the receptive skills referred to as the passive skills (Sreena, & Ilankumaran, 2018).

In agreement with Husian (2015), speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds when speaking and symbols (letters etc.) when writing. On the other hand, Sreena and Ilankumaran (2018), listening and reading are considered receptive skills because here, a learner is generally passive and receives information by listening or reading.

Productive language skills, speaking, and writing, are important because they are the observable evidence of language acquisition (Bashrin, 2013). The more the speaker or the writer produces appropriate and coherent language the more we have proof of the progress in the learner's language system (Rhalmi, 2020; Lesáková & Kašpárková, 2008). Teaching productive skills is also important because written and spoken communication are basic life skills. In real life, people generally may need to inform, convince, or share ideas (Djigunović, 2006; Husian, 2015). They are also sometimes required to take notes, fill in forms, and write emails, letters, reports, or stories.

### **Procedure to teach productive skills**

- Teaching productive skills involve the following steps:
- Provide a model of the target genre we want our students to produce.
- Work on the model; focus on the meaning and form.

- After isolating the different linguistic and formal features of the model text, the learners have to work on accuracy activities.
- Feedback can be given by the learners themselves or by the teacher.
- To give much more value to the learners' productions (Golkova & Hubackova, 2014).

## **Writing Skill**

Spratt et al. (2011), writing skill is one of the macro skills of language and help to communicate in a written way. It refers to the ability to convey thoughts, feelings, information, ideas, or any message clearly and coherently through a well-constructed text whether in informal or formal situations (Kellogg & Raulerson, 2007). This includes the ability to write correctly in terms of grammar, spelling and punctuation, as well as the ability to structure a text clearly and coherently, using a wide and varied vocabulary (Hosseini et al., 2013).

## **Writing Sub-skills**

English writing sub-skills are specific skills required to produce an effective and coherent text. Bachani (2015) described writing is an essential component of productive language, and EFL learners must demonstrate their ability to write in and improve their English writing performance. Therefore, to achieve a good written production is necessary to take into consideration the most important sub-skills that according to Spratt et al. (2011) are accuracy subskills (grammar, vocabulary, spelling, punctuatio, etc) and communicative subskills (adequate functions and register, and fluent oral expression). Thus, the writing sub-skills are:

- **Spelling:** the ability to spell English words correctly.
- **Grammar:** the ability to correctly use the grammatical structure of the English language, including syntax and sentence grammar.
- **Punctuation:** the ability to correctly use English punctuation marks, such as periods, commas, semicolons, etc.
- **Vocabulary:** the ability to use a wide and varied vocabulary in English.

- **Paragraph and sentence structure:** the ability to structure and organize a paragraph in a clear and coherent manner.
- **Text organization:** the ability to organize text in a coherent and logical manner, using different types of text such as essays, letters, reports, etc.

## **Written production**

According to De Zarobe (2010), written production has special qualities that enable writers to turn their thoughts into meaningful words and interact with a written message. It includes all the knowledge and abilities related to expressing ideas through the written word (Wang & Wang, 2015). The ability to clearly communicate ideas through writing is in high demand for people in any context or situation. According to Purupalli (2017), written production is important because it is an essential communication tool, aids in reflection, documentation, memory and development of critical thinking skills.

Peyton et al. (1990), written production does not emerge automatically through the correct use of vocabulary and grammar, but has to be taught in a specific way; in fact, neither does it emerge only from reading and free writing (Sreena, & Ilankumaran, 2018). Learning to write is not only a matter of developing a series of mechanical orthographic strategies; it also involves learning a series of new cognitive and social relationships (Briesmaster & Etchegaray, 2017). Writing coherently, appropriately and effectively requires taking into account the purpose of the particular text and the characteristics of the receiver of the text (Viera, 2017).

In agreement with Purupalli (2017), the main purpose of the writing process is to communicate, when writing is in a real situation is better to provide an appropriate context to develop successfully the written production. Peyton et al. (1990) mentioned that without a specific context it is difficult to decide what to write and how to write it. The selection of appropriate content and style depends on the writer. Understanding the context helps to write effectively because the writing process thus acquires a communicative purpose (Ghavamnia et al., 2013). Therefore, a communicative approach to it emphasizes the need to prepare students not only with appropriate grammar and vocabulary but also to achieve the communicative goals that are usually

associated with the topic in question (Angelini & García-Carbonell, 2019). Writing activities should reflect the ultimate goal and enable the student to write complete texts that convey a well-connected, contextualized, and appropriate type of communication (Petric, 2002).

### **How can the teacher prepare the students to write?**

Virdyna (2016) mentioned that before engaging in a writing task, students need to know the purpose of writing and be introduced to important language features and key vocabulary. Teachers can create their own activities or follow the model of a text; a text can be constructed on the board or overhead as a whole class activity with the learners contributing the language (Negari, 2011). This will enable teachers to identify and explain language features that are problematic and model the editing process for learners (Rahimi & Zhang, 2018).

Before asking a student to complete a written task, there are some things a teacher can do to prepare them:

1. Be clear about the skills being developed (i.e. verb tense, structures, forms etc.)
2. Involve students as personally as possible as this increases motivation
3. Discuss with the students the different skills involved in the writing process such as conceptualizing, planning, composing, revising etc.

### **Approaches and Methods to teach Writing**

According to Richards (2005), there are two approaches for the teaching of writing and each one has two methods:

- **Process-Based CLT Approaches:** Content-Based Instruction and Task-Based Instruction
- **Product-Based CLT Approaches:** Text-Based Instruction and Competency-Based Instruction

### **Process-Based CLT Approaches**

## **Communicative Language Teaching (CLT) Approach**

According to Brandl (2008), Communicative Language Teaching (CLT) approach is a language teaching approach that places a strong emphasis on interaction as the primary method and desired outcome of language learning. In CLT, learners engage in meaningful interactions with each other and their teacher to learn and practice the target language (Thamarana, 2015). This includes using authentic texts and using the language both inside and outside the classroom.

Richards (2005), the process-based methodologies, that all share a common foundation in prioritizing classroom processes are considered most effective for language learning. The methodologies are content-based instruction (CBI) and task-based instruction (TBI).

### **Content-Based Instruction**

Villalobos (2013) mentioned that Content-Based Instruction (CBI) is an approach to teaching that integrates language learning with the study of academic content. The primary focus of CBI is to provide learners with opportunities to engage with subject matter content while developing their language skills simultaneously. In CBI, language skills, including reading, writing, listening, and speaking, are developed through the exploration and understanding of the content (Richards, 2005).

The key principles of Content-Based Instruction include:

- Integrated Language and Content
- Meaningful Context
- Language Support
- Active Learning
- Language Assessment

### **Task-Based Instruction (TBI)**

According to Skehan (2003), Task-Based Instruction (TBI) emphasizes the use of authentic language to accomplish practical tasks in the target language. Assessment in TBI primarily focuses on the successful completion of real-world tasks rather than the accuracy of predetermined language structures (Richards, 2005). This approach is

particularly favored for enhancing fluency and building student confidence in using the target language. Consequently, TBI can be regarded as an approach of Communicative Language Teaching (CLT), which prioritizes meaningful communication in language instruction (Ellis, 2006).

Richards (2005) proposes the following sequence of activities in:

- **Pre-task Activities**
  - Introduction to Topic and Task
- **Task Cycle**
  - Task
  - Planning
  - Report
- **Language Focus**
  - Analysis
  - Practice

### **Product-Based CLT Approaches**

According to Richards (2005), Product-Based CLT Approach emphasizes on the achievements or results of learning when designing courses, rather than focusing on the processes within the classroom. The methodologies of Product-Based CLT approach are: text-based instruction (TBI) or genre-based approach and competency-based Instruction (CBI).

### **Text-Based Instruction**

Mumba and Mkandawire (2019), Text-based approach (TBI) mainly focuses on how learners engage with complete texts within specific contexts. It emphasizes the analysis and understanding of discourse units known as texts. According to this perspective, learners in various contexts need to develop proficiency in using the most common types of texts relevant to their specific situations (Richards, 2005).

There are 5 phases focused on how Text-Based Instruction is developed:

- **Phase 1:** Building the Context
- **Phase 2:** Modeling and Deconstructing the Text

- **Phase 3:** Joint Construction of the Text
- **Phase 4:** Independent Construction of the Text
- **Phase 5:** Linking to Related Texts

### **Competency-based Instruction (CBI)**

Competency-Based Instruction (CBI) also known as competency-based language teaching (CBLT) is an approach to teaching and learning that focuses on the mastery of specific skills or competencies (Buerkel-Rothfuss et al., 1993). In a competency-based approach, learning is organized around clearly defined skills, knowledge, and abilities that learners are expected to acquire. Richards (2005), the instruction is designed to help learners develop and demonstrate these competencies through various learning activities and assessments.

Key features of Competency-Based Instruction include:

- Clear Learning Outcomes
- Individualized Pace
- Personalized learning guidelines
- Authentic Assessments
- Feedback and Support
- Flexibility and Differentiation

### **Writing strategies**

Paul and Criado (2020) mentioned that there are several strategies you can use to improve writing skills. Here are a few:

- **Plan the writing:** Before to start writing, it is helpful to have a clear idea of what you want to say. Consider the structure you will use, the key points you want to address, and how you will present them.
- **Read a lot:** Reading is an excellent way to improve your writing. Read a wide variety of materials, including fiction and nonfiction, to see how other authors construct their sentences, develop their arguments, and use language.



- **Practice writing regularly:** The more you write, the more you will improve. Spend time writing every day, even if it's just a few sentences.
- **Proofread and edit your work:** Proofread your writing several times to make sure it is clear, concise, and coherent. Edit carefully to correct grammatical and spelling errors.
- **Ask for feedback:** Ask someone you trust to review your work and give you honest and constructive feedback. Be sure to consider their suggestions for improving your writing.

### **EFL Learners and Written Production**

According to Jelodar and Farvardin (2019), the teaching of English as a foreign language (EFL) is a controversial and complicated subject since there are many criteria about its conception. Despite the fact that the teaching-learning process is undergoing constant transformations, there is one thing that remains the same: the ultimate goal of teaching English, that is, to establish communication (Negari, 2011).

That is why teaching this skill requires a lot of tactics especially in EFL learners, that means they must take into consideration different facts in order to achieve this skill successfully (Ghouali & Benmoussat, 2019), so EFL learners must:

- Organize his writing and arrange the sentences in such a way that the reader understands better or can follow more easily the ideas expressed.
- Select words carefully in order to say precisely what he wants to say.
- Provide enough information to make themselves fully understood.
- Plan what they are going to write and how they are going to write it.
- Use punctuation and capitalization correctly to replace nonverbal communication.
- Correct spelling and handwriting for better understanding and to eliminate confusion.

In English language classes, especially in higher education with EFL learners, teachers are always faced with the challenge of reliably and validly assessing their students' writing skills so that students are better prepared to take tests to demonstrate their accomplishments (Ghouali & Benmoussat, 2019; Petric, 2002).

## **How to make a good written production**

Crossley (2020) mentioned that professional writing is a complex process that involves different skills for planning, drafting and editing. Great writers must be able to quickly learn new concepts and translate ideas into original content.

Some areas of writing are highly specialized and require extensive knowledge in a single area, like scientific or legal writing (De Zarobe, 2010). Others use broad soft skills to relate to an audience through creative writing or blogging. Some of the best written production include:

- Research
- Outlining
- Editing
- Reading comprehension
- Time management

## **Tips on improving written production**

Patterson (2021) explained that some people are naturally talented at writing, anyone can develop their writing over time. Once you understand the different types of writing, you can focus on how you use them in the workplace and improve over time.

- Take grammar quizzes.
- Know your audience.
- Read your writing aloud.
- Vary your sentence structure.
- Practice daily.
- Read regularly.

## **Writing Styles:**

According with Robin (2020), the four main types of writing styles are persuasive, narrative, expository, and descriptive. In this blog post, we'll briefly explore the defining features of these four writing styles.

**Persuasive:** For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers' opinions, and provides justifications and evidence to support their claims (Robin).

**Narrative:** Often seen in longer writing samples, the purpose of this writing style is to share information in the context of a story. Narratives should include characters, conflicts, and settings (Robin).

**Expository:** This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions (Robin).

**Descriptive:** This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc. to engage the audience.

### **Criteria to assess written production**

For classroom instruction and evaluation analytic scoring it gives the teacher a holistic view about students' weaknesses and strengths (Walker, & Ríu, 2008). Analytic scoring is composed for five categories: organization, development of ideas, mechanics, grammar, and style and quality. According to (Suastra & Menggo, 2021) assessment is a continuous process to ensure that the class objectives are related to the students' goals. Javed et al. (2013) emphasized five items to assess students writing, and they are organization, content, grammar, spelling/punctuation, and quality of expression.

Writing assessment criteria may vary depending on the purpose and context in which the writing is being assessed (Cambridge, 2020). However, some common criteria used to assess writing include:

- **Content:** Assesses the quality and relevance of the content. Has the writer understood and addressed the topic adequately. Has the writer provided strong arguments and evidence to support his or her ideas? (Cambridge)

- **Organization:** Assesses the structure and arrangement of the text. Has the writer used a clear and coherent structure to present his ideas? Has he used paragraphs effectively? Has he connected ideas logically and smoothly? (Cambridge)
- **Communicative Achievement:** Assess the quality of the language used. The aim is to keep the reader's attention, either by introducing the topic of the writing and the subject matter in an attractive way (Cambridge).
- **Language:** Assess the language used when writing the text. Use words and phrases that meet the requirements and above all, use the different grammatical structures correctly (Cambridge).

## **1.2 GENERAL OBJECTIVE**

- To evaluate the implementation of Automated Analysis in the written production of EFL learners.

## **SPECIFIC OBJECTIVES**

- To determine the benefits of automated analysis to foster the writing skill.
- To identify the shortcomings of automated analysis in the written production.
- To establish the relation between automated tools and written production.

## **1.3 Fulfillment of objectives**

The main objective of this research was to identify the effects of applying AWE tools in the writing skill and to fulfill that, there were three main specific objectives to support it. First, one of the specific objectives was to determine the benefits of automated analysis to foster the writing skill. Thus, bibliographic research was applied to collect the necessary information to identify what were the most useful Automated Writing Evaluation tool in order to improve the writing skill. Additionally, through 9 interventions using a specific tool which was Hemingway it could be possible to determine all the benefits during the process of this investigative work.

Moreover, the second objective was to identify the shortcomings of automated tools in the written production, like the previous one it was achieved through the interventions which were applied using the lesson plannings focused on the CLT approach that allows to students to rich the objective writing texts, and TBI (Text Based Instruction) method helped to students work and complete their writings following the instructions and finally realize what were the main shortcomings of using Hemingway App.

Finally, the third objective was to establish the relation between automated tools and written production. To achieve this, a pre-test and post-test were applied to the students and the results clearly indicated a positive outcome, with students demonstrating notable improvements in various writing criteria, including (content, communicative achievement, organization, and language). The findings from this study suggest a strong and beneficial association between the use of automated tools and enhanced written performance among the students.

## **CHAPTER II. METHODOLOGY**

This chapter allows to understand the procedure, methods and techniques employed in data collection. It refers to the research's methodology, including the tools or instruments, techniques, and procedures used, as well as the sources used to conduct the study. Additionally, it focuses on describing how the data is set up so that it may be assessed later.

### **2.1 Materials**

The current study takes into account a variety of resources, including materials, economic resources, and human resources. The fifth-level students at the "Universidad Técnica de Ambato" constitute the institution's human resources. Moreover, financial resources were used to conduct the research, such as copies and worksheet impressions. Finally, physical materials like books, laptops, pencils, and cellphones were needed.

### **2.2 Methods**

#### **2.2.1 Research Approach**

This research was conducted using a quantitative methodology. According to Miller et al. (2018), this approach is used by researchers to understand frequencies, averages and correlations, and test or confirm theories, or assumptions through statistical analysis. Additionally, the quantitative approach is effective for testing hypotheses and using statistical models to clarify observations in detail (Bryam & Bell, 2007). By utilizing this method, researchers can verify their hypotheses and gather statistical data to identify patterns or behaviors among study participants.

#### **2.2.2 Quasi-experimental research**

In agreement with Maciejewski (2020), the quasi-experimental design is a type of research design used in studies where the investigator does not have total control over the assignment of participants to treatment and control groups. Rogers et al. (2019) mentioned that in this type of design, participants are not randomly assigned to the treatment or control groups, but are selected based on specific criteria, such as their age, gender, geographic location, etc.

This research was quasi-experimental due to the participants were selected in a specific group of students from fifth semester of Pedagogia de los Idiomas Nacionales y Extranjeros who were evaluated through a standardized Cambridge FCE pre-test and a post-test used at the beginning and at the end of the treatment to demonstrate the progress of the investigation and determine the viability of employing an AWE tool which is Hemingway in enhancing writing skills within a controlled environment and time.

### **2.2.3 Level or Type of research**

#### **Exploratory Research**

According to Swedberg (2020), exploratory research aims to investigate an undefined problem. The researcher begins with a general notion to identify the primary issue that can be concentrated on in future research. The current study sought to identify the specific issues and provide potential solutions to the problem through data analysis. It also determined the association between the two variables and demonstrated whether the independent variable (automated tools analysis) had a favorable or unfavorable effect on the dependent variable (written production) through the use of the AWE tool which is Hemingway and its functions to correct the writing sub-skills such as grammar, structure, organization and vocabulary.

#### **Correlational Research**

Correlational research is a type of non-experimental research method in which a researcher measures two variables. The term "correlational" typically refers to a type of research design that examines the relationship between variables or measures (Seeram, 2019). Likewise, the type of research of this study was correlational due to it was focus on the use of “automated tools” for analyzing “written production”. Therefore, to investigate the correlation between the use of automated tools and specific outcomes in written production, it was considered a correlational study.

#### 2.2.4 Instruments

To achieve the main purpose of this research, it was important to take into consideration the main instrument that was applied during the interventions with the students, which was the First Certificate in English (FCE Test). The FCE Test corresponds to level B2 of the Common European Framework and is provided by Cambridge English Language Assessment. The written test (Annex 3) consisted of 4 parts, and all of them were applied to the students. The first part consisted of writing an essay, meanwhile, in the second part the students had to write an article, in the third part they wrote an e-mail and the last question asked them to write a review. In addition to that, an AWE tool (Hemmingway) was used to assist the students in developing their written production. In order to assess the written production, the researcher utilized a B2 rubric standardized by Cambridge. This rubric measured various parameters, including content, communicative achievement, organization, and language (Annex 4).

- **Content:** This focuses on how well the candidate has fulfilled the task, in other words, if they have done what they were asked to do (Cambridge, 2022).
- **Communicative Achievement:** This focuses on how appropriate the writing is for the task, and whether the candidate has used the appropriate register (Cambridge, 2022).
- **Organization:** This focuses on the way the candidate puts together the piece of writing, in other words, if it is logical and ordered (Cambridge, 2022).
- **Language:** This focuses on vocabulary and grammar. It includes the range of language as well as how accurate it is (Cambridge, 2022).

Finally, the pre-test and post-test had a total of 4 questions and a duration of 2 hours. The tests were evaluated on 10 points. The rubric was taken from the FCE (First Certificate in English) that evaluated the four criteria (organization, communicative achievement, language, and organization) on a scale of 0 to 5 for each one.



### **2.2.5. Data collection**

Data collection was conducted using pre-test and post-test assessments. The findings from both assessments were compiled into descriptive tables using the Excel software. The data was categorized into four tables: essay, email, article, and review. Each table included students' grades for various evaluation criteria, such as content, organization, communicative achievement, and language. Furthermore, a comparative table was created to compare the scores from the pre-test and post-test.

Next, the hypothesis was assessed using SPSS (Statistical Package for Social Sciences). By employing this software, the null and alternative hypotheses could be either accepted or rejected. Because of the fact that the distribution of the information turned out to be non-parametric, the Wilcoxon test was applied, with which it can be verified that the result obtained accepted the alternative hypothesis and rejected the null hypothesis. Furthermore, in order to contrast the results of the pre-test and the post-test from both groups the control group and the experimental group it was necessary to apply a t-test.

### **2.2.6 Procedure**

The process of gathering information took a considerable duration. It involved a series of 9 interventions, each lasting 60 minutes. Within these interventions, there were a total of 7 lessons that centered around the use of an AWE tool which was Hemingway for enhancing writing skills. To carry out this process the class was divided in two groups: the Control group and the Experimental group. Where the Control group was evaluated the writing performance without the use of the app, meanwhile the experimental group was evaluated through the use of the AWE tool.

Furthermore, the lesson plans (see annex 5) followed a CLT (Communicative Language Teaching) approach, as the aim of this research was to assist students in developing productive skills, specifically writing, by emphasizing meaningful communication rather than the linguistic proficiency (Brandl, 2008). Additionally, the lessons employed a TBI (Text-Based Instruction) method to help learners develop their language skills and strategies through the exploration and comprehension of various types of texts, where texts serve as the primary

instructional materials and are used as a basis for language learning activities and tasks. Lastly, the lessons were specifically focused on instructing students on how to write essays, emails, reviews, and articles.

First the pre-test was applied and then teacher started with a series of interventions teaching how to write the different parts of the FCE exam. In the first intervention, the teacher made a presentation about the technological tool, Hemingway, which will be used during the whole process of the experiment. In addition, the teacher divided the class into two groups, the control group and the experimental group; the control group is going to develop the written production without the use of the AWE tool and the experimental group is going to use the AWE tool (Hemingway) in order to develop their written production. Then, the teacher gave them guidelines and general instructions of how the classes were going to be conducted. Finally, the teacher began with the introduction of the first topic, which was the e-mail, he explained the structure and how to write an e-mail correctly, and to conclude the class the students had to write an e-mail following the instructions given by the teacher.

In the second intervention, the teacher started by giving them feedback about how to use Hemingway and checking some of the written tasks from the experimental group. After that, the teacher reinforced the previous topic about what an e-mail is, its structure and how it should be written correctly. Finally, the students had to write an e-mail like the previous one. In the third and fourth intervention, the teacher taught the topic about the Article. Like in the previous topic the teacher taught them what the article is, what is its structure, and useful expressions and linking words to write an article correctly. Likewise, they were shown some models of FCE articles and finally, the students had to write an article following the steps to write a good article.

In the fifth and sixth intervention, the teacher taught about the review, another part of the FCE exam. As well as the previous topic, students learned the correct structure of the review, the difference between the article and the review, some expressions to connect each paragraph and they saw some models of the FCE review. At the end, the students had to write a review with the established parameters learned during the class. Then, in the seventh intervention, the teacher taught how to write

an essay, which was the last intervention and the final section of the FCE exam, before applying the post test, the teacher explained the structure of the essay, the key points to be able to write the essay and showed some FCE essay models. By the end of the class, the students had to write an essay following all the criteria and key points they learned during the class. Finally, teacher concluded all interventions applying the post-test, in which were the four parts of the FCE exam: essay, e-mail, review, and article.

### 2.2.5 Population

Otzen and Manterola (2017) mentioned that in quasi-experimental research, the selection of participants is performed differently compared to a traditional experimental design, where participants are randomly assigned to treatment and control groups. Thus, for this study 40 form the fifth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at “Universidad Técnica de Ambato” were considered, and they were divided into two groups, 20 students for the control group and 20 students were part of the experimental group. This is also known as deliberate sampling, in which the researcher selected the population that is best appropriate to the proposed study.

**Table 1**

*Population (Control Group)*

<b>Control Group</b>		
<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
Male	5	25%
Female	15	75%
Total	20	100%

**Note:** It shows the population from the control group.

**Table 2**

*Population (Experimental Group)*

<b>Experimental Group</b>		
<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
Male	4	20%
Female	16	80%
Total	20	100%

**Note:** It shows the population from the experimental group.

### **2.3. Hypothesis**

#### **Null hypothesis**

Automated tools do not influence the development of written production in students in the fifth semester of Universidad Técnica de Ambato.

#### **Alternative hypothesis**

Automated tools influence the development of written production in students in the fifth semester of Universidad Técnica de Ambato.

#### **2.3.1. Variable identification**

Automated tools (Independent variable)

Written production (Dependent variable)

## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

The current chapter provides a comprehensive analysis and interpretation of the statistical data gathered from the pre-test and post-test administered to 40 students in the PINE program. The class was divided into two groups which were the control group and the experimental group. The data was presented in charts following a specific sequence. Initially, the results of the pre-test were divided into four parts: email, article, review and essay. Each part was assessed based on four criteria: content, communicative achievement, organization, and language. The same evaluation was conducted for the results of the post-test.

Next, the t-test was employed in order to contrast the results of the pre-test and the post-test from both groups the control group and the experimental group. According to Hsu and Lachenbruch (2014), the t-test is a statistical analysis employed to ascertain whether there exists a notable distinction between the means of two groups. It considers various factors, such as sample sizes, means, and standard deviations of the two groups under comparison, and yields a t-value along with a corresponding p-value (Kim, 2015).

The Wilcoxon test was used to verify the hypotheses using non-parametric data. If the p-value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted (Divine et al., 2013). The information is evaluated using a statistical software program called SPSS (Statistical Package for the Social Sciences), enabling the determination of the hypothesis at the desired level of significance for the Wilcoxon test.

Finally, a statistical test was used to illustrate the values by means of graphs which significantly show the difference between the pre-test and post-test results with respect to the 4 evaluation indicators (e-mail, article, review and essay) of the experimental group for the testing of the alternative hypothesis.

### 3.1.1 t-test Results

**Table 3**

*t-test results for the group's homogeneity*

<b>Group</b>	<b>N°</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>T Value</b>	<b>Sig. (2 tailed)</b>
<b>Control Group</b>	20	91,033	32,763	-0,73	,000
<b>Experimental Group</b>	20	136,202	20,788		

**Note:** It shows the results of the pre-test from both groups (control group and experimental group)

Table 4 compares mean scores of the control and experimental groups (n=20) in the pre-test. The control group had a mean of 91.033 (SD=32.763), while the experimental group scored higher with a mean of 136.202 (SD=20.788). The t-value of -0.73 indicates a distinction between the groups. The control group demonstrated a significant difference ( $p < 0.001$ ) compared to the experimental group.

**Table 4**

*Paired t-test: Control Group (differences between pre- and post-test)*

<b>Group</b>	<b>Test</b>	<b>N°</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>T Value</b>	<b>Sig. (2 tailed)</b>
<b>Control Group</b>	Pre	20	91,033	32,763	-3,34	,000
	Post	20	102,534	34,076		

**Note:** It shows the difference between pre-test and post-test from the control group.

Table 5 displays data from a control group's pre and post-test mean scores. The pre-test results for the control group, consisting of 20 participants, indicate a mean score of 91.033, with a relatively high standard deviation of 32.763. After the intervention, the post-test scores increased, with a mean score of 102.534 and a standard deviation of 34.076. The t-value of -3.34 suggests a significant difference between the pre and post-test scores of the control group. The p-value (Sig. 2-tailed) of 0.000 indicates a highly statistically significant result. This indicates that the intervention had a positive

impact on the control group's scores, leading to an improvement in their performance from pre-test to post-test.

**Table 5**

*Paired t-test: Experimental Group (differences between pre- and post-test)*

<b>Group</b>	<b>Test</b>	<b>N°</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>T Value</b>	<b>Sig. (2 tailed)</b>
<b>Experimental Group</b>	Pre	20	136,202	20,788	-3,25	,000
	Post	20	143,590	25,481		

The table 6 presents data from an experimental group's pre and post-test scores. The pre-test scores for the experimental group, comprising 20 participants, demonstrate a mean score of 136.202, with a relatively low standard deviation of 20.788. Following the intervention, the post-test scores increased, resulting in a mean score of 143.590 and a standard deviation of 25.481. The t-value of -3.25 indicates a significant difference between the pre and post-test scores of the experimental group. The p-value (Sig. 2-tailed) of 0.000 indicates a highly statistically significant result. These findings suggest that the intervention had a positive impact on the experimental group's scores, leading to an improvement in their performance from the pre-test to the post-test.

**Table 6**

*T-test result (differences between Control Group and Experimental Group)*

<b>Group</b>	<b>Test</b>	<b>N°</b>	<b>Mean</b>
<b>Control Group</b>	Post	20	102,534
<b>Experimental Group</b>	Post	20	143,590

**Note:** It shows the results of the post-test from both groups (control group and experimental group)

Table 7 presents the mean scores of the post-tests for both the control group and experimental group. The control group, consisting of 20 participants, obtained a mean score of 102.534. On the other hand, the experimental group, also comprising 20 participants, achieved a higher mean score of 143.590. This indicates that, on average, the experimental group performed better in the post-test compared to the control group.

The difference in mean scores suggests a potential positive impact of the experimental treatment on the participants' performance.

### 3.1.2 Wilcoxon Test

#### Descriptive analysis of the pretest and posttest

**Table 7**

*Experimental Group Statistics*

		<b>Pre-test Analysis</b>			
		<b>Essay Pre-test</b>	<b>Review Pre-test</b>	<b>Article Pre-test</b>	<b>Email Pre-test</b>
<b>N</b>	<b>Valid</b>	20	20	20	20
	<b>Missing</b>	0	0	0	0
<b>Mean</b>		6,2500	6,4250	6,3250	6,3250
<b>Minimum</b>		5,50	5,00	5,50	5,50
<b>Maximum</b>		7,00	7,00	7,00	7,00

**Note:** It shows the analysis of the mean, minimum and maximum scores obtained in the pre-test

**Table 8**

		<b>Post-Test Analysis</b>			
		<b>Essay Post-test</b>	<b>Review Post-test</b>	<b>Article Post-test</b>	<b>Email Post-test</b>
<b>N</b>	<b>Valid</b>	20	20	20	20
	<b>Missing</b>	0	0	0	0
<b>Mean</b>		7,9750	8,3000	8,1750	8,2750
<b>Minimum</b>		7,50	7,50	7,50	7,00
<b>Maximum</b>		8,50	9,00	9,00	9,00

**Note:** It shows the analysis of the mean, minimum and maximum scores obtained in the pre-test

Tables 8 and 9 show the means calculated for the research for each of the pretest and posttest activities. From a total of 20 students of the experimental group in the pretest, values such as Essay 6.25; Review 6.42; Article 6.32 and email 6.32 are below the standard mean in the research.

Once the interventions were carried out the mean values calculated are above the standard mean. Likewise, the same activities are reviewed under the same indicators

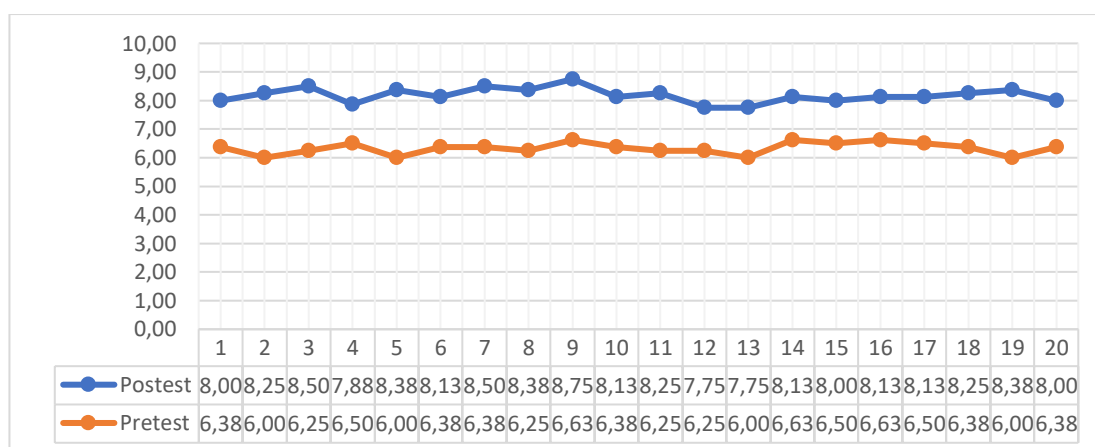


with the following means: Essay 7.98; Review 8.30; Article 8.17 and email 8.27. As a conclusion, it can be identified that the activity with the greatest tendency to improve was Review with a difference of 1.88 points of difference in a significant way.

### 3.1.3 Difference in indicators

Figure 1

#### Difference in the pre-test and post-test



**Note:** In this figure shows the difference between the pre-test and the post-test

As shown in figure 1, it is possible to identify the improvement that the students had in the post-test which is above 1.85 points of the pretest, meaning that the indicators such as Content, Communicative achievement, Organization and Language at the time of being evaluated gave positive results, therefore of the 4 questions with a duration of 2 hours. The tests were evaluated on 10 points. The rubric was taken from the FCE (First Certificate in English) allowed to improve significantly the written production.

## 3.2 Verification of hypotheses

### 3.2.1 Null hypothesis

(H0): Automated tools do not influence the development of written production in students in the fifth semester of Universidad Técnica de Ambato.

### 3.2.2 Alternative Hypothesis

(H1): Automated tools influence the development of written production in students in the fifth semester of Universidad Técnica de Ambato.

### 3.3.3 Calculation of hypotheses

**Table 9**

*Ranks*

	Negative Ranks	0 <sup>a</sup>	,00	,00
Total_postest - Total_pretest	Positive Ranks	20 <sup>b</sup>	10,50	210,00
	Ties	0 <sup>c</sup>		
	Total	20		

a. Total post-test < Total pre-test

b. Total post-test > Total pre-test

c. Total post-test = Total pre-test

**Note:** It shows the negative rank, positive rank, and ties of the Wilcoxon test.

In table 10 of the ranges calculated in the research, the following information can be identified, which describes that no negative ranges are found in the research, that is, the total of the post-test is lower than the pre-test; with regard to positive ranges, the entire population is found, therefore, statistically, it is confirmed that the post-test gave positive results in its entirety with a mean of 10.50, and no ties are found in the results.

### 3.3.4 Hypothesis test

**Table 10**

*Test Statistics<sup>a</sup>*

	Total, pre-test – Total, pos-test
Z	-3,928 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

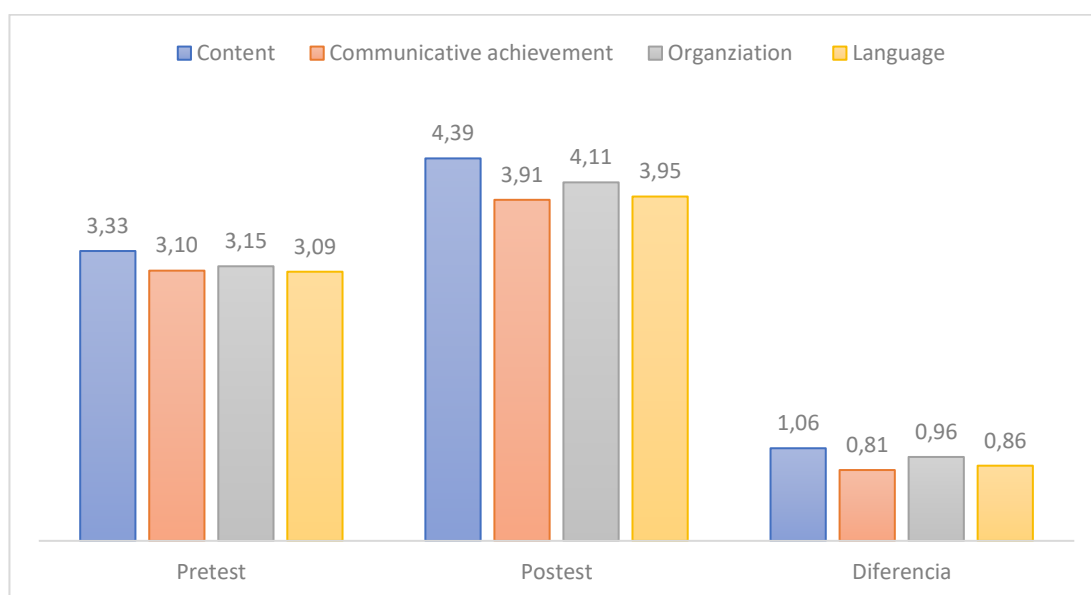
**Note:** It shows the validity of the hypothesis

To calculate the hypothesis, the Wilcoxon statistic is taken into consideration in order to identify whether the results obtained accept the null or alternate hypothesis; therefore, having a calculated value of less than 0.05, the null hypothesis is rejected and the alternate hypothesis is accepted, i.e. Automated tools analysis influences the development of written production in students in the fifth semester of Universidad Técnica de Ambato.

### 3.2.5 Differences in means by indicators

**Figure 2**

*Final differences in means*



**Note:** In this figure shows the difference in means for each of the indicators evaluated in the rubric.

Figure 2 shows the difference of means for each of the indicators that were evaluated according to the Cambridge rubric, for the four activities such as Essay, Review, Article and E-mail. From the values obtained it can be identified that in the pre-test for Content a mean of 3.33 is calculated; in Communicative achievement 3.10; Organization 3.15 and Language 3.09; in the post-test results that corroborate the hypothesis calculated for Content a mean of 4.39 is calculated; in Communicative achievement 3.91; Organization 4.11 and Language 3.95; finally it can be identified that there is a significant difference in the Content indicator with a calculation of 1.06 points of difference, followed by organization with 0.96 points of difference.

With which the information obtained can be compared with the Wilcoxon statistic where the alternative hypothesis is accepted, which allows showing that the tools used allow improving the written production.

### **3.3 Discussion**

According to the examination and understanding of the collection data, significant findings appeared, providing evidence in favor of the hypothesis that automated tools analysis especially with the use of Hemingway AWE tool that had an impact on the improvement of the written production among fifth-semester students at Universidad Técnica de Ambato. The main outcomes are discussed below.

Firstly, the outcomes indicate that the use of AWE tools led to a substantial improvement in the learners' writing performance, as evidenced by the significant increase observed between the pre-test and post-test results. Through this study, it was determined that employing automated tools analysis proved a positive effect to foster writing among students. Students achieved positive results using an AWE tool in order to improve their writing performance. According to Petchprasert (2021) mentioned that AWE tools are able to identify their linguistic features mistakes and solve all of them in a correct way. Wilson and Czik (2016) explained that even though if there is not a standardized score evaluation, students may demonstrate a reduction in mistakes following the corresponding feedback provided by the AWE tools. These facts support the importance that AWE tools offer informative explanations and diagnostic feedback that aid in the enhancement of writing skills (Menéndez, 2022).

Secondly, Hemingway App provides feedback on various linguistic features, such as grammar (passive voice, verb tense, prepositions), spelling (word correction), vocabulary (adverbs), organization, structure, and word choice. Its purpose is to enhance the writing quality of students utilizing this tool (Ablezgova, 2018). The outcomes confirm a positive advancement in written text production. Additionally, these findings affirm the efficacy of employing this automated writing evaluation (AWE) tool. Nevertheless, Han et al. (2021) mentioned that it is important students receive guidance from their teachers to rectify errors that may have been missed by the

tool. While the evaluation demonstrates a high level of effectiveness, it alone is insufficient, human feedback is necessary. According to Imran (2022), teacher-student interaction, addressing all potential errors, is essential for a substantial enhancement in each student's written production.

Third, regarding to students' attitudes towards the use of AWE tools, the findings present a significant degree of acceptance. As Clark et al. (2020) mentioned it could demonstrate a positive value in the development and improvement of writing skills. In addition, the use of technological tools provides positive effects not only in the development writing performance, but also motivates them to develop their autonomous work and constant interaction within the classroom (Menéndez, 2022; Tso, 2020). That is why the advantages and disadvantages of these tools should be taken into consideration, since the interaction between AWE tools and students is significant for them in the progress of cognitive skills but also in the development of linguistic skills, in this case a productive skill which is writing (Ottestad, 2013).

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

The objective of this study was to examine the impact of the automated tools analysis in the written production. Through this investigation, several findings were obtained, leading to the following conclusions:

- The effects of automated tools analysis in the written production of EFL learners has proven beneficial for enhancing writing skills. That is the reason why the AWE tool Hemingway showed an increasement in the development of the writing skill, not just the in the quality of the texts, but also in the linguistic features such as grammar (passive voice, verb tense, prepositions), spelling (word correction), vocabulary (adverbs), organization and structure and choice of words. This suggests that the integration of automated tools analysis in language learning can significantly influence and enhance the overall writing performance of EFL learners.
- Despite the benefits, the study identified certain limitations and shortcomings associated with automated analysis in the written production. These shortcomings may include inaccuracies in analyzing complex grammatical structures or difficulties in catch the main points of language use. That is why the students who have not used the AWE tool Hemingway did not have an accurate advance in contrast with the group of students who tried the technological tool.
- The research findings indicate a strong correlation between the use of automated tools and the quality of written production. It was really useful with the application of Hemingway editor, due to the results showed the advance in the written performance for the students who used this AWE tool during the interventions. This suggests that automated analysis can be an effective tool for improving writing proficiency in the target language.

## 4.2 Recommendations

Following the completion of the previous study that aimed to assess the impact of automated tools analysis on the advancement of written production, the following suggestions are proposed:

- Incorporate automated writing analysis tools like Hemingway editor into language learning interventions: Based on the positive results observed in the study, it is recommended to integrate automated analysis tools like Hemingway editor into language learning programs. This can help enhance writing skills, improve linguistic features, and overall writing performance for English as a Foreign Language (EFL) learners.
- Address limitations and shortcomings of automated analysis: Recognize the limitations and shortcomings associated with automated analysis tools, such as inaccuracies in analyzing complex grammatical structures or difficulties in capturing the main points of language use. Efforts should be made to address these limitations, either by refining the existing tools or by providing additional support and guidance to students using the tools.
- Emphasize the use of automated tools to improve writing quality and language skills: Highlight the strong correlation between the use of automated tools and the quality of written production. Promote the use of AWE tools like Hemingway to improve not only the quality of texts but also various linguistic features, including grammar, spelling, vocabulary, organization, structure, and word choice. Encourage students to take advantage of these tools to enhance their overall writing performance in the target language.

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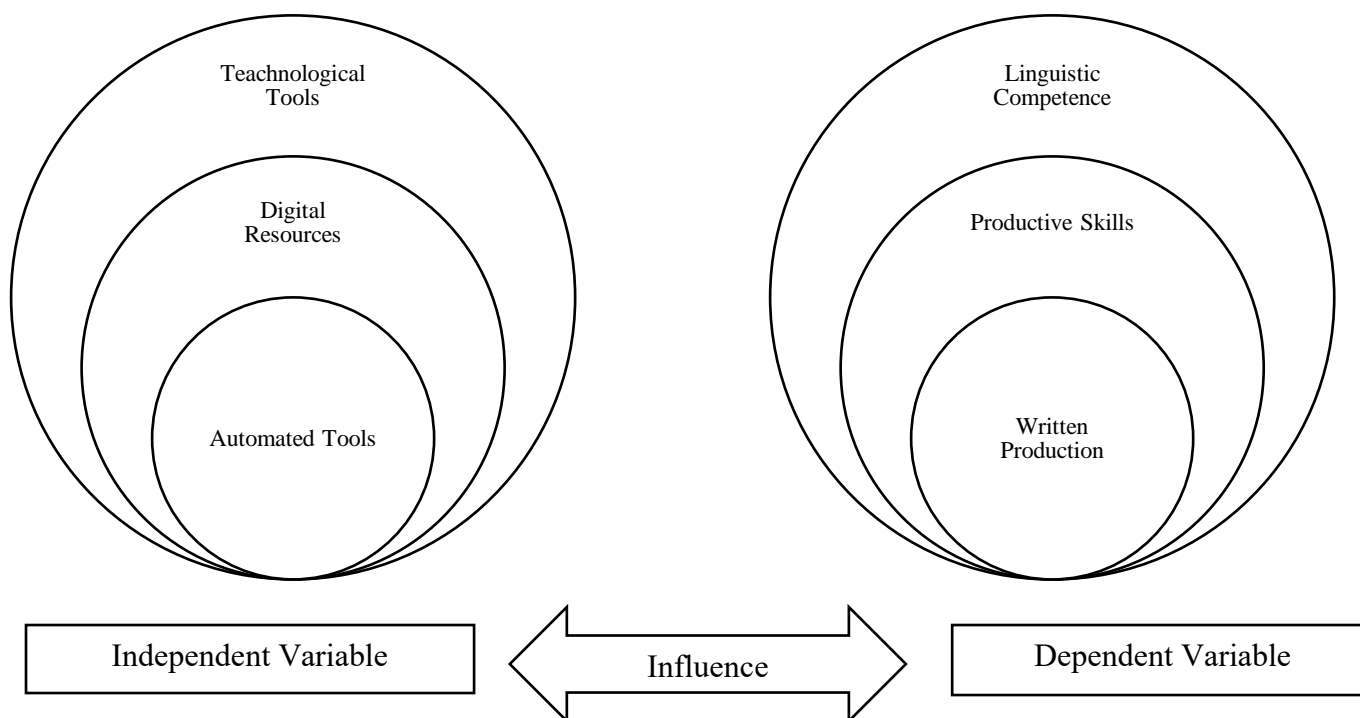
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## ANNEXES

### Annex 1: Key categories



### Annex 2: Linguistic Features Evaluated by Hemingway

Linguistic Features	Hemingway Evaluation Indicators
<b>Grammar</b>	Passive Voice
	Verb tense
	Prepositions
<b>Spelling</b>	Word Correction
<b>Vocabulary</b>	Adverbs
<b>Organization and Structure</b>	Level of difficulty of the sentences
<b>Choice of words</b>	Wrong word

Feedback | Help    Bold   Italic   H1   H2   H3   Quote   Bullets   Numbers   Link    Write   Edit

Desktop App

Just Released! Version 3.0!

Like 66K    Tweet

*Copy what you want edited and paste it into the space provided*

*Hover over highlighted text to see full suggestions*

### Hemingway App makes your writing bold and clear.

The app highlights lengthy, complex sentences and common errors; if you see a yellow sentence, shorten or split it. If you see a red highlight, your sentence is so dense and complicated that your readers will get lost trying to follow its meandering, splitting logic — try editing this sentence to remove the red.

You can **utilize** a shorter word in place of a purple one. Mouse over them for hints.

Adverbs and weakening phrases are helpfully shown in blue. Get rid of them and pick a better word.

Phrases in green have been marked to show passive voice.

You can format your text with the toolbar.

Paste in something you're working on and edit away. Or, click the Write button and compose something new.

2 adverbs, meeting the goal of 2 or fewer.

1 use of passive voice, meeting the goal of 2 or fewer.

1 phrase has a simpler alternative.

1 of 11 sentences is hard to read.

1 of 11 sentences is very hard to read.

## Annex 3: Pre-test and Post-test

### Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

- 1 In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?

**Notes**

Write about:

1. transport
2. rivers and seas
3. .... (your own idea)

## Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

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- 2 You see this announcement in your college English-language magazine.

**Book reviews wanted**

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

**Articles wanted**

**The most useful thing I have ever learned.**

What is the most useful thing you have learned?  
Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

- 4 You have received this email from your English-speaking friend David.

**From:** David

**Subject:** touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

**Note:** It was taken from FCE exam

## Annex 4: Rubric

### THE ASSESSMENT SCALE

<b>B2</b>	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE</b>
<b>5</b>	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	Minor irrelevances and/or omissions may be present. Target reader is on the whole 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.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	Irrelevances and misinterpretation of task may be present. Target reader is minimally 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.
<b>0</b>	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

**Note:** It was taken from Cambridge FCE (First Certificate in English).

## Annex 5: Lesson Planning

LESSON PLAN 1	
<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	<b>Time:</b> 80 min
<b>Topic:</b> Writing an email	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write an email in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an email.</li> <li>Students will be able to use different expression to write an email.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	
<p><b>-Greetings</b> <b>Building the Context</b></p> <p>-Teacher will explain how the class is going to be divided to carry out the research design: The class will be divided in 2 groups (control group and experimental group)</p> <p><a href="https://utaedu-my.sharepoint.com/:f/g/person/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f/g/person/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p> <p>-Next, teacher will introduce the AWE tool which is Hemingway, its functions and the overview of the platform.</p> <p><a href="https://hemingwayapp.com/">https://hemingwayapp.com/</a></p> <p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Do you know what an email is?</li> <li>Who can tell me what is the structure of the email?</li> <li>Have you ever written an e-mail</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p><a href="https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>	<p><b>TIME:</b></p> <p>20 Minutes</p> <p>30 Minutes</p>

<p><b>Joint Construction of the Text</b></p> <p>-Teacher will present the topic and explain about what is e-mail, its structure, a sample of FCE e-mail and some expressions such as linking words in order to students can write the e-mail in a better way</p> <p><a href="https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><b>Independent Construction of the Text</b></p> <p>Teacher will ask to the students from the <b>control group</b> to write the e-mail in a word document and upload the task on the one drive link in the respective folder (control group folder)</p> <p><a href="https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p> <p>Teacher will ask to the students from the <b>experimental group</b> to write the e-mail using the correct structure and the linking words in Heming way app</p> <p><a href="https://hemingwayapp.com/">https://hemingwayapp.com/</a></p> <p>Finally, teacher will ask to the <b>students from experimental group</b> to fulfill a rubric according the parameters that Hemingway evaluates and write the grade what the app provide them and upload on the one drive link in the respective folder (experimental group folder).</p> <p><a href="https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p>	<p>30 minutes</p>
--	-----------------------

4 adverbs. Aim for 3 or fewer.

2 uses of passive voice, meeting the goal of 2 or fewer.

1 phrase has a simpler alternative.

0 of 12 sentences are hard to read.

2 of 12 sentences are very hard to read.

## Hemingway App makes your writing bold and clear.

Hello Alejandro,

It's great to read your e-mail!

Since you mention, I've been thinking about the marvelous moments we used to have at high school. Thus, I came up with an idea: lets go out for a pic-nic this weekend to reconnect!

I know you're **compelately** in love with nature **just** as much as I'm, so this will be the perfect plan for both of us. **A wonderful place has been opened** in Baños, so we can go there and have such a nice time together and the food can **be prepared by me** with no problem, I'll be glad to let you taste my seasoning.

I'm aware the weather is amazing lately, hence we can go towards the waterfalls **in order to** enjoy it **enormously** or maybe we can go to visit the zoo, but if you only want to have the pic-nic and that's, it'll be okay for me too.

Please, write me back if the idea sounds interesting to you so we can talk about it further.

Take care,

Belén|

### LESSON PLAN 2

<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	Time: 80 min
<b>Topic:</b> Writing an email	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write a formal and informal e-mail in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the different types of e-mail.</li> <li>Students will be able to use correct register to write an e-mail.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	

<p><b>-Greetings</b> <b>Building the Context</b></p> <p>-The teacher begins the class by asking the students what yesterday's topic was.</p> <p>-The teacher checks one homework assignment from the control group and one from the experimental group that were uploaded in the One Drive folder, to give feedback on the written production of the groups (control and experimental).</p> <p><a href="https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p> <p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher starts the class with some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Who can tell me what is the structure of the email or elements?</li> <li>• Do you know what expressions are used in each part of the email?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>-After the review, teacher will ask to students to complete an activity about the structure of the e-mail in quizizz.</p> <p><a href="https://quizizz.com/admin/quiz/645a22de332c9a001de933ae?source=quiz_share">https://quizizz.com/admin/quiz/645a22de332c9a001de933ae?source=quiz_share</a></p> <p>-Next students work individually to complete the worksheet on Google classroom (E-mail structure).</p> <p><a href="https://es.liveworksheets.com/eb3237699xm">https://es.liveworksheets.com/eb3237699xm</a></p> <p><b>Joint Construction of the Text</b></p> <p>-The teacher introduces the different types of e-mail formal and informal.</p> <p>-The teacher presents examples of each type of e-mail.</p> <p>-Teacher will present some expressions such as linking words in order to students can write the e-mail in a better way</p> <p><a href="https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><b>Independent Construction of the Text</b></p> <p>Then the teacher asks the control group to write a formal e-mail in a word</p>	<p><b>TIME:</b></p> <p>20 Minutes</p> <p>30 Minutes</p>
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document using the correct structure and the correct register and upload it on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

-Teacher will ask to the students from the experimental group to write an informal e-mail in Hemingway using the correct structure and register and the linking words

<https://hemingwayapp.com/>

Finally, the experimental group must complete the rubric and make a screenshot of the written production in Heming way and upload the document in pdf on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

30  
minutes

Hi Alejandro,

It's nice to hear from you, I hope you're doing fine.

Because you asked me, I have to be honest with you. I haven't felt well since you left the country, every day is extremely sad without you and my mood is always the same.

Some problems has been presented since you left. First, health issues appeared two weeks after you left, but I've to admit they were totally my fault because I completely stop taking care of myself. I didn't eat well so I presented lots of health problems.

In addition, my grades at the university have been decreased because of my lack of enthusiasm to study. However, this is not intentional, it's just because I don't feel fine and I'm not in the mood for studying either.

Also, I'd like to say something obvious: I miss you so much. I think about you frequently and all the beautiful moments we used to have came to my mind when I do so.

I'm not telling this because I want you to feel bad for leaving, I only want to be entirely honest with you, since I've always been. Anyway, it's time to go.

Take care,

Belén

**Hemingway**  
Editor

**Readability**  
Grade 5  
Good

Words: 200  
Show More ▾

- 3 adverbs. Aim for 3 or fewer.
- 2 uses of passive voice, meeting the goal of 3 or fewer.
- 2 phrases have simpler alternatives.
- 2 of 14 sentences are hard to read.
- 1 of 14 sentences is very hard to read.

<b>LESSON PLAN 3</b>	
<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	<b>Time:</b> 60 min
<b>Topic:</b> Writing an article	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write an article in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an article.</li> <li>Students will be able to use different expression to write an article.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	
<p><b>-Greetings</b> <b>Building the Context</b></p> <p>- To the start the class, the teacher initiates a discussion by asking the students to recall the topic covered in the two first sessions which was the e-mail, what is it, its structure, the types and the expressions to write correctly an e-mail.</p> <p>-The teacher then proceeds to provide feedback on written assignments from both the control group and the experimental group that were uploaded in the One Drive folder</p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p> <p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher asks some questions to introduce the new topic.</p> <ul style="list-style-type: none"> <li>Do you know what an article is?</li> <li>Who can tell me what is the structure of the article?</li> <li>Have you ever written an article</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p>	<p><b>TIME:</b></p> <p style="text-align: center;">10 Minutes</p> <p style="text-align: center;">20 Minutes</p>

[https://www.canva.com/design/DAFkTZn\\_2c/tfmfEs85jus49mnkP3-mSw/edit?utm\\_content=DAFkTZn\\_2c&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFkTZn_2c/tfmfEs85jus49mnkP3-mSw/edit?utm_content=DAFkTZn_2c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### Joint Construction of the Text

-Teacher will present the topic and explain about what is an article, its structure, a sample of FCE article and some expressions such as linking words in order to students can write the article in a better way

[https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm\\_content=DAFiWgagYt8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### Independent Construction of the Text

Then the teacher asks the **control group** to write an article by hand the structure, the linking words and the correct register and upload it on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

-Teacher will ask to the students from the **experimental group** to write an article in Hemingway using the correct structure, register and the linking words.

<https://hemingwayapp.com/>

Finally, the experimental group must complete the rubric and make a screenshot of the written production in Heming way and upload the document in pdf on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

30  
minutes

## The beach: my favorite place in the world

**Hemingway**  
Editor

Are you one of those people who love looking at the color of the ocean and touching the soft texture of the sand? If yes, You are about to be filled by this article about the best beach in Latin America: "Blanca" Beach at Cartagena, Colombia.

**Readability**

**Grade 8**

Good

Words: 238

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Firstly, it's worth to say that many people around the world choose to visit this outstanding beach, just for you to have a reference of how wonderful this place. What attracts me about this beach is that everything seems to be taken out from a magic tale. The color of the water varies from a beautiful light blue, going through a fantastic turquoise to a deep blue. You'll feel like if you were in another world!

3 adverbs. Aim for 2 or fewer.

2 uses of passive voice, meeting the goal of 3 or fewer.

2 phrases have simpler alternatives.

4 of 13 sentences are hard to read.

2 of 13 sentences are very hard to read.

In addition, the resorts where to stay are suitable for all audiences. If you like fancy facilities, you'll find different options to lodging. For those who want to be more in touch with the environment, you could book in any of the beach-style huts that will make you feel more captured by the place.

In conclusion, "Blanca" Beach is my favorite place in the world because it's such a magical place to visit in order to have a rest or to create amazing moments with family or friends. I could share more about my experience at this marvelous place, but I think you should live everything by yourself!

### LESSON PLAN 4

<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	Time: 60 min
<b>Topic:</b> Writing an article	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write an article in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an article.</li> <li>Students will be able analyze the FCE articles sample models.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	

<p><b>-Greetings</b> <b>Building the Context</b></p> <p>- The teacher starts the class by asking the students what was the topic covered in the last session which was the article, what is it, its structure, and the expressions to write correctly an article.</p> <p>-The teacher then proceeds to provide feedback on written assignments related to write an article from both, the control group and the experimental group that were uploaded in the One Drive folder</p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p>	<p><b>TIME:</b></p> <p>10 Minutes</p>
<p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher starts the class with some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Who can tell me what is the structure of the article?</li> <li>• Do you know what expressions are used in each part of the article?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>-After the review, teacher will ask to students to complete an activity about the structure of the article in educaplay.</p> <p><a href="https://es.educaplay.com/recursos-educativos/15088820-the_article.html">https://es.educaplay.com/recursos-educativos/15088820-the_article.html</a></p>	<p>20 Minutes</p>
<p><b>Joint Construction of the Text</b></p> <p>-Teacher will present two samples of FCE articles model to remind how is the structure and how the text is organized taking into account the register and the linking words that make it coherent and cohesive.</p> <p><a href="https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><b>Independent Construction of the Text</b></p> <p>Then the teacher asks the <b>control group</b> to write an article by hand using the structure, the linking words and the correct register and upload it on the shared folder in One drive.</p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p>	<p>30 minutes</p>

-Teacher will ask to the students from the **experimental group** to write an article using Hemingway and applying the correct structure, register and the linking words.

<https://hemingwayapp.com/>

Finally, the experimental group must complete the rubric and make a screenshot of the written production in Heming way and upload the document in pdf on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

## Benefits of Learning a Second Language

Do you ever wonder how many job and personal opportunities you are missing out on because you can't speak a second language? There's no an specific answer for that question because each one makes their own future, but having an idea of what the world could give you if you were able to master a second (or more) language could take you towards that dreamed life.

Fistly, just think about the chance of living abroad, making a pleasant and dignified life from your job. More job offers can be provided by the ability of using a second language, big companies are always interested in hiring more prepared people, "the best of the best", hence, you should seriously consider the fact of learning a second language.

Another consideration is that even if you don't want to work in a foreign country but you only want to have a rest by traveling, speaking in the native language of the place you're visiting can totally facilitate your stay at there. No troubles will exist if you can understand what's around you.

In conclusion, learning a second language provides you such significant opportunities to succeed and enjoy life. You know you deserve the best so, why not give yourself the opportunity to go beyond your comfort zone? I invite you to take the plunge and find out!

## Hemingway Editor

### Readability

Grade 12

OK. Aim for 9.

Words: 229

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4 adverbs. Aim for 2 or fewer.

1 use of passive voice, meeting the goal of 2 or fewer.

1 phrase has a simpler alternative.

2 of 10 sentences are hard to read.

4 of 10 sentences are very hard to read.

<b>LESSON PLAN 5</b>	
<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	Time: 60 min
<b>Topic:</b> Writing a review	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write a review in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of a review.</li> <li>Students will be able to use different expression to write a review.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	
<p><b>-Greetings</b> <b>Building the Context</b></p> <p>- At the beginning of the class the teacher discusses about what was the previous topics and asked questions about them.</p> <p>-The teacher provides feedback on written assignments about their articles from both the control group and the experimental group that were uploaded in the One Drive folder</p> <p><a href="https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p> <p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher asks some questions to introduce the new topic which is about the review.</p> <ul style="list-style-type: none"> <li>Do you know what a review is?</li> <li>Who can tell me what is the structure of the review?</li> <li>Have you ever written a review?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p><a href="https://www.canva.com/design/DAFk-qnRdvI/FKoS8VXVkXpiKV0M4MUcPQ/edit?utm_content=DAFk-qnRdvI&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=s">https://www.canva.com/design/DAFk-qnRdvI/FKoS8VXVkXpiKV0M4MUcPQ/edit?utm_content=DAFk-qnRdvI&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=s</a></p>	<p><b>TIME:</b></p> <p style="text-align: center;">10 Minutes</p> <p style="text-align: center;">20 Minutes</p>

[harebutton](#)

### Joint Construction of the Text

-Teacher will present the topic and explain about what is the FCE review, its structure, a sample of FCE review and some expressions such as linking words in order to students can write the review in a better way

[https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm\\_content=DAFiWgagYt8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFiWgagYt8/UnMDBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### Independent Construction of the Text

Then the teacher asks the **control group** to write a review by hand using the structure, the linking words and the correct register and upload it on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

-Teacher will ask to the students from the **experimental group** to write a review in Hemingway using the correct structure, register and the linking words.

<https://hemingwayapp.com/>

Finally, the experimental group must complete the rubric and make a screenshot of the written production in Heming way and upload the document in pdf on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

30  
minutes



## "Casa de Piedra": the beat place in Mindo

"Casa de Piedra" is an outstanding lodge located in a small village called Mindo, it's situated outside Quito. I rarely find comfortable a place that is not my home, but this lodge was perfect to me, so I think it could be for you too!

The lodge has gorgeous rooms and for sure, different ambience can be seen since the first moment you arrive there, so feel free to choose the room that best fits with you! Then, another thing I'd like to highlight is that if you're a nature lover, you'd be the happiest person here. Even there's plenty of atmospheres referring to rooms, the place is entirely surrounded by trees and beautiful flowers.

Besides, you'll be delighted by the food! Since the very beginning of the day, you can enjoy your breakfast on the shore of the lake located inside the lodge, or if you prefer, you can go to the restaurant. If you are a meat or chicken eater, you will have a variety of side dishes to choose from. Also, if you are someone who likes fish, your meal can be caught by yourself!

"Casa de Piedra" is the most beautiful lodge to have a rest in Mindo and the price is totally affordable. I absolutely recommend you to book in this lodge if you're visiting Mindo.

**Hemingway**  
Editor

Readability

Grade 8

Good

Words: 229

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5 adverbs. Aim for 2 or fewer.

3 uses of passive voice. Cut to 2 or fewer.

0 phrases have simpler alternatives.

1 of 12 sentences is hard to read.

3 of 12 sentences are very hard to read.

### LESSON PLAN 6

<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	Time: 60 min
<b>Topic:</b> Writing a review	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write a review in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of a review.</li> <li>Students will be able to analyze the FCE review sample model.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	

<p><b>-Greetings</b> <b>Building the Context</b></p> <p>- The teacher starts the class by asking the students what was the previous topic (which was the review), what is it, its structure, and the expressions to write correctly an article.</p> <p>-The teacher provides feedback on written assignments related to write a review from both, the control group and the experimental group that were uploaded in the One Drive folder.</p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p>	<p><b>TIME:</b></p> <p>10 Minutes</p>
<p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher starts the class with some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Who can tell me what is the structure of the review?</li> <li>• Do you know what expressions are used in each part of the review?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>-After the review, teacher will ask to students to complete an activity about the structure of the review in live worksheets.</p> <p><a href="https://es.liveworksheets.com/sj3346975bs">https://es.liveworksheets.com/sj3346975bs</a></p>	<p>20 Minutes</p>
<p><b>Joint Construction of the Text</b></p> <p>-Teacher will present a sample of FCE review model to remind how is the structure and how the text is organized taking into account the register and the linking words that make it coherent and cohesive.</p> <p><a href="https://www.canva.com/design/DAFiWgagYt8/UnMdBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiWgagYt8/UnMdBcpRneeY-J5s4AJNXA/edit?utm_content=DAFiWgagYt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><b>Independent Construction of the Text</b></p> <p>Then the teacher asks the <b>control group</b> to write a review by hand using the structure, the linking words and the correct register and upload it on the shared folder in One drive.</p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p>	<p>30 minutes</p>

-Teacher will ask to the students from the **experimental group** to write a review using Hemingway and applying the correct structure, register and the linking words.

<https://hemingwayapp.com/>

Finally, the experimental group must complete the rubric and make a screenshot of the written production in Hemingway and upload the document in pdf on the shared folder in One drive.

[https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889\\_uta\\_edu\\_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr](https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr)

## Moana

"Moana" is an animated movie developed by Disney. It was directed by Don Clements and John Musker and released in November 2016.

"Moana" tells the story of a girl who lives in an island isolated from the rest of the world and she wants to discover and know what else exists beyond the horizon of the sea. Since her childhood, Moana shows desire for helping the people in her community and as she grows, this desire becomes extremely big, specially when the nature and food in the island starts to mysteriously die. Over the movie and in company of Maui, she realizes that her purpose in life is bigger than what she thought.

Lots of interesting situations are covered by this film such as the searching for one's identity, the desire of learning more than what can be seen, fraternity, etc.

I really recommend this movie both for children and adults, because it es enjoyable for any audience. The whole movie keeps the attention of the watcher and immerses everyone in the tone of it. If you are looking for a movie for you're free time, "Moana" is the perfect one.

## Hemingway Editor

### Readability

**Grade 9**  
Good

Words: **200**  
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- 4 adverbs. Aim for 2 or fewer.
- 3 uses of passive voice. Cut to 2 or fewer.
- 0 phrases have simpler alternatives.
- 1 of 11 sentences is hard to read.
- 3 of 11 sentences are very hard to read.

<b>LESSON PLAN 7</b>	
<b>Teacher:</b> Santiago Silva	
<b>Class:</b> PINE -5° Semester	<b>Time:</b> 60 min
<b>Topic:</b> Writing an essay	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Text-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>By the end of the class students will be able to write an essay in Hemingway tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an essay.</li> <li>Students will be able to use different expression to write an essay.</li> <li>Students will be able to practice their written production in Hemingway tool.</li> </ul>
<b>Materials:</b> Computer, cell phones, Hemingway app, One drive	
<p><b>-Greetings</b> <b>Building the Context</b></p> <p>- To start the class the teacher discusses about what was the previous topics and asked questions about them.</p> <p>-The teacher provides feedback on written assignments about their reviews from both the control group and the experimental group that were uploaded in the One Drive folder</p> <p><a href="https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHFxWXcQ?e=oFPBYr</a></p> <p><b>Modeling and Deconstructing the Text</b></p> <p>-The teacher asks some questions to introduce the new topic which is about the essay.</p> <ul style="list-style-type: none"> <li>Do you know what an essay is?</li> <li>Who can tell me what is the structure of the essay?</li> <li>Have you ever written an essay?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p><a href="https://www.canva.com/design/DAFlpB0rodw/w0wO27M5JBxMGXSdjzQ1cw/edit?utm_content=DAFlpB0rodw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFlpB0rodw/w0wO27M5JBxMGXSdjzQ1cw/edit?utm_content=DAFlpB0rodw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>	<p><b>TIME:</b></p> <p style="text-align: center;">10 Minutes</p> <p style="text-align: center;">20 Minutes</p>

<p><b>Joint Construction of the Text</b></p> <p>-Teacher will present the topic and explain about what is the FCE essay, its structure, a sample of FCE essay and some expressions such as linking words in order to students can write the essay in a better way</p> <p><a href="https://www.canva.com/design/DAFlpB0rodw/w0wO27M5JBxMGXSdjzQ1cw/edit?utm_content=DAFlpB0rodw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFlpB0rodw/w0wO27M5JBxMGXSdjzQ1cw/edit?utm_content=DAFlpB0rodw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><b>Independent Construction of the Text</b></p> <p>Then the teacher asks the <b>control group</b> to write an essay by hand using the structure, the linking words and the correct register and upload it on the shared folder in One drive.</p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHfXWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHfXWXcQ?e=oFPBYr</a></p> <p>-Teacher will ask to the students from the <b>experimental group</b> to write an essay in Hemingway using the correct structure, register and the linking words.</p> <p><a href="https://hemingwayapp.com/">https://hemingwayapp.com/</a></p> <p><u>Finally, the experimental group must complete the rubric and make a screenshot of the written production in Heming way and upload the document in pdf on the shared folder in One drive.</u></p> <p><a href="https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHfXWXcQ?e=oFPBYr">https://utaedu-my.sharepoint.com/:f:/g/personal/dsilva1889_uta_edu_ec/EqLX-U3SkxdBqEIROES2D4QBcHjh45Kg-kRtv8QHfXWXcQ?e=oFPBYr</a></p>	<p>30 minutes</p>
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## The Fashion Industry: Its Influence and Impact

Fashion, a dynamic and ever-evolving industry, often attracts mixed opinions regarding its impact on people's lives. The fact that the fashion industry exerts negative effects is argued by some people while others say that it is essential to acknowledge the multifaceted and importance of it in society. The significance of people's appearance and the pricing of clothes will be taken into account in this essay.

Firstly, fashion serves as means of self-expression, allowing individuals to showcase their unique style and personality. Appearance plays a role in making positive first impressions, but it is important to put a balance between personal style and societal expectations. The industry must work towards promoting inclusivity and diversity to avoid harmful effects.

In addition to this, the price of clothes is another consideration. Well known brands tend to offer products with an exaggerated cost, so not all the population can afford them. It is important to encourage responsible consumption and promote affordability and accessibility for all.

Finally, the impact fashion could have on people's lives lies on how much importance they give to it. Whether they want it to guide their whole life or whether it has limits depends on each one.

To sum up, the fashion industry can have both positive and negative influences on people's lives. While it facilitates self-expression and confidence, it can also perpetuate unrealistic beauty standards. Moreover, the price of clothes should contribute to a more sustainable and equitable path. the fashion industry can shape a world where people's lives are positively or negatively impacted but everything depends on oneself choices.

**Hemingway**  
*Editor*

### Readability

**Grade 12**

OK. Aim for 9.

Words: 268

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3 adverbs. Aim for 2 or fewer.

2 uses of passive voice, meeting the goal of 3 or fewer.

5 phrases have simpler alternatives.

4 of 16 sentences are hard to read.

6 of 16 sentences are very hard to read.