



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Strengthen writing skills through the use of the Cambridge Write &
Improve**

**PONCE RIVERA CRISTHIAN LEONARDO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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ZALDUA MORAN EDDY MARSHEL

**MACHALA
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Virtual Platforms as instruments to strengthen writing's productive ability

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PONCE RIVERA CRISTHIAN LEONARDO

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DEDICATION

This thesis is with love and affection to Alexander Ponce and Jackeline Rivera, the fundamental pillars in this personal and professional development process. With love and sacrifice, they have motivated, guided, and inspired to continue the process of fulfilling one of their most desired goals.

Also, this thesis is to God, who gave the strength, wisdom, and health to achieve a goal successfully.

I would especially like to dedicate this thesis to the Instituto de Fomento al Talento Humano-Senescyt, who, through the scholarship received during four years, has helped me to complete this first professional step.

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Today, completing university studies, all the people who have contributed to this achievement possibly come to mind.

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Finally, thanks to grandparents, brother, and all the people, who one way or another, were involved in this research work and helped to make it possible,

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ABSTRACT

The present research work focused to the problems found with the learners of second baccalaureate "A" at Carmen Mora de Encalada High School regarding the teaching-learning process of the English language. On this basis, it proposes strengthening the productive ability to write in these learners. It assumes the pedagogical, didactic, psychological, and technological foundations that made the designed pedagogical proposal possible. The pedagogical proposal corresponds to a System of Didactic Exercises using the Cambridge Write & Improve platform to strengthen the ability to write. This research project has a mixed approach in which three instruments apply (observation guide, diagnostic test, and survey) to collect information, organize data and subsequently study them. The analysis allowed us to deduce that the Cambridge Write & Improve virtual platform tends to motivate learners and achieve favourable results for their educational and cognitive formation in the learning of the English language in learners.

Keywords: Virtual platform, teaching, learning, cognitive, writing skills.

RESUMEN

El presente trabajo investigativo aborda la problemática que presentan los estudiantes del segundo bachillerato “A” de la Unidad Educativa Carmen Mora de Encalada, en cuanto al proceso de enseñanza-aprendizaje del idioma inglés. Sobre esta base se plantea la manera de contribuir al fortalecimiento de la habilidad productiva de la escritura en los estudiantes del segundo bachillerato “A” de la Unidad Educativa Carmen Mora de Encalada de la ciudad de Pasaje. Se asume los fundamentos pedagógicos, didácticos, psicológicos y tecnológicos que posibilitaron la aplicación de la propuesta pedagógica diseñada. La propuesta pedagógica corresponde a un Sistema de Ejercicios Didácticos utilizando la plataforma Cambridge Write & Improve para fortalecer la habilidad de la escritura en los estudiantes del segundo bachillerato “A” de la Unidad Educativa Carmen Mora de la ciudad de Pasaje. Este proyecto investigativo tiene un enfoque mixto en el cual se aplicaron tres instrumentos (guía de observación, test de diagnóstico y encuesta) para recoger la información, organizar datos y el posterior estudio de los mismos. El análisis permitió deducir que la plataforma virtual Cambridge Write & Improve tiende a motivar a los estudiantes, así como a lograr resultados favorables para su formación educativa y cognitiva en el aprendizaje del idioma inglés en los estudiantes.

Palabras claves: Plataforma virtual, enseñanza, aprendizaje, conocimiento, habilidad de la escritura.

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INTRODUCTION

Nowadays, where international relations are becoming more and more important, it is necessary to master the English language. English is considering the lingua franca of the 21st century, as it is a language that enables the communication between people of different origins; in other words, English acts as an intercultural link. In this globalized world, where science and technology have developed at a dizzying pace, English has become an important communicative tool for overcoming humanity's challenges in this century. According to Duarte (2015), "El inglés es la lengua vehicular de la ciencia [...] El dominio del inglés es fundamental para acceder a los resultados de investigación, que se publican mayoritariamente en este idioma, y compartir los resultados de nuestra propia investigación". For this reason, numerous strategies have developed within the teaching-learning process.

In Ecuador, learning a second language is essential because our country has experienced growth in the scientific-technical, tourism, economic and cultural spheres. As a result, in 2014, the Ministry of Education of Ecuador issued Agreement No. 052-14, which established English as a compulsory subject from the second grade of elementary education to the third year of baccalaureate, in all educational institutions in the country, whether public, private or mixed. This agreement aims to ensure that learners complete High School with a B1 level of English.

To achieve this goal, the government provided international scholarships for English teachers to train in the language and acquire knowledge to teach English in different programs, including Go Teacher, and then return to Ecuador to join the public education system.

The emergence of new technologies has replaced traditional methods, thanks to the incorporation of ICT (Information and Communication Technologies) capable of performing tasks in milliseconds, thus reducing people's work. In education, the use of digital platforms is becoming more and more frequent, as they offer various resources to work with and thus awaken learners' interest in effectively acquiring knowledge.

Nowadays, we see that it is becoming more and more common to use virtual platforms or mobile applications in teaching, as it considers that the teaching environments where virtual platforms use are oriented to promote and renew the teaching-learning process. Therefore, new challenges arise to adapt their use to the educational potential. In order to use a platform

correctly, we must first program the teaching-learning processes and know about the characteristics it offers us.

Teacher training is a constant process that will accompany them throughout their professional life; to transmit optimum educational quality, teachers must begin by training themselves as humans and knowledgeable, so based on this knowledge of the English language, they can use teaching techniques and instruments that demonstrate their teaching quality.

For English teachers, the development of the four language skills has been one of the main objectives, so the teacher has the challenge of finding and implementing the necessary mechanisms to encourage the learners' interest. Taking into account that the frequency of English classes in state schools is one hour per week, which limits the organization of the content received by the learners and makes it difficult for them to learn the necessary language skills.

One of the reasons for carrying out this work is the role that technologies are currently playing; because the world is constantly changing and that ICTs are playing an increasingly important role, which is why the research question is: How to strengthen the writing skills of learners in the second year of baccalaureate at the "Carmen Mora de Encalada" High School in Pasaje city?

The purpose of this research is the teaching-learning process in the second baccalaureate.

The general objective of the research is to implement a system of didactic exercises using the Cambridge Write & Improve platform to strengthen the writing skills of learners in the second year of baccalaureate "A" at "Carmen Mora de Encalada" High School.

This objective is delimited in the **field of action**, Virtual teaching resources.

Thus, the specific objectives of this research project are as follows:

- 1 To theoretically foundation of the purpose and field of the research.
- 2 To identify the current state of writing in learners.
- 3 To implement a system of didactic exercises using the Cambridge Write & Improve platform as an educational resource for the reinforcement of writing skills in the classroom.

- 4 To evaluate the learners' state of writing after having implemented a system of didactic exercises using the Cambridge Write & Improve platform.

The present research work aims at the learners of the second of baccalaureate "A" at "Carmen Mora de Encalada" High School, whose aged range is between 16 and 17 years old.

This research work is of a mixed descriptive type, as its objective is to analyse, describe exhaustively and provide a vision of a situation, issue or problem, based on data collected through field research. Theoretical and empirical methods are used for this research, using techniques such as Participant observation, surveys, and tests to assess student progress.

This research work is **important** because it reinforces the role that technologies have played in the last decade in the educational space, greatly supporting the teaching of English. The new generations, who have familiarised themselves with using technological devices from a young age, are not opposed to their use in the classroom or outside of it. In addition, in the current times that the country and the world are going through, due to the compulsory isolation measures that governments have taken to combat and eradicate the Covid-19 pandemic, the use of virtual platforms has been indispensable so that learners can continue their education from home.

Furthermore, this work seeks to awaken interest, increase the degree of motivation and facilitate the learning of English in the learners of second of baccalaureate "A" at "Carmen Mora de Encalada" High School in Pasaje city.

The work is **novel** because after selecting the appropriate virtual platform to teach English, which meets the challenge of supplying the coexistence within a classroom, choose the virtual platform Write & Improve. After all, it considers that this meets the necessary conditions for learning English. These are:

- To improve written expression in English in and out of class.
- To facilitate the exchange of ideas and experiences.
- To provide the application and experimentation of learning.
- To provide a space to assess knowledge.
- To measure learners' progress.

Therefore, **the practical contribution** of this work is based on the use of the Cambridge Write & Improve platform to strengthen learners' English writing skills through didactic exercises. **Its novelty** focuses on improving one of the productive skills of the English language, writing, which is more difficult to learn among learners; for this reason, this research seeks to strengthen intrinsic motivation in learners and thus make them participants in their learning. The approach is dynamic; attention is not on the teacher but the learners. In addition, flipped learning promotes foreign language training more interactively, with a more interactive learning environment, thus breaking away from the traditional teaching scheme.

The distribution of this research work consists of: The introduction, in which the problem identified, the object of study of the research, here the justification and the objectives to achieve are exposed; followed by the first chapter in which the research is theoretically and scientifically supported, through legal and philosophical foundations. The second chapter elaborates the methodological framework in which the type of research is detailed, according to the focus of the study, the sample is made known, who will research, and the methods and research techniques used for the collection of information. The third chapter analyses and interprets the results, presenting the pedagogical proposal, its theoretical and technological foundations, describing the results obtained in the different instruments used, and detailing the use of the Cambridge Write & Improve virtual platform. Finally, based on the data obtained in the research, conclusions, and recommendations are drawn, and a section for the bibliography follows, in which the different sources of information used for the elaboration of this research work are detailed.

Chapter 1: Theoretical Foundations for the Use of Virtual Platforms in the Teaching and Learning Process of English at the High School

This chapter aims to provide a theoretical basis for the object and field of the research. During its development, this research considers the Historical Background, the Conceptual and Referential Background, and the Contextual Characterization of the present Research.

The historical background consists of bibliographic content that highlights previous information about the Use of Virtual Platforms in the English Language Teaching and Learning Process, thus providing an understanding of the importance that this has had over time up to the present day.

The Conceptual and Reference Background section defines the advances made by Virtual Platforms in the English Language Teaching and Learning Process, taking into account research carried out by various authors.

The Contextual Characterization specifies the teaching-learning process concerning the development of English writing skills in Ecuador and an identifying of the current state of development of this skill in learners.

1.1 Historical Background to the Use of Virtual Platforms in the English Language Teaching and Learning Process

English considers as "La lengua franca global del Siglo XXI," its origin came about as a consequence of the globalization process, since, to enter into commercial agreements between people who spoke different languages, it was essential for one of them to speak the language of the other or, failing that, for both to know a second language, which would serve as a way of communication (Cevallos, Palma, Cevallos K., and Baquezea, 2020).

During the Middle Ages, Europeans from Ireland to Poland and the Mediterranean to the Arctic had Latin as their common language. French was the first language of international communication in the Age of Enlightenment. In the 19th century, German and English joined it. Towards the middle of the 20th century, following the end of the Great War, English became the leading language for international communication. As a result, a large part of the world's population acquired it as a second language (Siguan, 2010).

The events of the past were no accident. The United States and the English-speaking countries constitute the greatest economic power concentration in the world. These countries, particularly the United States, are home to most scientific and technical inventions that have enabled globalization. They all have linguistic achievements. For all scientific and technological novelties, every application and effect need to be named. It means the continuous emergence of new words and new word combinations. (Siguan, 2010).

The integration of ICT into foreign language teaching and the learning process began with B.F. Skinner's "teaching machines" in 1954. However, the roots of computer-based instruction trace back to the 1920s, when Dr. Sidney L. Pressey of Ohio University developed his teaching machine. At first, Pressey's teaching machine resembled a typewriter with four keys and a window through which a question with four answers appeared. The learner had to press the key he thought was the correct answer. The machine would check the answer on a counter and move on to the next question. Finally, the learners placed the test paper in the machine and recorded the score on the counter (Vega, 2016).

In 1958 Burrhus Frederick Skinner invented the Skinner teaching machine. The machine had a box in which the student placed a paper with the learning concepts, and this, he placed another sheet of paper. As the learners read the text, the machine presented them with questions to answer in writing. After answering the question, the student would scroll the sheet to see the answer. The machine continued with the following concept and scored a point in favour of the answer was correct. If the answer were incorrect, the machine would not allow the student to move on. The teaching machines were, for Skinner, an excellent complement to his theoretical lectures. Skinner used the teaching machines with his learners to check whether they assimilated the topics covered in class. This teaching model was linear and served as a basis for programmed teaching (Vaquero, 2010).

As Vaquero (2010) points out in his study "La idea central de la Enseñanza Programada," the student is the one who has to carry out a series of previously structured actions in an orderly manner. In other words, they have to follow a program to learn what it intended at the end of it.

At the end of the 1960s, Norman A. Crowder designed a machine very similar to Skinner's, but with the difference that Crowder's machine had a prepared corrective command for

each option presented; that is, each response led them down a particular path. It was called "programación intrínseca" (Vega, 2016).

The 1970s was the beginning of the progress of the digital era. The advance of computer technology during these years marked the initiation of the use of computers in education. The 1980s saw the merger of electronics, computers and the media, resulting in what we know today as ICT (information and communication technologies). The world of computers continues to develop, bringing about the first programs for language teaching (Vega, 2016).

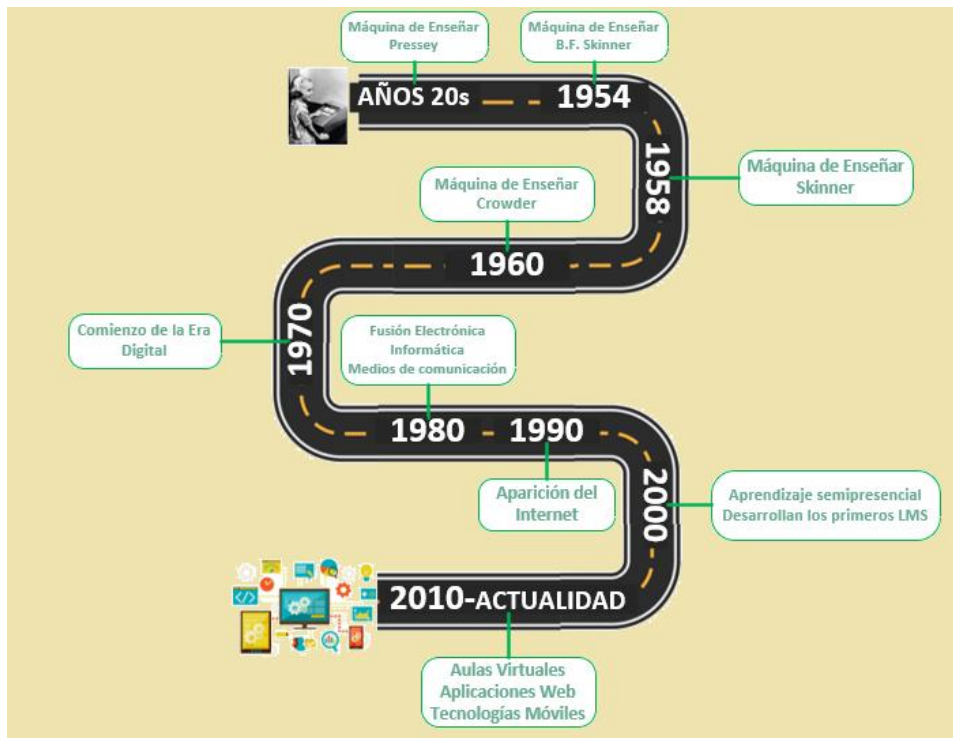
At the end of the 1990s, with the emergence of the internet, educational systems and learning environments came into being that forced a rethinking of educating, thus breaking with traditional paradigms. The teacher went from being the source of knowledge to being a learning guide, facilitator or mediator (Colli-Novelo & Becerra-Polanco, 2014).

At this stage, E-Learning was born as a training modality linked to distance learning and Internet use in higher education and corporate training. It is worth noting that there is a significant difference between traditional distance education models and E-Learning. In distance teaching, it is not a prerequisite to use technology but rather to ensure self-study without the need for continuous intervention of the teacher. In the case of E-learning, its main characteristic is that it is carried out online, through which the learners have access to the contents and activities of the training. Moreover, interaction and communication are a fundamental part of this type of training (Gros-Salvat, 2018).

The early years of the second millennium saw the rise of blended learning and the development of the first learning management systems (LMS), software that facilitates the management, delivery, and analytics tracking of corporate training programs (The E-Learner, 2014).

From 2010 to the present day, virtual classrooms have grown significantly, as have web applications and mobile technologies, which means that the options for communication and learning a second language have also increased (Vega, 2016; Peña, 2019).

Figure 1.
ICT Timeline



Author: Cristhian Ponce

1.2 Conceptual and Referential Background on the Use of Virtual Platforms in the English Language Teaching-Learning Process

English currently considers the essential language globally, so this language is present almost everywhere globally and is considered the primary mechanism of communication between countries and very diverse cultures that share few or no traits in common (Garcés, 2018).

English language study increases basic skills such as listening, analysing, questioning, and speaking in English. Hernández (2014) considers basic skills as the receptive and productive linguistic abilities inherent to human beings. Reading and listening comprehension are mainly receptive skills, while speaking and writing are the ability to identify different language elements. They are also the ability to create new styles of speaking and writing creatively.

According to Harmer (2001), Receptive skills are: "how people extract meaning from the speech they see or hear."

For Iqram (2015), productive skills consist of oral presentations, written studies, and reports. In addition, they also consist of social values.

The following is an explanation of the productive skills, with a particular focus on the skill of writing, which is the skill that is the subject of the present research.

- Oral expression ability: is the linguistic skill focused on oral discourse. It is the ability of an individual to express, fluently and accurately, ideas, feelings, needs, and desires through language (Rodríguez, 2017).
- Learning oral proficiency is a progressive and managed process in which the learner uses the language through discussions, debates, conversations, or other motivational strategies that encourage learners to express themselves through speaking. The communicative approach has placed oral proficiency as the most crucial objective in the process of teaching and learning a second language in order to communicate as well as possible with native and non-native speakers of English (Hernández, 2014).
- Writing skill: This skill refers to producing a written text with correct and coherent vocabulary, grammar, and spelling rules, but without forgetting the purpose of the text and the characteristics of the receiver of the text (Nunan, 1991).
- The writing process develops elementary and general knowledge to write a different kind of text to provide the language to the context where it takes place. Considering that writing is a social phenomenon, we must consider and respect all expressions of specific discourses: literary, academic, advertising, journalistic or scientific (Garcés, 2018). According to Carroll (1990), it is possible to write correctly by acquiring receptive skills that are complementary to the knowledge they should possess, which are:
 - ❖ The right way to structure a sentence.
 - ❖ Awareness about the pluralization of nouns.
 - ❖ Appropriate and non-ambiguous use of pronouns.
 - ❖ Effective use of sentence tenses.
 - ❖ The correct use of punctuation, capitalization and correct spelling of words".

In developing writing skills in an environment mediated by ICT, it is necessary to take advantage of the benefits of ICT to interact on the web through writing in media such as social networks, blogs, and other digital resources that allow them to do so. The reason is that learners,

born in the digital age, have developed their ability to learn from multimedia environments by being exposed to them from an early age (Bates, 2015).

In addition to grammar and the writing process in an ICT-mediated setting, mechanical aspects, which refer to the technical aspects of writing, such as spelling and punctuation, become extremely important as they allow for effective communication, clarity of expression, and accuracy (Martínez, 1998).

Learners who want to improve their English writing skills must be ready to accept constant feedback; writing in English presents a degree of complexity to communicate, so consider using spelling and punctuation appropriately, and the intended message must write with clarity and accuracy. According to Purcell, Buchanan, & Friedrich (2016), teaching writing is more accessible because collaborative online platforms allow them to work alongside learners and collectively edit their work.

The advances that ICT are making in the last twenty years have turned it into a tool that facilitates the teaching-learning process significantly, which within the framework of bimodal education, turns it into an ally that motivates the student through the use of effective strategies and at the same time allows the teacher to design meaningful methodologies (Guerra, 2020).

Considering this area, Martha Salazar Cando analysed the incidence of the use of NICT (New Information and Communication Technologies) in learning methods in two educational institutions belonging to the fiscal system, but with different technological situations. Research work is of a socio-educational type, based on the qualitative and quantitative paradigm research is bibliographic and field research, supported by observation sheets and surveys carried out on both learners and teachers.

The research was carried out at the Mejía D7 Millennium High School in the seventh year, with 32 learners and 34 learners respectively, and at the Isabel Ruilova Fiscal School with the seventh year distributed in the A and B parallels of 36 and 38 learners respectively, who belonged to the afternoon section (Salazar, 2017).

Martha Salazar Cando's conclusions from her research regarding the use of ICTs are as follows:

- The Mejía millennium school does not incorporate technology into the pedagogical approach, even though the classroom physically has NICT, such as a projector and personal computer.
- The Isabel Ruilova public school lacks an infrastructure with technology, but teachers and learners are curious about using ICT in the teaching-learning process.

Considering the research carried out by Martha Salazar Cando and the progress that technology has made in recent years, it can be said that for there to be a proper use of technology in the educational field, teachers must prepare for it. Otherwise, it is useless to have an institution with state-of-the-art technology if teachers do not use it correctly with their learners. For this reason, it supports the conclusions reached by the author.

Using technology in the teaching-learning process implies that teachers acquire technical and didactic knowledge for effective implementation.

From this perspective, the research carried out by Raquel Rodríguez, and Marcela Gómez states that teaching English as a second language and using technology in teaching bring quality to education, and currently both converge in the classroom. The authors mention that the study focuses on qualitative methodology, specifically educational ethnography. Instruments used in the research were observation, survey, and interview. Seventy-five learners and five teachers from a private high school in Mexico City participated in this research.

Raquel Rodríguez and Marcela Gómez came to the conclusion that:

- ❖ The surveys reveal that the learners believe that they learn better with technology and find classes more interesting applying it.
- ❖ The community studied has the necessary technological resources in the classroom, such as a computer, projector, screen, and sound equipment, but no internet.
- ❖ The teachers continue to use the traditional model where the teacher teaches topics, sometimes with the help of PowerPoint presentations. The learners continue in their passive role as receivers of knowledge; in addition, little teamwork observes among the learners and little development of oral production skills.

According to the conclusion reached by Raquel Rodríguez and Marcela Gómez in their research, technology is an essential element in preparing 21st-century citizens, whose new educational practices place the student at the center of the teaching and learning process.

The teaching of English as a second language using virtual environments as tools is constantly changing, the reason why more and more institutions are including the teaching of English in their academic offerings through these virtual environments.

Within this field is the research conducted by Pablo Guerra Herrera states: The constant contributions of information and communication technologies (ICT), especially in the educational field, has allowed a higher number of resources or tools within a bimodal model. (Guerra, 2020) The author mentions that the research is bibliographic type, which used the inductive method and field exploratory and descriptive level in a sample of 113 learners and three teachers of English through surveys and interviews, respectively.

The conclusions reached by Pablo Guerra Herrera in his research are:

- ❖ Virtual environments become new tools that modify didactics to strengthen teaching-learning processes. Promoting the need for innovation based on the role of the teacher as a facilitator of self-learning and collaborative work through networks.
- ❖ There is a favourable impact on the use of virtual environments in the didactics of second language teaching. Considering that the skills and sub-skills require constant practice and that it is hard to implement them in the classroom, it is necessary to work together in a bimodal model in which the face-to-face and the virtual supports.
- ❖ Implementation of multimedia applications in a virtual learning environment could improve meaningful learning and collaborative work in the English subject of first-year baccalaureate learners at the Fiscal Institution Amazonas and other subjects with their particularities.

We agree with the conclusion of the research carried out by Pablo Guerra Herrera because it considers that the use of ICT significantly improves the learning of a second language, in this case, English. ICT should consider as a support tool, which allows learners to learn interactively.

1.2.1 Pedagogical and Didactic Foundations of Language Teaching: The Use of ICTs

Nowadays, there is a close link between didactic processes and using ICT, because ICT is a source of autonomous learning for learners. For Enriquez (2019) “las TIC han sido de gran ayuda para memorizar los procesos. El uso de blogs, wikis, páginas web, plataformas virtuales, entre otros, han propiciado tanto en el docente como al estudiante nuevas formas de potenciar las habilidades comunicativas. Por esto, las instituciones que imparten educación se ven en la obligación de enseñar inglés y desarrollar habilidades lingüísticas por medio de las TIC.”

In ICT, teachers, learners, as well as learning materials converge and interact with each other. Different activities must develop there to achieve the proposed objectives.

ICT refers to any resource, program, or tool available to manage, process, and share information through various technological media, including televisions, mobile phones, tablets, computers, radios, players, the internet. (Aquino and Febles, 2021).

By Ratheeswari (2018), in this digital age, using ICT in the classroom is necessary to give learners opportunities to develop learning and implement the required 21st century skills.... Information and communication technologies (ICT), epitomized by the Internet and interactive multimedia, are crucial to the education of the future and must be integrated effectively into formal teaching and learning, especially in a teacher education institution.

Given Ratheeswari's point of view, it can say that the importance of ICT in language learning lies in the fact that it provides excellent opportunities for the development and enhancement of the four English language skills of listening, reading, writing, and speaking.

In this chapter, it considers essential to point out the importance of the role played by the English teacher, which according to Aquino and Febles (2021) consists of: “la creación de actividades didácticas usando recursos TIC para fortalecer la enseñanza - aprendizaje del idioma inglés de manera significativa, dinámica e interactiva, la cual le permita potenciar las diferentes habilidades a los estudiantes, a fin de que puedan interactuar con hablantes nativos o aprendices de la lengua extranjera.”

The close relationship between didactics and development and the use of new technologies can be reflected in the development of learning and teaching, linking conceptual

and methodological aspects, since education leads to the generation of questions, which leads to the development of proposals for the solution of everyday problems that learners may encounter within the educational process (Monsalve, n/d, as cited in García, 2018).

The use of virtual platforms facilitates group activities, thus promoting cooperative and collaborative learning. In cooperative learning, learners are the absolute protagonists of their learning, as they are the ones who research the topic and explain it to the rest of the group.

Combining traditional educational tools with new technological tools improves learners' work and helps them incorporate English more quickly, allowing them to approach the world through meaningful learning and improving cognitive innovation strategies (Guanquiza, 2020).

To summarize, ICT should be seen as a way to meaningful learning, not as a goal.

1.2.1.1 Application of Virtual Platforms as a Strategy to Improve the English Language Teaching-Learning Process.

For Aquino and Febles (2021), a virtual educational platform is a program that includes several types of tools for educational purposes, where its primary function is to facilitate the creation of virtual environments that provide training of all kinds through the Internet without the need for programming knowledge.

Virtual platforms allow performing many tasks such as organizing content and activities within an online course, participating in forums, managing student enrolments, taking exams, tracking work during the course, and interacting with other learners and the teacher. Interactive communication between teachers and learners can be synchronous or asynchronous.

Today, many educational institutions use a virtual platform as an academic resource, many of them freely available on the Internet.

The reasons for using virtual platforms are many. For Enriquez (2019), the most important is that learners can learn knowledge and have a fun experience at the same time, in which they are sharing, training, and developing meaningful life skills.

Educational technology creates to help teachers with new ways of teaching. First, technology provides a wide range of activities to develop language. Second, educational

technology applies the art of science to solve educational problems and enrich the teaching process. It focuses on every field in education, providing appropriate materials and resources to make the teaching-learning process meaningful (Suasnabas, Avila, Diaz, & Rodriguez, 2017).

There are countless platforms on the web that offer the possibility of learning English. However, it is up to the teacher to select the one that meets the requirements that they consider appropriate to strengthen the teaching-learning of English in a meaningful, dynamic, and interactive way.

The didactic use of a virtual learning platform within the classroom depends on several factors, among which are: the model of the virtual course, the experience of the teacher who will develop and monitor the virtual learning, whether the learning will be distance, face-to-face, or blended, the area of knowledge it will cover and the pedagogical strategies used during the execution of the course (Fernández-Pampillón, 2009).

Furthermore, to ensure that the virtual platforms fulfil the teacher's objective, the teacher must take on the challenge of putting into practice new methodological proposals that contribute to the teaching of English language learning in a way that is different from the traditional way, and that favors the comprehension and interpretation of verbal and written messages in English in the learners.

Jewitt, Clark, and Hadjithoma-Garstka (2011) consider that "when used effectively Learning Platforms have the potential to support learning in primary and secondary schools of different sizes and the home in many significant ways. Notably giving learners access to a broad range of learning resources, supporting opportunities for independent and personalised learning, facilitating student collaboration, and encouraging student reflection and self-assessment" (p.346).

Several virtual platforms offer to teach English in a dynamic, fun, and innovative way on the Internet. Each platform has a different teaching objective; they design for learning one of the English language skills. Some of them are pay, and others are free. The following are the platforms that were considered most relevant for learning the skill of writing.

- ❖ **Listen and Write:** It is a platform that allows transcribing of audio files. To use it, one must first choose the language, choose the level, and choose whether to listen to all the

audio tracks of a particular transcription or go from track to track. On each transcription, must write, trying not to make mistakes; otherwise, the application will not let enter the words unless it shows them as tracks. In addition to receiving a score depending on how they have done, they can learn languages or even spelling.

- ❖ **Thoughtful Learning:** It is a website that provides high-quality teaching materials, presenting an organizational work plan starting with personal writing, advancing through literary forms, and reaching research papers. To access this platform, the teacher must create an account, then purchase one of the products offered by this page. Each online learning material has a product code that allows a student version to share with the class.
- ❖ **BBC Learning English:** It is a platform designed to improve oral and written comprehension. It features audio and video recordings narrated by journalists, who present a given news item emphasizing essential vocabulary and all technical vocabulary to understand the information better. In addition, each video or audio track includes a vocabulary list and a reminder guide on basic grammar rules related to the content. At the end of each track, one can evaluate the level of comprehension with the available tests. There is also an informal section to learn the English of everyday life, the one used in the streets, in everyday life.
- ❖ **Write & Improve:** It is a free platform developed by Cambridge Assessment English whose objective is to offer English learners the option to develop their knowledge and improve their fluency in writing. It is not necessary to create an account on this platform, but it is necessary to do so if one wants to record one's progress. To use this tool, the first thing to do is to choose between basic level (to prepare for the A2 Key exam), intermediate (for the B1 Preliminary and B2 First exams), or advanced (for C1 Advanced and C2 Proficiency). There is a list of textual possibilities (articles, reviews, essays, reports.). The topics are diverse, which will help put the vocabulary learned and the different linguistic structures into practice.
When one submits a text, it checks for style, grammar, and spelling and is then assigned a Common European Framework of Reference (CEFR) level to measure progress. In addition, Write & Improve corrects errors in seconds and allows to learn quickly. The Write & Improve platform corrects sentences and indicates this by highlighting them with

the color orange or pink (to indicate that they are wrong or that the wording of the sentence can be improved).

Write & Improve features a word counter and a timer. It also allows to create a workbook and then invite classmates, for which they must send an invitation code.

Teachers can interact with their learners using the Class View, where they will access learners' workbooks, assignments, and writing. Teachers who wish to have access to this option must pay a monthly fee.

1.3 Contextual Characterisation of the Use of Virtual Platforms in the English Language Teaching-Learning Process for the Development of Writing Skills

The 21st century has brought a revolution in the teaching and learning of foreign languages, as it has become essential for learners to learn a language other than their mother tongue. Learning a foreign language, especially English, allows people to access other cultures, value systems, and other ways of interpreting the world in which they live. English language teaching methods applied in educational institutions vary depending on the paradigm followed and learners' interests (Castro, Abreus, & Hernández, 2016).

The teaching-learning process in the Ecuadorian educational system has taken a significant turn in the last two decades. International exams have become the only way to accredit learners' and teachers' knowledge of this foreign language (Ortega and Aucchuallpa, 2017).

For Castro, Abreus, and Hernandez (2016), English language teaching today tries to capture the vision of language and learning from a communicative language perspective. Therefore, teachers need to build an educational learning process that allows them to engage in meaningful interaction and communication while developing tasks and exercises that allow learners to negotiate to mean, expand language resources, observe how language is used and participate more in interpersonal interactions. But the poor performance results in English language use persist; and this according to the Former Minister of Education, Segovia (2014) is because "en Ecuador, no ha existido nunca una estrategia nacional para la enseñanza de lenguas extranjeras".

Based on the above, it considers that the teaching of English in Ecuador's educational institutions needs to redefine in terms of approach and study plans.

1.3.1 The Teaching-Learning Process Around the Development of Writing Skills in English in Ecuador

English is the foreign language officially taught in both public and private establishments in Ecuador; therefore, the Ministry of Education of Ecuador has implemented measures to improve teaching and learn English in the country's educational institutions. The first measure adopted by the Ecuadorian government was in 1992 when it decreed the compulsory teaching of English in secondary education (British Council, 2015). This year involved a major curriculum reform project, implemented through the Ministry of Education of Ecuador (MinEduc) and the British Council. This curriculum reform was called the CRADLE project (Curriculum Reform for English Language Learning). The CRADLE project implemented six English texts called "Our World Through English," including didactic guides, listening material, and exam material (Ministerio de Educación y Cultura, 2009). In 2010 a change was made from the MinEduc, and the so-called Strengthening English Language Teaching project emerged, which maintains a communicative approach in teaching and establishes learning achievements according to the Common European Framework of Reference (Ministry of Education, 2013).

Among the objectives of the project are the following: the implementation of a replacement English course of study that responds to the foundations established at intervals the CEFR (Common European Framework of Reference) for the Teaching, Learning, and analysis of Foreign Languages; the availability of free English texts customized to the new curriculum; developing and implementing a replacement analysis system supported standardized tests for active English lecturers and for those need to enter the general public education sector; and, the organization of a permanent experienced development system, as well as coaching job outside the country resembling the Go Teacher program (Ministry of Education, 2016).

In July 2012, the MinEduc evaluated about 5,000 English teachers in the four skills a teacher should have; this allowed them to know the actual language knowledge of teachers (El Diario, 2012). SENESCYT, within the Go Teacher program, awarded in 2012 254 scholarships; in 2013, 325 scholarships; and in 2014, 100 scholarships to English teachers. The scholarship

recipients received training for seven months in different universities in the United States of America (El Universo, 2013). After completing the training program, the scholarship recipients had to return to the country and serve the national teaching profession for two years, but not before having passed an English proficiency exam that accredits them with a B2 level (Calle A., Argudo, Cabrera, Calle M. and León, 2015).

The National Curriculum Guidelines for English (DCNI) for the General Unified Baccalaureate (BGU), created in collaboration with the Strengthening English Language Teaching Project, was developed between 2012 and 2016. These guidelines served as the basis for developing the 2016-2017 English Curriculum; the DCNI and the current English Curriculum possess similar characteristics. In this sense, the CEFR and communicative teaching of English is evident in both curricular initiatives. For the first time, the DCNI stipulated that the learners should complete High School with a level B1 according to the CEFR (Ministry of Education, 2012).

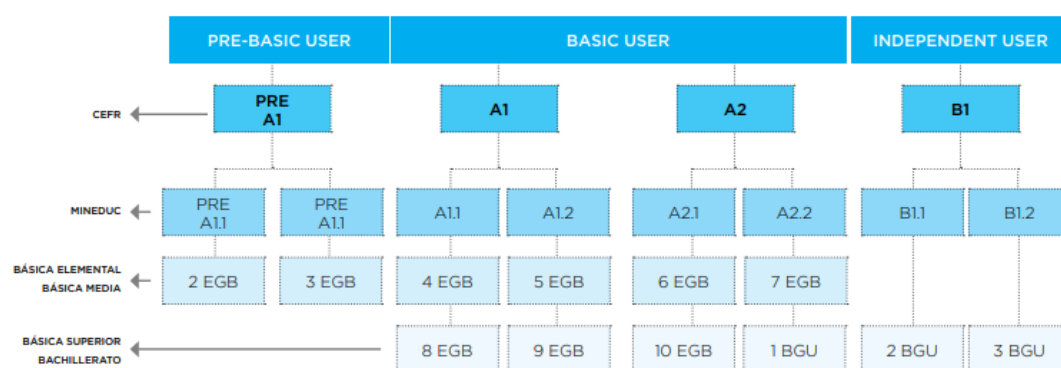
According to MinEduc (2019), the curriculum proposal is flexible, worked by sub-levels, developed in five (5) curricular blocks aligned with the exit profile and the values of justice, innovation, and solidarity that it promotes, as well as with the Common Framework of Reference for Languages (CEFR). The basic principles of which are:

- ❖ Communicative language approach: Languages are best learned as a means of interaction and communication rather than as a set of knowledge to be memorized.
- ❖ Learner-centred approach: A teaching method that reflects and responds to learners' strengths and challenges and promotes learning.
- ❖ Thinking skills: Learning a foreign language promotes developing thinking, social and creative skills necessary for lifelong learning and lifelong citizenship.
- ❖ Content Integrated Learning for Foreign Languages (CLIL): A model used to integrate language learning with cultural and cognitive aspects so that learning other languages acts as a driver of student development.
- ❖ International standards: Curriculum based on internationally recognized teaching processes and certifications for language learning.

The MinEduc proposed the following main objectives for the EFL curriculum (Ministry of Education, 2019):

- ❖ To develop learners' understanding of the world, other cultures and their capacity to communicate their perspectives through a foreign language.
- ❖ To develop personal, social and mental skills required to reach their capabilities and participate effectively in an increasingly globalized world operating in other languages.
- ❖ To create a passion for language learning from an early age through exciting and positive learning experiences fosters the motivation to continue learning.
- ❖ To achieve the exit profile proposed in the national curriculum for EGB and BGU.

Figure 2.
Levels of Competence: Branch Approaches



Note. Levels of English proficiency expected of EGB and BGU learners at the end of High School, by MinEduc, 2019

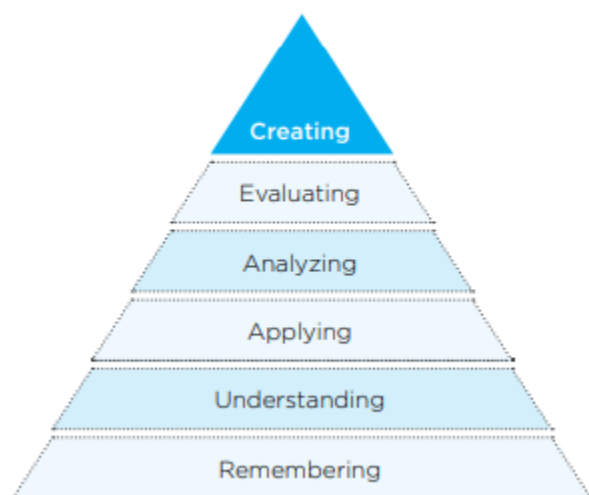
The curriculum developed by the MinEduc had a constructivist design. Constructivist theories of knowledge and the crucial role of language and communicative proficiencies in CLIL (Content and Language Integrated Learning) approaches may be better expressed through a communicative approach to teaching (MinEduc, 2019). A communicative approach to teaching may provide opportunities for a range of practices, which are based on ten basic premises of current communicative teaching, as highlighted by Richards (2006):

1. Learning a foreign language becomes easier when learners are involved in meaningful participation and communication.

2. Hands-on classroom tasks and training exercises provide learners the opportunity to interact for meaning, develop their linguistic resources, increase their awareness of how the language is used, and participate in meaningful personal exchange.
3. Effective communication outcomes from learners processing relevant, useful, interesting, and engaging content.
4. Communication is a holistic process often requiring the use of several language skills or modalities.
5. Language learning is facilitated by activities involving inductive learning or discovery of the underlying rules of language use and organization and by those involving analysis and reflection of linguistics.
6. Language learning is a gradual process involving creative use of language, trial, and error. Although mistakes are a standard product of learning, the ultimate goal of learning is to use the new language accurately and fluently.
7. Learners develop their language learning routes, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, creating a classroom climate conducive to language learning and providing opportunities for learners to use and practice the language and reflect on language use and learning.
10. The classroom is a community in which learners learn through collaboration and sharing.

The current curriculum in Ecuador suggests that the purpose of the school in the field of English Language Teaching (ELT) is to develop, improve, support, and enable the linguistic, aesthetic, and cognitive skills of all learners during their learning process. Teaching, or access to language learning, must be supported by willingness. Willingness has to deal with the physical existence of objects (books, newspapers, magazines, encyclopedias, posters, CD-Rom, Internet.) that can be sources of linguistic information (Ministry of Education, 2019).

Figure 3.
Bloom's Taxonomy



Note. Tool used to link thinking skills, by MinEduc. 2019.

The CLIL approach to critical thinking skills in this curriculum is based on Bloom's Taxonomy of Educational Objectives, a tool used to link thinking skills to outcomes through the use of descriptive learning objectives created with verbs classified as representative of specific domains: Remember, Understand, Apply, Analyse, Evaluate and Create (Ministry of Education, 2019).

In the Ecuadorian Curriculum, five main threads have been organized to fulfil the EFL syllabus, which are:

1. Communication and cultural awareness,
2. Oral communication (listening and speaking),
3. Reading,
4. Writing, and;
5. Language through the Arts.

Figure 4.
Curriculum Aspects

CLIL	4Cs	Curricular Threads	Sub-Threads	
	Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity	Social Competence and Values
		Oral Communication: (Listening and Speaking)	Listening Skills	Spoken Production Spoken Interaction
	Communication	Reading	Literacy-rich Environment	Reading Comprehension
	Cognition		Use of Resources & Study Skills	Cross-curricular Content
	Content	Writing	Initial Literacy	Text Production
		Language through the Arts	Literary Texts in Context	Creative Writing Creative Thinking Skills

Note. CLIL critical thinking skills and curricular threads, by MinEduc. 2019.

CLIL provides learners with opportunities to improve and develop their analytical thinking skills. Critical thinking skills are indispensable in the present-day world to become high-performing adults (Ministry of Education, 2019). CLIL approach works ideally for teachers to set up scaffolding activities, i.e., teachers must supply the strategies, structures, and support activities for learners to develop their knowledge.

The EFL curriculum assumes that listening and speaking skills should consider within the Oral Communication curriculum strand. Oral communication divides into three sub-threads: Listening Skills, Oral Production, and Oral Interaction (Ministry of Education, 2019).

The curricular dimension of reading is geared toward developing learners who are willing and capable of interacting severally with written texts to complete a spread of tasks, like gathering information, learning regarding the globe around them, and communicating. There are four aspects thought of here: Literacy-rich surroundings, Reading comprehension, Resource and study skills, and transverse contents (Ministry of Education, 2019).

The curricular dimension of writing is outlined as a extremely psychological feature and metacognitive educational activity that involves a range of pre-requisites: auctorial intent; temperament to speak and share ideas; information of vocabulary, sorts of text, and the way

every is organized; recognition and understanding of audience and purpose; and also the ability to manage the written "code". thanks to these qualifications, writing may be a difficult method that has to be developed slowly and increasingly throughout the individual' college years and on the far side (Ministry of Education, 2019).

For instance, the four English skills (speaking, listening, reading, and writing) should be integrated equally in the classroom, as they are by nature interrelated. For example, one speaks and reads to write, and writes and reads to speak. Therefore, the four skills are part of an integrated approach to language learning and, as such, should not be completely separated from each other (Ministry of Education, 2019).

Despite all the efforts that the National Government, through the Ministry of Education, has made to improve the acquisition of the English language by Ecuadorian learners, the level of proficiency in this language is not satisfactory, which is proven in the Ninth Edition of the Education First - English Proficiency Index (EF EPI 2019), in which Ecuador ranks #93 out of a total of countries evaluated worldwide. Edition of the Education First - English Proficiency Index (EF EPI) 2019, Ecuador is ranked #93 out of 100 countries evaluated worldwide. In Latin America, Ecuador ranks #19 out of 19 countries, with a score of 411, which indicates that Ecuador's English level is "Very Low" (Education First, 2019).

Figure 5.
EF EPI Ecuador Assessment



Note. Ecuador's ranking in English skills acquisition, by EF EPI. 2019.

Reasons for the low level of English in Ecuador are due to the lack of willingness of learners to learn other languages and the low level of motivation they receive from teachers.

According to Roldán (2016), motivation is the ability to send energy in a specific direction with a specific purpose. That energy is physical, emotional, and intellectual, and in the context of EQ, it means using our emotional system to:

1. To enhance the emotions that favour learning, such as joy, enthusiasm, perseverance.
2. To neutralize the emotional states that hinder learning, such as depression, sadness, anguish, fear, insecurity, anger.

For Roldán (2016), it is essential to take into account the three factors involved in the motivation process:

- a) Desire: Wanting to obtain something, e.g., wanting to learn a foreign language to travel abroad.
- b) Power: The goals that are proposed must be achievable by the individual; if it is something that is beyond their material and intellectual possibilities, the desire will become weak, the ability to persist will be lost, and frustration may arise. Example: wanting to go from level A1 to C2 in one month, studying only four hours a week.
- c) Duty: Achieving a goal, whatever it may be, involves effort. Motivation implies that the individual must work to achieve what they want.

In Ecuador, there is no specific teaching technique that English teachers use to teach their classes. Each teacher uses different strategies to attract the attention of their learners. For example, in the classroom, there are teachers who, apart from the books provided by the State, use materials such as projectors, laptops, didactic materials, and electronic equipment such as mobile phones or tablets to make their classes more motivating and dynamic. However, other groups of teachers use what the educational institution and the State provide them with, i.e., they work with the English textbook and explain their classes with the help of the blackboard.

In Ecuador, until before the pandemic, the use of the Internet in teaching and learning English in public institutions at the primary and high school levels was practically non-existent. Teachers had a work plan only in the classroom, in which they did not use platforms or applications to interact with their learners.

Ecuador and other countries worldwide have been affected by the Covid-19 pandemic, which has had a significant impact on education. Teachers were not prepared to teach their classes online, and many learners did not have the financial resources to acquire the necessary equipment to receive virtual classes.

In Machala, 200 English teachers participated in the course entitled “Enseñando inglés en Tiempos de Covid-19. Modalidad y Herramientas.” an initiative of the Machala Education District with the support of the Technical University of Machala, the Yachay Experimental Technology Research University, and the National University of Education. This course aimed to strengthen the teaching of English to teachers through presentations focused on technological tools that allow the practical application of English reinforcement at the levels of General Basic Education and Baccalaureate (Ministry of Education, 2020).

1.3.2 Identifying of the Current State of the Development of Writing Skills in English in baccalaureate " A " Learners at Carmen Mora de Encalada High School, in Pasaje city.

The second year of the baccalaureate of the Carmen Mora de Encalada High School, in Pasaje, comprises 29 learners between the ages of 15-17 years old.

The information gathered in this research was obtained using observation, diagnostic tests, and a survey. Through participant observation (Appendix 1), conducted subtly for three consecutive weeks, it was evident that the learners have a poor general level of motivation, as well as difficulties in compliance and performance for most of the learners, which makes the class monotonous and boring.

All the above was confirmed by the results of the initial diagnostic test (Appendix 2) applied to these learners, which showed that the learners made many errors when writing in English, such as poor spelling, lack of use of grammatical structures, errors in grammatical tenses, poor vocabulary, and poor comprehension of the instruction given. Results obtained in the diagnostic test are the product of the scores given to each level, given in Table 1 below.

Table 1.

Scores given in the diagnostic test.

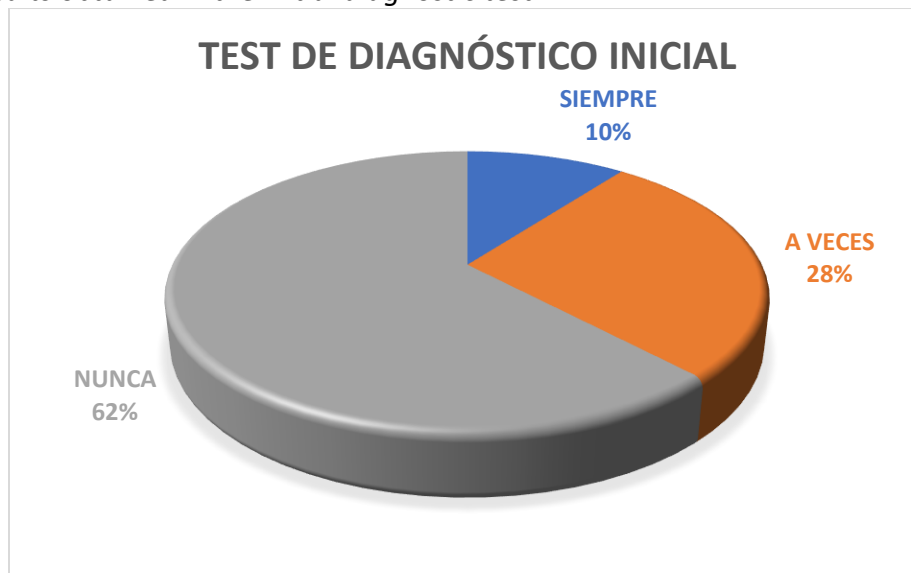
NIVELES	VALORES	CALIFICACIÓN
Siempre	3	9.00 – 10.00
A veces	2	7.00 – 8.99
Nunca	1	0 – 6.99

Source: Cristhian Ponce

Once the values for each level had been established, the results obtained were plotted using Excel.

Figure 6.

Results obtained in the initial diagnostic test



Source. Cristhian Ponce

Through the diagnostic test and observation, it was possible to corroborate that the learners in the second year of baccalaureate "A" at the Carmen Mora de Encalada High School mostly showed a low command of English in the four linguistic competencies. The learners had problems when they were asked to understand the instructions they were given, and most of the learners were absent when it came to participating in-class activities, as many of them did not have the camera on and did not participate in the whole class.

On the other hand, the learners who participate in class have a poor vocabulary and many failures in structuring a sentence or expressing an opinion in their own words. Of this group, only

three learners have an acceptable level of proficiency in English, and they are the ones who participate the most and are the most attentive in class.

In the survey conducted with the English teacher (Appendix 3), it was established that learners are frequently active in class, and the teacher also indicated that virtual platforms could be of great help in the teaching-learning process of the English language. It was corroborated during two years in which learners, because of the pandemic, have been forced to take classes from home, and therefore teachers have had to use virtual platforms 100 % to teaching their subjects.

According to the learners' survey (Appendix 4), it was concluded that the teacher uses the necessary techniques, methods, and didactic materials for the development of writing skills; however, they would like the teacher to apply new learning strategies since they do not carry out many interactive activities using the English language in class.

According to the bibliography compiled for the present research study and according to the results obtained in the different tools used for it, it can be said that the reasons why learners have a low level of proficiency in English are many, among which we have: learners use this language very little in class and out of it, learners are not sufficiently motivated to study this language, learners consider English classes boring and monotonous, a bad attitude of learners towards learning English and little importance given to the subject of English in educational institutions. For all the reasons mentioned above, it is considered that the present research work is innovative and essential for the development of the ability to write in English, since the present work seeks to awaken interest, increase the degree of motivation and facilitate the learning of English in the learners of the second year of baccalaureate "A," of the Carmen Mora de Encalada High School, in Pasaje city.

Chapter 2. Methodological Framework

In this chapter, the different theoretical and practical methods used to analyse the problem will be presented. It describes the type and design of the research, the population, the instruments, the procedures and techniques of analysis.

In summary, the methodological basis of this research focuses on the mixed paradigm, which is quantitative because numerical data were processed with the support of statistics. At the same time, it has a qualitative character because an in-depth description is made based on the data collected without judging or making any value judgement. As for the level of the research, it will be descriptive. As an instrument of data collection, the survey, the observation guide and the diagnostic test will determine the problem.

2.1 Research Type

The present research work is framed within a mixed paradigm as it involves a collecting process, analysing and integrating quantitative and qualitative data in the same study. According to Hernández-Sampieri and Mendoza (2008), mixed research represents a set of systematic, empirical and critical research processes, and it involves the collection and analysis of both quantitative and qualitative data for a deeper understanding of the phenomena under study, including collection and analysis, and overall integration and discussion. Mixed research does not replace quantitative research or qualitative research but utilises the strengths of both.

Chen (2006) defines mixed research as the systematic integration of quantitative and qualitative methods in a single study to obtain a more complete "picture" of the phenomenon so, quantitative and qualitative approaches retain their structure. The original procedure, or its methods, can be adapted, modified or synthesised to carry out the research and deal with the cost of the research.

Figure 7.
Mixed Method



Note: The three main approaches to research today, including subtypes of mixed studies. Taken from *Research Methodology* (p. 613), by Hernández-Sampieri and Mendoza, 2008, Mc Graw Hill Education.

2.2 Research Design

The research design responds to the methods and techniques that the researcher chooses and then combines them in a balanced and logical way to effectively manage the research problem (Hernández-Sampieri and Mendoza, 2008).

The design of the research is used to explain the type of research. The research design will be determined by the type of research problem an institution faces and not vice versa (Hernández-Sampieri and Mendoza, 2008).

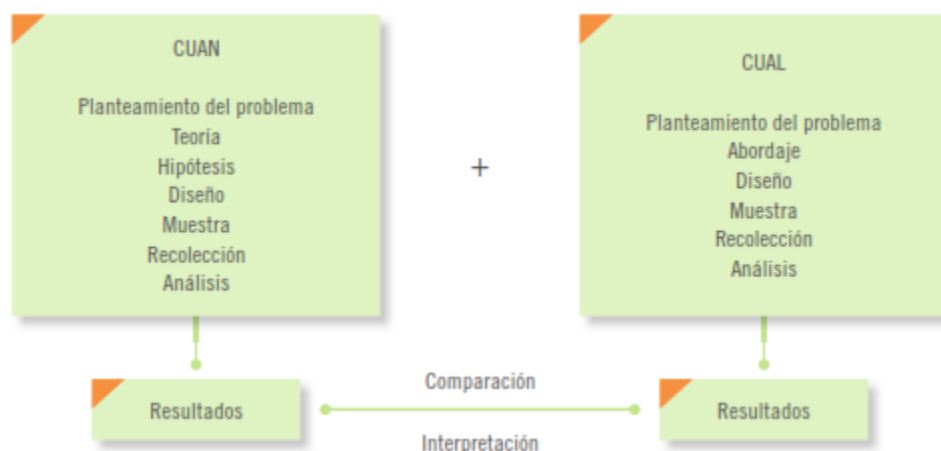
For Reidl L. (2011), research systems are the plan, structure, and strategies used to obtain answers to research questions and hypotheses by controlling for experimental, extraneous, and error variance. Designs involve starting from a frame of reference theory, outlining how data will be obtained, measured, observed or existing records. Also, the design includes how many times, what records or observations will be made, how the information obtained will be analysed qualitatively or quantitatively, and the type of statistics used to answer the research question.

Among the existing mixed designs, four categories can be observed: Triangulation, Explanatory, Integrative and Exploratory. Examples of triangulation mixed designs are triangulation, convergence and quantitative validity. Examples of explanatory designs include a continuous explanation with a quantitative emphasis and participant selection with a qualitative focus. In the integrative category are the integrative, the experimental integrative, and the

correlational integrative. The exploratory type includes exploratory and instrument development with a quantitative emphasis (Reidl L., 2011).

According to the above, the present research has a descriptive research design of the triangulation category. It has a descriptive design because it consists of observation and description of the behaviour of a sample of subjects without any influence on them in any way. Also, it belongs to the Triangulation category because quantitative data is collected through surveys in this research, and qualitative data is collected through open-ended questions. Both kinds of data are analysed, quantitative and qualitative results are obtained, validated against each other, and offered a quantitative-qualitative interpretation (Reidl L.,2011).

Figure 8.
Concurrent Triangulation Design (DITRIAC)



Note: The concurrent triangulation design is used when the researcher intends to confirm or corroborate results and cross-validate between quantitative and qualitative data. Taken from Research Methodology (p. 570), by Hernández-Sampieri R. and Fernández C., 2010, Mc Graw Hill Education.

2.3 Population

A population is a finite or infinite set of elements with common characteristics that extend the conclusions of a study. It is delimited by the problem and the objectives of the study (Arias F., 2012).

In this research, the population is constituted by learners in the second year of baccalaureate "A" at Carmen Mora de Encalada High School in Pasaje city. The course has 29 learners which 25 are female, and 4 are male, with an age range of 15-17 years.

2.4 Research Methods

2.4.1 Theoretical Methods

Theoretical methods fulfil an essential gnoseological role because they allow the empirical data found to be interpreted conceptually. Thus, theoretical methods create conditions beyond the phenomenal and superficial properties of reality, explaining the facts and delving into the essential relationships and fundamental qualities of processes that are not directly observable (García, 2016).

The methods used in this research project to strengthen English language writing are described below.

➤ **Methods of analysis and synthesis.**

The analysis is an intellectual task that allows us to mentally analyse a complex set of parts and characteristics. It lets the mental division into a series of relationships and components of the whole (García J., 2016).

Synthesis is a reverse task and allows us to form connections between the previously analysed parts and discover relationships and common characteristics between the elements of reality (García, 2016).

This research work used analysis and synthesis methods to search for and process the information obtained through empirical methods.

➤ **The historical and logical method of analysis**

The historical method studies the actual trajectory of facts and events in the course of their history. The logical method investigates the general laws of operation and development of events (Garcia, 2016).

The historical-logical method was used in the present research to learn about the trajectory of writing skills in English, which reliable sources were used to help defend it.

2.4.2 Empirical Methods

Through empirical methods, the researcher positions himself in direct contact with his object of study practically. With this method, the researcher will collect as much data as possible to achieve the research objectives (García, 2016).

Two empirical methods were selected to develop this research: Observation (Appendix 1), in which the problem to be studied is researched through an observation guide, in which the student's behaviour will be analysed employing demonstrative classes. Measurement (Appendix 2) will be carried out to find out the learners' academic level, especially in the ability to write English.

The following is a description of each of the methods used in this research.

- **Observation:** It constitutes a set of tests for one or another hypothesis or theory and thus depends to a large extent in that way. The researcher not only records data but consciously chooses among them those that confirm or reject his idea. Therefore, observation is considered an attentive, rational, planned and systematic perception of the phenomena related to the research objectives in their natural and usual conditions (García, 2016).

For Tapia M. (2000), observation is the empirical procedure par excellence, the oldest; it uses the senses to observe facts, social realities and people in their everyday context.

- ❖ **Observation guide:** It is an instrument of the observation technique; its outline corresponds to the order of the aspects that expect to be recorded about the object. This instrument makes it possible to record data in a chronological, practical and concrete order to derive to them the analysis of a given situation or problem (Piloña, 2004, p.75).

The observation guide (Appendix 1) was elaborated with the following objectives in mind:

- To determine the level of learners' English writing skill development during the lesson.
 - To test the implementation of the Cambridge Write & Improve online platform.
- **Measurement:** This is the empirical method of obtaining numerical information on a property or quality of the object of study, where quantifiable magnitudes are compared. Measurement focuses on statistical procedures, so it frequently uses instruments such as surveys, data tabulation. (Tapia, 2000).

For the present research, the following instruments were used to measure the learners' academic level in the ability to write in English.

- ❖ **Diagnostic test:** It is helpful to differentiate between two more conditions that might otherwise be confused (Salech, Mery, Larrondo & Rada, 2008).
- ❖ The diagnostic test (Appendix 2) was developed to compare English writing levels before and after using the Cambridge Write & Improve online platform.
- ❖ **Survey:** It is a way that uses a collection of standardised analysis procedures through that a series of information is collected and analysed from a sample of cases representative of a bigger population or universe, from which shall explore, describe, predict and justify a series of characteristics (García, 1993).
During this research work, the survey (Appendix 3 and 4) was developed to get data of interest quickly and effectively through questionnaires to learners and teachers.

2.5 Data Processing Techniques

Once the fieldwork is completed and the resulting data is edited, the data is processed, for which two data processing techniques are used, coding (Appendix 7) and tabulation (Appendix 7) (Figueroa M. 2016).

- **Information coding:** It is a technical procedure used to group verbal data numerically; therefore, it can be treated as if it were only quantitative data (Taylor S. and Bogdan R., 1986).
The coding process includes collecting and analysing all data related to themes, ideas, concepts, interpretations, and propositions.
- **Tabulation:** The process by which the data collected are organised and concentrated through statistical tables and graphs based on ideas or hypotheses (Figueroa M., 2016).

2.6 Operationalisation of Variables

It is essential to identify the variables since the problem revolves around them correctly, and they also serve as input to adequately assemble the theoretical framework section. For Hernández-Sampieri R. and Fernández C. (2010), "a research variable or study variable is a

property that can change and whose variation can be measured or observed". In other words, the variable is a factor that can be measured, controlled and studied.

The concept of variable applies to persons or other living beings, objects, facts, and phenomena, which have values different from the values of the target variables i.e., intelligence, the performance of a particular product, speed of service delivery, etc.

The present research work has two variables. First, we have the primary variable: Virtual platforms, and on the other hand, we have the secondary variable: Strengthening the productive ability of writing.

Primary Variable: According to Gomera J. (2020), virtual platforms are services that execute a reciprocal online action, which provides information, tools and resources to teachers, learners, parents and other people involved in education.

The Cambridge Write & Improve virtual platform was used for this research to strengthen learners' writing skills in the second year of baccalaureate "A" at the "Carmen Mora de Encalada" High School. This variable is defined as an interactive resource whose objective is to offer learners the option of perfecting and developing their knowledge of written expression in English.

The benefits of using a virtual platform include an inclusive learning environment that allows learners to create their content, which helps them practise the vocabulary they have learned and linguistic structures.

Secondary Variable: This variable can change as the researcher changes the primary variable. That is a factor that researchers observe or measure to determine the effect of an independent or causal variable. In behavioural terms, this variable is the resulting behaviour of a stimulated organism (Buendía, L.; Colás, P. and Hernández, F.,2001). In the present research, the second variable is strengthening the writing skills of the learners of the Second Baccalaureate "A" at "Carmen Mora de Encalada" High School.

Table 2*Operationalisation of the variable under study: Productive writing skills.*

CONCEPTUALIZACIÓN	DIMENSIONES	INDICADORES	ITEMS	TÉCNICAS, INSTRUMENTOS
<p>La habilidad del writing se refiere a la producción de un texto escrito con un uso correcto y coherente de vocabulario, gramática y reglas ortográficas, pero sin olvidar la finalidad del texto y las características del receptor de dicho texto (Nunan,1991).</p> <p>El proceso de escritura desarrolla los conocimientos básicos y generales para escribir diferentes tipos de texto para proporcionar el lenguaje al contexto donde se esté empleando. Teniendo en cuenta que la escritura es un fenómeno social debemos considerar y respetar toda expresión discursos específicos: literarios, académicos, publicitarios, periodísticos o científicos (Garcés, 2018).</p>	Competencia lingüística	<p>Conocimiento del código escrito</p> <p>Estrategias de redacción</p> <p>vocabulario</p> <p>Grammar</p>	<p>¿Acorde a la enseñanza aprendizaje del idioma inglés utiliza su docente métodos y técnicas para el desarrollo y la potencialización de la habilidad productiva (writing)?</p> <p>¿Qué recurso didáctico metodológico emplea el docente para desarrollar la habilidad productiva (writing)?</p> <p>¿Qué técnicas considera que son las adecuadas para promover una participación activa-reflexiva en el inter-aprendizaje de las habilidades productivas?</p>	<p>Encuesta</p> <p>Cuestionario</p> <p>Test diagnóstico</p>
	Habilidad de comprensión escrita	<p>Escribe</p> <p>Comprende</p>	<p>¿Cree que el material didáctico que utiliza su docente es adecuado en el inter-aprendizaje del idioma inglés?</p> <p>¿Considera usted que las habilidades productivas se pueden perfeccionar mediante películas, folletos o aprendizaje por equipos?</p> <p>¿En qué forma cree usted que puede elaborar oraciones correctamente?</p> <p>¿Le gusta expresarse y comunicarse en forma escrita?</p> <p>¿Le gusta la forma en que su profesor trabaja en la clase?</p> <p>¿Desearía usted que el docente aplique nuevas estrategias de aprendizaje?</p> <p>¿En la clase de inglés se realizan actividades como escribir cartas, diálogos, bromas con sus compañeros en el idioma inglés?</p>	<p>Encuesta</p> <p>Cuestionario</p> <p>Test diagnóstico</p>

Note. Prepared by Cristhian Ponce

Chapter 3. Didactic Exercise System for Improving Writing Skills Using the Cambridge Write & Improve Platform

This chapter proposes the system of didactic exercises using the Cambridge Write and Improve platform that will strengthen the English writing skills of the learners of the second baccalaureate "A", at Carmen Mora de Encalada High School, in Pasaje city. The efficiency of applying the system of exercises using the Cambridge Write & Improve platform was also verified here, thus answering the problem posed.

3.1 Pedagogical Proposal

This chapter describes the contribution to be made to the educational community through the implementation of the Cambridge Write & Improve virtual platform as a pedagogical support tool, which strengthens the learning of the English language writing skills of the learners in the second baccalaureate "A" at "Carmen Mora de Encalada" High School in Pasaje city.

The curriculum and the text management established by the educational institution were taken into account in the planning for implementing the present pedagogical proposal; each system of didactic exercises was carried out taking into account the curricular standards and the adjusted curriculum for the current school year.

3.1.1 Theoretical Foundation of the Didactic Exercise System for Improving Writing Skills Using the Cambridge Write & Improve Platform

Virtual platforms have different names, such as Learning Platforms, Integrated Learning Environments, Virtual Teaching and Learning Environments, Virtual Classrooms. Virtual platforms are an emerging source of knowledge and skills for various sectors of the population, which generates changes in the roles played by the participants in the teaching-learning process. The need to match in space and time has consequences for the school and the activities carried out. The interactivity provided by the new technologies makes it possible for sender and receiver to swap roles and exchange messages; they also make it possible for there to be no longer a centre (sender) and a periphery (mass of spectators) and create a virtual community that inhabits cyberspace (Silvio, 2000). ICTs are increasingly being incorporated into student training, as they serve as a resource to support the teaching-learning processes.

In order to show the feasibility, relevance, importance and pertinence in an area of knowledge, it must focus on theoretical postulates. The theoretical foundations of this research work are related to pedagogy, didactics and psychology.

3.1.1.1 Pedagogical Rationale of the Exercise System.

Nowadays, constructivist learning theory is one of the main theories that defend using virtual platforms in the teaching-learning process of a foreign language. Constructivist knowledge theory proposes providing learners with support instruments that allow them to construct their methods to solve a problematic situation. In other words, constructivist theory seeks to foster the capacity for autonomy in learners so that they can be active and conscious actors in the development of their knowledge, an activity which can be perfected with teacher guidance (Montoya, Parra, Lescay, Cabello and Coloma; 2019, pp. 249).

The promoters of the theory of constructivism are Jean Piaget and Lev Vygotsky. According to Piaget (1952), constructivism is the teaching process that is perceived and carried out as a dynamic, participatory and interactive process of the subject so that knowledge is an authentic construction by the learning subject. For Vygotski (1978), constructivism focuses on the influence of the social and cultural environment on the learning process, using the teacher's figure as the driving force.

According to Méndez (2002), constructivism is an epistemology. i.e., a theory that tries to explain the nature of human knowledge.

For Abbot (1999), constructivism holds that learning is essentially active. A person who learns something new incorporates it into their previous experiences and their mental structures. Each new piece of information is assimilated and deposited into a network of previously existing knowledge and experience.

Another learning theory that supports the use of virtual platforms in the teaching-learning process is the theory of connectivism, which is defined as a learning theory for the digital age (Siemens, 2004); the emergence of this new trend can be understood in a social context characterised by the creation of economic value through human intelligence networks to create knowledge (Floridi, 2008).

Considering the above, it considers that the use of virtual platforms is relevant because it helps teachers in their daily pedagogical practices, allowing them to modify the traditional teaching paradigm progressively.

3.1.1.2 Didactic Rationale of the Proposal.

Virtual platforms allow immediate access to information through the internet. They also allow for synchronous and asynchronous communication capabilities (Cámara, 2006).

In virtual teaching and learning spaces, mediation acquires special importance due to the relationship mediated by technology between the teacher, the learner and the disciplinary content. The approach to didactics is assumed that considers the teacher's intervention as a mediator between the subject who constructs and the object of knowledge (Amaro, 2011).

Didactics in the use of virtual platforms constitutes in a critical and constructive perspective, a theoretical-referential framework regarding the actions to be taken by the teacher before, during and after the didactic process; actions that are suitably supported and designed are identified according to the phase in this process as pre-active, inter-active and post-active (Amaro, 2011).

Virtual platforms are a powerful learning resource, as Garcia A., Ruiz, Quintanal, García B. and García P. (2009, pp. 17) refer, all of them by themselves are not a guarantee of learning. They are powerful instruments, resources, which must be framed in a good instructional design to generate learning.

3.1.1.3 Psychological Rationale of the Approach.

The importance of learning through virtual environments links closely to new personal and institutional spaces. ICTs emerge as potential psychological tools in the Vygotskian sense of the term (Kozulin, 2000) as they can be used as mediators of the intra- and inter-mental processes involved in teaching and learning. In other words, ICT, like any other information and communication technology, can become psychological tools when, thanks to their semiotic potential, they are used to plan and regulate the activity of oneself and others (Coll, Onrubia & Mauri, 2007; Coll, Mauri & Onrubia, 2008b).

3.1.2 Technological Foundation of the Proposal

Online educational platforms were created to manage and carry out teaching and learning processes in a web environment, used as a support tool for face-to-face teaching and as a platform for collaborative work among teachers. Therefore, the integration of a virtual platform requires a change in the role of the teacher as it suggests activities and didactic sequences that spark learning. Therefore, the teacher ceases to be a mere transmitter of knowledge and becomes a facilitator or mediator of learning processes, whose main goal is to transform information into knowledge (Díaz, 2009).

In Ecuador, as in most Latin American countries, the incorporation of ICT in education increased due to the pandemic, so teachers and learners had to adjust quickly to this new teaching method. Teachers had a hard job, as they had to have a good knowledge of their learners, their advantages and disadvantages, as well as having at least a basic knowledge of the platform to be used, which would allow them to structure the information and then present it in a hypertextual format, allowing for communicative interaction and fostering autonomous and collaborative work among learners.

Palomo, Ruíz and Sánchez (2006) explain that ICT offers the possibility for learners to interact with each other and with the teacher, promoting an active attitude, a search and continuous rethinking of content and procedures that offer tools and knowledge necessary for the completion of tasks, increase participation and develop their initiative, allowing them to filter information, select and make decisions (Bautista, 2007).

3.2 Objective of the Proposal

Improve writing skills through the virtual platform Cambridge Write and Improve in the learners of the second year of baccalaureate "A" at "Carmen Mora de Encalada" High School, in Pasaje city.

3.3 Elements of the Didactic Exercise System

The elements forming the system of didactic exercises in the research are classified into two groups: the personal elements and the non-personal elements.

3.3.1 Personal Elements

The personal elements that make up the system of didactic exercises proposed in this research work are:

➤ **Learners:**

The learners of the second year of baccalaureate "A" of the Carmen Mora de Encalada are the direct beneficiaries of the present pedagogical proposal and therefore it is sought that the learners assume an active and leading role in the classes, according to Escribano (1995) “el aprendizaje autónomo implica por parte del que aprende asumir la responsabilidad y el control interno del proceso personal de aprendizaje... un tipo de aprendizaje donde la norma la establece el propio sujeto que aprende”(p.98).

➤ **Teacher:**

The use of the Cambridge Write & Improve virtual platform changes the role of the teacher, who becomes a guide for learning, thus achieving an open and flexible educational process.

3.3.2 Non-Personal Elements

For the development of a pedagogical proposal, the following elements must be reviewed:

➤ **Aim of the lesson:**

The objectives of the class correspond to more concrete educational intentions. Therefore, they will be planned according to the scope of each didactic exercise, which will focus on writing.

➤ **Content:**

These are curricular elements through which the capacities expressed in the objectives are developed. For the present pedagogical proposal, procedural contents will be used, which refer to the execution of procedures, strategies, techniques. The exercise systems proposed in this pedagogical proposal are divided into thematic vocabulary exercises, English grammar exercises, grammatical structure exercises and reading comprehension exercises.

➤ **Method:**

It refers to how to teach, it is necessary to clarify the didactic procedures to be carried out to achieve the stated objectives. For Neumer (1981), the method corresponds to a system of actions of the teacher aimed at organising the practical and cognitive activity of the student to assimilate the contents of education solidly.

The method used in this pedagogical proposal is the Flipped Classroom method. It is fundamentally based on student participation in their learning, which presents exercises that the learners must perform autonomously inside and outside the classroom individually through the Write & Improve platform.

➤ **Didactic Resource:**

It is the tool with which we will work; in this case, the tool to be used is the Cambridge Write & Improve virtual platform.

In order to select the virtual platform, a comparative analysis of other platforms was carried out, for which the essential components or characteristics that a virtual learning environment should have been determined.

Table 3.

Comparison between Virtual Platforms

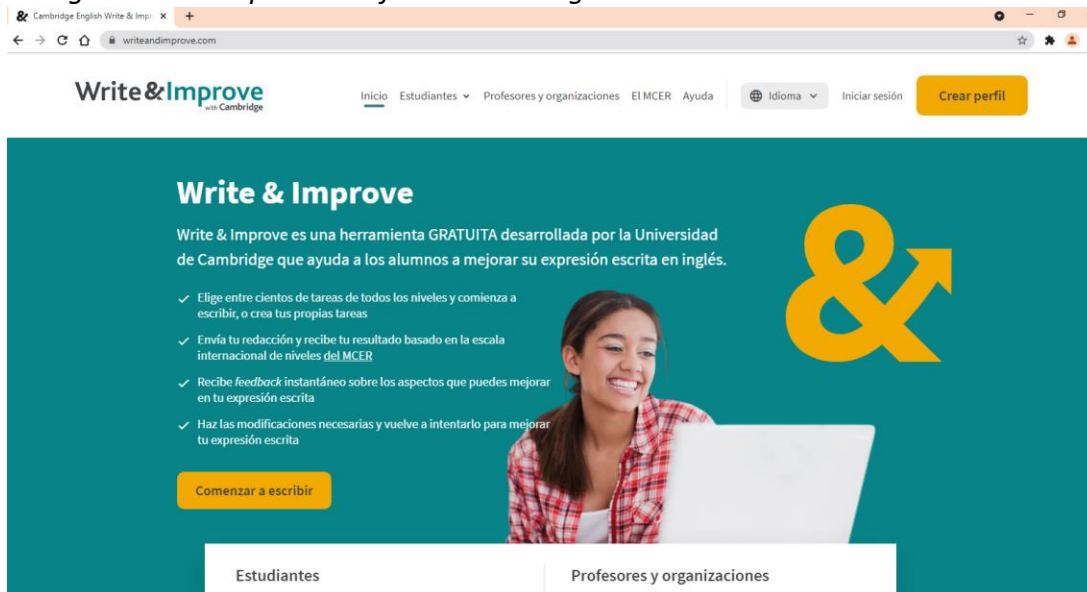
Características	Listen and Write	Thoughtful Learning	BBC Learning English	Write & improve
Interacción mediante el uso de herramientas		x		x
Herramienta colaborativa		x	x	x
Actividades sincrónicas		x		x
Flexibilidad a necesidades específicas	x		x	x
Asimétrica (profesor facilitador del aprendizaje)		x		x

Note. Prepared by Cristhian Ponce

The conclusion was reached that the virtual platform Write & Improve is the most effective tool for the needs in the current project since it is considered suitable for school learners, with whom it is possible to work synchronously.

To access the Cambridge Write & Improve virtual platform, go to the following link <https://writeandimprove.com/>. Once registration process is completed, around 250 tasks will be available, or teachers can create their tasks.

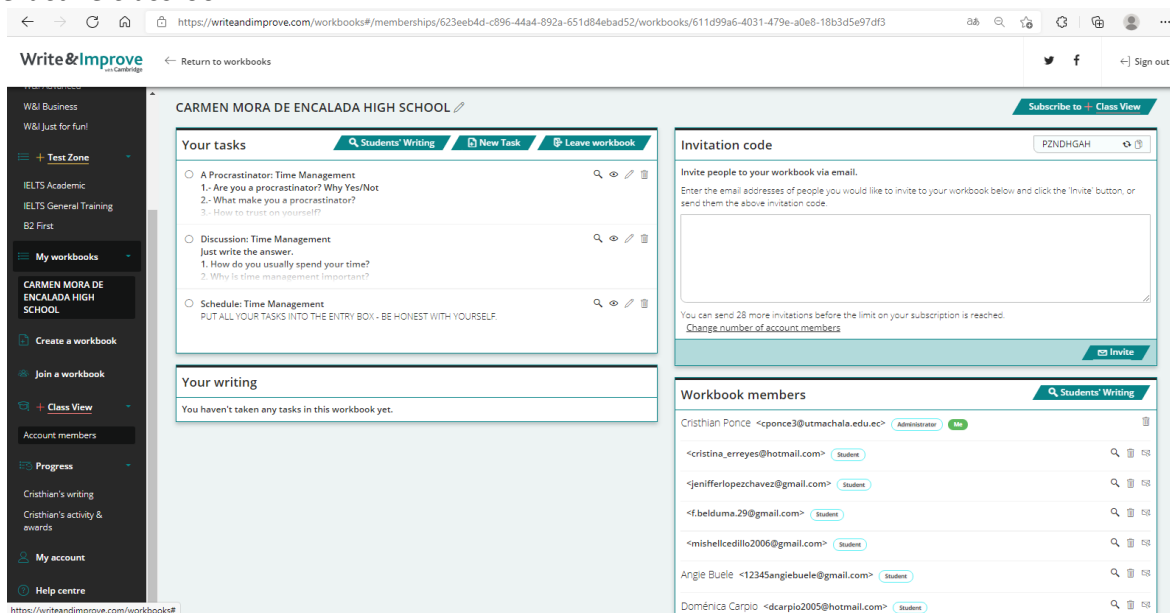
Figure 9.
Cambridge Write & Improve Platform Home Page



Note. Prepared by Cristhian Ponce

The teacher can purchase a monthly subscription to the platform and, in this way, follow the progress of the learners and see how their written English is improving.

Figure 10.
Interactive classroom



Note. Prepared by Cristhian Ponce

After logging on to the platform, learners can choose from the following options to start practising English writing: Beginner, Intermediate, Advanced, Business or for fun.

Figure 11.
Levels A

Write & Improve
Cambridge

Welcome, Cristhian
Sign out

W&I workbooks

W&I Beginner
W&I Intermediate *New task!*
W&I Advanced
W&I Business
W&I Just for fun!

Test Zone

IELTS Academic
IELTS General Training
B2 First

My workbooks

CARMEN MORA DE ENCALADA HIGH SCHOOL

Create a workbook
Join a workbook
Class View
Account members

W&I workbooks

W&I Beginner [Open](#)

- A note: A school trip** [Open](#)
Write a note to a friend describing your favorite school trip. Make sure to tell them:
• Where did you go on a school trip?
- An email: Going to the park** [Open](#)
You would like to go to the park tomorrow.
Write an email to your English friend, Sammy. In your email:
- An email: A trip to the science museum** [Open](#)
Your English friend Chris is coming with you and your family to the local museum next Saturday.
Write an email to Chris. Tell Chris:
- A story: About the pictures** [Open](#)
Look at the three pictures. Write the story shown in the pictures.
Write 35 words or more.

W&I Intermediate [Open](#)

- A report: Write and Improve** [Open](#)
Your English teacher told you about Write and Improve and said you should use it to practise and improve your English writing. Your teacher has asked you to write a report about your experience with Write and Improve, describing what you liked or didn't like about it and why. Finish by saying whether you would
- An essay: The environment** [Open](#)
In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.
- A report: Part-time jobs** [Open](#)
Your English teacher has asked you to write a report for your international college website on the part-time jobs available to students in your area.
- An essay: Eating in your country** [Open](#)
In your English class you have been talking about changes in eating habits. Now, your English teacher has asked you to write an essay.

W&I Advanced [Open](#)

- A review: Write and Improve** [Open](#)
A well-known magazine for English language learners has asked for reviews from readers about useful resources for learning English.
- Write paragraphs to answer the question: about medical doctors** [Open](#)
Most medical doctors want to work in cities where they will make a lot of money. Yet in many rural areas there are not enough doctors. What are the reasons for this problem? How can it be solved?

W&I Business [Open](#)

- Intermediate - a proposal: New York store** [Open](#)
The international retail company you work for is concerned about the performance of its New York store. Your line manager has asked you to write a proposal making recommendations for the store's future.
- Intermediate - an email: Temporary staff** [Open](#)
Your department needs to employ some temporary staff.
Write an email to the Human Resources Manager.

Figure 12.
Levels B

Write & Improve
Cambridge

Welcome, Cristhian
Sign out

W&I workbooks

W&I Beginner
W&I Intermediate *New task!*
W&I Advanced
W&I Business
W&I Just for fun!

Test Zone

IELTS Academic
IELTS General Training
B2 First

My workbooks

CARMEN MORA DE ENCALADA HIGH SCHOOL

Create a workbook
Join a workbook
Class View
Account members

W&I workbooks

- Write paragraphs to answer the question: about office design** [Open](#)
In some offices, employees work in enclosed workstations or cubicles. Other offices have a more open design, in which there are no walls separating employees from their coworkers. Which type of arrangement do you think is most effective? Explain, giving reasons to support your answer.
- Write paragraphs to answer the question: about volunteer work** [Open](#)
Some high schools have a requirement that students must complete a certain amount of volunteer work in order to graduate. What do you think about this type of requirement? Give details to support your opinion.

W&I Just for fun! [Open](#)

- An essay: New Year celebrations** [Open](#)
Here in the UK, on 31st December, we celebrate a New Year. In big cities there are fireworks, and around the country families and friends spend time together to welcome the New Year. How do people celebrate the New Year in your country?
- A story: A vocabulary challenge - Intermediate** [Open](#)
Write a story. Your story must include these 6 words:
• mustar
- A story: A vocabulary challenge - Advanced** [Open](#)
Write a story. Your story must include these 5 phrases:
• an elephant in the room
- An advertisement: A car in very bad condition** [Open](#)
You have an interview for a job selling cars. As a challenge, the interviewer asks you to show that you can sell anything. Write a paragraph that will make someone want to buy the car in the photo.

W&I Business [Open](#)

- Advanced - a letter: Customer loyalty scheme** [Open](#)
Recently, the retail company you work for has been losing customers to a competitor. The company is setting up a scheme to encourage customers to stay with the company. Your boss has asked you to write a letter to the customers on your database outlining this customer loyalty scheme.
- Advanced - a proposal: Outsourcing** [Open](#)
You believe that the company you work for should outsource some of its activities. The Managing Director has asked you to write a proposal about this.

Help centre Legal Contact us

Note. Prepared by Cristhian Ponce

Then, the student must choose one of the tasks given and proceed to write what is indicated.

Figure 13.
Task selection

The screenshot shows the 'Write&Improve' interface. The top navigation bar includes 'Write&Improve with Cambridge', a 'Return to workbooks' link, and social media icons. The left sidebar is a dark navigation menu with 'Welcome, Cristhian' and 'Sign out' at the top. Below it are sections for 'W&I workbooks', 'W&I Beginner' (selected), 'W&I Intermediate', 'W&I Advanced', 'W&I Business', 'W&I Just for fun!', 'Test Zone', 'My workbooks', and 'Class View'. The main content area is titled 'W&I Beginner' and features a 'New tasks' list with four items, each with a brief description and a 'Write a note' instruction. The 'Your writing' section on the right shows a selected task: 'A note: A school trip' with a 'Write a note to a friend describing your favorite school trip. Make sure to tell them: Where did you go on a school trip?' prompt. A 'History' button is visible in the top right of this section.

Note. Prepared by Cristhian Ponce

Figure 14.
Task development

The screenshot shows the 'Write&Improve' interface for task development. The top navigation bar is similar to Figure 13, but the 'Return to workbooks' link is present. The left sidebar is updated with 'Welcome, Jackeline' and 'Sign out'. The 'W&I Beginner' section is selected. The main content area displays a task titled 'An email: Going to the park' with instructions: 'You would like to go to the park tomorrow. Write an email to your English friend, Sammy. In your email: ask Sammy to come to the park with you, explain how you can both get there, say what you can do there. Write 25 words or more.' Below the instructions is a 'Start again' button and a 'Saved' indicator. A text input area is provided for the answer. The right sidebar contains a 'Task help' section with 'Images', 'Feedback', and 'Changes' tabs. The 'Feedback' tab is active, showing 'Your feedback will appear here after we finish checking your work.' Below this is a 'Your progress' section with 'Your progress graph will appear here after we finish checking your work.' At the bottom right is a 'Task timer' section with 'Click on 'Start timer' to time your writing.' and buttons for 'Reset timer' and 'Start timer'.

Note. Prepared by Cristhian Ponce

When the student writes what was asked for, the tool will indicate the errors and will suggest ways to improve their writing in English; it will also indicate the level of the text according to the criteria of the Common European Framework of Reference for Languages. Learners can complete these tasks as many times as they wish to check their progress.

Figure 15.
Writing feedback.

The screenshot displays the 'W&I Beginner' interface. The main task is 'An email: Going to the park', where the user is asked to write an email to a friend named Sammy. The task instructions include a list of bullet points: 'ask Sammy to come to the park with you', 'explain how you can both get there', and 'say what you can do there'. The user's response is visible in the 'Start again' section: 'Hello Sammy. I hope you are doing well. I was writing to ask you to come with me to Lineal Park tonight because I would like to tell you a lot of things that have happened to me in all the time we haven't seen each other.' The 'Task help' section provides feedback: 'That's amazing! Your writing is really improving. Pay attention to the feedback. What changes can you make? Could you try to write longer sentences? Keep writing to keep improving.' A progress bar shows a score of 4 out of 5. The 'Your progress' section shows a graph with one data point and a 'Checks 1' indicator.

Note. Prepared by Cristhian Ponce

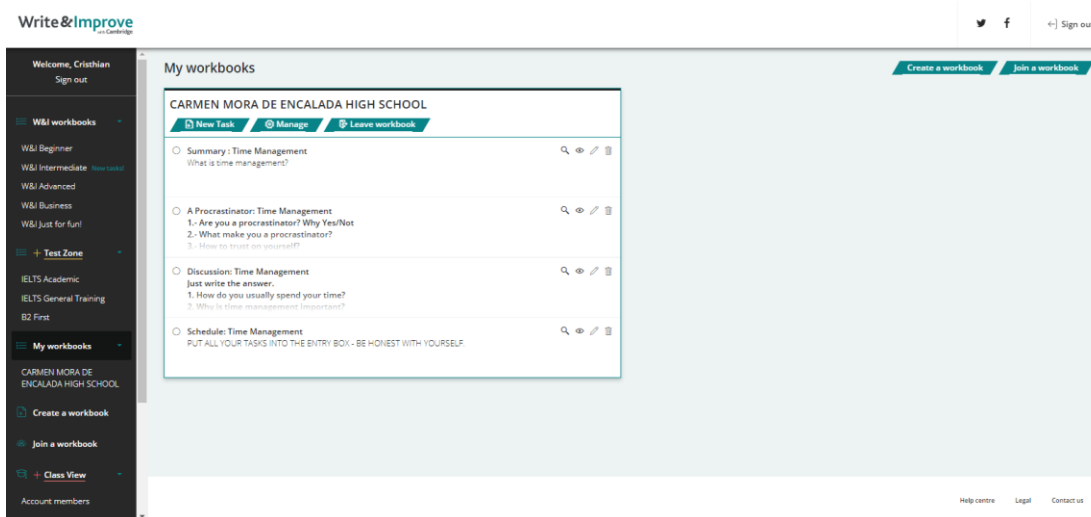
Figure 16.
Level of writing

This screenshot shows the 'W&I Beginner' interface after the user has completed the writing task. The 'Start again' section now displays the user's text: 'Hello Sammy. I hope you are doing well. I was writing to ask you to come with me to Lineal Park tonight because I would like to tell you a lot of things that have happened to me in all the time we haven't seen each other.' A green banner at the bottom of the text area indicates '48 words entered (the word count for this task is about 30 words)'. The 'Task help' section shows the same feedback as in Figure 15. The 'Your progress' section features a graph showing the CEFR Level for the last 10 checks, with a 'Checks 1' indicator. The 'Task timer' section is also visible at the bottom.

Note. Prepared by Cristhian Ponce

This tool is also handy for teachers, allowing them to create online workbooks, submit assignments to improve productive writing skills and share them with learners. On this platform, learners will find various tasks and topics ranging from basic to advanced levels.

Figure 17.
Workbook



Note. Prepared by Cristhian Ponce

➤ **Assessment:**

Collection, analysis and assessment of the elements of the didactic programme for future improvement of the teaching-learning process. Evaluation should not be uncontrolled but planned and predictable. (Tierra, Garrido and Nasser; 2016).

The present pedagogical proposal used the evaluation to compare the results obtained from the initial diagnosis (Appendix 7) and the final diagnosis (Appendix 9) after using the Cambridge Write & Improve platform.

3.4 Ways of Implementing the Didactic Exercise System

The system of didactic exercises implemented for the learners in the second year of baccalaureate "A" at Carmen Mora de Encalada High School was developed following the internal study plan and according to the curricular standards, using the Cambridge Write & Improve platform.

The steps followed for the implementation of the system of didactic exercises based on the Cambridge Write & Improve virtual platform are detailed below:

- Didactic exercises were designed based on the topic of the class, vocabulary (learned in each class), grammatical structure, verb tenses and grammatical rules.

- The didactic exercise systems were designed based on the following types of learning:
 - ❖ Cognitive constructivist learning, because learners receive information, process it, and then apply what they have learned.
 - ❖ Behavioural learning, because learners must learn the rules and then apply them in the exercises.
 - ❖ Repetition learning, as the student, learns by continuous use of the Cambridge Write & Improve platform.
- The Cambridge Write & Improve platform enables learners to develop their writing skills by providing various textual possibilities, including articles, reviews, reports, essays. In addition, the platform offers solutions immediately to the mistakes learners may have made
- To achieve the objective proposed in this proposal, we worked according to the lesson plan (Appendix 8) prepared by the teacher of the educational institution, which is governed by the curricular standards of the current school year. The platform was used as a tool to strengthen the knowledge acquired in each English class. The teacher presented his class, and then the learners carried out exercises or activities requested by the teacher on the Cambridge Write & Improve platform.

“La planificación de clase es la actividad que realiza el maestro dirigido a diseñar el desarrollo del proceso de enseñanza aprendizaje, basado en el análisis realizado en el sistema de clases del bloque, unidad o tema de un programa de contenidos” (Ortega, 2012).

3.5 Sample Exercise System to Improve Productive Writing Skills in High School Learners

Lesson 1

1. **Level of learners to whom the instruction is targeted:** Second Baccalaureate "A".
2. **Aim of instruction:**

Aim: Learners will be able to write a newspaper article using their creativity to create awareness in pandemic times.
3. **Content to be covered**

Topic: Time Management

4. Assessment indicators

Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)

5. Teacher's proposal (Exercise)

Exercise 1. Vocabulary

- 1.- achieve: to succeed in doing or having what you planned or intended, usually after a lot of effort.
- 2.- effective:
- 3.- factor:
- 4.- flexibility:
- 5.- interrupts:
- 6.- involves:
- 7.- involves:
- 8.- log:
- 9.- manage:
- 10.- prioritize:
- 11.- schedule:

Exercise 2. Fill in the sentences with the words in the box. Next, discuss with your partners if you agree or disagree with each one of them.

Achieve	effective	factor	flexibility	interrupts
involves	log	manage	prioritize	schedule

- 1 Writing a weekly _____ or a 'to do' list is a good way to get organized.
- 2 You cannot be _____ if you never take a break.
- 3 Good time management _____ following a plan.
- 4 You can _____ much more if you do one thing at a time.
- 5 When planning your time, you must _____ in time to relax.

Exercise 3. Fill in the table with the five activities you did yesterday. At the end, write down what you could not do.

Time		Activity
From	To	
Things I should have done		
Why I didn't do them		

Exercise 4. In small groups share your answers from activity 3

ASSIGNMENT

A. What's the meaning of the following idiom "The bad news is time flies...the good news is you're the pilot" Written by Michael Akahuler

B. Reflect about how you manage your time. Write some ideas about it

6. Resources

- Time management, Tips for learners
<https://assignmenthelp4me.com/essay/comprehensive-essay-time-management.html>
- Dictionary
- <https://www.macmillandictionary.com/>
- Cambridge Write & Improve

7. Time

Introduction: 5 minutes

Development: 10 minutes

Activities: 35 minutes

Conclusion: 10 minutes

Lesson 2

1. **Level of learners to whom the instruction is targeted:** Second Baccalaureate "A".
2. **Aim of instruction:**
Aim: Learners will be able to write a newspaper article using their creativity to create awareness in pandemic times.
3. **Content to be covered**
Topic: How to Manage my time
4. **Assessment indicators**
Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)
5. **Teacher's proposal (Exercise)**

Exercise 1. Put all your tasks into the entry box - be honest with yourself.

Option	Day	Time	Activity I usually do
Social and leisure commitments			
Sleeping, eating, shopping and preparing food			
Family commitments			
Lectures, work-shop, extracurricular Activities			
Work on essays, school assignments, projects, reading etc...			

Exercise 2. Discussion

- 1 How do you usually spend your time?
- 2 Why is time management important?
- 3 How do you spend your time?

Exercise 3. Reflect about yourself. Read each statement below and choose the word that best describes your behavior. Write the corresponding number you choose on your paper.

Never – 1 Occasionally – 2 Often – 3 Always – 4

1. I feel I have to “cram” before an exam.
2. My homework is turned in on time.
3. I think I get enough sleep.

4. I usually pull all-nighters before exams.
5. I plan activities with friends or family for a couple of nights a week and spend the amount of time with them that I planned.
6. When I'm working on a paper, I put off writing until a few days before it's due.
7. I cancel social activities because I feel I don't have enough time.
8. I get my papers in on time.
9. I find myself making a lot of excuses to my teachers about why my work isn't done.
10. I feel comfortable about how I use time now.

Score A – Add up the numbers for questions 1,4,6,7, and 9. _____

Score B – Add up the numbers for questions 2,3,5,8, and 10. _____

If Score A is greater than Score B, you are probably a procrastinator. If Score A is less than Score B, you manage your time well.

Now, answer the following questions and share them with the class.

Are you a procrastinator? Why Yes/Not

What makes you a procrastinator?

How to trust yourself?

ASSIGNMENT

Choose for a classmate, record the following questions, share them on Instagram and share the link to your teacher.

- 1 What do you need to adjust in your weekly schedule to better match your life priorities?
- 2 How to manage your time in a better way?
- 3 How helpful could it be to manage your time?
- 4 Give some advice to young people to manage their time.

6. Resources

- Cambridge Write & Improve

7. Time

Introduction: 5 minutes

Development: 10 minutes

Activities: 35 minutes

Conclusion: 10 minutes

Lesson 3

1. **Level of learners to whom the instruction is targeted:** Second Baccalaureate "A".

2. **Aim of instruction:**

Aim: Learners will be able to write a newspaper article using their creativity to create awareness in pandemic times.

3. **Content to be covered**

Topic: Time Management reflection

4. **Assessment indicators**

Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) REF.

I.EFL.5.11.1.

5. **Teacher's proposal (Exercise)**

Exercise 1. List the following time management tips. Number 1 being the most useful..

The best way to manage your time

- Prepare for interruptions
- Get the least pleasant things done first
- Prepare to change your plan
- Plan action for each job
- Prioritize and do the important things first
- Record how you spend your time
- Get realistic about what you can accomplish
- List and check things off as you complete them
- Consider the best time of day for each job
- Switch activities if you are no longer efficient

Exercise 2. Please read the text and then answer the questions.


Time management for learners

Learning to manage it slow means that employing a range of crucial skills in combination. First, you wish to grasp yourself. solely you recognize if you're a morning person or a day person, for example. Knowing after you are at your best will assist you decide once to try and do explicit stuff you ought to do, resembling study. Then, you've got to range and choose that thing are the foremost (and least) important. Next, you have to induce organized and begin coming up with a schedule, which might embrace when to study, still as when to relax. it's important to be objective once it involves time management. For example, you wish to consider time for sleep, and this could be supported your traditional sleep standards: there's no purpose progressing to study at six o'clock within the morning if you've got ne'er managed to induce out of bed before eight o'clock. many of us forget to incorporate coming together, however this is often a slip as a result of it' not healthy to avoid meeting people, even as it' a mistake to pay all of your time socializing whereas your flutter list gets longer and longer. concerning to-do lists, it's necessary to recollect that they'll} ought to change. you've got to anticipate unforeseen events - a friend' visit, let's say - and this suggests you have to regulate your flutter list, maybe crossing off one thing that's less important. Flexibility is that the key here, otherwise you run the danger of being extraordinarily disorganized. It' higher to possess to vary a thought than to break down altogether. Finally, keep in mind the previous saying, "If you don't plan, you intend to fail." within the end, managing it slow better will assist you avoid stress, which will solely be an honest thing.

1. At the primary sentence, the author mentions "a kind of life skills." that thing within the text does one suppose are life skills?
2. supported the text, what ought to a "morning person" do?
3. What will the writer mean by attending to study at six o'clock in the morning?
4. In your own words, tell what 2 mistakes the writer is relating at the tip of the first paragraph.
5. what's the most purpose of the second paragraph?
6. What do you perceive by the old saying "If you don't plan, you plan to fail"?

ASSIGNMENT

A. Based on the reading, make a picture vocabulary.

Word	Picture	Pronunciation	Definition	Example (statement)
Involve		/ɪnˈvɒlv/	to <u>include</u> something as a <u>necessary</u> part of an <u>activity</u> , <u>event</u> , or <u>situation</u>	The English class involves a lot of practice.

B. Based on the information from this lesson, how well do you think you manage your own time? Make notes.

C. In which ways managing your time will help you avoid stress? Explain your answer.

6. Resources

- Cambridge Write & Improve

7. Time

Introduction: 5 minutes

Development: 10 minutes

Activities: 35 minutes

Conclusion: 10 minutes

Lesson 4

1. Level of learners to whom the instruction is targeted: Second Baccalaureate "A".

2. Aim of instruction:

Aim: Learners will be able to write a newspaper article using their creativity to create awareness in pandemic times.

3. Content to be covered

Topic: Time Management: Planning

4. Assessment indicators

Learners can produce well-constructed informational texts by applying the writing process. Ref.I.EFL.5.15.1. (I.2, I.3, I.4, S.3, J.1)

5. Teacher's proposal (Exercise)

Exercise 1. To do list

As well as having an overall plan of your time, you may find that a daily "to do" list is helpful for prioritising the tasks. Put all your tasks into one of the four quadrants - be honest with yourself.

IMPORTANT	NOT IMPORTANT	URGENT	NOT URGENT

ASSIGNMENT**Make a plan for the week**

You see an invitation from a significant newspaper to write an article about a plan for the week.

Imagine you have a lot of things to do. What are your plans for this week? Write an article briefly describing the most important and urgent thing, an important but not urgent thing, an urgent but not important thing, and a not urgent and not important thing.

Write your answer in 100-120 words.

6. Resources

- Cambridge Write & Improve

7. Time

Introduction: 5 minutes

Development: 10 minutes

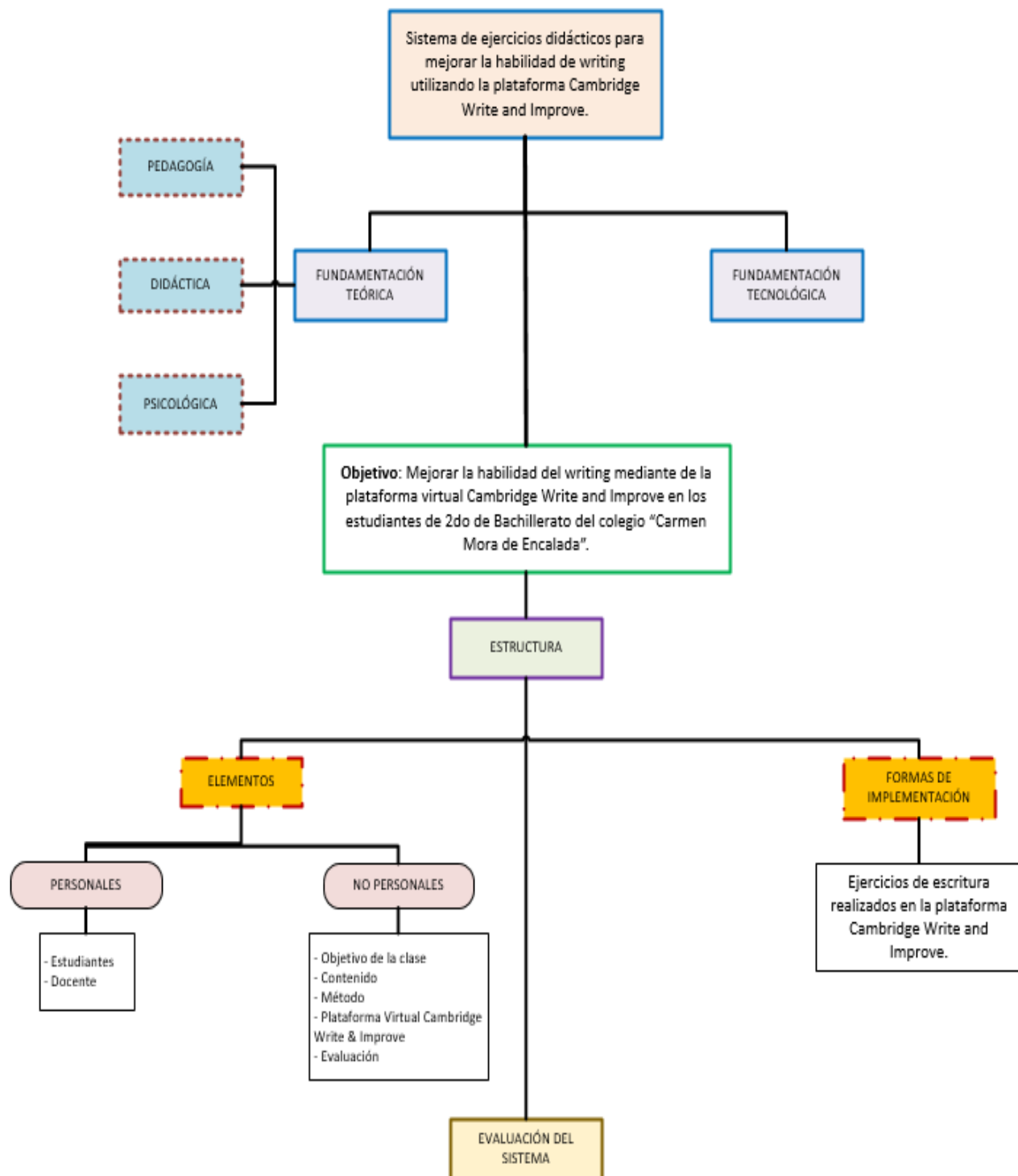
Activities: 35 minutes

Conclusion: 10 minutes

3.6 Structure of the Didactic Exercise System for Improving Writing Skills Using the Cambridge Write & Improve Virtual Platform

Figure 18.

Diagram of the Didactic Exercise System



Note. Prepared by Cristhian Ponce

3.7 Assessment of the Effectiveness of the Didactic Exercise System to Improve the Productive Writing Skills of Second Baccalaureate " A " Learners of the Carmen Mora de Encalada High School

The verification process of the effectiveness of the exercise system was carried out with a quantitative approach following the mixed research design, and the following hypotheses were used for the verification:

H0= The implementation of the system of didactic exercises using the Cambridge Write & Improve platform does not have a positive influence on the improvement of writing skills in English in the learners of the second baccalaureate "A" at Carmen Mora de Encalada.

H1= The implementation of the system of didactic exercises using the Cambridge Write & Improve platform has a positive influence on the improvement of writing skills in English language in the learners of the second baccalaureate "A" at Carmen Mora de Encalada.

Focus on the result and considering that the chi-square is according to the level of significance, which is generally 0.01, the chi-square is greater than or equal to 0.01; the alternative hypothesis is assumed, which indicates a difference between before using the platform and after using it.

To check that the pedagogical proposal allowed for improvements in the productive writing skills in the learners of the second baccalaureate "A". The results obtained in the initial diagnosis (Appendix 2) were considered, before applying the Cambridge Write & Improve platform, determined from the internships as learners of the National and Foreign Languages Pedagogy degree, which allowed for evaluating the learners' level of mastery of the productive skills, especially writing, which they possess.

Table 4.
Results of the Initial Test

TEST DE DIAGNÓSTICO INICIAL						
No.	ESTUDIANTES	VOCABULARIO (2)	ESTRATEGIAS DE REDACCIÓN (2)	GRAMATICA (3)	COMPRESIÓN DE LA INSTRUCCIÓN (3)	TOTAL
1	AMDA	1	1	1	2	5
2	ACDN	1	1,5	2	2	6,5
3	AANS	1	0,5	1	1	3,5
4	ABEA	1	1	1	2	5
5	ATMY	2	1	2	2	7
6	ACJD	1	1	1	2	5
7	BARJ	0,5	1	1	1	3,5
8	BALA	1	1,5	2	2	6,5
9	BSAB	1,5	0,5	1	1	4
10	CGDP	1	1	1	2	5
11	CGDC	1,5	1,5	3	3	9
12	CRMD	1,5	1,5	1	2	6
13	DCKV	2	2	2	3	9
14	DLRAML	2	2	2	3	9
15	EAMC	1	1	1	1	4
16	GQMJ	1	2	2	2	7
17	JELA	1	1	1	2	5
18	LCJA	1	1	2	3	7
19	LMLC	1	1	1	1	4
20	MBBD	1	1,5	1,5	3	7
21	MPKS	1	1	1	1	4
22	MPRA	1	1,5	2	2,5	7
23	MCJN	1	1	1	2	5
24	NEMR	1	1,5	1,5	3	7
25	PEML	1	1	1	2	5
26	PABL	2	1	2	2	7
27	RDAG	1	1	1	1	4
28	RMAI	1	2	2	2	7
29	SMKY	0,5	1	1	1	3,5
MEDIA		1,155	1,224	1,448	1,948	

Note. Prepared by Cristhian Ponce

Based on the initial diagnosis, we applied the Didactic Exercise System to support the exercises planned by the English teacher using the Cambridge Write & Improve platform, thus

strengthening the students' writing skills. In addition, the idea of encouraging students to use this platform is to motivate them to continue using this platform for their homework.

The Cambridge Write & Improve platform was used throughout Unit 3, based on the English teacher's lesson plan, during which time a small but significant increase in student participation in class was observed, and an improvement in writing skills was noted. It was demonstrated in the final diagnostic test (Appendix 9) conducted with the learners at the end of Unit 3, although it is worth noting that all the activities carried out on the Cambridge Write & Improve platform were evaluated to determine the platform's effectiveness.

During the final diagnostic test, learners had 30 minutes to complete the activity on the topic "The challenge of self-education in the pandemic time".

According to the results obtained in the final diagnostic test (Appendix 10), it could be verified that there is a significant increase in the learners' writing skills. The conclusion was the result of comparing the initial diagnostic test and the final diagnostic test, which were evaluated in the same way and using the same instruments.

To carry out this comparison, we worked with the Excel program in which two tables were created, an initial one for the initial diagnostic test and another one for the final diagnostic test. The tables contained the names of the learners of the second baccalaureate "A" and the indicators considered for grading the learners' English writing. In these tables, the scores obtained by the learners in the diagnostic tests were placed. Then we proceeded to find the mean of each indicator of both diagnostic tests; finally, we made a comparative table of the results of both diagnostic tests using the chi-square test, the formula of which is

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Table 5.
Results of the Final Test

TEST DE DIAGNÓSTICO FINAL						
No.	ESTUDIANTES	VOCABULARIO (2)	ESTRATEGIAS DE REDACCIÓN (2)	GRAMATICA (3)	COMPRENSIÓN DE LA INSTRUCCIÓN (3)	TOTAL
1	AMDA	1	1,5	1,5	2	6
2	ACDN	1,5	2	2,5	2,5	8,5
3	AANS	1	1	1	1	4
4	ABEA	1,5	1,5	1,5	2,5	7
5	ATMY	2	1,5	2,5	2	8
6	ACJD	2	1,5	2	3	8,5
7	BARJ	1,5	1,5	1,5	1,5	6
8	BALA	1	2	2	2,5	7,5
9	BSAB	1	1	1	1	4
10	CGDP	1,5	1,5	1,5	2	6,5
11	CGDC	2	2	3	3	10
12	CRMD	1,5	1,5	1,5	2,5	7
13	DCKV	2	2	3	3	10
14	DLRAML	2	2	3	3	10
15	EAMC	1,5	1,5	2	1,5	6,5
16	GQMJ	1,5	2	2,5	2	8
17	JELA	1	1	1	2	5
18	LCJA	1	1	3	3	8
19	LMLC	1	1	1	1	4
20	MBBD	2	2	2	2	8
21	MPKS	1,5	1	1,5	1,5	5,5
22	MPRA	1	2	2	2,5	7,5
23	MCJN	1,5	1,5	1,5	2,5	7
24	NEMR	1	2	2	3	8
25	PEML	1,5	1,5	1,5	2	6,5
26	PABL	2	2	2,5	2	8,5
27	RDAG	1,5	1,5	2	1,5	6,5
28	RMAI	1	2	2,5	2,5	8
29	SMKY	1,5	1,5	1,5	1,5	6
MEDIA		1,448	1,586	1,931	2,138	

Note. Prepared by Cristhian Ponce

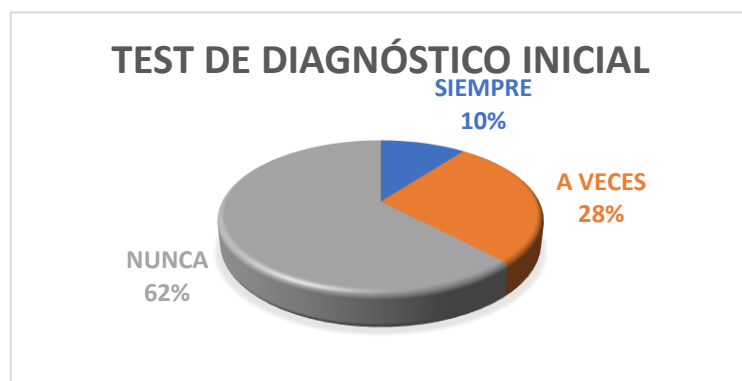
Table 6.*Comparative table*

CUADRO COMPARATIVO			
INDICADORES	RESULTADOS TEST DE DIAGNÓSTICO INICIAL	RESULTADOS TEST DE DIAGNÓSTICO FINAL	CHI-CUADRADO
VOCABULARIO	1,155	1,448	0,059
ESTRATEGIAS DE REDACCIÓN	1,224	1,586	0,083
GRAMÁTICA	1,448	1,931	0,121
COMPRESIÓN DE LA INSTRUCCIÓN	1,948	2,138	0,017
CHI-CALCULADO			0,279

Table 7.*Scores given in the diagnostic test and Charts*

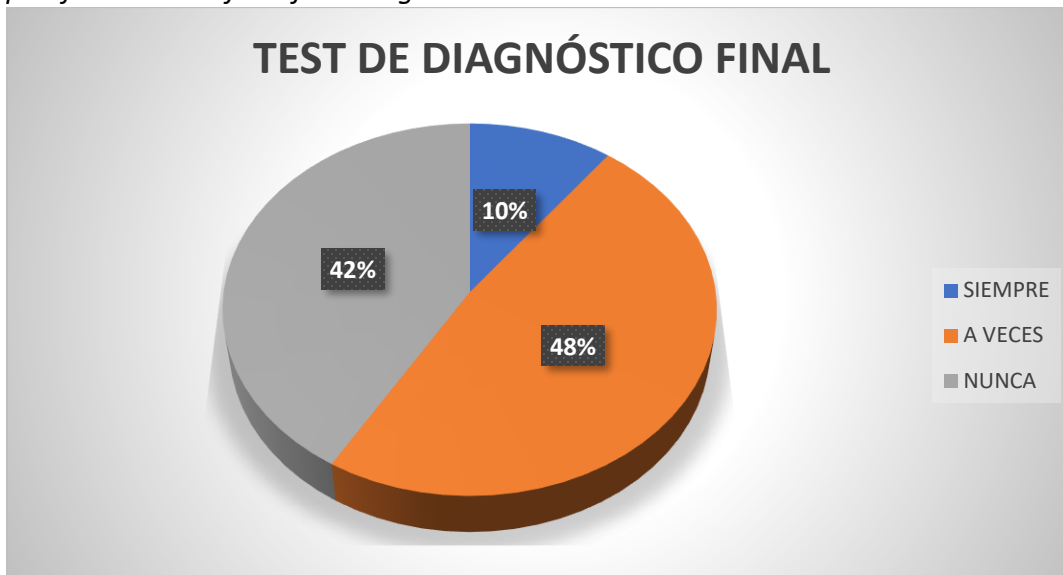
VALORES	NIVELES	CANTIDAD	CALIFICACIÓN
3	SIEMPRE	3	9 - 10
2	A VECES	8	7 - 8,99
1	NUNCA	18	0 - 6,99

Note. Prepared by Cristhian Ponce

Figure 19.*Graph of the initial diagnostic test result*

Note. Prepared by Cristhian Ponce

Figure 20.
Graph of the result of the final diagnostic test



Note. Prepared by Cristhian Ponce

Based on the above, it is considered that this pedagogical proposal is feasible to be used in the teaching and learning process of learners' productive writing skills, as it is focused on learners' written expression, which allows them to evolve in the learning of English. The Cambridge Write & Improve platform is based on a trial-and-error system that allows learners to check how they improve and acquire the wish knowledge.

CONCLUSIONS

- Writing skills have been theoretically founded as linguistic skills focused on oral discourse, which necessarily requires knowledge of signs, the full development of psychomotor skills and, at a cognitive level, the necessary bases for creating a text.
- The initial diagnosis carried out on the learners of the second "A" baccalaureate of the Carmen Mora de Encalada High School revealed difficulties in the development of writing skills.
- A system of didactic exercises was developed and applied using the Cambridge Write & Improve platform, which proved to be effective in developing the writing skills of the learners of the second "A" baccalaureate of the Carmen Mora de Encalada High School.

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APPENDICES

APPENDIX 1

PARTICIPANT OBSERVATION GUIDETabla de Valores:

Niveles	Valores
Siempre	3
A veces	2
Nunca	1

Unidad de Análisis: Competencia Lingüística	
1. Categoría: Conocimiento del código escrito	
Los estudiantes siempre reconocen la idea principal y secundaria en textos escritos.	
Los estudiantes a veces reconocen la idea principal y secundaria en textos escritos	
Los estudiantes nunca reconocen la idea principal y secundaria en textos escritos	
2. Categoría: Estrategia de redacción	
Los estudiantes siempre redactan con claridad expresando sus ideas sobre un tema	
Los estudiantes a veces redactan con claridad expresando sus ideas sobre un tema	
Los estudiantes nunca redactan con claridad expresando sus ideas sobre un tema	
3. Categoría: Vocabulario	
Los estudiantes siempre infieren e interpretan el vocabulario aprendido en clase.	
Los estudiantes a veces infieren e interpretan el vocabulario aprendido en clase	
Los estudiantes nunca infieren e interpretan el vocabulario aprendido en clase	

4. Categoría: Grammar	
El estudiante siempre asimila la gramática aprendida en clase.	
El estudiante a veces asimila la gramática aprendida en clase	
El estudiante nunca asimila la gramática aprendida en clase	
Unidad de Análisis: Habilidad de comprensión escrita	
1. Categoría: Escribe	
Los estudiantes siempre plasman sus ideas de manera correcta respetando el vocabulario y gramática aprendida.	
Los estudiantes a veces plasman sus ideas de manera correcta respetando el vocabulario y gramática aprendida	
Los estudiantes nunca plasman sus ideas de manera correcta respetando el vocabulario y gramática aprendida	
2. Categoría: Comprende	
Los estudiantes siempre son capaces de comprender un texto.	
Los estudiantes a veces son capaces de comprender un texto.	
Los estudiantes nunca son capaces de comprender un texto.	

APPENDIX 2**INITIAL DIAGNOSTIC TEST CARRIED OUT ON LEARNERS**

Look at the three pictures. Write the story shown in the pictures. Write at least 50 words.



APPENDIX 3

SAMPLE STUDENT SURVEY PRIOR TO THE IMPLEMENTATION OF THE CAMBRIDGE WRITE & IMPROVE ONLINE PLATFORM

UNIVERSIDAD TÉCNICA DE MACHALA UNIDAD ACADÉMICA DE CIENCIAS SOCIALES PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE INGLÉS DEL CENTRO EDUCATIVO CARMEN MORA DE ENCALADA

OBJETIVO: Identificar cuáles son las prácticas pedagógicas aplicadas en la enseñanza de la habilidad del writing.

INSTRUCTIVO

- Procure ser lo más objetivo y verás.
- Marque con una X en el paréntesis la alternativa que escogió.

1. ¿Acorde a la enseñanza aprendizaje del idioma inglés, utiliza su docente métodos y técnicas para el desarrollo y la potencialización de la habilidad productiva (writing)?

Si ()

No ()

2. ¿Qué recurso didáctico metodológico emplea el docente para desarrollar la habilidad productiva (writing)?

Libros ()

Recursos electrónicos ()

Juegos ()

Ilustraciones ()

3. ¿Qué técnicas considera que son las adecuadas para promover una participación activa-reflexiva en el inter-aprendizaje de las habilidades productivas?

Grupales ()

Individuales ()

Diálogos ()

4. ¿Cree que el material didáctico que utiliza su docente es adecuado en el inter-aprendizaje del idioma inglés?

Películas ()

Periódicos ()

Artículos ()

Revistas ()

5. ¿Considera usted que las habilidades productivas se pueden perfeccionar mediante?

Películas ()

Folletos ()

Aprendizaje por equipos ()

6. ¿En qué forma cree usted que puede elaborar oraciones correctamente?

Excelente ()

Buena ()

Regular ()

Deficiente ()

7. ¿Le gusta expresarse y comunicarse en forma escrita?

Siempre ()

Frecuentemente ()

En Ocasiones ()

Nunca ()

8. ¿Le gusta la forma en que su profesor trabaja en la clase?

Siempre ()

Frecuentemente ()

En Ocasiones ()

Nunca ()

9. ¿Desearía usted que el docente aplique nuevas estrategias de aprendizaje?

Siempre ()

Frecuentemente ()

En Ocasiones ()

Nunca ()

10. ¿En la clase de inglés se realizan actividades como escribir cartas, diálogos, bromas con sus compañeros en el idioma inglés?

Siempre ()

Frecuentemente ()

En Ocasiones ()

Nunca ()

APPENDIX 4
SAMPLE ENGLISH TEACHER SURVEY PRIOR TO IMPLEMENTATION OF THE
CAMBRIDGE WRITE & IMPROVE ONLINE PLATFORM

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENCUESTA DIRIGIDA A LOS DOCENTES DE INGLÉS DEL CENTRO EDUCATIVO
CARMEN MORA DE ENCALADA

OBJETIVO: Evaluar el nivel de aplicación de herramientas tecnológicas en el desarrollo de la habilidad del writing en el proceso de enseñanza-aprendizaje del idioma inglés.

La presente encuesta es con la finalidad de proporcionar información sobre el uso de plataformas virtuales dentro del aula de clases; por tal razón se ruega sea lo más sincero posible.

Gracias por su colaboración-

INSTRUCTIVO

- Procure ser lo más objetivo y verás.
- Marque con una X en el paréntesis la alternativa que escogió.

1. ¿Utiliza herramientas tecnológicas en sus clases de inglés?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

2. ¿Con qué frecuencia utiliza herramientas tecnológicas en sus clases de inglés?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

3. ¿Considera usted, que el uso de herramientas tecnológicas facilita el aprendizaje del idioma inglés?

SI ()

NO ()

4. ¿Considera que se debería implementar una plataforma virtual a más de la clase tradicional?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

5. ¿Considera que los estudiantes se mantienen activos durante su clase?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

6. ¿Considera que para que exista un mejor proceso de enseñanza-aprendizaje de inglés se requiere utilizar herramientas tecnológicas?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

7. ¿Considera que desarrollar las habilidades productivas ayudan a dominar el idioma inglés?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

8. ¿En sus clases usted se enfoca más en?

- a) Habilidades productivas ()
- b) Habilidades receptivas ()
- c) Contenido del texto ()

9. ¿La institución en la que labora le proporciona la facilidad de utilizar herramientas tecnológicas para el desarrollo de su materia?

- a) Siempre ()
- b) Frecuentemente ()
- c) En ocasiones ()
- d) Nunca ()

10. ¿Considera usted que las habilidades productivas se pueden perfeccionar mediante películas, módulos o folletos

- a) Si ()
- b) No ()
- c) No sé ()

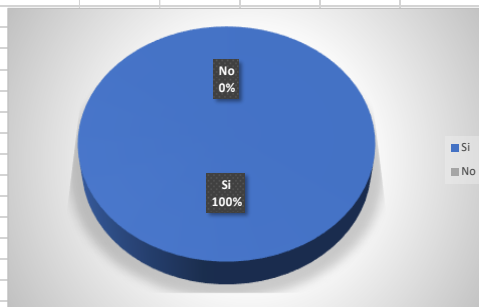
APPENDIX 5

RESULTS OBTAINED FROM THE STUDENT SURVEY

RESULTADOS OBTENIDOS EN LA ENCUESTA REALIZADA A LOS ESTUDIANTES DEL SEGUNDO DE BACHILLERATO DE LA UNIDAD EDUCATIVA CARMEN MORA DE ENCALADA

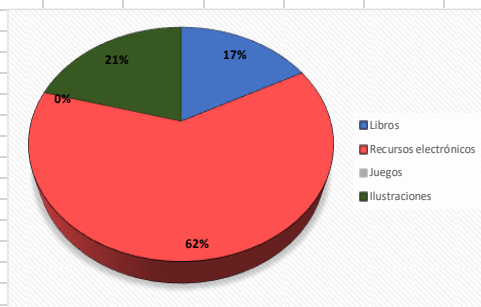
1. ¿Acorde a la enseñanza aprendizaje del idioma inglés utiliza su docente métodos y técnicas para el desarrollo y la potencialización de la habilidad productiva (writing)?

Si	29
No	0



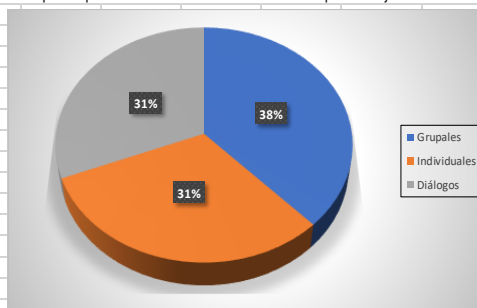
2. ¿Qué recurso didáctico metodológico emplea el docente para desarrollar la habilidad productiva (writing)?

Libros	5
Recursos electrónicos	18
Juegos	0
Ilustraciones	6



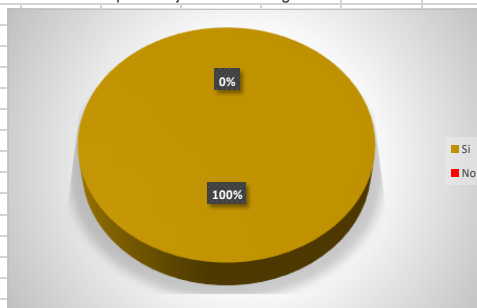
3. ¿Qué técnicas considera que son las adecuadas para promover una participación activa-reflexiva en el inter-aprendizaje de las habilidades productivas?

Grupales	11
Individuales	9
Diálogos	9



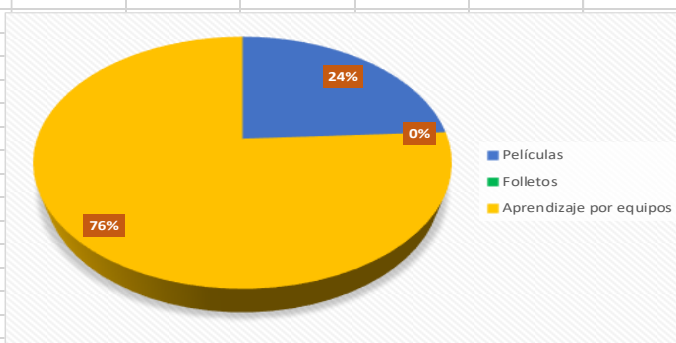
4. ¿Cree que el material didáctico que utiliza su docente es adecuado en el inter-aprendizaje del idioma inglés?

Si	29
No	0



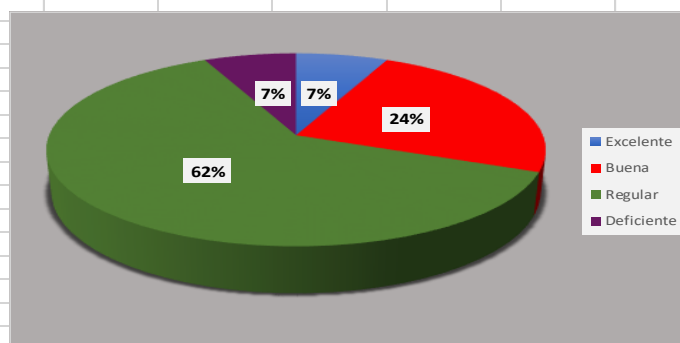
5. ¿Considera usted que las habilidades productivas se pueden perfeccionar mediante?

Películas	7
Folletos	0
Aprendizaje por equipos	22



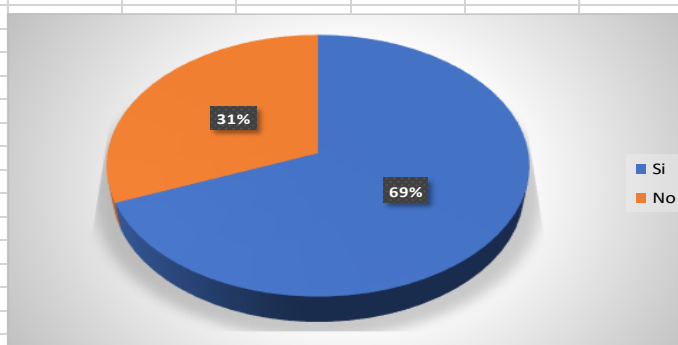
6. ¿En qué forma cree usted que puede elaborar oraciones correctamente?

Excelente	2
Buena	7
Regular	18
Deficiente	2



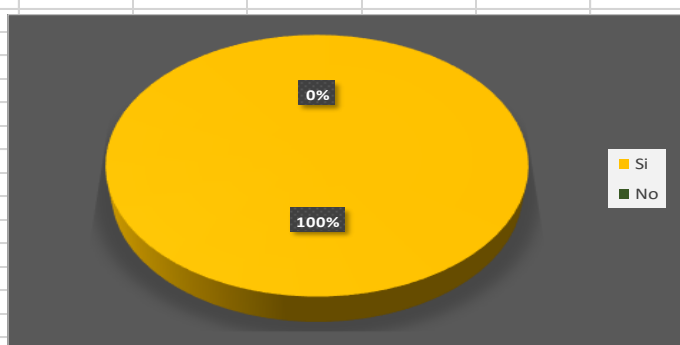
7. ¿Le gusta expresarse y comunicarse en forma escrita?

Si	20
No	9



8. ¿Le gusta la forma en que su profesor trabaja en la clase?

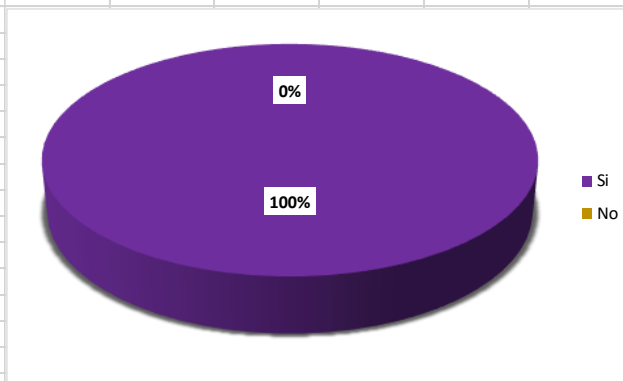
Si	29
No	0



9. ¿Desearía usted que el docente aplique nuevas estrategias de aprendizaje?

Si 29

No 0

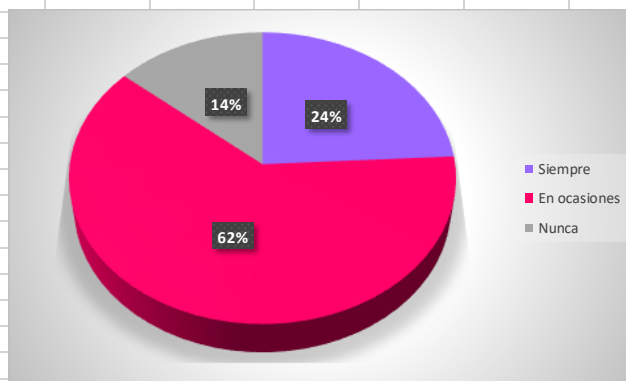


10. ¿En la clase de inglés se realizan actividades como escribir cartas, diálogos, bromas con sus compañeros en el idioma inglés?

Siempre 7

En ocasiones 18

Nunca 4



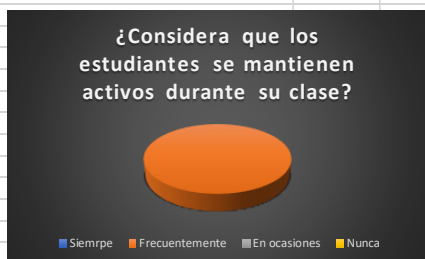
APPENDIX 6

RESULTS OF THE TEACHER SURVEY

RESULTADO DE ENCUESTA REALIZADO A DOCENTE DE LA ASIGNATURA DE INGLÉS	
1. ¿Utiliza plataformas virtuales como refuerzo en sus clases de inglés?	
SI	1
NO	
<p>¿Utiliza plataformas virtuales como refuerzo en sus clases de inglés?</p> <p>Legend: SI (blue), NO (orange)</p>	
2. ¿Con qué frecuencia utiliza plataformas virtuales en sus clases de inglés?	
Siempre	1
Frecuentemente	
En ocasiones	
Nunca	
<p>¿Con qué frecuencia utiliza plataformas virtuales en sus clases de inglés?</p> <p>Legend: Siempre (blue), Frecuentemente (orange), En ocasiones (grey), Nunca (yellow)</p>	
3. ¿Considera usted, que el uso de plataformas virtuales facilitan el aprendizaje del idioma inglés?	
Si	1
No	
Tal vez	
<p>¿Considera usted, que el uso de plataformas virtuales facilitan el aprendizaje del...</p> <p>Legend: Si (blue), No (orange), Tal vez (grey)</p>	
4. ¿Considera que se debería implementar una plataforma virtual a más de la clase tradicional?	
Si	1
No	
Tal vez	
<p>¿Considera que se debería implementar una plataforma virtual a más de la clase...</p> <p>Legend: Si (blue), No (orange), Tal vez (grey)</p>	

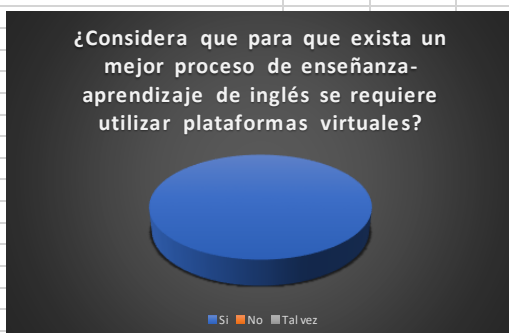
5. ¿Considera que los estudiantes se mantienen activos durante su clase?

Siempre	
Frecuentemente	1
En ocasiones	
Nunca	



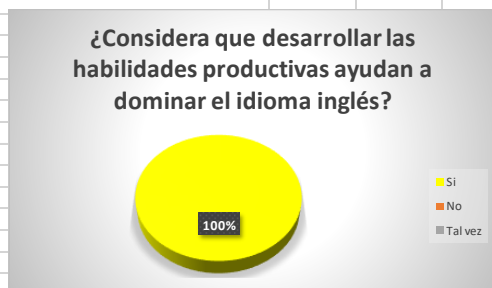
6. ¿Considera que para que exista un mejor proceso de enseñanza-aprendizaje de inglés se requiere utilizar plataformas virtuales?

Si	1
No	
Tal vez	



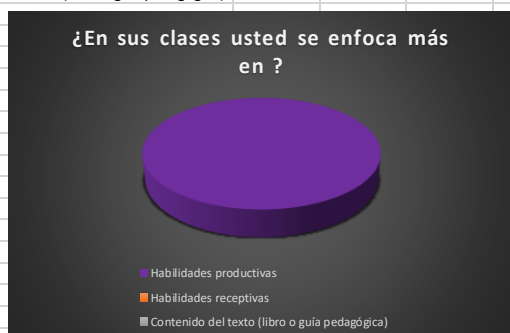
7. ¿Considera que desarrollar las habilidades productivas ayudan a dominar el idioma inglés?

Si	1
No	
Tal vez	



8. ¿En sus clases usted se enfoca más en ?

Habilidades productivas	1
Habilidades receptoras	0
Contenido del texto (libro o guía pedagógica)	0



9. ¿La institución en la que labora le proporciona la facilidad de utilizar plataformas virtuales para el desarrollo de su materia?

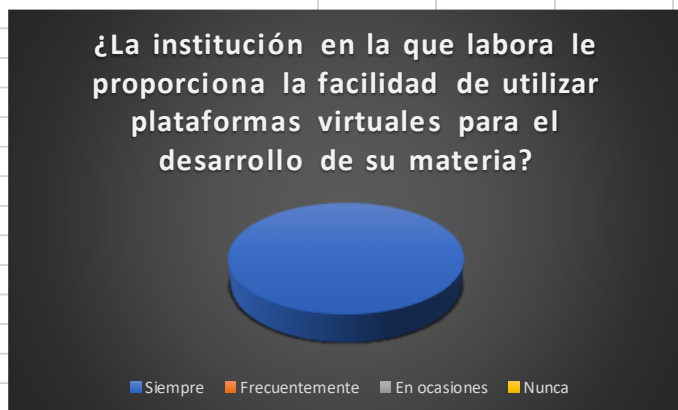
Siempre

1

Frecuentemente

En ocasiones

Nunca



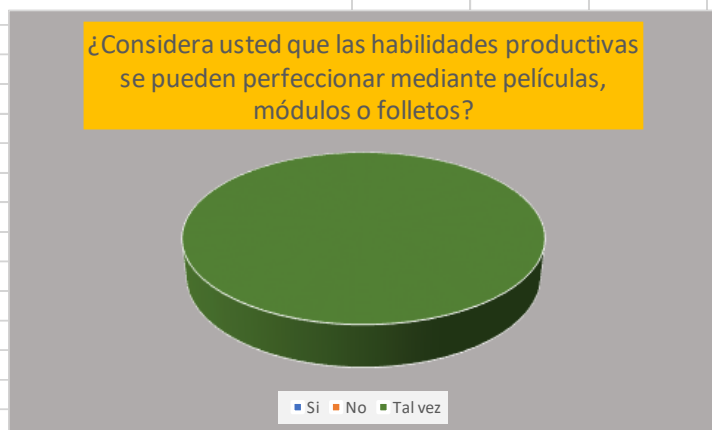
10. ¿Considera usted que las habilidades productivas se pueden perfeccionar mediante películas, módulos o folletos?

Si

No

Tal vez

1



APPENDIX 7
INITIAL DIAGNOSTIC TEST RESULT

TEST DE DIAGNÓSTICO INICIAL

No.	ESTUDIANTES	VOCABULARIO (2)	ESTRATEGIAS DE REDACCIÓN (2)	GRAMATICA (3)	COMPRESIÓN DE LA INSTRUCCIÓN (3)	TOTAL
1	AMDA	1	1	1	2	5
2	ACDN	1	1,5	2	2	6,5
3	AANS	1	0,5	1	1	3,5
4	ABEA	1	1	1	2	5
5	ATMY	2	1	2	2	7
6	ACJD	1	1	1	2	5
7	BARJ	0,5	1	1	1	3,5
8	BALA	1	1,5	2	2	6,5
9	BSAB	1,5	0,5	1	1	4
10	CGDP	1	1	1	2	5
11	CGDC	1,5	1,5	3	3	9
12	CRMD	1,5	1,5	1	2	6
13	DCKV	2	2	2	3	9
14	DLRAML	2	2	2	3	9
15	EAMC	1	1	1	1	4
16	GQMJ	1	2	2	2	7
17	JELA	1	1	1	2	5
18	LCJA	1	1	2	3	7
19	LMLC	1	1	1	1	4
20	MBBD	1	1,5	1,5	3	7
21	MPKS	1	1	1	1	4
22	MPRA	1	1,5	2	2,5	7
23	MCJN	1	1	1	2	5
24	NEMR	1	1,5	1,5	3	7
25	PEML	1	1	1	2	5
26	PABL	2	1	2	2	7
27	RDAG	1	1	1	1	4
28	RMAI	1	2	2	2	7
29	SMKY	0,5	1	1	1	3,5
MEDIA		1,155	1,224	1,448	1,948	

APPENDIX 8 CLASS PLANS



**COLEGIO DE BACHILLERATO
CARMEN MORA DE ENCALADA**
vicerrectorado.carmenmora@gmail.com
Pasaje – El Oro – Ecuador

**PLANIFICACIÓN
MICROCURRICULAR
POR ASIGNATURAS**

MINISTERIO
DE EDUCACIÓN

AÑO LECTIVO
2021
2022

ÁREA: **Lengua Extranjera**

ASIGNATURA: **Inglés**

NIVEL: **BACHILLERATO GENERAL UNIFICADO (BGU)**
GRADO/ CURSO: **Segundo BGU**

PROYECTO: 3 TIPO: **Scientific**

TEMA: **The challenge of self-education in the pandemic time**
PRODUCTO FINAL: **The Newspaper**


FECHA: **05 de agosto de 2021**

DOCENTE(S): **José Flores Cabrera**

OBJETIVO ESPECÍFICO DE LA ASIGNATURA (en relación con el proyecto): Students will be able to write a newspaper article using their creativity to create awareness in pandemic time

INDICADOR DE EVALUACIÓN: Learners can produce well-constructed informational texts by applying the writing process. Ref.I.EFL.5.15.1. (I.2, I.3, I.4, S.3, J.1)

PLANIFICACIÓN

Semana 1	
SKILLS: EFL 5.2.3. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.	
EVALUATION CRITERIA: Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)	
ORIENTACIONES METODOLÓGICAS	
CONTENIDO ESENCIAL PROPUESTAS DEL DOCENTE (ACTIVIDAD)	RECURSOS
<p>TOPIC: Time Management</p>  <p>How important is the time management in people life? How do you manage your time? Are parents important in the time managements in children? In which ways yes or no.</p>	<p>Time management, Tips for students https://assignmenthelp4me.com/essay/comprehensive-essay-time-management.html</p> <p>Dictionary https://www.macmillandictionary.com/</p>

Time management is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

A. Vocabulary

1.- **achieve:** to succeed in doing or having what you planned or intended, usually after a lot of effort.

2.- **effective:**

3.- **factor:**

4.- **flexibility:**

5.- **interrupts:**

6.- **involves:**

7.- **involves:**

8.- **log:**

9.- **manage:**

10.- **prioritize:**

11.- **schedule:**

B. Complete the sentences using the words in the box. Then discuss with your classmates whether or not you agree with each one.

Achieve	effective	factor	flexibility	interrupts
involves	log	manage	prioritize	schedule

- 1 Writing a weekly _____ or a 'to do' list is a good way to get organized.
- 2 You cannot be _____ if you never take a break.
- 3 Good time management _____ following a plan.
- 4 You can _____ much more if you do one thing at a time.
- 5 When planning your time, you must _____ in time to relax.
- 6 If you _____, you can do the most important things first.
- 7 You will never _____ to do everything, so be realistic.
- 8 If someone _____ you, adjust your plan.
- 9 _____ is important – you may need to change your plan.
- 10 It's a good idea to keep a time _____ where you write down how long you spend on each task

C. Complete the table below with five activities you did yesterday. Don't worry if you can't remember the exact times. At the bottom, note down anything you didn't manage to do.

Time		Activity
From	To	
Things I should have done		
Why I didn't do them		

D. In small groups share your answers from activity C.

ASSIGNMENT

A. What's the meaning of the following idiom "The bad news is time flies...the good news is you're the pilot" Written by Michael Akahuler

B. Reflect about how you manage your time. Write some ideas about it.

Semana 2

SKILLS: EFL 5.2.3. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.

EVALUATION CRITERIA: Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)

ORIENTACIONES METODOLÓGICAS

CONTENIDO ESENCIAL PROPUESTAS DEL DOCENTE (ACTIVIDAD)	RECURSOS
---	----------

<p>TOPIC: How to Manage my time</p> <div style="display: flex; justify-content: space-around;">   </div>	
---	--

Using time effectively is another skill well worth mastering. It is all too easy to flit from one task to another or to stall by making another cup of coffee and then find a couple of hours have passed but little has been achieved.

Schedule EVERYTHING

Use a diary or online calendar for this. If you have something that needs doing - schedule a time for it. That includes time for:

- Social and leisure commitments
- Sleeping, eating, shopping and preparing food
- Family commitments
- Lectures, seminars, work-shop
- Work on essays, projects, reading etc...

A.- Put all your tasks into the entry box - be honest with yourself.

Option	Day	Time	Activity I usually do
• Social and leisure commitments			
• Sleeping, eating, shopping and preparing food			
• Family commitments			
• Lectures, work-shop, extracurricular Activities			
• Work on essays, school assignments, projects, reading etc...			

B.- Discussion

1.- How do you usually spend your time?

2.- Why is time management important?

- Reduces stress & anxiety.
- Reduces the fear of failure.
- Preparation improves your confidence.
- Reduces completing tasks at a mediocre level.
- Preparation makes the day run more smoothly.

How do you spend your time?

C.- Reflect about yourself

Read each statement below and choose the word that best describes your behavior. Write the corresponding number you choose on your paper.

Never – 1 Occasionally – 2 Often – 3 Always – 4

1. I feel I have to “cram” before an exam.
2. My homework is turned in on time.
3. I think I get enough sleep.
4. I usually pull all-nighters before exams.
5. I plan activities with friends or family for a couple of nights a week and spend the amount of time with them that I planned.
6. When I’m working on a paper, I put off writing until a few days before it’s due.
7. I cancel social activities because I feel I don’t have enough time.
8. I get my papers in on time.
9. I find myself making a lot of excuses to my teachers about why my work isn’t done.
10. I feel comfortable about how I use time now.
11. I feel that something is hanging over my head, that I’ll never have enough time to do the work assigned.
12. I feel tired.

Score A – Add up the numbers for questions 1,4,6,7,9,11, and 12. _____

Score B – Add up the numbers for questions 2,3,5,8, and 10. _____

If Score A is greater than Score B, you are probably a procrastinator. If Score A is less than Score B, you manage your time well.

Now, answer the following questions and share them with the class.

Are you a procrastinator? Why Yes/Not

What make you a procrastinator?

How to trust yourself?

ASSIGNMENT

Choose for a classmate, record the following questions, share them on Instagram and share the link to your teacher.

1. What do you need to adjust in your weekly schedule to better match your life priorities?
2. How to manage your time in a better way?
3. How helpful could be to manage your time?
4. Give some advices to young people to manage their time.

SKILL: EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)	
EVALUATION CRITERIA: Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) REF. I.EFL.5.11.1.	
ORIENTACIONES METODOLÓGICAS	
CONTENIDO ESENCIAL PROPUESTAS DEL DOCENTE (ACTIVIDAD)	RECURSOS
<p>TEMA: Time Management reflection</p> <p>Read the time management tips below and number them in order of how useful you think they are, with number 1 as the most useful. You can add any others that you think are useful. Be prepared to explain your answers.</p> <p>The best way to manage your time</p> <ul style="list-style-type: none"> ☆ Be prepared for interruptions <input type="checkbox"/> ☆ Do the least pleasant things first <input type="checkbox"/> ☆ Be prepared to change your plan <input type="checkbox"/> ☆ Make an action plan for every job <input type="checkbox"/> ☆ Prioritize and do important things first <input type="checkbox"/> ☆ Keep a log of how you spend your time <input type="checkbox"/> ☆ Be realistic about what you can achieve <input type="checkbox"/> ☆ Make lists and tick things off as you finish <input type="checkbox"/> ☆ Think about the best time of day for each job <input type="checkbox"/> ☆ If you have stopped being effective, change activities <input type="checkbox"/> <p>Read the text and answer the questions that follow.</p> <p style="text-align: center;">Time management for students</p> <p>Learning to manage your time involves using a variety of life skills together. First of all, you need to know yourself. Only you know whether you are a morning or an evening person, for example. Understanding when you are at your best can help you decide when to do certain things you have to do – like studying. Then, you need to prioritize and decide which things are the most (and least) important. After that, you need to get organized and start planning a schedule, which could include when to study, as well as when to relax. It is important to be realistic when you are trying to manage your time. You need to factor in time to sleep, for instance, and this should be based on your normal sleep patterns – there is no point in planning to study at six in the morning if you have never managed to get out of bed before eight. Many people forget to include socializing, but this is a mistake because it is unhealthy to avoid seeing people, just as it is a mistake to spend all your time socializing while your list of things to do grows longer and longer. On the subject of lists, it is important to remember that these may have to change. You need to plan for the unexpected – a visit from a friend, for example – and this means that you may have to adjust your to-do list, perhaps crossing out something that is less important. Flexibility is the key here, otherwise you risk becoming extremely</p>	

disorganized. It is better to have to change a plan than to lose it completely. Finally, remember the old saying – ‘If you fail to plan, you plan to fail’. In the end, managing your time better will help you avoid stress, and that can only be a good thing.

1. In the first sentence, the writer mentions ‘a variety of life skills’. Which of the things in the text do you think are life skills?

2. According to the text, what should a ‘morning person’ do?

3. What point is the writer making about planning to study at six in the morning?


4. In your own words, say which two mistakes the writer refers to at the end of the first paragraph.

5. What is the main point of the second paragraph?

6. What do you understand by the saying, ‘If you fail to plan, you plan to fail’?

ASSIGNMENT

A. Based on the reading make a picture vocabulary.

Word	Picture	Pronunciation	Definition	Example (statement)
Involve		/ɪnˈvɒlv/	to include something as a necessary part of an activity, event, or situation	The English class involves a lot of practice.

B. Based on the information from this lesson, how well do you think you manage your own time? Make notes.

C. In which ways managing your time will help you avoid stress? Explain your answer.

Semana 4

SKILL: EFL 5.2.7. Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)

EVALUATION CRITERIA: Learners can produce well-constructed informational texts by applying the writing process. Ref.I.EFL.5.15.1. (I.2, I.3, I.4, S.3, J.1)

ORIENTACIONES METODOLÓGICAS

CONTENIDO ESENCIAL | PROPUESTAS DEL DOCENTE (ACTIVIDAD)

RECURSOS

TOPIC: Time Management: Planning



To do list

As well as having an overall plan of your time, you may find that a daily "to do" list is helpful for **prioritising** the tasks. Put all your tasks into one of the four quadrants - be honest with yourself.

	URGENT	NOT URGENT
IMPORTANT		
NOT IMPORTANT		

Writing an article

An article is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world.

Remember: It's a semi-formal piece of writing make it interesting by including a range of language, e.g. adjectives and adverbs, phrasal verbs, collocations, relative clauses, linkers, one or two idioms.

Topic: Think of a title to catch the reader's attention

Writer's name:

Body: Introduction.- Brief explanation or summary of the document. (Can you imagine.../ I must tell you about.../ You wouldn't believe...)

The main part of the paragraphs.- **Giving a strong opinion** (It's absolutely terrific.../ There's nothing in the world like it...) **Adding ideas** (Apart from that.../ I must also mention...)

Giving examples (Particularly.../ Such as.../ For example...)
Conclusion: Ending paragraph of the article with the opinion or recommendation (Personally, I find.../ In my view.../ One thing I love.../I'll never forget...)

ASSIGNMENT

Make a plan for the week

You see an invitation from a significant newspaper to write an article about a plan for the week.

Imagine you have a lot of things to do. What are your plans for this week? Write an article briefly describing the most important and urgent thing, an important but not urgent thing, an urgent but not important thing, and a not urgent and not important thing.

Write your answer in 100-120 words.

RESPONSABLES

Elaborado por:	Coordinador(a) de Área	Vicerrector	Rector
José Flores Cabrera	JOHN BERMEO	Jaime Chuñir Panjón	José Flores Cabrera
Fecha: 6 de agosto de 2021	Fecha: Haga clic aquí o pulse para escribir una fecha.	Fecha: Haga clic aquí o pulse para escribir una fecha.	Fecha: Haga clic aquí o pulse para escribir una fecha.

APPENDIX 9**FINAL DIAGNOSTIC TEST CARRIED OUT ON LEARNERS**

Imagine you see an announcement in a newspaper which is looking for people who want to write an article about education in the pandemic time. You have to answer the following questions in the article:

- How is education different in the pandemic time than before the pandemic?
- Do learners learn better in the pandemic time than before?

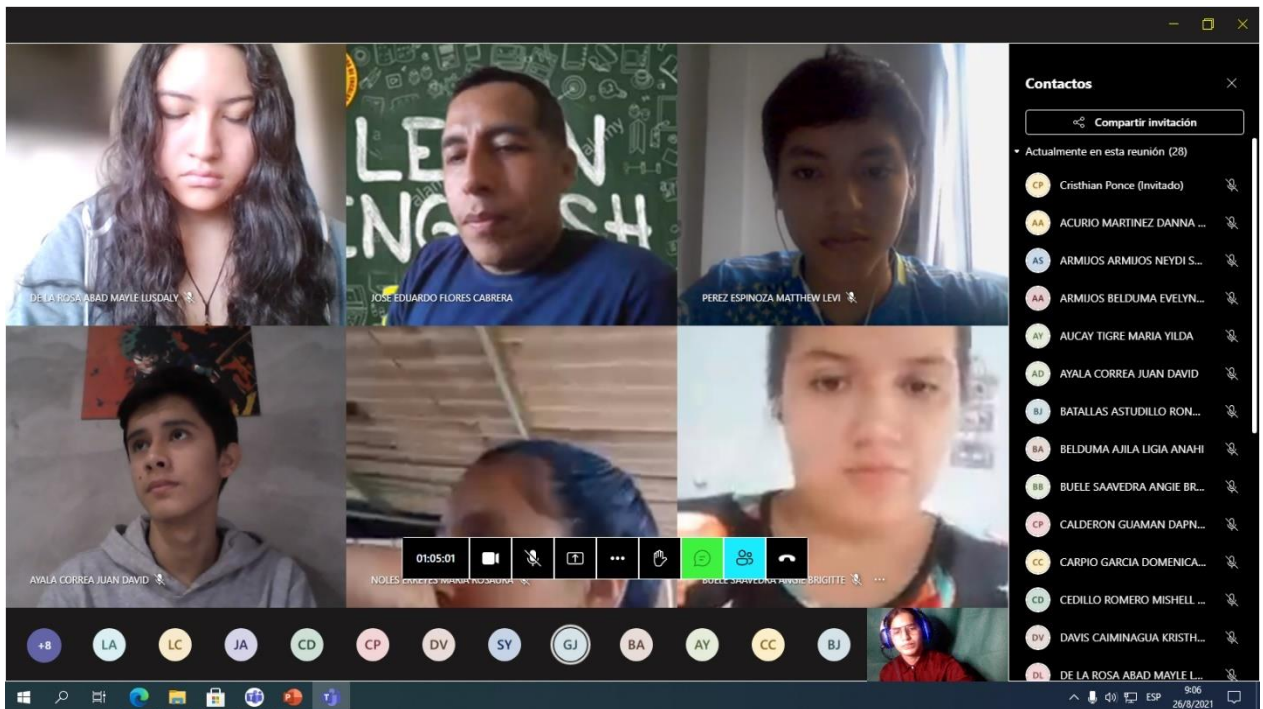
Write your answer in 100 – 200 words.

APPENDIX 10
FINAL DIAGNOSTIC TEST RESULTS

TEST DE DIAGNÓSTICO FINAL						
No.	ESTUDIANTES	VOCABULARIO (2)	ESTRATEGIAS DE REDACCIÓN (2)	GRAMATICA (3)	COMPRESIÓN DE LA INSTRUCCIÓN (3)	TOTAL
1	AMDA	1	1,5	1,5	2	6
2	ACDN	1,5	2	2,5	2,5	8,5
3	AANS	1	1	1	1	4
4	ABEA	1,5	1,5	1,5	2,5	7
5	ATMY	2	1,5	2,5	2	8
6	ACJD	2	1,5	2	3	8,5
7	BARJ	1,5	1,5	1,5	1,5	6
8	BALA	1	2	2	2,5	7,5
9	BSAB	1	1	1	1	4
10	CGDP	1,5	1,5	1,5	2	6,5
11	CGDC	2	2	3	3	10
12	CRMD	1,5	1,5	1,5	2,5	7
13	DCKV	2	2	3	3	10
14	DLRAML	2	2	3	3	10
15	EAMC	1,5	1,5	2	1,5	6,5
16	GQMJ	1,5	2	2,5	2	8
17	JELA	1	1	1	2	5
18	LCJA	1	1	3	3	8
19	LMLC	1	1	1	1	4
20	MBBD	2	2	2	2	8
21	MPKS	1,5	1	1,5	1,5	5,5
22	MPRA	1	2	2	2,5	7,5
23	MCJN	1,5	1,5	1,5	2,5	7
24	NEMR	1	2	2	3	8
25	PEML	1,5	1,5	1,5	2	6,5
26	PABL	2	2	2,5	2	8,5
27	RDAG	1,5	1,5	2	1,5	6,5
28	RMAI	1	2	2,5	2,5	8
29	SMKY	1,5	1,5	1,5	1,5	6
MEDIA		1,448	1,586	1,931	2,138	

APPENDIX 11

PHOTOGRAPHIC MEMORY



Estás presentando para todos

Dejar de presentar

The screenshot shows a Zoom meeting interface. The main window displays a PowerPoint slide titled "WHAT IS TIME MANAGEMENT?". The slide content includes: "It is the process of organizing and planning how to divide your time between specific activities. In simple terms, it is the ability of people to align his tasks in a way that he is able to finish his tasks on time." and "Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high." The slide also features a cartoon character with a question mark above their head. The Zoom interface includes a top bar with "Estás presentando para todos" and "Dejar de presentar", a bottom bar with a timer at "11:48" and the name "kyi-gywx-mix", and a grid of participant video feeds on the right. The participants shown are valentina Davis, Kiara Sigcho Morán, Mayle De la Rosa, and Domónica Carpio García. A larger video feed of a participant with glasses is also visible.

Estás presentando para todos

Dejar de presentar

The screenshot shows a Zoom meeting interface. The main window displays a web browser with a "New CEFR Task" form. The form includes fields for "Write", "Summary", "About", and "Question". The "About" field has a range of "20" and "800" words. The "Question" field has a prompt: "Write the task question here, e.g. 'Cars should not be allowed in city centres'. Do you agree with this statement?". The browser address bar shows a URL from "writeandimprove.com". The Zoom interface includes a top bar with "Estás presentando para todos" and "Dejar de presentar", a bottom bar with a timer at "12:26" and the name "kyi-gywx-mix", and a grid of participant video feeds on the right. The participants shown are Mayle De la Rosa, valentina Davis, Domónica Carpio García, and Kiara Sigcho Morán. A larger video feed of a participant with glasses is also visible.

Estás presentando para todos Dejar de presentar

Cambridge English Write & Improve

Write&improve.com/workbook/membership/623ee64d-096-444d-892a-4518f4a4a52/workbook/511099a6-4031-479e-af48-1813d5e97d15

UNIVERSIDAD CESAR TERESA EVA-UTMACH EVA-CAC trajo Event Marketing P... sociologia libros de Katy VAW... seminario Subocio Learn English Onli...

Return to workbooks Sign out

Welcome, Christian sign out

WB workbooks

- WB Beginner
- WB Intermediate
- WB Academic
- WB Business
- WB Just for Fun

Test Zone

- ELTS Academic
- ELTS General Training
- IELT First

My workbooks

CARMEN MORA DE ENCALADA HIGH SCHOOL

- Create a workbook
- Join a workbook
- Class View
- Account members

CARMEN MORA DE ENCALADA HIGH SCHOOL

Subscribe to Class View

Your tasks

- Summary: Time Management
What is time management?
- Pre-activation: Time Management
1. Are you a procrastinator? Why/Why not?
2. What make you a procrastinator?
3. How do you manage your time?
- Discussion: Time Management
Just write the answer!
1. How do you usually spend your time?
2. What is time management important?
- Schedule: Time Management
Put ALL YOUR TASKS INTO THE ENTRY BOX - BE HONEST WITH YOURSELF!

Your writing

You haven't taken any tasks in this workbook yet.

Invitation code

PNQDQ4M

Invite people to your workbook via email.
Enter the email addresses of people you would like to invite to your workbook before and click the Invite button or paste them in the box in invitation code.

You can send 28 more invitations before the limit on your subscription is reached.
[Change number of account members](#)

Invite

Workbook members

Cristian Ponce <spence3@unmachu.edu.ec> Administrator

Carolina Emery <emeryc@gmail.com>

gnifferlopezchavez@gmail.com

lbarbuna.29@gmail.com

Angie Buell <+13245enginbuell@gmail.com>

Doménica Carpio <+569120098@hotmail.com>

Meet Google

meet.google.com está compartiendo una ventana. [Dejar de compartir](#) [Ocultar](#)

12:32 | kyi-gywx-mix

Dejar de presentar

Mayle De la Rosa

valentina Davis

Doménica Carpio García

Tú

Doménica Carpio García ha levantado la mano [Abrir cola](#) [X](#)